MADISON METROPOLITAN SCHOOL DISTRICT

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

Daniel A. Nerad, Superintendent
May 2011

....Action Plans/Leaders...

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

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

May 2011

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: ▪ 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	To be completed by mid February. Student & Teacher Council is being incorporated into final format. Completed a draft document as a result of conversations with staff, students and parents, in response to the question, "What should the ideal MMSD graduate know and be able to do?"
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 21st Century Skills. 3. **Life-enriching skills** which may include but is not limited to: extra-curricular activities (athletics, clubs, organizations) and service learning opportunities. 4. **Social-emotional skills** based on the MMSD social	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). Completed a draft document outlining the next steps to be taken in defining the ideal MMSD graduate by measurable outcomes tied to the criteria listed in the Visible Result column for Student Action Plan, Action Step 2.

Student Action Plan – Achievement for All Students

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					emotional learning standards (SELS). 5. **Career awareness** which may include but is not limited to the student's knowledge of personal interests/skills/values; understanding of the 16 Career Clusters which describe the world of work; developmentally-appropriate mastery of 21st-Century Skills; a plan which incorporates the student's knowledge of personal interests/skills/values, his/her understanding of the world of work, and his/her mastery of 21st-Century Skills into a career pathway identifying appropriate post-secondary education and employment options.		
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 based off of the WisCareers platform which will interface with Infinite Campus, the District's information management system. 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).	1. Consulting/ programming development/evaluati on fee to enable the ILP to interface with Infinite Campus 2. External evaluation cost is covered in the aforementioned consulting/programm ing development/evaluati on fee listed above.	Change ILP software vendors from WISCareers to Career Cruising. Career Cruising automatically interfaces with Infinite Campus. Middle- and high-school contacts for Career Cruising have been identified and given professional development in the
	1		Assistant Superintendents, Instructional Council, and ILP	Done			

Student Action Plan – Achievement for All Students

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
	1		Action Team. Assistant Superintendents and ILP Action Team.	October, 2009 – March, 2009	3. ILP implementation plan will clearly articulate the following: • 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	3. Extended employment and or substitute release time for teachers/staff. Approximate total cost estimate = $17,000 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. Alternative options include: 1. Extended employment and or substitute release time for teachers/staff. 2. Food costs when meetings take place during dinner hours.	use of Career Cruising. Completed template for K-5 and 9th grade. ILP will be translated into Spanish and Hmong and will start in January 2011. All materials in Career Cruising are fully available in English, Spanish, and French. ILP activities were begun in grades K-5 and grades 6 and 9 during the 2010-11 school year.
	1		Assistant Superintendent, ILP Action Team, and building administrators.	2010-11 school year	4. Implement the ILP professional development plan district-wide with fidelity. Elementary – Paper/pencil version of ILP began with Ready Set Goal and completed at Parent Teacher conference. Areas identified are: 1. Student strengths 2. Growth areas 3. Suggested goals Grade 6th - 12 – electronic version of ILP will be implemented in Fall 2011. Contracting with Career Cruising.		

Student Action Plan – Achievement for All Students

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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	Develop a multi layer system of measurement to be established and implemented. Measurement system includes but is not limited to: • Formal assessments (e.g., WKCE, Explore, Plan) • Student progress relative to ILP goals and success/ progress over time • High school completion rates Student participation in continuing education opportunities beyond high school (two draft surveys have been completed: senior survey and post graduation outcomes survey) The following assumptions are used across all measures: • 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 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	Members of Management Team will participate in developing system of measurement. Staff from Research and Evaluation will need to be active participants. Additional Research Staff to support the multiple data measurements.	Completed

Student Action Plan – Achievement for All Students

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					status, English Language Learner (ELL) status. • Up to three years of data will be used for an historical analysis. Some measure will not have that much history as they are recent or being created for the first time with this project. 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 9th Grade High School Reform Initiatives PBS Coaches CEIS Interventionists PSTs in Schools Abeyance Program Comprehensive Literacy Model RtI (Response to Intervention)	Existing resources	.2 AVIS/WCTY Coordinator are at each MS. EXPLORE was administered to all 8th and 9th graders in May of 2011. Increasing in elem./MS PBS Coaches-Elem-.1-.2 and .5-1.0-MS, varied at HS Over 60 MS/HS students participated in the Phoenix Program during the 2010-11 school year

Student Action Plan – Achievement for All Students

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Ongoing Completed Ongoing
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 MMSD.	Staff Time	Ongoing. 1730 students are currently enrolled in 4K as of 5/13/2011. After School Advisory group met quarterly during the 2011-11 school year to problem solve around academic infusion. An annual Survey of Program Quality Assurance was completed and results are being compiled. The 4K Steering Committee composed of the center directors and the 4K advisory will begin to meet June 1, 2011.

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		Establish internal MMSD group of staff, administration and parents to create strength-based measures that include the following: • development of tools • communication plan, • accountability measures, • ongoing professional development for staff, • data review plan • connection to SIP and DIP 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. The use of the Gallup Poll will be utilized to assist in the hiring of highly qualified administrative staff. Schools use an annual questionnaire to determine the types of family involvement used in schools there are six types measured each year.	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.

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	Susan Abplanalp Pam Nash Jennifer Allen	2010-2011	The most important result will be improved parental involvement of traditionally disengaged families. • 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.	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. • 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. ▪ PBS Models across all of the schools. ▪ Responsive Classrooms – Elementary/Middle School levels.	Consistent evaluation plan and method of sharing results.	On-going.

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. ▪ 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 ▪ Madison Foundation ▪ BOE Common School Measures ▪ Social Emotional Leadership Standards ▪ Equity Report	Survey of schools	Year 3.

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.	• 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.	• 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.	▪ 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.

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	**Completed** Middle and High school course maps, pre-requisites and common course names. <mark>Advanced Placement courses in science and social studies added to 2011-12 course guides.</mark> ~~**In process** Next steps to reduce barriers and obstacles due to pre-requisites and opportunity gaps in grades 9 & 10.~~
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.	Dedicated time from Assistant Superintendents, Central Office, Principals Re-allocation of available resources as needed	**Completed** Middle and High school course maps, pre-requisites and common course names and 3 year plan to provide equitable advanced placement (AP) courses.

Curriculum Action Plan – Accelerated Learning

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							In process Next steps to address inconsistencies and inequities across the district. Work to ensure equitable access to reading instruction and interventions in K-12 – with particular focus on K & 6th grade. ==Equitable access to READ180 and System 44 implementation scheduled for 2011-12.== ==Revised curricular review process implemented.== Grade 9/10 English and Social Studies in 2011-12. Literacy Advisory Committee recommendations addressing K-12 Reading 2011-12.

Curriculum Action Plan – Accelerated Learning

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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 gaps and repetition. Focus initially at secondary level.	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 Materials: $2,815 Extended Employment:: Social Studies 25 staff x 18.5 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	**Completed** Selected high schools have analyzed course 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

Curriculum Action Plan – Accelerated Learning

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
						Work 6 Teacher Leaders x 40 hours x $50/hr = $12,000 Staff time	Core, College & Career Readiness Standards and ACT Quality Core Social studies course sequences for 9-10th grade mapped at 3 high schools. **In process** District-wide use of curricular mapping aligned with ACT College and Career Readiness, ~~Standards and/or~~ Common Core Standards, <mark>Universal Design for Learning (UDL) and Social Emotional Learning Standards.</mark> ~~K-12 in Math and English, 2nd 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

Curriculum Action Plan – Accelerated Learning

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							secondary schools participated in the 3-year DPI Advanced Placement Initiative Grant to build vertical alignment across grades. Cluster support implementation scheduled in 2011-12.
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	Asst Supts, 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 2011-12
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 Data Dashboard scheduled for implementation in 2011-12.

Curriculum Action Plan – Accelerated Learning

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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.~~ <mark>2011.</mark>
12. Implement 2009 Board of Education approved Fine Arts Task Force recommendations to improve academic outcomes and engage all students. Implement 2009 Board of Education approved Fine Arts Task Force recommendations to improve academic outcomes and engage all students	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 Education on January and June, ~~2010.~~ <mark>2011.</mark>
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~~ i<mark>n</mark> ~~November, 2009 and~~ May, ~~2010.~~ <mark>2011.</mark>

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

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	**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. **In process** Re-convene District-wide Assessment Committee for 2010-11. Confirm and implement benchmark assessment tools for grades 3-7. Charge for 2010-11: • ELL • PD model • Transitions ~~Spring 2011 MAP 3-6~~ <mark>Fall 2011 and Spring 2012 MAP 3-7</mark>

Curriculum Action Plan – Assessment

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							CogAT 2, 5 Explore grade 8,9
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	**Completed** District-wide assessment team established in October, 2009. All Departments have identified assessment gaps and tools to address those gaps. 150 staff members have engaged in book discussions around formative assessment and design
3. Develop a consistent district-wide assessment plan (including formative assessments and progress monitors) to better inform classroom curriculum and instruction.	2-3	21st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational Services	2010-2012	District-wide assessment plan		**In process** MAP 2011-12
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; 21st 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**

Curriculum Action Plan – Assessment

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
9. Map big ideas in core content areas as a basis for development of common assessments	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		**In process K-12 Alignment to Common Core/ACT identifies big ideas in English/Math** Assessment pilots for: Benchmark Assessments TAG Assessments Reading Interventions

