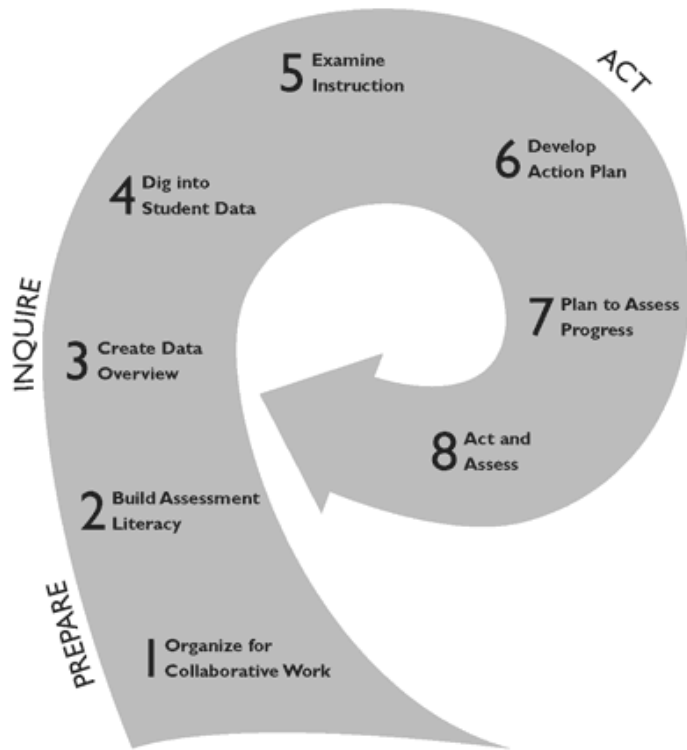


End of Year Quarterly Board Retreat

June 28, 2014

Welcome

Reflection is action oriented!



Time to celebrate our success

- AND -

Plan for the future





Look how far we have come in 3 months!

Central Office:

- Behavior Education Plan complete
- High School Reform Collaborative work completed
- Family & Community Engagement Standards complete
- Principals selection and hiring process – only 2 principals left
- UW Partnership induction program under development
- Preliminary Budget approved
- Group 1 Technology Schools announced

Schools:

- Successful school year completed
- First cycle of inquiry and SIP process completed
- Began second cycle for SIP planning



Meeting Objectives

1. Update the Board on our progress
2. Reflect on the year and implementation of the Strategic Framework
3. Discuss areas of refinement for the SY 14-15
4. Review timeline and next steps for annual report



Agenda

8:00 Opening Remarks


8:15 Progress Update and Reflection

10:30 Break

10:45 Board Reflection on the year and the Strategic Framework

11:30 Next Steps and Closing

11:45 Lunch



MMSD Vision, Goals, Core Values and Theory of Change

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

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

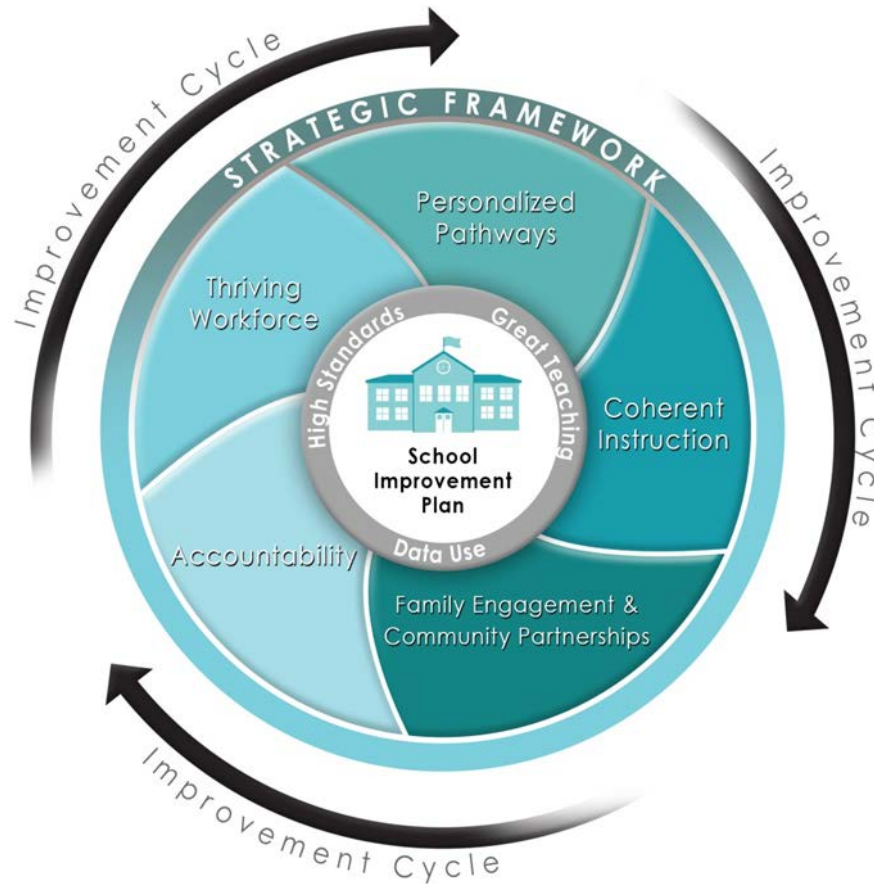
Goal #2: Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.


