



MADISON METROPOLITAN SCHOOL DISTRICT

# Quarterly Review of Progress

Superintendent Jennifer Cheatham

December 16, 2013



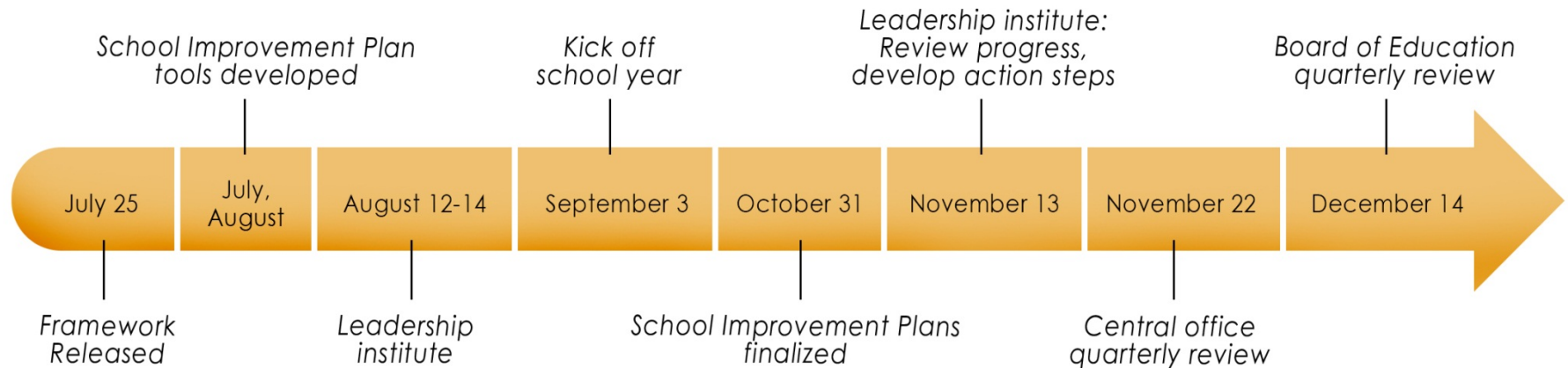
# MADISON METROPOLITAN SCHOOL DISTRICT

*"We know that schools must be the driving force of change, and our district must be incredibly focused on the day-to-day work of great teaching and learning."*

**Jennifer Cheatham, Superintendent of Schools**

# Strategic Framework Milestones

## STRATEGIC FRAMEWORK MILESTONES



MADISON METROPOLITAN SCHOOL DISTRICT



*Thriving Schools: All students graduate ready for college, career and community*





# School Improvement Plans

THEORY OF ACTION


2013-14  
**School Improvement Plan**  
 ▶ Sennett Middle

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**If we focus on . . .**

- 
**Content** Teaching reading & math skills that are common across all grade levels
- 
**Instructional Practice** Teaching students: to take more responsibility for their learning; to use academic language to discuss academics; & to read complex texts and write about them in writing and discussions
- 
**School Structure** A leadership team that uses student data to guide instruction; teacher team meetings around language arts & math
- 
**School Environment** Communicating high academic and behavior expectations; providing professional development that increases learning opportunities


**And support teachers by . . .**

- 
  - Regularly giving teachers time to meet in order to learn from each other
  - Giving teachers the opportunity to learn from each other

**While monitoring . . .**

- 
  - Levels of student performance
  - Effectiveness of staff learning opportunities and meeting
  - Effectiveness of leadership and content teams
  - Student attendance & behavior and staff climate survey

**And engage families and communities by . . .**

- 
  - Explaining the District's Strategic Framework and School Improvement Plan
  - Explaining our content and instructional focus
  - Having parent workshops about the importance of reading

**We will achieve these goals:**

Number of Students Meeting Reading Expectations will increase from 24% to 29% (all students will increase from 9% to 14%; English Language Learners will increase from 11% to 16%)

Number of Students Meeting Math Expectations will increase from 28% to 33% (all students will increase from 11% to 16%; English Language Learners will increase from 11% to 16%)

Amount of Reading Improvement Increasing from 56% to 61% ( all Students); All students will increase from 47% to 57%; English Language Learners will increase from 56% to 63%

Document is subject to revision as we receive data, 400% to 40% to 40% to 40% to 40%



## School Improvement Plan

MADISON METROPOLITAN SCHOOL DISTRICT



Thriving Schools: All students graduate ready for college, career and community

# School Improvement Plans

## Strengths

Schools were able to gain clarity and focus by defining only the strategies with the most potential for positive impact.

Schools formed strong school based leadership teams that meet regularly to monitor progress on the SIP, review school data and plan accordingly.

Schools set thoughtful goals for student achievement that in most cases exceeded district guidelines.

Schools developed focused professional development plans aligned to their focus areas.

While not required, most schools included a goal for climate, including work on social emotional learning standards.

## Challenges

With focus comes the need to prioritize and let go of strategies that may not be as impactful. Especially in early drafts of their SIPs, many schools were challenged to narrow their focus.

Schools and the central office are continuing to learn about what authentic family engagement looks like. While almost every school provided an opportunity for families to give input in their SIP, many also noted a need to increase two way communication and authentic engagement.

There need to be established mechanisms for setting goals on access to and enrollment in well-rounded and challenging curricula and school climate in future iterations of the SIPs.

