



Strategic Plan Action Plans Year Three 2011–2012

Daniel A. Nerad, Superintendent
May 2012

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

Student	Curriculum	Staff	Resource/Capacity	Organization/Systems	Facilitator (if needed)
Michael Hertting John Harper	Joe Gothard Lisa Wachtel	Robert Nadler Brad Kose	Erik Kass Andrew Statz	Nancy Yoder Sue Abplanalp	Sue Gorud

Year Three Action Plan progress from September 2011 through May 2012 is highlighted.

Strategic Plan Action Plans Year Three 2011 – 2012

May 2012

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Year Three Action Plan progress from September 2011 through May 2012 is **highlighted**.

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

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

**Strategic Plan Action Steps – Year Three (2011-12)
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Student Action Plan – Achievement for All Students							
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					emotional learning standards (SELS). 5. Career awareness which may include but is not limited to the student’s knowledge of personal interests/skills/values; understanding of the 16 Career Clusters which describe the world of work; developmentally-appropriate mastery of 21st-Century Skills; a plan which incorporates the student’s knowledge of personal interests/skills/values, his/her understanding of the world of work, and his/her mastery of 21st-Century Skills into a career pathway identifying appropriate post-secondary education and employment options.		
3. Develop and implement an electronic-based individual learning plan (ILP) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1	All Students; Opportunity for Success	Assistant Superintendents to identify an ILP Action Team.	Done	1. The electronic-based ILP will be based off of the WisCareers platform which will interface with Infinite Campus, the District’s information management system. 2. Identify a subgroup of the ILP Action Team to create an ILP implementation plan that includes a mechanism for feedback and evaluation (e.g., survey instruments, external evaluation conducted by the Wisconsin Center for Educational Research).	1. Consulting/ programming development/evaluation fee to enable the ILP to interface with Infinite Campus 2. External evaluation cost is covered in the aforementioned consulting/programming development/evaluation fee listed above.	Change ILP software vendors from WISCareers to Career Cruising. Career Cruising automatically interfaces with Infinite Campus. Middle- and high-school contacts for Career Cruising have been identified and given professional development in the
	1		Assistant Superintendents, Instructional Council, and ILP	Done			

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Student**

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Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
	1		Action Team. Assistant Superintendents and ILP Action Team.	October, 2009 – March, 2009	<p>3. ILP implementation plan will clearly articulate the following:</p> <ul style="list-style-type: none"> • district-wide communication plan • accountability measures to evaluate implementation/effectiveness Survey K-5 • initial introduction and ongoing professional development for staff • time to communicate with student(s) and parents relative to student progress <p>4. Implement the ILP professional development plan district-wide with fidelity.</p>	<p>3. Extended employment and or substitute release time for teachers/staff.</p> <p>Approximate total cost estimate = \$17,000</p> <p>This is dependent upon the implementation plan. Should the district opt to utilize early release or already scheduled professional development days, the costs can be significantly reduced.</p>	<p>use of Career Cruising.</p> <p>Completed template for K-5 and 9th grade.</p> <p>ILP will be translated into Spanish and Hmong and will start in January 2011.</p> <p>All materials in Career Cruising are fully available in English, Spanish, and French.</p> <p>ILP activities were begun in grades K-5 and grades 6 and 9 during the 2010-11 school year.</p>
	1		Assistant Superintendent, ILP Action Team, and building administrators.	2010-11 school year	<p>Elementary – Paper/pencil version of ILP began with Ready Set Goal and completed at Parent Teacher conference.</p> <p>Areas identified are:</p> <ol style="list-style-type: none"> 1. Student strengths 2. Growth areas 3. Suggested goals <p>Grade 6th - 12 – electronic version of ILP will be implemented in Fall 2011. Contracting with Career Cruising.</p>	<p>Alternative options include:</p> <ol style="list-style-type: none"> 1. Extended employment and or substitute release time for teachers/staff. 2. Food costs when meetings take place during dinner hours. 	<p>All 8th – 12th grade students are using the <i>Course Planner</i> function of Career Cruising to create their schedules and four year plans.</p> <p>As part of grade 9 orientation, all students will begin to design their ILPs.</p>

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Student**

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

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					<p>disaggregated by the following groups if the data are available: gender, DPI or MMSD race/ethnicity categories, income status (i.e., low income vs. not low income), special education status, English Language Learner (ELL) status.</p> <ul style="list-style-type: none"> Up to three years of data will be used for an historical analysis. Some measure will not have that much history as they are recent or being created for the first time with this project. <p>For the 2011-12 school year, we have added the Measures of Academic Progress (MAP) benchmark assessment to evaluate student growth over time. The MAP assessment is administered three times per year (fall, winter, and late spring).</p> <p>The District has made great progress in developing the Data Dashboard system. We have incorporated all major student data into the display system which is able to both aggregate and disaggregate the data depending on use. Further, Data Dashboard has an Early Warning System (EWS) and a</p>		

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					one page school profile at a glance report as well. Developed and implemented the transition data template for students matriculating from 5 th to 6 th and 8 th to 9 th grades.		
4.1 Implement research-based instructional strategies to eliminate the achievement gap.	1		Assistant Superintendents and Department Executive Directors.	2009-10	Additional strategies to eliminate the achievement gap are defined and implemented using information from the Minority Student Achievement Network (MSAN) school districts, High School Reform Research, Turnaround Models K-12 Literacy models. Examples of changes are: K-5 Turnaround Model Schools AVID elective courses implemented and nationally certified at all 4 high schools. AVID strategies move school-wide at high schools and expanded to middle schools. Middle schools begin planning for possible expansion of AVID elective course to middle school based on BOE funding. EPAS (Explore Plan & ACT) usage ILP Implementation for K-5 and 9 th Grade High School Reform Initiatives PBS Coaches CEIS Interventionists	Existing resources	Completed Ongoing .2 AVID/WCTY Coordinator are at each MS. EXPLORE was administered to all 8 th and 9 th graders in May of 2011. Increasing in elem./MS PBS Coaches-Elem-.1-.2 and .5-1.0-MS, varied at HS Over 60 MS/HS students participated in the Phoenix Program during the 2010-11 school year. AVID elective

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					PSTs in Schools Abeyance Program Comprehensive Literacy Model Rtl (Response to Intervention) Implemented the Mondo literacy curriculum at 3 of our elementary schools. Implemented 4-year old kindergarten for approximately 1800 students. Implemented Response to Intervention foundational training for nearly half of our schools. Implemented a new School Improvement Process (adapted from Harvard's <i>Data Wise</i>) and incorporated Instructional Rounds district-wide.		course offered at all 4 high schools. East offers AVID grades 9 -12. La Follette, Memorial, and West offer AVID elective course grades 9 – 11 with full expansion in grades 9 – 12 in the 2012-13 school year. AVID school-wide strategies began implementation at all MMSD HS and MS. Planning for possible expansion of AVID elective course at middle schools for 2012-13. Began initial implementation of the 5 Dimensions of Teaching and Learning instructional framework (K – 12)
5. Develop and implement partnerships to prepare every student for kindergarten (EC options, Play and Learn, K-Ready Summer School, and universal 4-K)	1	Achievement Gap; Opportunity for Success	Superintendent and Assistant Superintendent for Elementary	Committee will be established once 4K is approved.	Continue partnership with United Way for Play and Learn. Continue to work with the 4K community group (40 members) until 4K is a reality.	Staff Time	Ongoing. 1730 students are currently enrolled in 4K as of 5/13/2011.

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					<p>Continue quarterly meetings with After School programs (which also serve early childhood children)</p> <p>Developed a permanent Early Childhood Leadership Council from the existing 4K Committee, which is well representative of the community. The purpose of the committee is to review the 4K programs in the schools and the community and enhance early childhood communication with MMSD.</p>		<p>After School Advisory group met quarterly during the 2011-11 school year to problem solve around academic infusion. An annual Survey of Program Quality Assurance was completed and results are being compiled.</p> <p>The 4K Steering Committee composed of the center directors and the 4K advisory will begin to meet June 1, 2011.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify and implement multiple strength-based measures of staff, student, and family relationships.	1	Safe and Welcoming	Management Team		<p>Establish internal MMSD group of staff, administration and parents to create strength-based measures that include the following:</p> <ul style="list-style-type: none"> • development of tools • communication plan, • accountability measures, • ongoing professional development for staff, • data review plan • connection to SIP and DIP <p>Gallup Poll inservice in 2/10 resulted in a new principal hiring tool (Insight) and provided an instrument for principals to use to determine their strengths and connect them to SIP and AGAs. This will be explored as a resource for student use.</p> <p>The use of the Gallup Poll will be utilized to assist in the hiring of highly qualified administrative staff.</p> <p>Schools use an annual questionnaire to determine the types of family involvement used in schools there are six types measured each year.</p>	Research and Evaluation and School Improvement Planning will need to commit considerable time and resources to this action step.	<p>In process. Accountability measures are complete.</p> <p>Administered the Gallup Q12 survey to evaluate district staff perceptions and level of engagement.</p> <p>Administered Gallup's student survey to evaluate hope, engagement, and well being.</p> <p>Results of both were shared with Principals and Central Office administration. Professional development was provided on how to interpret and take strategic action. Both Departments and Schools included this information in their improvement plans (department improvement plan</p>

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Student Action Plan - Relationships							
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					Adding Strength Finder Survey at secondary level.		and school improvement plan).
2. A school communication plan is developed and consistently followed across all schools. (Examples may include Infinite Campus Parent portal, district and school web sites, school and teacher newsletters, and community meetings.)	2	Opportunity for Success	Susan Abplanalp Pam Nash Jennifer Allen	2010-2011	The most important result will be improved parental involvement of traditionally disengaged families. <ul style="list-style-type: none"> Community mid-year meeting at Marquette. Open Classroom meeting in May with parents. Parent Council – monthly meetings. Teacher Council – monthly meetings. 	District leadership will need to determine the best departmental assignment for this action step, encompassing the setting of the standard and developing processes for planning at the school level.	On-going
3. Identify and implement a professional development plan for teaching relationship-building skills including overcoming barriers and creating high expectations for all students. This involves both staff-student and staff-staff relationships.	3	Improving Staff	Principals and Departments	2010-2011	Improved sense of community reported by students on selected Climate Survey items. <ul style="list-style-type: none"> Reorganization will support this with a PD Department. 	This action step will rely on collaborative work including district and school-based expertise, MSCR, and other community resources.	For the 2011-12 school year, major advances were realized in the implementation of the following programs designed to teach relationship-building skills including overcoming barriers and creating high expectations for all students: Positive Behavior Supports (PBS); Professional Learning Communities (PLC); and