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

Core Values:

- Clear and sustained focus
- Great teaching and leadership matter
- Inverting the power pyramid
- Continuous improvement aimed at results
- Culture of excellence

MMSD Vision, Goals, Core Values and Theory of Change






MMSD Vision, Goals, Core Values and Theory of Change

Strengths

- Shared understanding of our framework and theory of change among school and community leaders
- Greater clarity and consistency around the district's vision
- Higher level of support, tools provided to schools



MMSD Vision, Goals, Core Values and Theory of Change

Next steps:

- Sustaining focus over time
- Emphasizing high expectations as part of core values
- Reframing the “power pyramid” as part core values
- Continually examine and improve communication at all levels of our system around vision, goals, core values and theory of change
 - Emphasizing connection to achievement gaps
 - Need for grassroots communication



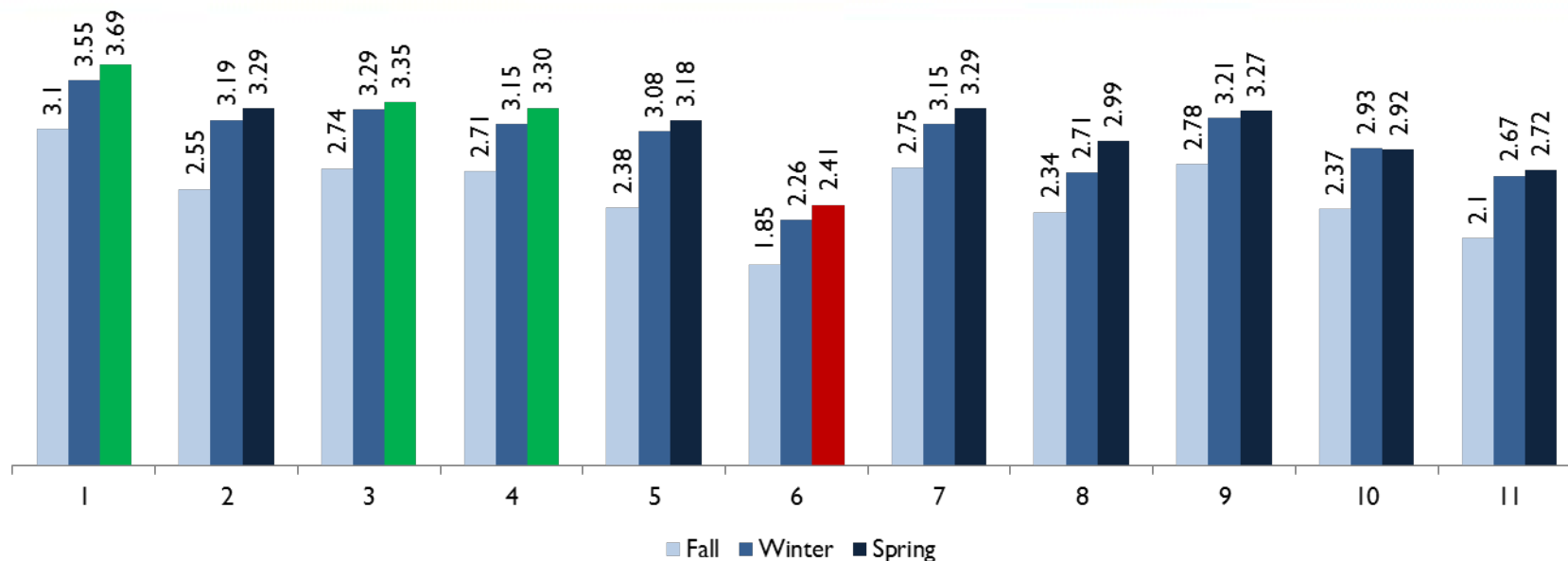
School Improvement Plans (SIP)

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.

