



March 7, 2013

Appendix OOO-9-3  
March 18, 2013

**TO:** Board of Education

**FROM:** Jane Belmore, Interim Superintendent

**RE:** Create Cultural Practices that are Relevant (CPR) Model Schools

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**I. Introduction**

**A. Title or Topic:** Create Cultural Practices that are Relevant (CPR) Model Schools

**B. Presenters:** Kimiko Ott, Director of Equity and Student Achievement  
Shahanna Baldon, Chief Diversity Officer  
Susan Abplanalp, Deputy Superintendent/Chief Learning Officer  
Jacquie Jolly, Principal: Lowell Elementary School  
Beth Lehman, Principal: Hawthorne Elementary School  
Carlettra Stanford, Principal: Mendota Elementary School  
Lynn Winn, Principal: Falk Elementary School

**Background Information:** The Model School concept, to develop culturally relevant teaching practices, was approved as part of the Achievement Gap Plan.

The recommendation for a Cultural Practices that are Relevant (CPR) Model School addresses three primary needs:

- The need for the creation of better programs and services to increase achievement for underserved students. The need to create better support for teachers around implementing Response to Intervention (Rtl) with cultural relevance at the core, according to the state and national Rtl models, and
- The need for a school-based professional development environment on culturally and linguistically responsive practices, with an emphasis on promoting rigor in the content areas—beginning with literacy.

Additionally, the CPR model school's combination of culturally responsive instruction, high expectations for achievement, early and extended learning, character development, and strong community partnerships will serve as an incubator for instructional improvement efforts in the district.

**II. Summary of Current Information**

**A. Synthesis of Topic:**

**Model School Objectives**

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

- Provide a rigorous, 21<sup>st</sup> Century college and career ready academic program that is integrated with culturally relevant curricula, instructional practices, and models for family involvement.
- To demonstrate the effectiveness of culturally relevant pedagogy to increase achievement and engagement, and reduce behaviors that negatively impact learning.
- To provide a model and training protocol that will better prepare staff to work with students of color and other students from underserved populations.
- To provide a model for parents as equal partners in their children's success.

#### **Model School Components: 2013-2014 School Year**

1. Provide professional development that focuses on school-wide Culturally and Linguistically Responsive Teaching with literacy focus (Appendix).
2. Provide professional development that focuses on the six strands of Cultural Practices that are Relevant as related to literacy (Appendix).

#### **Model School Components Phased in After 2013-2014 School Year**

1. Development of the Culturally Relevant Teaching and Learning program within Mendota and Falk offer district wide classroom visits and observations available to staff and to pre-service teachers.
2. Exploration with local colleges/universities for Certification/Certificate Program – for undergraduate and graduate students.
3. Networking with the Department of Public Instruction and the Wisconsin RtI Center.
4. Integration of Community Schools (Parent University, Play & Learn, Parent Empowerment Groups, Parent Resource Center) as part of this model.
5. Exploration of Student Empowerment Groups:
  - a. Mentoring - Project Butterfly
  - b. AVID for 5<sup>th</sup> grade students
6. Exploration of Culturally Relevant Saturday School Programs.
7. Exploration of Freedom Schools Summer Programs for Students.

**B. Recommendations:** It is recommended that Falk Elementary School and Mendota Elementary School become the CPR Model Schools, devoted to culturally relevant pedagogical practice. As a result of staff within these schools developing new practices and increasing rigor, all MMSD staff will have future opportunities to visit Falk and Mendota to see how these practices impact and motivate students to become academically and socially engaged learners. This will increase traction and momentum for replicating best practices across the district.

### **III. Implications**

**A. Budget:** \$85,000 from Achievement Gap Plan, year two and \$42,370 from Title I at each school.

**Implications for the Organization:** MMSD will become a professional development hub for Cultural Practices that are Relevant (CPR) work. The Model School staff will support others in their learning to become more culturally and linguistically responsive in their practice. Those who participate in this professional development will assist in promoting and expanding the CPR work with the goals of increasing culturally relevant practices to engage students and increase achievement throughout the district.

