End of Year Quarterly Board Retreat

June 27, 2015

Welcome

Reflection is action oriented!

End of Year Reflection

May 20	MMSD Leadership Institute
May 22	Central Office Institute
June 5	Strategic Framework Planning Group
June 27	Board Retreat
July 15	Administrators Meeting
July 27	Annual Report
Aug 31	Present revisions to Strategic Framework

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 SY 15-16
4. Review timeline and next steps for annual report

Agenda

8:00	**Board President & Superintendent Opening Remarks**
8:15	**Climate Survey Summary**
8:30	Board Reflection
8:45	**Progress Update**
9:15	Board Reflection
9:45	**Break**
10:00	**Vision 2030:College, Career and Community Ready**
10:15	Board Reflection
10:45	**5-Year Outlook**
11:00	Board Reflection
11:30	**Annual Report / Next Steps and Closing**

2014-15 Climate Survey

Climate Survey - Orientation

- Strategic Framework Goal #3 – *Every student, family, and employee experiences a positive school and district climate*

- Measured through the parent, staff, and student climate surveys, administered between Feb.-Mar. 2015

- Received 18,554 total responses
  - Parent response rate 22% (4,647)
  - Staff response rate 58% (2,691)
  - Student response rate 61% (11,215)

Climate Survey
What Did It Measure?

- Research-based Dimensions of Climate
    1. Relationships
    2. Teaching and Learning
    3. Safety
    4. School Improvement
    5. Institutional Environment
    6. Family Engagement
- Some common questions across surveys, others unique to groups
- Measured on a 5-point scale

Climate Survey - Resources

- Variety of resources, including:
  - *Scorecards* and *Comparisons*– give a quick review of the survey results
  - *Summary Reports* – provide more detailed reviews of the data including disaggregation by groups
  - *Pivot Tables* and *Open-Ended Responses* –help schools and departments dig into results for SIP and COMP planning
  - *Data Use Guides* – help users navigate resources
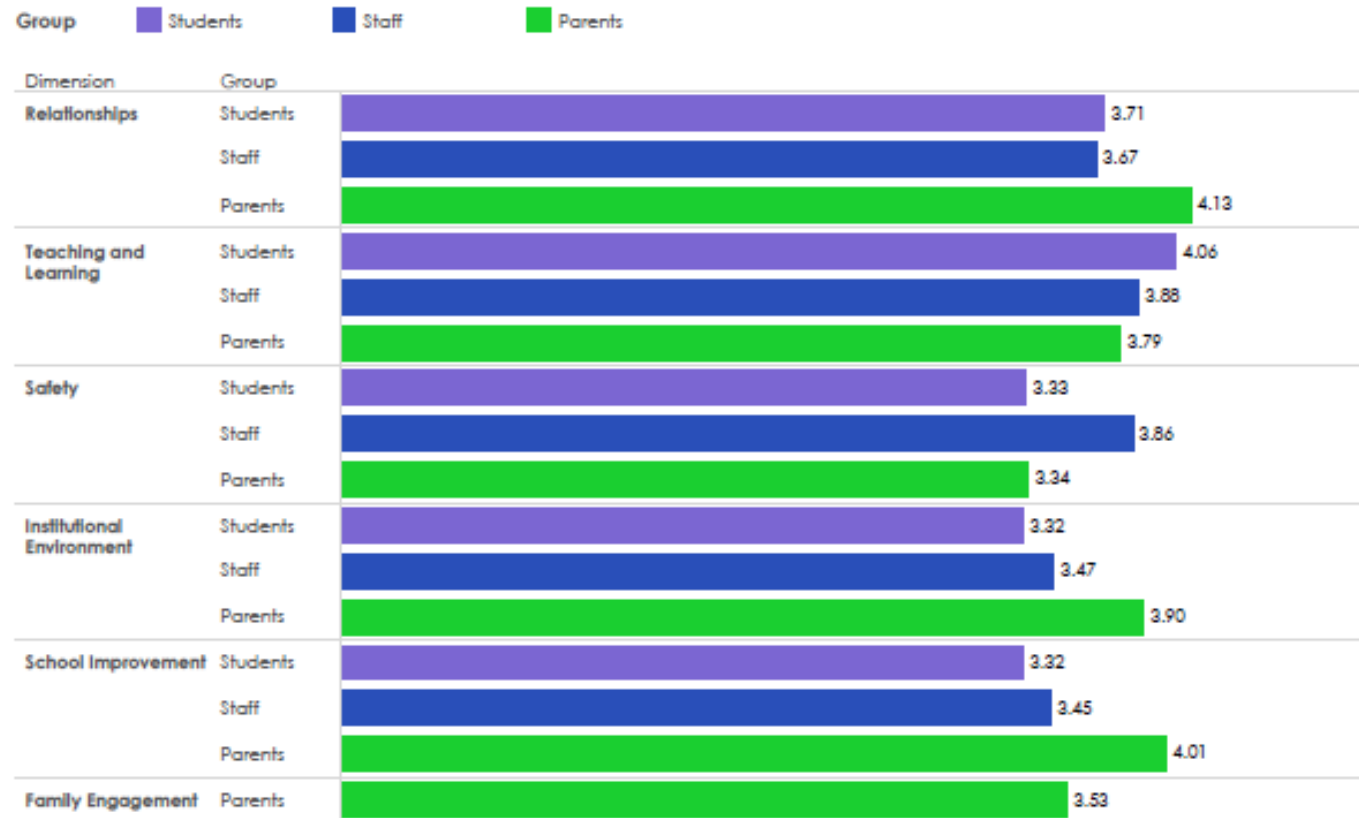- Available at district, school, and Central Office department level