School Based Leadership Team Rubric District Averages – 47 of 50 complete

Lowest 3 in red, highest 3 in green

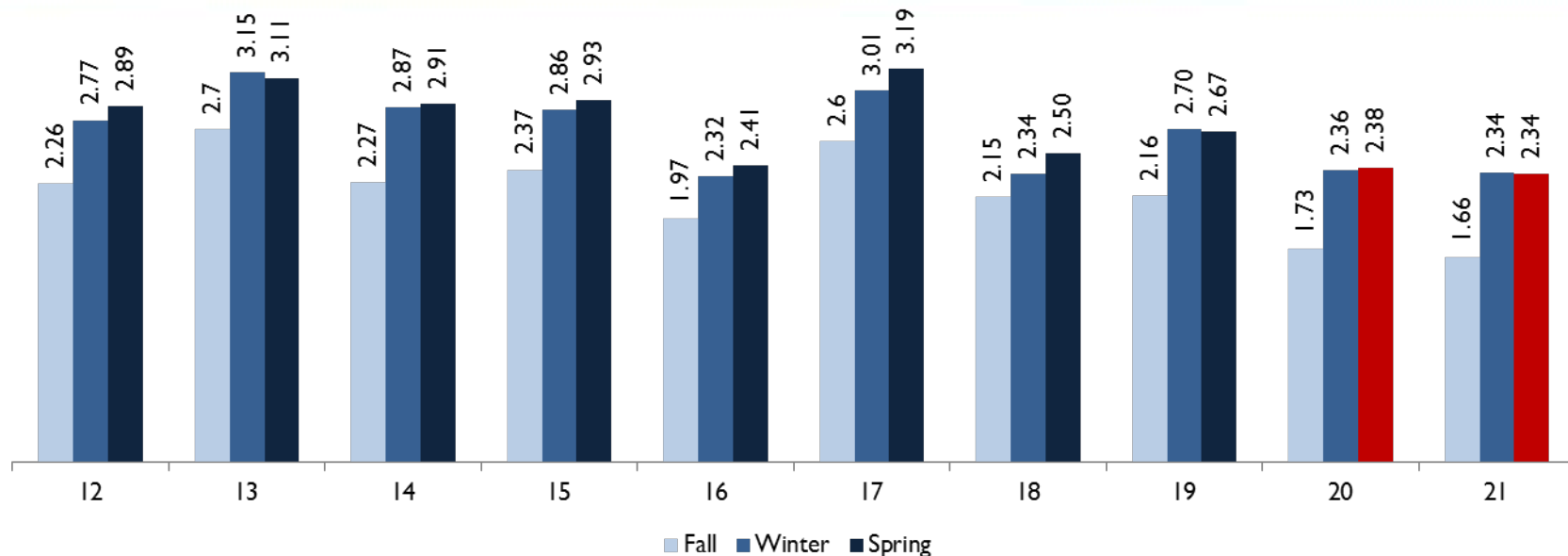


1	Team meets regularly and the time is protected for team to meet
2	Roles and responsibilities are assigned to team members
3	Agreed-upon norms and protocols are implemented
4	Team uses a goal-oriented agenda so the focus of meeting is clear and the team remains on target
5	Team has developed calendar of meeting times, data review, assessment administration timeframes, and professional development opportunities
6	All adults in building, as well as parents, are regularly informed of key school data and the work of the SBLT

7	Team addresses low student performance with a professional tone that is focused on student learning
8	Team celebrates small wins and improvements in student achievement
9	All team members are engaged in asking questions and actively participating
10	Every adult "owns" their data and openly accepts insights from others
11	SBLT supports individual teachers and teacher teams through professional development, facilitation of teacher team meetings, and coaching

School Based Leadership Team Rubric District Averages – 47 of 50 complete

Lowest 3 in red, highest 3 in green



12	Team uses quantitative and qualitative data sets to identify areas of student and teaching need
13	Team identifies SIP goals that target improving student outcomes and teaching practices
14	Team identifies timely, relevant and valid data to measure progress towards goals in SIP
15	Data is used appropriately given the purpose of the assessment/metric
16	Team identifies root causes of problems for the purpose of understanding why results are occurring, using a Multi-tiered System of Support lens to help with this root cause analysis

17	Questions discussed at meetings focus on factors that are within school's locus of control
18	Action items clearly address specific root causes of problems
19	Action items clearly identify timeline, person(s) responsible, resources needed, and plan for assessing progress
20	Team uses a process and set of protocols to implement and monitor action items
21	Team uses a tool for tracking progress on action items



SIP Reflection

Strengths

- Greater awareness and understanding of the role of the SBLT
- Beginning focus on collecting walkthrough data to inform professional learning to balance achievement data
- Collection of survey data from staff and families on implementation of SIP to inform reflection
- Building in time with staff to celebrate success along the way
- Increased use of data to monitor progress



SIP Reflection

Next Year Steps:

- Continued need for joint ownership– all SBLT members are responsible for all aspects of the school’s improvement plan
- Continued need for narrow focus
- Continued need for strong routines for monitoring both implementation and outcomes– what data is most appropriate for the SBLT?
- Connection between the work of the SBLT and teacher teams
- Need for laser-like focus on under-performing groups
- Need to ensure clarity around “flexibility within parameters”
- Increased communication with families and students around plans, both asking for input and reporting on progress through the year



Common Learning Agenda

Common Learning

While schools focus on the work of their school improvement plan, common learning across the district remains consistent in three key areas to ensure adults in every building have the tools to make great decisions for students. Together, at all levels of the system, we are learning:

- How to better plan instruction using the CCSS
- How to better deliver instruction using a set of essential instructional strategies
- How to better monitor and adjust instruction through effective use of data

Common Learning Agenda



Principal Learning Outcomes 2013-14

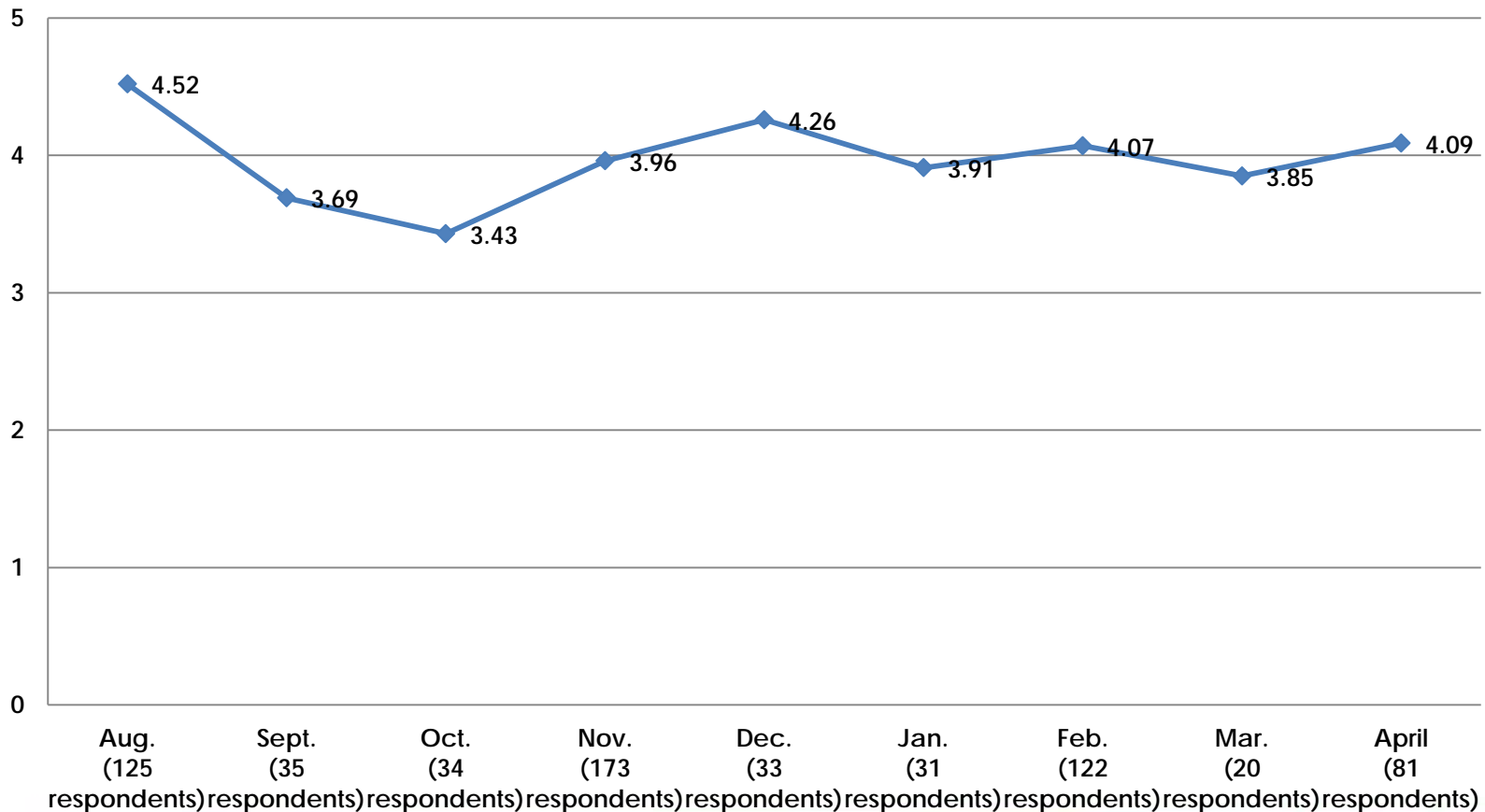
1. To assist each other in implementing an ongoing equity-based instructional planning cycle, through deepened understanding of effective data use, planning using the Common Core State Standards and the implementation of essential instructional practices with a focus on the Gradual Release of Responsibility within a Multi-Tiered System of Support
2. To strengthen our leadership capacity to carry out this work
3. Develop a professional learning community among school leaders
4. To improve teacher capacity and student outcomes

