



Special Board of Education Meeting – Workshop

April 20, 2015



Today's Agenda

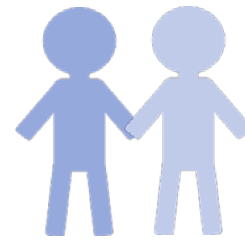
- Review and provide input on Vision 2030 progress thus far, including:



Introduction
& Process



Teaching
& Schools



Family & Community
Partnerships



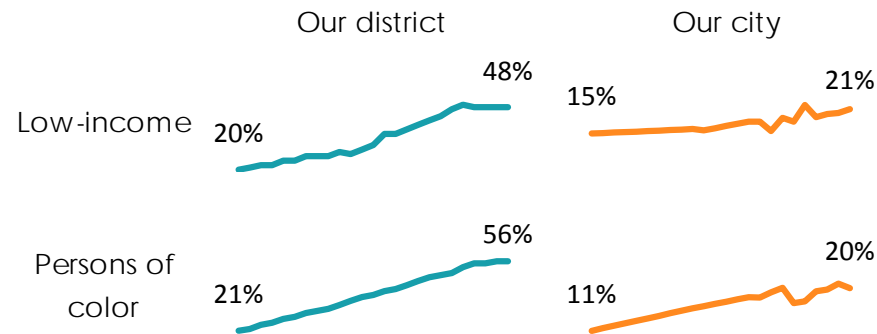
Moving
Forward



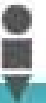
Madison is Changing



- Since 1990, more people living in poverty and people of color in Madison and MMSD



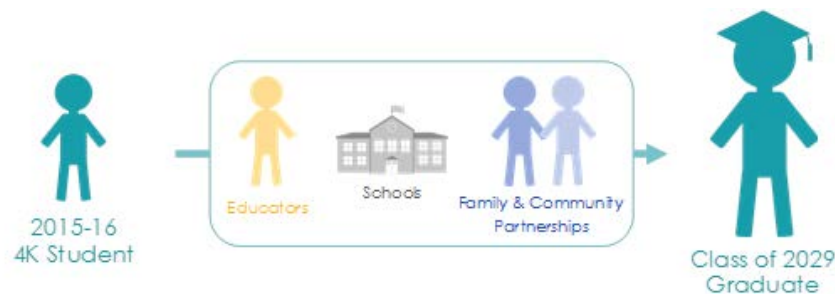
- Emerging technologies and industries will shape our local and regional economy
- A clear vision will anchor our work in constantly changing times



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



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.

•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)

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

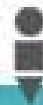


- Qualitative Analysis

- 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



MMSD Vision 2030: Prepared, Empowered Graduates

Draft for Board of Education
April 20, 2015

Growth Mindset

Our graduates understand that success is based on hard work, and that skills are developed over time through constant learning, both in success and failure. This mindset creates a sense of resilience and grit that helps them overcome setbacks and adapt to new circumstances. Their sense of curiosity and desire to learn cultivates excitement in exploration and inspires lifelong, joyful learning. They also have critical thinking and problem solving skills that help them embrace challenges in flexible and creative ways. Our graduates believe they can learn anything, and that abilities are developed through dedication and hard work.

Self-Knowledge

Our graduates possess self-confidence and a knowledge of their strengths and areas for growth, learned through grappling with challenging tasks and overcoming obstacles. This self-awareness empowers them to be advocates for themselves, able to understand how they learn best and articulate what they need from those around them to be successful. They are motivated to challenge themselves, setting long- and short-term goals and structuring choices in their learning to accomplish them. Our graduates understand themselves and know what they need to succeed.

Mastery of Content

Our graduates have varied content knowledge gained through completing meaningful tasks, including strong literacy and math abilities, organization and study skills, financial literacy, and civic engagement. By participating in deeper learning, they see how ideas connect across content areas. Our graduates are technologically savvy and critical consumers of information. In addition, they have linguistic skills in their native language, other world languages, and technical languages like computer coding. With strong, varied content knowledge, our graduates are ready for opportunities across industries, disciplines, and careers.

Interpersonal Skills

Our graduates value collaboration and teamwork as ways to reach common goals by sharing expertise and responsibility. They communicate effectively with those around them both orally and in writing while balancing the use of technology. Our graduates also build and maintain strong positive relationships with peers, demonstrating respect when working with others and showing the ability to resolve conflicts when needed. Our graduates have the interpersonal skills to work with others to accomplish things that could not be done alone.

Sense of Future

Our graduates leave MMSD with a sense of their pathway to college, career, and community. They have strong postsecondary and career knowledge, including the available options and the steps required to achieve them. They are effective leaders who have been taught leadership skills and given the opportunity to put them into practice. This knowledge allows them to set, follow, and fulfill short- and long-term goals for themselves and others. A sense of future helps our graduates be aware of and prepared for what comes next, as well as plan the right path to achieve their goals in education, the workplace, and society.

Community Connected

Our graduates are prepared to participate in democracy, engage in community dialogue and volunteerism, and understand as well as act on issues of social justice both locally and globally. They have a strong connection to their local community, but they identify as global citizens who understand national and international issues. They also have a heightened sense of eco-consciousness. Our graduates are champions for the common good and social justice, recognizing that they are part of something bigger than themselves.

Culturally Competent

Our graduates are adept at interacting effectively in increasingly diverse educational, professional, and social settings. During their time in MMSD, they learn how to build meaningful relationships with people from different backgrounds, participate in sensitive and productive conversations about race and culture, and address racial and cultural identity in a way that deepens understanding and creates community. Our graduates embrace and value how the diversity of their community gives them access to ideas, experiences, and perspectives to help them grow.

Healthy

Our graduates make choices to promote physical, mental, and emotional health in themselves and others. They recognize the importance of understanding and managing their emotions and have developed strategies for coping with stressful situations. They are able to balance the many priorities in their lives and display empathy and compassion when dealing with others. By making smart choices to support physical, mental, and emotional health, our graduates can focus on their goals and dreams, and know how to recognize and support these needs in others.

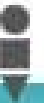
- Individually review the document
- Discuss the following:
 - What resonated with you?
 - What was unclear?
 - What would you like to see added or changed?



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

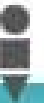


Innovative, Compassionate Teaching



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

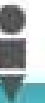


Example: What might we need to make this vision for educators a reality?



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



Reimagined, Thriving Schools



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:

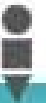
- Common learning spaces become an essential component of school design to foster creativity and collaboration
- Technology is seamlessly integrated in all areas
- Later start times for middle and high school students
- The possible introduction of year-round learning



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?



Integrated, Rewarding Family Engagement



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

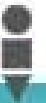


Example: What might we need to make our vision for family engagement a reality?



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



Aligned, Dynamic Community Partnerships



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

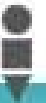


Example: What might we need to make our vision for community partnerships a reality?



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

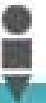
- Serve as community hubs, bringing together partners to offer a range of targeted services for adults and children in one location
- Be open to everyone – all day, every day, evenings and weekends
- Provide opportunities for students and adults to make connections and engage in community problem-solving



Discussion: Family and Community



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?



Moving Forward



- 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