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Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>Advancement Via Individual Determination (AVID).</p> <p>During Summer 2012, 179 MMSD teachers will participate in the Responsive Classrooms/Developmental Designs Institute which has a heavy emphasis on relationship building and community building in grades K-8.</p>
4. Analyze new and existing systems of support (e.g., Positive Behavior Support, problem-solving intervention teams, accelerated learning opportunities) and identify and implement a consistent set of community building activities and programs for use across all schools. (Examples Tribes, responsive classrooms, Fix-It Plans, and Caring Classrooms among others.)	2	Safe and Welcoming; Improving Staff	Student Services, Instructional Council, and Principals	2010-2011	<p>Consistent implementation of activities and programs across schools.</p> <ul style="list-style-type: none"> ▪ PBS Models across all of the schools. ▪ Responsive Classrooms – Elementary/Middle School levels. 	Consistent evaluation plan and method of sharing results.	<p>On-going. MS implementing Hs early stages of implementation</p> <p>During Summer 2012, 179 MMSD teachers will participate in the Responsive Classrooms/Developmental Designs Institute which has a heavy emphasis on relationship building and community building in grades K-8.</p>

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Student**

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
5. Identify and implement innovative and effective school structures that enhance staff-student relationships. (Examples include multi-age classrooms, small class sizes, smaller learner communities, and houses among others.)	2	Achievement Gap; Safe and Welcoming	Principals and Instructional Council	2011-2012	Consistent implementation of structures across schools. <ul style="list-style-type: none"> ▪ HS Redesign ▪ AVID elective class implementation at HS, piloted at Black Hawk MS and proposed expansion to MS ▪ Sennett School ▪ Instructional Design ▪ BOE Discussion on Magnets and Charters at end of year ▪ Multi-Age Work Group ▪ Ready Set Goal Conferences and ILP 	Consistent evaluation plan and method of sharing results.	SLCs high schools AVID elective course implemented at all 4 high schools and piloted at Black Hawk and planning underway for possible expansion to middle school. For the 2011-12 school year, schools began making important changes to student schedules to provide additional instructional opportunities.
6. Identify existing school-community resources and partnerships. Establish common student achievement and social emotional outcomes. Determine gaps that may exist across schools. Coordinate programs equitably across schools.	3	Opportunity for Success; Resource Allocation	Principals, Departments, and Instructional Council	2010-2011	Plan in place <ul style="list-style-type: none"> ▪ Madison Foundation ▪ BOE Common School Measures <ul style="list-style-type: none"> ▪ Social Emotional Leadership Standards ▪ Equity Report 	Survey of schools	Year 3 An internal committee was created and developed a series of recommendations regarding better supports and alignments for tutoring services within MMSD. MMSD convened and participates in a newly created city-wide committee with community based organizations to

Strategic Plan Action Steps – Year Three (2011-12)
Student

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							better coordinate secondary tutoring programs.

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan - Transitions							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The definitions of each transition category will be communicated across the district.	1	Opportunity for Success	Deputy Superintendent	October 31 of each year	All stakeholders are knowledgeable of the definitions of each category.	<ul style="list-style-type: none"> • Que Pasa • Web page 	In process. Will communicate at K-12 principal meetings.
2. District departments and each school will assess gaps and needs based upon the transition categories, leading to planned improvements and new strategies. A planning document will be developed to ensure that all relevant transition categories are addressed.	2	Achievement Gap; Opportunity for Success	Collaborative process with staff, parents, and community stakeholders	October 31 of each year	All stakeholders will be knowledgeable of the transition plans for each level to communicate needs of children to close the achievement gap.	<ul style="list-style-type: none"> • Sub release/ ext employment • Food/snacks • Supplies • Transportation • Adequate child care • Professional development for staff <ul style="list-style-type: none"> ▪ Marketing Plan (see #1) 	In process. Will process at K-12 principal meetings. Successfully transitioning students was a focal point for the (K-8 and high school) School Support Teams (SST). The SST and principals met monthly to discuss improvement strategies.
3. The district and school will develop instruments to determine levels of satisfaction for each transition category to reach the goal. School grade level staff, principal, and parents will be surveyed annually.	3	Opportunity for Success	Information Services Department: Research and Evaluation	Develop instrument that has benchmarks for satisfaction 6/30/10 and implemented in October of each year.	Survey is in place annually and the results of survey indicate satisfaction of the transition process across the district.	<ul style="list-style-type: none"> ▪ R&E staff to develop instrument 	Year 4.
4. Departments and schools will use the data from the instruments to determine transition plans for improvement for future years.	3	Opportunity for Success	Assistant Superintendents, and SIP Committees	October 31 of each year	SIP reflects improvement goals.	See #2	Year 4.

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Map current course sequences in all content areas K-12, identifying prerequisites and obstacles in order to improve achievement for all students and close the achievement gap, reduce barriers for all students and identify opportunity gaps. (See also TAG Plan, Goal 2) Align current course content in all content areas K-12 to the Common Core State Standards and the ACT College and Career Readiness Standards.	1	Achiev. Gap; All Students Curric. Rigor	Curriculum & Assessment, Research & Evaluation, School-based leadership	Fall 2009	K-12 course alignment in Eclipse	Dedicated time from Curriculum & Assessment, Research and Evaluation and school-based leadership 2012-13 Strategic Plan funding for increasing equity and access in Advanced Placement \$16,000	Completed Middle and High school course maps, pre-requisites and common course names. Advanced Placement courses in English and social studies added to 2011-12 course guides. Process established for increasing equity and access to Advanced Placement Courses in all 4 high schools in 2011-12. AP Environmental Science added to all 4 high schools for 2012-13. Teachers received professional development, new texts purchased in 2011-12.
2. Analyze course sequences and allocate resources to	1	Curriculum Rigor	Assistant Superintendents,	Winter 2009	Data available to inform restructured programs and	Dedicated time from Assistant	Completed Middle and High

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
address inconsistencies and inequities across the district			Central Office, Principals		accelerated learning systems prior to 2011-2012 budget cycle and staffing allocation.	Superintendents, Central Office, Principals Re-allocation of available resources as needed	<p>school course maps, pre-requisites and common course names and 3 year plan to provide equitable advanced placement (AP) courses.</p> <p>In process Next steps to address inconsistencies and inequities across the district. Common course names established for secondary RtI courses in math and literacy for 2012-13.</p> <p>Work to ensure equitable access to reading instruction and interventions in K-12 - with particular focus on K & 6th grade. Professional development provided and</p>

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Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>resources purchased for all middle schools to provide 6th grade core reading instruction in 2012-13.</p> <p>Professional development for all interventionists held during 2011-12. Rtl finite menu of interventions in process for district-wide implementation in 2012-13.</p> <p>Equitable access to READ180 and System 44 implementation scheduled for 2011-12. All secondary sites equipped and have offered READ/80 & System 44 in 2011-12. Professional development for READ 180 & System 44 teachers and</p>

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Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>principals conducted in 2011-12. Systemic improvements in process for 2012-13 to ensure fidelity.</p> <p>Revised curricular review process implemented. First full year of district-wide review and purchases completed in 2011-12.</p> <p>Grade 9/10 English and Social Studies in 2011-12. Literacy Advisory Committee recommendations addressing K-12 Reading 2011-12.</p> <p>3 pilot elementary schools implemented Mondo. Additional targeted Tier I schools are scheduled for implementation in 2012-13.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
3. Analyze course enrollment and successful completion for all student groups to determine baseline data for comparison and growth. (See also Cultural Relevance Step 1)	1	All Students; Culturally Relevant	Research & Evaluation, Curriculum & Assessment	2009-2010	Completed analysis	Staff time	Completed
4. Define rigor, accelerated learning and 21st Century skills to build common language and understanding.	1	21st Century; Curriculum Rigor	Curriculum & Assessment, Educational Services, School-based leadership	2009-2010	Document, to be updated periodically, detailing specific outcomes and the data showing results	Staff time	Completed
5. Use curriculum mapping (e.g., Eclipse) to determine standards-based outcomes and improve learning pathways and course sequence by identifying gaps and repetition. Focus initially at secondary level.	1-2	Curriculum Rigor	Curriculum & Assessment Educational Services, School-based leadership	2009-2011	Revised elementary, middle and high school curricula	Professional development for teachers; Prof Services Contract \$10,500 Materials: \$2,815 Extended Employment:: Social Studies 25 staff x 18.5 hrs x \$50 = \$23,125 Language Arts 25 staff x 21 hrs x \$50 = \$23,125 Sub Teachers: Social Studies 10 teachers x 3 days x \$216/day = \$6,480 Teacher Leader	Completed Selected high schools have analyzed course expectations based on College & Career Readiness Standards. 12 instructional leaders attended the Common Core Conference to gain District direction for implementation. K-6 Literacy aligned to Common Core standards. 9-12 Common

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Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
						Summer Curricular Work 6 Teacher Leaders x 40 hours x \$50/hr = \$12,000 2012-13 Strategic Plan funding for Teacher Leader summer work \$26,000 Staff time	Core, College & Career Readiness Standards and ACT Quality Core Social studies course sequences for 9-10 th grade mapped at 3 high schools. In process District-wide use of curricular mapping aligned with ACT College and Career Readiness, Common Core Standards, Universal Design for Learning (UDL) and Social Emotional Learning Standards. MMSD Scope & Sequence in Literacy, English, Language Arts and Mathematics completed in 2011-12. Professional development launched in spring,

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Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							continuing through summer and 2012-13. Consistent learning experiences designed in elementary literacy and math to support implementation of scope & sequence beginning in 2012-13.
6. Implement cross-level teacher teams to increase and improve advanced course options ensuring intentional transition plans for students as they move from elementary to middle to high school to post secondary.	1-2	21st Century; Curriculum Rigor	Educational Services, School-based leadership	2009-2011	1. Cross-level teacher teams established. 2. Improved advanced course options, with diverse student enrollment	Professional development; Staff time	On-going Interdepartmental teams and building teachers to align to Common Core Standards/ACT K-12 alignment 42 staff from 8 secondary schools participated in the 3-year DPI Advanced Placement Initiative Grant to build vertical alignment across grades. School Support Team Implementation

