

MAY 2012

MADISON METROPOLITAN SCHOOL DISTRICT



Learning from our past • Changing our present • Building our future

BUILDING OUR FUTURE



Final Recommendations for Eliminating
Gaps in MMSD Student Achievement

Contents:

INSTRUCTION and SUPPORT

COLLEGE and CAREER
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Madison Metropolitan School District
Learning from the Past, Changing the Present, and Building Our Future
Final Recommendations for Eliminating Gaps in MMSD Student Achievement

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May 2012

Dear Community Members,

The preliminary plan to eliminate achievement gaps provided a framework around which to engage members of the community in a discussion about what we need to do to address the achievement gaps. To gather input, we held community input sessions, met with community organizations, and talked with our staff. Summaries and an analysis of session feedback are listed in the plan and at mmsd.org/thefuture.

That input served as our guide in developing these recommendations. Then, we also considered educational research, the new federal mandates of the Response to Intervention (RtI) program, cost, and logistics, as well as community input. We reviewed what has worked in our school district, in our community, and in other districts across the country.

I believe that if we are going to do better by our children, we must invest. But I also believe we have a responsibility to balance the needs of our community and leverage resources for the greatest impact on student achievement. The final recommended plan is reduced from a financial perspective. This was done to ensure greater sustainability from a fiscal perspective.

The revised plan maintains the six original areas of focus. These six chapters illustrate the landscape of education today – areas that are critical to closing achievement gaps. They also represent areas where leverage exists to eliminate our achievement gaps. Any successful plan to close student achievement gaps must employ a combination of strategies. If there were one simple answer, it would have been employed a long time ago and replicated in districts across the country. Our reality calls for many solutions at many levels of the organization. Our problem is a complex one. Our solutions must be equally complex in their approach.

The good news is that research on what works has been going on for years. Although there is no one right way to teach all students, the research is solid on increasing student performance through an aligned curriculum, effective instruction, frequent monitoring of progress, research-based decision making before a child experiences failure, having interventions in place to help learners, and involving the entire community in support of children.

To address this last point, this plan also asks for a commitment from the community to join MMSD using elements of the Strive Model (*Kania, John and Kramer, Mark. (2011). "Collective impact." Stanford Social Innovation Review, Winter 2011*) to develop a network which links services to schools through a collaborative district approach as well as a school-based grass roots "community school model" approach based on each school's need. This concept is elaborated where appropriate in each chapter and in the conclusion of this document.

The recommendations within this plan focus on academic rigor, expectations, accountability, response to behaviors, professional development, cultural competence,

parents as partners, hiring for diversity, and establishing a new relationship with our community. It also is a plan that supports the federal mandates of *Response to Intervention (Rtl)*, which is the practice of providing high-quality instruction, interventions, and progress monitoring which is matched to student needs to make decisions about changes in instruction, and analyzing student response data decisions through collaboration.

These final recommendations reflect some effective work already under way that needs additional focus in order to meet student needs and Rtl requirements, some promising practices, and some new ideas. These recommendations are all based on research and are a call to action to our staff, our families, and our community.

Some recommendations from the preliminary plan have been made more cost effective, and others have been elaborated upon. The following items are either new, have been eliminated, or have been revised to allow further planning during the 2012-13 school year:

New Initiative: Ensure all K-12 Students Demonstrate Proficiency in the Standards for Mathematics Practice

New Initiative: Drop-Out Recovery

New Initiative: Increase Options for Restorative Practices in the MMSD Student Conduct and Discipline Plan

Eliminated: PEOPLE Program for Elementary Students

Eliminated: Youth Court Expansion to Middle School

Eliminated: Implement 21st Century Community Learning Centers in the Highest Need Elementary Schools

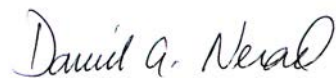
Eliminated: Professional Development - Technology Coach

Eliminated: Collaborate with the Community to Implement the Parent-Child Home Program

Further Planning: Extend the School Day

This final recommended plan, *Building our Future*, was developed to eliminate our achievement gaps. As a school district, we know we need to take new action. We also know we must work with you, members of this great community, to better address the needs of our children. We now look forward to discussing this final proposed plan with the Board of Education. Let's work together to make a difference for our children.

Sincerely,



Daniel A. Nerad, Superintendent

Foundational Concepts for Building our Future

Our Past

The links among race, ethnicity, economic status, and student achievement were often ignored, denied, or inconsistently addressed.

The need of many students - especially African American and other students of color, and students qualifying for free or reduced lunch - were not identified, targeted, or addressed with differentiated instruction and supports.

The uneven playing field for students entering Kindergarten without early learning skills was ignored, denied, or inconsistently addressed.

Our Future

High quality professional development will empower teachers and support staff to provide the range of differentiated instruction and supports that are critical to success in culturally diverse school communities. Students and families will have a far easier time accessing programs and services that are relevant with regard to culture, language, and experience.

Our district will use academic assessments to identify students' needs and provide students with targeted differentiation and interventions. We will pay special attention to talent development and reversing underachievement using research-based practices in in-school, after-school, and extended school day programs.

The foundation for successful learning can be laid very early in a child's life. Our district will collaborate with the community to create more high quality early childhood programs tailored to children of pre-Kindergarten age — from infants to four-year-olds. These programs will use best practices from gifted education to develop children's early learning skills, setting the stage for positive experiences in the first few years of school.

Our Commitment

We will confront issues of racism and will establish a common framework and common language for addressing diversity and social justice issues.

We will make it our top priority to ensure that all students have the opportunity to attend great schools that prepare them for college and career readiness.

We will provide opportunities for the community to contribute to the success of our schools and school district through the development of a comprehensive cradle to college reform initiative.

Our Past

Academic supports for struggling middle and high school students were often inconsistent and ineffective. Not all students saw college and professional success as real possibilities they could pursue.

Each school set its own standards for what students had to learn. In addition, individual schools and teachers decided for themselves what high quality instruction looked like.

The district did not possess a sense of urgency around the fact that many families felt isolated from schools due to lack of cultural competence in the school district.

Our Future

Students with special academic needs, particularly students who have encountered little culturally relevant support in early grades, are likely to struggle as their assignments become more rigorous. Additionally, talented and gifted students are often pushed into underachievement when their abilities are not identified and nurtured from an early age. It's too easy for such students to believe college is a goal only for other people, especially if they get that message from sources in society besides school.

Instead of acting as separate entities, schools will arrive at a common understanding of the knowledge and skills students need in order to be successful. Faculty and staff across the entire district will collaborate on developing instructional practices that are not only flexible, but strong enough to cultivate high levels of academic achievement with an expectation that all students will succeed. Students will have equitable access to consistent services and program offerings across sites.

Family engagement is a central component of eliminating barriers to achievement. Schools and families share the role of supporting children's educational success. The school-family-community relationship must be enhanced in order for adults to join together to better support our children. Further, all parents will be respected and engaged as equal partners in their children's success.

Our Commitment

We will make a focused and structured effort to help struggling middle- and high-school students keep pace with academic expectations. Part of this effort will include positioning college as a real, achievable goal.

We will honor teachers, principals, and support staff as professionals and invest in their success by providing them with the resources and tools needed to cultivate high levels of academic achievement for all students.

We will partner with all families in meaningful ways to ensure their children's success.

**Madison Metropolitan School District
Recommended Plan for Eliminating Gaps in MMSD Student Achievement
2012-2013**

Chapter One: Focusing on Academic Instruction and Support

“The breakthrough we are seeking involves the education community as a whole establishing a system of expert data driven instruction that will result in daily continuous improvement for all students in all classrooms.”

-Michael Fullan, Peter Hill, Carmel Crévola (2006)

- 1. Literacy: Ensure that All K-12 Students are Reading at Grade Level**
- 2. Literacy: District-wide Focus on Third-Grade Students**
- 3. Extend the School Day**
- 4. Literacy and Math: Expand Summer Learning Opportunities**
- 5. Develop an Early Warning System**
- 6. Explore Innovative Instructional Designs**
- 7. Develop a System of Shared Accountability**
- 8. New Initiative: Ensure all K-12 Students Demonstrate Proficiency in the Standards for Mathematics Practice**

MMSD is not ensuring quality learning for all students. *Quality learning* refers not only to what is measured by standardized tests, but also to learning that is reflected by opportunities for deep engagement in the content areas using various modes of thinking and communicating. Beginning with literacy, our district will engage in the fundamental shift of aligning MMSD curriculum and instruction with best practices in the field of education.

Much of the instructional improvement work described in this proposal focuses on literacy, as we know that highly literate students succeed and graduate. However, we will also pay attention to high quality instruction in the other content areas, such as math. Additionally, interdisciplinary work like writing across content areas can promote overall achievement for all our students.

Therefore, as part of this plan it is recommended that committees of teachers, teacher leaders, and parents come together to plan for applying our learning from our improvement work in literacy to the other content areas. We will begin with an intensive look at math, with a focus on a connected and conceptual framework for preparing students for high level mathematics. We will then extend that work to the other content areas.

Chapter One: Focusing on Academic Instruction and Support Recommendation #1

Literacy: Ensure that All K-12 Students are Reading at Grade Level

Background

Reading is of such importance in our society that we would be justified in considering it a human right. This section focuses on creating high expectations for all students in the area of literacy and making sure all students are reading at grade level. It is an all-call for closing gaps in student achievement. Two main foci using disaggregated data will drive instructional improvement: (1) all students are “on track” with reading skills in their elementary years and monitored frequently for progress, and (2) staff provide intensive support for literacy—not only in early years, but throughout a student’s education. The Response to Intervention (RtI) framework, which is mandated to be in place by November 2014, will continue to support MMSD core literacy instruction by providing a menu of research-based literacy interventions and assessments to support struggling readers.

As a recommendation, getting all K–12 students reading at grade level is quite familiar. Yet, it has not happened. The recommendations in this report aim to change that. These recommendations will establish the systems needed to put highly qualified literacy staff in all MMSD buildings. They will also provide for the curricula and support required to meet the needs of our 27,000 linguistically and culturally diverse students. This, along with having high expectations for all students, is the first step in closing the existing achievement gaps.

Response to Community Input

Input to inform the final “Building our Future” plan was gathered from multiple sources, including 15 community input sessions, suggestions from teachers during the February 24 District-wide Inservice, and meetings with leaders of community organizations. Respondents generally agree that reading in the primary years is of critical importance. Continuity of curriculum between schools was clear as were concerns that such a curriculum be flexible in responding to diverse student needs.

Teachers cite the need for equitable teaching resources and professional development opportunities to learn to implement them well. Specific materials and interventions were requested to ease the task of “reinventing the wheel for every lesson.” A preference was stated as “spending time teaching versus creating instructional materials.”

This section of the plan responds to the need for curricular consistency and expectations in balance with the respect for teacher time. Systemic supports for struggling readers, focused curricular materials for primary literacy, and professional development around the use of curricular materials are prioritized.

Recommendations

MMSD will implement a consistent core curriculum, protocols for differentiated instruction, and interventions—for when students struggle as well as when students need more than what is provided in the core—across sites and grade levels, with a special emphasis on providing culturally responsive supports for all students.

Curriculum

MMSD will increase the district-wide implementation of research-based literacy pedagogy, instruction, and a common curriculum (K-6). In 2012-13, the literacy curriculum pilot that is currently used in three schools will expand minimally to Tier I elementary schools. The goal over three years is to have a common curriculum, K-3. Curriculum materials aligned with Common Core State Standards will be rigorous and linguistically and culturally responsive. In grades 4-6, curriculum will be consistent and aligned to the Common Core State Standards and scope and sequence.

Instruction

Sufficient and targeted instructional time is essential to improving student achievement in literacy. All schools K-5 will provide a minimum 90-minute reading/language arts block. Additional specific instruction in reading is encouraged across all content areas K-12. Ensuring that literacy instruction is culturally relevant is a key aspect of improving the quality of each student's learning experience. All staff will receive training on embedding a range of culturally relevant strategies into reading/language arts instruction. In addition, the Advancement Via Individual Determination (AVID) Critical Reading Strand will be implemented at the secondary level (grades 7-12) to help build a pathway for increasing access to rigorous high school options, including Advanced Placement courses and the Youth Options program.

Assessment

Assessments and progress monitoring provide valuable information to teachers and other staff about how students are learning and growing and how to tailor instruction based on student needs.

All students K-8 will undergo defined benchmark assessments to monitor progress in reading. These assessments will be administered a minimum of three (3) times per year (fall, winter, and spring). All students below proficiency in reading will receive intervention and progress monitoring. The new assessment of reading readiness selected by the Department of Public Instruction under Wisconsin Act 166 will be implemented for kindergarten students starting in 2012-13.

Because interventions, like Reading Recovery and Descubriendo la Lectura (Spanish version) in grade 1 and System 44 and READ 180 in grades 6-12, are time limited, it is critical that students exiting these programs are provided intensive follow-up and continued progress monitoring. The need to increase benchmark assessment tools for reading is addressed through the expansion of MAP in grade 8. Additional assessment tools to detect small increments of growth in literacy skills will be implemented in 2012-13. The growth of English Language Learners' literacy skills will be monitored with the prioritized use of the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS). Work is ongoing to incorporate assessments that are non-biased, culturally relevant, and appropriate for language learners while maintaining high expectations for all students to narrow the gap.

Interventions

Accelerated learning is critical to closing achievement gaps. Accelerated learning is specialized, targeted, intensive, and time-bound. All students below proficiency in reading will receive targeted reading instruction and interventions with a highly

qualified/certified Reading Teacher or an Interventionist in Spanish and/or English development during and/or after the school day. The Response to Intervention (RtI) framework will continue to support MMSD core literacy instruction by providing a finite menu of research-based literacy interventions (e.g. Leveled Literacy Intervention, Reading Recovery, and Guided Reading) to support struggling readers. Where possible, principals will be encouraged to combine Interventionists and Reading Recovery/ Descubriendo la Lectura positions to a 1.0 FTE for this purpose. Increasing bilingual interventionists district-wide and incorporating language learner support strategies into all interventions will further enhance the effectiveness of interventions for targeted students in our attempt to narrow the existing gaps.

Staff and Professional Development

The needs of our students and staff in the core area of literacy instruction require additional highly trained staff. Based on national studies and information shared through the “What Works Clearinghouse,” Reading Recovery has proven to be the most effective reading intervention for primary students (grade 1). MMSD’s Reading Recovery implementation, however, is not at the recommended level for achieving maximum effectiveness.

Our schools also require additional highly trained classroom teachers in literacy instruction. Recommendations include increasing the number of Wisconsin certified Reading Teachers as Interventionists at all schools, K–12.

MMSD staff has expressed a willingness to participate in training that directly connects rigorous instruction with cultural relevance. Specific, culturally relevant literacy instructional strategies will be an integral training component with implementation of these strategies established as a district-wide expectation.

Student achievement gains are also correlated with curriculum alignment across sites. MMSD will increase the focused connection of curriculum, instruction, and assessment between our transition levels, including 4K and K, 5th and 6th grade, and 8th and 9th grade. This strategy will assure continuity for our highly mobile students and create the foundation for all students having access to the same quality instruction, regardless of the attended school. Finally, all schools will be monitored for successful implementation of literacy using fidelity walk throughs.

Timeline

2012 Spring

Evaluate the reading data of all students in the three curriculum pilot schools. If positive evaluation data exists, expand to MMSD’s Tier I elementary schools in 2012–13.

Hire and train staff

- ✓ Elementary Interventionist to work directly with students in schools where there are currently no positions (3.0 FTE)
- ✓ Elementary Teacher Leaders to increase fidelity of elementary literacy for ongoing support of Elementary Instructional Resource Teachers (4.0 FTE) and Interventionists.

Increase positions

- ✓ Increase FTE of Reading Recovery/Descubriendo la Lectura Teacher Leaders to 1.0 (1.0 FTE) to increase fidelity.
- ✓ Increase building positions for Reading Recovery/Descubriendo la Lectura in spring 2012; to be in place for 2012–2013. Where possible, principals will be encouraged to combine Interventionists and Reading Recovery/Descubriendo la Lectura positions to a 1.0 FTE for this purpose (Reading Resources).

Purchase

- ✓ Curricular materials and professional development opportunities to ensure curriculum pilot materials and teacher training are available in Tier I elementary schools, grades K-3, and expanding pilot school curricular materials and professional development to grades 2-3, beginning in spring/summer 2012.

2012 Summer

- ✓ Mandatory training for teachers of Mondo beginning in summer 2012 and regularly beginning in 2012–13.
- ✓ Literacy training for teachers/IRTs beginning in summer 2012 and continuing throughout the five-year plan.

2012-13 Academic Year

Implement primary progress-monitoring support during fall 2012.

Extend benchmark assessments (Measures of Academic Progress) to grade 8 in order to provide predictive data for future state assessment proficiency levels.

Professional Development

- ✓ Mandatory professional development for interventionists in Rtl menu of interventions beginning in 2012-13.
- ✓ Specific literacy instructional strategies that are also culturally relevant will be an integral training component with implementation of these strategies being a district-wide expectation.
- ✓ Mandatory interventionist professional development (as stated above) for all Special Education Teachers/Cross Categorical Teachers assigned to K-12 classrooms.
- ✓ Mondo training for three days during the school year.

2013-14 Academic Year

- ✓ Interventionists for middle schools (6.0 FTE).
- ✓ Literacy coaches for high schools (4.0 FTE).
- ✓ Interventionist coaches for Rtl menu of interventions for ongoing support of interventionists (3.0 FTE).

Progress Indicators

1. K-2 student growth will be regularly monitored as measured by approved district progress-monitoring tools. Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gaps.

2. All schools have a plan in place by spring 2012 to identify, provide additional instruction for, and monitor growth in literacy of all K–12 students not at grade-level proficiency to assure all students are proficient. Indicators of proficiency include WKCE in grades 4 and 8 (as required by NCLB metrics), Measures of Academic Progress in grades 3 – 8, and benchmark assessments to be implemented K-2.
3. Increase in graduation rate among our students to meet 90% benchmark for all by 2014 (as required by NCLB).
4. 40% of students will score above 90% national percentile using ACT composite score.

Budget

#1 - Ensure all K-12 students are reading at grade level	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)	8.00	\$599,417	21.00	\$1,612,805	21.00	\$1,653,125
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly		\$52,380		\$36,000		\$36,000
Extended Contract						
Sub Teacher Salary		\$86,108		\$166,349		\$132,657
SEA		\$0		\$0		\$0
EA	0.19	\$9,001		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support		\$167,900		\$20,000		\$10,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$593,250		\$1,247,000		\$771,000
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	8.19	\$1,508,055	21.00	\$3,082,154	21.00	\$2,602,782

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter One: Focusing on Academic Instruction and Support Recommendation #2

District-Wide Focus on Third-Grade Students

Background

Children who read at grade level by the end of third grade are more successful in school, work, and life. Reading proficiently by the end of third grade is a crucial marker in a child's educational development. Failure to read proficiently is linked to higher rates of school dropout. Failure to read suppresses individual earning potential as well as the community's work force and economic development. Our students need to read by third grade. The district trend data reveals achievement gaps that need to be reversed. The following plan addresses bold measures of full community support for getting our children on track for reading by third grade.

Response to Community Input

Several comments cited the goal of district-wide focus on the literacy of third-grade students agreeing with the importance. Several comments suggested to focus "kindergarten through third grade."

Recommendations

Every elementary school in Madison will partner with the United Way's Schools of Hope and AmeriCorps volunteers in addressing the challenge to dramatically increase the number of children, especially from low-income families, reading proficiently by the end of third grade.

We have the staff and volunteers to create a laser-like focus as a powerful new chance to help children, parents, communities, and schools unite in closing the achievement gaps while also raising the bar for our third-grade students.

All but six of the elementary schools have reading specialists that provide reading intervention for students. Beginning now, these interventionists and school coaches (IRTs) will work with third-grade teachers by identifying students below proficiency and developing individual plans of support to get our students reading at grade level. Volunteers from the community will tutor our third-grade students in one-to-one reading sessions for the rest of the school year, during the summer and into fourth grade.

MMSD recommends the implementation of an interventionist at every school beginning in the 2012-2013 school year to support 3rd grade students and K-5 students in the future. By devoting our funding streams and focus in this direction we expect to get widespread, positive results and narrow the gaps that currently exist.

MMSD also recommends providing strategies on best practice in reading instruction for all 3rd and 4th grade teachers.

This initiative aligns with the "community school" concept mentioned in the Superintendent's letter and outlined in the conclusion of the plan.

Timeline

2012 Spring

- ✓ School staff identify third-grade students below proficiency in reading
- ✓ Reading interventionists provide tutoring for identified third-grade students
- ✓ United Way's Schools of Hope and AmeriCorps volunteers provide one-to-one tutoring for identified third-grade students
- ✓ School staff identify third-grade students below proficiency in reading for summer school support

2012 Summer

- ✓ United Way's Schools of Hope and AmeriCorps volunteers provide one-to-one tutoring for identified third-grade students during summer school
- ✓ Provide summer professional development for K-5 teachers.

2012 – 2013 Academic Year

- ✓ School staff identify fourth-grade students below proficiency in reading
- ✓ Reading interventionists provide tutoring for identified fourth-grade students
- ✓ United Way's Schools of Hope and AmeriCorps volunteers provide one-to-one tutoring for identified fourth-grade students

Progress Indicators

1. K-2 student growth will be monitored at least monthly as measured by approved district progress-monitoring tools (e.g., Spanish and English Primary Language Arts Assessment [S/PLAA], Running Records monitoring Text Reading Level). Underachieving students will be monitored more frequently using the early warning system, in an attempt to intervene more quickly to get them on track and narrow the achievement gaps.
2. All schools have a plan in place by Summer 2012 to identify, provide additional instruction for, and monitor growth in literacy of all K–12 students not at grade-level proficiency to assure all students are proficient as indicated in WKCE in grades 4 and 8 (as required by NCLB metrics).
3. Training school administrators, United Way's Schools of Hope, and AmeriCorps tutors in faithful implementation.

Budget

Expenditures for Year 1: 2012-13 School Year: Add reading interventionist to elementary schools, which was indicated in the previous section.

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter One: Focusing on Academic Instruction and Support
Recommendation #3
Extend the School Day

Background

This section focuses on developing an extended school day. Extending the school day can play a key role in closing the achievement gaps and preparing all students for the 21st century. Students learn at different rates, and an extended school day provides more opportunities for all students to reach mastery, even while allowing those who have already attained mastery to enrich their learning.

Response to Community Input

Community response to this concept was favorable; however, there were many questions and comments expressing concern of burning kids out, after school activities, affect on working families, care for younger siblings, etc.

Recommendations

A committee of district staff, community members, and parents will be formed to examine extended school day. Further study of the concept of extended school day will be explored and recommendations from the committee will be brought to the Superintendent .

Timeline

2012 Summer

- ✓ Develop a committee to examine extended school day models.

2012 – 2013 Academic Year

- ✓ Provide recommendations to the Superintendent in February, 2013 for consideration for the 2013-14 school year.

Progress Indicators

Provide recommendations to the Superintendent in February 2013 for consideration for the 2013-14 school year.

Budget

Expenditures for Year 1: \$ 0

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter One: Focusing on Academic Instruction and Support Recommendation #4

Literacy and Math: Expand Summer Learning Opportunities

Background

This section focuses on expanding summer learning options. Research tells us that over 50 percent of the achievement gaps between lower and higher income students is directly related to unequal summer learning opportunities (Alexander et al., 2007). Expanded summer learning will provide valuable time for students to receive academic support in math and literacy, as well as enrichment opportunities. This approach to learning is a well documented strategy used nationally in closing the achievement gaps

Response to Community Input

This recommendation was highly supported by the community and district. The extended learning summer school (ELSS) program will be implemented in 2013.

Recommendations

It is recommended that MMSD

- Expand the current Extended Learning Summer School (ELSS) program to accommodate an additional 80 students.
- Expand Madison Virtual Campus (MVC) as a summer learning option.
- Implement a summer program for at-risk alternative education students.

The primary aim of these recommendations is to provide more time and access to the core curriculum (literacy and math) for students who do not meet grade-level standards, as indicated by multiple measures. All three recommendations will benefit students who experience learning losses due to their lack of opportunity for educational activities during the summer months.

MMSD currently provides Extended Learning Summer School, high school summer school, and enrichment five days per week for six weeks to more than 5,000 students during June and July. For KReady–12th grade students, ELSS begins with a healthy breakfast at neighborhood schools. Then, highly qualified teachers provide accelerated and engaging instruction in small class settings to prevent academic skill loss. After lunch is served, high-interest recreational and enrichment activities are provided to enhance school engagement (Downey et. al., 2004; Duffett et. al., 2004). The Summer Recreation Enrichment Center (SREC), provided by Madison School and Community Recreation (MSCR), offers a variety of activities, including: arts and crafts, outdoor adventure, outdoor games, indoor games, fire safety, field trips, swimming, roller skating, and cultural fairs and events. Students with disabilities and English Language Learners have access to the core curriculum, along with their peers.

High school students who are credit-deficient will sign up for summer school courses for credit recovery. Current high school students who want to earn extra credits and incoming ninth graders interested in earning first-time credits can also enroll. The high school summer curriculum includes required courses in English, math, science, social studies, health, and physical education. Elective courses are offered in keyboarding, computer literacy, art, study skills, algebra preparation, and ACT/SAT preparation. Courses incorporating work experiences are available.

The Madison Virtual Campus (MVC) exists for high school students. Virtual (or online) learning offers flexibility in terms of when and at what rate learning takes place. In MVC courses, students can move swiftly or slowly, even repeating parts of courses if needed. Additional benefits for students include access to courses not typically offered in MMSD, access to courses out of grade level, and an option to earn credit to stay on track for on-time graduation. MMSD staff provide orientation and ongoing support to students throughout their MVC courses. With MVC, any student can maximize learning and credit recovery in non-traditional times and places.

The Alternative High School Summer Program for at-risk students (e.g., Work and Learn) will add an additional summer quarter for 45 students enrolled in alternative programs. The summer session will emphasize literacy and social-emotional learning, working with community partners, technology and media literacy, and postsecondary preparation. Students will be referred to the program by their school counselors and will complete an application.

Timeline

2012 Spring

- ✓ Planning

2012-13 Academic Year

- ✓ Planning

2013 Summer

- ✓ Implement expanded Extended Learning Summer School (ELSS)
- ✓ Implement summer Madison Virtual Campus (MVC) courses
- ✓ Implement Alternative High School Summer Program

Progress Indicators

1. All students will be proficient in math and literacy as indicated by WKCE by 2014-15.
2. Increase in graduation rate among our students to meet 90% benchmark for all by 2014 (as required by NCLB).
3. 40% of students will score above 90% national percentile using ACT composite score.
4. Decrease in disproportionate number of students of color in summer special education placements.
5. Increase in credit attainments by 100% of students enrolled in the Alternative High School Summer Program.