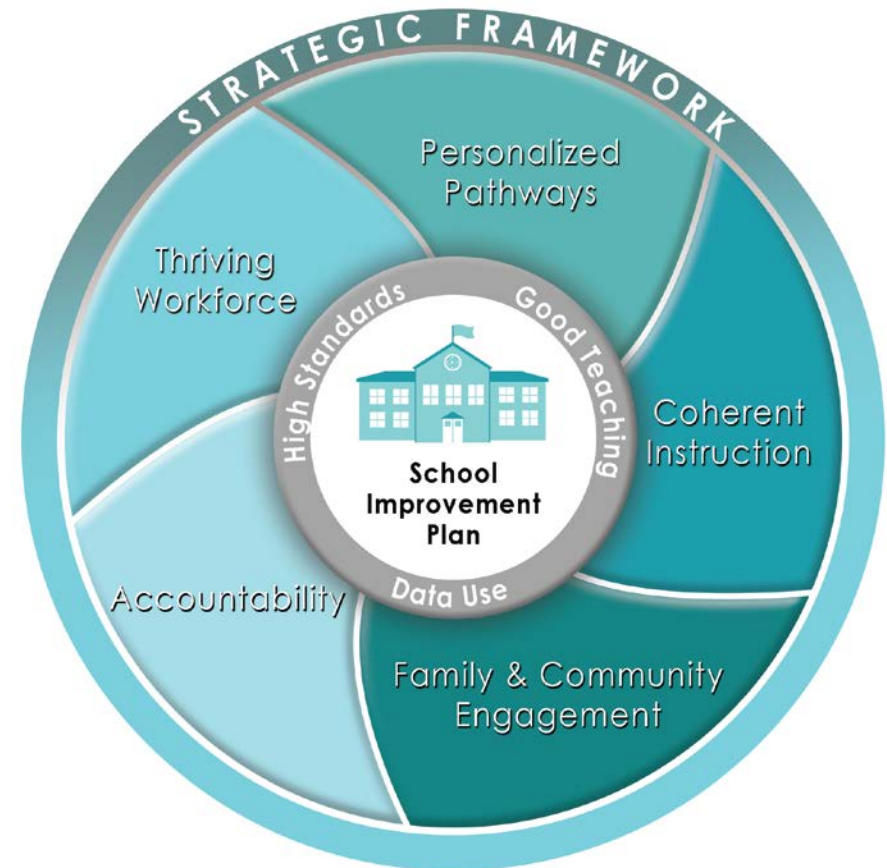


# Common Learning



# Five Priority Areas

1. Coherent Instruction
2. Personalized Pathways
3. Family Engagement and Community Partnerships
4. Thriving Workforce
5. Accountability



# Priority Area I: Coherent Instruction

Launch Steps	Progress
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.	Completed
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.	On track
Begin implementation of the Second Step in kindergarten through eighth grade.	On track
Establish and implement clear board policies related to programs and services for English Language Learners that define the district's values, beliefs and guiding principles for decision-making.	Completed
Establish and implement clear board policies related to programs and services for talented and gifted students that define the district's values, beliefs and guiding principles for decision-making.	Behind Schedule
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.	Completed
Conduct an external audit/feasibility study on services for English Language Learners/Language Development programs and special education.	On track





# Priority Area II: Personalized Pathways

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



# Priority Area III: Family and Community Engagement

Launch Steps	Progress
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.	Behind Schedule
Begin the work of the new Family and Community Engagement Department with roles aligned with new engagement standards.	Completed
Develop family engagement strategies for each school's SIP.	Behind Schedule
Launch a campaign to help families learn about the Common Core State Standards, and how they can actively participate in implementation.	On track
Examine and develop a new model for more effective parent conferences throughout the school year.	On track
Identify and analyze existing partnerships, mapping their alignment with district priorities	On track



# Priority Area IV: Thriving Workforce

Launch Steps	Progress
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.	On track
Develop and establish a principal talent pipeline and improved induction process for new principals.	On track
Establish district standards for high-quality professional learning that includes an approach to the evaluation of professional learning.	On track
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.	Completed
Recalibrate School Support Teams to provide ongoing differentiated support to schools.	Behind Schedule
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.	On track



# Priority Area V: Accountability

Launch Steps	Progress
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.	Completed
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.	Completed
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.	On track
Institute a quarterly review of progress for central office departments to ensure progress toward the goals outlined in their department plans.	On track
Conduct zero-based budgeting process for the 2014-15 school year to further align the organization and its resources to support schools.	On track



# Goals for Next Quarter

## **Priority 1: Coherent Instruction**

- Approve talented and gifted policy
- Approve new code of conduct
- Approve technology plan

## **Priority 2: Personalized Pathways**

- Complete high school reform audit
- Launch high school reform collaborative

## **Priority 3: Family Engagement and Community Partnerships**

- Present draft family and community engagement standards to the Board
- Complete at least five more high and medium level partnership Memorandums of Agreement



# Goals for Next Quarter

## Priority 4: Thriving Workforce

- Complete audit on recruitment, hiring and induction practices
- Finalize school support plans

## Priority 5: Accountability

- Implement zero-based budgeting
- Provide procurement recommendations to the Board
- Finalize Central Office Measures of Performance (COMP)