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 Commission of the States Schools of Success Service-Learning Award, $10,000 – Shabazz High School Wisconsin DPI Learn and Serve Grant, $9,900 – Shorewood Elementary School
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**

Curriculum Action Plan – Civic Engagement

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Steps to resolve inconsistencies across high schools. Initially focus on Gr 9 & 10
3. Analyze research to determine and develop productive civic engagement strategies for MMSD to implement.	2	21st 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 | 21st 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 |
| 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 Intervention Through Assessment. | Time for team collaboration

Professional development | **In process** Professional collaboration time at the secondary level will include system-wide focus on improving instruction for all students. |

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. ==Hmong resource library with cultural relevant text== ==Hmong for Hmong Speakers for Classes Level I & II== ==Hmong Academic Competitions: Hmong Debate, Spelling Bee & History Bowl==

Curriculum

Curriculum Action Plan – Cultural Relevance

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							PCT for East High Hmong 101: Culturally Relevant Practices Professional development on Cultural Practices that are Relevant at: Lowell, Falk, Hawthorne, Mendota, Leopold, Lapham, Marquette, Crestwood and West. Interventions using Cultural Practices that are Relevant methods at: Glendale, Gompers, Muir and Thoreau Staff attended National Black Child Development Institute
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,	**Completed** A year-long series of six strands of professional development have been provided at Falk and Mendota (K-5).

Curriculum

Curriculum Action Plan – Cultural Relevance							
Action Step	**Priority**	**Critical Issue**	**Responsible Personnel**	**Time Frame**	**Visible Result**	**Resources Needed**	**Status**
						other staff, principals and parents Partnership with higher education. ==Consultants & materials (books)==	**In process** Analysis of pre and post data from pilot schools (K-5) • Secondary teachers 2010-11 • IRT Literacy Model Launched multi-year professional development with secondary staff representing 7 middle and 4 high schools (6-12) ==Monthly professional development sessions took place in 2010-11.==
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.

Curriculum Action Plan – Cultural Relevance

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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 & Assessment. The Division brings together an Assistant Director, Minority Services Coordinators, Cultural Relevance IRT's, Title VII , Latino and Hmong IRTs.
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 language because of poverty, as a key to mastering standards in all content areas.	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	**In process** Research models in exemplar schools Cultural Relevance and and focus on Standard English Language Learners incorporated into revised Environmental Scale for Assessing Implementation Levels (ESAIL).
7. Create a set of sample lesson plans that infuse the principles of cultural relevance	1	Cultural Relevance	Curriculum & Assessment, Division of Equity & Family	2009-2010	Examples of standards-based, culturally relevant curricula are available for	Staff Time Professional	**Completed** Culturally relevant

Curriculum Action Plan – Cultural Relevance

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
into standards-based, cross-disciplinary curricula.			Involvement, Educational Services		use in professional development	development	lesson plans for elementary literacy (K-5). **In process** High school history and English exemplars ((6-12). <mark>Middle & high school educator exemplars (representing multiple roles & disciplines) will be shared & recorded by Media Production in May, 2011; sample lesson plans & materials will be made available through the cultural relevance website</mark>
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**
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**

Curriculum Action Plan – Cultural Relevance

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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 chose Equity as a priority for 2010-11. **In process** Analysis of interview data and development of plan for next steps. <mark>Minority Student Achievement Network: Volunteer at Falk open house every Thursday evening</mark> <mark>Minority Student Achievement Network: Presentation at the April 25, 2011 Board of Education Meeting</mark> <mark>Minority Student Achievement Network: Participation in Read</mark>

Curriculum Action Plan – Cultural Relevance

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Your Heart Out Day at Lowell
							Minority Student Achievement Network: participation in Equity Committee at Superintendent Human Relation Committee Meeting in March 2011
							Hmong Student Association – Student/Staff Leadership Retreat
							Hmong Student Association Student Leadership Group
							United National Indian Tribal Youth
							American Indian Science & Engineering Society
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	**Completed** Read Your Heart of Literacy Day (K-5) Established relationship with MMSD, Umoja Magazine, and MTI to publish family

Curriculum Action Plan – Cultural Relevance

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							empowerment articles (K-12). In process Equity Advisory Group Superintendent's Human Relations Advisory Board Revisit goals and new membership <mark>Hmong High School Talent Show</mark> <mark>Hmong Parent Empowerment Group at Lincoln & Midvale</mark> <mark>Hmong Education Council</mark> <mark>Drum Power Class with Yorel Lashley</mark> <mark>Africa Night/Gbefi Library in Ghana Project at Lowell</mark> <mark>Tribute to African American Musician Mary Lou Williams at Hawthorne</mark> <mark>Harambee Time/Community</mark>

Curriculum Action Plan – Cultural Relevance							
Action Step	**Priority**	**Critical Issue**	**Responsible Personnel**	**Time Frame**	**Visible Result**	**Resources Needed**	**Status**
							Breakfast at Falk
							Harlem Museum at Hawthorne
							Kwanza Celebration at Lowell & Falk
							Read Your Heart Out Day at Lowell, Hawthorne, Falk, Mendota and Midvale
							Play and Learn
							Literacy Night at Falk & Huegel
							SHRAC – Superintendent Human Relation Advisory Committee
							First African American lead Parent Teacher Organization at Falk
							Guest Speaker Principal Baruti Kafele workshop
							African American History Bowl a collaboration with 100 Black Males of

Curriculum Action Plan – Cultural Relevance

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Madison Community screening of Waiting for Superman with conversation after UMOJA Magazine Column focusing on Cultural Practices that are Relevant best practices American Indian Parent Committee Mothers In the Neighborhood A parent involvement group in the Allied Dr neighborhood Career Fair at MATC for Latino, Asian and African American students Partnerships with Vera Ct, Centro Hispano, Centro Guadalupe, La Movida, La Sup and Bethel Lutheran Church 4K Input

Curriculum Action Plan – Cultural Relevance

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Collaborative Effort on the MALDEF curriculum project Beyond Random Acts of Partnership Intercambio – collaboration between ESL & Bilingual Latino Youth Fair a collaboration with UW Madison, Edgewood College & MATC Gear UP – Latino Parent Advisory Committee

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 and identified best practices, made explicit in professional development for staff Building capacity in central office staff to carry out professional development across the district.	Existing resources	~~In Process~~ District-wide UDL workshops. Integral part of RtI framework Four Professional Development staff in training as coaches for Differentiated Instructional Practices
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	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 • 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)	Professional development will be designed and implemented to reflect the importance of flexible instruction as core practice in MMSD. Time and structures for team collaboration; Extended employment and/or sub release	**Completed** ~~75 staff attended differentiation lesson planning professional development in May 2010.~~ **In process** Elementary math pilot to extend assessment practices for ELL and students with disabilities
3. Students and teachers collaborate to ensure there is a	2-3	All Students; Opportunity for	Assistant Superintendents,	2010-2012	Classroom walk-throughs document flexible learning	Professional Development	**In process**

Curriculum Action Plan – Flexible Instruction

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
range of learning activities that are engaging and multiple ways to demonstrate learning.		Success	Principals, School-based leadership		and assessments in all classrooms, including the presence of student voice and options • Decreased number of expulsions and suspensions • Increased attendance rates • Increased credit attainment	Staff Time	K-12 Alignment to Common Core/ACT. Include representation from ESL, etc. Cluster support, Instructional Rounds and 5 Dimensions of Learning scheduled for implementation in 2011-12.
5. Identify alternative education and innovative program needs and develop a plan to expand alternative programs and educational options.	2	21st 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 2nd semester with _____ to BOE Action is continuing.

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 <mark>was</mark> implemented at middle schools and high schools in 2010-11 <mark>(e.g., Professional Collaboration Time).</mark> <mark>2. ~~Reorganization plan calls for this "Leadership Team" to be in place for 2010-11.~~ District leadership teams in 2010-11 included Leadership Council, Teacher Council, Literacy Evaluation Team, and Core Instructional Alignment (District Instructional Administrators).</mark>
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~~ occurred 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,	2009-2010	1. District-wide leadership team established	Staff time Extended employment	Hired secondary level culturally responsive expert to work with schools. This mirrors the elementary

Staff Action Plan—Professional Development

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			and/or management team members will create a team consisting of: district-wide leadership committee which includes community stakeholders, Assistant Director of Curriculum & Assessment—Equity & Parent Involvement and Culturally Relevant Resource Teachers		2. See visible results for step	and/or sub release	position already in place. See "Curriculum" section for additional information on culturally relevant practices.
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 21st Century technologies, content, and skills so as to ensure high levels of learning by *all* 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, Adopted 5 Dimensions of Learning Framework, 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	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. Offered frequent ePDP classes; mentors

Staff Action Plan—Professional Development

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
improvement goals and the district's strategic priorities.							trained in ePDPs to support new educators.
6. The district will ensure that its school improvement processes and professional development systems and practices align with effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development.	2	Improving Staff	Superintendent, Assistant Superintendents 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.	2010-1011	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 7. Technology literacy	District staff (particularly the professional development team) will 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	Professional Development Director and the new department ~~will be in place~~started in August 2010. Management Team ~~will be~~ was involved in professional development training centered on central office becoming more responsive to the schools needs, primarily through consultation/training through the University of Washington – district support to schools.
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.~~ Core Instructional Alignment district administrators and the PD Department help align, organize and coordinate K-12 PD initiatives, particularly in the areas of literacy and assessments. Professional Development department creates website to begin linking interdisciplinary PD initiatives.