Budget

#4 - Expand summer learning opportunities	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative				\$0		\$0
Teacher Salary / Fringe				\$124,487		\$149,384
Special Ed, Psych, Soc Worker, OT/PT (salary position)				\$7,731		\$9,277
Librarian Salary / Fringe				\$3,172		\$3,807
Nurse / NA Salary / Fringe				\$6,922		\$8,306
Curriculum & Instruction, and Policy & Procedure PD (Training & Coaching)				\$11,950		\$14,340
Guidance Counselors				\$376		\$451
Psychologists / Social Workers				\$317		\$381
Clerical				\$8,223		\$9,867
SEA				\$5,214		\$6,257
BRS				\$7,612		\$9,135
Reading Interventionist				\$2,538		\$3,045
PBS Coaches & Interventionists				\$7,613		\$9,136
Madison Virtual Campus - Summer Programming				\$4,895		\$5,874
Security				\$4,372		\$5,246
Educational Assistants				\$754		\$905
Contracted Services				\$4,259		\$5,111
Pupil Travel (non-instructional)				\$218		\$261
Pupil Travel (instructional)				\$32,265		\$38,718
Classroom Supplies				\$11,540		\$13,848
Food Service				\$46,859		\$56,230
High School Alternative (3 Teachers, 1 SEA)				\$1,205		\$1,446
High School Alternative Materials				\$455		\$546
TOTAL:	0.00	\$0	0.00	\$292,977	0.00	\$351,572

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter One: Focusing on Academic Instruction and Support Recommendation #5

Develop an Early Warning System

Background

An Early Warning System (EWS) will help ensure that all students make consistent academic progress and learn at high levels. Allensworth and Easton's (2007) findings demonstrate that an on-track indicator (as part of an EWS) is a better predictor of graduation than students' background characteristics or middle school achievement test scores. The EWS data will give school staff and parents/guardians the information they need to intervene as soon as a student begins to show a pattern of academic, attendance, or behavioral issues associated with later school difficulties or failure. This Early Warning System will help schools identify students quicker than in the past and intervene earlier in an attempt to eliminate our achievement gaps.

Response to Community Input

1. The Early Warning System was popular among attendees of community information sessions with fourteen comments regarding the adoption of such a system. One respondent was "excited about early intervention," while others simply cited the system as the best part of the plan without elaborating further.
2. Many comments offered suggestions along with their comments. Three respondents urged that "early communication with parents [be a] part of early warning system." Two respondents offered suggestions in implementation of the Early Warning System. One suggested "increase amount of support staff in class room, go back and follow up and give feedback to teacher if they have missed warning signs on individual students." Another believed the plan should involve "improv[ing] testing methods and mak[ing] language less negative for outcomes."
3. In response to this input, the district plans to implement an Early Warning System for elementary, middle and high school levels during the 2012-13 school year. The model will be built first for high schools and adapted to middle and then elementary. Automatic notification of at-risk status to parents and staff will be developed and thoroughly field tested prior to deployment.

Recommendations

It is recommended that MMSD implement the Early Warning System to: (a) alert staff, students, and parents/guardians that individual students are at risk of not meeting grade level proficiency standards and (b) assist staff in determining the type, intensity, and duration of subsequent instructional responses and interventions.

Starting with high schools, the Early Warning System will identify students based on five key criteria: attendance, grade point average, D's and F's, suspensions and credit deficiency. Each criterion and a composite score will have an associated tier based on severity. This regularly run report will be available to principals and administrators, who will use this information with staff and parents/guardians to plan appropriate instructional responses and interventions.

The district will also apply the Early Warning System to identify students needing support in the areas of social-emotional learning and behavior. For example, when students are involved in two events leading to out-of-school suspensions per semester,

the student will be automatically referred to the school's Student Support and Intervention Team (SSIT). The SSIT will conduct an analysis of the behavior to better understand antecedents and devise supports and/or learning opportunities which serve to decrease the inappropriate behavior.

Following implementation of the high school model, modifications will be made to provide this tool to middle and elementary schools.

In addition to the Early Warning System, various customizations of the Data Dashboard are necessary to facilitate the most effective use of data for positive student outcomes. Examples include creating a tool to monitor students' academic performance against set benchmarks, making value-added* growth data available at the classroom level, creating an annual scorecard for each of our schools, improving attendance and behavior data shown in the dashboard, and adding various test and assessment results to ensure useful data is available for all grades and levels.

In addition to individual student information, the district's Data Dashboard's standard set of filters will allow disaggregation by school, grade level, classroom level, race/ethnicity, gender, income, and English Language Learners and special education status. Drill-downs will easily access student lists that are color-coded by severity. Further drill-downs will link to individual student records. Providing timely intervention(s) is a systematic, proactive, prevention-based response to keep students on track for academic success.

* The term value-added can mean many things, but fundamentally it refers to disaggregating data to look closely at growth of individual students and in entire school communities.

Timeline

2012 Spring

- ✓ February through April 2012, work with software company (VersiFit) to develop MMSD's custom Early Warning System within the Data Dashboard.
- ✓ Present Early Warning System features to principals and relevant staff.
- ✓ Align various Early Warning System alerts to new time-limited interventions for targeted students.
- ✓ Implement a series of other customizations to the Data Dashboard, starting with additional assessment data, benchmark monitoring and value-added data.

2012-13 Academic Year

- ✓ Implement the Early Warning System.
- ✓ Further customize and improve the Data Dashboard.

Throughout the process, Research & Evaluation, Professional Development, Educational Services, and Curriculum & Assessment staff will coordinate efforts to ensure that long-term, job-embedded, specific professional learning is provided to staff implementing interventions.

Progress Indicators

1. K-2 student growth will be monitored at least monthly as measured by approved district progress-monitoring tools (e.g., Spanish and English Primary Language Arts

Assessment (S/PLAA), Running Records monitoring Text Reading Level). Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gaps.

2. All schools have a plan in place by Spring 2012 to identify, provide additional instruction for, and monitor growth in literacy of all K–12 students not at grade-level proficiency to assure all students are proficient as indicated in WKCE in grades 4 and 8 (as required by NCLB metrics).
3. Increase graduation rates among our students to meet 90% benchmark for all by 2014 (as required by NCLB).
4. 40% of students will score above 90% national percentile using ACT composite score.
5. Decrease in special education disproportionality placements.

Budget

5. Develop an early warning system	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract						
Sub Teacher Salary						
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support		\$250,000		\$150,000		\$150,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)						
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	0.00	\$250,000	0.00	\$150,000	0.00	\$150,000

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter One: Focusing on Academic Instruction and Support Recommendation #6

Explore Innovative Instructional Designs

Background

This section focuses on encouraging innovation and staff and voice in our district. Nationally, innovative programs such as thematic schools are implemented to attract and retain families, create robust and unique learning, and provide choice in programming to match children's interests and learning styles. Locally, there is continuing community interest in charter schools, Dual Language Immersion programs, International and research based specialty programs. Innovation School designs will have the freedom to take a creative, research based approaches to school transformation.

We are asking the entire school community to join us in the creation of new ways of meeting students' needs. One area of need that has been identified is innovative instructional designs for our schools. This initiative aligns with the "community school" concept mentioned in the Superintendent's letter and outlined in the conclusion of the plan.

Response to Community Input

Innovation and a greater number of options for high schools was a theme that emerged in the feedback. The community also called for a clear, fair, and equitable process for contracting with organizations to offer innovative options.

Recommendations

Schools will be encouraged to explore and submit innovative program and design proposals for consideration. These proposals will be reviewed by a school district/community member committee. It is also recommended that the Innovative and Alternative Program Committee collaborate with families and the community to explore potential thematic schools that offer specialization and opportunities for community partnerships, including themes such as International Baccalaureate, Dual Language Immersion, Fine Arts, or Math, Science and others. The recommended Cultural Practices that are Responsible (CPR) Model School in Chapter 3 is an example of such innovation.

It is recommended that the district explore with community partners, the creation of a school innovation fund. Generated funds would be used to support innovative school design proposals that target the elimination of achievement gaps.

Timeline

2012 Spring

- ✓ Expand the current Innovative and Alternative Program and continue exploration of and planning for thematic school(s).

2012-13 Fall

- ✓ Schools will be able to submit plans for innovative instructional designs. These proposals will be reviewed by a team of school and community members.

Progress Indicators

1. Implementation of one or more innovative school programs focused on closing the achievement gaps.

Budget

The preliminary budget estimate covering personnel, professional development, and materials for this recommendation is \$0, since the demands of the recommendation will be met by existing staff. If funding is needed for these designs, separate funding proposals will be developed and presented to the Board of Education.

Chapter One: Focus on Academic Instruction and Support Recommendation #7

Develop a System of Shared Accountability

Background

Central Office administrators and school principals have a great deal to offer each other in terms of expertise, skill development, and support. Regular, consistent communication between Central Office administrators and principals will provide opportunities for coaching, in which administrators guide and support principals. It will also keep Central Office administrators deeply connected to the daily realities and needs of schools. Through this process of mutual growth, principals and administrators will reinforce each other's accountability for our students' success. .

Response to Community Input

Several comments throughout the feedback indicated concerns about expectations for students and improving the quality of instruction, results for students, and visible goals. The early warning system was mentioned positively by many respondents and this tool will be used as part of the shared accountability system. Comments were also made about the positive effects of an early intervention system.

Recommendations

Each school will be assigned a Central Office Administrative Support Team consisting of two to three administrators, who will serve as learning coaches for the school's principal. MMSD schools are to be divided into three tiers, depending on their needs.

Tier I: Central Office Administrative Support Teams will visit schools and classrooms weekly. They will join existing School Support Teams as they engage in problem solving and professional development opportunities. Four professional development days will be designed to address needs defined by each school's data to help determine strategies to improve student outcomes.

Tier I schools include: Emerson, Orchard Ridge, Gompers, Elvehjem, Mendota, Huegel, Allis, Falk, Midvale, Lincoln, Leopold, Schenk, Glendale, Thoreau, Lindbergh, Lowell and Sandburg elementary schools; Wright, Cherokee, and Toki middle schools; and East, La Follette, Memorial, West and Shabazz high schools.

Tier II: Existing school support teams will continue to problem solve and provide professional development opportunities to support teachers and leaders in gaining the expertise necessary to ensure high achievement for all students. Central Office learning coaches and professional development days begin during the summer and 2012-2013 school year.

Tier II Schools include: Chavez, Stephens, Kennedy, Hawthorne, Crestwood, Lakeview, and Nuestro Mundo elementary schools; and Whitehorse, Sennett, Sherman, Jefferson, and Black Hawk middle schools.

Tier III: Existing school support teams will continue to problem solve and provide professional development opportunities to support teachers and leaders in gaining the

expertise necessary to ensure high achievement for all students. Central Office learning coaches and professional development days begin during the 2012-2013 school year.

Tier III schools include: Randall, Olson, Muir, Marquette, Shorewood, and Van Hise elementary schools; and O’Keeffe, Hamilton, and Spring Harbor middle schools.

Timeline

2012 Spring

- ✓ Central Office Administrative Support Teams begin work with Tier I schools
- ✓ Provide four professional development days (RTI) for Tier I schools
- ✓ Provide four professional development days (RTI) for Tier II schools

2012 Summer

- ✓ Central Office Administrative Support Teams begin work with Tier II schools
- ✓ Continue professional development days (RTI) for Tier I and Tier II schools

2012 – 2013 Academic Year

- ✓ Central Office Administrative Support Teams begin work with Tier II and Tier III schools
- ✓ Provide four professional development days (RTI) for Tier II schools
- ✓ Provide four professional development days (RTI) for Tier III schools

Progress Indicators

1. Each principal and central office administrator will increase .5% in the sub-dimensions of the Administrator’s Instructional Practice Survey (Center for Educational Leadership, University of Washington) by the end of 2012-2013 school year.
2. Increase in classroom visits by principals and central office administrators as measured by documentation of weekly visits.
3. All students will increase 10% proficiency in math and reading as measured by K-2 sub scores on Primary Language Arts Assessment (PLAA), Primary Math Assessment (PMA), 3-7 Measures of Academic Progress [MAP] and Wisconsin Knowledge and Concepts Exam (WCKE).

Budget

The budget for this recommendation is \$0 since the demands of the recommendation will be met by existing staff. Professional development costs are defined in Chapter 3.

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter One: Focusing on Academic Instruction and Support Recommendation #8 - New Initiative

Math: Ensure that All K-12 Students Demonstrate Proficiency in the Standards for Mathematical Practice

Background

In order to prepare students for the 21st century we must focus on a rigorous mathematics curriculum which is centered on the Standards for Mathematical Practices. These practices provide the backbone for mathematical instruction K-12. The practices rest on the processes and proficiencies that are longstanding in mathematics education.

It is recommended that all classrooms focus on these practices first and foremost in order to raise the bar for achievement for all students. Historically, MMSD has worked toward all children passing Algebra in ninth grade. However, we have been unsuccessful in meeting this goal. The recommendations in this report aim to raise this expectation by providing rich and rigorous mathematical opportunities to all students.

In order to achieve this goal we must:

- Support all K-12 teachers of mathematics in becoming strong math educators so that students know how to use their knowledge and skills in flexible and efficient ways.
- Provide learning opportunities for teachers and students to:
 - Deepen knowledge in mathematics in both familiar and unfamiliar contexts.
 - Construct models that represent their interpretation of a problem.
- Teach students to:
 - Clearly communicate their thinking and mathematical ideas.
 - Use mathematical reasoning to solve problems.
 - Justify their solutions to others.
 - Make connections within and across content strands.

The following recommendations are the steps needed to achieve the highest level of proficiency in the mathematical practices for all MMSD students.

Response to Community Input

The original “Building Our Future” plan did not explicitly include a goal in mathematics. In several of the community sessions and in the staff feedback session, the exclusion was noted. Therefore, a math goal has been added to Chapter One. The key ideas that emerged from the community and contributed to this new goal were:

- Create curricular consistency while giving teachers flexibility to adapt to meet the needs of students.
- Implement more effective instructional techniques.

Part of the input process included a session to gather input from MMSD staff on the MMSD February 24 Professional Development Day. In this session a major outcome was the request that professional development become more effective through modeling and relevancy. The key ideas were model it, embed it, and make it relevant. This goal of this proposal is to develop effective and relevant mathematics for all students.

Recommendations

MMSD will implement a consistent core curriculum stemming from the 4K-12 Scope and Sequence of the Common Core State Standards for Mathematics. This curriculum must be both consistent across all sites and grade levels and flexible to meet the needs of our diverse student population. The curriculum at each level must include protocols for differentiated instruction and interventions—when students struggle as well as when students need more than what is provided in the core—with a special emphasis on providing culturally responsive supports for all students.

Baruti Kafeli (NABSE, November, 2011, *A Handbook for Teachers of African American Children*) states that there is not an achievement gap, but instead an opportunity gap and a relationship gap. If we are serious about eliminating the achievement gap, we must consider redesigning our instructional delivery. Therefore, we are proposing a strong professional development system that would support teachers in implementing effective and innovative instructional techniques in mathematics. This professional development would focus on ensuring all students high quality rigorous mathematics.

Curriculum

GOAL: Implement the 4K-12 Scope and Sequence in Mathematics with instructional integrity at each level.

K-5:

All elementary teachers of mathematics will implement a mathematics instruction through a research-based, consistent framework including core anchor lessons or common learning experiences. All lessons will use the MMSD core instructional resources. All core instructional materials will be aligned with Common Core State Standards and will be rigorous and linguistically and culturally responsive. All teachers will use the Developmental Guidelines in Number and Operations to determine the mathematical proficiency of their students and then differentiate their instruction based on these developmental levels. Each school day, every student will receive both grade level instruction and developmental leveled learning.

6-8

MMSD will increase the fidelity to our district-wide implementation of Connected Math Project 2 (6-8). The implementation of this curriculum will include common learning experiences to focus instruction on the mathematical purpose and provide consistency. Common learning experiences aligned to the curriculum will be taught across the district by quarter.

9-12

MMSD will implement a common course catalogue based on the 9-11th grade Mathematics Scope and Sequence. Common courses will be developed with a secondary advisory group during the 2012-2013 school year and will be implemented in the fall of 2014. All high schools will then follow this course schedule. The implementation of this curriculum will include common learning experiences to focus instruction on the mathematical purpose and provide consistency. These anchor experiences will be taught across the district by quarter.

Instruction

Sufficient and targeted instructional time is essential to improving student achievement in mathematics. All elementary schools will provide uninterrupted math instructional block for at least a minimum of 60 minutes daily. All K-12 math instruction will include instruction focused on grade level standards, a specific purpose for learning the mathematics, and targeted instruction that supports the specific learning objective. Instruction must be based on understanding how students develop mathematically, how to assess children along this development and how to teach strategically. Teaching children strategically includes understanding culturally relevant practices, including the use of different instruction strategies that are based on individual learning needs.

Assessment

Assessments and progress monitoring provide valuable information to teachers and other staff about how students are learning and growing and how to tailor instruction based on student needs.

All students K–5 will be assessed on a regular basis using assessments to monitor progress and inform instruction. The assessments also serve as an Early Warning System for mathematics. The use of common assessments around the standards allows teachers to evaluate student work in order to enhance collaboration and to create consistency and equity across the district.

Further study needs to be put in place for common assessments at the secondary level.

Interventions

Accelerated learning is critical to closing achievement gaps. Accelerated learning is specialized, targeted, intensive, and time-bound. All students below proficiency in mathematics must receive intense instruction in addition to core instruction. Therefore additional math instructional time must be built into student schedules at the secondary level so that students benefit from both core instruction at grade level and targeted intervention to accelerate learning.

Interventions cannot substitute for core instruction at any level.

In order to provide high quality interventions, all math teachers need training in mathematical development, assessment and targeted teaching. Research is clear that simply pre-teaching and re-teaching does not yield long-term improvement. Instead, individual assessment and targeted intervention to fill gaps and attack misconceptions is necessary.

According to the federal law under the Response to Intervention framework, we must put formal progress monitors in place which include district-wide data collection systems. Progress monitoring systems will be piloted in 2012-13. Full implementation of math progress monitoring must be in place for 2013-14.

Staff and Professional Development

A two-pronged approach to professional development is recommended in order to assure implementation of the 4K-12 Scope and Sequence of the Common Core State Standards for Mathematics:

1. District-wide coach and instructional leader professional development.
2. School based mathematically focused professional development.

K-5

- Instructional Resource Teacher Professional Development.
- Principal Professional Development in mathematics embedded into the current professional development structure.
- School-based Professional Development at least monthly.

6-8

- Learning Coordinator Professional Development and building-based Middle School Math Leadership Academy Representative.
- All middle school teachers of mathematics will participate in the UW-Madison Middle School Mathematics Specialist Program.
- Principal Professional Development in mathematics embedded into the current professional development structure.
- School-based Professional Development at least monthly.

9-12

- Create a High School Leadership Academy.
- Building-based High School Math Leadership Academy Professional Development.
- Department Chair Professional Development.
 - Department Chairs participate in all district-wide high school mathematics professional development.
- Principal Professional Development in mathematics embedded into the current professional development structure.
- School-based Professional Development.
 - Two Professional Learning Community sessions per month devoted to mathematics professional staff development.
 - Professional development will be coordinated with district-level leadership teams and core practices as outlined in the scope and sequence
- All mathematics instructors are trained in the common course sequence after materials are developed and piloted during the 2012-13 school year.

Timeline

2012 Spring/ Summer

- ✓ Publish Scope and Sequence and create five-year plan for implementation.
- ✓ Hire and train staff/ Increase positions.
 - Implementation Coaches/Instructional Resource Teachers at one School Support Team (1.0 FTE) – begin at West Area School Support Team.
- ✓ Purchase
 - Curricular materials and professional development opportunities to ensure district-wide full implementation of Investigations curriculum by aligning current resources.
 - Curricular materials and professional development opportunities to ensure 6-8 fidelity of CMP 2 by aligning current resources.

- Professional Development materials for High School Leadership Academy by aligning current resources.

2012 Summer

- ✓ Summer Institutes in Number and Operations.
- ✓ Scope and Sequence Institute for Secondary Mathematics in August.

2012-13 Academic Year

- ✓ K-9 Scope and Sequence anchor lesson implementation.
- ✓ K-3 pilot of assessment and progress monitoring tools.
- ✓ Implement an intervention block at all secondary schools for supplemental mathematics instruction taught by student’s core math teacher or math specialist.
- ✓ Scope and Sequence implementation of pilot materials in 9-11th grade.

Professional Development

- ✓ District-wide professional development for all instructional leaders including principals, Instructional Resource Teachers, Learning Coordinators, Middle School Academy Representatives and Department Chairs with embedded Cultural Practices that are Relevant including Culturally/Linguistic Resources.
- ✓ Mandatory professional development in Number Development for all West Area Feeder School Staff with embedded Cultural Practices that are Relevant including Culturally/Linguistic Resources.
- ✓ Embedded professional development in 4-8th grade on the mathematical practices through the SST structure with embedded Cultural Practices that are Relevant including Culturally/Linguistic Resources.

Progress Indicators

1. Professional Development Survey completion quarterly.
2. Pilot feedback quarterly.
3. Progress monitoring data.

Budget

#8 - New Initiative: Math - Ensure All K-12 Students Demonstrate Proficiency in Standards for Math Practice	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)	1.00	\$74,927	1.00	\$76,800	1.00	\$78,720
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract						
Sub Teacher Salary		\$0		\$16,800		\$18,000
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support						
Supplies & Materials (Instructional/Audio Visual Media, etc.)						
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	1.00	\$74,927	1.00	\$93,600	1.00	\$96,720

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Two

Developing College and Career Readiness

“I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma.”

~President Obama, Address to Joint Session of Congress, February 24, 2009

1. **Prepare All for Life after High School**
2. **Implement ACT College Entrance Test Preparation**
3. **Expand Advancement Via Individual Determination (AVID)**
4. **Implement MMSD Mentor Academy**
5. **New Initiative: Drop-Out Recovery**

Chapter Two: Developing College and Career Readiness Recommendation #9

Prepare All for Life After High School – Career Academies

Background

Career academies will match students with skills and experiences aligned directly with emerging job opportunities in the Madison region. The proposed Career Academy cluster themes are Health Care, Advanced Manufacturing, Agriculture and Food Systems, Life Sciences and Design and Technology. These areas are based on Thrive’s comprehensive economic development strategy. Thrive is the economic development partnership for the eight county Madison region with a vision to create a dynamic environment where people and businesses prosper.

Career academies combine a college-preparatory and Career and Technical curriculum with a career theme. Career academies make education more relevant to high school students through personalized and contextual learning while preparing them for successful careers and postsecondary education. Career Academies also align with the recently released blueprint for transforming Career and Technical Education and the proposed reauthorization of the federal Carl D. Perkins grant which includes \$1 billion nationally for career academies.

Local employers are crucial to career academies because they provide career awareness, industry experiences for the students, and work-based learning opportunities. With the cluster themes based on Thrive’s plan and the MMSD’s partnership with the Greater Madison Chamber of Commerce, the structures and supports are in place to build and grow sustainable partnerships with local employers. Thrive’s Comprehensive Economic Development Strategy includes “Advance Human Capital” as one of the five key interrelated goal areas. In this section of the strategy, they call for Forging strong partnerships between educators, parents, students, and regional businesses; Aligning education and workforce development efforts with target

sector initiatives; Strategically identify education attainment disparities and close racial and socioeconomic performance gaps among students in the Madison Region.

Response to Community Input

The key finding from Hanover Research is that “Career Academies” was popular. Some concerns raised in the Hanover Research report include a desire by community members that the curriculum be rigorous and not “track” students.

Recommendations

It is recommended MMSD hire a 1.0 FTE to coordinate /facilitate the planning of Career Academies with district, post-secondary community, thrive, and business/ workforce community. The Career Academies will be structured around curriculum areas where there is projected economic growth and employment opportunities both now and in the future based on the Advance Now comprehensive economic strategy.

Timeline

May 2012 – Aug 2012	Research Career Academies
May 2012 – Aug 2012	Build Partnerships with Business / Workforce and post-secondary
May 2012 – Oct 2012	Plan Career Academies within MMSD with Building Administration /staff, District Administration / staff and Business / Workforce leaders
June 2012	Formalize partnership with Greater Madison Chamber of Commerce and Thrive Group for 2012 – 2013
Sept 2012 – Oct 2012	Align Curriculum Guide to Career Cluster Model
Sept 2012 – Jan 2012	Develop curriculum
Sept 2012 – June 2012	Pilot Career Unit in all CTE courses
Oct 2012	Board approval for Career Academies
Feb 2012 – March 2012	Hire Career Academy teachers
Sept 2013	1 st Career Academy courses offered within MMSD

Progress Indicators

1. Partner with both local business/workforce and post-secondary to develop curriculum.
2. Partner with post-secondary to offer Dual-Credit courses.
3. All CTE students will use the ILP and Career Exploration (including the EPAS system) to create a 4-year plan.
4. Increase business partnerships to offer more work-based learning experiences.

Budget

#9 - Prepare All for Life After High School - Career Academies

	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)	0.00	\$0		\$0		\$0
Permanent Teacher (salary position)	1.00	\$74,927	5.00	\$384,001	9.00	\$708,482
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0	4.00	\$340,491	4.00	\$349,003
Teacher Hourly						
Extended Contract		\$0		\$255,520		\$250,120
Sub Teacher Salary		\$0		\$42,000		\$42,000
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support				\$251,500		\$251,500
Supplies & Materials (Instructional/Audio Visual Media, etc.)						
Equipment:		\$0		\$365,000		\$335,000
Technology (desktops, laptops, netbooks, printers, etc.)		\$0				
Other (renovations with 15% cost of electrical upgrades)		\$0		\$862,500		\$805,000
TOTAL:	1.00	\$74,927	9.00	\$2,501,012	13.00	\$2,741,105

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Two: Developing College and Career Readiness Recommendation #10

Implement ACT College Entrance Test and ACT Test Preparation

Background

This section focuses on providing all 11th grade students with access to ACT test preparation and the actual ACT test to assure they are prepared for and eligible for postsecondary opportunities of choice after high school. MMSD currently provides the EXPLORE in 8th or 9th grade and the PLAN in 10th grade, two assessments that give students practice and helps them identify areas of strength and weakness, plan for high school courses, prepare for the ACT, or choose a career direction. Students typically take the ACT in the 11th and/or 12th grade. All three test students in English, math, reading, and science. The depth of content in each test is progressively more difficult. ACT provides an online module that will provide access to a rich list of resources serving to prepare students for the ACT test. Online preparation can be accessed online and students will be able to seek the guidance of community partners in after school settings at their own schools, or at our various community partner locations. MMSD Juniors will all take the ACT next year on March 19th across the district. This symbolic day will engage our juniors in the possibilities of college and serve as an important step in their journey. The EPAS (EXPLORE, PLAN, ACT) is also a recommendation in the ESEA Waiver presented by the DPI recently.