District Climate Survey Findings – Comparison Across Surveys

For District:
- Highest: Teaching and Learning (3.97)
- Lowest: Safety (3.40)

Across surveys:
- Most agreement in Teaching and Learning

Group	Students	Staff	Parents

| Dimension	Group	
Relationships	Students	3.71
	Staff	3.67
	Parents	4.13
Teaching and Learning	Students	4.06
	Staff	3.88
	Parents	3.79
Safety	Students	3.33
	Staff	3.86
	Parents	3.34
Institutional Environment	Students	3.32
	Staff	3.47
	Parents	3.90
School Improvement	Students	3.32
	Staff	3.45
	Parents	4.01
Family Engagement	Parents	3.53

District Climate Survey Findings – Students

- Rated Teaching and Learning highest (4.06)
  - Ex: Students feel supported by their parents and teachers.

- Rated School Improvement and Institutional Environment lowest (3.32)
  - Ex: 48% feel that students are involved in school decisions or that their school is well maintained.

- Elementary students provided more positive responses overall
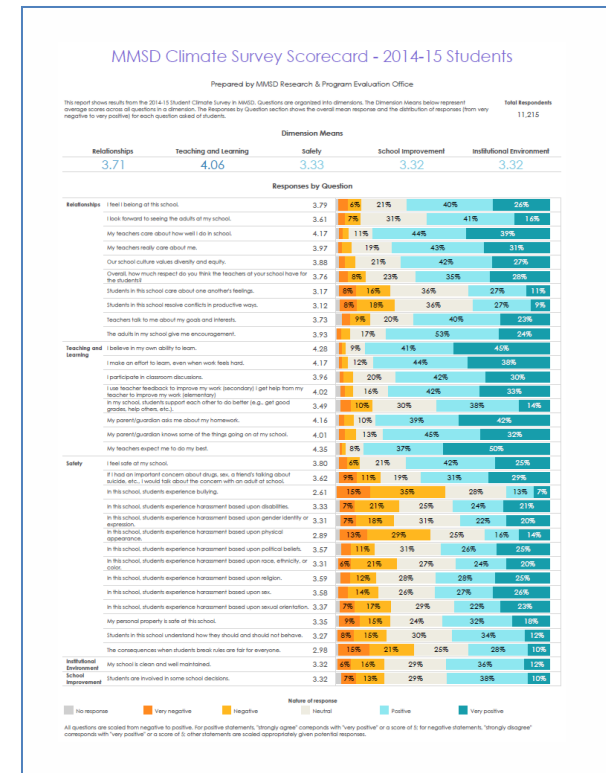
District Climate Survey Findings – Staff

- Rated Teaching and Learning highest (3.88)
  - Ex: 90% believe we encourage students to reach higher levels and to believe intelligence grows through hard work

- Rated School Improvement lowest (3.45)
  - Ex: 48% believe that when processes are not working, staff are proactive rather than reactive