	Leadership Institute 8/12-8/14 2013	Session 1 9/11/2013	Session 2 10/9/2013	Special SBLT Session 11/13/2013	Session 3 12/11/13	Session 4 1/15/14	Special SBLT Session 2/12/14	Session 5 3/12/14	
	Gearing Up: Focus on School Based Leadership Teams and SIP Planning	Shared inquiry: Focus on Data and Close Reading	Monitoring Teaching and Learning: Close Reading Lesson Design and GRR	SBLT & SIP Planning Session	Monitoring Teaching and Learning: Focus on Close Reading	Monitoring Teaching and Learning: Focus on Close Reading	SBLT & SIP Planning Session	Monitoring Teaching and Learning: Focus on Teacher Evaluation	
Learning Focus	<ul style="list-style-type: none"> Shared understanding of the District's Strategic Framework Shared understanding of the role of the school-based leadership team Shared understanding of district's 3-year CCSS implementation plan and 2013-14 learning agenda and expectations Overview of CCSS and gradual release of responsibility Shared understanding of the new School Improvement Plan Developing a Professional Learning System aligned to district priorities: <ul style="list-style-type: none"> Professional Development Developing Teams: SBLT, Grade 	<ul style="list-style-type: none"> District Data Review- DPI Report Cards Deepen understanding of Close Reading as a professional learning experience targeting implementation of CCSS and Gradual Release of Responsibility 	<ul style="list-style-type: none"> District Data Review- beginning of year data: Aimsweb, MAP, Early Warning System Close Reading lesson design using the Gradual Release of Responsibility Framework with implications for 	<ul style="list-style-type: none"> Implementation data: Thriving Schools, SBLT & SIP rubric, new proficiency data to inform SIP Close Reading lesson design using the GRR Framework with implications for writing text dependent questions 	<ul style="list-style-type: none"> District Data Review- Classroom level data analysis (WKCE, Explore 9) to inform instructional practice and coaching/support plan Close Reading lesson design using the GRR Framework with implications for 	<ul style="list-style-type: none"> District Data Review- Behavior and attendance data Close Reading observation rubric Observe close reading lesson and analyze lesson using rubric 	<ul style="list-style-type: none"> Implementation data- Thriving Schools, SBLT, SIP rubrics, year-to-date student performance data to monitor progress on SIP & student work samples on Close Reading Deepen understanding of 	<ul style="list-style-type: none"> District Data Review- Evaluating the criteria for high quality student learning objectives Review available assessment resources (Pals, MAP, EPAS) to craft student learning objectives 	