**Next Steps if Approved:**

A team of central office staff will meet with school staff and families to develop a shared understanding of the professional development modules, overall framework, progress indicators and agreed upon timeline for this work.

Substitute teachers will be secured for the 2013-2014 school year.

A communication plan will be developed and shared using a variety of media.

**IV. Supporting Documentation**

- A.** Model School Report: Model School Executive Summary
- B.** CPR Model School (Components)
- C.** Cultural Practices that are Relevant - Professional Development Strands
- D.** Culturally and Linguistically Responsive Pedagogy - Professional Development Model (CLR)
- E.** Professional Development Proposal (Year one budget)

**Model School Report March 11, 2013**  
**Executive Summary from the Planning Committee**

In recognition of the significant disparity in learning opportunities among MMSD students, the district created Building the Future: Closing the Achievement Gap plan, providing a clear framework and process for its elimination. The implementation of the Model School concept of this framework provides the next important steps in achieving this end.

The purpose of the Cultural Practices that are Relevant (CPR) model school aligns with the MMSD mission and is to provide a safe, rigorous, creative, dynamic environment to develop critical learners who think, communicate and produce according to their fullest potential. Students will emerge college and career ready, as successful lifelong learners who are productive and contributing citizens with a sense of legacy, responsibility and connection to their immediate and 21<sup>st</sup> Century community.

It is recommended that Falk and Mendota Elementary Schools be selected from the four MMSD elementary schools (Falk, Hawthorne, Lowell and Mendota) who have been training in Cultural Practices that are Relevant and Culturally and Linguistically Responsive (CLR) instruction, have elements of the Model School concept already in place and have a high percentage of students most affected by achievement gaps. Two schools are recommended to increase equity with regard to geographic location, allow collaboration between staff from the chosen sites, maximize the use of district staff competent to participate in this work, and positively impact the greatest number of underserved students within MMSD.

These schools will focus on increased student engagement, eliminating gaps between student learning and aligning current district initiatives around rigorous academic learning with cultural practices that are relevant, intercultural fluency, character and identity development, and cultivating personal leadership skills to prepare them for the 21st Century intercultural, technological world.

Funding for this proposal will be achieved through the funds designated in the Achievement Gap Plan (\$85,000) and building level Title I funds (\$42,370) from each school.

The end result of this proposal is that two schools will be developed within the district that will not only provide evidence of best practice that eliminates achievement gaps among students, but will also serve as a professional development model that can be replicated and implemented across the district, state and perhaps the nation. The MMSD Model Schools will promote the development, practice and implementation of cultural practices that are relevant through modeling, teaching, and providing resources to educators within MMSD for improving the academic success and experience of our underserved students.

# Cultural Practices that are Relevant (CPR) Model School - Components

## Undergraduate & Graduate CPR/CLR Certification Program

This program (a series of four classes) is for existing & pre-service teachers. The program will contribute to the Grow Your Own Initiative and enables principals to add CPR/CLR certification to the job description. This will foster hiring a more diverse staff.

## Community Partnerships

Partner with community organizations such as United Way, Centro Hispano and Freedom Inc.

## University of Wisconsin-Madison

Resource sharing and opportunity for a "Grow Your Own" initiative through the P.E.O.P.L.E. program

## Cultural Practices that are Relevant Model School

EVERY STUDENT ACHIEVING ~ EVERYONE RESPONSIBLE

### Full Implementation

#### Professional Development

Provided to Staff District Wide

We are committed to supporting this work on the national level.

#### Professional Library

To include teacher created CPR curricular materials

### Opportunities for students to accelerate with academic and behavioral achievement coupled with professional development opportunities for both MMSD staff and pre-service teachers

#### Empowerment Groups

Tutoring  
Mentoring  
Fourth and Fifth Grade AVID

#### Freedom Schools

**A summer program for MMSD students**  
This program will help accelerate students and foster recruiting, hiring and retaining staff.