This initiative aligns with the “community school” concept mentioned in the Superintendent’s letter and outlined in the conclusion of the plan.

Response to Community Input

Groups attending the community forums had comments regarding the ACT exams. Currently, the district pays for the EXPLORE, PLAN and in this proposal the payment for the ACT will be requested.

Attendees also wondered whether or not the ACT would replace other tests. The DPI has released the State of Wisconsin’s ESEA (Elementary and Secondary Education Act) waiver. The waiver proposes that the EXPLORE, PLAN, ACT and WorkKeys package all be utilized as supplements to the Smarter Balanced assessment which will measure proficiency in the Common Core State Standards. As part of the ESEA Waiver, the DPI will request funds from the 2013-2015 biennial budget to cover the costs district.

Recommendations

Building on a new partnership with the Urban League of Greater Madison, it is recommended the district implement (a) district-community partnerships for ACT Prep and, (b) participation on the ACT test for all 11th grade students. We will collaborate with the community to provide courses in each high school and in four community locations (one in each high school attendance area) such as community neighborhood centers, schools, and churches. Implementation of this recommendation will assure that all students, but especially students from underrepresented groups, are primed for success on the ACT. This recommendation is also seeking the funding to provide the ACT for all juniors in the 2012-2013 school year.

To prepare students for the ACT, MMSD will:

- Align kindergarten – 12th grade curriculum and assessments to the Common Core State Standards and ACT College and Career Readiness Standards.
- Provide underachieving students tutorial services through United Way's Schools of Hope Program.
- Develop a network of community partners who can provide neighborhood locations for ACT Prep courses on either weeknights or weekends (Saturdays or Sunday afternoon).
- Develop and present a series of parent/community workshops on (a) what the ACT measures, its significance for college and career readiness, and (b) how to interpret the data once it is received. These workshops should be family friendly (times, locations, child care available, etc). Parent/community workshops should be offered at the same location that will host the ACT Prep course, where possible.
- Determine or develop a model/curriculum for ACT Prep courses. Offer the courses at multiple locations (in schools and the community) and times that allow for maximum flexibility to ensure that students can attend.
- Focus recruitment of student participants on underrepresented populations.
- Develop a marketing plan to encourage students to take the ACT Prep course. This may include University of Wisconsin-Madison athletes and students, Madison College students, and Edgewood College students in public service announcements to be placed in each high school and in the community. The public service announcements will focus on how education and the ACT impact future career/education choices.
- Develop a separate marketing plan targeting families and community members focusing on how education and the ACT impact future career/education choices.
- Evaluate and refine the ACT Prep course regularly.

To maximize access, success, and effective use of the ACT outcomes, MMSD will:

- Continue to provide the EXPLORE (8th/9th graders) and PLAN (primarily 10th graders) test to all students during the school day at all middle and high schools.
- Deepen follow-up with students, parents, and staff at 8th, 9th, and 10th grade regarding career pathways and necessary coursework.
- Provide the ACT to all 11th grade students during the second semester of the year.
- Deepen follow-up with 11th grade students, parents, and staff regarding ACT data and postsecondary planning.
- Annually share information regarding the purpose, expectations, and data about the ACT being given to all 11th graders with the community.
- Provide tutorial and mentoring services for students needing additional support to stay on track.
- Use the district early warning system to identify students below benchmarks and provide immediate interventions for success.

Timeline

ACT preparation classes have already started. The Urban League of Greater Madison and MMSD partnered and received a grant from Great Lakes Higher Education to begin classes and schools and community centers throughout the community. The United Way has also continued their ACT preparation classes for students. Both of these examples serve as community models of success. Preparation classes are already planned and tied to the ACT National testing schedule for the 2012-2013 school year. The MMSD will administer ACT test series on March 19, 2013. A great deal of planning has already begun as Madison will be a District Choice State Testing site, joining Monona Grove and Milwaukee Public Schools as the only districts in the state to do so. This test administration will prepare the district, students and families for the eventual tests adoption as part of the ESEA waiver.

2012 Spring and Summer

- ✓ Planning team, including building and central office administrators and community partners, works together to determine curriculum, set calendar, develop marketing plan, design post-test communication plan with students and community, and develop an evaluation plan.

2012-13 Academic Year

- ✓ Implement marketing plans to students and parents.
- ✓ Conduct parent/community workshops.
- ✓ Implement Middle School EXPLORE.
- ✓ Implement ACT Prep courses at expanded locations and times.
- ✓ Middle School EXPLORE follow-up.
- ✓ Administer high school EXPLORE, PLAN, and ACT tests.
- ✓ High School EXPLORE, PLAN, and ACT score follow-up.
- ✓ District/building data analysis.
- ✓ Follow-up meeting with community partners to review implementation and plan for 2013-2014 school year.
- ✓ Determine need/capacity and engage more community partners, if needed.

Progress Indicators

1. 95% of all 11th grade students take the ACT in 2012-13.
2. 75% of all ACT Prep course participants are members of traditionally underrepresented groups.
3. 40% of students will score above 90% national percentile using ACT composite score.
4. Increase in graduation rate among our students to meet 90% benchmark for all by 2014 (as required by NCLB).
5. Increase in enrollment in postsecondary institutions among traditionally underrepresented students.

Budget

#10 - Implement ACT college entrance test and ACT test preparation	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract						
Sub Teacher Salary						
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support						
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$94,815		\$94,815		\$94,815
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	0.00	\$94,815	0.00	\$94,815	0.00	\$94,815

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Two: Developing College and Career Readiness Recommendation #11

Expand Advancement Via Individual Determination (AVID)

Background

This section focuses on expanding Advancement via Individual Determination (AVID), a national elementary through postsecondary college readiness system designed to increase school-wide learning and performance. AVID accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

AVID's mission is to close achievement gaps by preparing all students for college readiness and success in a global society. AVID is comprised of two key elements- an elective course and teaching strategies. The first element is a stand-alone elective course that targets students in the academic middle, with grades of B, C, and even D, students with a 2.0 – 3.5 GPA, who have the desire to go to college and the willingness to work hard. AVID targets students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they are the first in their families to attend college. Many are from low-income or minority families. AVID encourages and supports students to enroll in a rigorous curriculum, placing them on the college track using acceleration instead of remediation. The second element of AVID is the use of high leverage; research and evidence-based teaching strategies across the curriculum and across all coursework with a focus on reading, writing, inquiry, collaboration, and organization as key strategies to foster achievement for all students.

The national AVID Center has established a comprehensive implementation system with 11 essential components. AVID requires that districts implementing AVID following the 11 essential components with fidelity. Districts and schools undergo an extensive program review each spring with the goal of becoming an AVID certified site in the third year of implementation. AVID research indicates that schools with certified status have higher levels of achievement than schools without certification. Currently, East High School is a certified site, and the remaining three high schools will become certified this spring. (Note: as of 5/11/12 all 4 are certified.) The requirements for AVID certification and implementation include the following:

1. A systemized process for selecting students meeting the AVID profile (students who would be first generation college students, students in the academic middle with a 2.0-3.5 grade point average, students historically underrepresented in colleges and universities, students from low-income families, students from single parent families, and/or students with special circumstances).
2. Voluntary participation by students and staff.
3. AVID elective is scheduled during the school day.
4. AVID students are enrolled in a rigorous curriculum.
5. Writing curriculum in AVID elective and school-wide.
6. Inquiry Emphasis in AVID elective and school-wide.
7. Emphasis on collaboration between students and between students and teacher.
8. AVID tutorial utilizes trained AVID tutors.
9. Data collection and analysis for program improvement.

- 10. School or district resources are committed for AVID District Director, AVID School-based Coordinator, and AVID elective teacher.
- 11. School has an active interdisciplinary AVID Site Team.

Response to Community Input

Support for the expansion of AVID was reflected in both community and teacher input sessions with eleven groups identifying AVID as “a successful program”. The implementation and possible expansion of AVID to the middle schools was also viewed favorably with many comments suggesting that reaching students at an earlier age would create better outcomes for students. Additional input was given suggesting that AVID be expanded school-wide. Professional development funds have been allocated in the budget to provide opportunities for all staff to learn and implement AVID strategies across the curriculum. Finally, concerns were raised about scheduling conflicts for AVID students, with twelve groups suggesting that AVID students should have equitable access to world languages, fine arts and other electives. Scheduling concerns will need to be addressed during the program implementation.

Recommendations

It is recommended that MMSD continue current AVID programming and expand the AVID elective course and AVID strategies.

MMSD first implemented AVID at East in 2007 and at the three other high schools in 2008. MMSD implemented AVID with a partnership with the Boys & Girls Club entitled TOPS. (first clarify acronym - Teens of Promise??)The purpose of the TOPS program is to provide tutors, field trips, guest speakers, summer internships, and mentors for high school AVID students. Black Hawk Middle School is currently piloting an 8th grade AVID elective course. MMSD implements the AVID system with two approaches:

1. The AVID elective is offered at the four comprehensive high schools. The AVID elective course has three components: academic support, tutorial sessions, and exposure to postsecondary field trips, career awareness, and guest speakers.
2. AVID strategies are implemented across the curriculum at both middle and high schools. This has been accomplished primarily by providing summer and school-year professional development to interested middle and high school staff, who then integrate AVID strategies into instruction. More than 300 MMSD secondary staff members, rained in AVID strategies such as Cornell notes, organizational habits, critical reading, and community building, are beginning to use these strategies across the content areas.

Current AVID Structure

Number of AVID sections	AVID Enrollment	
	Number of Students	Percentage of School Population
Black Hawk 8 th grade – 1 course	25	6%
East 9 th grade – 2 courses 10 th grade – 2 courses 11 th grade – 2 courses 12 th grade – 1 course	184	11%
La Follette	123	8%

9 th grade – 2 courses 10 th grade – 2 courses 11 th grade – 1 course		
Memorial 9 th grade – 1 course 10 th grade – 2 courses 11 grade – 1 course	68	3%
West 9 th grade – 2 courses 10 th grade – 1 course 11 th grade – 1 course	91	4%
Total	491	

The expansion of the AVID elective course and AVID strategies within MMSD middle and high schools is recommended for the 2012-13 academic year.. This recommendation aligns with AVID’s national implementation requirements. AVID program fidelity throughout the system is critical to ensuring positive outcomes. Full implementation requires the following

- Over time, increase the allocation for the middle school AVID coordinator from .30 FTE to .60 FTE to provide needed supports .including coordination of tutors, field trips, guest speakers, school-based professional development, the AVID elective course implementation, facilitating the AVID Site Team facilitation, program compliance and fidelity Below is the recommended timeline for increased allocation for AVID coordinators at each MMSD middle school: :
 - Year 1 (2012-13): .30 FTE
 - Year 2 (2013-14): .40 FTE
 - Year 3 (2014-15): .60 FTE
- For the 2012-13 school year, implement at minimum, one section of the AVID elective at each middle school and increase the middle school allocation to provide a .20 FTE teaching allocation for each AVID elective course. The number of sections offered will vary by school, based on the number of students meeting the AVID profile, scheduling implications, and Site Team planning. Each middle school Site Team, including the principal, teachers, and AVID coordinator, collaboratively determined the number of sections necessary to fulfill the needs of potential AVID students in each school.

Proposed 2012-13 Middle School AVID Structure

Middle School	2012-13 Allocation Requested		AVID Sections to be offered	
	AVID Coordinator	AVID Teacher	Grade	# of sections
Black Hawk	.30	.40	7 th	1
			8 th	1
Cherokee	.30	.40	7 th	1
			8 th	1
Hamilton	.30	.20	8 th	1
Jefferson	.30	.20	8 th	1

Middle School	2012-13 Allocation Requested		AVID Sections to be offered	
	AVID Coordinator	AVID Teacher	Grade	# of sections
O’Keeffe	.30	.40	7 th	1
			8 th	1
Sennett	.30	.60	8 th	3
Sherman	.30	.40	7 th	1
			8 th	1
Spring Harbor	.30	.40	7 th	1
			8 th	1
Toki	.30	.40	7 th	1
			8 th	1
Whitehorse	.30	.20	8 th	1
Wright	.30	.40	8 th	2

1. Increase allocation for high school to provide an additional .20 FTE teaching allocation to accommodate additional freshmen sections. This increase accommodates enrolling students currently in the Black Hawk 8th grade AVID elective course into an East High School freshmen AVID elective course. This addition will allow all AVID Black Hawk students interested and eligible to continue in AVID without reducing the number of O’Keeffe and Sherman students able to enroll in AVID at East High School.
2. Sustain and increase funding for AVID High School Coordinators from a .20 FTE to a .40 FTE allocation per school. Due to the growth of sections and an expansion of related duties, additional coordination allocation is warranted. Funding for AVID High School Coordinators ensures fidelity of AVID implementation.

Each high school Site Team, AVID principal, and AVID coordinator collaboratively determined the number of sections necessary to fulfill the needs of potential AVID students per school for the 2012-13 academic year. Currently, the high school AVID coordinators are funded with one-time allocation. Each high school currently provides allocation for AVID elective teachers out of existing high school allocation. Following is the request per high school for additional allocation:

Proposed 2012-13 High School AVID Structure

High School	AVID Allocation Requested 2012-13		AVID Sections to be offered	
	AVID Coordinator	AVID Teacher	Grade	# of sections
East	.2	.4	9 th	3
			10 th	2
			11 th	2
			12 th	2
La Follette	.2	.4	9 th	2
			10 th	2
			11 th	2
			12 th	1
Memorial	.2	.4	9 th	2
			10 th	1

High School	AVID Allocation Requested 2012-13		AVID Sections to be offered	
	AVID Coordinator	AVID Teacher	Grade	# of sections
West	.2	.4	11 th	2
			12 th	1
			9 th	2
			10 th	2
			11 th	1
			12 th	1

1. Increase AVID funding for the additional components of the AVID elective program such as tutoring, field trips, and supplies for 26 additional sections. Twenty-six sections are funded with current high school allocation. Funding is needed for an additional 20 sections for a total of 46 sections of the AVID elective at middle through high schools for the 2012-13 school year.
2. Increase current funding for ongoing AVID professional development offered in Madison and funding for Site Teams to attend the AVID Summer Institute. By increasing AVID professional development, AVID strategies can be embedded across the curriculum in addition to the AVID elective course. This professional development will include an opportunity to develop “trainer of trainers” in order to sustain AVID professional development within our district.

Proposed 2013-14 Middle School AVID Structure

Middle School	AVID Teaching Allocation Requested 2013-14		AVID Sections to be offered	
	AVID Coordinator	AVID Teacher	Grade	# of sections
Black Hawk	.40	.40	7 th	1
			8 th	1
Cherokee	.40	.40	7 th	1
			8 th	1
Hamilton	.40	.40	7 th	1
			8 th	1
Jefferson	.40	.40	7 th	1
			8 th	1
O’Keeffe	.40	.40	7 th	1
			8 th	1
Sennett	.40	.60	8 th	3
Sherman	.40	.40	7 th	1
			8 th	1
Spring Harbor	.40	.40	7 th	1
			8 th	1
Toki	.40	.40	7 th	1
			8 th	1
Whitehorse	.40	.40	7 th	1
			8 th	1
Wright	.40	.60	7 th	1
			8 th	2

Note: New sections for 2013-14 are shaded

Proposed 2013-14 High School AVID Structure

Implement one additional freshmen section of AVID at each MMSD high school. Increase high school allocation to provide an additional .20 teaching allocation for each elective course. Offering two freshmen sections at each high school ensures the opportunity for each 8th grader enrolled in AVID to continue in AVID as they enter high school.

High School	AVID Allocation Requested 2013-14		AVID Sections to be offered	
	AVID Coordinator	AVID Teacher	Grade	# of sections
East	.60	.40	9 th	3
			10 th	3
			11 th	2
			12 th	2
La Follette	.60	.20 (remaining allocation covered from existing high school allocation)	9 th	3
			10 th	2
			11 th	2
			12 th	1
Memorial	.60		9 th	3
			10 th	1
			11 th	2
			12 th	1
West	.60		9 th	3
			10 th	2
			11 th	1
			12 th	1

Note: Allocation increases and new sections for 2013-14 are shaded

1. Increase AVID funding and sustain sunsetting Relationships, Engagement and Learning (REaL) AVID grant funds to support the additional components of the AVID elective program such as tutoring, field trips, and supplies for each section.
2. Increase current funding for ongoing AVID professional development offered in Madison and funding for Site Teams to attend the AVID Summer Institute.

Proposed 2014-15 Middle and High School AVID Structure

We anticipate growth in both AVID coordinator and AVID teacher allocation until the program is fully implemented grades 6 – 12. MMSD full implementation of AVID will consist of AVID strategies embedded in grade curriculum and AVID elective courses offered in grades 7 – 12. AVID coordinator allocation will increase to ensure each elective course and school-wide strategies are given adequate support. Specific numbers of sections may vary per school based on need.

Timeline

2012 Spring

- ✓ Middle school principals meet with the Assistant Superintendent, AVID Director, and Director of Curriculum & Assessment to problem solve and discuss scheduling implications.
- ✓ Middle school AVID site teams develop two implementation plans (one for implementation based on receiving additional allocation and one for embedding AVID strategies and making allocation decisions if additional allocation is not created (in process)).

- ✓ Middle school and high school AVID coordinators meet to determine articulation and transition plans for AVID students.
- ✓ Begin AVID student selection process based on allocation and budget decisions.
- ✓ AVID Director meets with community-based organizations to determine potential middle school partnerships.
- ✓ AVID Director works with principals and Human Resources to determine a tutor recruitment, selection, and training process.

2012 Late Spring and Summer

- ✓ Schools identify AVID elective teachers. AVID Director works with identified AVID teachers to ensure required professional development occurs.
- ✓ Staff from AVID school sites attend AVID summer institute.
- ✓ AVID elective teachers refine AVID scope and sequence for middle and high schools.
- ✓ Recruit, hire, and train AVID tutors.

2012-13 Academic Year

- ✓ AVID elective implemented at all MMSD middle schools.
- ✓ AVID site teams actively monitor the effectiveness of AVID implementation and student progress.
- ✓ Implement AVID professional development in the areas of Critical Reading, Math, Science, and Cultural Relevance.
- ✓ AVID Site Teams implement AVID professional development on implementing AVID strategies school-wide.
- ✓ AVID coordinators and AVID elective teachers meet throughout the school year to address program implementation, curriculum, and program improvement.
- ✓ Evaluate and refine student selection process for 2013-14.
- ✓ Begin student selection process for 2013-14.

2013 Late Spring and Summer

- ✓ Schools identify AVID elective teachers. AVID Director works with identified AVID teachers to ensure required professional development occurs.
- ✓ Staff from AVID school sites attend AVID summer institute.
- ✓ AVID elective teachers refine AVID scope and sequence for middle and high schools.

2013-14 Academic Year

- ✓ Implement AVID electives at all middle schools and additional sections as funded at high school.

Progress Indicators

1. AVID students maintain a 100% high school graduation rate and 95% postsecondary education attendance.
2. AVID students attend high school at a higher rate than a comparison group of non-participating peers.
3. AVID students maintain a higher grade point average in core academic classes than a comparison group of non-participating peers.
4. AVID students enroll in core academic classes at a higher rate than a comparison group of non-participating peers.

5. AVID students are on track for graduation as measured by annual academic year credit attainment.

Budget						
#11 - Expand AVID (2012-13 and 2013-14)	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0	1.00	\$89,226	1.00	\$91,456
Permanent Teacher (salary position)	9.50	\$711,807	12.20	\$936,963	16.80	\$1,322,500
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract						
Sub Teacher Salary		\$93,000				
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)		\$110,400	0.00	\$182,160		\$193,200
Purchased Services/Support		\$300,950		\$514,750		\$519,750
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$70,530		\$45,750		\$46,250
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	9.50	\$1,286,687	13.20	\$1,768,849	17.80	\$2,173,157

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Two: Developing College and Career Readiness Recommendation #12 Implement MMSD Mentor Academy

Background

This section focuses on providing support to underachieving students through mentoring in an attempt to keep students engaged in school and close achievement gaps where they exist. MMSD's data suggests that African-American and Latino students are disengaged and failing at an alarming rate. It is imperative that the district put systems and best practices in place to support this group of students in culturally responsive, effective ways. Research on mentoring programs in urban areas shows that, when properly implemented, such programs can produce positive academic and social outcomes.

This initiative aligns with the "community school" concept mentioned in the Superintendent's letter and outlined in the conclusion of the plan.

Response to Community Input

Nearly all comments regarding Mentor Academy were positive. Participants were pleased to see that Mentor Academy will involve the community in education, provide role models and provide a means to engage students. Concerns about Mentor Academy include selection of mentors, the absence of an elementary level and overlap between AVID/TOPS.

Recommendations

It is recommended that MMSD implement Mentor Academy, a 6th-12th grade culturally responsive mentoring program for students of color. The objectives of the Academy are to improve academic achievement, develop personal-social skills and provide enrichment opportunities. Hence, students will build knowledge, skills and bond to their mentors, peers, schools and community, thereby increasing overall engagement.

- **Academic Achievement**

Mentor Academy will develop secondary curriculum aligned with the Common Core Standards and other MMSD initiatives such as culturally relevant instruction, career cruising, individual learning plans and positive behavior supports. Other components of the curriculum includes literacy development, study/classroom skills, restorative justice, self-advocacy, employment skill training, job shadowing, character education, guest speakers, United States history from the perspective of people of color, gang prevention and ACT/SAT Prep.

Middle school students will meet two times per week after school for programming.

High school students will take an elective course annually for credit and meet two times per week after school for mentoring/tutoring.

- **Personal-Social Development**

A core value of the Academy is community building. Programming will bolster healthy student to student and student to adult relationships in multiple ways during weekly meeting times. The Academy will teach students how to overcome societal factors that prevent learning and assist in identity development. Furthermore, students will be able to explore career development using career cruising/individual learning plans.

- **Enrichment**

The Academy will provide enrichment opportunities in an effort to help students envision their future and develop a plan to reach their academic and career goals. Activities will include taking field trips to in state universities, out of state universities that have a high percentage of students of color, and museums that focus on cultures of color. Moreover, students will work with local businesses and community based organizations for employment skill training, job shadowing, and community service.

Mentor Academy has a development team that is made up of MMSD teachers, administrators and community leaders. The team has been responsible for developing a mission/vision statement, mentor pool, partnerships, marketing/web development and curriculum.

In addition to academic, social and enrichment programs for students, the Academy will create opportunities to improve communication between our schools, teachers and parents. This will occur with parent meetings, distribution of newsletters and the infusion of community member involvement in our schools via mentors.

Timeline

2012 Spring

- Begin collaboration with community and organizations to share concepts and development of plan.

2012 Summer

- Develop and refine professional development and outreach.
- Provide professional development for mentors.
- Develop curriculum.
- Planning, recruiting and training.
- Establish pilot schools.

2012-13 Academic year

- Implementation at pilot schools.
- Monitor progress of students, staff, and parents.

Progress Indicators

1. Reduce number of behavioral referrals for mentored students.
2. Improve attendance to proficiency as indicated on the district's Core Performance Measures (96% of students above 90% attendance rate).
3. All mentored students reach 100% proficiency as indicated in WKCE by 2014-15 (NCLB metrics).
4. Reduce suspensions and expulsions for mentored students.

5. Increase credit attainment for mentored students.
6. Increase in graduation rate among our students to meet 90% benchmark for all by 2014 (as required by NCLB).
7. 40% of students will score above 90% national percentile using ACT composite score.

Budget						
#12 - Implement MMSD Mentor Academy	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0				\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)	0.50	\$37,464	1.00	\$76,800	2.00	\$157,441
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract		\$46,132		\$46,132		\$92,264
Sub Teacher Salary						
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support						
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$15,000		\$20,000		\$30,000
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other(Food, transportation, field trips, training, Uniforms, Mentor stipend)		\$84,000		\$90,000		\$180,000
TOTAL:	0.50	\$182,596	1.00	\$232,932	2.00	\$459,705

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Two: College and Career Readiness
Recommendation #13: New Initiative
Drop-Out Recovery

Background

Each year, many MMSD students do not graduate from high school. This is most pronounced for our African American and Latino youth. Young people who do not graduate are often disengaged, disenfranchised and see limited possibility with respect to high school completion. In many cases, the traditional school setting has not worked well and even the range of alternative programs in MMSD has been insufficient to meet their needs. Once students drop out of the MMSD system, there is not a mechanism in place to ‘recover’ them and help them work toward graduation. A drop out recovery program re-engages non-attending students, supports them to enroll in and attend through high school graduation.

This initiative aligns with the “community school” concept mentioned in the Superintendent’s letter and outlined in the conclusion of the plan.

Response to Community Input

Community input supports the need for a greater number of options for high school students that focus on life skills and employability skills. In response to the section on College and Career Readiness, many focus groups affirmed that specialized instruction could motivate struggling students, while others appreciate that it offers students a path besides a four-year college. Twenty-one notes from the community sessions identified vocational education as a positive option for students.

Recommendations

A drop-out recovery program that focuses on life skills, employability skills, and vocational skills will be offered to students who have dropped out of MMSD high schools and wish to graduate. A cornerstone of this program will be a partnership with a community organization specializing in the integration of life skills and vocational preparation. A 1.0 teacher will be hired to serve a minimum of 30 students in Year 1. Additional funding supports the purchase of curriculum, software and classroom materials.

Timeline

2012 Summer

- ✓ Hire teacher
- ✓ Establish partnership with community organization
- ✓ Offer professional development and co-planning

2012-13 Academic Year

- ✓ Implement drop-out recovery program for a minimum of 30 youth

Progress Indicators

1. 80% of students who enroll in the drop-out recovery program will graduate from MMSD and receive high school diplomas.

Budget

#13 - New Initiative: Drop-Out Recovery (serving 17 - 21 year-olds)	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)	1.00	\$74,927	1.00	\$76,800	1.00	\$78,720
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract						
Sub Teacher Salary						
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support						
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$18,000				
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	1.00	\$92,927	1.00	\$76,800	1.00	\$78,720

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Three

Expanding Culturally Responsive Practices

Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental ... The freedom to learn ... has been bought by bitter sacrifice. And whatever we may think of the curtailment of other civil rights, we should fight to the last ditch to keep open the right to learn... We must insist upon this to give our children the fairness of a start which will equip them...to judge what the world is and what its greater minds have thought it might be.