Staff Action Plan—Professional Development

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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 Programs, teachers, mentors, and partnerships with higher education agencies/DPI.	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~~Education Outreach & Partnership, and the Partner School Network, School of Education, at U.W. Madison and Edgewood College to establish stronger partnerships. Continued collaboration on making academic credit options/classes more accessible and efficient for MMSD 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 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	In the past we had a three-month window for applications. We now advertise and hire for teacher positions year round.

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, 2010 detailing the recruitment and hiring results of the District. This will be updated annually. Annual internal review of the hiring process was completed.
9. Reinstitute the Grow Our Own Administrator Program	2	Staff Reflects Students	Superintendent	2011	MMSD has a workforce of highly trained staff.	A number of positions to release staff from current positions (3.0-4.0 FTE)	Reinstating this program is dependent on a significant budget allocation. To date this allocation has not materialized.
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/per assistance program for administrators.	Existing Resources Plus a Small Stipend for Mentors	During 2010-11 two retired elementary principals were retained to mentor new principals and also principals who may be struggling with aspects of their jobs. This program is slated to continue in 2011-12.
11. 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.	2	Staff Reflects Students	Director of Human Resources; Assistant Superintendents	2010	Data from New Administrators / Formal mentoring/peer assistance program for administrators.	Existing Resources	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. See #10 above.
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	One of the initiatives of the recruitment plan for 2011-12 will include an ongoing effort to not only hire staff of color, but to also retain this staff.
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, Asst Director-Curriculum &	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	Human Resources is coordinating training for hiring administrators related to cultural competency which is scheduled to be held in June/July, 2011.

Staff Action Plan—Recruiting and Retaining Staff

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			Assessment-Equity & Parent Involvement				

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. Identified 5 year planning tool through an ad hoc committee. Continue to evaluate "Madison Measures" type tool for MMSD with the help of new district CIO.
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 Developing a framework for the review of requests to add wireless, mobile and other end-user devices to classrooms and other school environments
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	Conducting a curriculum review of the Science program during the 2011-12 school year Working with Hanover Research under contract to study various district issues including: the effectiveness of the block schedule at La Follette HS, standards for wireless devices, staff recognition programs, and a definition of the "ideal HS graduate"

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. Completion of the data warehouse and dashboard during the summer of 2011 with training provided to principals, secretaries and others by first semester 2011-12 Exploring ways to graphically portray core measures of the district's Key Performance Indicators through a user-friendly online application Will review the Climate Survey for the 2011-12 deployment
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 and dashboard system (by December 2010) following its launch in the summer of 2011
3. Identify data gaps from existing sources in relation to key district priorities (reading, math, and	1	Resource Allocation	Director of Research & Evaluation,	Fall 2009	Data needs are identified and systems created to gather information needed	Staff Technology	Deploying key performance measure in a dashboard format (Fall/Winter 2010) (beginning summer 2011)

Resource/Capacity Action Plan – Rigorous Evaluation

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
science), and devise systems to collect data to fill any gaps			Assistant Superintendent Business Services			External partners	Will review Key Performance Indicators to identify fields that are not currently centrally tracked
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
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 WERC will deliver Value Added reports during the spring and summer of 2011 and the spring and summer of 2012 WERC began a study in April 2011 to investigate the potential impact of the process to place students in classroom on Value Added
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.

Resource/Capacity Action Plan – Rigorous Evaluation

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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. ==Financial coding continues to develop to track programs that are to be evaluated annually.==
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	

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

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	

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	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.	**Ongoing:** Increase sub time middle & high for collaboration. Yearly SIP review with schools Data workshops K-12 have Climate Survey as their spring topic,
4. All schools in the district will develop and implement behavior and discipline practices that are consistent, systematic, positive, restorative and data driven. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; Director of Alternatives and Student Services; School Principals	2009-2011	1. Reduction in disciplinary referrals, suspensions, and expulsions. 2. Reduction in staff needed to manage behavior issues.	Existing resources Continued professional development for school staff and support for Behavior Coaches.	**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 Code of Conduct revisions and expulsion abeyance options being developed All schools have PBS Leadership Teams and ARRA funds have been used to increase support in schools. 13 additional elementary schools participated in Universal Training and are implementing PBS. 12 new schools participated in Tier II Training. Social Emotional Learning standards have been written and curriculum has been purchased for all schools K-8 for implementation over the next 3 years.

Organization/Systems

Organization/Systems Action Plan--Climate

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
6. All schools will develop systems that promote student engagement.	1	Safe and Welcoming	Assistant Superintendents; Director of Student Services and Alternative Programs	2009-2010 and ongoing	Improved attendance rates Increased participation in school-sponsored activities	Existing resources	**Ongoing**: Responsive Classroom Training 179 teachers summer 2010 (classroom management, tone for the day) 4 high school engagement coordinators. Extremely positive response. MMSD piloted the Gallup survey for 5th-8th graders to assess Engagement, Hope and Well Being of students. Next year all schools will participate 5th-12th grade. 179 additional elementary and middle school teachers will participate in the Responsive Classrooms/Developmental Designs Institute in August 2011. Registration filled immediately due to popular nature of course.
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. Principals were surveyed on whether or not they have signage and an estimate of cost will be determined.

Organization/Systems

Organization/Systems Action Plan--Climate

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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 5th-8th graders to assess Engagement, Hope and Well Being of students. Next year all schools will participate 5th-12th grade. Youth Risk Behavior Assessment was given to all students in grades 9 and 11 in Spring 2011. Results will be used in conjunction with the DPI Safe and Supportive Schools grant focused on improving school climate in the 4 comprehensive high schools. A committee is being developed to determine if changes in the climate survey are necessary.

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	1. The number of families leaving MMSD will decrease. 2. 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. See attachment for a snapshot of Open Enrollment applications for the 2011-12 school year.
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.. • 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	1 - 2	All Students	BOE, Management Team Superintendent; Central Office Administrators; School Administrators	2009-2010 and annually thereafter	Communication Plan 1. The strategic plan will be available in a variety of languages and reported annually 2. The budget will be presented in an understandable way 3. Principals will regularly provide information about MMSD's strategic plan, SIP, school and student achievement to all stakeholders, and ask for feedback 4. MMSD will share results of systematic, rigorous, evaluation of	Consultant to assist in developing the communication plan. $2000 Space rental for annual meeting or engagement sessions. Support from school PTOs.. Realign public	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.

Organization/Systems Action Plan—Communication

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
leaders, neighborhood associations and business leaders in developing and implementing the plan. • Include strategies for celebrating, promoting, and disseminating information about student and staff achievements.					programs and policies with stakeholders 5. MMSD will be in compliance with legal standards and share results with stakeholders 6. MMSD will identify and annually report on top measures of its performance 7. Regular public engagement sessions will be held by the BOE and the Superintendent	information office staff to support implementation of the plan (administrative reorganization)	Student Recognition Ceremony. Strategic Plan Brochure is being developed for distribution. Annual Strategic Plan meeting May 25, 2011.
4. Develop best practices for school – family communication that are sensitive to language, culture, and literacy differences.	2	Safe and Welcoming	Director Educational Services; Assistant Director ESL/Bilingual Division; Public Information Office; Teaching and Learning; Student Services	Spring 2010-fall 2011	Best practice guidelines established and used	Existing resources	See attached Family Involvement form which is used by principals with their yearly SIP Goals.

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 was <mark>completed in</mark>

Organization/Systems Action Plan—Cooperation/Collaboration

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<mark>February, 2011.</mark>
2. Make resources available to school staff 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. <mark>Instructional Rounds plans and training of staff are being offered this summer for administrators.</mark>
3. Expand, improve, and build systems so that students can access course selections from other schools.	2-3	21st 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. <mark>Core course selection is unified across all four high schools.</mark> Electronic registration was implemented fall, 2010.

Organization/Systems Action Plan—Cooperation/Collaboration

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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	21st 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 offerings	A plan was developed in fall, 2010 to increase access of students taking virtual classes. A budget proposal was given to the BOE to expand programming.
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. CoGAT was implemented in grades 2 and 5 to identify students in spring 2011

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. An alignment document was presented to the BOE in May 2011.
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 PTSO to begin this year.

Organization/Systems

Organization/Systems Action Plan—Decision-Making

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
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 Plans are being developed for additional community outreach opportunities for the 2011-12 school year.
5. Develop clear guidelines for: • 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.

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	21st 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 A plan is being developed and presented to the BOE on May 23, 2011 regarding meeting the needs of students with mental health needs. A subcommittee of the Innovative and Alternative Programs Committee is developing a template to be used as a model for entering into mutually beneficial partnerships with community businesses and organizations.

Organization/Systems Action Plan—Partnerships

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
4. Teachers and staff will take advantage of grant funding and foundation donations or gifts to advance teaching and learning.	2-3	21st 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. Attached is a compilation of grant information (attachment #2) from school years 2008-09, 2009-10 and 2010-11. It shows the grants obtained, the purposes of each, and the amount of money awarded for each grant.