MMSD Climate Survey Scorecard - 2014-15 Staff
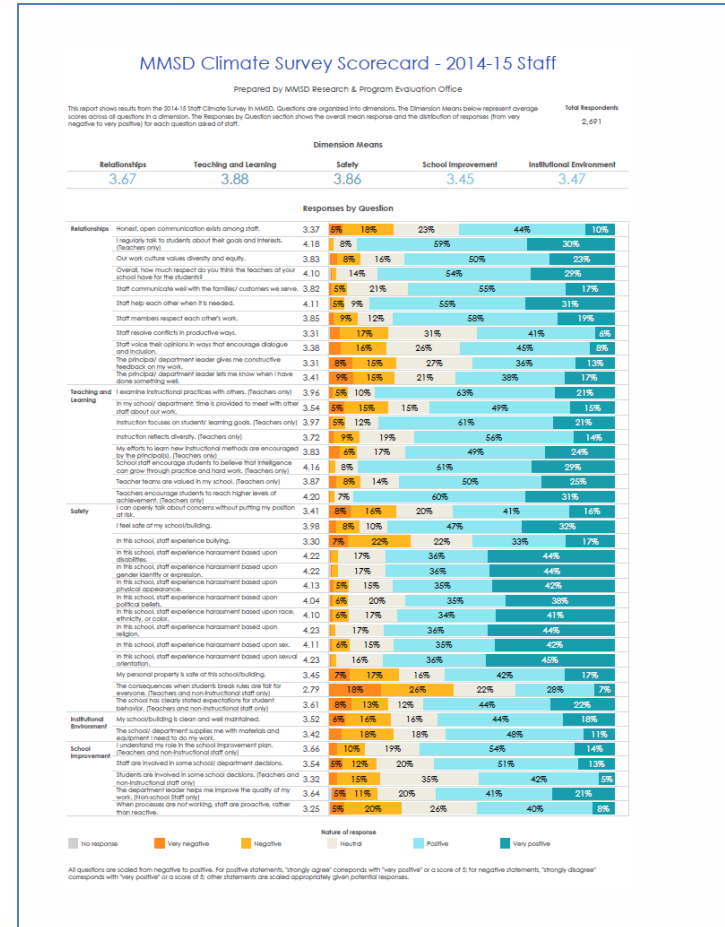
District Climate Survey Findings – Parents

- Rated Relationships highest (4.13)
  - Ex: 86% of respondents feel comfortable contacting their child's teacher and 84% feel welcome at the school

- Rated Safety lowest (3.34)
  - Ex: 45% believe consequences when students break rules are fair for everyone

MMSD Climate Survey Scorecard - 2014-15 Parents
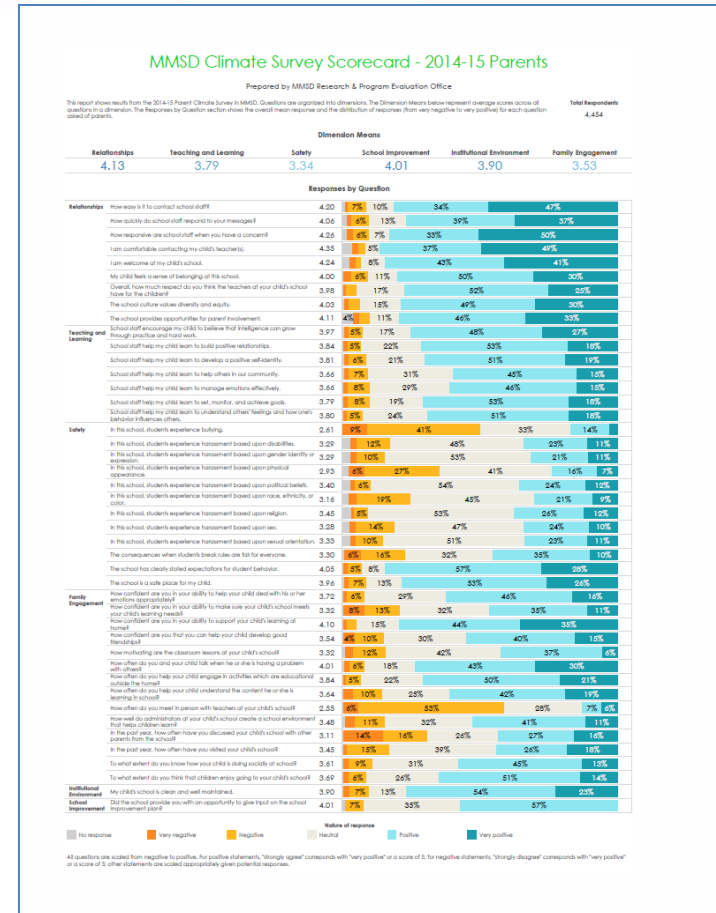
Climate Survey
Key Messages & Next Steps

- **We can be confident in these results** – Response rates have statistical validity and fit national standards
- **These results give us useful information** – Help identify areas of success and future growth opportunities
- **These results are a baseline** – First administration; future results will help us better understand what is possible for growth
- **There is a resource designed to fit your needs** – Select based on your needs or use in combination

Next Steps

- Include identified areas for growth in SIPs and COMPs
- Set goals for Climate Survey growth with students, parents and staff

Climate Survey Board Reflection

- What strengths do you see in the climate survey results?

