



MADISON METROPOLITAN SCHOOL DISTRICT STRATEGIC FRAMEWORK

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Dear Madison Community,

During my first few months as superintendent in Madison, I've learned a lot about our wonderful school district and community.

I've learned that we have many strengths that set our district apart – high-quality teachers, principals and support staff, safe school environments that set the stage for raising the bar academically, and access to promising programs that make our schools unique.



Jennifer Cheatham, Ed.D.

I've also learned that we have challenges that have resulted in vastly different outcomes for our students – a continually changing set of priorities that has made it difficult for our educators to focus, a culture of autonomy that has made it difficult to guarantee access for all students to a challenging curriculum, and a system that is hard for many parents and students to navigate.

Group	2011-12 Four-year Graduation Rate	Fall 2012 WKCE Reading Proficiency	Fall 2012 WKCE Math Proficiency
Overall	74.6%	36.3%	45.0%
Asian	80.8%	36.6%	56.1%
Black or African American	53.1%	7.5%	10.7%
Hispanic/Latino	63.2%	14.9%	23.5%
Two or More Races	72.3%	32.0%	39.3%
White	86.7%	57.4%	66.7%
Students With Disabilities	46.2%	11.0%	15.4%
Economically Disadvantaged	55.4%	12.6%	20.3%
Limited English Proficient	55.6%	5.6%	19.2%

Despite these challenges, we are at a unique place and time in Madison. After many difficult conversations about our schools and their potential, I believe that everyone – staff, parents, community members – is ready and united for change that will get results for our students.

Since receiving community input and publishing the [summary report of my "listening and learning phase,"](#) I've been working with a group of about 60 outstanding representative teachers, principals and central office leaders to define our district's Strategic Framework. This framework describes the essential work we must accomplish to ensure that **every school is a thriving school that prepares every student to be college, career and community ready.**

It also describes how we will do that work. Rather than present our educators with an ever-changing array of strategies, we will focus on what we know works and implement these strategies extremely well. While some of the work may seem familiar, having the courage and determination to stay focused on this work and do it well is in itself a revolutionary shift for our district. This is what it takes to narrow and eliminate gaps in student achievement.

What works:

- ✓ High standards
- ✓ Great teaching
- ✓ Data use

In the pages that follow, you'll learn about our district's goals and core values, theory of change, our focus for schools, and our major priorities and related actions. You'll also learn about how we will move this document from aspiration to reality.

The exciting news for the Madison community is that we have all of the ingredients to be successful:

- a united Board of Education;
- educators committed to doing whatever it takes to serve our children;
- parents, community members, and organizational leaders who are ready to help;
- and of course, our greatest asset – the 27,000 students we serve – all of whom dream of bright futures.

With urgency, determination and tenacity, I know we can make a significant impact on bringing those dreams to life.

Sincerely,

Jennifer

MADISON METROPOLITAN SCHOOL DISTRICT STRATEGIC FRAMEWORK



Dear Madison Community,

Public education is under sustained attack, both in our state and across the nation. Initiatives like voucher expansion are premised on the notion that public schools are not up to the challenge of effectively educating diverse groups of students in urban settings.

We are out to prove that wrong. With Superintendent Cheatham, we agree that here in Madison all the ingredients are in place. Now it is up to us to show that we can serve as a model of a thriving urban school district, one that seeks out strong community partnerships and values genuine collaboration with teachers and staff in service of student success.

Our Strategic Framework lays out a roadmap for our work. While some of the goals will seem familiar, what's new is a clear and streamlined focus and a tangible and energizing sense of shared commitment to our common goals.

The bedrock of the plan is the recognition that learning takes place in the classroom in the interactions between teachers and students. The efforts of all of us – from school board members to everyone in the organization – should be directed toward enhancing the quality and effectiveness of those interactions.

There is much work ahead of us, and the results we are expecting will not arrive overnight. But with focus, shared effort and tenacity, we can transform each of our schools into thriving schools. As we do so, Madison will be the school district of choice in Dane County.