MMSD Strategic Plan
Core Measures
Baseline, Annual Benchmark, and Target Data

Student Action Plan:
Achievement for All Students
Action Step #4 (page 5)

Goal #	Performance Measure	Goal met?	Actuals 2006-07	Actuals 2007-08	Actuals 2008-09	Actuals 2009-10	2009-10 Goal	2010-11 Goal	2011-12 Goal	2012-13 Goal	2013-14 Goal	2014-15 Goal
1	WKCE Reading Proficiency Percentage Grade 4	not met	77.3%	74.9%	75.9%	73.1%	74.0%	80.5%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8	met	82.5%	81.5%	81.0%	81.1%	74.0%	80.5%	87.0%	93.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4	met	74.4%	72.7%	76.2%	76.6%	58.0%	68.5%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8	met	75.5%	71.8%	73.8%	78.2%	58.0%	68.5%	79.0%	89.5%	100%	100%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4	not met	15.1%	13.4%	13.9%	12.4%	15.0%	17.0%	19.0%	21.0%	23.0%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8	met	16.7%	17.3%	16.9%	17.2%	17.0%	18.6%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4	not met	17.8%	15.1%	12.4%	15.6%	17.0%	18.6%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8	not met	16.6%	15.2%	15.7%	15.1%	17.0%	18.6%	20.2%	21.8%	23.4%	25.0%
9	Percentage of students on track for credit attainment required for graduation in four years - Grade 9/Year 1	met	#N/A	68.0%	78.3%	84.8%	81.1%	86.8%	89.6%	92.4%	95.2%	95.0%
10	Advanced Course Participation Rate Grades 9-12	#N/A	14.4%	15.1%	13.7%	15.2%	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
11	ACT Composite Score- Percentage Scoring Above 90th National Percentile	not met	30.0%	29.0%	29.0%	29.0%	30%	31%	33%	35%	36%	40%
12	Percentage of Kindergarten above 90 percent attendance rate	not met	86.3%	83.2%	84.6%	85.9%	86.5%	88.0%	90.0%	92.0%	94.0%	96.0%
13	Percentage of Grade 6 above 90 percent attendance rate	not met	90.4%	88.5%	88.1%	88.2%	89.4%	89.7%	91.3%	92.9%	94.4%	96.0%
14	Percentage of Grade 9 above 90 percent attendance rate	met	75.2%	77.0%	79.5%	82.7%	82.3%	85.4%	88.0%	90.7%	93.3%	96.0%
15	DPI Graduation and Completion Rate	not met	84.7%	84.3%	84.2%	84.7%	85.0%	85.8%	86.8%	87.9%	88.9%	90.0%
16	Percentage of students suspended (out of school), all grades	met	8.0%	8.2%	8.1%	7.7%	7.5%	7.0%	6.5%	6.0%	5.5%	5.0%

Open Enrollment Applications
Madison Metropolitan School District

Year	Open Enrollment Leavers (OEL)	Open Enrollment Enterers (OEE)	Total	Net (Enterers - Leavers)	Ratio of OEE to OEL	3rd Fri Sept Enrollment	OEL as % of Enrollment	OEE as % of Enrollment	Total OE as % of Enrollment
2000/01	90	51	141	-39	0.57	25,087	0.36%	0.20%	0.56%
2001/02	129	49	178	-80	0.38	24,893	0.52%	0.20%	0.72%
2002/03	144	72	216	-72	0.50	24,961	0.58%	0.29%	0.87%
2003/04	159	72	231	-87	0.45	24,913	0.64%	0.29%	0.93%
2004/05	152	120	272	-32	0.79	24,710	0.62%	0.49%	1.10%
2005/06	212	166	378	-46	0.78	24,490	0.87%	0.68%	1.54%
2006/07	243	153	396	-90	0.63	24,342	1.00%	0.63%	1.63%
2007/08	306	154	460	-152	0.50	24,268	1.26%	0.63%	1.90%
2008/09	456	168	624	-288	0.37	24,768	1.84%	0.68%	2.52%
2009/10	613	178	791	-435	0.29	24,622	2.49%	0.72%	3.21%
2010/11	772	175	947	-597	0.23	24,796	3.11%	0.71%	3.82%
2011/12	1157	196	1353	-961	0.17	24,471	4.73%	0.80%	5.53%

Ratio of Open Enrollment Enterers to MMSD for Every Open Enrollment Leaver

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Series1	0.57	0.38	0.50	0.45	0.79	0.78	0.63	0.50	0.37	0.29	0.23	0.17

MMSD Open Enrollment Enterers and Leavers

Attach - Open Enrollment.xls OE History
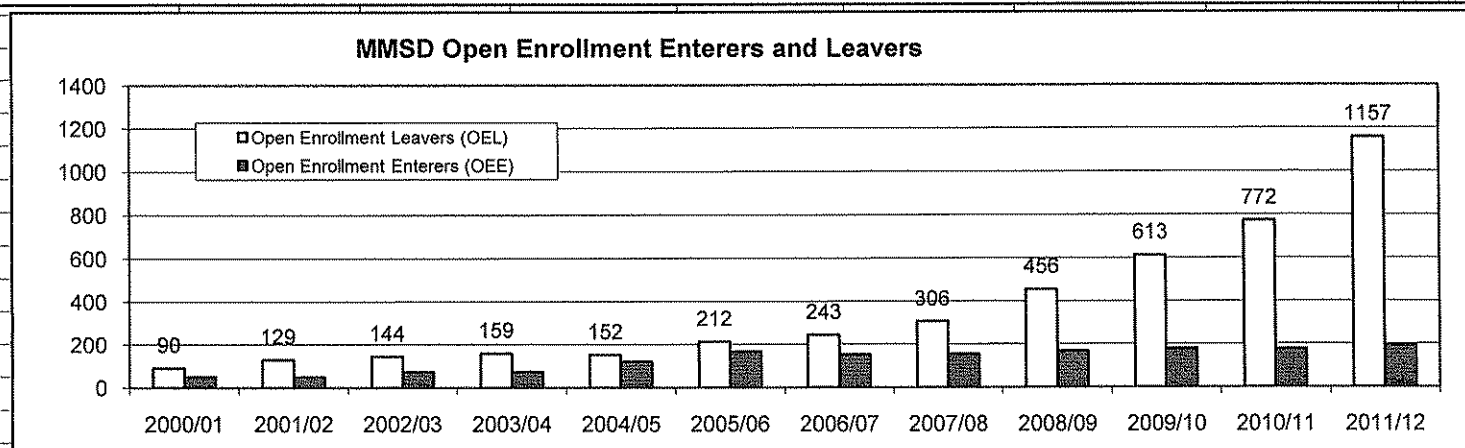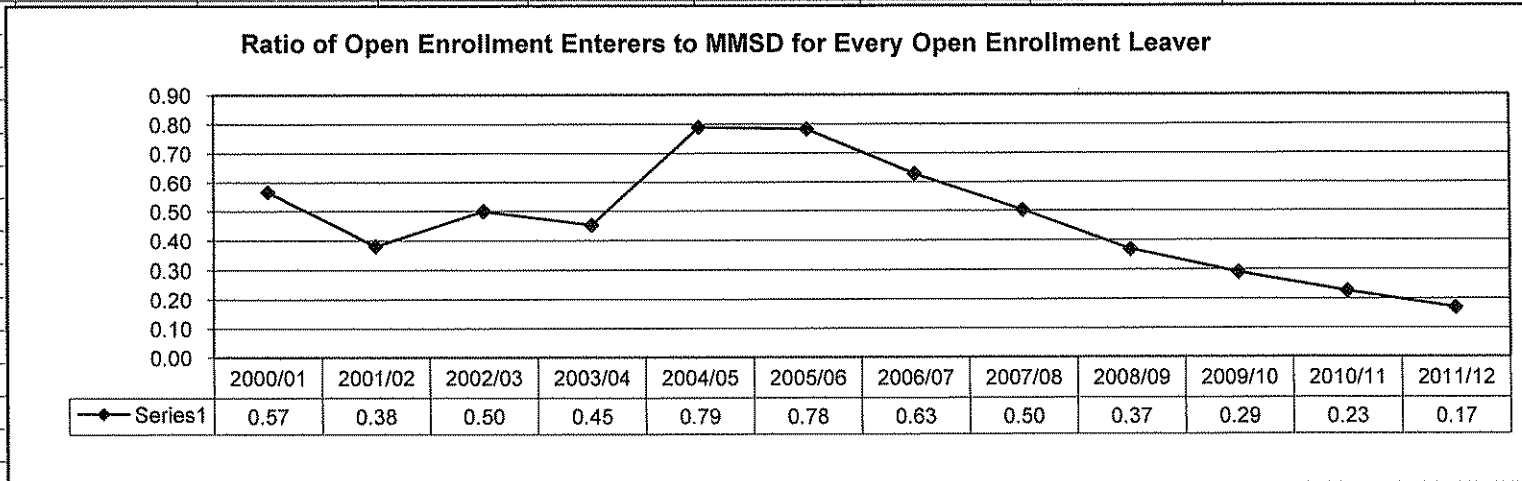
School: _____
Date: _____

MADISON METROPOLITAN SCHOOL DISTRICT
A FAMILY & COMMUNITY INVOLVEMENT PLAN FOR YOUR BUILDING

Attached is a survey/checklist of approaches for engaging families and the community in your school. The majority of the items are appropriate for all families. Additional items for families of students with disabilities have been included based on information obtained from a Special Education Parent Survey completed the spring of 2004, along with input from the Parent Advisory Council and the Special Education Coordinators. Completing this checklist should give you information about the strengths and needs in your building for parent/family involvement and should help you create a goal for your School Improvement Plan. In the future, this tool will be incorporated into the SIP year I process. In addition to meeting the needs of your families, completing this process will support compliance of NCLB (Section III 8) for your school.