#### Saturday School

Academic & Cultural enrichment offered on Saturdays 8 am - noon.

### Initial year

Will ~

Fill ~

### Skill

School Wide CPR/CLR Instruction Aligned with District Initiatives

4K African American Language Development

Parent University (Components)

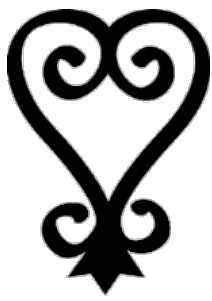
Play and Learn

Founded on the mission of  MADISON METROPOLITAN SCHOOL DISTRICT



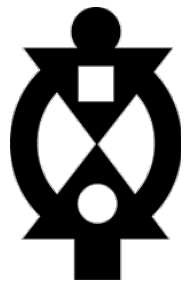
and the purpose statement of the CPR Model School





# Professional Development Strands

## Cultural Practices that are Relevant



### African American Language Development

AALD is the validation and affirmation of the home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society.

- ☼ Follow cohorts of students across multiple grades to determine longitudinal impact
- ☼ Work with Dr. Sharroky Hollie on AALD communication
  1. Professional Development
  2. Assessment/ Data
  3. Coaching/ Modeling
- ☼ Identify additional experts in the field whose work aligns with MMSD mission and model school purpose

### Black Communications

Black Communications is a system of communication that includes speech acts, speech codes, style, moral teachings, sociolinguistic rules for speaking, special speaking behaviors and non-verbal behavior.

- ☼ Book Studies
- ☼ Articles
- ☼ Coaching & Modeling
- ☼ School Site Visits
- ☼ Community Site Visits
- ☼ Guest Speakers
- ☼ Conferences
- ☼ Workshops

### Culturally Relevant Literacy Practices

Culturally relevant literacy practices build meaning between students' home and school experiences. These practices encompass a wide variety of instructional strategies including the use of proverbs, storytelling and songs as a way of teaching an appreciation of the students' cultural heritage as well as that of others.

- ☼ Book Studies
- ☼ Articles
- ☼ Coaching & Modeling
- ☼ School Site Visits
- ☼ Community Site Visits
- ☼ Guest Speakers
- ☼ Conferences
- ☼ Workshops
- ☼ Work with district specialists
- ☼ Seek additional experts in the field

### Family Involvement

Family Involvement is the promotion of strong relationships between principals, teachers, parents, students and the larger community. It places the child at the center of the educational process.

- ☼ Book Studies
- ☼ Articles
- ☼ Coaching & Modeling
- ☼ School Site Visits
- ☼ Community Site Visits
- ☼ Guest Speakers
- ☼ Conferences
- ☼ Workshops
- ☼ Partner with community organizations
- ☼ Implement MMSD Parent University

### Teaching From The Principles

Teaching from the principles helps guide a person in his and her day to day life experiences. It helps students respect, promote and celebrate each other's history and identity.

- ☼ Book Studies
- ☼ Articles
- ☼ Coaching & Modeling
- ☼ School Site Visits
- ☼ Community Site Visits
- ☼ Guest Speakers
- ☼ Conferences
- ☼ Workshops

### Classroom Management

Classroom management is the understanding that discipline should be thought about from both protective (resistance to oppression) and proactive (promotion of cultural empowerment) orientations in order for children to grow healthy and wise.

- ☼ Book Studies
- ☼ Articles
- ☼ Coaching & Modeling
- ☼ School Site Visits
- ☼ Community Site Visits
- ☼ Guest Speakers
- ☼ Conferences
- ☼ Workshops
- ☼ Work with PBS team on social, emotional and behavioral standards

# Culturally and Linguistically Responsive Pedagogy (CLR) Professional Development Categories

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CLR is the “validation and affirmation of the home culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society” (Hollie, 2012).