We can't wait to get started.

Sincerely,

Ed Hughes, President	Dean Loumos
Arlene Silveira, Vice President	TJ Mertz
Mary Burke	Marj Passman
James Howard	

Madison Board of Education

Thank You to the Strategic Framework Planning Group

After gathering input from a variety of stakeholders during our “listening and learning” phase, approximately 60 educators, including teachers, principals and central office staff, came together to build the Strategic Framework. This planning team started with data analysis, problem identification and root cause analysis. They then identified high-leverage actions in each priority area along with metrics for monitoring. The planning team reconvened to refine the draft framework and incorporate recommendations from the superintendent’s transition team.

Thank you to all of the educators who worked to develop this framework.



Sue Abplanalp
Shahanna Baldon
Maggie Banker
Maria Barreras
Mike Barry
Mara Branch
John Burkholder
Rachel Byington
Lucy Chaffin
Kathy Chamberlain
Jennifer Cheatham
Tremayne Clardy
Peggy Coyne
Blanca Cruz
Jeannette DeLoya
Danae Dorsey
Mackenzie Douglas

Elizabeth Doyle
Anu Ebbe
Laurie Fellenz
Josh Forehand
Mark Fraire
Sue Gorud
Lori Hamilton
John Harper
Darin Harris
Steve Hartley
Mike Hernandez
Michael Hertting
Doug Keillor
Mary Kelley
Julie Koenke
Brad Kose
Lisa Kvistad

Ron Lott
Kerry Motoviloff
Bob Nadler
Kolleen Onsrud
Kari Ortega
Dylan Pauly
Tim Peterson
Steve Pike
Karlton Porter
Kathy Price
Caroline Racine-Gilles
Silvia Romero-Johnson
Kelly Ruppel
Miranda Salguero
Cheryl Saltzman
Sue Schaar
Sally Schultz

Lindsay Simonson
Jaclyn Smith
Marcia Standiford
Carlettra Stanford
Andrew Statz
Rachel Strauch-Nelson
Lesli Taschwer
Miles Tokheim
Lisa Wachtel
Andrew Waity
Dave Watkins
Chad Wiese
Brett Wilfrid
Donna Williams
Nancy Yoder
Scott Zimmerman

Overarching Vision, Goals and Indicators of Success

Strong organizations have a clear and compelling vision and a set of goals and indicators aligned to that vision. Based on data collected in meetings with staff, community members and parents, as well as school visits and classrooms, a common set of desired outcomes became clear. Because we want to be held publicly accountable for our progress, we will publish an annual progress report on these outcomes each fall.

Vision for MMSD

Every school will be a thriving school that prepares every student to graduate from high school **college, career and community ready**.

A **thriving school** is one in which every student and adult is recognized for their strengths, challenged to do better and supported to succeed. Organized around collaborative work and mutual accountability, a thriving school is also clearly focused on preparing all students for college, career and community.

To accomplish this vision, we must reach the following goals and indicators of success. Because we want to keep close track on narrowing and closing gaps in student achievement, all results will be disaggregated by race/ethnicity, English Language Learner status, disability and poverty.

Goal #1: Every student is on-track to graduate as measured by student growth and achievement at key milestones.

- Reading by grade 3
- Proficiency in reading and mathematics in grade 5
- High school readiness in grade 8
- College readiness in grade 11
- High school graduation and completion rate

Goal #2: Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.

- Fine arts and world languages
- Extra-curricular and co-curricular activities
- Advanced coursework

Goal #3: Every student, family and employee experiences a customer service-oriented school system as measured by school climate survey data.

- Parent survey
- Student survey
- Staff survey

What does it mean to be college, career and community ready?

Students are prepared with the academic, social/emotional and interpersonal skills necessary for success after high school.

They are **academically prepared** to be problem solvers and critical thinkers. They have strong **social-emotional** skills such as self-awareness and decision-making. And, they have the **interpersonal skills and cultural competence** to be ready for full participation in a diverse community.