~ W.E.B. Du Bois, "The Freedom to Learn" ([1949] 1970b)

1. **Implement Comprehensive Diversity Training for All staff**
2. **Implement Promising Practices Cohorts**
3. **Create Cultural Practices that are Relevant (CPR) Model School**
4. **Integrate Cultural Relevance into District-wide Professional Development**

Chapter Three: Expanding Culturally Responsive Practices Recommendation #14

Implement Comprehensive Diversity Training for all Staff and Promising Practices Cohorts

Background

MMSD will implement comprehensive diversity training for all staff and accountability around fidelity of implementation of practices. The district will collaborate with local and national partners to create the conceptual framework for the training and a training plan that are aligned with current theory and practice around teaching and leading for diversity, equity, and social justice. A cohort of teachers who are using promising practices in these areas has been identified, and will be invited to help lead the development of the model.

Response to Community Input

1. Training should be district-wide and should include a clear framework. Over the past several years, the Cultural Practices that are Relevant (CPR) model has been implemented in several schools. This work has focused on classroom practice in the areas of curriculum, instruction, and behavioral support. This work will be extended through the development of a conceptual framework for application across systems, to be developed in concert with community partners. This framework will include measurable goals and objectives, and will be at the center of summer work to develop a leadership cadre of made up of district staff and community members; a series of trainings and workshops for district staff and other stakeholders, to begin in August of 2012, and the development of an "equity audit" tool for use by district departments and divisions.
2. Training needs to incorporate particular themes, including unconscious racism, privilege, the affective realm, countering low teacher expectations of students of color, and intra-group diversity. These are all examples of themes that have been

presented in preliminary strategy sessions with community partners on the creation of the conceptual framework for work across systems.

3. Concerns about cost. The amount originally put forth has been increased by 50%. These funds will go to contracted services and summer training for staff.

Recommendations

District-wide Diversity Training and Coaching for All Staff. All staff will be required to participate in diversity training and will be held accountable for fidelity of implementation of practices. This includes the following action steps:

- Work with local and outside partners in creating and implementing a new, tiered system of diversity training for teachers, administrators, and other stakeholders, based on current best practices in the field; foundational and advanced training. On-site coaching will include a range of cutting-edge practices, including the development of a leadership cadre, caucus work, an affective focus, and experiences in diverse communities and contexts.
- Hire two Instructional Culturally Responsive Pedagogy coaches. Provide coaching to schools through school support teams and other existing systems (2.0 FTE).
- Refine district framework of culturally and linguistically responsive practices.
- Continue to explore the possibility of implementation of a cultural competence assessment for non-evaluative identification of staff members' strengths and areas of growth related to cultural competence.

Develop Stronger Collaborations Around District Diversity Training. The district will establish stronger connections with the community and national organizations, with a special emphasis on collaborating with national and international experts who are based at the University of Wisconsin system, Edgewood College, Alverno College, and other local Institutes of higher education, to ensure best practices are incorporated into MMSD diversity training and school- and department-based equity work. Collaboration will include a focus on bridging foundational training with practical application. A leadership cadre will be developed, to include district staff as well as community members.

Implement Promising Practices Cohort Work. A group of teachers who are currently implementing promising practices in their classrooms have been identified. They will be invited to participate in the leadership cadre and will have a special role in the development of the conceptual framework for district-wide diversity training.

Timeline

June, 2012	Collaboration to create conceptual framework for training
July, 2012	Train-the-Trainer Institute for MMSD staff and community members
Aug, 2012	School Equity Teams Re-launch
2012-2013	Required introductory workshop district-wide, two Tier II trainings per school Intensive training and coaching for principals, central administration, Board of Education Quarterly district-community workshops Department and division equity audits: Group I

- 2013-2014 Develop Fidelity of Implementation Walkthrough Tool
- 2013-2014 Continue initiatives from 2012-13
- Intensive training and coaching for teachers
- Department and division equity audits: Group 2
- Begin Fidelity of Implementation Walkthroughs
- 2014-2015 Continue initiatives from previous years
- Intensive training and coaching for support staff
- Department and division equity audits: Group 3

Progress Indicators

1. Conceptual framework and schedule for trainings will be completed by June 20, 2012.
2. Leadership cadre will be identified and developed through July train-the-trainer seminar. Train-the-trainer seminar will occur yearly.
3. Pre- and post-training surveys will indicate increased knowledge and understanding of concepts.
4. Schools will re-launch equity teams and will complete quarterly equity audit reports. Reports will indicate positive growth in school equity audit areas.
5. Departments will engage in equity audits according to staggered schedule, and will complete quarterly equity audit reports. Reports will indicate positive growth in school equity audit areas.
6. Fidelity of Implementation Walkthrough Tool will be developed.
7. Fidelity of Implementation Walkthrough Tool will indicate successful implementation of model across sites.
8. Professional development satisfaction surveys, family satisfaction and involvement surveys, student/staff engagement survey, and student achievement and behavior data will all indicate positive growth.

Budget

#14 - Implement comprehensive diversity training for all staff and Promising Practices Cohorts						
	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)	2.00	\$149,854	2.00	\$153,600	2.00	\$157,441
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract (Staff summer hours)		\$90,000		\$92,700		\$95,481
Sub Teacher Salary						
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support		\$30,000		\$64,600		\$64,600
Supplies & Materials (Instructional/Audio Visual Media, etc.)				\$0		
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	2.00	\$269,854	2.00	\$310,900	2.00	\$317,522

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Three Recommendation #15

Create Cultural Practices that are Relevant (CPR) Model School

Background

The recommendation for a Cultural Practices that are Relevant (CPR) Model School addresses two primary needs: the need for the creation of more and better programs and services for underserved students, and the need for a school-based hub for professional development on integrating and balancing cultural knowledge while promoting rigor and excellence in the content areas.

The CPR model school's combination of culturally responsive instruction, high expectations for achievement, early and extended learning, character development, and strong community partnerships will comprise an incubator for important elements of district instructional improvement efforts as well as the creation of an integrated continuum of cradle-to-college and career services across the community.

The vision for the model school is based on the following additional, previously identified areas for growth for our district and our community: providing high expectations, acceleration and enrichment opportunities for students to eliminate gaps in student achievement; providing opportunities for early and extended learning; hiring for diversity through the "Grow Your Own" model; providing ongoing culturally responsive professional development for MMSD staff; collaborating with institutions of higher education and other community organizations; and maximizing parental involvement.

This initiative aligns with the "community school" concept mentioned in the Superintendent's letter and outlined in the conclusion of the plan.

Response to Community Input

Community input identified the following:

Broaden and clarify programs to improve cultural relevance.

1. To connect to their learning, students need to see themselves in the curriculum. Be clear on how/why culture impacts learning.
2. Define terms and definitions for MMSD staff and the community.
3. Speak to all cultures.
4. Work with community resources in this area.

Recommendations

Through the model school devoted to culturally relevant pedagogical practice, all MMSD staff will have the opportunity to see how these practices impact and motivate students to become academically and socially engaged learners. This will increase traction and momentum for replicating best practices across sites.

Model School Objectives

- To increase the cultural competence of staff in a single model school so that exemplary practices can be shared and replicated district-wide.

- Provide a rigorous, college and career ready academic program that is integrated with culturally relevant curricula, instructional practices, and models for family involvement.
- To demonstrate the effectiveness of culturally relevant pedagogy to increase achievement and engagement, and reduce behaviors that negatively impact learning.
- To provide a model and training protocol that will better prepare staff to work with students of color and other students from underserved populations.
- To provide a model for parents as equal partners in their children's success.

Model School Components

1. Professional Development Hub that offers classroom visits and observations available to staff district-wide and to pre-service teachers.
2. School-wide culturally and linguistically responsive teaching.
3. African American Language Development (AAL) & Dual Language Immersion (DLI) Strands.
4. Student Empowerment Groups:
 - a. Mentoring - Project Butterfly
 - b. AVID for 5th grade students
5. Culturally Relevant Saturday School Programs.
6. Freedom Schools Summer Programs for Students.
7. Parent University, Play & Learn, Parent Empowerment Groups, Parent Resource Center.
8. Exploration with local colleges/universities for Certification Program – for undergraduate and graduate students.
9. Partnership with Madison Cultural, Linguistics and Diversity Center.

1. Professional Development Hub for District Staff

The school will be a hub for Cultural Practices that are Relevant (CPR) work. The Model School staff will train others in the district to become more culturally and linguistically responsive in their practice. Those who participate in this professional development will assist in promoting and expanding the CPR work with the goal of increasing culturally relevant practices and student achievement throughout the district.

2. & 3. Provide School-Wide Culturally and Linguistically Responsive Teaching; African American Language Development and Dual Immersion (DLI) Strands

The school-wide framework incorporates African American Language Development strands:

- Culturally responsive text
- Academic vocabulary
- Academic language development
- Family involvement
- Classroom management

The focus of this teaching is academic literacy with some 4K sections devoted exclusively to culturally and linguistically responsive education through a strong emphasis on African American language development. Exemplary classroom management using culturally responsive RtI-based positive behavior strategies will be evident school wide. The rigorous curriculum will be aligned to the Common Core State

Standards and supported with ongoing assessments. In addition, the model will include culturally responsive, visual, movement, music, and cultural protocols such as the use of morning meetings in a Harambee (coming together) format, the use of traditional African literary genres in talent development work, and regular student recognition celebrations of success.

- A district level leadership team will be developed to expand cultural practices that are relevant throughout the district that will include 3 IRTs. 1) IRT- for cultural relevance- elementary school, 1) IRT- for cultural relevance – middle and high school, and 1) IRT- Family Involvement.

4. After-School Empowerment Groups

Empowerment, meaning providing the resources for engaging students in increasing their own internal focus and motivation, is an integral aspect of successful after-school programming. After-School Empowerment Groups will focus on academic achievement, behavior achievement, leadership training, civic engagement, student interests, and character development. These programs will include group structures for boys and girls highlighting academic enrichment, using the performing arts (e.g., drumming, hip hop), promoting service learning projects, and enriching students' cultures and languages. These groups will be flexible to meet school needs, student, staff, and parent interests. In addition, After-School Empowerment Groups will provide opportunities for pre-service teachers to gain experience.

5. Culturally Relevant Saturday School Program

Saturday School will be modeled after the former African American Ethnic Academy in Madison. The program will have a thematic approach integrating curriculum across the SMART (science, math, art, reading and technology) areas, and will incorporate a rotation of classes, site visits, performances, and academic and cultural activities creating an appealing environment for students to spend their Saturdays. The Saturday School will accelerate student learning and support student achievement along with providing cultural enrichment. It will propel the already high achieving students and lift up the students who are striving to succeed. The Saturday Schools will be staffed by MMSD teachers and pre-service teachers to allow for coaching and modeling opportunities and promote possibilities for diversity in hiring. All students are welcome.

6. Summer Freedom School Programs

Freedom Schools began out of the civil rights movement in Mississippi in 1964. The goal of the program is to help students become active citizens and leaders in social change. The curriculum emphasizes student-centered learning and hands-on experiences. This program will promote leadership, character development, and service learning. MMSD staff and pre-service teachers will be trained by the Freedom School program staff through the Youth Advocate Leadership Model on site at Alex Haley's farm in Clinton, Tennessee. Once trained, teachers will return to MMSD and assist with the creation and implementation of summer Freedom School and offer training sessions to other staff that will be aligned to the school's practices as well as the district's summer school academic focus areas. The program potentially will offer an additional opportunity for a diverse group of pre-service teachers to gain expertise to prepare them for working for MMSD, thereby increasing the district's ability to hire a more diverse and culturally competent staff.

7. Parent University and On-Site Play and Learn

Parent University is a district-wide initiative that will be an important part of the Model School. Parent University is an innovative model to promote family involvement within MMSD for the purpose of raising student achievement and closing gaps in MMSD student achievement. The model school will design a parent survey with a focus on six types of involvement defined by the Epstein model. Based on survey data, schools will implement parent involvement plans to address the identified needs of the families attending the model school. Community-based workshops will be offered in partnership with community organizations to assist the schools in improving around their identified areas for growth. This offering will take place in a conference-like setting, and the ultimate goal will be for the school-based parent leadership team to leave the conference with a parent involvement plan. The effectiveness of this procedure will be assessed by analyzing goal accomplishments and improvements in parent involvement on a continuum.

Play and Learn is a fun, engaging, free-of-charge program for MMSD attendance area children ages birth to three and their caregivers. The Play and Learn sessions provide a learning environment for families who may not have access to similar opportunities and who are not currently participating in similar programs. Children learn early math, literacy, and social skills through play, and caregivers learn about child development, the importance of play, and parenting skills. The model school will incorporate culturally responsive aspects in this program. Some of the strongest benefits of this program are the early childhood learning opportunities that precede 4K, role modeling of developmentally appropriate practices for parents, and building the relationship among the home, school, and community.

8. Exploration with Local Colleges/Universities for a Certificate Program in Culturally Responsive Pedagogy

The district and model school will partner with institutes of higher education to create a CPR certificate program for undergraduate and graduate students. Similar to the Dual Language Immersion Certification program, MMSD staff and pre-service teachers will participate in a program to expand their knowledge on culturally and linguistically responsive practices. In addition, the certificate will give MMSD a tool to search for job candidates with a more extensive background in culturally and linguistically responsive teaching.

9. Develop Partnership with Madison Cultural, Linguistics and Diversity Center

The CPR Model School will partner with the University of Wisconsin-Madison Cultural, Linguistic and Diversity Center to create a professional development school model that will provide support to teachers in the areas of grant writing, professional development, and connections with pre-service teacher training programs. The partnership will also document the development of culturally responsive pedagogy work within the district. The documentation will explain how this educational philosophy, pedagogy, and curriculum have grown from the initial experiences of dedicated educators to a district-wide effort that is embedded in instructional improvement work.

1. Create academic task forces with parents, public and private educators to create rigorous curriculum in six academic areas.

Timeline

Fall 2012

- TASK force

Fall 2013

- Model school opening

Progress Indicators

Long-term goals:

- Increased student attendance
- Increased student achievement
- Improved school culture
- Increased use of tools that support student learning for all students

Short-term goals:

- Teachers Increase knowledge of tools and strategies for effective classroom practice
- Increased focus on student strengths
- Increased instructional time for students of color
- Increased knowledge about opportunities for engagement

Performance goals

- Teachers describe orally or in writing an understanding of the developmental and cultural characteristics of their students.
- Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- Teachers implement lessons and modify instruction based upon students' developmental needs and cultural
- Number of hours of professional development/training provided
- Number of participants that attended PD/ training events
- % of staff reporting that they gained new skills to enable effective classroom practices

Budget

#15 - Create Cultural Practices that are Relevant (CPR)						
Model School						
	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract				\$11,697		\$12,048
Sub Teacher Salary				\$21,074		\$21,706
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support				\$85,300		\$85,300
Supplies & Materials (Instructional/Audio Visual Media, etc.)				\$5,632		\$5,632
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	0.00	\$0	0.00	\$123,703	0.00	\$124,686

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter 3: Expanding Culturally Responsive Practices Recommendation #16

Integrate Cultural Relevance Training Into District-Wide Professional Development

Background

This section focuses on integrating cultural relevance into district-wide professional development. A key issue for the district has been the isolation of cultural relevance to the purview of a small slice of MMSD professional learning; there is a great need to expand cultural relevance training across all professional development, district-wide.

Professional learning highlighted in previous sections includes:

1. Comprehensive Literacy Training for teachers (chapter 1).
2. *Mondo* Literacy Training for teachers (chapter 1).
3. Literacy training for interventionists, cross categorical teachers, and special education teachers (chapter 1).
4. Hiring and using District and School Literacy Coaches to provide intensive follow-up, modeling, feedback, and support to teachers (chapter 1).
5. Diversity training for all staff (this chapter).
6. Advanced diversity training (this chapter).
7. Hiring and Culturally Responsive Coaches to provide intensive follow-up, modeling, feedback, and support to teachers (this chapter).

Response to Community Input

Diversity training should be brought to scale. This section addresses an important element of moving cultural responsiveness work out to more sites—integrating training in cultural responsiveness into all other professional development delivered in the district.

Concerns about funding. Community response indicated concern about the level of funding for diversity training. A .5 EA position has been added to support the work of integrating cultural responsiveness across systems. This position will support cultural responsiveness work embedded in Talented and Gifted (TAG) and PBS (Positive Behaviors and Supports).

Recommendations

One teacher position and one-half educational assistant position will be created to oversee the integration of cultural relevance training into other district professional development and will support research-based practices to develop expertise in cultural relevance work across systems. Long-term learning goals include the following:

1. Instructional leadership will lead for continuous improvement, systems alignment, creating a culture of professional learning and high expectations, and high quality teaching and learning for all students.
2. Schools will have sufficient and reliable time for sustained high quality professional learning in the area of cultural relevance, and where appropriate, for collaboration between schools, through the work of school-based equity teams.

- Schools' sustained professional learning on cultural relevance will be embedded within the school improvement plan.

Timeline

Spring, 2012	Hire PD position for embedding of cultural relevance work across district PD
Summer, 2012	Assess district PD, create goals for embedding cultural relevance
Spring, 2013	Review goals, create report on successes and areas for growth
Summer, 2013	Continue cycle of needs assessment, goal setting, and reflective implementation

Progress Indicators

- Yearly report.
- Staff development feedback.
- Focus groups—one per semester.
- Ongoing collaboration and coordination with department of the Chief Diversity Officer.

Budget

#16 - Integrate Cultural Relevance into District-wide Professional Development	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)	1.00	\$74,927	1.00	\$76,800	1.00	\$78,720
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract				\$11,697		\$12,048
Sub Teacher Salary				\$21,074		\$21,706
SEA		\$0		\$0		\$0
EA	0.50	\$23,686	0.50	\$24,278	0.50	\$24,885
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support				\$85,300		\$85,300
Supplies & Materials (Instructional/Audio Visual Media, etc.)				\$5,632		\$5,632
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	1.50	\$98,613	1.50	\$224,782	1.50	\$228,292

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Four

Assuring Safe and Positive Classroom and School Environments

"When schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of the relationships surrounding each child improves. Students become the productive, responsible, contributing members of society that we all want."

~ Maurice Elias, Promoting Social and Emotional Learning (1997)

1. **Support the Social, Emotional, and Behavioral Development of All Students**
2. **Enhance School/Community Safety and Student Engagement**
3. **New Initiative: Increase Options for Restorative Practices in the MMSD Student Conduct and Discipline Plan**

Chapter Four: Safe and Positive School Environments Recommendation #17

Support the Social, Emotional, and Behavioral Development of All Students

Background

The link between student learning and a safe and supportive school environment where all students feel welcome, safe, respected, valued and engaged is well-documented in current educational research. One key aspect of creating such a learning environment is supporting the social-emotional-behavioral development of all students. To do this, we need to have systems and resources in place to respond to the immediate social-emotional-behavioral needs of students while keeping a strong focus on academic engagement and learning. This requires strong proactive strategies as well as the resources needed to respond to behaviors as they occur so that all students are able to maximize the amount of time they are engaged in learning. A review of office discipline referrals in elementary schools reveals that there is significant variance across schools in the frequency of behavior events that result in students being sent to the office, thereby missing instruction. This variance ranges from less than 1 referral per day to up to 9 referrals per day. This indicates that some schools are in need of additional resources to address behavior issues as they arise but that not all schools need the same level of support.

Response to Community Input

In the Hanover analysis of stakeholder opinions, there was strong support for positive behavior support practices. Attendees stated their belief that a strong focus on positive behavior supports would reduce incidents of bullying and improve student behavior. More than 20 focus groups cited Positive Behavior Support at the elementary level as the best initiative. Many comments indicated that it is important to "have additional staff to deal with the behavior needing attention --- not just the classroom teacher". Feedback from teachers indicates "a belief that effective strategies to address behavior will have a greater impact on closing the achievement gap than other programs mentioned in the plan."

Recommendations

During the 2011-12 school year, five elementary schools have documented in Infinite Campus an average rate of 6-9 office discipline referrals (ODRs) per day. Twelve elementary schools have documented an average rate of 3-5 ODRs per day. Fifteen elementary schools have documented an average rate of 0-2 ODRs per day. It is recommended that a full-time Behavior Response Assistant be allocated to the schools with 6-9 ODRs. These schools are: Falk, Leopold, Mendota, Schenk, and Hawthorne. It is recommended that a half-time Behavior Response Assistant be allocated to the schools with 3-5 ODRs. These schools are: Gompers, Allis, Crestwood, Lakeview, Lindbergh, Lowell, Elvehjem, Muir, Olson, Orchard Ridge, Stephens and Thoreau. The Behavior Response Assistant will respond immediately to the behavioral needs of the student with the ODR and work with that student on making appropriate choices regarding his/her behavior. The assistant will work closely with the PBS Coach, psychologist and social worker in each building to ensure that he/she has a range of strategies to use that are developmentally and age appropriate for the given behaviors exhibited. With this support, it is projected that students will increase their ability to exhibit positive behavior in all school environments. It is expected that the PBS Team at each school will continue to refine school-wide systems and strategies which will lead to an overall reduction in the number of ODRs in each school. It is anticipated that principals will be able to spend increased time in classrooms and psychologists and social workers will spend increased time working proactively with students needing Tier 2 & 3 services as they will spend less time responding to low level behavior incidents.

Timeline

2012 Spring

- ✓ Hire Behavior Response Assistants
- ✓ Provide professional development to ensure consistency of practice

2012-13 Academic Year

- ✓ Provide ongoing professional development

Progress Indicators

1. Instructional time lost for students due to behavior incidents will be reduced by 30%.
2. Administrative time lost for principals due to behavior incidents will be reduced by 50%.
3. Number of ODRs will be reduced at each school by 30%.

Budget

#17 - Support the social, emotional, and behavioral development of all students

	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0
Permanent Teacher (salary position)		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract						
Sub Teacher Salary						
SEA		\$0		\$0		\$0
EA	11.00	\$521,095	11.00	\$534,122	11.00	\$547,475
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support		\$0		\$0		\$0
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$0				
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	11.00	\$521,095	11.00	\$534,122	11.00	\$547,475

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Four: Ensuring Safe and Positive Classroom and School Environments Recommendation #18

Enhance School/Community Safety and Student Engagement (Gang Prevention)

Background

In order to close the achievement gap, reduce drop-out rates and ensure on-time graduation, MMSD is proposing a proactive program to decrease student behaviors that interfere with their progress towards on-time graduation. This section focuses on proactively addressing gang-related community and school incidents to keep students safe and in the classroom where learning takes place rather than out of the classroom because of office referrals, suspensions, expulsions, court involvement, or juvenile detention time. By focusing on (a) building the necessary infrastructure and (b) helping students to accept responsibility for their actions and repairing the harm they have done by engaging in inappropriate choices, our district could move away from an approach that focuses largely on reactions, consequences, and punishments to a model focused on teaching and learning as it relates to student behavior. Moving toward a restorative model of student discipline seeks to decrease the instructional time students lose when they are referred to the office, suspended, or expelled.

The greater Madison community remains willing partners to successfully address the barriers that currently exist providing safe schools and community. The district has developed many best practices with assistance from Coordinator of Safety and Security. The additional staff recommended in this proposal would create the ability to develop systems throughout the district. Staff will also be able to create a greater response rate to schools that may be in crisis and serve as the critical agents in bringing schools, families and the community together. The proposed development of Community Engagement Teams will each serve their particular high school attendance area. This type of system and sharing of information will demonstrate an ability to react and support students, staff and families that are in need. Through coordinated meetings at the high schools under the leadership of the Educational Resource Officers, school staff and community partners our work will shift from reactive to proactive with more opportunity for prevention. The Madison Police Gang Unit along with Dane County Human Services has already demonstrated a commitment to supporting our schools.

This initiative aligns with the “community school” concept mentioned in the Superintendent’s letter and outlined in the conclusion of the plan.

Response to Community Input

Several respondents discussed the need for greater training for school staff in the areas of gang activity and drug use. The Community Safety and Student Engagement Teams with greater leadership from the District Office and organized community partnerships will be expected to develop frequent and ongoing training for staff. Throughout the district there exist many good examples of practices that are effective. Regular K-12 communication in each high school attendance area followed by the greater ability of coordination through the District Safety and Security office will create the conditions necessary in building a successful system approach to safe schools.

Recommendations

It is recommended that MMSD implement the infrastructure and practices necessary to effectively prevent and respond to school and community incidents, increase options for restorative practices in the MMSD Student Conduct and Discipline Plan, and expand Youth Courts to all middle schools.

Implement K-12 Community Engagement Teams

Each high school attendance area will create a Community Engagement Team with elementary, middle, and high school representatives. This can be part of the “community schools” concept. The purpose of the team is to develop and carry out a consistent approach to communication and mediation of potentially difficult community issues and incidents. The Team will identify or develop a mediation protocol to use consistently across the district. The mediation protocol will inform interventions between rival gangs, gang members, or other groups in conflict. The team will meet weekly to debrief any community events that occurred over the weekend that may have potential spillover into school, revisit any events from the past week that need to be addressed, and plan for the upcoming week regarding issues such as support that may be needed for students returning from detention. The teams will facilitate communication between families and school staff, provide family outreach, and lead related staff training on key characteristics of students involved in gangs and gang-related behaviors in school. This new structure will rely on a joint partnership between MMSD, Dane County, and the City of Madison in addition to several existing community partnerships.

This recommendation includes five positions. The Community Engagement Team Leader (1.0 FTE) will oversee the community engagement teams and coordinate systems to provide training, implement prevention/intervention strategies, and assist school staff in managing student conflicts for all 49 schools. The Leader will report to the Coordinator of Safety and Security. Four Community Engagement Specialists (1.0 FTE each) will be assigned to one of four high school attendance areas and have a specific middle or elementary school focus. The Specialists will partner with existing and ongoing high school personnel dedicated to school safety and student engagement to participate on the Community Engagement Teams, conduct mediations, network with other K-12 teams as appropriate, and provide outreach to families.

Increase options for restorative practices in the MMSD Student Conduct and Discipline Plan

A committee comprised of school staff, parents, and community members will work with the Student Discipline Ad Hoc Board of Education committee to restructure the current Student Conduct and Discipline Plan to reflect decreased reliance on consequences and punishment and increased focus on restorative practices such as Youth Court and circle conferencing. The committee will work with an outside consultant with expertise in designing Codes of Conduct that reflect a restorative philosophy to place in middle and high schools in the district.

Timeline

2012 Spring/Summer

- ✓ Hire Community Engagement Team Leader.
- ✓ The Team Leader and the Coordinator for Safety and Security generate the position description for the Specialists; post the position, interview candidates with a school/community panel, and hire the Specialists.

2012 Summer

- ✓ Train the Specialists.

2012-13 Academic Year

- ✓ Specialists join their assigned schools.