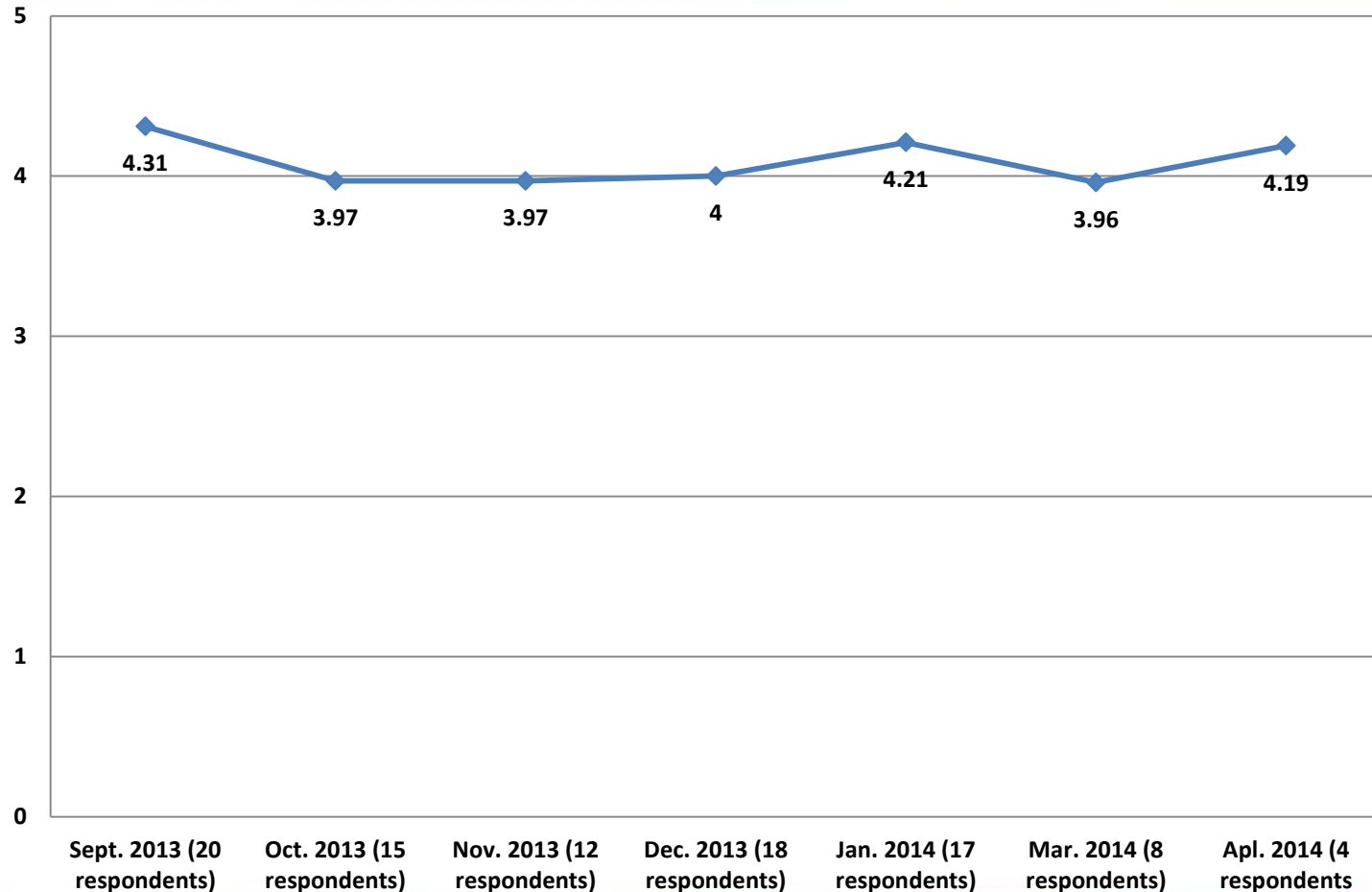



Common Learning Agenda Monthly Leadership Meetings

Average Satisfaction with Monthly Leadership Meeting



Common Learning Agenda Monthly AP Meetings





Common Learning Agenda

Instructional Coach Meetings: Exit Slip Themes 2013-14

Strengths:

- Engaging with CCSS, Gradual Release, Close Reading
- Exploration of coaching protocols
- Developing questioning techniques
- Opportunities for collaboration

Next Steps:

- Need for a consistent coaching model and set of practices and protocols
- Define the role of the coach
- More time for collaboration
- Job-embedded site-based learning and support





Common Learning Agenda – Reflection/Consideration for Next Year

Strengths:

- Professional Development plans are aligning more closely with SIP (CCSS, GRR & Close Reading)
- Data use is increasing among school based leadership teams, including walk-through data
- Evidence from walk-throughs is being shared more regularly with staff
- Overall, many teachers are aware of the common learning agenda

Next Year Steps:

- Increase two-way sharing of Common Learning Agenda to include support staff and specialists
- Strengthen central office professional learning
- Continue to help schools build their own site-based professional learning to support SIP implementation



Accomplishments: 5 Priorities

Central Office goals for the school year were to complete the priority tasks by the end of the year. How did we do?



Priority 1: Coherent Instruction

Task	Status	Status Detail
Develop and implement a common curriculum and assessment system in all content areas starting with literacy and mathematics that is aligned to the CCSS.	On track to completion	Comprehensive Assessment System developed. Lead Teacher Teams finalizing work. Draft CCSS aligned Scope and Sequence distributed Spring 2014. Work plan created to align core materials and units by quarter.
Define and build teachers' capacity to utilize a set of research-based and culturally and linguistically responsive essential instructional practices district-wide	On track to completion	Ongoing learning of Gradual Release and Close Reading, content for PD for 14-15 developed. Content teams and CLR staff supporting teams and teachers through modeling and coaching. Development of a definition of "Great Teaching" to include a core set of research-based Culturally and Linguistically Responsive Practices .
Provide tools and resources for teachers to develop students' social/emotional skills, as well as other essential skills	On track to completion	Identified SEL models and tools; drafted materials shared with schools. New Behavior Education Plan adopted and professional development plan in development.
Improve quality and access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities, and students receiving Talented and Gifted Services	Caution	TAG and ELL policies approved. TAG Compliance documentation in process and TAG Handbooks and toolkits in development. DLI feasibility study underway. Special Education audit process still in review.
Increase access to fine arts and world language programs at all grade levels	On track to completion	World Language and Fine Arts data compiled. "Any Given Child" initiative underway. Access goals incorporated into new SIP process.
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	On track to completion	MTSS Toolkit developed, TAG embedded in MTTTS Framework. Data Protocols identified. Summer School program underway. Intervention materials review and purchase plan integrated within Curriculum and Instruction department.



