Special Board of Education Meeting – Workshop

April 20, 2015
Today’s Agenda

• Review and provide input on Vision 2030 progress thus far, including:

  - Introduction & Process
  - Teaching & Schools
  - Family & Community Partnerships
  - Moving Forward
Since 1990, more people living in poverty and people of color in Madison and MMSD.

Emerging technologies and industries will shape our local and regional economy.

A clear vision will anchor our work in constantly changing times.
Why Vision 2030?

- Strategic Framework includes vision and strategies
- Vision 2030 is not a strategy; instead, it paints a vivid and aspirational picture of what MMSD can be
- Vision will work in concert with our Framework to guide our actions, both big and small
- Grounded in 2015-16 4K students – Class of 2029
Developing Our Vision - Input Process

• Diversity of voices
  – Student groups that reflect our student body
  – Meeting with diverse community groups (Latino Education Council, SHRAC) and in diverse locations (churches, schools, community centers)

School Visits
More than 2,000 MMSD staff at 50 meetings gave their input.

Community Input
Seven community and ad hoc meetings across the city included more than 150 participants.

Advisory Groups
Six advisory groups contributed to the vision process at 24 meetings.

Student Input
Eight student sessions included more than 100 students from middle and high schools.

The input process includes...
89 meetings 2,500+ participants 65+ hours of conversations 100,000+ words analyzed
Developing Our Vision - Guiding Questions

1. What knowledge and skills does a college, career, and community ready MMSD graduate need to succeed by 2030?

2. By 2030, what qualities should thriving educators, schools, and family and community partnerships have to help prepare all students to be college, career, and community ready graduates?

3. Between now and 2030, what should we do to maximize our current strategies and explore new opportunities to achieve our vision?
Developing Our Vision - Analysis Process

• Qualitative Analysis
  – Used existing district work to frame analysis, (e.g., High School Reform Collaborative; FACE Standards; educator recruitment, hiring, and induction)
  – Coded to find themes and trends across meetings

• Draws on existing research, best practices, and ongoing work in the district connected to the Strategic Framework

• Best thinking thus far – more work to come in the next several months
Prepared, Empowered Graduates

• Individually review the document
• Discuss the following:
  – What resonated with you?
  – What was unclear?
  – What would you like to see added or changed?
High-Quality Support for Students

- *Educators, schools, families, and community partners* play a vital role in preparing our graduates for college, career, and community.

- As part of the Vision 2030 process, we expressed a vision for each of these groups, highlighting the key elements needed to help ensure success for our graduates.
Innovative, Compassionate Teaching

The role of educators is crucial to success of our graduates. How can teaching help to make this graduate vision a reality?

- **Build meaningful relationships** with students, colleagues and families
- **Design authentic learning experiences** to create an engaging and challenging learning environment
- **Create, innovate, and take risks** on behalf of student learning
- **Focus on equity** and the belief that all students can succeed
- **Model self-efficacy** and adapt to changing environments
Example: What might we need to make this vision for educators a reality?

More collaborative planning time is essential if teachers are to:

• Plan integrated units across disciplines
• Align content across classrooms, grades, and schools
• Design project-based learning
• Develop and analyze authentic, robust assessments
• Engage frequently with parents
Schools are at the center of all we do. What qualities should schools have to make the vision for graduates possible?

- **Customizable** with a variety of course options and flexible scheduling that allows students to pursue interests
- **Borderless** where learning takes place off-site & throughout the calendar year
- **Supportive, inclusive & healthy** with a tangible sense of community and strong relationships
- **Conducive to learning** with comfortable, well-maintained facilities designed to facilitate engagement
Example: What might we need to make our vision for schools a reality?

New practices might include:

• Common learning spaces become an essential component of school design to foster creativity and collaboration
• Technology is seamlessly integrated in all areas
• Later start times for middle and high school students
• The possible introduction of year-round learning
Discussion: Teaching and Schools

1. Your thoughts on the emerging vision for teaching and schools:
   - What resonated with you?
   - What was unclear or missing?

2. Given this vision, what does this mean for our current strategies and future opportunities for innovation?
Families are essential partners in our success, and we need to re-envision this partnership. What are key qualities for school-family partnerships?

- Welcoming relationships built on mutual respect and trust
- Inclusive and accommodating, with interactions taking place during convenient times and in accessible locations
- Educators and families share power and view each other as equal partners in the student’s education
- Partnerships empower parents to be the best advocates for their children
Example: What might we need to make our vision for family engagement a reality?

Parent-teacher conferences would:

• Serve as learning opportunities for both teachers and families
• Take place more frequently, with varied locations, times, and methods of communication
• Involve the students as part of the goal-setting and monitoring process
• Discuss the whole child
• Build lasting, meaningful relationships between the people who know children best
By working with **community partners**, we all can accomplish more than we could separately. How should community partnerships be structured to help graduates reach their full potential?

- Organized around a **shared vision and common goals** to meet student needs
- **Coordinated**, communicative, and collaborative
- **Goal-oriented** and accountable
- **Distributed equitably** across the district to meet the varying needs of schools, so all students benefit
Example: What might we need to make our vision for community partnerships a reality?

A “community” or “full service” school model would:

- Serve as community hubs, bringing together partners to offer a range of targeted services for adults and children in one location
- Be open to everyone – all day, every day, evenings and weekends
- Provide opportunities for students and adults to make connections and engage in community problem-solving
1. Your thoughts on the emerging vision for family and community partnerships:
   - What resonated with you?
   - What was unclear or missing?

2. Given this vision, what does this mean for our current strategies and future opportunities for innovation?
• **Conduct Phase 4: Maximize & Explore**
  – Between now and 2030, what should we do to maximize our current strategies and explore new opportunities to achieve our vision?

• **Continue gathering input - final session scheduled for June 3**

• **Vision 2030 released August 2015**