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Curriculum**

Curriculum Action Plan – Accelerated Learning							
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							scheduled in 2011-12. School Support Teams provided individualized support to all schools in 2011-12, ensuring high levels of SIP implementation and strategic use of curricula, instruction, interventions and assessment.
7. Increase curriculum rigor and expectations of teachers and students in all MMSD classes and courses. (Consistent with Equity Task Force recommendations.)	2-3	Curriculum Rigor	Asst Supts, Principals, Curriculum & Assessment, Educational Services, School-based Leadership	2010-2012	1. Increased rigor is evident in curricular maps. 2. Instructional walk-throughs provide evidence of increased rigor	Professional development for teachers; Staff time 2012-13 Strategic Plan funding for curricular alignment to the Common Core \$20,000	Alignment to Common Core/ACT knowledge & skills English & Math Scope & Sequence scheduled for 2011-12. MMSD Scope & Sequence in Literacy, English, Language Arts and Mathematics completed in 2011-12. Professional development

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							launched in spring, continuing through summer and 2012-13.
8. Increase the successful completion of courses that support college and career readiness. Target low income and minority student participation and achievement (See also TAG Plan, Goal 2).	2-3	Achievement Gap	Curriculum & Assessment, Educational Services, Student Services, Principals, Teachers	2010-2012	<p>Increase in the participation of low income and minority students in these courses</p> <p>Successful course completion data</p> <p>WISCAPE 2010-11 report on current AVID sophomores and Juniors show that AVID/TOPS non-white students enroll in core academic course and advanced courses at higher rates than comparison group peers.</p>	Professional development	<p>AVID – to all 4 HS, number of sections</p> <p>MS – embedding common skills into context areas</p> <p>Advancement Via Individual Determination (AVID) implemented at 4 High Schools. East students enrolled 9 – 12. Lafollette, Memorial and West Student enrolled 9 – 11.</p> <p>Key AVID strategies such as Cornell notes, binders and critical reading embedded in core content areas at HS and MS.</p> <p>MS planning for possible expansion of AVID</p>

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Curriculum**

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Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							elective course to MS pending BOE approval for 2012-13 school year.
9. Establish systems to regularly monitor successful student achievement and growth in accelerated learning pathways (See also TAG Plan, Goal 2)	2-3	Opportunity for Success	Research & Evaluation	2010-2012	Monitoring system established and implemented	Existing Resources	<p>Defined advanced courses and reporting systems</p> <p>Data Dashboard scheduled for implementation in 2011-12.</p> <p>Data Dashboard launched in 2011-12 with ongoing modifications and new content. Early Warning System is proposed as part of the Achievement Gap Plan. Benchmark monitoring system aslo in development.</p>
11. Implement 2009 Board of Education approved TAG plan to improve academic outcomes and engagement for all students	1	Achievement Gap; All Students	TAG Division	2009-2010	Results as defined in the 2009 Board of Education approved TAG Plan	Resources as defined in the 2009 Board of Education approved TAG Plan.	<p>Completed</p> <p>TAG Plan Updates to the Board of Education January and June, 2011.</p> <p>(See Appendix for</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							2011-12 TAG Annual Update)
12. Implement 2009 Board of Education approved Fine Arts Task Force recommendations to improve academic outcomes and engage all students. Implement 2009 Board of Education approved Fine Arts Task Force recommendations to improve academic outcomes and engage all students	1	Opportunity for Success	Curriculum & Assessment, Fine Arts Division	Spring 2010	Results as defined by Board of Education approved Fine Arts Task Force Administrative Recommendations-	Fine Arts Task Force Resources as defined in the approved plan.	Completed Fine Arts Task Force Updates to the Board of Education on January and June, 2011 (See Appendix for 2011-12 Fine Arts Annual Update).
13. Implement the Math Task Force Recommendations as approved by the Board of Education to improve academic outcomes and engage all students.	1	Opportunity for Success	Curriculum & Assessment, Mathematics Division	2009-2012	Results as defined by Board of Education approved Math Task Force Administrative Recommendations.	Math Task Force Resources as defined in the approved plan.	Completed Math Task Force Updates to the Board of Education in June 2011. (See Appendix for 2011-12 Math Annual Update)

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

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Complete MMSD Balanced Assessment Plan to guide future implementation of assessment tools and strategies	1	21st Century Skills	Research & Evaluation, Curriculum & Assessment, Educational Services	2009-2010	MMSD Balanced Assessment Plan	Existing resources CogAT \$42,455	<p>Completed District-wide Assessment Committee formed and met regularly through 2009-10. MAP and SCANTRON Pilots, District-wide conducted. EPAS/EXPLORE Test piloted at middle and high.</p> <p>In process Re-convene District-wide Assessment Committee for 2010-11. Confirm and implement benchmark assessment tools for grades 3-7.</p> <p>Assessment schedule for 2011-12: Fall 2011 and Spring 2012</p> <ul style="list-style-type: none"> • MAP grades 3-7 • CogAT grades 2, 5 • EXPLORE

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							grade 8,9 • PLAN grade 10 MAP grades 3-7 implemented district-wide 3x/year in 2011-12. MAP is scheduled for expansion to grade 8 in 2012-13 pending Board approval. PLAN administered to all 10 grade students. Administration of ACT for all grade 11 students is scheduled pending Board approval. Aimsweb selected as universal screener for grades 1-2 and progress monitor K-12 in literacy, math and behavior for 2012-13.
2. Examine external assessments to analyze and inform MMSD curriculum, instruction and assessment.	1	21st Century Skills	Assistant Superintendents, Curriculum & Assessment,	2009-2010	Documented list of external expectations in content areas that connect to District standards and learning	Professional Development, Staff Time	Completed District-wide assessment team established in

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			Educational Services		outcomes		<p>October, 2009.</p> <p>All Departments have identified assessment gaps and tools to address those gaps.</p> <p>150 staff members have engaged in book discussions around formative assessment and design.</p> <p>Formative assessment conference with 5 neighboring districts is scheduled for August, 2012.</p> <p>Upon completion of the benchmark assessment implementation in 2012-13, formative assessments will be developed that will be aligned to the overall MMSD Balanced Assessment Plan, DPI and Smarter</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Balanced Assessment Consortium.
3. Develop a consistent district-wide assessment plan (including formative assessments and progress monitors) to better inform classroom curriculum and instruction.	2-3	21 st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational Services	2010-2012	District-wide assessment plan	2012-13 Strategic Plan funding for assessment and progress monitoring tools and professional development for implementation \$34,000	<p>In process MAP 2011-12</p> <p>Assessment schedule for 2011-12: Fall 2011 and Spring 2012</p> <ul style="list-style-type: none"> • MAP grades 3-7 • CogAT grades 2, 5 • EXPLORE grade 8,9 • PLAN grade 10 <p>Response to Intervention (Rtl) Committee combines with Balanced Assessment Committee in June 2011.</p> <p>Rtl/Assessment district-wide team convened regularly in 2011-12. Accomplishments include:</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<ul style="list-style-type: none"> • Creation of a consistent assessment review process • Selection of Aimsweb • 4 days of professional development in RtI provided to all schools, concluding in fall, 2012. • Establishment of finite menu of evidence-based interventions in literacy. <p>Ongoing work for 2012-13 include</p> <ul style="list-style-type: none"> • Review of general reasoning assessment for 2012-13. <p>Continuing professional development and support around full implementation of RtI by Dec, 2013.</p>
4. Acquire or develop common assessments that measure	2-3	Achievement Gap; 21 st	Research & Evaluation,	2010-2012	1. Conduct pilot to gather data about effectiveness	Professional Development	In process

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
individual student progress toward district K-12 learning outcomes. (Consistent with Equity Task Force recommendations.)		Century Skills	Curriculum & Assessment, Educational Services		2. Data from common assessment pilots used to inform implementation of assessment plan	Staff Time	(See Assessment #3 above.) Establishment of K-12 Benchmark Goals in 2011-12 to increase rigor and expectations of all students. Establishment of a consistent literacy assessment schedule and recording system for 2012-13 in compliance with Rtl and DPI. DPI K reading screener (PALS) will be implemented in 2012-13.
9. Map big ideas in core content areas as a basis for development of common assessments	1	21 st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational Services	2009-2010	Documented list of external expectations in content areas that connect to District standards and learning outcomes	2012-13 Strategic Plan funding to design K-8 Report Card aligned to the Common Core \$28,300	In process K-12 Alignment to Common Core/ACT identifies big ideas in English/Math (See Accelerated Learning #7 above) Assessment pilots for:

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Benchmark Assessments (See Assessment #1 & #4 above) TAG Assessments (See Assessment #3 above) Reading Interventions (See Accelerated Learning #2 above)

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Civic Engagement							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Research effective, culturally relevant standards-based practices in Civic Engagement (e.g. service learning, participatory education and democratic classrooms)	1	21st Century Skills; Culturally Relevant	Curriculum & Assessment, Educational Services, Student Services	2009-2010	Recommend a definition of service learning for MMSD	Existing resources	<p>In process</p> <p>Embed within K-12 alignment work</p> <p>Commission of the States Schools of Success Service-Learning Award, \$10,000 – Shabazz High School</p> <p>Wisconsin DPI Learn and Serve Grant, \$9,900 – Shorewood Elementary School</p>
2. Implement social studies curricular recommendations to meet Wisconsin High School Graduation Requirements, insuring instruction in state and local government (PI 18.03(1)(a)2 is fully met within the required MMSD 3 credit social studies course sequence requirements.	1-2	Curriculum Rigor	Curriculum & Assessment	2009-2011	Clear course guides and syllabi descriptions of required secondary level social studies courses indicating PI 18 is fully met	Existing resources	<p>Completed</p> <p>Learning gaps are identified in the high school course sequence for Civics/Democracy requirement.</p> <p>Resources provided to all high schools to embed instruction in state, local, tribal and government into required courses. Identification of</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Civic Engagement							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>locations within the curriculum in grades 3, 4, 8, and 9.</p> <p>In process Steps to resolve inconsistencies across high schools. Initially focus on Gr 9 & 10. High school staff supported for summer 2011 curricular development</p> <p>Consistent curricular materials will be purchased as of 1012-13 for all grade s 4, 5, 6, 7, 8 & 9 social studies. Professional development offered to support consistent implementation.</p>
3. Analyze research to determine and develop productive civic engagement strategies for MMSD to implement.	2	21 st Century Skills; Curriculum Rigor	Curriculum & Assessment, Educational Services, Student Services, School-based	2010-2011	Recommendations to embed civic engagement strategies into required course sequences	Professional Development Staff Time	In process Exploring connections with Sustainability Plan such as urban agriculture class at