Priority 1: Coherent Instruction

Reflection/Considerations for Next Year

Strengths:

- Increased collaboration and communication systems between C&I and OMGE
- Definition of “Great Teaching” underway; Process implemented with MMSD students to identify essential Culturally and Linguistically Responsive Practices which will reside at the center of this definition
- External review of Special Ed and DLI to inform future systems and infrastructure
- New Hires within Teaching and Learning - Executive Director of Curriculum and Instruction, Director of Instructional Technology, Literacy and Math Coordinators. To be hired – Director of TAG and 2 Literacy Coaches. A new vision for collaboration and direct support to schools!



Priority 1: Coherent Instruction

Reflection/Considerations for Next Year


Next Year Steps:

- Collaboration between OMGE and C and I around quarterly Scopes and alignment of core materials
- Deepen understandings around the Comprehensive Assessment System and Curriculum Review and Materials Adoption Plan
- Launch of “Great Teaching” document to support new coaches, teachers and principals
- Implementation of most high leverage recommendations from Spec. Ed/Alternatives Audit and DLI Feasibility study
- TAG IRTs in schools to support advanced learners in alignment with new TAG Policy and Plan.
- Strategically plan for summer school innovation and 4K long range planning
- MTSS guiding our work for both academics and BEP/SELS implementation

Priority 2: Personalized Pathways

Task	Status	Status Detail
Develop multiple, clear and rigorous pathways to graduation	On track to completion	<ul style="list-style-type: none"> ✓ Completed High School Reform Collaborative ✓ Completed one of two best practice site visits ✓ High school coursework audit on track to completion, ✓ Virtual Learning Feasibility Study suspended to Year 2
Implement AVID Grades 6 – 12	Completed	<ul style="list-style-type: none"> ✓ AVID website is created, launched and fully functional ✓ 13-14 PD plan revised and implemented ✓ 14-15 PD plan complete ✓ AVID scope and sequence is on track for completion ✓ Tutor hiring and training processes were refined for 2nd semester and 14/15. 95% of tutor positions were filled ✓ Revised student selection and retention processes
Establish an Individualized Learning Plan (ILP) for every incoming high school student	On track to completion	<ul style="list-style-type: none"> ✓ Adopted the Comprehensive School Counseling Model and completed year one implementation ✓ Finalized learning outcomes and parameters for 8th grade ILP foundational modules. Curriculum development is on track; ✓ Recommendations for 9-12th grade ILP program structures to support schools with initial stage of implementation planning is on track.





Priority 2: Personalized Pathways

Reflection/Considerations for Next Year

Strengths:

- Successful launch of HSRC that produced guiding principles and commitments
- Widespread support for Personalized Pathways and MMSD definition, the framework and CSCM
- All AVID sites became nationally certified this year for the first time
- Coursework audit is in final stage
- Academic Career Plans (formerly ILPs) Foundations sets the stage for pathways thinking

Next Year Steps:

- Establish course vetting and modification protocols
- Conduct Virtual Learning Feasibility Study and align with Tech Plan
- Schools begin planning course revisions
- Plan 9th Grade Academic Career Plan Modules
- Refinement and expansion of AVID
- Determine policy and practice implications for pathway choice offerings
- Publish a 3-year implementation plan in collaboration with community partners and quarterly input from teachers/leaders

Priority 3: Family Engagement & Community Partnerships

Task	Status	Status Detail
<p>Adopt family and community engagement standards and a differentiated model of services to ensure two-way communication and authentic engagement with families and community partners</p>	<p>Completed</p>	<p>Family and Community Engagement standards have been finalized and aligned with the SIP process. Initial tools have been distributed to school principals with strategies for supporting two way communication and authentic engagement</p>
<p>Create and implement professional development in family and engagement for all employees, to include emphases on anti-bias and customer service</p>	<p>Caution</p>	<p>PD with secretaries on customer service has been completed. Principals PD on the standards started in March and will continue through the summer.</p>
<p>Align community partners to district goals and priorities with a focus on our areas of highest need</p>	<p>On track to completion</p>	<p>Completed 15 high and medium partnership agreements in line with strategic priority areas; Completed data collection process for inventorying all existing partnerships.</p>



Priority 3: Family Engagement & Community Partnership

Reflection/Considerations for Next Year

Strengths:

- Parent Advisory Groups identified and actively providing feedback
- Identification of national best practices and professional learning communities
- Initial course work for Parent Academy
- Customer service training provided to all Elementary School Secretaries
- Built foundation for expansion of partnerships and relationships, including future tutoring work and fundraising relationships