For students with disabilities and some English Language Learners, student achievement will be measured through traditional assessments with accommodations or alternative assessments.

District Core Values

Strong organizations define core values that guide decision-making at every level of the system. These core values were developed based on an analysis of the themes that emerged from our many interviews and discussions with stakeholders. While they certainly do not capture all of our values, they highlight the core values that are most essential at this point in time—all aimed at ensuring every student graduates from the MMSD college, career and community ready.

Clear and Sustained Focus:

To be successful, we must be absolutely focused on a clear set of priorities aimed at measurable goals. We must zero in on the most effective strategies, implement them well and sustain our work over time. It will take urgency, determination and tenacity. It will also take courage. A clear, sustained focus, supported by research and data, will lead our district to success.

Great Teaching and Leadership Matter:

Great teaching matters most. While we believe certain students need additional services to be successful—students with disabilities, English Language Learners, and Talented and Gifted students, for example—we believe that great teaching should not be defined differently for different groups of students. Great teaching, when well-defined and supported, benefits all students and should serve as the foundation for our success. Great teaching cannot happen consistently without a great principal at the helm.

Inverting the Power Pyramid:

If great teaching and leadership matter most, we must focus all of our efforts on the development of thriving school environments in which school staff can do their best work. The work of our system happens in schools and central office exists to serve schools. Central office must serve the needs of students, teachers, principals and schools and be accountable for the quality of that service.

Continuous Improvement Aimed at Results:

We must become a collaborative learning organization that analyzes data, uses research and reviews our progress in a culture of trust and proactive problem-solving at all levels. Through this process of continuous improvement, we will be able to recognize where we are successful and where we need to improve, collaboratively identify the root causes for our successes and challenges and identify clear next steps.

Culture of Excellence:

If we expect the very best from our students and ourselves, then our students and their families benefit. We must work together toward a shared vision of excellence, precision and integrity in all that we do—in our discussions about children, our actions and our outcomes. Our students and their families deserve nothing less.



Teachers Matter

"More than two decades of research findings are unequivocal about the connection between teacher quality and student learning."

- Center for Public Education

Principals Matter

"It turns out that leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning."

- Leithwood, Louis, Anderson, Wahlstrom. "How Leadership Influences Student Learning." Sept. 2004.
- www.wallacefoundation.org

Theory of Change

Many people within our district and community have asked us, “What will be different this time?” While much of the work described in this document will sound familiar, it is really our beliefs about how we work that have changed. The theory of change articulated below explains how we believe we’ll achieve our desired results.

The Driving Force: The School Improvement Plan

In a district with high-quality teachers and principals, the role of the central office should be to guide, support and hold schools accountable—not to mandate or micromanage. The work of the central office should be designed around the work of schools, ensuring that principals and staff have support and resources to meet the needs of their students within clearly defined parameters.

Moving forward, every school will be required to develop, refine and receive approval on a clearly articulated School Improvement Plan (SIP) that defines its path to success. This plan must define how the school will meet expectations established by central office with input from schools. These expectations will include:

- Expectations for high-quality teaching including what is taught, how it is taught, how progress is measured and what happens when students struggle
- Expectations for effective shared leadership
- Expectations for high-quality professional learning in every school