Progress Indicators

1. Decrease behavioral/discipline referrals.
2. The percentage of students suspended out of school for all grades will decrease to 5% by 2014-15.
3. The percentage of students suspended out of school for all grades will decrease to 5% by 2014-15.
4. Decrease in expulsions.
5. Decrease expulsions for African American students.
6. Decrease expulsions for Latino students.
7. All MMSD staff will receive gang training by the 2013-2014 school year.

Budget

#18 - Enhance school/community safety and student engagement (Gang prevention)	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)	1.00	\$87,050	1.00	\$89,226	1.00	\$91,456
Permanent Teacher (salary position)	4.00	\$299,708	4.00	\$307,201	4.00	\$314,881
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract						
Sub Teacher Salary						
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support						
Supplies & Materials (Instructional/Audio Visual Media, etc.)						
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	5.00	\$386,758	5.00	\$396,427	5.00	\$406,338

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Four: Safe and Positive School Environments

Recommendation #19 - New Initiative

Increase Options for Restorative Practices in the MMSD Student Conduct and Discipline Plan

Background

The MMSD Student Conduct and Discipline Plan and Code of Conduct are focused primarily on consequences and punishments for student behavior which often result in exclusionary practices that remove students from the learning environment. A missing aspect of the current Code of Conduct is the flexibility to use alternative strategies designed to help students understand and take responsibility for the harm they have caused by their actions. A current initiative showing much promise at several MMSD schools is Restorative Practices which promotes the implementation of Restorative Circles in lieu of traditional discipline strategies such as exclusion and removal from instruction. Key elements of Restorative Practices such as non-violent communication, conflict resolution and transformation, student empowerment and cultural responsiveness serve as a foundation for increasing student engagement.

Response to Community Input

In the Hanover analysis of stakeholder opinions, there was strong support for the idea of restorative justice and efforts to reduce suspensions and expulsions. More than 20 comments referred to these strategies, all of them positive. Comments focused specifically on “moving away from zero tolerance to restorative justice”, saying they “like the idea of cutting down on numbers of suspensions and expulsions.” Several focus groups believed that “an emphasis on restorative justice allows for engagement to increase” and that “restorative justice allows kids to learn from their mistakes.” Ten focus groups discussed suspension or expulsion issues with a clear preference for reducing their incidence. Restorative Practices and Restorative Circles can be effectively used as alternatives to suspension and expulsion and are excellent tools for transitioning students back from suspension and expulsion when those consequences occur.

Recommendations

MMSD will work with community organizations to develop program plan for implementation. During the 2012-13 school year, 2 Restorative Practices Facilitators will be hired at .8 FTE each to serve MMSD middle and high schools. In year 1, each Facilitator will provide the necessary professional development and support to implement Restorative Practices in 1 high school and 2 of the feeder middle schools for that high school. Currently, 1 high school and 3 middle schools implement Restorative Practices on some level. With this addition, Restorative Practices will be used in 3 high schools and 7 middle schools by the end of 2012-13. The district will collaborate with community partners to develop this program. Key school-based collaborators will be Coordinators for Student Engagement at the high schools, PBS Coaches at the middle schools and Student Services staff from each school.

Timeline

2012 Summer

- ✓ Work with community organizations to develop program plan.
- ✓ Hire Restorative Practices Facilitators.

- ✓ Provide professional development to ensure consistency of practice.

2012-13 Academic Year

- ✓ Provide ongoing professional development and support to implement Restorative Circles.
- ✓ Revise Student Conduct and Discipline Plan and Code of Conduct to increase Restorative Practices options.

Progress Indicators

1. Suspensions for middle school and high school students at schools implementing Restorative Practices will decrease by 30% in 2012-13.
2. Recommendations for expulsion for middle school and high school students at schools implementing Restorative Practices will decrease by 30% in 2012-13.

Budget

#19 - New Initiative: Increase Options for Restorative Practices in MMSD Student Conduct and Discipline Plan	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)	1.60	\$139,279	3.20	\$285,523	4.00	\$365,826
Permanent Teacher (salary position)		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly				\$10,000		\$10,000
Extended Contract						
Sub Teacher Salary		\$15,000		\$10,000		\$10,000
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support						
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$3,000		\$6,000		\$7,000
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)						
Other						
TOTAL:	1.60	\$157,279	3.20	\$311,523	4.00	\$392,826

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Five

Enhancing Family Engagement

Successful parent involvement nurtures relationships and partnerships. It strengthens bonds between home and school, parent and teacher, parent and school, school and community.

~From the Ten Truths of Parent Involvement

1. Implement a Comprehensive Family Engagement Program

Chapter Five: Family Engagement Recommendation #20

Implement a Comprehensive Family Engagement Program and Provide Parent Liaisons

Background

Family engagement is an important component of shared responsibility for learning. Schools and parents share a role in children's educational success. Studies show that family involvement contributes to positive student results including higher achievement, better attendance, more course credits earned, and more responsible class preparation (Catsambis, 2001; Simon, 2004). Developmental research clearly demonstrates that children whose caregivers share responsibility for their education by becoming and staying involved are more likely to enter school ready to succeed. In addition, they are more likely to remain in school and graduate with the skills necessary to succeed as citizens, workers, and family members. MMSD believes that focusing on parents as partners in education will increase student success, create better lines of communication, and support closing the achievement gaps. This initiative aligns with the "community school" concept mentioned in the Superintendent's letter and outlined in the conclusion of the plan.

The development of a systemic parent engagement program model that is school led, but community driven is integral to creating a seamless process to a multifaceted continuum of resources that support parent engagement strategies. Sufficient time and resources are essential to creating a sustainable change process, as well as implementing a comprehensive parent engagement system with community partners and parents (Schargel & Smink, 2004).

There is a plethora of research that has shown that it is important for services to challenge negative perceptions and images of minority ethnic groups directly, while also positively promoting the diversity of cultures found among the families of service users. In reviewing the literature on minority ethnic parents and childcare provision, Box et al. (2001) found evidence of staff with "*ambivalent attitudes to race, which influenced their treatment of black and minority ethnic children and their parents*" (p.6), with little respect for the concerns of Black parents in particular. Williams and Churchill (2006) found that where staff unfairly stereotyped minority ethnic parents, with negatively judgmental views such as holding a lower view of their capacity as parents, also blamed them for

not taking full advantage of the services on offer, like parent teacher conferences, school supply give a ways or other social service related services. Related to this, the authors found minority ethnic parents could be reluctant to access services because of the negative perceptions associated with being needy which compounded the negative images of being a minority. Blair and Bourne (1998) found that racism existed in some multi-ethnic schools and was a major obstacle to communication with minority ethnic parents. Where it exists, racism was described by the researchers as being unconscious rather than overt, and is based on assumptions staff held about different ethnic groups. Bhopal (2004) argues that this is most acute in relation to dense communities, with children often continuing to suffer from racism and bullying, reinforcing the negative perceptions of schooling that parents frequently hold from their own childhood. Barlow et al. (2004) conducted a comprehensive literature review on the experiences and outcomes of parenting programs for minority ethnic groups. Majority of evidence was based on research from the US, the report found that, overall, dropout rates on parenting programs were much higher for minority ethnic parents. However, this was countered in (culturally specific) provision where courses explicitly recognized the values and identity of target minority ethnic groups. Beirens et al. (2006) found that strengthening cultural identity and raising confidence in their cultural heritage is critically important for families accessing preventative services through public entities.

Response to Community Input

Staff input indicated the following:

- Staff expressed a strong willingness to assume more responsibility for guiding the change effort. Staff asked for professional development that would provide the skills and understanding needed to support parents in a culturally appropriate manner, and increase communication between teachers and parents.
- Staff supported a comprehensive parent involvement model that supports community collaboration and remove barriers to educational involvement for marginalized families.

In response, MMSD administrators will offer diversity training in addition to training on culturally relevant practices to all staff and community partners as a *prerequisite* to adopting a systemic change model for family involvement practices and will provide Instructional Resource Teachers for Cultural Relevance and Parent Liaisons for ongoing development and support *throughout* the change effort and beyond.

Community input indicated the following:

- Create a multidisciplinary continuum of service that supports children's learning in school and at home through community collaboration.
- Create a systemic model for parent engagement.
- Provide equal access to partnership among all community partners serving parents and students.

In response to the community input, MMSD will seek partnership with private sector and public sector organizations as described in the conclusion chapter of this document to develop a systemic infrastructure that supports family and community involvement with innovative and research-informed tools. Subsequently, MMSD will continue to welcome and encourage all partners that have a proven track record of successfully supporting the achievement gaps' targeted populations. While continuing to support the privacy of

families, a clear communication system with community partners will be developed in a manner that supports parents' abilities to access resources.

Recommendations

Recommendation: Develop Community Schools: This initiative is key to the alignment of the "community school" concept mentioned in the Superintendent's letter and outlined in the conclusion of the plan.

- Four Parent Liaisons will focus on a team approach at four identified "community schools" with the Liaison utilizing the school social worker for ongoing training, coaching, and mentoring.
- All four pilot "community schools" will go through diversity and Cultural Practices that are Relevant training.
- All four pilot "community schools" will go through Trauma Informed Care training.
- All four pilot "community schools" will have a .50 Cultural Relevance Instructional Resource Teacher, assigned for ongoing coaching and training, under the direction of the Director of African American Achievement.

Recommendation: Substantial investments for capacity building, training, and technical assistance to support the ongoing development and implementation of systemic change, community collaboration, staff training and coaching.

- Sustainable capacity building will encompass attendance at multiple local trainings and one national training for parent liaisons and school staff.
- Create an interdepartmental interdisciplinary team to review and devise recommendations for change on system-wide policies that adversely affect parents of color and augment systemic disproportionality.
- Each identified Tier 1 school will develop a parent advisory team and protocols to increase parents' effectiveness in the family-school partnership.
- Each neighborhood --south, west, east, and north -- will support a parent-led task force with task force chairs participating on the district-wide Parent Leadership Council which will guide community collaborations and systemic parent involvement efforts.
- Utilize research-based programs that have a proven track record of success. Example: Love and Logic, Maldef and Parenting Love and Limit curriculums.
- Fund extended employment to support and train new staff, Parent University curriculum development and writing, Parent University Community Coordination, administrative support staff, and multiple committee and task force leadership.
- Create communication system and evaluation method for continued learning and accountability.

Recommendation: Implement Parent University with three tier guidelines and services that will encompass both face-to-face educational resources and online learning sessions. Parent University will focus on five areas that support parents and teachers in ways that empower parents to become engaged in student learning and school improvement:

- Parents are Teachers - Educational tools to help parents support children's education.
- Parents are Advocates - System navigation tools and supports.

- Parents are Leaders - community support and integration.
- Parents are Learners - educational tools to support parenting skills.
- Parents with children with special needs are system navigation leaders.

In collaboration with community partners and agencies, Parent University will offer Saturday and evening learning sessions during the academic year. Sessions will be offered throughout the year at schools, libraries and community centers. Parent University is free for all MMSD parents. Parent University will address the following issues that both parents and schools have identified. Disproportionality of school failure among African Americans and Latino students, disproportionality in delinquency and missed instructional time in school, and the over identification and underutilization of effective special education services by educating both parents and school staff.

Timeline

Spring 2012-

- Develop Parent University Modules Framework and Implementation Schedule.
- Develop Parent Task Force.
- Develop Parent University community partnerships.
- Identify key staff to participate on Interdisciplinary policy review team.
- Develop community stakeholder coalition for wrap around care.

Summer 2012

- Recruit, hire, and train parent liaisons.
- Hire clerical and technical support staff.
- Hire IRTs for Cultural Relevance and BRS staff.
- Work on the concept of Community Schools with partners, develop an RFP process with the networks described in the conclusion of this document, and define targeted schools based on data analysis to present to the Board of Education.

Fall 2012

- Begin planning community schools and partnership services for designated schools.
- Provide diversity training for pilot schools.
- Implement parent liaison roles.
- Open Parent University.
- Implement open schoolhouse/wrap around services in identified pilot schools.

Progress Indicators

1. Long-term Goals

- Academic improvement of students one year post initiative.
- Increased school attendance one year post initiative.
- Increase social capital (survey) 6 month and 1 year post initiative.
- Increased self –efficacy and trust between parent and teachers; parents and service providers (school climate survey).
- Increased advocacy skills.
- Changes in district policies that support and impact parents.

2. Short-term goals

- Increased staff engagement of professional development.
- Improved classes.
- Website hits from parents utilizing Parent-University.
- Decreased missed instructional time of African American students (behavior referrals, suspensions).

3. Performance Measures(numerical)

- Number hours of professional development and training provided.
- Number of parents and staff attending training events.
- Number of hits to Parent University website.
- Number of new hires to focus on family engagement.
- Staff and parent satisfaction surveys indicating trainings as useful.
- Parent satisfaction surveys indicating targeted services as useful.
- Increased attendance of parents at school functions and parent teacher conferences at all pilot schools.
- Increased student attendance at all pilot schools.

Budget

#20 - Implement a comprehensive family engagement program and provide parent liaisons (shape in Parent Empowerment - with Social Workers)		2012-13		2013-14		2014-15	
		Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Using Fund 80							
Salary & Benefits:							
Administrative			\$0		\$0		\$0
Clerical		0.75	\$52,868	0.75	\$54,190	0.75	\$55,544
Non Union Professional (coordinator)			\$0		\$0		\$0
Permanent Teacher (salary position)		2.00	\$149,854	2.00	\$153,600	2.00	\$157,441
BRS (salary position)		1.00	\$64,287	1.00	\$65,894	1.00	\$67,541
Special Ed, Psych, Soc Worker, OT/PT (salary position)		0.50	\$41,523	0.50	\$42,561	0.50	\$43,625
Teacher Hourly							
Extended Contract			\$40,000				
Sub Teacher Salary							
SEA			\$0		\$0		\$0
Parent Liaison		4.00	\$218,376	8.00	\$436,752	16.00	\$873,504
Custodial			\$0		\$0		\$0
Security			\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)							
Purchased Services/Support					\$13,122		\$13,122
Supplies & Materials (Instructional/Audio Visual Media, etc.)			\$81,000		\$26,450		\$20,000
Equipment:					\$85,000		\$170,000
Technology (desktops, laptops, netbooks, printers, etc.)							
Other			\$0		\$8,000		\$8,000
(Fund 10) TOTAL:		8.25	\$458,331	12.25	\$695,992	20.25	\$1,219,200
(Fund 80) TOTAL:			\$189,577		\$189,577		\$189,577

Expenditures for years 2-5 will be determined yearly through the budget process.

Chapter Six

Recruiting, Selecting, and Retaining a Diverse Workforce

“Diversity and inclusion is a business imperative in our global marketplace.”

-Antonio Perez

Chapter Six: Recruiting, Selecting, and Retaining a Diverse Workforce Recommendation #21

Recruiting, Selecting, and Retaining a Diverse Workforce

Background

This section focuses on the one-point program for hiring for diversity. Implementing the practices recommended throughout this plan to close achievement gaps requires hiring and retaining dedicated, highly skilled, culturally competent, and diverse staff at all levels of our organization.

This recommendation has several sub-points: determining annual hiring goals; developing a recruiting plan and three “grow our own” programs; making changes to hiring and evaluation infrastructure; and development of an annual hiring report.

Response to Community Input

1. Grow Our Own programs should focus on Students to Teachers and Staff to Teachers. The recommendation allocates \$45,000 for tuition programs for staff to attend college and earn a teaching degree.
2. Grow Our Own programs should be expanded to community/parent groups. A program similar to this has been started in Janesville. MMSD administration sees great possibility in this type of model and will conduct a feasibility study pursuant to replicating a version of it in our district.
3. More incentives for attracting candidates. We have begun looking at more programs in connection with community partners. We will look at areas including, but not limited to reduced rent, easier loan approvals, temporary housing, and signing bonuses.
4. Review and/or modify current diversity hiring practices. The Superintendent submitted Hiring for Diversity Goals to the Board of Education on January 9, 2012, which outline a plan for the department of the Chief Diversity Officer, the Department of Human Resources, and the District Affirmative Action Officer to work together to achieve the hiring and diversity goals of the district through a process of review and update of recruiting, screening, interviewing, and hiring practices.
5. Recruit and advance undocumented individuals. This type of work will be done in accordance with all local, state and federal laws.

Recommendations

MMSD will adopt goals and carry out activities to fulfill the district priority to hire and retain a more diverse workforce. A workforce that more closely matches the racial, ethnic, and cultural diversity of the MMSD student population will bring important perspectives and insights to organizational decisions, to students’ daily educational

experiences. There are academic and social gains for children that may be realized when a more diverse work force is developed.

Population data from the U.S. Department of Labor will be used to track availability of applicants of color. This information will focus hiring objectives and progress toward accomplishing them. The Affirmative Action Officer, Chief Diversity Officer, and Human Resources staff will review, update, and rewrite the Affirmative Action Plan on a five-year cycle so it reflects up-to-date needs and incorporates current practices. Additionally, the District Affirmative Action Advisory Council, made up of a diverse group of district stakeholders and community members, will develop a process for a formal yearly review of the plan and its implementation.

The Chief Diversity Officer, Human Resources Department, and a diverse team of MMSD stakeholders and allies will develop a comprehensive recruiting plan, a “Grow Our Own Students to Teachers” program, a “Grow Our Own Staff to Teachers” program, and a “Grow Our Own Teachers to Administrators” program. The Students to Teachers program will target high school students who have an interest in the teaching profession. The Staff to Teachers program will target existing district employees who have an interest in the teaching profession and/or educational administration. Both programs will provide mentoring and financial assistance for participants. The Grow Our Own Principal program will be re-established to target district staff who show strong potential to succeed as principals. All of the Grow Our Own programs will affirmatively recruit people of color for participation.

MMSD is making changes to the hiring and evaluation infrastructure. The new Chief Diversity Officer will coordinate all activities pursuant to diversifying the workforce. A 1.0 FTE Human Resources staff member will be hired to identify, communicate with, and assist applicants of color, to ensure that all application materials are submitted in accordance with district protocols and that the district maintains contact with candidates in the applicant pool to communicate continuing interest in employing them. This staff member will also work with the Grow Our Own programs.

To gauge our progress, the district will develop an annual hiring report that includes information on staff diversity. The report and associated data will allow for comparison of hiring outcomes from year to year. The district will continue to prioritize recruiting, hiring, and retaining staff of color to reach hiring goals.

Timeline

2012-2014

- ✓ Plan for and implement all recommendations related to hiring for diversity

2015

- ✓ Rewrite the Affirmative Action Plan

Progress Indicators

1. Increased diversity in the district’s hiring and subsequent staffing.
2. Annual hiring goals and staffing reports.
3. Alignment with Chief Diversity Officer recommendations through year-end reviews as well as ongoing checks.

Budget

#21 - Recruiting, Selecting, and Retaining a Diverse Workforce and "Grow Our Own Staff" Programs

	2012-13		2013-14		2014-15	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:						
Administrative		\$0		\$0		\$0
Clerical		\$0		\$0		\$0
Non Union Professional (coordinator)	1.00	\$87,050	1.00	\$89,226	1.00	\$91,456
Permanent Teacher (salary position)		\$0	3.00	\$230,401	3.00	\$236,161
BRS (salary position)		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0
Teacher Hourly						
Extended Contract						
Sub Teacher Salary						
SEA		\$0		\$0		\$0
EA		\$0		\$0		\$0
Custodial		\$0		\$0		\$0
Security		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)						
Purchased Services/Support		\$45,000		\$45,000		\$45,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)						
Equipment:						
Technology (desktops, laptops, netbooks, printers, etc.)		\$5,000				
Other						
TOTAL:	1.00	\$137,050	4.00	\$364,627	4.00	\$372,617

Expenditures for years 2-5 will be determined yearly through the budget process.

Conclusion: An Overarching Strategy

Creating Shared Values: Building our Future

This plan is extensive, but schools working in isolation cannot close achievement gaps. Our children need a community-wide movement for change. Across the district, reform efforts of many teachers, administrators, and volunteers have led to important improvements in individual schools, classrooms, and programs. We refer to these initiatives as islands of excellence. However, achievement gaps persist and, in some cases, have grown. Through the Strategic Plan and the commitment of this document, rigor and expectations are established within the district. However, it is identified through national research that school districts alone are not able to change life circumstances – the outside-of-school factors for families (Kania and Kramer, 2011). We, like many districts in this nation, need to partner with community organizations to provide capacity and efficacy for change. This framework focuses on a commitment to a roadmap outlined in the Strive Model (Kania and Kramer, 2011), for providing high quality services to all of our students, regardless of background or circumstance, for success in college, career, and the future.

“Why has Strive made progress when so many other efforts have failed? It is because a core group of community leaders decided to abandon their individual agendas in favor of a collective approach to improving student achievement. More than 300 leaders of local organizations agreed to participate, including the heads of influential private and corporate foundations, city government officials, school district representatives, the presidents of eight universities and community colleges, and the executive directors of hundreds of education-related nonprofit and advocacy groups.”

Leaning on the research of Strive (Kania and Kramer, 2011), MMSD will partner with community organizations to provide an integrated continuum of services for cradle to college and career readiness, using a “community school” approach. Since the release of the preliminary achievement gap plan, many organizations have come forth in support of working together. Many of the recommendations within this plan (Parent University, ACT Prep, Mentor Academy, Credit Recovery, Gang Prevention, etc.) can be linked to this concept calling for the development of “community schools” that bring community services into the schools and school services into neighborhoods.

Response to Community Input

This recommendation is developed because of the overwhelming show of support from community leaders who have committed to working together to create a community-wide movement to close student achievement gaps.

Recommendations

It is recommended that district staff explore, an umbrella organization of community partners, utilizing a carefully structured process to focus the entire educational community on a single set of goals to support cradle to college and career readiness. Incorporating elements of the Strive Model, participating organizations will be grouped into identified networks by type of activity, such as early childhood education, tutoring, college readiness, etc. Once networks are formed, members will meet regularly to discuss implementation strategies for “community schools” and identify common progress indicators. Most importantly, however, community organizations will learn from each other about current initiatives as we collectively align all efforts to support the

future generation of greater Madison. Recommendations for an actionable plan with a timeline will be brought to the Board for approval.

Timeline

2012 Summer

- ✓ Develop a core team of school and community members, as equal participants, to examine data, goals and explore a process and timeline for the establishment of possible networks.
- ✓ Recommendations for an actionable plan with a timeline will be brought to the Board for approval.

2012-13 Fall

- ✓ Establish a network and share preliminary planning.
- ✓ Define networks and build membership for each.
- ✓ Each network will be able to submit plans for innovative strategies for “community schools.” These proposals will be reviewed by a core team of school and community members within the network and brought forward to the Superintendent and Board of Education for approval.

Progress Indicators

All networks will all use the same progress indicators to determine success.

Budget

If funding is needed for these designs, separate funding proposals will be developed and presented to the Board of Education.

Research

Strive Model: Kania, John and Kramer, Mark. (2011). *“Collective impact.”* Stanford Social Innovation Review, Winter 2011)

Chapter One: Focusing on Academic Instruction and Support

#1: Ensure that All K-12 students are Reading at Grade Level

Early Warning! Why Reading by the End of Third Grade Matters. 2010. A Kids Count Special Report from the Annie E. Casey Foundation, 1-7.

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Guernsey, L., and Mead, S. (2010). *A Next Social Contract for the Primary Years of Education.* New America Foundation.

Lesnick, J., Goerge, R., Smithgall, C., & Gwynne, J. (2010). *Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment?* Chicago: Chapin Hall at the University of Chicago.

Szachowicz, S. (2010). *Transformed by Literacy.* Principal Leadership, 18-23.

Theory and Best Practices in Early Literacy Interventions. 2010. Hanover Research Council – District Administration Practice, 2-32.

#2: District-Wide Focus on Third-Grade Students

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2009). *Organizing schools for improvement: Lessons from Chicago.* Chicago, IL: The University of Chicago Press.

Hanover Research Council (2010). Focused interventions pave the way for increased achievement and increased likelihood of students accelerating to be “on track” for grade-level proficiency. *Theory and Best Practices in Early Literacy Interventions.*– District Administration Practice, 2-32.

Szachowicz, S. (2010). Targeted and focused literacy instruction provides significant growth and achievement gains. *Transformed by Literacy.* Principal Leadership, 18-23.

#3: Extend the School Day

Gabrieli, C. (2011). Time-It’s Not Always Money. *Educational Leadership*, 69(4), 24-29.

Holsclaw, G. & Scully J. (2011). The cost of changing lives? Lesson from the Making Waves Foundation. *Phi Delta Kappan*, 93(3), 38.

Odden, A & Archibald, S. (2009). Doubling Student Performance and Finding the Resources to do it. Thousand Oaks, CA: Corwin Press.

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#4: Literacy and Math: Expand Summer Learning Opportunities

Alexander, K. Entwisle, D., & Steffel-Olson, L. (2007). Lasting consequences of the summer learning gap. *American Sociology Review*, 72, 167-180.

Beckett A , Broh, B, Downey, B. & Von Hippel, P. (2004). Are Schools the Great Equalizer? Cognitive Inequality During the Summer Months and the School Year. Douglas. *American Sociological Review*, 69(5), 613-635.

Charlton, K., Cooper, H., Greathouse, S., Lindsay J., & Nye, B. (1996). The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review. *Review of Educational Research*, 66(3), 227-268.

Odden, A & Archibald, S. (2009). Doubling Student Performance and Finding the Resources to do it. Thousand Oaks, CA: Corwin Press.

#5: Develop an Early Warning System

Early intervention for struggling students is a critically important step in eliminating achievement gaps (DuFour, DuFour, Eaker, & Karhanek, 2010; Hattie, 2009). Research has shown that timely instructional changes and or interventions is an extremely effective strategy to accelerate the learning of those not yet at proficiency (Cohen, Raudenbush, & Ball, 2002; Mathes & Fuches, 1994; Shanahan, 1998; Shanahan & Barr, 1995; Torgeson, 2004; Wasik & Slavin, 1993, DuFour, DuFour, Eaker, & Karhanek, 2010; Hattie, 2009). From an economic standpoint, early intervention is significantly more cost effective and efficient versus remediation (Odden and Archibald, 2009).

The high school dropout problem has been called a national crisis. Nearly one-third of all high school students leave the public school system before graduating (Swanson, 2004), and the problem is particularly severe among students of color and students with disabilities (Greene & Winters, 2005; U.S. Department of Education, 2006). The research of Allensworth & Easton, 2007, demonstrates the importance of being on-track for graduation as early as 9th grade, first semester. Their findings indicate an on-track indicator (as part of an early warning system) is a better predictor of graduation than students' background characteristics or middle school achievement test scores. Attendance during the first year of high school is also directly related to high school completion rates. Even moderate levels of absences (1-2 weeks in the first semester of high school) are associated with much lower rates of high school graduation (Allensworth & Easton, 2007). The biggest risk factor for failing ninth grade is the number of absences during the first 30 days of high school, and failing ninth grade is one of the most important predictors of dropping out (Neild & Balfanz, 2006).