Directions:
As you complete this checklist, ask yourself how you know if an approach is in place and whether or not it functions at all grade levels. There is also space to note projects or activities that you offer that may not be on the list. Enter these under the appropriate area heading.

Every building is unique, so you will select approaches to meet your needs. Your school should, however, implement activities in each of the main areas of:
- Making School Welcoming To All
- Communicating
- Parenting, Decision-Making/Building Leadership and Governance
- Volunteering
- Helping Your Student Do Well In School (learning at home)
- Collaborating With the Community.

(Revised 4/05)

MAKING SCHOOL WELCOMING TO ALL

Remember that students come from a wide variety of family structures, cultures, and configurations. Schools should support and encourage the involvement of all families and assure that non-traditional and non-majority households are welcomed. Use inclusive language any time that families are a focus.

Does your school? (Check all that apply)

☐ Make oral interpretation services available for non-English speaking families when appropriate and feasible. Translate written materials sent to families as well as signs and messages around the school. Respect all languages as acceptable.

☐ Display pictures (photos, posters, etc.) in the school, reflecting diverse students/families. Convey a high level of quality learning in all display materials.

☐ Complete a "walk through" of your school experimenting with how it might feel if you were from a particular culture or family configuration. Ask yourself, as a member of _____ (family configuration/status/race/etc), would I feel welcome? If no, what needs to change to create that welcome?

☐ Involve families in developing the physical space of the school, such as creating hallway displays, choices of art or posters.

☐ Offer a new family welcome process. As a part of the welcome, include information about the school and related community resources.

☐ Create a display of photos of staff and their names, so that families can familiarize themselves with who the staff is and the role they play in the school.

☐ Assure that front office staff conveys a welcoming attitude, treating everyone with full respect.

☐ Create ways for families to meet together, especially if they are from minority language or minority status groups.

☐ Assure that your family teacher organization welcomes all parent/families and has representation on the board reflective of the school population.

☐ Celebrate (or refrain from celebrating) multiple holidays that recognize all backgrounds.

☐ Become a part of your school community. Attend community events. Reach out.

☐ Keep in mind barriers to families' participation and assist in removing these where possible. For example, explore needs for transportation, childcare.

Division of Special Education:

☐ Create a welcoming environment at IEP meetings for families.

☐ Coordinate a family-family support network for families of students with disabilities who are new to the school or new to the Division of Special Education.

☐ Other: _____

COMMUNICATING

Create opportunities for staff and families to communicate about school programs and student progress through effective school-to-home and home-to-school communication. Promote systems for communication between families.

Perhaps the most important aspect of communicating with families is that it is done in the spirit of equal sharing. Family/guardian contacts should be frequent, flexible, and collegial. As staff, we may be involved with a student for a few years, but the family has a lifetime commitment to that child.

Does your school? (Check all that apply)

☐   Train staff about the importance and types of family involvement and provide information about how to team effectively with families.

☐   Provide oral interpretation services for all school/home communication and written translation of documents when appropriate and feasible and respect all languages as acceptable.

☐   Provide a family directory. Families who chose to be included can access addresses and phone numbers of one another. Also share with families a staff directory that lists phone numbers, emails and best ways to contact staff.

☐   Ask parent/families the best way to communicate with them and follow their suggestions. Is email an option?

☐   Provide orientation sessions for families. Hold an introduction for families to share information about school year events. Take time to meet with parent/ families before the school year begins. Allow for meetings in local community centers if applicable.

☐   Designate a family resource area the building. This might be a family bulletin board (where information of particular interest to them is posted) or a family resource area (often in library) where materials of interest to all families can be found.

☐   Begin the school year communicating with families on a positive note understanding the six types of involvement and communicating.

☐   Create informal times that bring together teachers and families to socialize and provide interpreters if necessary. Family events serve to strengthen school community ties.

☐   Communicate the school's mission as well as school's expectation for families. Include information about school's discipline policies as well as about academics.

☐   Share information about homework support and community resources.

☐   Help families understand grade level expectations and curriculum, by providing written curriculum guides. Find other ways to share this information in interesting ways.

☐   Use student projects to involve families. Performances and displays of student work bring in proud families.

☐   Use and expand Student Handbooks.

☐   Publish newsletters. (Include newsletters published by students, news about particular content areas, "regular "building -wide" newsletters, and/or grade/class level newsletters). Share "good news" about students and programs whenever possible

☐   Establish a building level web site and keep it up to date.

☐   Express appreciation of families. (For example, award certificates of appreciation at conference time.)

☐   Schedule frequent conference times so that families and teachers have an easy venue for contact.

☐ Assure that families who have inflexible or unusual work schedules are accommodated in family teacher conferences and other meetings.

☐ Speak directly to families if students are having an academic or behavioral difficulty before a crisis occurs.

☐ When a student problem arises initiate a problem solving team involving family/ teachers and the student.

☐ Keep a communication log to note your discussions with families.

☐ Provide families with ways to comment & give feedback on the school's communication.

Division of Special Education:

☐ Provide families with contact information of the staff members on their child's IEP team.

☐ Provide families with the opportunity to ask questions and share their experiences related to the IEP process.

☐ Other _____

PARENTING

Build on family strengths by assisting with resources about family and child-rearing skills, understanding child and adolescent development, and setting home conditions that support students. Assist school staff in understanding and working cooperatively with families.

Does your school? (Check all that apply)

☐ Connect families with information and with support groups. One of the most helpful approaches for families can be connecting them with one another. Survey families to identify their specific needs. Support families in completing surveys if needed.

☐ Hold workshops about general topics of interest to families, which THEY have identified: effective family techniques, adolescent development, building student resiliency and assets, and information about the families' role in student achievement. Have families chose the most convenient session times. Respond with resources when families ask for information. Have families chose times for these workshops.

☐ Link families to resources by connecting them with support staff, and with community resources.

☐ Assure that family programs provide information based on the culture and life experiences of your school's family populations. Provide groups for populations that might have specific needs.

☐ Provide families with information that helps develop home conditions that support learning at school.

☐ Create opportunities for the whole family to participate at school.

☐ Provide special family programs that have been shown to be effective (research based).

☐ Co-host programs with community partners. (Examples such as F.A.S.T. program, Family Haven, Schools of Success).

Division of Special Education

☐ Provide a list of resources/contacts at your school, within the district, and in the community that provide services to students with disabilities and their families.

☐ Other _____

DECISION-MAKING/BUILDING LEADERSHIP & GOVERNANCE

As a true partnership, education includes families as active forces in school decisions, governance and advocacy.

Does your school? (Check all that apply)

☐ Provide information, training, and mentoring for families about taking leadership roles and inviting families personally to the opportunities.

☐ Include family roles in the school's governance and/or committee structure. Whose words and ideas are listened to with most attention and respect?   Who is in authority and who has credibility?

☐ Support PTO or other school family groups by designating staff who will regularly attend family organization meetings.

☐ When hiring substitutes, give thought to prioritizing local community members.

☐ Include families on SIP committees.

Division of Special Education

☐ Support participation of families of students with disabilities in PTO sponsored events (e.g., offer child care for students with disabilities).

☐ Other _____

VOLUNTEERING

To ensure a smooth functioning volunteer program, a staff person must have time allocated to check in the volunteers and to be accountable. Strive to improve recruitment, training, and options for volunteering. Provide volunteer opportunities that fit family schedules. Provide a range of volunteer roles.

Does your school? (Check all that apply)

☐ Assign staff person to coordinator the volunteer program. Provide resource packets and training (including information on confidentiality) for volunteers.

☐ Vary opportunities for volunteering. Some roles might be one time only while others are ongoing. The kind of work available for volunteers should require a range of skills.

☐ Offer Youth Service Learning opportunities for students. (This goes beyond typical community service by involving students in meaningful community work connected to curriculum). Families can participate in service with their students.

☐ Ask family members how they would like to participate as volunteers and respond to them in a timely manner when they assist.

☐ Establish a building-wide goal to have every family involved in some way every year.

☐ See families as resources. Survey families' knowledge and skills. Bring them into classes to share these skills and roles. Notify families/ community of content areas to be covered in the classroom and invite them to volunteer their expertise in specific areas. Use volunteers for specific areas, such as assistants in PE, art, music and other areas where extra hands are needed.

☐ Ask families to volunteer for general building roles. Some examples include homeroom family, hallway greeter, and lunchroom or playground assistants.

☐ Provide volunteer recognition.

☐ Monitor the level and frequency of family and community participation in school programs.

☐ Offer volunteer opportunities for working and single families.