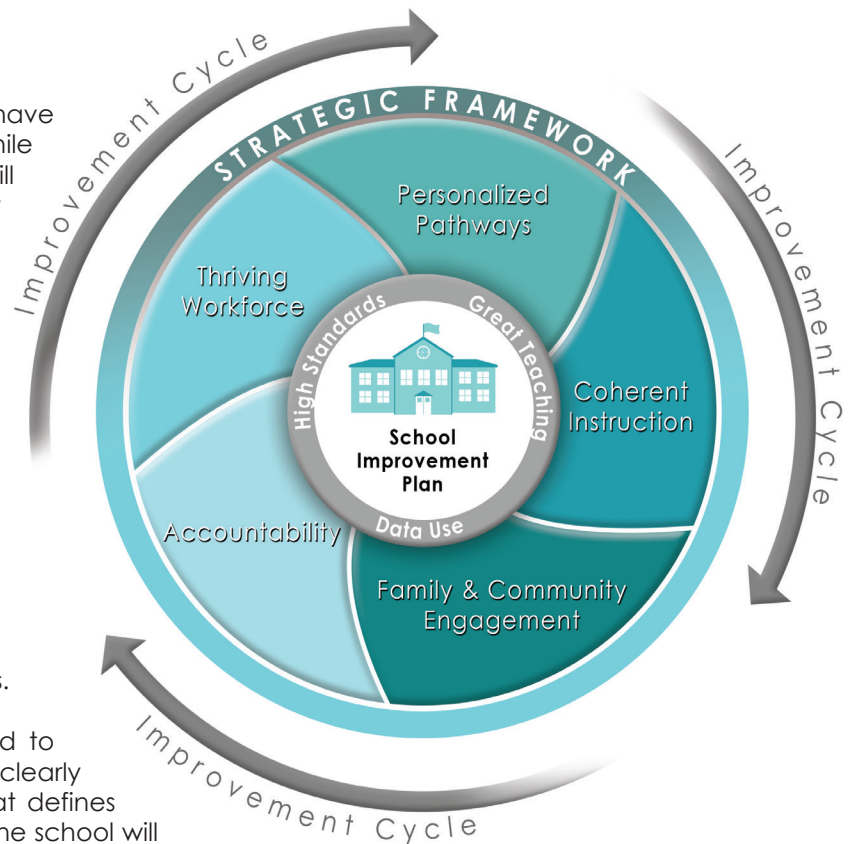
Putting the School Improvement Plan in Motion

Through ongoing professional development with a school’s leadership team, we will continually build leadership capacity to develop, implement, monitor and adjust the school’s plan. Additionally, we will realign central office support and resources to enable schools to implement their SIP successfully.

Accountability for the School Improvement Plan

By ensuring that each school’s SIP is clearly developed with and communicated to staff, students, families and community members, we empower all members of the educational effort with the information to demand the very best from their school. That means students acting as consumers of their own education and parents and community members functioning as valuable partners who are informed and equipped to ensure their child receives the best possible education.

Finally, through quarterly reviews of progress, school leadership teams and central office departments will be held equally accountable for performance and results. We believe that this clarity of focus and purpose will help bring our vision to life.



Clear Focus for Schools

While each school will have a School Improvement Plan that defines its goals and priorities as a school, there are three common strands of learning that run across the entire district. We want to be continually engaged in a learning process within and across schools that focuses on three critical areas that will enable the adults in every building to make great daily decisions on behalf of the children they serve. These areas of focus were identified based on input and feedback from educators across the district.

Understanding and implementing the Common Core State Standards (CCSS) – The Common Core State Standards represent an incredible opportunity to create professional dialogue around what students ought to know and be able to do at every grade level and raise the level of challenge across all classrooms. The standards are benchmarked internationally to ensure our students are learning the skills needed for careers in the 21st century. Their focus is on critical thinking, problem solving and application of multiple skills to meaningful, authentic work. While the CCSS focus on literacy and mathematics, these skills ought to be integrated throughout subject areas. Deep knowledge of the standards will enable teachers to plan more powerful instruction.