- What are District's areas of growth?

- What are the potential implications for our Strategic Framework next steps?

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
- Schools at the Center
- Continuous improvement aimed at results
- Culture of excellence and equity

MMSD Vision, Goals, Core Values and Theory of Change
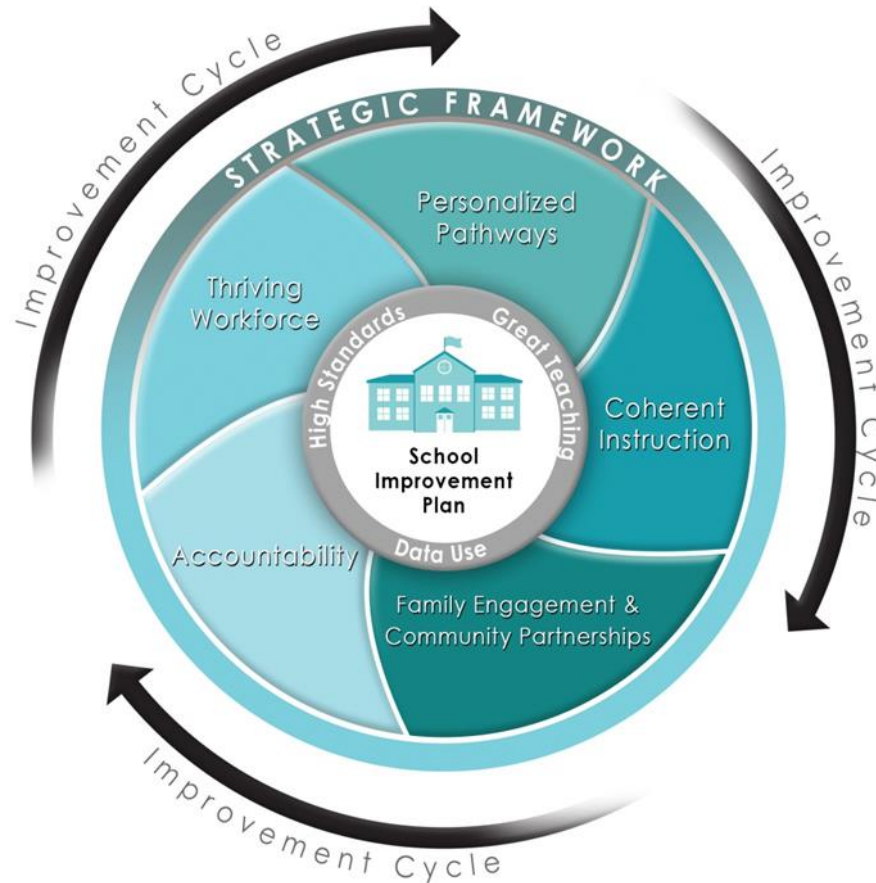
MMSD Vision, Goals, Core Values and Theory of Change

Strengths

- Vision, Goals, Core Values and Theory of Change is taking hold at the school, district and community levels

- Emphasis on 'Excellence and Equity' is resonating and starting to open up conversations that will provide a good foundation for equity work next year

- Higher level of support, tools provided to schools

MMSD Vision, Goals, Core Values and Theory of Change

Next steps:

- Ensure the vision illustrates the 'why' for all of our work

- Use vision of an MMSD gradate to serve as an anchor for our Strategic Framework

School Improvement Plans (SIP)

2013-14
School Improvement Plan
► Sennett Middle

MADISON METROPOLITAN SCHOOL DISTRICT

If we focus on . . .

Content — Teaching reading & math skills that are common across the state and nation

Instructional Practice — Teaching students: to take more responsibility for their learning; to use language to discuss academics; & to read complex texts in order to reference them in writing and discussions

School Structure — A leadership team that uses student data to guide our work, and prioritizing teacher team meetings around language arts & math

School Environment — Communicating high academic and behavior expectations & creating staff development that increases learning opportunities

And support teachers by . . .

- Regularly giving teachers time to meet in order to learn and plan together
- Giving teachers the opportunity to learn from each other while in the classroom

While monitoring . . .

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

And engage families and communities by . . .