☐ Encourage family members to be involved as:

    ☐ class presenters
    ☐ chaperones
    ☐ special events staff
    ☐ classroom assistants
    ☐ participants in site based management
    ☐ non-instructional assistants
    ☐ tutors/mentor
    ☐ other _____

HELPING YOUR STUDENT DO WELL IN SCHOOL (learning at home)

Create ways for families and staff to work together in developing learning goals and offering opportunities for learning activities at home. Provide information for families about how to help with homework. Remember that families have differing amounts of time as well as levels of ability to participate in their students' learning. They may be intimidated by school related information, especially in curricular areas where they do not feel competent to assist their child. Other commitments in life may limit available time for a family's direct involvement in learning at home. All families, however, can participate in supporting student learning. Information sharing sessions need to be high interest and highly interactive. One example is having students set up a learning activity (about a curricular area) for their families.

Help families learn to have the long view for their student. Help them find resources to guide their students in planning for higher education.

Does your school? (Check all that apply)

☐ Encourage students to discuss and interact with their families about what they are learning in class by giving interactive homework. This will also allow family members to contribute their knowledge to student learning. (Provide a way that a student with families who are unable to participate can use other adult supports for these lessons).

☐ Help families understand school systems. Some families need in depth information on specific school related areas such as: special education definitions, process, and eligibility; autism or other mental health information; information for ESL students/families; gifted and talented information, and so on. Students can assist in developing or compiling materials about these areas. Do not use jargon or initials.

☐ Offer learning activities and events for the whole family.

☐ Collaborate with families in goal setting sessions for students.

☐ Make information available to families about student resources, such as after school sessions, homework help, tutoring, and summer resources.

☐ Share curriculum information with families in an engaging way.

☐ Connect families to after school homework resources.

☐ Provide incentives for families, and for students whose families attend informational sessions.

☐ Link families with community resources and activities that promote learning.

☐ Give guardians/families ways to evaluate their child's progress. Ask them provide feedback to teachers.

☐ Conduct project related events for families. (Some examples: Family literacy projects– families and students meet to read and tell stories in their home language, also provide read aloud projects; Family projects fair – family chooses project, hobby, skill to develop and bring to school to share with others., Family sports night; Students lead events for families – e.g. Technology basics, (like "how to program your VCR"); Family interviews – families/kids interview each other about school experiences, and heritage.)

Division of Special Education

☐ Provide families of students with disabilities with specific strategies that are being utilized by staff to help their child be successful at school.

☐ Help families understand the IEP process and their legal rights during the process.

COLLABORATING WITH THE COMMUNITY

The school community reaches beyond the student, school, and family. Outside supports provide needed resources to families. Schools can help coordinate resources and services with businesses, agencies, and other groups that provide services. Establish partnerships with individuals and organizations in the community.

Does your school? (Check all that apply)

☐ Act as a source of information and referral about services available in the community for families.

☐ Use variety in the ways we reach out to adults, families and children. Consciously reach out to families of all ages, races, languages and economic backgrounds.

☐ Encourage local civic and service groups to become involved in the school.

☐ Bring helpful community programming to the school, both for enrichment and for support. Some examples include FAST, FACE, Boys and Girls Clubs, immunization clinics, etc.

☐ Provide students with meaningful service to the community (such as Youth Service Learning programs). We need to view students as assets in our communities.

☐ Celebrate the diversity of the student population with food, dance and music from the community by holding culture fairs/ international days and family heritage days. Families should participate as planners. Deepen this experience by tying events to the curriculum.

☐ Expand the content of workshops for families. Families' interests go beyond family issues.

☐ Hold art exhibitions and involve artists in residence.

☐ Work with the local faith communities (be inclusive of various communities and sensitive to those who do not have religious affiliation). Faith communities can provide resources and support.

☐ Create a place within the school where adults in the family can come to learn and/or can come to learn with their students.

☐ Involve groups that provide mentoring for both male and female students.

☐ Give off site (local community) tours for school staff. Students can learn about the community by visiting workplaces outside of the school building.

☐ Invite in community leaders to share with families.

☐ Offer grandparents/foster family days at school.

☐ Other _____

Grant Information from 2008-09, 2009-10, and 2010-11
(Grants obtained, purposes of each, and amount of money awarded)

Organization/Systems Action Plan: Partnerships
Action Step #4 (page 59)

Grant Name	Purpose	Total Award	FY 08-09 Award	Period	FY 09-10 Award	Period	FY 10-11 Award	Period
21st Century Community Learning Center (CLC) - DPI Falk, Mendota, LaFollette	Provide students with after- or before-school academic enrichment opportunities and additional activities to complement their regular academic program (e.g., art, mentoring, athletics).	$ 1,500,000.00	$ 300,000.00	07/01/08-06/30/09	$ 300,000.00	07/01/09-06/30/10	$ 300,000.00	07/01/10-06/30/11
21st CLC - DPI Glendale & Hawthorne		$ 1,000,000.00	$ 200,000.00	07/01/08-06/30/09	$ 200,000.00	07/01/09-06/30/10	$ 200,000.00	07/01/10-06/30/11
21st CLC - DPI Lakeview, Lincoln, Wright		$ 750,000.00	$ 150,000.00	07/01/08-06/30/09	$ 150,000.00	07/01/09-06/30/10	$ 150,000.00	07/01/10-06/30/11
21st CLC - DPI Midvale		$ 375,000.00	$ 75,000.00	07/01/08-06/30/09	$ 50,000.00	07/01/09-06/30/10	$ 50,000.00	07/01/10-06/30/11
21st CLC - DPI Sherman		$ 350,000.00					$ 70,000.00	07/01/10-06/30/11
Alternative Education - DPI CLUSTER6	Provide an alternative educational environment for up to 15 sixth-grade students who are not succeeding in the traditional classroom.	$ 193,000.00			$ 96,500.00	07/01/09-06/30/10	$ 96,500.00	07/01/10-06/30/11
Alcohol and Other Drug Abuse (AODA) Prevention - DPI	Support Alcohol and Other Drug Abuse Prevention Coordinators at each high school and related activities.	$ 409,080.00	$ 140,000.00	07/01/08-06/30/09	$ 134,540.00	07/01/09-06/30/10	$ 134,540.00	07/01/10-06/30/11
AODA Mini Grants - CESA 2 - Hamilton - SATTELITE	Support student-planned projects to prevent alcohol and other drug abuse and related behaviors, and to promote the development of comprehensive school health-related projects.	$ 2,000.00	$ 1,000.00	07/01/08-06/30/09	$ 1,000.00	07/01/09-06/30/10		
AODA Mini Grants - CESA 2 - O'Keeffe Student Ambassadors		$ 1,990.00	$ 990.00	07/01/08-06/30/09			$ 1,000.00	7/1/10-6/1/11
AODA Mini Grants - CESA 2 - West-Recovery & Concerned Others		$ 1,000.00	$ 1,000.00	07/01/08-06/30/09				
AODA Mini Grants - CESA 2 - Huegel-Student to Student Priceless		$ 1,000.00	$ 1,000.00	07/01/08-06/30/09				
Advanced Placement (AP) TAG - DPI received grant from USDE - reimbursable proposals	Support increased participation and success in Advanced Placement courses for students in schools that are low in AP participation.	$ 9,110.00			$ 9,110.00	07/01/09-06/30/10		
AP TAG - DPI received grant from USDE - reimbursable subs		$ 18,283.79			$ 18,283.79	07/01/09-06/30/10		
AP TAG Incentive		$ 20,915.00					$ 20,915.00	07/01/09-06/30/11
Equipment Assistance School Food Authorities - DPI American Recovery and Reinvestment Act (ARRA)	Complete a refrigeration upgrade project for the Food Production Center and a rolling oven for Lindbergh Elementary School.	$ 39,142.00			$ 39,142.00	06/23/09-09/23/09		
Charter School Planning Grant - DPI Badger Rock Charter School	Funding planning, family outreach, student recruitment and related activities for Badger Rock Charter School.	$ 107,000.00					$ 107,000.00	08/01/10-07/31/11
City of Madison: Community Development Division - Orchard Ridge Elementary School	Provide support for Open Schoolhouse programming in the evening for students and families.	$ 15,000.00						
CDBG - Dane County - Meadowood Project - HUD	Fund a remodeling project at Meadowood Neighborhood Center.	$ 10,000.00					$ 10,000.00	07/01/10-12/31/10
CESA 12 Mini Grant - Parent Educator Initiative	John H. ?	$ 500.00	$ 500.00	07/01/08-06/30/09				
Community Oriented Policing Services, Save Our Schools - US Department of Justice	Purchase security cameras, laptop computers for Educational Resource Officers and related materials for 9 schools (4 high schools, 5 middle schools).	$ 242,616.00			$ 125,170.00	07/01/09-08/31/11	$ 117,446.00	09/01/09-08/31/11
Edgewood Teacher Training Partnership - US Department of Educaction, MMSD Subawardee	Supports teachers, paraprofessionals, and other bilingual individuals in completion of college coursework needed for certification in ESL and/or Bilingual Education, and supports development of a new ESL certification program at Edgewood College and a new 2+2 certification program through a partnership between Edgewood and Madison Area Technical College.	$ 38,856.04			$ 15,885.04	07/01/07-06/30/12	$ 22,971.00	07/01/07-06/30/12
Edgewood Teacher Training Partnership - US Department of Educaction, MMSD Subawardee		$ 34,740.00	$ 34,740.00	07/01/07-06/30/12				
Financial Literacy - Reality Store Model - Hamilton	Provide students a more realistic view of personnel financial responsibility and planning through a financial planning simulation activity.	$ 500.00			$ 250.00	01/01/10-11/30/10	$ 250.00	01/01/10-04/01/11
Education for Students Who Are Homeless - DPI ARRA	Fund a Health Advocate to work with students who are homeless to assure their health needs are met.	$ 84,000.00			$ 42,000.00	07/01/09-06/30/11	$ 42,000.00	07/01/09-06/30/11