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Civic Engagement							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			Leadership				East High School.
4. Develop and implement a pilot at the secondary level within the required social studies course sequence focusing on the civic engagement strategies designed. Use data from the pilot to modify and then expand the use of effective strategies.	2	21 st Century Skills; Curriculum Rigor	Curriculum & Assessment, School-based Leadership	2010-2011	Data from pilot Electronic system is developed to support sharing civic engagement approaches.	Curricular resources, Professional Development Grants as available	Social Studies grant submitted, not funded. MMSD staff provided input to the DPI consultant representing Wisconsin on the national development of the Common Core State Standards in Social Studies during 2011-12. Upon public release of final document, MMSD will convene a scope & sequence committee to embed civic engagement and all new requirements.
6. All staff will work collaboratively and assume responsibility as a community to support all students' learning and achievement in order to close achievement gaps.	1	Achievement Gap, All Students	Assistant Superintendents, Principals, Central Office	On-going	Teams implement strategies for culturally relevant problem-solving including using ideas from MMSD Guidelines to Address Culturally Responsive Practices: Early Intervention Through Assessment.	Time for team collaboration Professional development	In process Professional collaboration time at the secondary level will include system-wide focus on improving instruction for all

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Civic Engagement							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>students.</p> <p>Department of Diversity established in 2011-12.</p> <p>Chief Diversity hired to lead the work of the department. Equity funding went toward professional development and summer curriculum and program planning for the new department.</p> <p>Gap Plan written, shared with community and presented to Board in spring, 2012.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Analyze course enrollment and successful completion by student groups to determine baseline data for comparison and growth. (See also Accelerated Learning Step 3).	1	All Students; Cultural Relevance	Research & Evaluation, Curriculum & Assessment	2009-2010	Completed analysis	Staff time	The AVID College and Career Readiness System is integral to this work. Recent reporting indicates AVID students are enrolling in accelerated and advance coursework at higher rates than their comparison group indicating that students are receiving both the socio-emotional and academic supports to take on the challenge of accelerated and advanced coursework.
2. Standards-based curriculum will reflect the cultural backgrounds of all students (e.g. contemporary concerns and historic struggles of a variety of cultural groups). MMSD classrooms will evidence positive images and cultural references (arts, curricular materials, teaching resources) for all learners.	1	Cultural Relevance	Principals, Curriculum & Assessment, Educational Services	2009-2010	Cultural relevance walk through(s) will document the presence of standards-based curricula and classroom evidence that reflects the cultural backgrounds of the students present.	Budget for instructional resources	Completed Intensive work at pilot schools (K-5). A series of walk throughs based on culturally relevant practices and data have been conducted (K-5) In process Expansion to 4 elementary schools in 2010-11. Continue to expand empowerment groups across all elementary schools. Hmong resource library with cultural relevant text Hmong for Hmong Speakers for Classes Level I & II

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>Hmong Academic Competitions: Hmong Debate, Spelling Bee & History Bowl</p> <p>PCT for East High Hmong 101: Culturally Relevant Practices</p> <p>Professional development on Cultural Practices that are Relevant at: Lowell, Falk, Hawthorne, Mendota, Leopold, Lapham, Marquette, Crestwood and West.</p> <p>Interventions using Cultural Practices that are Relevant methods at: Glendale, Gompers, Muir and Thoreau</p> <p>Staff attended National Black Child Development Institute</p> <p>Expansion of Culturally Relevant lesson plans were consistently shared and developed in the Language Workshop Group Planning and with school Based Instructional Resource Teachers at Friday PD sessions. These sessions included CLRT, math, science and test taking.</p> <p>Culturally Relevant Pedagogy that included culturally</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							responsive classroom management, culturally responsive literature, academic, language/vocabulary and codeswitching.
3. Expand professional development for teacher cohorts around culturally relevant curriculum, instruction and assessment.	1	Cultural Relevance; Improving Staff	Curriculum & Assessment, Division of Equity & Family Involvement, Educational Services	2009-2010	The cohort of teachers will become more culturally responsive in their teaching practices as measured by pilot evaluation plan and walk throughs (see Step 2).	<p>Salary for Instructional Resource Teacher(s) for Cultural Relevance (ARRA funding) has been discontinued.</p> <p>Professional development for cohort teachers, other staff, principals and parents</p> <p>Partnership with higher education.</p> <p>Consultants & materials (books)</p> <p>\$30,000 of Equity funding will be used for professional development and materials in 2012-13.</p>	<p>Completed</p> <p>A year-long series of six strands of professional development have been provided at Falk and Mendota (K-5).</p> <p>In process</p> <p>Analysis of pre and post data from pilot schools (K-5)</p> <ul style="list-style-type: none"> • Secondary teachers 2010-11 • IRT Literacy Model <p>Launched multi-year professional development with secondary staff representing 7 middle and 4 high schools (6-12)</p> <p>Monthly professional development sessions took place in 2010-11.</p> <p>Expansion of the CPR/CLRT professional development initiative supporting African American Language Development within MMSD school support teams, MMSD</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>senior management team, PBS team and the MMSD Literacy Department</p> <p>CPR/CLR Training consisted of four instructional cycles of modeling, coaching and demonstration lessons highlighting the four key CPR/CLRT focus areas</p> <p>Staff meeting break out sessions on cultural relevance was offered four times this year as a one hour PD option for staff at Hawthorne Elementary and later opened up to staff district-wide K-8.</p>
4. Create and implement a data management system to monitor student behavior (e.g. disaggregated Climate Survey) and differences in the experiences and perceptions of students and families.	1	Cultural Relevance; Safe and Welcoming	Student Services, Research & Evaluation	2009-2010	<p>Baseline data collected district- wide as well as in pilot school(s)</p> <p>Explore community partnerships in evaluation plan, data analysis and monitoring</p>	Support of Student Services and Research and Evaluation Department to design plan, collect data, and analyze results.	<p>Completed</p> <p>New behavior management web based reporting system this school year. Training provided by PBIS team to school teams. Climate survey data analyzed and reported. Data workshop provided May 2010 to all schools.</p> <p>Collaboration between Diversity /Equity and Positive Behavior Support staff has been established to create a data system which some schools are using to track lost instructional time for behavior related referrals. Surveyed</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							African American families to identify gaps in culturally relevant service delivery which may be causing some of the disproportionality in behavior data and engagement opportunities. These family members also offered strategies to reduce the se referrals.
5. Establish district infrastructure to support and sustain cultural relevance (administrative re-organization).	1	Cultural Relevance	Superintendent, Senior Management	2009-2010	District infrastructure for cultural relevance.	Allocation of resources for cultural relevance infrastructure.	<p>Completed</p> <p>The Re-organization Plan has created a Division of Equity and Family Involvement within the Department of Curriculum & Assessment. The Division brings together an Assistant Director, (1.0 FTE) Minority Services Coordinators (4.0 FTE), Cultural Relevance IRT's (2.0 FTE), Title VII (1.0 FTE), Latino and Hmong Family Involvement IRTs (2.0 FTEs).</p> <p>The development of the new Chief Diversity Officer position gives the new Dept of Equity and Diversity added leverage to gain resources and staffing which includes a newly hired Director of African American Student Achievement and a new Instructional Resource Teacher for Family Involvement.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
6. Increase staff awareness of the linguistic and cultural needs of all students, including students who are English Language Learners or Standard English Language Learners, and students who have had reduced exposure to language because of poverty, as a key to mastering standards in all content areas.	2	Improving Staff	Curriculum & Assessment, Equity & Family Involvement Division, Educational Services	2010-2011	Specific strategies to build oral and written language comprehension and production across cultures are identified and implemented.	Professional Development	<p>In process Research models in exemplar schools</p> <p>Cultural Relevance and focus on Standard English Language Learners incorporated into revised Environmental Scale for Assessing Implementation Levels (ESAIL).</p> <p>150 MMSD staff members participated in a district –wide professional development opportunity which included Codeswitching lessons, choosing culturally responsive literature, teaching academic language/ vocabulary and culturally responsive behavior / classroom management strategies.</p> <p>Codeswitching lessons and Spoken Soul Study Groups were held at Huegel, Falk, Mendota, Lowell and Hawthorne Schools.</p>
7. Create a set of sample lesson plans that infuse the principles of cultural relevance into standards-based, cross-disciplinary curricula.	1	Cultural Relevance	Curriculum & Assessment, Division of Equity & Family Involvement, Educational Services	2009-2010	Examples of standards-based, culturally relevant curricula are available for use in professional development	Staff Time Professional development	<p>Completed Culturally relevant lesson plans for elementary literacy (K-5).</p> <p>In process High school history and English exemplars ((6-12).</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>Middle & high school educator exemplars (representing multiple roles & disciplines) will be shared & recorded by Media Production in May, 2011; sample lesson plans & materials will be made available through the cultural relevance website</p> <p>Hawthorne, Mendota and Falk Elementary Schools received professional development training that focused on the components of a culturally responsive lesson plan. Expansion of culturally relevant lesson plans was consistently shared in the Language Workshop Group planning and with district-wide school-based Instructional Resource Teachers at Friday Literacy PD sessions.</p>
8. All staff will work collaboratively and assume responsibility as a community to support all students' learning and achievement in order to close achievement gaps.	2-3	Achievement Gap; All Students	Assistant Superintendents, Principals, Central Office	On-going	Teams implement strategies for culturally relevant problem-solving including using ideas from MMSD Guidelines to Address Culturally Responsive Practices: Early Intervention Through Assessment	Staff Time Professional Development	<p>In process</p> <p>The participation and responses from MMSD staff regarding the Achievement Gap Plan indicated that staff were ready and willing to take responsibility for their role in the Achievement Gap.</p>
9. Develop goals to support cultural relevance within School Improvement Plans	1	Achievement Gap; All Students;	Assistant Superintendents, Principals	2010-2011	School Improvement Plans will include measurable objectives	Existing SIP resources	<p>In process</p> <p>The Department of Equity and</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
(SIP) that specifically target the underserved population(s) of the school.		Cultural Relevance			addressing the needs of underserved populations in the school		<p>Diversity collaborated with Lake View, Hawthorne, Mendota, Falk, and Lowell to identify appropriate culturally relevant assessment data, balanced literacy practices, and culturally responsive PBS strategies. Two teams of teachers from Hawthorne Elementary applied for grants to research culturally relevant practices identified in their SIP plans.</p> <p>Lowell Elementary School's 2011-12 SIP Plan evidenced 7/14 Action Plan objectives with a focus on cultural relevance to determine growth, skills and understanding as a result of infusing Cultural Practices that are Relevant.</p>
10. Establish school-based student equity teams at the middle and high school levels to discuss, monitor, and problem-solve issues related to race and other equity concerns.	1-2	Cultural Relevance	Principals, School-based leadership	2009-2011	Site-based student equity teams and minutes from meetings that record ideas and efforts	Staff leadership at each site	<p>Completed Interviews have been conducted with student groups and equity teams.</p> <p>Student Senate chose Equity as a priority for 2010-11.</p> <p>In process Analysis of interview data and development of plan for next steps.</p> <p>Minority Student Achievement</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>Network: Volunteer at Falk open house every Thursday evening</p> <p>Minority Student Achievement Network: Presentation at the April 25, 2011 Board of Education Meeting</p> <p>Minority Student Achievement Network: Participation in Read Your Heart Out Day at Lowell</p> <p>Minority Student Achievement Network: participation in Equity Committee at Superintendent Human Relation Committee Meeting in March 2011</p> <p>Hmong Student Association – Student/Staff Leadership Retreat</p> <p>Hmong Student Association Student Leadership Group</p> <p>United National Indian Tribal Youth</p> <p>American Indian Science & Engineering Society</p> <p>Minority Student Achievement Network Student Group presented school -based action plans for reducing the</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>disproportionate number of students of color being referred for suspension and expulsion at a 2011 MMSD BOE meeting.</p> <p>MSAN Student Group represented MMSD at a national Minority Student Achievement Network Conference to share ideas for improved instruction and the 2011-12 Action Plan for reducing suspensions and expulsions work carried out at each high school site.</p>
11. Expand the role of community members in supporting and sustaining culturally relevant practices.	1	Cultural Relevance	Division of Equity and Family Involvement, Curriculum & Assessment	2010-2011	Advisory group established that has diverse membership.	Existing Resources	<p>Completed</p> <p>Read Your Heart of Literacy Day (K-5)</p> <p>Established relationship with MMSD, Umoja Magazine, and MTI to publish family empowerment articles (K-12).</p> <p>In process</p> <p>Equity Advisory Group</p> <p>Superintendent's Human Relations Advisory Board</p> <p>Revisit goals and new membership</p> <p>Expand and make Read Your Heart Out more of a process than an event.</p> <p>Hmong High School Talent</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Show Hmong Parent Empowerment Group at Lincoln & Midvale Hmong Education Council Drum Power Class with Yorel Lashley Africa Night/Gbefi Library in Ghana Project at Lowell Tribute to African American Musician Mary Lou Williams at Hawthorne Harambee Time/Community Breakfast at Falk Harlem Museum at Hawthorne Kwanza Celebration at Lowell & Falk Read Your Heart Out Day at Lowell, Hawthorne, Falk, Mendota and Midvale Play and Learn Literacy Night at Falk & Huegel SHRAC – Superintendent Human Relation Advisory Committee