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

We will achieve these goals:

Number of Students Meeting Reading Expectations will Increase from 24% to 29% (all Students); African American students will increase from 9% to 14%; English Language Learners will increase from 12% to 17%;

Number of Students Meeting Math Expectations will increase from 28% to 33% (all Students); African American students will increase from 11% to 16%; English Language Learners will increase from 19% to 24%;
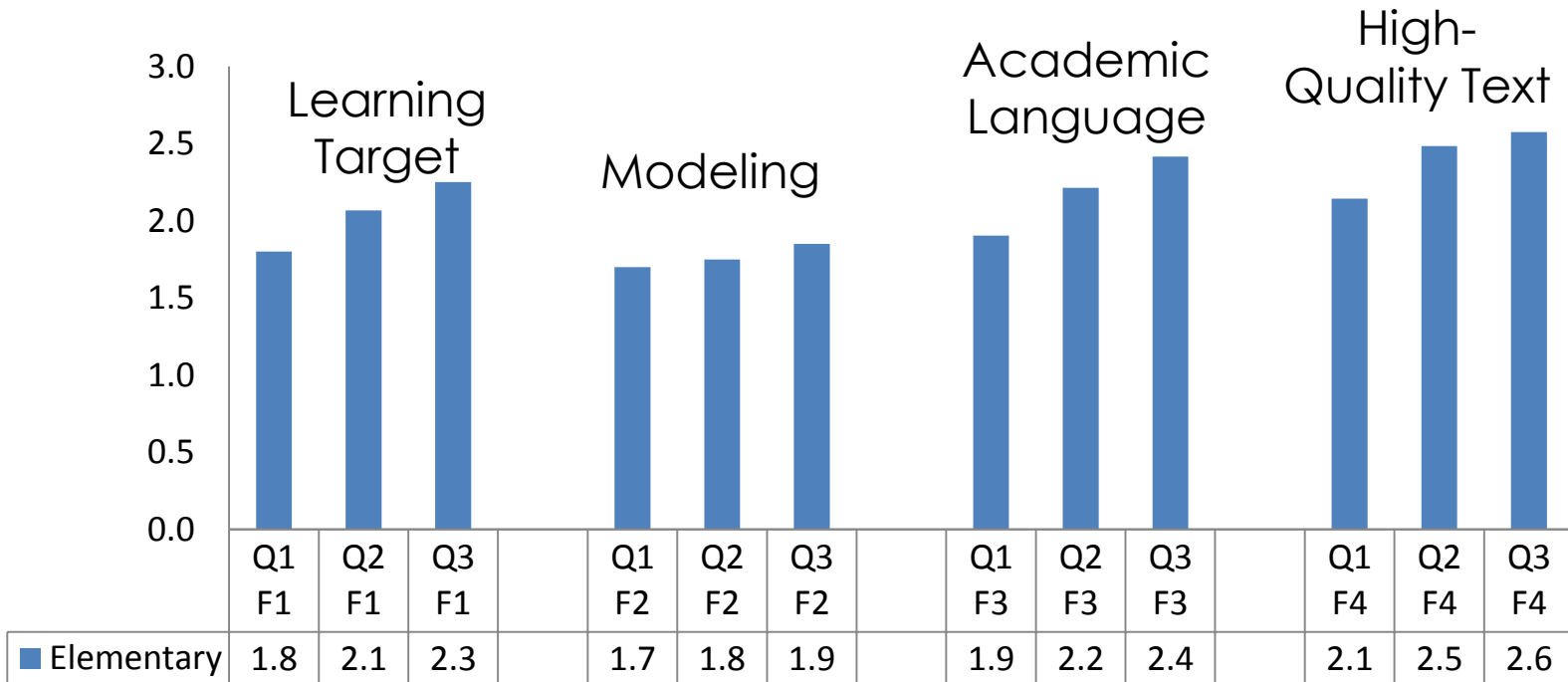
Amount of Reading Improvement Increasing from 56% to 61% (all Students); African American Students will increase from 47% to 57%; English Language Learners will increase from 58% to 63%;

Amount of Math Improvement Increasing from 60% to 65% (all Students); African American Students will increase from 54% to 64%; English Language Learners will increase from 60% to 65%

Disciplined way of working necessary for each school to meet the needs of all children.