#7: Develop a System of Shared Accountability

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2009). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.

Honig, M. I., Copland, M. A., Rainey, L., Lorton, J. A., & Newton, M. (2010). *Central office transformation for district-wide teaching and learning improvement*. Seattle, WA: Center for the Study of Teaching and Learning, University of Washington.

Chapter Two: Developing College and Career Readiness

#9: Prepare All for Life After High School – Career Academies

Carnevale, A. P., Cheah, B., & Strohl, J. (2010). Not all College Degrees are Created Equal. Center on Education and the Workforce. Georgetown University.
<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/Unemployment.Final.update1.pdf>

Ferguson, R., Schwartz, R., & Symonds, W. (2011). *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. Report issued by the Pathways to Prosperity Project, Harvard Graduate School of Education.
[http://www.gse.harvard.edu/news_events/features/2011/Pathways to Prosperity_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

National Research Center for Career and Technical Education. (2011). Programs of study: A cross-examination of programs in three states.
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Office of Economic Advisors <http://dwd.wisconsin.gov/oea/>

Thrive Reports <http://advancenow.thrivehere.org/research-and-reports/>

Wisconsin Department of Public Instruction. (2011). A Guide for Implementing Programs of Study in Wisconsin <http://dpi.wi.gov/cte/pdf/posguide.pdf>

#10: Implement ACT College Entrance and Test Preparation

ACT (2011). *A System That Works*: <http://www.act.org/epas/works/index.html>

Klugman, J. R., and Butler, D. (2009) *Opening Doors and Paving the Way: Increasing college access and success for talented low-income students*. Princeton University
http://pupp.princeton.edu/PUPP_GSF_White_Paper_Opening_Doors_02-09.pdf

#11: Expand Advancement via Individual Determination (AVID)

AVID Website: http://www.avid.org/abo_research.html

#12: Implement MMSD Mentor Academy

Anderson, K. (2007). Mentoring and Standardized Achievement of African American Males in the Elementary and Middle Grades. *Middle Grades Research Journal*, 21, 49-72.

Sealy-Ruiz, Y., & Greene, P. (2011). Embracing Urban Youth Culture in the Context of

Education. *Urban Review*, 43(6), 339-357.

Wyatt, S. (2009). The Brotherhood: Empowering Adolescent African-American Males Toward Excellence. *Professional School Counseling*, 12 (6), 463-470.

#13: Drop-Out Recovery

Scientific research on dropout recovery is a new field of study in which researchers rely more often on self-reported data and anecdotal data gathered through case studies and surveys in identifying and describing successful programs than on analysis of achievement data, dropout data and other measures. With this limitation in mind, the analysis of literature does point to strategies with the potential to be 'best practice' in a variety of areas. Examples of these 'best practices' include locating drop-out recovery programs in a non-school facility because it removes the stigma of being a drop out, providing flexible scheduling to help school fit into students' lives, maintaining a strong focus on literacy and providing curriculum that is relevant to what students are and will be doing with their lives. (Research compiled by EGS Research and Consulting, Burrow and Smith 2007, Austin Texas.)

Chapter Three: Expanding Culturally Responsive Practices

#14: Implement Comprehensive Diversity Training for All Staff Including Promising Practices Cohort

Banks, J. A., & Banks, C. A. M. (Eds.). (2006). *Multicultural education: Issues and perspectives* (6th ed.). Hoboken, NJ: John Wiley & Sons.

Center for Culturally Responsive Teaching and Learning.

<http://www.culturallyresponsive.org/>

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Hammer, M. R. (2008). The intercultural developmental inventory (IDI): An approach for assessing and building intercultural competence. In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* (pp. 203-217). Thousand Oaks, CA: Sage.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.

Reich, J., & Daccord, T. (2009). Empowering teacher leaders: A cohort model of education technology professional development. *OnCUE, the journal of the Massachusetts Computer Using Educators*.

<http://masscue.org/oncue/oncuespring09/Reich.pdf>

Santamaria, L. J. (2009). Culturally responsive differentiated instruction: Narrowing

gaps between best pedagogical practices benefitting all learners. *Teachers College Record*, 111, 214-47.

Zirkel, S. (2008). The influence of multicultural educational practices on student outcomes and intergroup relations. *Teachers College Record*, 110, 1147-1181.

#15: Create Cultural Practices that are Relevant (CPR) Model School

Banks, J. A., & Banks, C. A. M. (Eds.). (2006). *Multicultural education: Issues and perspectives* (6th ed.). Hoboken, NJ: John Wiley & Sons.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.

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Zirkel, S. (2008). The influence of multicultural educational practices on student outcomes and intergroup relations. *Teachers College Record*, 110, 1147-1181.

#16: Integrate Cultural Relevance into District-Wide Professional Development

Bredeson, P. (2003). *Designs for learning: A new architecture for professional development in schools*. Thousand Oaks, CA: Corwin Press.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Cambridge, MA: Harvard Education Press.

Fink, S., & Markholt, A. (2011). *Leading for instructional improvement: How successful leaders develop teaching and learning expertise*. San Francisco: Jossey-Bass.

Frattura, E. M., & Capper, C. A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915-945.

Garmston, R. J., & Wellman, B. M. (2009). *The Adaptive School: A Sourcebook for Developing Collaborative Groups* (2nd ed.). Norwood, MA: Christopher-Gordon.

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (Third ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Kose, B. W. (2009). The principal's role in professional development for social justice: An empirically-based transformative framework. *Urban Education*, 44, 628-663.

Odden, A. (forthcoming). *Improving student learning when budgets are tight*. Corwin Press.

Scheurich, J. J., & Skrla, L. (2003). *Leadership for equity and excellence*. Thousand Oaks, CA: Corwin Press.

Chapter Four: Assuring Safe and Positive Classroom and School Environments

#17: Support the Social, Emotional, and Behavioral Development of All Students

A 2004 study by the University of Virginia examined educational outcomes at schools using the RC/DD approach. It found that children scored higher on reading/math tests and demonstrated better social skills. It also found that teachers in schools using the RC/DD approach felt more effective and positive about teaching than teachers in schools that did not implement RC/DD.

Research shows that children enter school with varying degrees of social competence and those with lesser competence are at risk of low academic achievement. Children benefit not only socially, but also academically, when appropriate behaviors increase their access to instructional time. (Walker, et al., 1996; Vincent, C., Horner, R. and Sugai, G., 2002).

In a meta-analysis performed by Horner, Sugai and Anderson in April 2010, the majority of studies of PBS implementation outcomes documented a decrease in discipline referrals. Further, implementation of PBS is associated with improved organizational health and an improved perception of school safety. (Bradshaw, Koth, et al., 2008).

#18: Enhance School/Community Safety and Engagement (Gang Prevention)

Dane County Enhanced Gang Prevention Task Force – [Final Report, 2007](#).

United States Department of Justice – Juvenile Justice Bulletin, December 2010
“Research supports the progression from conduct problems to gang involvement to serious and violent offending” see [figure 1, page 10](#)

#19: Increase Options for Restorative Practices

The research behind using restorative practices in educational settings is increasing as more and more districts across the nation move away from a 'zero tolerance' approach to student conduct and discipline. Two large studies are examples of research that points to the merits of increasing restorative practices in schools. In a three-year study by the Minnesota Department of Education, the practices of elementary and secondary schools in 4 different school districts were evaluated. One significant conclusion was the determination that implementing restorative practices in these districts resulted in a 30-50% reduction in suspensions. In a study done by the Michigan Department of Public Instruction, it was determined that schools using restorative practices observed a 15% drop in suspensions with 1,500 fewer days of suspension during a one-year.

(Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Abbey Porter, posted on Restorative Practices EFORUM June 2007)

Chapter Five: Family Engagement Program

#20: Implement a Comprehensive Family Engagement Program and Provide Parent Liaisons

Boston Parent University Model: <http://www.bostonpublicschools.org/parentuniversity>

Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education*, 5, 149-177.

Catsambis, S., and Beveridge, A. A. (2001). Does neighborhood matter? Family, neighborhood, and school influences on eighth grade mathematics achievement. *Sociological Focus*, 34, 435-457.

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<http://www.maldef.org/leadership/programs/psp/chse/index.html>

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Simon, B. S. (2004). High school outreach and family involvement. *Social Psychology of Education*, 7, 185-209

Walker-James, D., & Partee, G. (2003). *No More Islands: Family Involvement in 27 schools and youth programs*. American Youth Policy Forum.

Weis, H. B., Caspe, M., and Lopez M. E. (2006). *Family Involvement in Early Childhood Education*. Cambridge, MA: Harvard Family Research Project.

Weis, H. B., Lopez, E. M., & Stark, D. R. (2011). [*Breaking New Ground: Data Systems Transform Family Engagement in Education*](#). Harvard Family Research Project.

Chapter Six: Recruiting, Selecting, and Retaining a Diverse Workforce

#21: Recruiting, Selecting, and Retraining a Diverse Workforce

Anner, J. (2000). Having the tools at hand: Building successful multicultural social justice organizations. In M. Adams, et al. (eds.), *Readings for diversity and social justice*. New York: Routledge.

Fine, M. G., Johnson, F.L., & Ryan, M.S. (1990). Cultural diversity in the workplace. *Public Personnel Management*, 19(3), 305-319.

Williams, D., & Wade-Golden, K. (2008). "The complex mandate of the chief diversity officer." *The Chronicle of Higher Education*, Volume 55, Issue 5, Page B44. Washington, DC.

Final Recommendations for Eliminating Gaps in MMSD Student Achievement Proposed Five-Year Budget

Chapter 1.										
#1 - Ensure all K-12 students are reading at grade level										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)	8.00	\$599,417	21.00	\$1,612,805	21.00	\$1,653,125	21.00	\$1,694,453	21.00	\$1,736,815
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly		\$52,380		\$36,000		\$36,000		\$108,000		\$108,000
Extended Contract										
Sub Teacher Salary		\$86,108		\$166,349		\$132,657		\$0		\$0
SEA		\$0		\$0		\$0		\$0		\$0
EA	0.19	\$9,001		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support		\$167,900		\$20,000		\$10,000		\$10,000		\$10,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$593,250		\$1,247,000		\$771,000		\$325,000		\$325,000
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	8.19	\$1,508,055	21.00	\$3,082,154	21.00	\$2,602,782	21.00	\$2,137,453	21.00	\$2,179,815
#4 - Expand summer learning opportunities										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Teacher Salary / Fringe		\$124,487		\$149,384		\$149,384		\$179,261		\$215,113
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$7,731		\$9,277		\$9,277		\$11,132		\$13,358
Librarian Salary / Fringe		\$3,172		\$3,807		\$3,807		\$4,568		\$5,482
Nurse / NA Salary / Fringe		\$6,922		\$8,306		\$8,306		\$9,967		\$11,961
Curriculum & Instruction, and Policy & Procedure PD (Training & Coaching)		\$11,950		\$14,340		\$14,340		\$17,208		\$20,649
Guidance Counselors		\$376		\$451		\$451		\$542		\$650
Psychologists / Social Workers		\$317		\$381		\$381		\$457		\$548
Clerical		\$8,223		\$9,867		\$9,867		\$11,841		\$14,209
SEA		\$5,214		\$6,257		\$6,257		\$7,509		\$9,011
BRS		\$7,612		\$9,135		\$9,135		\$10,962		\$13,154
Reading Interventionist		\$2,538		\$3,045		\$3,045		\$3,654		\$4,385
PBS Coaches & Interventionists		\$7,613		\$9,136		\$9,136		\$10,963		\$13,156
Madison Virtual Campus - Summer Programming		\$4,895		\$5,874		\$5,874		\$7,049		\$8,459
Security		\$4,372		\$5,246		\$5,246		\$6,295		\$7,554
Educational Assistants		\$754		\$905		\$905		\$1,086		\$1,304
Contracted Services		\$4,259		\$5,111		\$5,111		\$6,133		\$7,360
Pupil Travel (non-instructional)		\$218		\$261		\$261		\$314		\$377
Pupil Travel (instructional)		\$32,265		\$38,718		\$38,718		\$46,461		\$55,753
Classroom Supplies		\$11,540		\$13,848		\$13,848		\$16,618		\$19,941
Food Service		\$46,859		\$56,230		\$56,230		\$67,476		\$80,972
High School Alternative (3 Teachers, 1 SEA)		\$1,205		\$1,446		\$1,446		\$1,735		\$2,082
High School Alternative Materials		\$455		\$546		\$546		\$656		\$787
TOTAL:	0.00	\$0	0.00	\$292,977	0.00	\$351,572	0.00	\$421,886	0.00	\$506,264

#5 - Develop an early warning system	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)		\$0		\$0		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract										
Sub Teacher Salary										
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support		\$250,000		\$150,000		\$150,000		\$150,000		\$150,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)										
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	0.00	\$250,000	0.00	\$150,000	0.00	\$150,000	0.00	\$150,000	0.00	\$150,000
#8 - New Initiative: Math - Ensure All K-12 Students Demonstrate Proficiency in Standards for Math Practice										
#8 - New Initiative: Math - Ensure All K-12 Students Demonstrate Proficiency in Standards for Math Practice	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)	1.00	\$74,927	1.00	\$76,800	1.00	\$78,720	1.00	\$80,688	1.00	\$82,705
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract										
Sub Teacher Salary		\$0		\$16,800		\$18,000		\$18,000		\$18,000
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support										
Supplies & Materials (Instructional/Audio Visual Media, etc.)										
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	1.00	\$74,927	1.00	\$93,600	1.00	\$96,720	1.00	\$98,688	1.00	\$100,705

Chapter 2.										
#9 - Prepare All for Life After High School - Career Academies										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)	0.00	\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)	1.00	\$74,927	5.00	\$384,001	9.00	\$708,482	13.00	\$1,048,947	13.00	\$1,075,171
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0	4.00	\$340,491	4.00	\$349,003	4.00	\$357,728	4.00	\$366,671
Teacher Hourly										
Extended Contract		\$0		\$255,520		\$250,120		\$330,120		\$310,120
Sub Teacher Salary		\$0		\$42,000		\$42,000		\$42,000		\$42,000
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support				\$251,500		\$251,500		\$291,500		\$251,500
Supplies & Materials (Instructional/Audio Visual Media, etc.)								\$40,000		
Equipment:		\$0		\$365,000		\$335,000		\$335,000		\$335,000
Technology (desktops, laptops, netbooks, printers, etc.)		\$0								
Other (renovations with 15% cost of electrical upgrades)		\$0		\$862,500		\$805,000		\$345,000		\$345,000
TOTAL:	1.00	\$74,927	9.00	\$2,501,012	13.00	\$2,741,105	17.00	\$2,790,295	17.00	\$2,725,462
#10 - Implement ACT college entrance test and ACT test preparation										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)		\$0		\$0		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract										
Sub Teacher Salary										
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support										
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$94,815		\$94,815		\$94,815		\$94,815		\$94,815
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	0.00	\$94,815	0.00	\$94,815	0.00	\$94,815	0.00	\$94,815	0.00	\$94,815

#11 - Expand AVID (2012-13 and 2013-14)	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0	1.00	\$89,226	1.00	\$91,456	1.00	\$93,743	1.00	\$96,086
Permanent Teacher (salary position)	9.50	\$711,807	12.20	\$936,963	16.80	\$1,322,500	17.60	\$1,420,113	18.20	\$1,505,239
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract										
Sub Teacher Salary		\$93,000								
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)		\$110,400	0.00	\$182,160		\$193,200		\$215,280		\$242,880
Purchased Services/Support		\$300,950		\$514,750		\$519,750		\$499,750		\$391,250
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$70,530		\$45,750		\$46,250		\$49,250		\$51,500
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	9.50	\$1,286,687	13.20	\$1,768,849	17.80	\$2,173,157	18.60	\$2,278,136	19.20	\$2,286,956

#12 - Implement MMSD Mentor Academy	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)	0.50	\$37,464	1.00	\$76,800	2.00	\$157,441	3.00	\$242,065	4.00	\$330,822
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract		\$46,132		\$46,132		\$92,264		\$92,264		\$184,528
Sub Teacher Salary										
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$199,174
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support										
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$15,000		\$20,000		\$30,000		\$40,000		\$80,000
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other(Food, transportation, field trips, training, Uniforms, Mentor stipend)		\$84,000		\$90,000		\$180,000		\$180,000		\$360,000
TOTAL:	0.50	\$182,596	1.00	\$232,932	2.00	\$459,705	3.00	\$554,329	4.00	\$1,154,524

#13 - New Initiative: Drop-Out Recovery (serving 17 - 21 year-olds)	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)	1.00	\$74,927	1.00	\$76,800	1.00	\$78,720	1.00	\$80,688	1.00	\$82,705
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract										
Sub Teacher Salary										
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support										
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$18,000								
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	1.00	\$92,927	1.00	\$76,800	1.00	\$78,720	1.00	\$80,688	1.00	\$82,705

Chapter 3

#14 - Implement comprehensive diversity training for all staff and Promising Practices Cohorts

#14 - Implement comprehensive diversity training for all staff and Promising Practices Cohorts	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)	2.00	\$149,854	2.00	\$153,600	2.00	\$157,441	2.00	\$161,377	2.00	\$165,411
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract (Staff summer hours)		\$90,000		\$92,700		\$95,481		\$90,000		\$90,000
Sub Teacher Salary										
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support		\$30,000		\$64,600		\$64,600		\$64,600		\$64,600
Supplies & Materials (Instructional/Audio Visual Media, etc.)				\$0						
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	2.00	\$269,854	2.00	\$310,900	2.00	\$317,522	2.00	\$315,977	2.00	\$320,011

#15 - Create Cultural Practices that are Relevant (CPR) Model School	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)		\$0		\$0		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract				\$11,697		\$12,048		\$12,409		\$12,782
Sub Teacher Salary				\$21,074		\$21,706		\$22,357		\$23,028
SEA	\$0	\$0		\$0		\$0		\$0		\$0
EA	\$0	\$0		\$0		\$0		\$0		\$0
Custodial	\$0	\$0		\$0		\$0		\$0		\$0
Security	\$0	\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support				\$85,300		\$85,300		\$85,300		\$85,300
Supplies & Materials (Instructional/Audio Visual Media, etc.)				\$5,632		\$5,632		\$5,632		\$5,632
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	0.00	\$0	0.00	\$123,703	0.00	\$124,686	0.00	\$125,699	0.00	\$126,742
#16 - Integrate Cultural Relevance into District-wide Professional Development										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)	1.00	\$74,927	1.00	\$76,800	1.00	\$78,720	1.00	\$80,688	1.00	\$82,705
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract				\$11,697		\$12,048		\$12,409		\$12,782
Sub Teacher Salary				\$21,074		\$21,706		\$22,357		\$23,028
SEA		\$0		\$0		\$0		\$0		\$0
EA	0.50	\$23,686	0.50	\$24,278	0.50	\$24,885	0.50	\$25,507	0.50	\$26,145
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support				\$85,300		\$85,300		\$85,300		\$85,300
Supplies & Materials (Instructional/Audio Visual Media, etc.)				\$5,632		\$5,632		\$5,632		\$5,632
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	1.50	\$98,613	1.50	\$224,782	1.50	\$228,292	1.50	\$231,894	1.50	\$235,592

Chapter 4										
#17 - Support the social, emotional, and behavioral development of all students										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)		\$0		\$0		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract										
Sub Teacher Salary										
SEA		\$0		\$0		\$0		\$0		\$0
EA	11.00	\$521,095	11.00	\$534,122	11.00	\$547,475	11.00	\$561,162	11.00	\$575,191
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support		\$0		\$0		\$0		\$0		\$0
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$0		\$0		\$0		\$0		\$0
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	11.00	\$521,095	11.00	\$534,122	11.00	\$547,475	11.00	\$561,162	11.00	\$575,191
#18 - Enhance school/community safety and student engagement (Gang prevention)										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)	1.00	\$87,050	1.00	\$89,226	1.00	\$91,456	1.00	\$93,743	1.00	\$96,086
Permanent Teacher (salary position)	4.00	\$299,708	4.00	\$307,201	4.00	\$314,881	4.00	\$322,753	4.00	\$330,822
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly										
Extended Contract										
Sub Teacher Salary										
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support										
Supplies & Materials (Instructional/Audio Visual Media, etc.)										
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	5.00	\$386,758	5.00	\$396,427	5.00	\$406,338	5.00	\$416,496	5.00	\$426,908

#19 - New Initiative: Increase Options for Restorative Practices in MMSD Student Conduct and Discipline Plan	2012-13		2013-14		2014-15		2015-16		2016-17	
	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET	Proposed FTE	Proposed BUDGET
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical		\$0		\$0		\$0		\$0		\$0
Non Union Professional (coordinator)	1.60	\$139,279	3.20	\$285,523	4.00	\$365,826	4.00	\$374,972	4.00	\$384,346
Permanent Teacher (salary position)		\$0		\$0		\$0		\$0		\$0
BRS (salary position)		\$0		\$0		\$0		\$0		\$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		\$0		\$0		\$0		\$0		\$0
Teacher Hourly				\$10,000		\$10,000		\$0		\$0
Extended Contract										
Sub Teacher Salary		\$15,000		\$10,000		\$10,000		\$0		\$0
SEA		\$0		\$0		\$0		\$0		\$0
EA		\$0		\$0		\$0		\$0		\$0
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support										
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$3,000		\$6,000		\$7,000		\$7,000		\$7,000
Equipment:										
Technology (desktops, laptops, netbooks, printers, etc.)										
Other										
TOTAL:	1.60	\$157,279	3.20	\$311,523	4.00	\$392,826	4.00	\$381,972	4.00	\$391,346
Chapter 5										
#20 - Implement a comprehensive family engagement program and provide parent liaisons (shape in Parent Empowerment - with Social Workers)										
Using Fund 80										
Salary & Benefits:										
Administrative		\$0		\$0		\$0		\$0		\$0
Clerical	0.75	\$52,868	0.75	\$54,190	0.75	\$55,544	0.75	\$56,933	0.75	\$58,356
Non Union Professional (coordinator)		\$0		\$0		\$0		\$0		\$0
Permanent Teacher (salary position)	2.00	\$149,854	2.00	\$153,600	2.00	\$157,441	2.00	\$161,377	2.00	\$165,411
BRS (salary position)	1.00	\$64,287	1.00	\$65,894	1.00	\$67,541	1.00	\$69,230	1.00	\$70,960
Special Ed, Psych, Soc Worker, OT/PT (salary position)	0.50	\$41,523	0.50	\$42,561	0.50	\$43,625	0.50	\$44,716	0.50	\$45,834
Teacher Hourly										
Extended Contract		\$40,000								
Sub Teacher Salary										
SEA		\$0		\$0		\$0		\$0		\$0
Parent Liaison	4.00	\$218,376	8.00	\$436,752	16.00	\$873,504	16.00	\$873,504	16.00	\$873,504
Custodial		\$0		\$0		\$0		\$0		\$0
Security		\$0		\$0		\$0		\$0		\$0
Other (EA, SEA, LTE, etc.)										
Purchased Services/Support				\$13,122		\$13,122		\$13,122		\$13,122
Supplies & Materials (Instructional/Audio Visual Media, etc.)		\$81,000		\$26,450		\$20,000		\$20,000		\$20,000
Equipment:				\$85,000		\$170,000		\$170,000		\$346,500
Technology (desktops, laptops, netbooks, printers, etc.)										
Other		\$0		\$8,000		\$8,000		\$8,000		\$8,000
(Fund 10) TOTAL:	8.25	\$458,331	12.25	\$695,992	20.25	\$1,219,200	20.25	\$1,227,304	20.25	\$1,412,110
(Fund 80) TOTAL:		\$189,577		\$189,577		\$189,577		\$189,577		\$189,577

**Achievement Gap Plan
Preliminary and Final Budgets - Comparison**

Chapter	Section	Preliminary Budget	Revised Budget	Difference	Notes
Ch. 1	#1 - Literacy		\$ 599,417		
			\$ 52,380		
			\$ 86,108		
			\$ 9,001		
			\$ 167,900		
			\$ 593,250		
		\$ 1,547,958	\$ 1,508,056	\$ 39,902	Modified proposal; similar costs
	#2 - Focus on Third-Grade Students (budget included in #1)	\$ -	\$ -	\$ -	Same proposal
	#3 - Extend the School Day	\$ 1,214,001	\$ -	\$ 1,214,001	Recommend additional planning
	#4 - Expanded summer learning opportunities	\$ -	\$ -	\$ -	Recommend increasing the # of students in 2013-14
	#5 - Early Warning	\$ 250,000	\$ 250,000	\$ -	Same proposal
	Implement 21st Century Community Learning Centers	\$ 1,168,041	\$ -	\$ 1,168,041	Eliminated
	#6 - Innovative Instructional Designs	\$ -	\$ -	\$ -	No funding requested
	#7 - Shared Accountability	\$ -	\$ -	\$ -	No funding requested
	#8 - New Initiative - Math	\$ -	\$ 74,927	\$ (74,927)	New initiative
Ch. 2	#9 - Prepare All for Life After HS - Career Academies	\$ 1,710,975	\$ 74,927	\$ 1,636,048	Recommend additional planning; planner position
	#10 - Implement ACT Test and ACT Test Preparation	\$ 94,815	\$ 94,815	\$ -	Same proposal
	#11 - AVID		\$ 711,807		
			\$ 93,000		
			\$ 110,400		
			\$ 300,950		
			\$ 70,530		
		\$ 1,334,072	\$ 1,286,687	\$ 47,385	Salary projections and actual account for the difference

**Achievement Gap Plan
Preliminary and Final Budgets - Comparison**

Chapter	Section	Preliminary Budget	Revised Budget	Difference	Notes
	#12 - MMSD Mentor		\$ 37,464		
			\$ 46,132		
			\$ 15,000		
			\$ 84,000		
		\$ 185,089	\$ 182,596	\$ 2,493	Salary projections and actual account for the difference
	#13 - New - Drop-Out Recovery		\$ 74,927		
			\$ 18,000		
		\$ -	\$ 92,927	\$ (92,927)	New Proposal
	Provide 5th Grade PEOPLE Prep Program	\$ -	\$ -	\$ -	Eliminated
Ch. 3	#14 - Diversity Training & Promising Practices Cohorts		\$ 149,854		
			\$ 90,000		
			\$ 30,000		
		\$ 467,430	\$ 269,854	\$ 197,576	Modified proposal to lower costs and ability to implement successfully
	#15 - CPR Model School	\$ -	\$ -	\$ -	No funding requested
	#16 - Integrate Cultural Relevance into PD		\$ 74,927		
			\$ 23,686		
		\$ 79,915	\$ 98,613	\$ (18,698)	Expanded proposal
Ch. 4	#17 - Support social/emotional ... of all students	\$ 1,970,799	\$ 521,095	\$ 1,449,704	Modified proposal to lower costs
	#18 - Gang prevention		\$ 87,050		
			\$ 299,708		
		\$ 410,459	\$ 386,758	\$ 23,701	Modified proposal to lower costs
	#19 - New - Restorative Practices		\$ 139,279		
			\$ 15,000		
			\$ 3,000		
		\$ -	\$ 157,279	\$ (157,279)	New proposal