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>First African American lead Parent Teacher Organization at Falk</p> <p>Guest Speaker Principal Baruti Kafele workshop</p> <p>African American History Bowl a collaboration with 100 Black Males of Madison</p> <p>Community screening of Waiting for Superman with conversation after</p> <p>UMOJA Magazine Column focusing on Cultural Practices that are Relevant best practices</p> <p>American Indian Parent Committee</p> <p>Mothers In the Neighborhood A parent involvement group in the Allied Dr neighborhood</p> <p>Career Fair at MATC for Latino, Asian and African American students</p> <p>Partnerships with Vera Ct, Centro Hispano, Centro Guadalupe, La Movida, La Sup and Bethel Lutheran Church</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							4K Input Collaborative Effort on the MALDEF (Mexican American Legal Defense Fund) curriculum project Beyond Random Acts of Partnership Intercambio – collaboration between ESL & Bilingual Latino Youth Fair a collaboration with UW Madison, Edgewood College & MATC Gear UP – Latino Parent Advisory Committee Expansion of Read Your Heart Out day was evidenced at Midvale, Allis/ Nuestro Mundo, Crestwood, Randall, Glendale, Mendota, Lowell, Falk, and Hawthorne Schools in the 2011-12 school year. Olson School attended as observers and volunteers in preparation for participation for the 2012-13 school year.

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Flexible Instruction							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Implement best practices in flexible instruction (e.g. differentiation, universal design).	1	Opportunity for Success	Professional Development Department, Curriculum & Assessment, Educational Services, School-based leadership	2010-2011	<p>Research-based working definition of flexible instruction and identified best practices, made explicit in professional development for staff</p> <p>Building capacity in central office staff to carry out professional development across the district.</p>	Existing resources	<p>District-wide UDL workshops.</p> <p>Integral part of Rtl framework</p> <p>Four Professional Development staff in training as coaches for Differentiated Instructional Practices</p> <p>Offered a Summer Institute on Universal Design for Learning and Differentiation.</p> <p>Formed the Universal Design Team whose charge is to prepare professional development modules which incorporate: Universal Design, Differentiation, Culturally Responsive Practices, 5D/Danielson instructional framework, and Rtl.</p> <p>Utilize building-based Program Support Teachers to provide job embedded</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Flexible Instruction							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							professional learning on Universal Design for Learning and Differentiation.
2. Curriculum, instruction and assessment design and decisions require teacher teams to collaborate in order to meet the needs of all students in a classroom environment. Teams will include representation from regular education, special education, ESL and gifted programming.	1	All Students; Improving Staff	Assistant Superintendents, Principals, School-based leadership	On-going	<p>Instruction will include multiple options for student learning (e.g. open ended tasks), range of instructional methods (e.g. simulations, project-based), and assessment strategies (e.g. demonstration, portfolio) in all classrooms</p> <ul style="list-style-type: none"> Evidence of co-planning and co-teaching during classroom walk-throughs Increased academic success of all students as measured by district and state assessments Positive results on assessments that measure individual student progress over time (value added) 	<p>Professional development will be designed and implemented to reflect the importance of flexible instruction as core practice in MMSD.</p> <p>Time and structures for team collaboration; Extended employment and/or sub release</p>	<p>Completed</p> <p>In process</p> <p>Elementary math pilot to extend assessment practices for ELL and students with disabilities</p> <p>Establishment of Rtl Leadership Teams took place in all schools during 2011-12 in order to prepare for full implementation of Rtl by Dec 2013. Consistent practices to review student data on a regular basis was supported in 2011-12 through the 4-day Rtl training provided to all schools.</p>
3. Students and teachers collaborate to ensure there is a range of learning activities that are engaging and multiple ways to demonstrate learning.	2-3	All Students; Opportunity for Success	Assistant Superintendents, Principals, School-based leadership	2010-2012	<p>Classroom walk-throughs document flexible learning and assessments in all classrooms, including the presence of student voice and options</p> <ul style="list-style-type: none"> Decreased number of 	<p>Professional Development</p> <p>Staff Time</p>	<p>In process</p> <p>K-12 Alignment to Common Core/ACT. Include representation from ESL, etc.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Flexible Instruction							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					expulsions and suspensions • Increased attendance rates • Increased credit attainment		School Support Teams, Instructional Rounds and 5 Dimensions of Learning scheduled for implementation in 2011-12. School Support Teams provided individualized support to all schools in 2011-12, ensuring high levels of SIP implementation and strategic use of curricula, instruction, interventions and assessment. Use of the K-12 Benchmark Goals document and RtI Leadership Team meetings at the school-based level provided a baseline for systemic implementation of this action step.

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Flexible Instruction							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
5. Identify alternative education and innovative program needs and develop a plan to expand alternative programs and educational options.	2	21 st Century Skills; Opportunity for Success	Director of Student Services and Alternative Programs, Director of Educational Services	2010-2011	Alternative Program Plan	Time to assess alternative program needs and develop a plan.	In process Committee established. Work convening 2 nd semester with report to BOE to be scheduled. Action is continuing.

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The district will develop site-based and district-wide professional learning communities/teams to foster continuous improvement in leadership and in quality instructional practices for all students in all curricular areas, including cultural relevance.	1	Improving Staff	Superintendent, assistant superintendents.	January 2010	<p>1. Effective learning communities/teams are in all schools</p> <p>2. District-wide team created consisting of central office administrators, teachers, principals, and school-based instructional leaders</p>	<p>Extended employment and/or sub release</p> <p>Professional development</p>	<p>1. Embedded professional development was implemented at middle schools and high schools in 2010-11 (e.g., Professional Collaboration Time). (Non-evaluative) Instructional Rounds started in 2010-11 in voluntary schools; developed plan for Instructional Rounds in all schools for 2011-12. Offered & implemented professional development in Adaptive Schools & Critical Friends, which focus on high quality collaboration. Building-based coaches helped lead professional development & coached educators in buildings (IRTs, Learning Coordinators, Literacy Coaches).</p> <p>2. District leadership teams in 2010-11 included Leadership Council, Teacher Council, Literacy Evaluation Team, and Core Instructional Alignment (District Instructional Administrators).</p> <p>3. 2011-12 Leadership Council, Teacher Council, and Core Instructional Alignment continued. Rtl Leadership Team Cohorts were formed and trained in Rtl based on attendance areas and highest needs. K-8 and high school attendance area principals learned together through principal meetings and instructional rounds.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
2. All staff members will regularly collaborate within one or more established professional learning community (ies)/team(s) to engage in a continuous cycle of improvement focused on student learning and engagement and work –place culture.	1		Superintendent, Assistant Superintendents, District-wide team	September 2009 on-going thereafter	Students will: 1. attain or exceed grade level proficiency in core subject areas 2. acquire and apply critical thinking, problem solving and communication skills 3. engage in civic activity 4. be active participants in shaping their learning experiences 5. acquire and apply skills needed to live and contribute in a diverse local and global community 6. acquire and apply skills needed for personal growth and well-being and creative expression	Staff time Professional development	SIP plans are collaborative and done by feeder pattern so middle and high schools are “on the same page”. Continued emphasis on K-12 articulation, scope and sequence occurred at joint principal, IRT, Learning Coordinator, and HS Department chair meetings and professional development opportunities.
3. The district will collaborate with the community to develop inclusive culturally responsive schools	1	Culturally Relevant, Improving Staff	Superintendent, Assistant Superintendents, and/or management team members will create a team consisting of: district-wide leadership committee which includes community stakeholders, Assistant Director of Curriculum & Assessment— Equity & Parent Involvement and	2009-2010	1. District-wide leadership team established 2. See visible results for step	Staff time Extended employment and/or sub release	Hired secondary level culturally responsive expert to work with schools. This mirrors the elementary position already in place. See “Curriculum” section for additional information on culturally relevant practices. 2011-12. hired Chief Diversity Officer to lead new Diversity Department. This Department will collaborate with other instructional district departments to design and delivery professional development.