The CLR formula is aligned to the Common Core Standards and has three general categories:

## 1. Pedagogical Categories to be Studied

- a. Responsive Classroom Management Professional Development Modules
  - i. Implementing explicit protocols for responding, discussing, attention signals and movement
    1. Rapport, Relationship, Respect
    2. Positive, Proactive, Preventive
    3. Developing Culturally Fluent Behaviors
    4. Aligned with MMSD Positive Behavior Support (PBS) practices
- b. Academic Literacy Professional Development Modules
  - i. Strong literacy skills (reading, writing, speaking and listening) through the responsive use of fiction and nonfiction text to enhance students’ success within all core content areas
    1. Engage students with culturally and linguistically responsive texts
    2. Use engaging read-alouds founded in the oral tradition of cultural storytelling
    3. Purposefully use effective literacy strategies (Mondo) responsively
- c. Academic Vocabulary Professional Development Modules
  - i. Building on words that represent concepts that students bring to the classroom by connecting them to academic vocabulary
    1. Contextualize the word selection according to frequency and relevance for the topic or reading selection
    2. Teach academic words as concepts, not words to be memorized
    3. Develop synonyms and antonyms through use of a personal thesaurus
    4. Utilize common vocabulary strategies for meaning development
    5. Develop content-specific words using a personal dictionary
- d. Academic Language Professional Development Modules
  - i. Use of contrastive analysis - having students look at linguistic forms in their home language and then translate those forms into the target (academic) language
    1. Understand the linguistic rules of the nonstandard languages
    2. Provide ample opportunities for contrastive analysis (codeswitching)
    3. Infuse writing activities into everyday teaching
- e. Responsive Learning Environment Professional Development Modules
  - i. How spaces are organized, how learning materials are selected, where learning materials are placed, and how the materials are arranged for the learners’ use
    1. print-rich environment, learning centers, cultural imaging, optimal arrangement of materials and space, multiple libraries, use of technology, relevant student work displayed

## 2. Assessment of Strategy (what), Quantity (how much) and Quality (is it working) of the pedagogy in the classroom

- a. Assessment, analysis and reflection on the extent to which effective pedagogy is being implemented and to what extent it is working using attendance, behavior, growth and achievement measures as outlined in the Overarching Priorities for Improving Student Achievement and Closing Achievement Gaps

## 3. Infuse CLR Elements (strategies and activities) into the Pedagogical Categories

- a. What makes the lesson culturally and linguistically responsive?
- b. What specific CLR strategies/activities are to be infused into the general lesson to insure that it is culturally and linguistically responsive?

**Cultural Practices that are Relevant Model Schools ~ Professional Development Proposal  
2013-14 School Year**

**Purpose of professional development at the CPR Model Schools:**

- To create a rigorous learning environment with high expectations for all students
- To align curriculum and instruction to the Common Core State Standards and culturally responsive teaching and learning by engaging students in their learning and increasing academic achievement.

**The following will be key components of the model schools' professional development:**

- Creating a Professional Learning Community with teacher collaboration at the center
- Targeting student needs based on assessment
- Using frequent formative assessments to determine what students know and need to learn
- Using data to drive instruction
- Strong personal relationships between teachers, students, families and the community

**Instructional Leadership at the CPR Model Schools will be comprised of four positions that will work together on site at the CPR schools:**

- Principal, 1.0 at each school – funded through current MMSD budget
  - maintain responsibilities of MMSD principal
- Curriculum and Instruction Learning Coordinator (LC), .5 at each school
  - Lead CPR/CLR vision
  - Coordinate and lead best culturally relevant professional development provided in nation
  - Align professional development with district RTI framework, Mondo and Educator Effectiveness process
- Instructional Resource Teacher (IRT), .5 at each school – eventually funded through the Achievement Gap Plan (Community Schools). Work with the current Building IRT to:
  - Facilitate school based meetings looking at student data, classroom data, school wide data, and CCSS to accelerate student growth
  - Model CPR and CLR practices for staff
  - Facilitate meetings at the instructional team level to analyze assessments for evidence of student learning and determine next teaching steps
- Parent Liaison, 1.0 at each school – funded through the Achievement Gap Plan (Community Schools)
  - Lead parent engagement process and implementation
  - Bridge parent communication between home and school
  - Facilitate the Parent University program at each school