**Achievement Gap Plan
Preliminary and Final Budgets - Comparison**

Chapter	Section	Preliminary Budget	Revised Budget	Difference	Notes
Ch. 5	#20 - Implement family engagement program and provide parent liaisons		\$ 52,868		
			\$ 149,854		
			\$ 64,287		
			\$ 41,523		
			\$ 40,000		
			\$ 218,376		
			\$ 81,000		
		\$ 1,646,981	\$ 647,908	\$ 999,073	Modified proposal to lower costs
	Collaborate with community to implement the Parent-Child Home Program	\$ 217,599	\$ -	\$ 217,599	Eliminated
Ch. 6	#21 - Recruiting a diverse workforce		\$ 87,050		
			\$ 45,000		
			\$ 5,000		
		\$ 140,799	\$ 137,050	\$ 3,749	Salary projections and actual account for the difference
	Grand Totals	\$ 12,438,933	\$ 5,783,492	\$ 6,655,441	
				Savings from preliminary plan	

Matrix - Final Recommendations for Eliminating Gaps in MMSD Student Achievement

Chapter 1 – Focusing on Academic Instruction and Support

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem. Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
	Core Initiative								
#1	Scope & Sequence	Yes	Document that provides 4K-12 sequence to the Common Core State Standards as they will be experienced by MMSD students. Scope & Sequence describes what students should know and be able to do by grade level. Completed in 2011-12. Implementation in 2012-13.	4K – 12	4K - 12	K - 12	No	Yes, Professional development costs from Strategic Plan funding.	0
#1	Core Practices	Yes	Instructional practices that support standards-based learning in literacy. Core practices describe how the Scope & Sequence will be experienced by students during literacy instructional time. Completed in 2011-12. Implementation in 2012-13.	4K – 12	4K - 12		Yes	No. Professional and development and curricular resources costs by re-allocation of existing department budgets.	0
#1	6 th Grade Reading	Yes	All middle school students will be provided core reading instruction in grade six across all MMSD middle schools. Professional development was provided to all 6 th grade teachers of reading and/or language arts in 2011-12. Implementation in 2012-13.	6	6		Yes. Some middle schools have provided a variety of reading courses or reading opportunities to 6 th graders.	No. Professional and development and curricular resources costs from re-allocation of existing department budgets.	0

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid- and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#1	Curriculum Mondo	Yes	Reading series, K-3, expanding from 3 pilot schools to Tier I elementary schools in 2012-13.	K-3	K-3	No	Yes. \$ 117,574 (pilot in 3 schools)	\$ 464,000	
#1	Elementary Literacy Curricular Materials	Yes	Book room materials and texts to support K-5 literacy	K-5	K-5	Yes	No	\$ 174,372	
#1	Assessments	Yes	Expansion of Measures of Academic Progress (MAP) to Grade 8 and K-8 progress monitoring tools	K-8	K-8	No	Yes \$ 124,012	\$ 50,000	
	Interventions								
#1	Reading Recovery	Yes	Intervention for struggling readers in grade 1. Professional development of Teacher Leader in Spanish in 2011-12. Continued implementation in 2012-13.	1	1	Yes. In place prior to 2011-12	No	\$ 74,927 1.0 FTE	
#1	READ 180/System 44	Yes	Intervention for struggling readers in grades 6-12. Professional development for READ 180 teachers and principals in 2011-12. Expansion to all secondary schools and software upgrades in 2011-12. Continued implementation in 2012-13.	6-12	6-12	Yes. In place prior to 2011-12	No. \$ 311,000 in expansion, upgrades and professional development from Board approved and department funds to build fidelity	0	
#1	Elementary Literacy Interventions	Yes	Interventions for K-5 students below grade level proficiency in reading. Specific strategies to intensify foundational reading skills by strengthening comprehension, understanding letters and sounds, and fluency.	K-5	K-5	Yes	No. Professional development and curricular resources costs from re-allocation of existing department budgets	\$ 224,781 3.0 FTE for elementary school-based interventionists	

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem. Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#1	Professional Development IRT/LC Literacy Coach	Yes	On-going professional development for K-12 school-based teacher literacy leadership, developing knowledge and skills for them to provide school-based professional development to all building staff to increase fidelity of core and intervention strategies.	K - 12	K - 12		Yes Professional development and curricular resources costs from re-allocation of existing department budgets	No	\$ 299,708 4.0 FTE for district-wide Teacher Leaders
#1	Interventionists	Yes	On-going professional development for K-8 school-based interventionists providing them with knowledge and strategies to provide direct intervention to students below grade level in reading.	K - 8	K - 8		Yes	Professional development and curricular resources costs from re-allocation of existing department budgets	0
#1	Reading Recovery	Yes	8 new Reading Recovery teachers were trained in 2011-12 supported through an i3 grant by the National Reading Recovery Center. Two new Teacher Leaders have received scholarships to support their 2-year training. All Reading Recovery teachers will receive coaching and on-going support from district staff in 2012-13.	1	1		Yes. In place prior to 2011-12	Costs for training 8 new Reading Recovery teachers were supported through an i3 grant.	0
#1	READ 180/System 44	Yes	All READ 180/System 44 teachers were provided 1:1 coaching support in 2011-12 to	6 - 12	6 - 12		Yes. In place prior to 2011-12	\$ 311,000 in expansion, upgrades and	0

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem. Mid. and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
			ensure implementation fidelity. New READ 180/System 44 teachers will receive training and on-going coaching from district staff in 2012-13.				professional development		
#1	Elementary Curriculum Pilot	Yes	All teachers participating in the curriculum pilot will be provided professional development through release days and coaching in 2012-13.	K - 3	K - 3	No	Yes	\$220,280 for purchased services and teacher release time	
#1	AVID Critical Reading Strategies	Yes	Instructional strategies that support content area reading in all subject areas. 40 school and central office staff will receive training to become trainer of trainers by December, 2012. All staff will begin to receive training in spring 2013. Classroom implementation of strategies begins in 2013-14.	7 - 12	7 - 12	Yes	No	Addressed in AVID section of Gap Plan	
#4	Literacy and Math Expanded Summer Learning Opportunities	Yes	Planning during the 2012-13 year for expansion of the current Extended Learning Summer School (ELSS) program by 480 students, along with expansion of the Madison Virtual Campus (MVC) and alternative education options.	K - 12		Yes. \$ 2,699,939	No	\$ 0	
#5	Early Warning System	Yes	Develop a monitoring system to enable staff and parents to quickly intervene when a student shows a pattern of academic, attendance, or behavior issues.	K - 12	K - 12	No	Currently Developing	\$ 250,000	

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-'13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#6	Explore innovative Designs	No	Develop a system where staff and community make recommendations to the Superintendent and BOE for innovative programs in schools.	K - 12	K - 12	K - 12	Yes-Charters and DLI	Yes-Badger Rock	Dependent on proposals
#7	Develop a System of Shared Accountability	No	Schools are divided into three tiers for support. Central Office Administrative Support Teams will visit schools and classrooms weekly. They will join existing School Support Teams as they engage in problem solving and professional development opportunities for school improvement. A series of four professional development days will be designed to address needs defined by each school's data set to help determine problem-solving strategies to improve student outcomes and close the achievement gaps.	0	0		No	Yes	\$ 0 Realignment of resources
#8	Ensure all K-12 Students Demonstrate Proficiency in Math								
#8	Math – Scope and Sequence	Yes	Document that provides 4K-12 sequence to the Common Core State Standards as they will be experienced by MMSD students. Scope & Sequence describes what students should know and be able to do by grade level. Completed in 2011-12. Implementation in 2012-13.	K - 12	K - 12		No	Yes	0

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem. Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#8	Math – Core Practices	Yes	Instructional practices that support standards-based learning in Math. Core practices describe how the Scope & Sequence will be experienced by students during math instructional time. Completed in 2011-12. Implementation in 2012-13	K - 12	K - 12		Yes	No	0
#8	Math – Curricular Resources								
#8	Math - High school pilot materials	Yes	Professional Development materials for High School Leadership Academy	9 -12	9 -12		Yes	No	0
#8	Equity Purchases	Yes	Curricular materials and professional development opportunities to ensure K-5 Implementation of Investigations Curricular materials and professional development opportunities to ensure 6-8 fidelity of CMP 2	K - 8	K - 8		Yes	No	0
#8	Interventions								
#8	Number Development Training	Yes	In order to provide high quality interventions, all math teachers need training in mathematical development, assessment and targeted teaching. This is the focus of the Number Development Institute and therefore all K-8 teachers need to be trained in this course. Furthermore, research says that simply pre-teaching and re-teaching does not show long-term improvement. Instead, individual	K - 8	K - 8		Yes	No	0

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#8	Professional Development Implementation Coach/IRT for one School Support Team	Yes	assessment and targeted intervention to fill gaps and attack misconceptions is necessary. Professional development for all instructional leaders including principals, IRTs, Learning Coordinators, M.S. Academy Representatives, and Department Chairs.	K - 8					\$ 74,927

Chapter 2- Developing College and Career Readiness

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#9	Prepare All for Life After High School – Career Academies Implement ACT	No	Plan and develop Academies with Thrive, business, and community involvement	6 - 12	6 - 12	9-post secondary	No	No	\$ 74,927
#10		No	Implementation of the ACT including Writing test for all grade 11 students.	8 - 12 (EPAS)	8 - 12 (EPAS)	8 - 12 (EPAS)	No	Yes	\$ 89,815
#10	Purchase ACT Online	No	Online test preparation site license for every grade 11 student.	8 - 12 (EPAS)	8 - 12 (EPAS)	8 - 12 (EPAS)	No	No	\$ 5,000
#11	Expand AVID (Advancement Via Individual Determination)	Yes	Expand AVID elective courses to all MMMSD middle schools and expand the use of AVID strategies across curriculum district-wide in MMMSD middle and high schools	6 - 12	6 - 12	6 - 12	Yes \$536,018	Yes \$667,973	\$1,286,687
#12	Implement MMMSD Mentor Academy	No	Mentor Academy will provide support to underachieving students in an attempt to keep students engaged in school and close gaps where they exist.	6 - 12	6 - 12	6 - 12	No	No	\$ 182,596
#13	Drop-Out Recovery	No	Hire 1.0 teacher and purchase materials for partnership with community organization to target 30 youth who are not attending school and facilitate their graduation in an alternative setting	11 - 12		11 - 12	No	No	\$92,927

Chapter 3 – Expanding Culturally Responsive Practices

Chapter/Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem Mid. and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#14	District-wide Diversity Training and Coaching for All Staff and Develop Stronger Collaborations Around District Diversity Training	No	Work with local and outside partners in creating and to create conceptual framework. Run two train-the-trainer seminars for staff and community members.	X	X	X	No	\$ 120,000	
#14	District-wide Diversity Training and Coaching for All Staff	Yes	Hire two Culturally Responsive Pedagogy coaches. Provide coaching to schools through school support teams and other existing systems (2.0 FTE)	X	X		No	\$ 149,854	
#14	Implement Promising Practices Cohort Work	No	A group of teachers who are currently implementing promising practices in their classrooms have been identified. They will be invited to participate in the leadership cadre, and will have a special role in the development of the conceptual framework for district-wide diversity training.	X	X		No	Embedded in cost for "district wide diversity training," above	
#15	Create Cultural Practices that are Relevant (CPR) Model School	Yes	To increase the cultural competence of staff in an existing MMSD site so exemplary practices can be shared and replicated district-wide	PreK - 12	PreK - 12	PreK - 12	Yes. Pilot at Hawthorne, Lowell, Falk and Mendota	0	
#15	Model School Objectives	No	Provide a rigorous, college and career ready academic program that is integrated with culturally relevant curricula, instructional practices, and models for family involvement	PreK - 12	PreK - 12	PreK - 12	Yes	0	

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem. Mid. and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#15		Yes	To demonstrate the effectiveness of culturally relevant pedagogy to increase achievement and engagement, and reduce behaviors that negatively impact learning	PreK - 12	PreK - 12	PreK - 12	Yes. \$ 75,000	0	0
#15		Yes	To provide a model and training protocol that will better prepare staff to work with students of color and other students from underserved populations	PreK - 12	PreK - 12	PreK - 12	Yes. \$ 10,000	0	0
#15		No	To provide a model for parents as equal partners in their children's success	PreK - 12	PreK - 12	PreK - 12	0	0	0
#15	Model School Components	No	Professional Development Hub that offers classroom visits and observations available to staff district-wide and to pre-service teachers	PreK - 12	PreK - 12	PreK - 12	No	No	0
#15		Yes	School-wide culturally and linguistically responsive teaching	PreK - 12	PreK - 12	PreK - 12	Yes	Yes. \$ 50,000	0
#15		No	African American Language Development (AAL) & Dual Language Immersion (DLI) Strands	PreK - 12	PreK - 12	PreK - 12	Yes	No	0
#15		No	Student Empowerment Groups: a. Mentoring - Project Butterfly b. AVID for 5th grade students	6 - 12	6 - 12	6 - 12	No	Yes \$ 142,549	0
#15		No	Culturally Relevant Saturday School Programs	PreK - 5	PreK - 5	PreK - 5	No	No	0
#15		No	Freedom Schools Summer Programs for Students	PreK - 5	PreK - 5	PreK - 5	No	No	0
#15		No	Parent University, Play & Learn, Parent Empowerment Groups, Parent Resource Center	PreK - 12	PreK - 12	PreK - 12	Yes. Play and Learn	No	0
#15		No	Exploration with local colleges/universities for Certification Program -- for undergraduate and graduate students	PreK - 12	PreK - 12	PreK - 12	No	No	0
#15		No	Partnership with Madison Cultural, Linguistics and Diversity Center	PreK - 12	PreK - 12	PreK - 12	No	No	0

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#15	1. Professional Development Hub for District Staff		The school will be a hub for Cultural Practices that are Relevant (CPR) work. The Model School staff will train others in the district to become more culturally and linguistically responsive in their practice.	PreK - 12	PreK - 12	PreK - 12	No	No	0
#15	2. & 3. Provide School-Wide Culturally & Linguistically Responsive Teaching; African American Language Development and Dual Immersion (DLI) Strands	No	The school-wide framework incorporates African American Language Development strands: <ul style="list-style-type: none"> · Culturally responsive text · Academic vocabulary · Academic language development · Family involvement · Classroom management 	PreK - 12	PreK - 12	PreK - 12	Yes	\$ 5,000	0
#15	4. After-School Empowerment Groups	No	Empowerment, meaning providing the resources for engaging students in increasing their own internal focus and motivation, is an integral aspect of successful after-school programming. After-School Empowerment Groups will focus on academic achievement, behavior engagement, leadership training, civic engagement, student interests, and character development.	K - 8	K - 8	K - 8	\$ 15,000	No	0
#15	5. Culturally Relevant Saturday School Program	No	Saturday School will be modeled after the former African American Ethnic Academy in Madison. The program will have a thematic approach integrating curriculum across the SMART (science, math, art, reading and technology) areas, and will incorporate a rotation of classes, site visits, performances, and academic and cultural activities creating an appealing environment for students to spend their Saturdays.	PreK - 12	PreK - 12	PreK - 12	No	No	0

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem. Mid. and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#15	6. Summer Freedom School Programs	No	Freedom Schools began out of the civil rights movement in Mississippi in 1964. The goal of the program is to help students become active citizens and leaders in social change. The curriculum emphasizes student-centered learning and hands-on experiences.	PreK - 5	PreK - 5	PreK - 5	No	0	
#15	7. Parent University and On-Site Play and Learn	No	Parent University is a district-wide initiative that will be an important part of the Model School. Parent University is an innovative model to promote family involvement within MMSD for the purpose of raising student achievement and closing the achievement gaps. The model school will design a parent survey with a focus on six types of involvement defined by the Epstein model: parenting, volunteering, communicating, learning at home, decision making, and collaborating with the community.	PreK - 12	PreK - 12	PreK - 12	No		See Chapter 5
#15	8. Exploration with Local Colleges/Universities for a Certification Program	No	This offering will take place in a conference-like setting and the ultimate goal will be for the school-based parent leadership team to leave the conference with a parent involvement plan. The effectiveness of this procedure will be assessed by analyzing goal accomplishments and improvements in parent involvement on a continuum. The district and model school will partner with two-year associate degree programs and higher education agencies to create a CPR certification program for undergraduate and graduate students. Similar to the Dual Language Immersion	PreK - 12	PreK - 12	PreK - 12	No	0	

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
			<p>Description for 2012-13</p> <p>Certification program, MMSD staff and pre-service teachers will participate in courses designed from the areas of Cultural Practices that are Relevant strands which include: African American Language Development, African American Communications, Culturally Relevant Literacy Practices, Culturally Relevant Family Involvement, Teaching from a Set of Culturally Relevant Principles, and Culturally Responsive Classroom Management.</p>						
#15	9. Develop Partnership with Madison Cultural, Linguistics and Diversity Center	No	<p>The CPR Model School will partner with the University of Wisconsin-Madison Cultural, Linguistic and Diversity Center to create a professional development school model that will provide support to teachers in the areas of grant writing, professional development, and connections with pre-service teacher training programs.</p>	PreK - 12	PreK - 12	No	No	0	
#16	Integrate Cultural Relevance into District-wide Professional Development	No	<p>One teacher position and one-half Educational Assistant position will be created to oversee the integration of cultural relevance training into other District professional development, and will support research-based practices to develop expertise in cultural relevance work across systems.</p>						
#16	Staff to oversee the integration of cultural relevance training into other District professional development across systems: one teacher FTE and .5 EA FTE	No			K-12	No	No	\$ 98,613	

Chapter 4 – Ensuring Safe and Positive Classroom and School Environments

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#17	Behavior Response Assistants	No	Staff to respond to low level behaviors in elementary schools with 3-9 behavior referrals per day	4K - 5	4K - 5	4K - 5			\$ 521,095
#18	Enhance School/Community Safety and Student Engagement	No	Add a 1.0 School/Community Engagement Team Leader. This individual will work with our District Coordinator for School Safety and Security. Together they will coordinate professional development for school staff around such topics as: gangs, drug and alcohol use, managing conflict, general school safety practices. This will allow our District to develop Prevention practices that will ultimately lead to safer schools, reduction in suspensions and expulsions.	6 - 12	6 - 12	6 - 12	X	X	\$ 87,050
#18	Enhance School/Community Safety and Student Engagement	No	Add 4.0 School/Community Engagement Specialists to each High School attendance area. These individuals will work with the high school safety teams to share information regarding community wide school safety. They will then serve the feeder middle schools directly, providing prevention, intervention and coordinating community partners and families.	6 - 12	6 - 12	6 - 12	X	X	\$ 299,708
#19	Restorative Practices	No	Restorative practices facilitator to provide PD and coordinate practices in 2 high schools and 4 middle schools	6 - 12	6 - 12	6 - 12			\$ 157,279

Chapter 5: Enhancing Family Engagement

Chapter/Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem. Mid. and/or High School			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#20	Community Schools/	No	All four pilot schools hire a Parent Liaison who will go through diversity and Cultural Practices that are Relevant training. Supplies will be needed for this purpose. (4.0 FTE and supplies.)	PreK - 5	PreK - 5	PreK - 5	No	No	\$ 218,376 \$ 39,000
#20	Community Schools/	No	All 4 pilot schools will go through Student Trauma Informed Care training.	PreK - 5	PreK - 5	PreK - 5	No	No	0
#20	Community Schools/	No	All 4 pilot schools will have a .50 Cultural Relevance Instructional Resource Teacher (2.0 FTE), assigned for ongoing coaching and training, under the direction of the Director of African-American Achievement.	PreK - 5	PreK - 5	PreK - 5	No	No	\$ 149,854
#20	Substantial investments for capacity building, training, and technical assistance to support the ongoing development and implementation of systemic change, community collaboration, staff training and coaching.		Materials and extended contract.						\$ 52,000
#20	Substantial investments for capacity building, training, etc.	No	Sustainable capacity building will encompass multiple local trainings and (1) National training for parent liaisons and school staff	PreK - 12	PreK - 12	PreK - 12	No	No	See above
#20	Substantial investments for capacity building, training, etc.	No	Create an interdepartmental interdisciplinary team to review and devise recommendations for change on system wide policies that adversely affect parents of color and augment systemic disproportionality	PreK - 12	PreK - 12	PreK - 12	No	No	0

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#20	Substantial investments for capacity building, training, etc.	No	Each identified Tier 1 school will develop a parent advisory team and protocols to increase parents' effectiveness in the family-school partnership	PreK - 12	PreK - 12	PreK - 12	No	No	0
#20	Substantial investments for capacity building, training, etc.	No	Each neighborhood south, west, east, and north, will support a parent led task force with task force chairs participating on the district wide Parent Leadership Council which will govern community collaborations and systemic parent involvement efforts	PreK - 12	PreK - 12	PreK - 12	No	No	0
#20	Substantial investments for capacity building, training, etc.	No	Utilize research based programs that have a proven track record of success. Example: Love and Logic, Maldef and Parenting Love and Limit curriculums	PreK - 12	PreK - 12	PreK - 12	No	No	0
#20	Substantial investments for capacity building, training, etc.	No	Budget impacts will reflect through extended employment to support and train new staff, Parent University curriculum development and writing, Parent University Community Coordination, administrative support staff, and multiple committee and task force leadership	PreK - 12	PreK - 12	PreK - 12	No	No	0
#20	Substantial investments for capacity building, training, etc.	No	Create communication system and evaluation method for continued learning and accountability	PreK - 12	PreK - 12	PreK - 12	No	No	0
#20	Implement Parent University with (3) tier guidelines and services that will encompass both face to face educational resources and online learning sessions	No	Parents are Teachers- Educational tools to help parents support children's education Parents are Advocates- System navigation tools and supports Parents are Leaders- community support and integration Parents are Learners – educational tools to support parenting skills Parents with children with special needs are system navigation leaders. (.50 social worker; 1.0 BRS; .75 clerical and supplies.)	PreK - 12	PreK - 12	PreK - 12	No	No	\$ 158,678 \$ 30,000

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#20	Implement Parent University, etc.	No	In collaboration with community partners and agencies, Parent University will offer Saturday and evening learning sessions during the academic year. Sessions will be offered throughout the year at schools, libraries and community centers Parent University is free for all MMUSD parents. Parent University will address the following issues that both parents and schools have identified. Disproportionality of school failure among African Americans and Latino students, disproportionality in delinquency and missed instructional time in school, and the over identification and underutilization of effective special education services by educating both parents and school staff	PreK - 12	PreK - 12	PreK - 12	No		See above
#20	Implement Parent University, etc.	No		PreK - 12	PreK - 12	PreK - 12	No		See above

Chapter 6 – Recruiting, Selecting and Retaining a Diverse Workforce

Chapter/ Section	Gap Plan Recommendation	Support for RTI Compliance	Description for 2012-13	This Initiative Addresses Outcomes for Elem, Mid, and/or High School (define level)			Existing Prior to 2011-12 and Cost	New in 2011-12 and Cost	GAP Request 2012-13 and Cost
				Student Achievement	Staff Effectiveness	Parent/Community Engagement			
#21	Non-Union Professional	No	Connection with candidates to ensure they have completed all necessary application materials and help guide them through the District hiring practices.		4K - 12		Somewhat	Yes	\$ 87,050
#21	Purchased Services/Support	No	Pay tuition for current staff to continue their education to become certified teachers.		4K - 12		Yes	No	\$ 45,000
#21	Technology	No	Misc. software to track candidates in the application process.		4K - 12		No	Yes	\$ 5,000

May 10, 2012
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Summary of Building Our Future Metrics - Baselines

Goal #	Category	Sub Category	Page	Goal	Baseline	Dept	Group	Measure	Measures
1	1-Academic Instruction and Support	Ensure that all students K12 are reading at grade level	18	K2 student growth will be monitored at least monthly as measured by approved district progress-monitoring tools (e.g. Spanish and English PLAA, Running records monitoring Text Reading Level). Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gap.	End of prior year or beginning of current year proficiency for all students. % are very tentative. % based only on those students with a score. See table of what was used (based on District Benchmark document)	C&A	Total	39%	Proficiency - Only Fall available are PLAA (K-2) and MAP (3-7) Report only for Grades K - 7. 24% of students do not have a Fall reading proficiency for these grades. Database contains all 7 ethnic codes so all reported.
							Asian	41%	
							Black	14%	
							Hispanic	20%	
							White	47%	
							Two or More	36%	
							Amer Ind/Ala	35%	
							Nat Haw/Pac	27%	
							Low Income	14%	
							ELL	10%	
							SWD	13%	
2	1-Academic Instruction and Support	Ensure that all students K12 are reading at grade level	18	All schools will have a plan in place by Spring 2012 to identify, provide additional instruction for and monitor growth in literacy of all K-12 students not at grade level proficiency to assure that all students are proficient as indicated in WKCE in grades 4 and 8.	Current	C&A		Measurement tools include PLAA, running record, WKCE, MAP, SRI and EPAS. All schools have an RtI Leadership Team in place. This team reviews student data and problem solves regarding appropriate interventions.	Proficiency
3	1-Academic Instruction and Support	Ensure that all students K12 are reading at grade level	18	Increase in graduation rate among our students to meet 90% benchmark for all by 2014.	WINSS Graduation rate for 2009-10	KPI	Total	77%	Graduation Rate - 4 Year Rate reported by WINSS (not Legacy) for 2009-10. Includes all types of diplomas, certificates. DPI currently reports only 5 ethnic codes for this.
							Asian	83%	
							Black	52%	
							Hispanic	60%	
							White	89%	
							American Indian	58%	
							Low Income	58%	
							ELL	54%	
							SWD	49%	
4	1-Academic Instruction and Support	Ensure that all students K12 are reading at grade level	18	40% of students will score above 90th national percentile using ACT composite score.	KPI table - all students at end of year who took ACT - baseline 2010-11 data file from KPI	C&A	Total	28%	ACT - All students enrolled end of year 2010-11 - Based on Maximum ACT Composite score. Percent based only on students who had an ACT score. Only counts of 5 or more reported.
							Asian	36%	
							Black	2%	
							Hispanic	11%	
							White	34%	
							Two or More	25%	
							Low Income	9%	
							ELL	2%	
							SWD	9%	
1.1	1-Academic Instruction and Support	Focus on 3rd Grade students	20	K2 student growth will be monitored at least monthly as measured by approved district progress-monitoring tools (e.g. Spanish and English PLAA, Running records monitoring Text Reading Level). Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gap.	End of prior year or beginning of current year proficiency for all students	C&A	see 1 above	see 1 above	Proficiency