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			Culturally Relevant Resource Teachers				
4. The district will implement supervision and evaluation procedures to support all instructional staff in meeting or exceeding proficiency with established state standards throughout their careers. This will facilitate high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21 st Century technologies, content, and skills so as to ensure high levels of learning by <i>all</i> students. (Consistent with TAG Plan and Equity Force Recommendations)	1	Improving Staff	Superintendent, Deputy Superintendent Assistant Superintendents, Director of Human Resources	2009-2010	See visible results action step 2.	Existing Resources	Adoption of the Act Career & College Readiness Standards and the ACT EPAS assessments. Ongoing discussions regarding use of new tools and methods to make supervision and evaluation more timely, more relevant, and more useful (ie: Adopted 5 Dimensions of Learning Framework, Gallup 360 Degree model) 2011-12. District and school administrators learned more about recognizing and supporting high quality teaching and learning at the Administrator Institute, meetings, and through instructional rounds.
5. All instructional staff (teachers, pupil services staff and administrators) will implement their Professional Development Plans (PDP) with integrity for individually targeted continuous professional growth aligned to school improvement goals and the district's strategic priorities.	2	Improving Staff	PDP Review Teams	2010-2011	See visible results, action step 2.	Professional development Extended employment and/or substitutes	Increased panel reviewer member base. Improvements of ePDP tool/process, website, communication & ongoing courses. Annual statistical analysis. Offered frequent ePDP classes; mentors trained in ePDPs to support new educators. 2011-12. Continued PDP support. Due to DPI lack of available PDP reviewer training, it has been very challenging to increase the PDP reviewer pool to the level necessary to equitably distribute and review

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							PDPs.
6. The district will ensure that its school improvement processes and professional development systems and practices align with effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development.	2	Improving Staff	Superintendent, Assistant Superintendents and/or Management Team members will create a district professional development team comprised of: administrators/teachers representing all major departments and school-based staff when appropriate.	2010-1011	<ol style="list-style-type: none"> 1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being 7. Technology literacy 	District staff (particularly the professional development team) will need professional learning opportunities in the development/ implementation of effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development. Possible needs: <ol style="list-style-type: none"> 1. Extended employment. 2. Subs for teacher release. 3. Possible NSDC conference attendance 	<p>Professional Development Director and the new department started in August 2010.</p> <p>Management Team was involved in professional development training centered on central office becoming more responsive to the schools needs, primarily through consultation/training through the University of Washington – district support to schools</p> <p>2011-12. Implemented School Support Teams that consistently worked with schools in supporting instructional leadership, planning or implementing school improvement plans and designing or delivering high quality professional learning.</p>
7. The district will develop systems and approaches to coordinate and link professional development initiatives.	1	Improving Staff	Superintendent and Deputy Superintendent Assistant Superintendents, Director of Prof. Development	2009-2012	Professional development plan aligned with strategic priorities.	Existing Resources	<p>Core Instructional Alignment district administrators and the PD Department help align, organize and coordinate K-12 PD initiatives, particularly in the areas of literacy and assessments. Professional Development department creates website to begin linking interdisciplinary PD initiatives.</p> <p>2011-12. Core Instructional Alignment continued alignment work across departments. PD Website</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							continued to expand resources, videos of MMSD practices, and alignment. This website improvement and maintenance will likely be substantially reduced in 2012-13 to repurpose the technology specialist to support iPad PD.
8. Foster partnerships with university and college pre-service teacher preparation programs so that quality program offerings that are a match to MMSD's needs are available to staff. (Consistent with Math Task Force recommendation.)	2	Improving Staff	Superintendent, assistant superintendents, and or management team members will create a team consisting of: central office administrators, Human Resources, principals, Select Government Programs, teachers, mentors, and partnerships with higher education agencies/DPI.	2010-2012	Partnerships are established with institutions of higher education to provide continuing education aligned to strategic priorities.	Existing Resources	Ongoing meetings with the Office of Education Outreach & Partnership, and the Partner School Network, School of Education, at U.W. Madison and Edgewood College to establish stronger partnerships. Continued collaboration on making academic credit options/classes more accessible and efficient for MMSD staff. 2011-12. UW and Edgewood collaboration continued with initial planning on creating a more seamless and aligned student teacher to new teacher induction process.

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Recruiting and Retaining Staff							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Establish a plan similar to Future Teachers of America to attract high school students of color into the field of education and teaching in MMSD—Teach for Madison.	1	Staff Reflects Students	Assistant Superintendent-Secondary	2010-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Staff time	La Follette and Edgewood College partnership promoting teaching as a career through a mentoring and scholarship program. Would like to expand this plan to UW-Madison and other high schools.
2. Establish strong relationships with university and college pre-service teacher preparation programs similar to the Professional Development School model used by UW Madison.	1	Staff Reflects Students	Assistant Superintendents and Director of Professional Development	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	Ongoing conversations with U.W. School of Ed and Outreach about structural changes to the way practicum and student teachers are placed and supported.
3. Enhance a hiring preference system for positively evaluated student teachers and administrative interns, and teacher/interns who are employed during summer school.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	<u>DONE</u> : HR has developed a system to capture this information and to add to the ranking of positively evaluated summer school staff, student teachers and interns.
4. Establish earlier hiring deadline.	2	Staff Reflects Students	Director of Human Resources	2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	This is dependent on budget and allocations. In the Spring of 2012, HR made early offers to 35 candidates prior to May 1.
5. Create an early hire pool of teachers as a means to attract highly qualified candidates, including staff of color, and increased applicants in shortage areas.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Travel Expenses	Early hire committees are established for bilingual positions, 4K and candidates of color in any areas that we are certain we will hire. HR implemented early hiring committees for elementary education, cross categorical, physical therapy, speech & language, psychology, social work, library-media specialist and bilingual education.

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Recruiting and Retaining Staff							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
6. Expedite referrals of outside candidates to principals.	3	Staff Reflects Students	Director of Human Resources and Employment Manager	2012-2013	Streamlined recruitment and hiring procedures	Existing Resources	With the achievements of 4 and 5 above, earlier referrals were given to principals.
7. Expedite the advertisement of open positions and offer/acceptance procedure.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2011	Streamlined recruitment and hiring procedures	Existing Resources	In the past we had a three-month window for applications. We now advertise and hire for teacher positions year round.
8. Annually review and evaluate the recruitment and hiring process.	1	Staff Reflects Students	Director of Human Resources	2009 and on-going thereafter	Streamlined recruitment and hiring procedures	Existing Resources	A report was submitted to the BOE on May 10, 2010, detailing the recruitment and hiring results of the District. This will be updated annually. Annual internal review of the hiring process was completed. A report was developed for the Board that will be published every November 1 documenting progress in diversity hiring.
9. Reinstigate the Grow Our Own Administrator Program	2	Staff Reflects Students	Superintendent	2011	MMSD has a workforce of highly trained staff.	A number of positions to release staff from current positions (3.0-4.0 FTE)	Reinstating this program is dependent on a significant budget allocation. To date this allocation has not materialized. This item has been incorporated into the Achievement Gap Plan.
10. Develop a formal mentoring system for principals to mentor new principals – peer assistance system.	1	Staff Reflects Students	Assistant Superintendents	2009-2010	Formal mentoring/peer assistance program for administrators.	Existing Resources Plus a Small Stipend for Mentors	During 2010-11 two retired elementary principals were retained to mentor new principals and also principals who may be struggling with aspects of their jobs. This program is slated to continue in 2011-12.
11. Survey administrators after the initial year of employment to gain feedback regarding first year experiences. Use the data to	2	Staff Reflects Students	Director of Human Resources; Assistant Superintendents	2010	Data from New Administrators Formal mentoring/peer assistance program for	Existing Resources	New administrators have been surveyed in the fall of 2009 and 2010 to determine their needs. A stronger mentoring program has been

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Recruiting and Retaining Staff							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
identify areas of need and provide support for those areas via the peer assistance system.					administrators.		established in the principal ranks to achieve this. See #10 above.
12. Develop a culture that embodies the belief that retention of staff of color is every staff person's responsibility; include communities of color in retention efforts.	1	Staff Reflects Students	Assistant Director-Curriculum & Assessment-Equity & Parent Involvement	2009-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Additional Clerical Resources	One of the initiatives of the recruitment plan for 2011-12 will include an ongoing effort to not only hire staff of color, but to also retain this staff. This item has also been incorporated into the Achievement Gap Plan.
13. Provide professional development for administrators to learn how to interview in a culturally competent manner.	1	Staff Reflects Students	Director of Human Resources, Director of Professional Development, Asst Director-Curriculum & Assessment-Equity & Parent Involvement	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Consulting Fees	Human Resources is coordinating training for hiring administrators related to cultural competency which is scheduled to be held in June/July, 2011. The first training session has occurred and this will now be an ongoing training initiative.

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Prioritize and Allocate Resources							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Tie budgetary decisions to a system-wide measurement tool (i.e., make funding decisions based on data, e.g., Madison Measures – City of Madison). Begin with business and non-instructional operations as a pilot. Use data from pilot to revise and make decisions about expansion.	1	Budget	Superintendent, Assistant Superintendents, Other Administrators	On-going	Measurement tool developed and implemented.	Staff time External Partners \$125,000 for Action Step 1 plus Action Steps 1,2,3 under Rigorous evaluation.	Completed Facility Assessment. Studying and reviewing Madison Measures for long term planning tool. Identified 5 year planning tool through an ad hoc committee. Continue to evaluate “Madison Measures” type tool for MMSD with the help of district CIO.
2. Evaluate current use of technology resources to identify where resources are underutilized and determine methods for how technology resources can be used to improve effectiveness.	1	Resource Allocation	Chief Information Officer	2009-10 school year	1. Effective use of current technology in classrooms and offices 2. Technology Plan is deployed.	Resources for Technology (See Technology Plan)	Added new technology using Cy Pres funds for every school 2011-2012. Developed iPad Initiative Pan to add iPad Tablet technology and assess the benefits for teaching and learning. Implement and assess 2012-13 Wireless access for personal devices is turned on throughout the district. Teachers and students are bringing their own devices to the schools. 2011-12 Plan to replace the oldest computers throughout the district will be implemented in summer 2012. Wireless access points installed in all schools at the beginning of the 2011-12 school year.
3. Develop a five-year district budget and roadmap to determine how we would get there	1	Budget	Assistant Superintendent Business Services, Director of Budget,	2010-11	Five Year Budget Plan exists and is transparently communicated.	Existing Resources	This item has been completed as of December 2010. The decision was made to maintain our relationship with our current vendor, and we have