MADISON METROPOLITAN SCHOOL DISTRICT
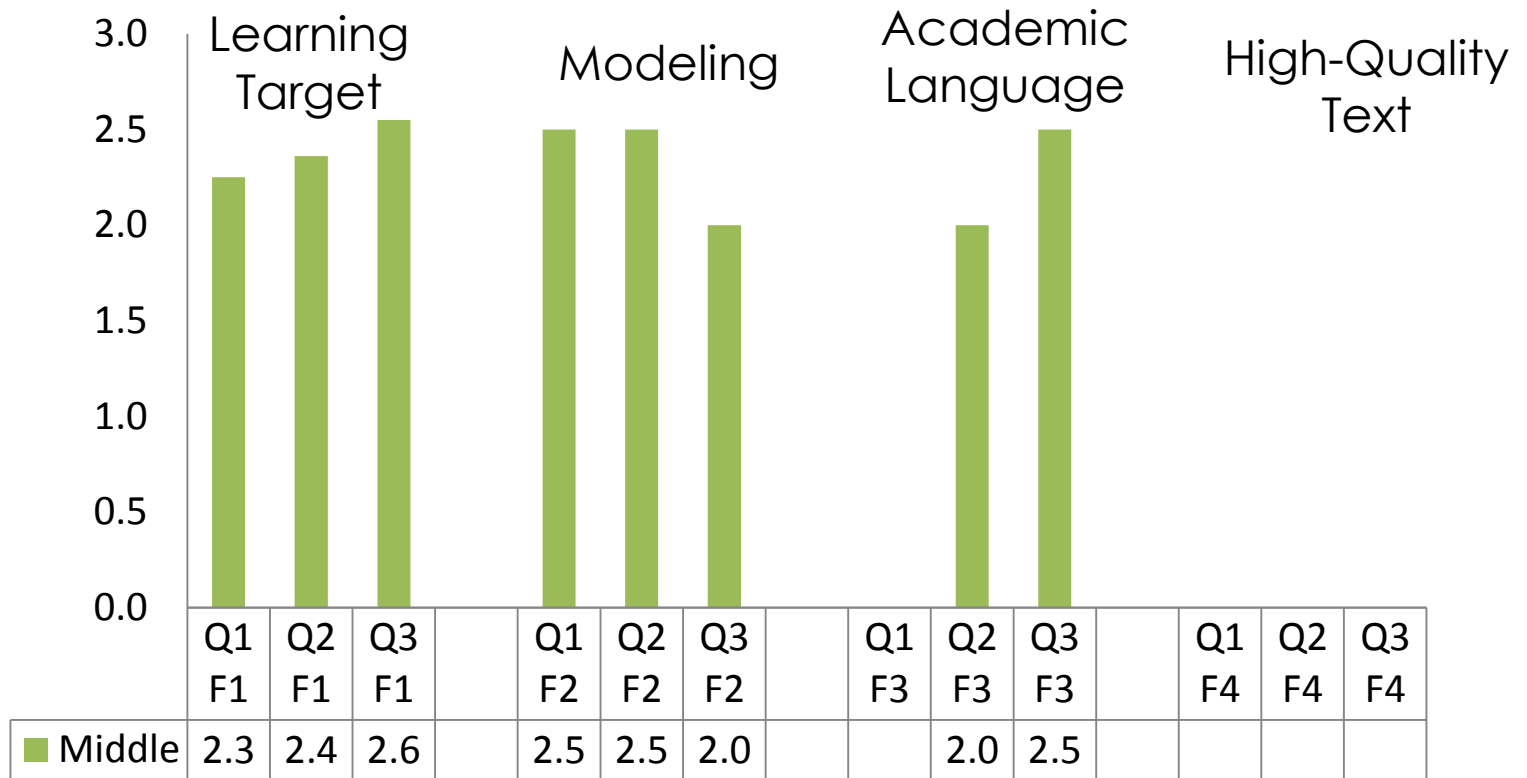
CCSS Implementation - ES

In SIPs, elementary schools most often selected **Focused Instruction** as a focus area for Common Core implementation

	Q1 F1	Q2 F1	Q3 F1		Q1 F2	Q2 F2	Q3 F2		Q1 F3	Q2 F3	Q3 F3		Q1 F4	Q2 F4	Q3 F4
Elementary	1.8	2.1	2.3		1.7	1.8	1.9		1.9	2.2	2.4		2.1	2.5	2.6

(Categories: Learning Target, Modeling, Academic Language, High-Quality Text)

Use of focused instruction improved each quarter

CCSS Implementation – MS

In SIPs, middle schools most often selected **Focused Instruction** as a focus area for Common Core implementation

	Learning Target			Modeling			Academic Language			High-Quality Text		
	Q1 F1	Q2 F1	Q3 F1	Q1 F2	Q2 F2	Q3 F2	Q1 F3	Q2 F3	Q3 F3	Q1 F4	Q2 F4	Q3 F4
Middle	2.3	2.4	2.6	2.5	2.5	2.0		2.0	2.5			

With the exception of the use of modeling, use of focused instruction improved each quarter

CCSS Implementation – HS

In SIPs, high schools most often selected **Focused Instruction** as a focus area for Common Core implementation