Grant Information from 2008-09, 2009-10, and 2010-11
(Grants obtained, purposes of each, and amount of money awarded)

Organization/Systems Action Plan: Partnerships
Action Step #4   (page 59)

Grant Name	Purpose	Total Award	FY 08-09 Award	Period	FY 09-10 Award	Period	FY 10-11 Award	Period
Education for Students Who Are Homeless - DPI	Fund a Transition Education Program staff member to support students who are homeless.	$ 177,750.00	$ 65,000.00	07/01/08-06/30/09	$ 58,000.00	07/01/09-06/30/10	$ 54,750.00	07/01/10-06/30/11
Jail School ARRA Funding	Provide academic content-area and	$ 31,588.00			$ 15,794.00	07/01/09-06/30/11	$ 15,794.00	07/01/09-06/30/11
Jail School Grant (Title 1d; Neglected)	social-emotional educational materials and computers for students who are incarcerated and professional development for Jail School staff.	$ 61,923.00	$ 10,990.00	07/01/08-06/30/09	$ 28,945.00	07/01/09-06/30/10	$ 21,988.00	07/01/10-06/30/11
Learn and Serve America - DPI - Shorewood	Provide professional development on service-learning methodologies and implement activities with students.	$ 9,990.00					$ 9,990.00	09/01/10-06/30/11
Movin' and Munchin' Schools Initiative - DPI - Gompers	Funds for schools to develop creative strategies to promote healthy eating	$ 750.00	$ 250.00	07/01/08-06/30/09	$ 250.00	07/01/09-06/30/10	$ 250.00	07/01/10-06/30/11
Movin' and Munchin' Schools Initiative - DPI - Lake View	and increased physical activity among	$ 250.00			$ 250.00	07/01/09-06/30/10		
Movin' and Munchin' Schools Initiative - DPI - Midvale	students and their families.	$ 250.00			$ 250.00	07/01/09-06/30/10		
Project Lead the Way - State	Supports implemenation of the Project Lead The Way pre-engineering curriculum.	$ 17,724.28	$ 9,900.96	03/27/09-06/30/09	$ 7,823.32	02/01/10-06/30/10		
Refugee Grant - Refugee School Impact	John H. ?	$ 12,000.00	$ 6,000.00	08/15/10-08/14/11			$ 6,000.00	08/15/10-08/14/11
Safe and Supportive Schools - DPI	Provide various supports to increase school safety and decrease risky (drug use, etc.) or negative behaviors (physical fights, etc.) among students.	$ 100,000.00					$ 100,000.00	07/01/10-06/30/11
School to Work - ARRA Summer Youth SCWDB Grant (Dept. of Labor)	Provide summer employment and coordination for studens who meet low income status.	$ 52,482.00	$ 52,482.00	05/01/09-09/30/09				
School to Work - SCWDB ARRA Summer Youth	Provide summer employment and coordination for studens who meet low income status.	$ 49,737.53			$ 49,737.53	05/01/09-09/30/09		
School to Work - SCWDB Grant	Through the workforce investment act low income student are able to get extra support and transcripted credit. Students first course is College Success which will help them be successful in other college courses.	$ 207,072.00			$ 87,072.00	07/01/09-06/30/10	$ 120,000.00	07/01/10-06/30/11
School to Work - SCWDB Grant (Dept. of Labor)	Provided opportunity for students through the workforce investment act. The program focused on career development opportunites for students.	$ 75,000.00	$ 75,000.00	07/01/08-03/31/09				
School to Work - WC Connections (DWD)	Provide coordination for the WC Connection which connects business and education with career information and business connection.	$ 15,000.00	$ 15,000.00	07/01/08-03/31/09				
School to Work - WIRED - CESA 5	Focused on a website that provided information to educators and students on career development resources.	$ 3,000.00			$ 3,000.00	09/11/09-06/30/10		
School to Work - WIRED - Johnson Creek School District	Focused on updating the youth apprenticeship Agriculture curriculum.	$ 6,200.00			$ 6,200.00	09/11/09-06/30/10		
School to Work - WIRED - SCWDB Grant	Focused on opportunities for High School Educators and students getting classroom learning at the Biopharmaceutical Technology Center Institute in Madison.	$ 76,300.00			$ 76,300.00	09/11/09-06/30/10		
School to Work - YAP Grant (DWD)(GWBLB) #1	Provides financial support for the youth apprenticeshp program.	$ 331,200.00	$ 115,200.00	07/01/08-06/30/09	$ 108,000.00	07/01/09-06/30/10	$ 108,000.00	07/01/10-06/30/11

Grant Information from 2008-09, 2009-10, and 2010-11
(Grants obtained, purposes of each, and amount of money awarded)

Organization/Systems Action Plan: Partnerships
Action Step #4 (page 59)

Grant Name	Purpose	Total Award	FY 08-09 Award	Period	FY 09-10 Award	Period	FY 10-11 Award	Period
Schools of Recognition - DPI ARRA - Black Hawk	Fund professional development in Developmental Designs (professional development for staff, consultant support, peer support, leadership development), differentiation strategies, site visits to successful schools with similar demographic characteristics, and development of a one-week summer opportunity for some students from each homeroom to prepare them to lead within the school.	$ 224,353.00					$ 224,353.00	2/23/11-6/30/12
Schools of Recognition - DPI ARRA - Hawthorne	Fund professional development to increase teachers' understanding of language development (English learners, African-American students), continuing to build on Hawthorne's professional development around cultural practices that are relevant (CPR) and connecting it to accelerated reform in the district.	$ 162,455.00					$ 162,455.00	2/23/11-6/30/12
Schools of Recognition - DPI ARRA - Sherman	Fund professional development on Balanced Literacy instructional strategies and cross-curricular applications (e.g., Project Adventure, Project WILD); attending relevant professional development conferences (e.g., National Middle School Association); shoring up literacy resources including books, kindles, assistive technology; and supporting a book club.	$ 120,788.00					$ 120,788.00	2/23/11-6/30/12
Smaller Learning Communities (SLC) - US Department of Education	Support instructional and school culture reform efforts at East, LaFollette, Memorial and West High Schools.	$ 3,308,014.94	$ 1,097,114.00	08/08/08-08/07/11	$ 1,150,000.00	08/08/08-08/07/11	$ 1,060,900.94	08/08/08-08/07/11
Science, Technology, Engineering, Math (STEM) - DPI	Supports increased innovation in science, technology, engineering and mathematics, with programing targeted to under-represented students.	$ 3,670.00					$ 3,670.00	07/01/10-06/30/11
STEM Project - East High School and Beyond - DPI	Engineering Club at East conducts STEM outreach programming with its feeder middle schools.	$ 4,866.00	$ 4,866.00	07/01/08-06/30/09				
Teaching American History through CESA 5 - US Department of Educaction - Life During Wartime	Professional development to improve teachers' content knowledge, understanding and appreciation of "traditional American History" to, in turn, raise student achievement.	$ 8,160.00	$ 8,160.00	07/01/08-06/30/11				
Teaching American History - US Department of Education - Building Informed Citizens	Professional development to improve teachers' content knowledge, understanding and appreciation of "traditional American History" to, in turn, raise student achievement.	$ 997,469.00	$ 407,791.00	07/01/07-06/30/10	$ 445,534.00	07/01/07-06/30/10	$ 30,933.00	07/01/07-06/30/10
Title I Supplemental Grant - DPI - Leopold, Lincoln, Huegel	Provide literacy and/or math support for struggling students via direct instructional support for students outside of school hours, planning time for staff and coaching for staff and principals.	$ 240,000.00					$ 240,000.00	07/01/10-06/30/11

Grant Information from 2008-09, 2009-10, and 2010-11
(Grants obtained, purposes of each, and amount of money awarded)

Organization/Systems Action Plan: Partnerships
Action Step #4 (page 59)