Summary of Building Our Future Metrics - Baselines

Goal #	Category	Sub Category	Page	Goal	Baseline	Dept	Group	Measure	Measures
2.1	1-Academic Instruction and Support	Focus on 3rd Grade students	20	All schools will have a plan in place by Spring 2012 to identify, provide additional instruction for and monitor growth in literacy of all K-12 students not at grade level proficiency to assure that all students are proficient as indicated in WKCE in grades 4 and 8.	Current	C&A		Measurement tools include PLAA, running record, WKCE, MAP, SRI and EPAS. All schools have an RtI Leadership Team in place. This team reviews student data and problem solves regarding appropriate interventions. Interventionists monitor student growth at least 1/month.	Proficiency
7	1-Academic Instruction and Support	Focus on 3rd Grade students	20	Training school administrators, United Ways Schools of Hope and AmeriCorps tutors in faithful implementation	PD monitors number/percent of personnel doing 'faithful implementation' but need definition of what this means.	SOH		Not yet available	Other
1.2	1-Academic Instruction and Support	Extend the School Day	22	K2 student growth will be monitored at least monthly as measured by approved district progress-monitoring tools (e.g. Spanish and English PLAA, Running records monitoring Text Reading Level). Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gap.	End of prior year or beginning of current year proficiency for all students	C&A	see 1 above	see 1 above	Proficiency
2.2	1-Academic Instruction and Support	Extend the School Day	22	All schools will have a plan in place by Spring 2012 to identify, provide additional instruction for and monitor growth in literacy of all K-12 students not at grade level proficiency to assure that all students are proficient as indicated in WKCE in grades 4 and 8.	Current	C&A		Measurement tools include PLAA, running record, WKCE, MAP, SRI and EPAS. All schools have an RtI Leadership Team in place. This team reviews student data and problem solves regarding appropriate interventions.	Proficiency
3.1	1-Academic Instruction and Support	Extend the School Day	22	Increase in graduation rate among our students to meet 90% benchmark for all by 2014.	WINSS Graduation rate for 2009-10	KPI	see 3 above	see 3 above	Graduation Rate
4.1	1-Academic Instruction and Support	Extend the School Day	22	40% of students will score above 90th national percentile using ACT composite score.	KPI table - all students at end of year who took ACT - baseline 2010-11 data file from KPI	c&A	see 4 above	see 4 above	ACT
4.2	1-Academic Instruction	Literacy and Math: Expand	25	40% of students will score above 90th national percentile using ACT composite	KPI table - all students at end of year who took ACT - baseline	C&A	see 4 above	see 4 above	ACT

Summary of Building Our Future Metrics - Baselines

Goal #	Category	Sub Category	Page	Goal	Baseline	Dept	Group	Measure	Measures
14	1-Academic Instruction and Support	Literacy and Math: Expand Summer Learning Opportunities	25	Decrease in special education disproportionality placements.	2010-11 (last full year) special education placement data	Ed Services	The percentage of students with disabilities by ethnic/race group will be less than and no greater than the percent of the District's enrollment by ethnic/race group. In addition, the District's special education initial placement rate will be at least 80%.	2010-11 SY Initial placement rate = 58%	Special Education
15	1-Academic Instruction and Support	Literacy and Math: Expand Summer Learning Opportunities	25	Increase in credit attainments by 100% of students enrolled in Alternative High School Summer Program	Credit attainment by Alternative High School Summer School in 2010-11 school year	KPI		Not available	Credits
1.3	1-Academic Instruction and Support	Develop an Early Warning System	27	K2 student growth will be monitored at least monthly as measured by approved district progress-monitoring tools (e.g. Spanish and English PLAA, Running records monitoring Text Reading Level). Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gap.	End of prior year or beginning of current year proficiency for all students	C&A	see 1 above	see 1 above	Proficiency
2.3	1-Academic Instruction and Support	Develop an Early Warning System	27	All schools will have a plan in place by Spring 2012 to identify, provide additional instruction for and monitor growth in literacy of all K-12 students not at grade level proficiency to assure that all students are proficient as indicated in WKCE in grades 4 and 8.	Current	C&A		Measurement tools include PLAA, running record, WKCE, MAP, SRI and EPAS. All schools have an RtI Leadership Team in place. This team reviews student data and problem solves regarding appropriate interventions.	Proficiency
3.2	1-Academic Instruction and Support	Develop an Early Warning System	27	Increase in graduation rate among our students to meet 90% benchmark for all by 2014.	WINSS Graduation rate for 2009-10	KPI	see 3 above	see 3 above	Graduation Rate
4.3	1-Academic Instruction and Support	Develop an Early Warning System	27	40% of students will score above 90th national percentile using ACT composite score.	KPI table - all students at end of year who took ACT - baseline 2010-11 data file from KPI	C&A	see 4 above	see 4 above	ACT
14.1	1-Academic Instruction and Support	Develop an Early Warning System	27	Decrease in special education disproportionality placements.	2010-11 (last full year) special education placement data	Ed Services	The percentage of students with disabilities by ethnic/race group will be less than and no greater than the percent of the District's enrollment by ethnic/race group. In addition, the District's special education initial placement rate will be at least 80%.	2010-11 SY Initial placement rate = 58%	Special Education
12.1	1-Academic Instruction	Literacy and Math: Expand	25	All students will be proficient in math and literacy as indicated by WKCE by	WINSS WKCE Proficiency rates for 3-8 and 10 2009-10 school	KPI	see 12 above	see 12 above	Proficiency
22	1-Academic Instruction and Support	Explore Innovative Instructional Designs	31	Implementation of one or more innovative school programs which focus on closing the achievement gaps.	no program	Student Services		Not yet available	Other

Summary of Building Our Future Metrics - Baselines

Goal #	Category	Sub Category	Page	Goal	Baseline	Dept	Group	Measure	Measures																					
23	1-Academic Instruction and Support	System of Shared Accountability	33	Increase levels of expertise in 5 Dimensions of Instructional Assessment by 10%	Measure of level of expertise this year to be determined	PD		Not yet available	Other																					
24	1-Academic Instruction and Support	System of Shared Accountability	33	Central Office will document visits to schools	Baseline determined once # of visits has been documented for 1 year	Doyle Admin		Not yet available	Other																					
1.4	1-Academic Instruction and Support	System of Shared Accountability	33	K2 student growth will be monitored at least monthly as measured by approved district progress-monitoring tools (e.g. Spanish and English PLAA, Running records monitoring Text Reading Level). Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gap.	End of prior year or beginning of current year proficiency for all students	C&A	see 1 above	see 1 above	Proficiency																					
2.4	1-Academic Instruction and Support	System of Shared Accountability	33	All schools will have a plan in place by Spring 2012 to identify, provide additional instruction for and monitor growth in literacy of all K-12 students not at grade level proficiency to assure that all students are proficient as indicated in WKCE in grades 4 and 8.	Current	C&A		Administrative teams regularly visit Tier I schools to review student data, problem solve around needed interventions and monitor progress.	Proficiency																					
3.3	1-Academic Instruction and Support	System of Shared Accountability	33	Increase in graduation rate among our students to meet 90% benchmark for all by 2014.	WINSS Graduation rate for 2009-10	KPI	see 3 above	see 3 above	Graduation Rate																					
4.4	1-Academic Instruction and Support	System of Shared Accountability	33	40% of students will score above 90th national percentile using ACT composite score.	KPI table - all students at end of year who took ACT - baseline 2010-11 data file from KPI	C&A	see 4 above	see 4 above	ACT																					
29	2-Developing College and Career Readiness	Prepare All for Life After High School	41	Existence of high school system with educational programs and options that match regional business sector growth and economic development efforts (Thrive)		C&A		Not yet available	Other																					
30	2-Developing College and Career Readiness	Prepare All for Life After High School	41	Increase attendance rate as indicated by the district's Core Performance Measures (96% achieving 90% or more by 2014-15)	KPI - 2010-11 Attendance	KPI	<table border="1"> <tr><td>Total</td><td>86%</td></tr> <tr><td>Asian</td><td>92%</td></tr> <tr><td>Black</td><td>72%</td></tr> <tr><td>Hispanic</td><td>86%</td></tr> <tr><td>White</td><td>91%</td></tr> <tr><td>Two or More</td><td>82%</td></tr> <tr><td>Amer Ind/Ala</td><td>80%</td></tr> <tr><td>Nat Haw/Pac</td><td>82%</td></tr> <tr><td>Low Income</td><td>78%</td></tr> <tr><td>ELL</td><td>88%</td></tr> <tr><td>SWD</td><td>77%</td></tr> </table>	Total	86%	Asian	92%	Black	72%	Hispanic	86%	White	91%	Two or More	82%	Amer Ind/Ala	80%	Nat Haw/Pac	82%	Low Income	78%	ELL	88%	SWD	77%	Attendance - Bill Thompson AttforBOE.xls - % Making 90% attendance rate. Goal is 96%.
Total	86%																													
Asian	92%																													
Black	72%																													
Hispanic	86%																													
White	91%																													
Two or More	82%																													
Amer Ind/Ala	80%																													
Nat Haw/Pac	82%																													
Low Income	78%																													
ELL	88%																													
SWD	77%																													
31	2-Developing College and Career Readiness	Prepare All for Life After High School	41	Increase in number of students earning industry credentials and certifications	Possibly 2010-11 count of students earning these credentials/certifications	C&A		Not yet available	Other																					
32	2-Developing College and Career Readiness	Prepare All for Life After High School	41	Increase in participation of underrepresented gender groups in programs(s) leading to employment in non-traditional fields	2010-11 count of students by gender in these program(s) but need to know what these are	C&A		Not yet available	Other																					
3.4	2-Developing College and Career Readiness	Prepare All for Life After High School	41	Increase in graduation rate among our students to meet 90% benchmark for all by 2014.	WINSS Graduation rate for 2009-10	KPI	see 3 above	see 3 above	Graduation Rate																					
4.5	2-Developing College and Career Readiness	Prepare All for Life After High School	41	40% of students will score above 90th national percentile using ACT composite score.	KPI table - all students at end of year who took ACT - baseline 2010-11 data file from KPI	C&A	see 4 above	see 4 above	ACT																					
35	2-Developing College and Career Readiness	Prepare All for Life After High School	41	Increase in number of Youth Apprenticeship Program participants.	# of YAP participants in 2010-11	C&A		10 placed in employment and 20 total participants for Youth Apprenticeship program	Other																					
36	2-Developing College and Career Readiness	Implement ACT College Entrance Test Preparation	44	95% of all 11th Grade students taking the ACT in 2012-13	% of students taking ACT in Grade 11 in 2010-11	C&A	<table border="1"> <tr><td>Total</td><td>46%</td></tr> <tr><td>Asian</td><td>51%</td></tr> <tr><td>Black</td><td>23%</td></tr> <tr><td>Hispanic</td><td>27%</td></tr> <tr><td>White</td><td>62%</td></tr> <tr><td>Low Income</td><td>23%</td></tr> <tr><td>ELL</td><td>13%</td></tr> <tr><td>SWD</td><td>14%</td></tr> </table>	Total	46%	Asian	51%	Black	23%	Hispanic	27%	White	62%	Low Income	23%	ELL	13%	SWD	14%	End of Year Grade 11 2010-11 Profile file matched with any ACT score. Counts less than 5 not shown.						
Total	46%																													
Asian	51%																													
Black	23%																													
Hispanic	27%																													
White	62%																													
Low Income	23%																													
ELL	13%																													
SWD	14%																													
37	2-Developing College and Career Readiness	Implement ACT College Entrance Test Preparation	44	75% of all ACT Prep course participants are members of traditionally underrepresented groups.	Course participation by under represented groups in 2010-11 but need course codes for ACT Prep courses. Also need definition of 'traditionally underrepresented groups'	C&A		Enrollment and attendance records of district taught ACT Prep courses	ACT																					
4.6	2-Developing College and Career Readiness	Implement ACT College Entrance Test Preparation	44	40% of students will score above 90th national percentile using ACT composite score.	KPI table - all students at end of year who took ACT - baseline 2010-11 data file from KPI	C&A	see 4 above	see 4 above	ACT																					

Summary of Building Our Future Metrics - Baselines

Goal #	Category	Sub Category	Page	Goal	Baseline	Dept	Group	Measure	Measures
3.5	2-Developing College and Career Readiness	Implement ACT College Entrance Test Preparation	44	Increase in graduation rate among our students to meet 90% benchmark for all by 2014.	WINSS Graduation rate for 2009-10	KPI	see 3 above	see 3 above	Graduation Rate
40	2-Developing College and Career Readiness	Implement ACT College Entrance Test Preparation	44	Increase in enrollment in postsecondary institutions among traditionally underrepresented students.	Data for most current year (2010-11) from Student Tracker. Need definition of underrepresented groups	Student Services		Data for most current year (2010-11) from Student Tracker	Other
41	2-Developing College and Career Readiness	Expand AVID	52	AVID students maintain a 100% high school graduation rate and 95% post secondary education attendance.	baseline is already identified.	AVID Program	AVID/TOPS students vs. comparison group by race and income status	determined by report	Graduation Rate/Attendance
42	2-Developing College and Career Readiness	Expand AVID	52	AVID students attend high school at a higher rate than a comparison group of non-participating peers.	AVID report for 2010-11 school year	AVID Program	AVID/TOPS students vs. comparison group by race and income status	determined by report	Attendance
43	2-Developing College and Career Readiness	Expand AVID	52	AVID students maintain a higher grade point average in core academic classes than a comparison group of non-participating peers	AVID report for 2010-11 school year	AVID Program	AVID/TOPS students vs. comparison group by race and income status	determined by report	Other
44	2-Developing College and Career Readiness	Expand AVID	52	AVID students enroll in core academic classes at a higher rate than a comparison group of non-participating peers.	AVID report for 2010-11 school year	AVID Program	AVID/TOPS students vs. comparison group by race and income status	determined by report	Other
45	2-Developing College and Career Readiness	Implement Mentor Academy	56	Reduce number of behavior referrals for mentored students.	KPI Report # of Referrals from 2010-11 with Mentored students identified.	Coordinator		Not yet available	Behavior - Source would be KPI referrals with mentored students identified. Do not know how these students are identified.
30.1	2-Developing College and Career Readiness	Implement Mentor Academy	56	Increase attendance rate as indicated by the district's Core Performance Measures (96% by 2014-15)	KPI	Coordinator		Not yet available	Attendance- Source would be KPI with mentored students identified. Do not know how these students are identified.
12.3	2-Developing College and Career Readiness	Implement Mentor Academy	56	All mentored students reach 100% proficiency as indicated by WKCE by 2014-15	WINSS WKCE Proficiency rates for 3-8 and 10 2009-10 school year	KPI	see 12 above	see 12 above	WKCE from KPI - Source would be KPI with Mentor students identified. Do not know how these students are identified.
48	2-Developing College and Career Readiness	Implement Mentor Academy	56	Reduce suspensions for mentored students.	Program Year 1 (use KPI with mentored students as subgroup)	KPI		Not yet available	Behavior - Source would be KPI with mentored students identified. Do not know how these students are identified.
15.1	2-Developing College and Career Readiness	Implement Mentor Academy	56	Increase credit attainment for mentored students	KPI report On Track with 'mentored' students as a subgroup	KPI		Not yet available	On Track from KPI - Source would be KPI with mentored students identified. Do not know how these students are identified.
50	2-Developing College and Career Readiness	Provide 5th Grade PEOPLE program	58	100% of PEOPLE Prep students will participate in all after school sessions, college campus visits and mentoring opportunities	Program Year 1	PEOPLE		Not available	Other
51	2-Developing College and Career Readiness	Provide 5th Grade PEOPLE program	58	100% of PEOPLE Prep students will achieve proficient or advanced status in all core academic areas as measured by the WKCE	Program Year 1 (use KPI with mentored students as subgroup)	C&A	WKCE	WKCE	WKCE - PEOPLE students identified. Do not know how these students are identified.
52	2-Developing College and Career Readiness	Provide 5th Grade PEOPLE program	58	100% of PEOPLE Prep students will successfully matriculate into the middle school PEOPLE Program.	Program Year 1	PEOPLE		WKCE	Other
53	2-Developing College and Career Readiness	Provide 5th Grade PEOPLE program	59	100% of PEOPLE Prep students will demonstrate growth and interest in career exploration.	Program Year 1	PEOPLE		Not available	Other

Summary of Building Our Future Metrics - Baselines

Goal #	Category	Sub Category	Page	Goal	Baseline	Dept	Group	Measure	Measures
12.2	2-Developing College and Career Readiness	Provide 5th Grade PEOPLE program	59	All (PEOPLE) students will be proficient in math and literacy as indicated by WKCE in 2014-15	Program Year 1 (use KPI with mentored students as subgroup)	KPI	see 12 above	see 12 above	WKCE from KPI - Source would be KPI with PEOPLE students identified. Do not know how these students are identified.
55	3-Expanding Culturally Responsive Practices	Implement Comp Diversity Training	63	Professional Development Satisfaction Surveys	Results from 1st administration of surveys	PD		Not yet available	Surveys
56	3-Expanding Culturally Responsive Practices	Implement Comp Diversity Training	63	Family Satisfaction and Involvement Surveys	Results from 1st administration of surveys	Survey administrator		Not yet available	Surveys
57	3-Expanding Culturally Responsive Practices	Implement Comp Diversity Training	64	Data from Culturally Responsive Instructional Rounds	1st Data collected by whoever is doing Culturally Responsive Instructional Rounds	Person doing rounds		Not yet available	Rounds
58	3-Expanding Culturally Responsive Practices	Implement Comp Diversity Training	64	Student/Staff Engagement Survey	Data from this year's Gallup survey - no way to identify cohorts	Survey administrator		Students = 59% engaged; staff = 24% engaged	Gallup
59	3-Expanding Culturally Responsive Practices	Implement Comp Diversity Training	64	Student Achievement and Behavior Data	KPI Goals for achievement (WKCE) and behavior (suspensions) for all grades.	KPI	see 12 above for WKCE	see 12 above for WKCE	Proficiency
55.1	3-Expanding Culturally Responsive Practices	Implement Promising Practices Cohort	66	Professional Development Satisfaction Surveys	ID Cohorts, Results from 1st administration of surveys by cohort	PD		Not yet available	Surveys
56.1	3-Expanding Culturally Responsive Practices	Implement Promising Practices Cohort	66	Family Satisfaction and Involvement Surveys	ID Cohorts, Results from 1st administration of surveys by cohort	Survey administrator		Not yet available	Surveys
57.1	3-Expanding Culturally Responsive Practices	Implement Promising Practices Cohort	66	Data from Culturally Responsive Instructional Rounds	ID Cohorts, Results from 1st administration of surveys by cohort	Person doing rounds		Not yet available	Rounds
58.1	3-Expanding Culturally Responsive Practices	Implement Promising Practices Cohort	66	Student/Staff Engagement Survey	Data from this year's Gallup survey - no way to identify cohorts	Survey administrator		Students = 59% engaged; staff = 24% engaged	Gallup
59.1	3-Expanding Culturally Responsive Practices	Implement Promising Practices Cohort	66	Student Achievement and Behavior Data	KPI Goals for achievement (WKCE) and behavior (suspensions) for all grades with cohort id	KPI	see 12 above for WKCE	see 12 above for WKCE	Proficiency
65	3-Expanding Culturally Responsive Practices	Model School	71	Model School students will meet or exceed the district's average in reading and mathematics as measured by district benchmarks and summative data.	Benchmarks	C&A		Not yet available	Proficiency
66	3-Expanding Culturally Responsive Practices	Model School	71	Model school students behavior data (referrals, suspensions, expulsions) will be below the District average.	KPI referral and suspension data (will need to add expulsions) with Model students identified as a subgroup	KPI		Not yet available	Behavior - Source would be KPI with Model School students identified. Do not know how these students are identified.
67	3-Expanding Culturally Responsive Practices	Model School	71	Model school student on-task learning will be increased as measured by administrator, teacher and student input.	Unclear how this will be measured	Model School Admin		Not yet available	Other
68	3-Expanding Culturally Responsive Practices	Model School	71	All model school staff and administrators will implement culturally and linguistically relevant practices with fidelity as measured through culturally relevant walk throughs and influence the practices of other teachers in the district.	Unclear how this will be measured	Person doing rounds		Not yet available	Other
69	3-Expanding Culturally Responsive Practices	Model School	71	Student engagement will meet or exceed the district's average as measured by the Gallup Survey	Current Gallup data about the model school	Survey administrator		Not yet available	Gallup
70	3-Expanding Culturally Responsive Practices	Model School	71	Staff levels of professional engagement and satisfaction will meet or exceed the district's average as measured by the Gallup survey	Current Gallup data about the model school	Survey administrator		Not yet available	Gallup
71	3-Expanding Culturally Responsive Practices	Model School	71	Family involvement will meet or exceed the district average as measured by attendance in school/family functions and surveys	Unclear how this data will be collected/measured. Would need a District wide survey	Survey administrator		Not yet available	Attendance
72	3-Expanding Culturally Responsive Practices	Integrate Cultural Relevance and Professional Development	75	Improve literacy and culturally relevant teaching practices as measured by the literacy survey and walkthroughs	Literacy practices was only given once (last year). It would need to be given again in order to measure. Walkthroughs - unclear how this data would be collected/tabulated.	C&A,CDO,PD		Not yet available	Surveys
73	3-Expanding Culturally Responsive Practices	Integrate Cultural Relevance and Professional Development	75	Increase in staff engagement and satisfaction with professional development as measured by the Gallup survey and satisfaction surveys	Gallup data for this year. 1st year results from PD Satisfaction Surveys	Survey administrator		Staff = 24% engaged	Gallup
74	3-Expanding Culturally Responsive Practices	Integrate Cultural Relevance and Professional Development	75	Improve student engagement, achievement, and behavior as measured by the Gallup survey, various academic growth and attainment measures and discipline referrals.	Gallup data for this year. KPI for all other measures	Survey administrator, KPI		Students = 59% engaged	Gallup/Behavior
75	3-Expanding Culturally Responsive Practices	Integrate Cultural Relevance and Professional Development	75	A Department of the Chief Diversity Officer 2013 report on equity and access across all systems will include recommendations on alignment with and adhere to the district equity policy and the alignment of instructional improvement with the work of the Department of the Chief Diversity Officer	Outcome is the production of the report	C&A,CDO,PD		Not yet available	Other
30.2	4-Assuring Safe and Positive Classroom Environments	Support Social, Emotional, and Behavioral Development of All Students	79	Increase attendance rate as indicated by the district's Core Performance Measures (96% by 2014-15)	KPI 2010-11 Attendance Rates	KPI	see 30 above	see 30 above	Attendance
78	4-Assuring Safe and Positive Classroom Environments	Support Social, Emotional, and Behavioral Development of All Students	79	Increase in student engagement as measured by Gallup Survey	Current Gallup data	Survey administrator		Students = 59% engaged	Gallup
77	4-Assuring Safe and Positive Classroom Environments	Support Social, Emotional, and Behavioral Development of All Students	79	The percentage of students suspended out of school for all grades will decrease to 5% by 2014-15	KPI 2010-11 Behavior % of Students Suspended	KPI	Total	8%	Behavior - File R:\Data
							Asian	2%	Requests\Key Performance
							Black	23%	Measures\Suspension Key

Summary of Building Our Future Metrics - Baselines

Goal #	Category	Sub Category	Page	Goal	Baseline	Dept	Group	Measure	Measures	
							Hispanic	6%	Performance Measures Out of School (13, 45).xls	
							White	4%		
							Low Income	14%		
							ELL	5%		
							SWD	19%		
79	4-Assuring Safe and Positive Classroom Environments	Enhance School/Community Safety and Student Engagement	81	Decrease behavior/discipline referrals	Referrals 2010-11	Student Services	Total	37,159	Behavior - Chris Burch	
							Asian	514	Behavior Event table 2011	
							Black	22,741	only Offender, Participant	
							Hispanic	3,755	only - # of referrals (not a %)	
							White	6,312		
							Low Income	32,043		
							ELL	2,842		
							SWD	15,013		
77.1	4-Assuring Safe and Positive Classroom Environments	Enhance School/Community Safety and Student Engagement	81	The percentage of students suspended out of school for all grades will decrease to 5% by 2014-15	KPI 2010-11 Behavior % of Students Suspended	Student Services	see 77 above	see 77 above	Behavior	
82	4-Assuring Safe and Positive Classroom Environments	Enhance School/Community Safety and Student Engagement	82	Decrease in expulsion for African American students	2010-11 # of expulsions	Student Services	African American	25	Behavior	
83	4-Assuring Safe and Positive Classroom Environments	Enhance School/Community Safety and Student Engagement	82	Decrease in expulsion for Latino students	2010-11 # of expulsions	Student Services	Hispanic	5	Behavior	
81	4-Assuring Safe and Positive Classroom Environments	Enhance School/Community Safety and Student Engagement	82	Decrease in expulsions	2010-11 # of expulsions	Student Services	All Students	42	Behavior	
86	4-Assuring Safe and Positive Classroom Environments	Implement Comprehensive Family Engagement Program	87	Climate survey (no longer administered) indicates increased satisfaction among parent community	Last climate survey results. Would Gallup take care of this? Would need to administer the climate survey again to get data.	C&A		Instrument discontinued in 2011. Would need to resume or find another instrument.	Gallup	
84	5-Enhancing Family Engagement	Implement Comprehensive Family Engagement Program	87	Develop a system to track family involvement and to measure yearly increases in family engagement	no system	CDO		Not yet available	Other	
85	5-Enhancing Family Engagement	Implement Comprehensive Family Engagement Program	87	Develop a system to track yearly family participation in Parent University program	no system	CDO		Not yet available	Other	
90	5-Enhancing Family Engagement		92	Alignment with Chief Diversity Officer recommendations through year-end reviews as well as ongoing checks.	Needs recommendations from CDO	CDO		Not yet available	Other	
89	Recruiting, Selecting and Retaining a Diverse Workforce		92	Annual hiring goals and staffing reports	Goals need to be identified.	CDO,HR		Not yet available	Other	
88	Recruiting, Selecting and Retaining a Diverse Workforce	Recruiting, Selecting and Retaining a Diverse Workforce	92	Increased diversity in the district's hiring and subsequent staffing.	Current status staff diversity	CDO,HR		Not available	Other	