	Learning Target				Modeling				Academic Language				High-Quality Text		
	Q1 F1	Q2 F1	Q3 F1		Q1 F2	Q2 F2	Q3 F2		Q1 F3	Q2 F3	Q3 F3		Q1 F4	Q2 F4	Q3 F4
■ High	2.2	1.8	2.2		1.5	2.0	2.0		2.0	1.8	2.5		2.5	2.0	2.0
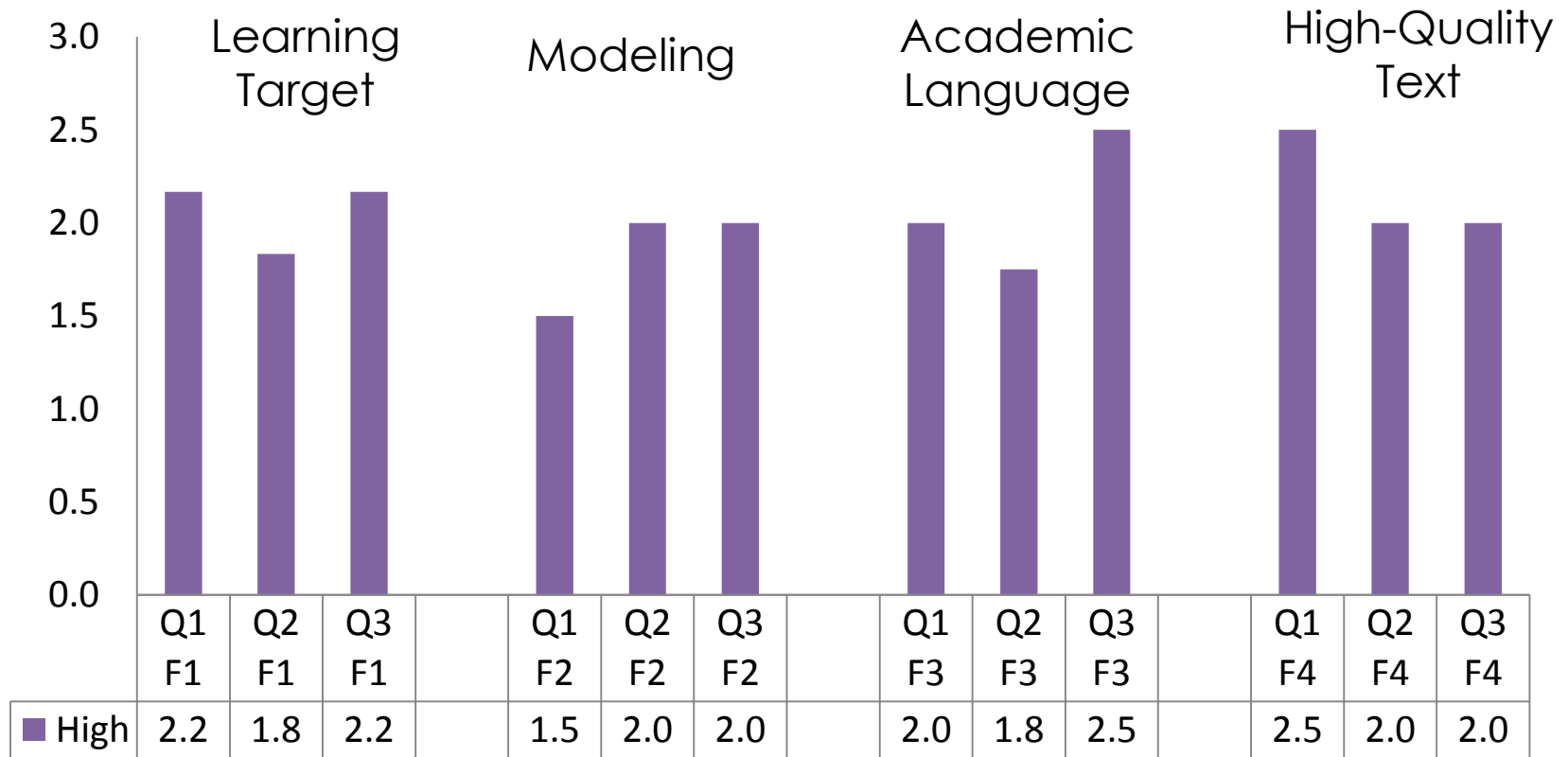
With the exception of the use of high quality text, use of focused instruction improved over time

SIP Themes

STRENGTHS

- **Increased** use of **walkthrough** data using **CCSS implementation** tool to guide the implementation of SIP

- Continuing to leverage support from central office through **school support plan** process

- **Aligning** work of **EE** (goal setting and professional practice) to the goals and work of **SIP**

- **Leveraging teacher teams** and collaboration to support instructional planning as well as problems for students

Next Steps

- Stronger use of CCSS implementation tool in "deep dives" to in determining next steps, especially at middle and high