<b>Date</b>	<b>Professional Development</b>	<b>Persons Responsible</b>	<b>Cost for Two Schools (Falk and Mendota)</b>
March/April 2013 (Wed/Thur/Sat)	<b>Information and Orientation Meeting</b> <ul style="list-style-type: none"> <li>• Current staff at school</li> <li>• Understand vision and purpose of school</li> <li>• How to communicate to parents, students, and community</li> </ul>	Principal	½ day subs for 40 over 2 days @ \$210/day Extended employment on Saturday for 4 hrs. for 20 Total: \$5,400
April/May 2013	<b>Post/Hire 1.0 Learning Coordinator Position</b> (.5 at each school)	Principal	Total: \$76,189.34
April and May 2013	<b>Voluntary Book Study for prospective staff</b> <u>Will and Skill</u> <u>Freedom Schools</u>	Learning Coordinator	Extended employment for 40 for 16 hours Total:\$9,600
April 2013	<b>Voluntary Conference Attendance:</b> National Council for Educating the Black Child	Principal and Learning	10 staff (\$10,000 in current Diversity Dept



		Coordinator	Budget Total: \$6,200
August 2013 3 day Summer Institute	<b>Voluntary CPR &amp; RTI Training (FILL)</b> Introduction to CPR Staff chooses 2 strands for PD focus and set professional goals.	Andreal Davis	Fee for presenter and materials Credit Attainment Total: \$3,000
August 2013	<b>Voluntary Full day Harambee planning</b> School based leadership team creates plan for school wide weekly Harambee at each school	Learning Coordinator and IRT	Extended employment for 8 hours for 10 staff Total: \$1,200.00
Fall 2013	<b>Quarterly collaborative meetings begin</b> <ul style="list-style-type: none"> <li>Examine student data and assessments in content and behavior</li> <li>Plan integrated curriculum to support students needs</li> </ul>	LC, IRT and teachers	½ day subs for 28 staff@ \$210/day for 2 days Total: \$5,880
Fall 2013	<b>Collaborative meetings:</b> instructional teams: <ul style="list-style-type: none"> <li>Examine student work, data and assessments in content and behavior</li> <li>Plan integrated curriculum to support students needs</li> </ul>	IRT and teachers	N/A
Fall 2013	<b>Classroom Management Training</b> Observation, coaching, modeling	TBD	Total: \$2,250
September 2013	<b>CLR Foundational Training Level 2 (SKILL)</b> 2 Days of workshops, all instructional staff with Dr. Hollie	CCRTL	½ day subs for 28 staff @ \$210/2 days \$5,880 Workshop Fees:\$5,500 Total:\$11,380
October 2013 – January 2014	<b>Foundational Training Level 3 (SKILL)</b> Coaching and modeling classroom teachers with Dr. Hollie Establishing a leadership cadre	CCRTL	½ day subs for 28 staff:@ \$210/day/2 days \$5,880 Coaching Fees: \$17,000 Total: \$22,880
October PD Days	<b>PD Aligned with District Initiatives</b>		N/A
November 2013	<b>Voluntary Conference Attendance</b> National Black Child Development Institute	Principal, LC and IRT	10 Staff Total: \$16,200
2 <sup>nd</sup> Semester 2014	<b>Internal Rounds based on district framework</b>	Principal and IRT	½ day subs for 16 staff @ \$210/day Total: \$1,680
2 <sup>nd</sup> Semester 2014	<b>CPR &amp; RTI Training (FILL)</b> CPR Continuation Assess how far we have come in learning goals and in strand work. Design PD on staff needs based on assessment.	Andreal Davis	Fee for presenter:\$2,000 ½ day subs for 28 staff: @ \$210/2 days \$5,880 Total: \$7,880
Total Budget for 2013-2014			<b>Total: \$169,739.34</b> Minus Title I: \$84,740

**Total: \$85,000.00**