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Prioritize and Allocate Resources							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			Planning & Accounting				begun to utilize the model for improved planning.
4. Conduct secondary research to determine what is effective, focusing on rigorous research models; draw upon UW resources for learning about what other districts have done.	2	Resource Allocation	Directors of Teaching & Learning, Educational Services, Student Services and R&E	On-going	Every plan for program implementation will be accompanied by a bibliography of high quality current research	Existing resources External partners	<p>Conducted a curriculum review of the Science program during the 2011-12 school year</p> <p>Working with Hanover Research under contract to study various district issues including: the effectiveness of the block schedule at La Follette HS and the effectiveness of the Mondo reading intervention, summer school offerings. Hanover also analyzed public input from the achievement gap sessions to identify trends.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Rigorous Evaluation							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify appropriate quantitative and qualitative evaluation methods to answer questions related to the key district goals.	1	Resource Allocation	Director of Research & Evaluation	Fall 2009	Matrix of programs and methods with capacity to conduct defined analyses	<p>Staff, external partners</p> <p>\$125,000 for Action Step 1 under Prioritize and Allocate Resources plus Actions Steps 1,2,3 under Rigorous Evaluation</p> <p>\$32,700 for teacher release for program curriculum reviews.</p>	<p>Completion of the data warehouse and dashboard during the summer of 2011 with training provided to principals, secretaries and others by first semester 2011-12</p> <p>Continue to modify and expand the data dashboard to present data and allow users easy access through a user-friendly online application</p> <p>Deployed the Gallup student poll and staff survey in 2011-12.</p> <p>Propose staffing and structure needed to deliver rigorous program evaluations to the Board and management.</p>
2. Inventory the existing data sources in curricular areas, program areas, and business functions	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data map	<p>Staff</p> <p>Technology</p> <p>External partners</p>	<p>Review of existing data occurring as we continue improvements of the data warehouse and dashboard system</p> <p>Stakeholders are engaged to help develop the dashboard and ensure the data it generates is in a useful format</p> <p>As required by Board action, use of Infinite Campus will be mandatory. Factors that limit use will be identified and shared with the Board.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Rigorous Evaluation							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
3. Identify data gaps from existing sources in relation to key district priorities (reading, math, and science), and devise systems to collect data to fill any gaps	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data needs are identified and systems created to gather information needed	Staff Technology External partners	Will review Key Performance Indicators to identify fields that are not currently centrally tracked The new state annual building-based report card under the NCLB waiver proposal will require a revisit of the Core KPI Once finalized, new Core KPI will be featured on the data dashboard
4. Allocate time for school staff and departments to analyze data and strategize appropriate responses to that data.	1	Resource Allocation	Superintendent, Assistant Superintendents	On-going	Building-specific plans would be created in response to the data.	Release time for school staff; Data discussion facilitators	Work on a school data profile during the summer of 2012 to serve as the baseline for each School Improvement Plan, progress monitoring walls, Wallace Foundation teacher leadership development workshops
5. Conduct value added analysis in appropriate content areas (reading, math) by grade level and student subgroups. Correlate these results with best instructional practices and professional development strategies.	1	Resource Allocation	Director of Research & Evaluation, consultants	On-going	Report produced that includes interpretation	Staff External partners	Conducted school valued added for year four, developing classroom value added now which will be available on the data dashboard, exploring what instructional practices data to collect Value added results presented by WCER to the Student Achievement and Performance Monitoring Committee in June 2012
6. Conduct analysis of non-academic functions, (e.g., energy use, transportation, Fund 80, and calendar) to identify cost efficiency options.	1	Resource Allocation	Assistant Superintendent Business Services	2009-10 school year	Report produced including comparison of district with other Wisconsin districts	Staff External partners	Hired Energy Management Company to help control energy usage, streamlined transportation for regular and special education, working to create long-term strategy for Fd 80. The administration continues to identify other non-academic

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Rigorous Evaluation							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							functions for analysis.
7. Identify appropriate rigorous standards (i.e., commonly accepted national standards, NAEP) and benchmark comparisons (e.g., the district against itself over time, State of Wisconsin, large Wisconsin districts, etc.) for all key student outcomes.	1	Resource Allocation	Superintendent, Assistant Superintendents, Director of Research & Evaluation	2009-10 school year	Standards and benchmarks approved	Staff External partners	Future discussions about benchmarks pending changes in state assessments and approval of DPI's NCLB waiver request
8. Conduct cost analysis by subject, grade level, school, (cost per student), and then correlate this data with student outcomes; conduct this as a longitudinal analysis. Explore implications for site-based planning and resource allocations.	1	Resource Allocation	Asst. Supt. Business Services, Director of Budget, Planning & Accounting, Director of Research & Evaluation	2001-11 school year	Report produced that includes interpretation	Staff, external partners	Development in this area is ongoing. Coding of programs is available, once the programs are identified to be tracked moving forward
9. Evaluate alternative employee compensation systems and features.	2	Resource Allocation	Asst. Supt. Business Services, Director of Human Resources	2001-11 school year	Report produced; Possible creation of a more competitive compensation system to attract and retain staff	Staff External partners	Hanover conducted a review of other districts' recognition programs

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

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

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

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

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The district will actively support all schools in successfully meeting climate goals as stated in school improvement plans. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; School Principals	2009-2010 and ongoing	<ol style="list-style-type: none"> All schools use data to continuously improve the climate within their buildings Schools meet annual climate goals included in their school improvement plan Student and Parent Climate Surveys report increased satisfaction with feeling safe, welcome and included 	Increased time for schools to collaboratively develop and implement school improvement plans.	<p>Ongoing: Increase sub time middle & high for collaboration. Yearly SIP review with schools</p> <p>Data workshops K-12 have Climate Survey as their spring topic,</p> <p>All schools implemented the Gallup questionnaire in Fall 2011 to survey students in grades 5-12 and all staff regarding their perceptions about school climate. Next steps include identifying a tool to gather feedback from parents.</p> <p>The equity end of the year report is detailed about the progress within this action step.</p>
4. All schools in the district will develop and implement behavior and discipline practices that are consistent, systematic, positive, restorative and data driven. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; Director of Alternatives and Student Services; School Principals	2009-2011	<ol style="list-style-type: none"> Reduction in disciplinary referrals, suspensions, and expulsions. Reduction in staff needed to manage behavior issues. 	Existing resources Continued professional development for school staff and support for Behavior Coaches.	<p>Ongoing: 5 H.S, All Middle & 19 Elem. trained at the Universal Level (80-85% of students)</p> <p>13 Elem. Summer/fall 2010. Each school PBS leadership Team</p> <p>Code of Conduct revisions and expulsion abeyance options being developed</p> <p>All schools have PBS Leadership Teams and ARRA funds have been</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>used to increase support in schools.</p> <p>13 additional elementary schools participated in Universal Training and are implementing PBS. 12 new schools participated in Tier II Training. Social Emotional Learning standards have been written and curriculum has been purchased for all schools K-8 for implementation over the next 3 years.</p> <p>All elementary, middle and high schools have active PBS Leadership Teams that meet a minimum of one time per month to examine behavior data for their schools and make decisions regarding strategies that need to be implemented in order to impact the data in a positive way.</p> <p>All high schools are implementing Youth Court this year using funds from the Safe and Supportive Schools grant awarded to MMSD by DPI. Restorative Practices training expanded to 2 middle schools in addition to the one high school that began this work 2 years ago.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
6. All schools will develop systems that promote student engagement.	1	Safe and Welcoming	Assistant Superintendents; Director of Student Services and Alternative Programs	2009-2010 and ongoing	Improved attendance rates Increased participation in school-sponsored activities	Existing resources	<p>Ongoing: Responsive Classroom Training 179 teachers summer 2010 (classroom management, tone for the day) 4 high school engagement coordinators. Extremely positive response.</p> <p>MMSD piloted the Gallup survey for 5th-8th graders to assess Engagement, Hope and Well Being of students. Next year all schools will participate 5th-12th grade.</p> <p>179 additional elementary and middle school teachers will participate in the Responsive Classrooms/Developmental Designs Institute in August 2011. Registration filled immediately due to popular nature of course.</p> <p>Responsive Classrooms/Developmental Designs will be offered for the third time in August 2012. 179 staff members have registered to attend and there are 100 staff on the waiting list. We are developing professional development modules in order to teach this course internally rather than contracting with outside agencies.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
3. All schools in the district will have a welcoming main entrance with clear signage in multiple languages.	2	Safe and Welcoming	Assistant Superintendents; Director of Building Services	2010-2011	Walk through of each building indicates that the goal is met	Financial support for signage	<p>Developing Survey to go out second semester to see if all schools have this done and to provide support for those who do not.</p> <p>Principals were surveyed on whether or not they have signage and an estimate of cost will be determined.</p> <p>Funds will be earmarked in the 2012-13 budget to purchase the signs needed to complete this action step.</p>
5. MMSD will improve the content and use of Climate Surveys.	2	Safe and Welcoming	R&E	2010-2011	Revised Climate Survey	Existing resources	<p>MMSD piloted the Gallup survey for 5th-8th graders to assess Engagement, Hope and Well Being of students. Next year all schools will participate 5th-12th grade.</p> <p>Youth Risk Behavior Assessment was given to all students in grades 9 and 11 in Spring 2011. Results will be used in conjunction with the DPI Safe and Supportive Schools grant focused on improving school climate in the 4 comprehensive high schools. A committee is being developed to determine if changes in the climate survey are necessary.</p> <p>The district is currently examining survey tools and other strategies to get parent/family input regarding perceptions of school climate and safety.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>Youth Risk Behavior Assessment given again to all students in grades 9 and 11 in Spring 2012. Results used to make decisions about PBS work in high schools.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Study trends in out-of-school district transfers; continue initiatives toward surveying families leaving; gather information about MMSD and its programs and students from residents who do not have children attending school.	1	All Students	R&E	2009-2010 and ongoing	<ol style="list-style-type: none"> The number of families leaving MMSD will decrease. A report is published annually that summarizes information from families leaving the district beginning in 2009-2010. 	Resources for data collection and analysis. Possible purchase of services from outside research consultant. \$10,000	Ongoing: Yearly fall review of inter-transfer pattern. 2008/09 Open Enrollment Report. See attachment for a snapshot of Open Enrollment applications for the 2011-12 school year.
2. Survey recent graduates about their experiences; use the information to identify needed improvements.	1	All Students	R&E	2010 and semi-annually beyond that date	Graduate surveys show increased satisfaction with MMSD experiences.	Resources for data collection and analysis. Possible purchase of services from outside research consultant. \$10,000	Ongoing: Senior surveys completed across all schools. 2010/11 Grant to follow up on Status the following year. Review National Student Clearing House data Through DPI.
3. Develop a consistent, ongoing process for telling stakeholders what the district is doing, reporting progress, and seeking input and feedback. Within this process, develop an annual communication plan based on data collected in steps 1 and 2.. <ul style="list-style-type: none"> Focus on telling the story of the MMSD school experience and publicize the benefits of graduating from MMSD Include specific strategies that target specific media Include outreach to specific 	1 - 2	All Students	BOE, Management Team Superintendent; Central Office Administrators; School Administrators	2009-2010 and annually thereafter	Communication Plan <ol style="list-style-type: none"> The strategic plan will be available in a variety of languages and reported annually The budget will be presented in an understandable way Principals will regularly provide information about MMSD's strategic plan, SIP, school and student achievement to all stakeholders, and ask for feedback MMSD will share results of 	Consultant to assist in developing the communication plan. \$2000 Space rental for annual meeting or engagement sessions. Support from school PTOs..	Hold: Re-visiting alternatives. Community Conversations in October 2010 and State of the District report in January 2011. Distinguished Service Awards for staff and

