



Report on Entry Process

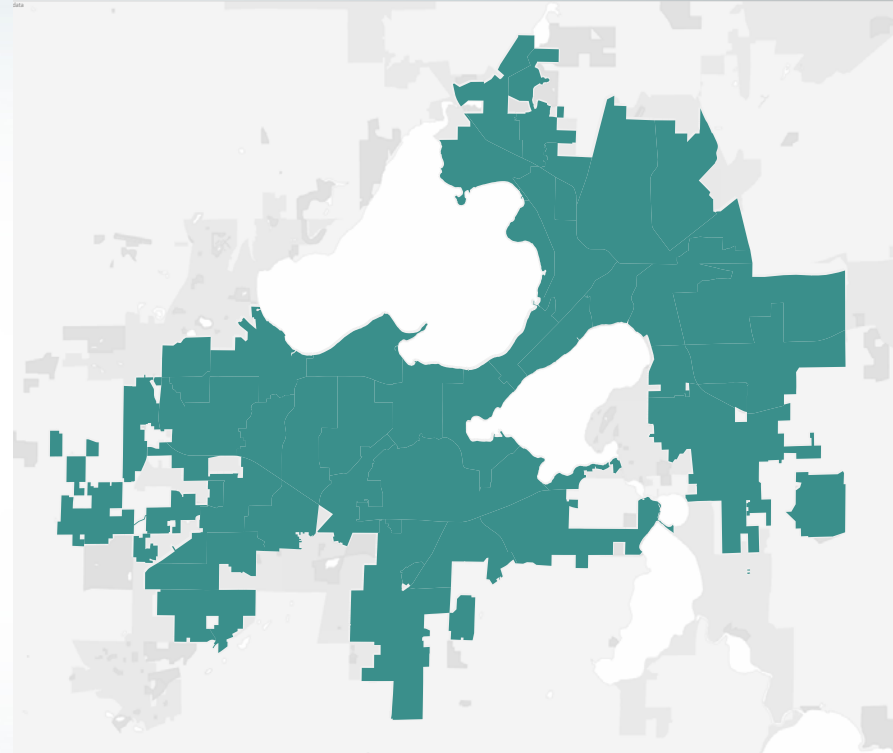
Jennifer Cheatham, Superintendent

School Visits

- All 48 schools
- Several alternative programs
- After-school programs
- Community early childhood centers
- One alternative HS
- Community forums

In total:

- Over 100 meetings
- Approx. 70 hours of staff, student, and community meetings
- Included over 2,600 people



Stakeholder Meetings

- **Elected Officials:** Madison and Fitchburg Mayors, City Council President, City Education Committee Chair, County Executive, State Superintendent
- **Community groups:** Urban League, Centro Hispano, 100 Black Men, United Way, University of Wisconsin-Madison, Chamber of Commerce, Madison Community Foundation, Boys & Girls Club, Foundation for Madison's Public Schools, Hmong Education Council, Latino Education Council, GRUMPS, Minority Student Achievement Network, SHRAC, Neighborhood center Directors, leaders in faith communities
- **Parent Groups:** African American Parent Advisory Council, PTO and PEG Presidents, Special Education Parent Resource Fair, Madison Partners for Inclusive Education
- **Media:** Wisconsin State Journal editorial board, Capital Times editorial board, WISC-TV editorial board, Madison Times, Capital City Hues
- **Union Leaders:** MTI Board Meeting, AFSCME
- **Staff:** School visits, staff of color meeting, central office staff meeting, 1:1 with leadership team and departments, principal meetings,



Strengths

- Quality of teachers, principals, and central office staff
- Commitment to action
- Positive behavior
- Promising practices
- Well-rounded education

“AVID is totally paying off. Kids, staff, everyone is excited about what it has brought to the school.”
– Staff member

Challenges

- Focus
- Coherence
- Graduation pathways

“One of the strengths of MMSD is that we will try anything. The problem is that we opt out just as easily as we opt in.” – Staff Member



5 Priority Areas

What we must work on as a **school system** if we are to ensure that **every school** is a **thriving school** that prepares **every student** to graduate **college and career ready**.



Priority Area #1:

We will provide every student with well-rounded, culturally responsive, and coherent instruction that leads to college and career readiness.

What we've learned:

- Made progress on coherent approach to instruction
- No clear strategy for implementation the Common Core State Standards
- No clear definition of essential instructional practices in the district
- No clearly defined strategy for use of assessment data at every level of the system



Priority Area #2:

We will engage students in charting personalized pathways to college and career readiness.

What we've learned:

- Implemented programs at middle and high schools that are showing great promise (teaming, AVID/TOPS, Link Crew)
- Students pleased with variety of options but need more support navigating the middle and high school systems
- Need for relevant and engaging pathways that lead to graduation and college and career readiness

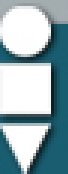


Priority Area #3:

We will engage families and communities as partners.

What we've learned:

- MMSD enjoys the support of an incredibly engaged community
- Many effective partnerships, but also room to grow and better align efforts
- Need for better communication and systems that enable parents to be engaged and advocate for their children
- Need to give parents a better understanding of expectations for their children

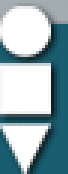


Priority Area #4:

We will cultivate a work environment that attracts, develops, and retains top-level talent.

What we've learned:

- Need to focus on developing our staff as professionals at every level of the organization
- Teachers want a work environment that supports them doing their best work through high-quality PD and clear communication
- Principals want more role clarity and support as instructional leaders
- Frustration at the lack of cultural and racial diversity in the current school and central office staff

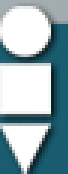


Priority Area #5:

We will ensure accountability at every level.

What we've learned:

- Need clearer expectations and systems for accountability at all levels
- Begun providing improved and increased data to schools, including continuously updated information on the Data Dashboard
- While data is available, staff feel unprepared to effectively use it to make decisions about instruction
- Staff need more opportunities to learn about data use on teacher practice, especially with new evaluation systems coming in



Next Steps

June

- Working group of staff, teachers, and principals to hone in on how to accomplish work in priority areas
- Transition team Board presentation to inform finalization of Strategic Framework

July

- Final planning on Strategic Framework
- Central office leadership team meeting with transition team members to ask questions about recommendations and discuss implementation
- Present Framework and updated budget recommendations to Board

August

- With new Strategic Framework in place, begin our work for school year with clarity and focus