Grant Name	Purpose	Total Award	FY 08-09 Award	Period	FY 09-10 Award	Period	FY 10-11 Award	Period
Title I Supplemental - DPI - Big Ten	Provide professional development related to principal leadership and differentiation of curriculum, instruction, and assessment in the areas of literacy and mathematics, literacy and mathematics materials and staff interventionists and supplemental programming (e.g., Saturday school) to further elementary-level continuous improvement.	$ 454,138.00	$ 454,138.00	07/01/08-06/30/09		07/01/09-06/30/10		
Title I Supplemental - DPI ARRA	Provide professional development related to principal leadership and differentiation of curriculum, instruction, and assessment in the areas of literacy and mathematics, literacy and mathematics materials and staff interventionists and supplemental programming (e.g., Saturday school) to further elementary-level continuous improvement.	$ 440,000.00			$ 440,000.00	07/01/09-06/30/10		07/01/09-09/30/11
Title IIB Expanding Math Knowledge - DPI	Support a professional development partnership with UW-Madison and 4 other districts to boost the mathematics content knowledge and instructional skills of teachers of grades 3-5.	$ 154,487.00	$ 154,487.00	11/01/06-08/31/09	$ -	11/01/06-08/31/09		
Title IIB: Science Master's Institute - DPI	Support a professional development partnership with UW-Madison and 9 other districts to boost the content knowledge and instructional skills of middle school science teachers.	$ 207,914.00	$ 207,914.00	09/01/08-08/31/09	$ -	09/01/08-08/31/09		
Title IIB: Science and Math Partnership - DPI	Support a professional development partnership with UW-Madison and 4 other districts to boost the content knowledge and instructional skills of teachers utilizing the research-proven *Understanding Science* curriculum.	$ 162,256.00					$ 162,256.00	07/01/10-08/31/11
Title IID: Enhancing Education Through Technology - DPI	Prepare teams of teachers and Library Media Specialists and community center staff to effectively use instructional technology to deliver a standards-driven curriculum that	$ 40,000.00					$ 40,000.00	07/01/10-06/30/11
Title IID: Enhancing Education Through Technology - DPI ARRA	supports student content mastery and facilitates student success in technology literacy using the research-	$ 80,000.00					$ 80,000.00	07/01/09-09/30/11
Title IID: Enhancing Education Through Technology - DPI	supported Intel Essentials curriculum.	$ 100,000.00	$ 50,000.00	07/01/08-06/30/09	$ 50,000.00	07/01/09-06/30/10		
Title III: Immigrant Children and Youth Project	John H. ?	$ 190,000.00	$ 100,000.00	07/01/08-06/30/09	$ 50,000.00	07/01/09-06/30/10	$ 40,000.00	07/01/10-06/30/11
Title VII: Indian Education (USDE)	Supports efforts to meet the unique educational and culturally related academic needs of American Indians and Alaska Natives so that these students can achieve to the same challenging state standards as all students.	$ 161,222.00	$ 50,090.00	07/01/08-06/30/09	$ 50,467.00	07/01/09-06/30/10	$ 60,665.00	07/01/10-06/30/11

Grant Name	Purpose	Total Award	FY 08-09 Award	Period	FY 09-10 Award	Period	FY 10-11 Award	Period
Wallace Foundation Leadership in Learning	Focused on building principal and teacher leadership capacity around instructional improvement. The four large MMSD high schools were afforded opportunities to meet with faculty from the U.W.-Madison ELPA department to learn instructional leadership skills. The grant also provided critical release time for department chairs to engage in professional development focused on shifting their role from a budget/managerial role to that of instructional leader with their peers.	$ 156,000.00	$ 73,000.00	07/01/08-06/30/09	$ 83,000.00	07/01/09-08/31/10		07/01/09-08/31/10
Wisconsin Environmental Education Board (WEEB)	Fund staff time to develop a School Forest Education Plan.	$ 3,440.00			$ 3,440.00	07/01/09-12/31/10		07/01/09-12/31/10
WI Arts Board Grant - Franklin	Support an artist-in-residence to provide ballet instruction.	$ 5,850.00					$ 5,850.00	07/01/10-06/30/11
WI Fresh Fruit & Vegetable Program - DPI - Falk	Provides children in participating elementary schools with a variety of free fresh fruits and vegetables.	$ 34,678.05	$ 15,700.05	07/01/08-06/30/09		07/01/09-06/30/09	$ 18,978.00	07/01/10-06/30/11
WI Fresh Fruit & Vegetable Program - DPI - Glendale		$ 64,822.52	$ 20,695.52	07/01/08-06/30/09	$ 21,233.00	07/01/09-06/30/10	$ 22,894.00	07/01/10-06/30/11
WI Fresh Fruit & Vegetable Program - DPI - Hawthorne		$ 16,311.74	$ 16,311.74	07/01/08-06/30/09		07/01/09-06/30/09		
WI Fresh Fruit & Vegetable Program - DPI - Lake View		$ 13,704.00					$ 13,704.00	07/01/10-06/30/11
WI Fresh Fruit & Vegetable Program - DPI - Leopold		$ 77,221.00			$ 34,583.00	07/01/09-06/30/10	$ 42,638.00	07/01/10-06/30/11
WI Fresh Fruit & Vegetable Program - DPI - Lincoln		$ 38,151.00			$ 18,574.00	07/01/09-06/30/10	$ 19,577.00	07/01/10-06/30/11
WI Fresh Fruit & Vegetable Program - DPI - Lindbergh		$ 12,344.00					$ 12,344.00	07/01/10-06/30/11
WI Fresh Fruit & Vegetable Program - DPI - Sandburg		$ 17,946.00					$ 17,945.00	07/01/10-06/30/11
WI Fresh Fruit & Vegetable Program - DPI - Schenk		$ 43,377.91			$ 21,082.00	07/01/09-06/30/10	$ 22,295.91	07/01/10-06/30/11
WIRED MMSD Nursing Asst. Program	Supports addressing increased demand for healthcare workers by designing a Nursing Assistant course and an Extended Learning Support course for Madison high school-aged youth.	$ 37,090.00			$ 37,090.00	09/11/09-06/30/10		
Healthy Classrooms Foundation	Provides human growth and development materials for students with disabilities.	$ 1,119.00						
Wisconsin Institute of Certified Public Accountants	Funding for HS accounting program used for Project Adrian Jr. Seminar, Mad City Money Reality Store, and Quickbooks (Accounting software) upgrades.	$ 6,575.00						
Sprint Foundation - East High School	Supports a peer mentoring program.	$ 1,700.00						
Ing Unsung Hero - Leopold Elementary	Supports students' examination of how nature meets humans' energy needs and nature-inspired design.	$ 2,000.00						
Toyota Tapestry - Leopold Elementary		$ 7,776.00						
Dane County Cultural Affairs Commission - Lincoln Elementary	Funds for an author/activitist interactive session with elementary school students.	$ 1,200.00			$ 1,200.00	not reported		
Technology Education Foundation - Stephens Elementary	Provide three presentation stations to support integration of technology into instruction.	$ 7,200.00						
Wisconsin Milk Marketing Board - Glendale Elementary, Play 60	Supports purchase of equipment for physical activity and healthy snacks.	$ 750.00			$ 750.00	not reported		
Foundation for Madison's Public Schools - Individual School Endowment Initiative	Supports approximately 75 - 85 projects across all MMSD schools per year, project focii are determined at each school.		$ 34,946.00		$ 45,418.00		$ 50,716.00	
Foundation for Madison's Public Schools - Unrestricted Mini-Grants	Supports six to nine projects per year with mini-grants up to $10,000 for various projects at schools and departments throughout the district.		$ 48,645.00		$ 48,660.00		$ 46,707.00	

Grant Information from 2008-09, 2009-10, and 2010-11
(Grants obtained, purposes of each, and amount of money awarded)

Organization/Systems Action Plan: Partnerships
Action Step #4   (page 59)

Grant Name	Purpose	Total Award	FY 08-09 Award	Period	FY 09-10 Award	Period	FY 10-11 Award	Period
Evjue Foundation	Supports three to six projects per year with mini-grants up to $10,000 for various projects at schools and departments throughout the district.		$ 25,000.00		$ 20,000.00		$ 15,000.00	
Aristos Program (via a donation from the Kelly Family Foundation)	Supports seven to nine projects per year with mini-grants up to $10,000 for various projects at schools and departments throughout the district.		$ 25,340.00		$ 45,678.00		$ 38,917.00	
Madison School & Community Recreation Grants								
City of Madison: Community Development Division - Meadowood Neighborhood Center (MNC) (operations)	Partially supports operational costs at the MNC; also supported lease payment until City took over lease.	$ 96,438.00	$ 41,138.00	07/01/08 to 06/30/09	$ 40,719.00	07/01/09 to 06/30/10	$ 14,581.00	07/01/10 to 06/30/11
City of Madison: Community Development Division - Meadowood Neighborhood Center (expanded hours)	Supports expanded hours at MNC.	$ 10,309.00	$ -		$ 10,309.00	07/01/09 to 06/30/10	$ -	
City of Madison: Community Development Division - Meadowood Neighborhood Center (summer drop-in)	Supports summer drop in at Meadowood park.	$ 10,209.00	$ -		$ 10,209.00	07/01/09 to 06/30/10	$ -	
Dane County (CDBG) - Youth Resource Center (YRC): Cherokee transportation	Transporation at Cherokee for YRC.	$ 7,632.00	$ 5,132.00	07/01/08 to 06/30/09	$ -	No award in FY 09-1	$ 2,500.00	07/01/10 to 06/30/11
Dane County (CDBG) - Youth Resource Center (YRC): Sennett transportation	Transporation at Sennett for YRC.	$ 10,933.00	$ 8,433.00	07/01/08 to 06/30/09	$ -	No award in FY 09-1	$ 2,500.00	07/01/10 to 06/30/11
		$ 14,176,518.80	$ 4,102,954.27		$ 4,251,448.68		$ 4,332,561.85	