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
<p>groups, such as realtors, opinion leaders, neighborhood associations and business leaders in developing and implementing the plan.</p> <ul style="list-style-type: none"> • Include strategies for celebrating, promoting, and disseminating information about student and staff achievements. 					<p>systematic, rigorous, evaluation of programs and policies with stakeholders</p> <p>5. MMSD will be in compliance with legal standards and share results with stakeholders</p> <p>6. MMSD will identify and annually report on top measures of its performance</p> <p>7. Regular public engagement sessions will be held by the BOE and the Superintendent</p>	<p>Realign public information office staff to support implementation of the plan (administrative reorganization)</p>	<p>students.</p> <p>Student Recognition Ceremony.</p> <p>Strategic Plan Brochure is being developed for distribution.</p> <p>Annual Strategic Plan meeting May 25, 2011.</p> <p>New district website launched in Spring 2012 which features school and district accomplishments and seeks feedback from the community</p> <p>Series of community forums were held in Winter/Spring 2012 to begin a dialogue about the achievement gaps facing the district. Input was collected and used to formulate the Superintendent's final recommendations for the Achievement Gap Plan.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Parent Newsletter was launched in May 2012
4. Develop best practices for school – family communication that are sensitive to language, culture, and literacy differences.	2	Safe and Welcoming	Director Educational Services; Assistant Director ESL/Bilingual Division; Public Information Office; Teaching and Learning; Student Services	Spring 2010-fall 2011	Best practice guidelines established and used	Existing resources \$2,500	See attached Family Involvement form which is used by principals with their yearly SIP Goals. Equity Department Outreach 38 Parent as Teachers Program. 12 Unit Course helping parents with communication that are sensitive to language, culture, and literacy differences. Research on family engagement and involvement resulted in the program Parent University being included as a recommendation in the Achievement Gap Plan. Equity department has a focus on parent

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							engagement. ULGM Parent Meeting began in Sept. 2011 and monthly meetings continued through June.

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

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

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>February, 2011.</p> <p>Monthly sharing sessions conducted for PBS Coaches to share best practices regarding behavior and social-emotional development of students.</p> <p>Science Evaluation was completed in May 2012.</p> <p>School Support Teams were implemented in 2011-12 and principal meetings were developed around collaborative sharing.</p> <p>Instructional Rounds and fidelity walk throughs were implemented during the 2011-12 year.</p>
2. Make resources available to school staff and administrators to share effective practices within a school.	2-3	Improving Staff	School Principals and Teacher Leaders	2010 and ongoing thereafter	Effective practices are shared and implemented school-wide	Increase in school resources for sharing; Staff time	School visitations are being coordinated within and across schools to share best

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							practices. Instructional Rounds plans and training of staff are being offered this summer for administrators. Central Office PBS Coaches work with each school on a regular basis to guide the sharing of best practices. Resources provided include time of PBS coaches, money for subs as needed. Instructional Rounds conducted in a variety of schools in 2011-12 and will be expanded to all schools in 2012-13. All principals were trained and participated in multiple Rounds.
3. Expand, improve, and build systems so that students can access course selections from other schools.	2-3	21 st Century Skills; Opportunity for Success	Director Teaching and Learning; Director of Research and Evaluation	2010-2012	1. New and/or improved course selection systems are in place 2. Course catalogues are published electronically 3. Electronic registration	Resources to create and access synchronous and asynchronous virtual learning options;	Course catalogues are in place electronically. Core course

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					process is developed	Expand Madison Virtual Campus offerings; Student transportation when needed to provide access	selection is unified across all four high schools. Electronic registration was implemented fall, 2010.
4. Expand technology or virtual classes and options to increase the district's ability to meet diverse learning styles, the needs of accelerated learners, and the needs of students requiring additional time and practice to acquire knowledge and skills.	2-3	21 st Century Skills; Opportunity for Success	Teaching and Learning	2010-2012	Increase in the number and variety of virtual classes; increase in student participation in virtual classes.	Resources to create and access synchronous and asynchronous virtual learning options; Expand Madison Virtual Campus offerings	A plan was developed in fall, 2010 to increase access of students taking virtual classes. A budget proposal was given to the BOE to expand programming. The district continues to expand MVC to make virtual courses available to more students during the school year and during summer school. A work group is examining the feasibility of allowing all students who wish to participate in on-line learning the

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							opportunity to do so. Recommendations will be made to the Superintendent in Summer 2012.
5. Increase the use of systems and structures that support coordinated and efficient team discussion of student needs and planning for ways to meet the needs identified.	2-3	Achievement Gap; Improving Staff	Assistant Superintendents; Director of Research and Evaluation	2010-2012	Expansion in use of SIMS, Basecamp and other electronic tools to support efficient and effective team communication.	Resources to expand technology access and use	<p>Basecamp, and a Google Email were implemented in 2010.</p> <p>CoGAT was implemented in grades 2 and 5 to identify students in spring 2011</p> <p>Measures of Academic Progress (MAP) was introduced as a benchmark instrument fall 2011 and is used 3 times per year.</p> <p>Early Warning System was developed and launched Spring, 2012.</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Decision-Making							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The Board of Education, Superintendent, and other MMSD administrators will directly link decisions and priorities to the strategic plan.	1	All Students; Budget	MMSD Administrative staff	2009-2010 and ongoing thereafter	All major decisions and policies will clearly state how they are linked to the strategic plan.	Existing resources Develop a system to track funding sources	Ongoing: Board of Education Presentation format included implications for Strategic Plan and Equity Plan in all reports. An alignment document was presented to the BOE in May 2011. The Achievement Gap Plan is aligned to the Strategic Plan.
4. Systematically meet with parents at every school to make sure all schools and groups have input into decisions.	1	All Students	Superintendent; Assistant Superintendents for Elementary and Secondary Schools; School Principals, BOE	2009-2010 and ongoing thereafter	Increase in BOE member and MMSD Administrator opportunities to engage with parent/family groups	Existing resources	Not Started Parent Council Monthly meetings with a representative from each school, 2010. Community conversations and State of the District Report 2010-11. Parent Council meetings were conducted monthly with representation from every school. Topics included literacy, pupil nondiscrimination and TAG.
2. Create and support a variety of advisory groups that provide ongoing input to district prior to	2	All Students	Superintendent, Assistant Superintendents and	2010-2011	1. Increase in the number of advisory councils or groups.	Existing resources	Parent and Teacher Council, Innovative and Alternative Programs began in January,

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Decision-Making							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
making final decisions (e.g., district-wide parent advisory council, parent empowerment groups, other parent groups, business advisory council, student advisory council, technology advisory group) .			other administrative staff as appropriate		2. MMSD will have defined ways of measuring input into decision-making, and explaining how input affects decisions made		2011. TAG Advisory Group Fine Arts Committee High School Parent Meetings, and Special Education Advisory Committee is in place. Student Senate. Request for city wide PTSO to begin this year. ULGM Parent Monthly Meetings. Achievement Gap Forums.
3 Broadly communicate major changes in policies or procedures to stakeholders.	2	All Students	Superintendent, other administrative staff as appropriate, BOE	2010-2011	Increase in the number of community engagement opportunities	Existing resources	Website, community conversations, MMSD TV, Parent and Teacher Council Plans are being developed for additional community outreach opportunities for the 2011-12 school year.
5. Develop clear guidelines for: <ul style="list-style-type: none"> gathering input prior to making a decision from stakeholder groups including students; making decisions; and communicating decisions. 	2	All Students; Safe and Welcoming	Members of Management Team; BOE	2010-2012	1. Increased positive responses to Climate Survey items from parents and students about their role in decision-making 2. Guidelines for decision-making developed and used 3. Communication about major decisions include information about the	Existing resources	A template is being developed to address major decisions and the process used for decision making. The Media department is establishing regular meetings with departments to communicate better with the public.

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Decision-Making							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					decision making process used		
6. District work groups and committees will use clear guidelines for determining participation and membership.	2	All Students	Members of Management Team	2010-2012	Guidelines for district work group composition are created and implemented	Existing resources	Not Started.

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
5. MMSD will seek to develop and support additional partnerships that are mutually beneficial to both the district and the partnering individual or group, that add value to and meet one of the district's goals and priorities.	1	21 st Century Skills	Superintendent's office	2009-2010 school year and ongoing	1. Current partnerships are identified and mapped 2. Template for creating new partnerships is developed	Coordinate and monitor partnership activities Existing Resources	<p>Ongoing: Children's Mental Health Collaborative (Grief Groups, Trauma Groups)</p> <p>4-K Council, Schools of Hope, Truancy Court in 2 High Schools</p> <p>A plan is being developed and presented to the BOE on May 23, 2011 regarding meeting the needs of students with mental health needs.</p> <p>A subcommittee of the Innovative and Alternative Programs Committee is developing a template to be used as a model for entering into mutually beneficial partnerships with community businesses and organizations.</p> <p>The Superintendent and Board of Education convened a community-district Task Force to address the unmet</p>

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							needs of students with mental health needs. The Task Force began its work and will complete recommendations by December 2012. There is broad representation from schools, central office, parents, medical providers and community nonprofits.
4. Teachers and staff will take advantage of grant funding and foundation donations or gifts to advance teaching and learning.	2-3	21 st Century Skills	Assistant Superintendents for Elementary and Secondary; School Principals	2010-2012	Increase in the number of grants submitted	Existing resources	A process is in place for the Grant Writer of the District to meet with each Department and coordinate better participation. Attached is a compilation of grant information (attachment #2) from school years 2008-09, 2009-10 and 2010-11. It shows the grants obtained, the purposes of each, and the amount of money awarded for each grant.