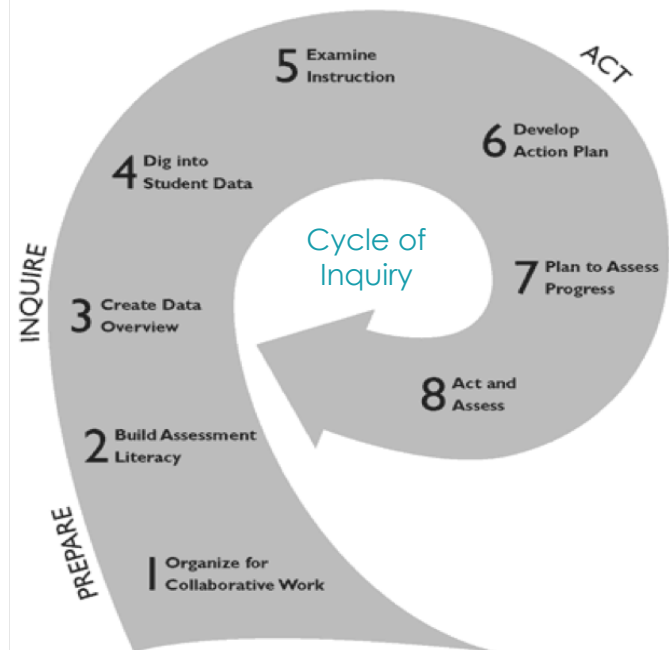
Defining and putting into use a set of essential instructional practices that align to the Danielson Framework – The new standards also demand more student-centered approaches to instruction. The Danielson Framework was developed by Charlotte Danielson to describe good teaching and has been recently revised to align to the Common Core State Standards. Because the framework will be used for the observation component of teacher evaluation starting in 2014-15, and was designed for use in a variety of contexts, it is essential that we as a district define our own instructional strategies that align with the Danielson Framework. These strategies include a focus on helping students develop into independent learners, teaching in ways that are culturally and linguistically relevant to students, and building students' use of academic language. By focusing on a set of essential instructional practices, we can better support teachers in delivering instruction that ensures access to the Common Core State Standards for all students.

Ensuring effective and regular data use

It is critical that we continually monitor the extent to which our teaching is reaching the students we serve. Regular data use helps us identify students' strengths and challenges early on, provide targeted support where there are gaps in students' skills, and ensure that students are accessing and exceeding grade-level standards along the way. By focusing on multiple forms of data (data on both student progress and teacher practice), we can better support collaborative teams of educators with the information they need to make ongoing decisions on behalf of students.

In addition to test data, teachers will use classroom data week-to-week to gauge student progress and plan accordingly. This may include oral presentations, problem sets, classroom discussion or writing assignments.

Deep learning in these three areas will assist school educators in continually improving their ability to analyze data and set goals, develop instructional plans aligned to the new standards, deliver instruction that is designed to meet the needs of all learners and reflect on progress along the way using both student achievement results and teacher practice data. It is these ongoing conversations among school-based educators that lead to change in the classroom at every school.



Five Priority Areas

While schools will be focused on implementing their SIP and developing shared practices in specific areas to better meet the needs of every child, the school district will be working on a clear set of priorities aimed at providing schools with the tools, processes and resources they need to serve children and their families better than ever before. Over the course of the last several months of listening, learning and analysis, five priorities emerged.

High-Leverage Actions

For each priority we have outlined high-leverage actions - in other words, actions that yield rapid results.

Each priority also has one or more ways to measure whether these actions are having the desired effect. These will help us monitor our progress along the way. We refer to these measures as *metrics for monitoring*.



A Conversation with Superintendent Jennifer Cheatham, West High School, May 9, 2013



Priority Area I: Coherent Instruction

Provide every student with well-rounded, culturally responsive and coherent instruction that leads to college, career and community readiness.

While we expect teachers to make ongoing instructional decisions that are based on the needs of their specific students, it is critical that every student has access to a common foundation that systematically and seamlessly prepares them for graduation and postsecondary education starting in pre-kindergarten. By defining a core instructional program that is standards-based, well-rounded and culturally responsive, we will ensure that all of our students have obtained the knowledge and skills necessary for full participation in college, the workplace and the community.