Next Year Steps:

- Implementation of the FACE Standards including:
 - Professional development for principals, staff and Central Office
 - Provide toolkit for schools
 - Education for parents, Parent Academy
- Implement real differentiated models for two-way communication with families
- Develop 'Family Request for Assistance' process – a clear process for families to escalate concerns and get answers
- Develop capacity of staff to manage and monitor on going partnership relationships

Priority 4: Thriving Workforce

Task	Status	Status Detail
Overhaul the recruitment, hiring, and induction processes for all roles and at all levels of the system	Completed	Implementation of multi-phased principal screening & selection process. Assistant principal screening & selection process on track.
Develop a professional learning approach that defines high-quality professional development	On track to completion	Common learning agenda executed. Approach to high-quality professional learning developed. Instructional coach training sequence and curriculum under development.
Successfully implement new evaluation systems for teachers, principals, and central office staff	On track to completion	Educator Effectiveness launched in April with principals and instructional coaches. All principals completed certification as evaluators.
Institute a process for building-based problem solving to respond to school-level issues	Completed	A framework mutually developed by the District and MTI to guide building-based reps and principals in building-based problem solving was submitted to SBLT for review and approval in early May.



Priority 4: Thriving Workforce

Reflection/Considerations for Next Year

Strengths:

- Common learning agenda helped frame the work of the year
- Principal professional development and certification in Educator Effectiveness Evaluation System
- New principal screening and selection process
- Building-based problem solving framework developed between the District and MTI



Priority 4: Thriving Workforce

Reflection/Considerations for Next Year

Next Year Steps:

- Develop and execute coaching model at all levels of the system (central office and schools)
- Develop and create central office infrastructure for comprehensive & differentiated approach to professional learning
- Balance just in time learning and multiple learning venues using technology
- Continue the ongoing work with Educator Effectiveness and make connections with the common learning agenda (CCSS, GRR, data cycle of inquiry)
- Identify additional metrics to determine if evaluation system is coherent, fair and reliable
- Develop and execute on principal evaluation
- Implement the recommendations from the HR audit for current recruitment, hiring and induction practices.
- Implement principal pipeline strategy for building a strong pipeline of school leadership talent

Priority 5: Accountability

Task	Status	Status Detail
Continue defining and enhancing the function of school-based leadership teams (SBLTs)		On track to completion. SBLT toolkit and three new tools introduced during February leadership institute. Work on formal quarterly review of progress pending.
Refine the school improvement process (SIP) for 2014-15		On track to completion. Updated tools are part of the SBLT Toolkit. Work day scheduled for May 28. Work on formal quarterly review of progress pending.
Identify performance measures and establish plans for central office departments		On track to completion. Central Office Measures of Performance (COMP) revisions and implementation plans based on 2014-15 budget finalized early next school year. Develop a satisfaction survey for Central Office services.



Priority 5: Accountability

Reflection/Considerations for Next Year

Strengths:

- Strong technical tools for SBLT's and SIP process
- Refinements to both based on user feedback
- Increased use of Data Dashboard to support SIP development and monitoring
- Support of users from Partners and Data Strategist
- COMPs largely mirrored SIPs

Next Year Steps:

- Expand toolkits and system support to include teacher teams
- Establish tools and processes for quarterly review of progress on SIPs and COMPs
- Add School Support System plans as a high-leverage action
- Add implementation plans and metrics to COMPs
- Develop internal and external communications tools for SIP



Community Charge

Aligning community's work in key areas:


- Priority Area 1: Coherent Instruction
 - Academic tutoring
 - Mental health
 - Early childhood
- Priority Area 2: Personalized Pathways
 - Internships/Apprenticeships
- Priority Area 3: Family Engagement and Community Partnerships
 - Out of school time
 - Family engagement



BREAK

15 minutes





Strategic Framework Board Reflection

- To what degree do you believe the Strategic Framework is understood across the district?
- What evidence do you have that the vision, goals, core values and theory of change are actually taking hold?
- What evidence do you have that it isn't?
- What can we do to further implementation next year? What do we need to adjust?



Immediate Next Steps

- End of Year Report
 - Include reflections gained today in the report, via data and personal quotes
 - Report released at the end of July, officially through a presentation to the Board
- Strategic Framework
 - Over June and July, make any necessary updates identified from June 6th meeting or Board Retreat





Preparing for Next Year

- School: School Improvement Plan
 - Feedback from staff and families
 - Submitted draft in end of June
 - Finalized in September
- Central Office: Strategic Framework Implementation Plans and Central Office Measures of Performance
 - In June, get feedback from departments
 - In July/August, draft Implementation Plans
 - In Sept, finalize Implementation Plans

LUNCH

Please return at 12:00 for closed session