High-leverage Actions:

- 1. Develop and implement a common curriculum and assessment system in all content areas starting with literacy and mathematics that is aligned to the Common Core State Standards (CCSS)** using a three-year implementation plan and a toolbox of resources to guide schools with implementation and integration across all subject areas.
- 2. Define and build teachers' capacity to utilize a set of research-based and culturally and linguistically responsive essential instructional practices district-wide** using a three-year implementation plan that guides professional development offerings.
- 3. Provide tools and resources for teachers to develop students' social/emotional skills, as well as other essential skills**, such as organization, perseverance and interpersonal skills, that students need to be successful in college, career and community.
- 4. Expand access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities and students receiving Talented and Gifted Services.**
- 5. Increase access to fine arts and world language programs** at all grade levels.
- 6. Define a multi-tiered system of support** that is focused on a data-based problem-solving process for students who are struggling with behavior and/or academics.

Technology plays a critical role

Student use of technology needs to be embedded in all work related to core instruction. Students should be experiencing a high level of access to technology and becoming effective users of technology starting early in their education.

Launch Steps:

- Create a CCSS district leadership team including teachers, principals and central office staff, informed by national experts, to guide the development of model CCSS aligned units of study with authentic performance tasks for each grade level.
- Provide ongoing professional development for central office leaders, principals, coaches and leadership teams on how to plan, teach and monitor instruction aligned to the CCSS.

(continued)

Launch Steps: (continued)

- Begin implementation of the Second Step in kindergarten through eighth grade. Second Step is a program that is designed for explicit instruction of social/emotional skills aligned to the district's Social/Emotional Learning Standards.
- Establish and implement clear board policies related to programs and services for English Language Learners and Talented and Gifted students that define the district's values, beliefs and guiding principles for decision-making and communicate these policies to families.
- Begin the "Any Given Child" program with the Kennedy Center for the Performing Arts to analyze opportunities to strengthen arts instruction and arts integration across the district.
- Conduct an external audit/feasibility study on services for English Language Learners/Language Development programs and Special Education.

"Any Given Child"

Madison has been chosen by the Kennedy Center for the Arts as the next community in the United States to be designated an "Any Given Child" city. Like other Any Given Child communities including Austin TX, Sacramento CA, Baltimore MD, and Portland, OR, Madison will receive assistance in developing a community-wide plan for expanded arts education, ensuring access and equity for all students in grades K-8.

Metrics for Monitoring:

- School walk-through data focused on CCSS, essential instructional practices, and implementation of Social/Emotional Learning Standards
- Student access to high-quality programs and services for English Language Learners, Students with Disabilities, and Talented and Gifted students as measured by internal audit system
- Student participation rates in fine arts and world languages



Jazz Inspirations, artwork by students of Falk Elementary, October 2012



Priority Area II: Personalized Pathways

Engage students in charting personalized pathways to college, career and community readiness.

While our schools will be primarily focused on improving daily instruction that leads to positive student outcomes, it is important that the district ensures the rigor and relevance of all coursework across all classrooms and schools, especially at the high school level. This must include ongoing opportunities for exploring college and career pathways for all students, and it must include expanding opportunities for taking advanced, dual-credit and online coursework. It is essential that students are engaged in a relevant learning experience and that they, with the support of their families, are able to navigate the middle and high school experience so that they have multiple options upon graduation.

High-leverage Actions:

1. **Develop multiple, clear and rigorous pathways to graduation** within each high school. Research national and local models, define the model in the district, and redefine current high school coursework as appropriate. The model will include expanding dual-credit opportunities, career and technical education including career academies, online coursework, and alternative school options.
2. **Establish an Individualized Learning Plan (ILP) for every incoming high school student** that outlines a clear, personalized path to graduation with frequent checkpoints along the way.
3. **Implement the AVID program in grades 6-12** to support eligible students with the writing, inquiry, organizational and reading skills needed for post-secondary success and to support students in the college application and enrollment process.

AVID

Advancement Via Individual Determination
www.mmsd.org/AVID

Launch Steps:

- Establish a high school reform collaborative that is focused on the development of multiple pathways to graduation in partnership with local businesses.
- Create and implement the ILP in the 2014-15 school year.
- Begin vetting high school coursework in preparation for changes in the 2015-16 school year.
- Provide professional development to AVID teachers, coordinators and school leaders in middle and high schools.

Metrics for Monitoring:

- Percent of ninth and tenth grade students on-track to graduation
- Dual-enrollment, AP and Honors enrollment in high school by race/ethnicity and gender
- Attendance rate for middle and high schools by student subgroups



Priority Area III: Family and Community Engagement

Engage families and community members as partners.

Families and community members are essential partners in our success. Currently, too many of our schools are working in isolation to figure out how to engage families and community members. As a district, we will provide guidance, tools and resources to schools to increase effective engagement. When schools engage with parents and communities in authentic and mutually-supportive ways, parents and communities will be equipped to ask questions, make decisions and expect the best from their schools for their children and all children. When we align our efforts and everyone has a charge – educators, parents and community members alike – children will benefit.

What is engagement?

Interaction among people working together with common commitment and understanding toward common goals. An engaged parent is one who is equipped to take an active and productive role and make decisions in their best interest of their child's education. An engaged school intentionally recognizes the value and importance of parents and community in student success.

High-leverage Actions:

1. **Adopt family and community engagement standards** and a differentiated model for services to ensure two-way communication and authentic engagement with families and community partners.
2. **Create and implement professional development in family engagement for all employees** that includes a focus on diversity, anti-bias and customer service training.
3. **Align community partners to district goals and priorities with a focus on our areas of highest need:** after-school and summer learning opportunities, mental health and early childhood. Create a multi-tiered approach to providing services in these critical areas through the district's new process for developing partnerships.

Launch Steps:

- Convene representative groups of parents, guardians and community members to develop engagement standards across the district, identify culturally responsive strategies for communication, refine existing communication tools based on these standards and collaboratively develop a toolkit to help all families lead their child's education.
- Begin the work of the new Family and Community Engagement Department with roles aligned with new engagement standards.
- Develop family engagement strategies for each school's SIP.
- Launch a campaign to help families learn about the Common Core State Standards and how they can actively participate in implementation.
- Examine and develop a new model for more effective parent conferences throughout the school year.
- Identify and analyze existing partnerships, mapping their alignment with district priorities using the new partnerships policy as a guide.

Metrics for Monitoring:

- Percent of partnerships operating in alignment with the partnerships policy and district priorities
- Parent customer service surveys administered multiple times through the school year



Priority Area IV: Thriving Workforce

Cultivate a work environment that attracts, develops and retains top talent.

We believe the following high-leverage district actions will help to increase the quality and diversity of our workforce, while elevating the profession of teaching and raising the morale of our teachers and staff. We believe that it is our job to create a work environment that is challenging AND rewarding. When we hold high expectations for all employees and support them in meeting those high expectations, morale increases dramatically. We also need a talented workforce that better represents the diversity of our student population. Students must be taught by excellent teachers and staff members who are thriving professionally.

High-leverage Actions:

1. **Overhaul the recruitment, hiring and induction processes** for all roles at all levels of the system, with an immediate focus on the process for recruiting, hiring and developing new principals.
2. **Develop a professional learning approach that defines high-quality professional development** and provides tools and resources for the design of high-quality professional development at every level. Develop an approach to evaluation that ensures professional development is effective.
3. **Successfully implement new evaluation systems for teachers, principals and central office staff** anchored in a common understanding of high-quality, standards-based instruction. Successful implementation will include a coherent, fair, reliable and valid evaluation process that leads to continuous improvement.
4. **Institute a process for building-based problem solving** to respond to school-level issues, building on the work that began at Memorial High School in which principal and union representatives worked collaboratively to solve problems at the source.

Launch Steps:

- Conduct an audit of current recruitment, hiring and induction practices and strategies. This includes examining "grow our own" practices as well as the use of existing and possibly external programs and resources.



"Grow Our Own" Program

Maria Covarrubias began her career as a Bilingual Resource Specialist and, through the Grow Our Own Program, is now a teacher at Huegel. She completed her master's degree and also received the Nemec Distinguished Elementary Education Award from the UW Madison. Her son Jorge Covarrubias is the Assistant Principal at Kennedy Elementary School. Three of Maria's five children are now education professionals.

(continued)

Thriving Workforce

Launch Steps: (continued)

- Develop and establish a principal talent pipeline and improved induction process for new principals.
- Establish district standards for high-quality professional learning that includes an approach to the evaluation of professional learning.
- Incorporate a professional learning plan in the School Improvement Plan. This includes a strong focus on school-based coaches providing job-embedded coaching and professional learning.
- Recalibrate School Support Teams to provide ongoing differentiated support to schools.
- Engage a select group of principals and union representatives in the development of a protocol and process for collaborative problem-solving at the school level.

Metrics for Monitoring:

- Increased quality and diversity of applicant pool
- Increased diversity of hiring
- Staff retention rate
- Timely completion of educator evaluations beginning in 2014-15 with the launch of new evaluation system
- Evaluations of district-level professional development





Priority Area V: Accountability

Ensure accountability at every level.

At the system, school and classroom levels, we will learn how to use data to define our goals, create plans for achieving them, implement those plans and reflect on the outcomes so that we can make adjustments along the way. This kind of discipline and focus is necessary if we are to remove barriers to student learning as they arise.

High-leverage Actions:

1. **Redefine the school improvement planning process.** School Improvement Plans will define the goals, priorities and high-leverage actions that schools have identified to meet the needs of the students within their buildings. These plans will be approved by the district and shared publicly.
2. **Clearly define and enhance the function of school-based leadership teams (SBLTs).** These teams are responsible for the development, implementation, and monitoring of their School Improvement Plan. This team includes the principal, representative teachers and other key leaders within the school.
3. **Identify performance measures and establish plans for central office departments.** Each central office department will have clear goals, priorities with related actions and metrics for monitoring which will be reviewed on a regular basis.

Launch Steps:

- Develop and provide all school-based leadership teams with the SIP framework and toolkit, support the development of the SIP and institute feedback and approval process.
- Institute a quarterly review of progress for SBLTs to build capacity to use data effectively and to monitor progress toward the goals outlined in their SIP.
- Support each central office department in completing a plan, with metrics for monitoring, that reflects the support it provides to building leadership and staff in meeting its goals.
- Institute a quarterly review of progress for central office departments to ensure progress toward the goals outlined in their department plans.
- Conduct a zero-based budgeting process for the 2014-15 school year to further align the organization and its resources to support schools.

Metrics for Monitoring:

- Percent of schools on-track to meet SIP goals for implementation and outcomes
- Percent of school-based leadership teams that rank as high-performing in their use of data and problem solving according to a rubric that includes self-assessment and observation
- Percent of central office departments that rank as high-performing in a survey of central office services

Ways of Working

In an effort to ensure effective execution of our theory of change, district-wide focus areas for learning and priorities, the district will institute new ways of working.

Advisory Structure: The superintendent will meet with several advisory groups on a regular basis to ensure that the work is on-track and having the desired effect. These advisory groups will include community leaders, parents, principals, teachers and students.

Cross-Functional Teams: Additionally, the high-leverage actions described in this document will be executed by teams that work across central office departments and across levels of the system to ensure that work is informed by individuals working in schools and is highly coordinated.

Quarterly Reviews of Progress and School Visits: Through quarterly reviews of progress with school-based leadership teams and central office departments, as well as a system for conducting regular school visits, both schools and central office will be held accountable for progress, will be able to make adjustments along the way, and will receive timely support based on barriers and challenges that arise.

Conclusion

Finally, we know that none of this will happen without attention to structures, processes and district culture. While the framework is meant to outline our overarching goals, priorities, and critical actions for the next phase of the Madison Metropolitan School district, it also begins to define a new culture for the district, one that values access over autonomy, mutual accountability over blame and achievement for all over achievement for some. To make this cultural shift, we must begin to function as a set of interrelated learning communities that are continually learning about what works and what doesn't work, so that we can remove barriers to progress along the way. Together, we can ensure that every school is a thriving school that prepares every student to be college, career and community ready.