- Use of access and participation data, as well as school climate data, to strengthen SIP priorities

- Refinement of school-based professional development plan to allow for more sustained focus on content and strategies

- Communicating SIP progress to all stakeholders beyond the SBLT and connecting the work of teacher teams

- Continued refinement of FACE strategies and finding ways to connect parents to various aspects of school improvement \

The School Support Plan

School Support Plan

Google based document that allows school improvement partners to identify the consultative services and supports that schools request from central office to implement their school improvement plans

Most Requested Services: Literacy, BEP, and MTSS/Data Use
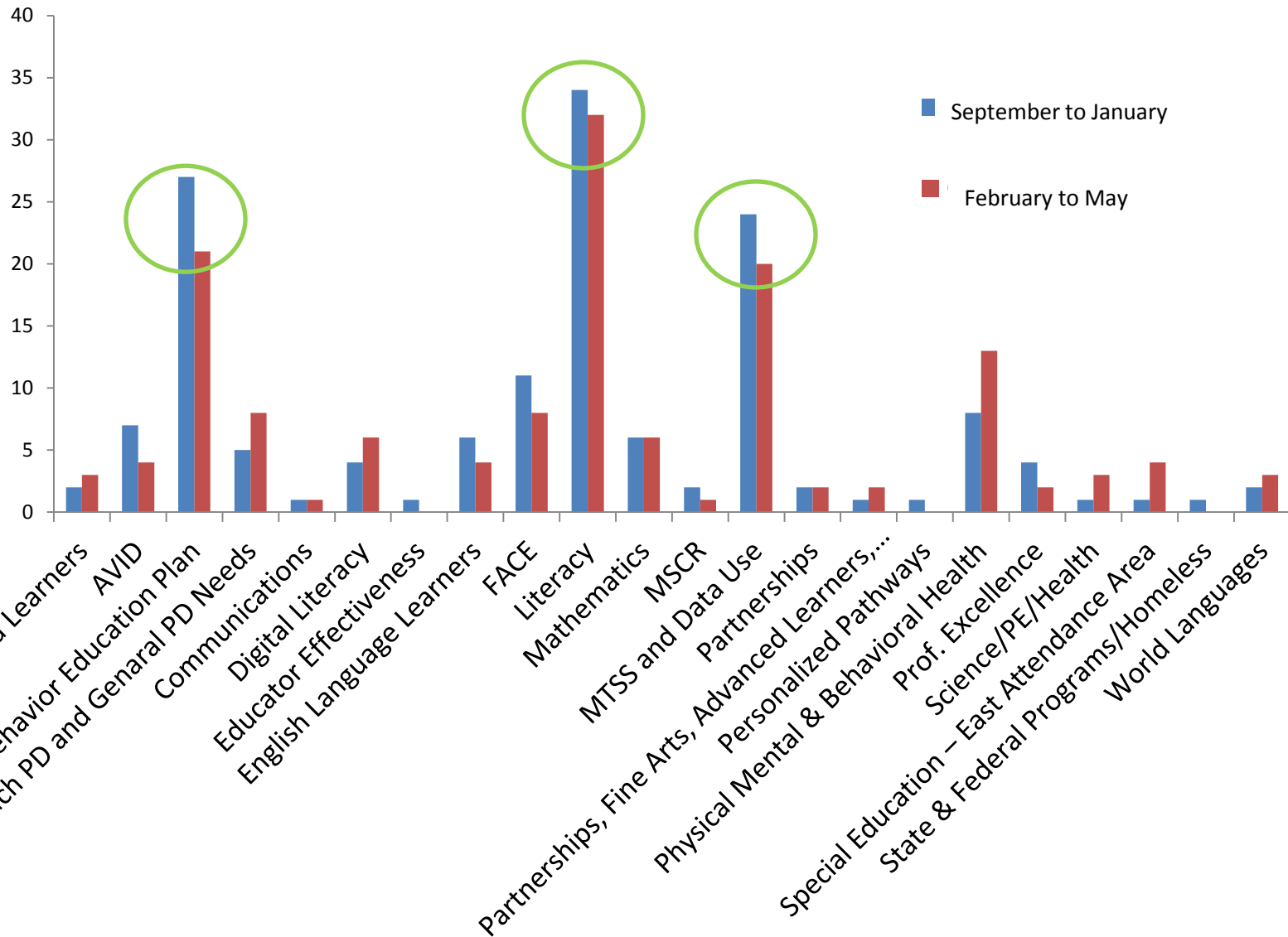
School Support Plan Completion
72% were completed or on track at the end of May

Legend: ■ Not Ready ■ Far off track ■ A little off track ■ On track ■ Completed
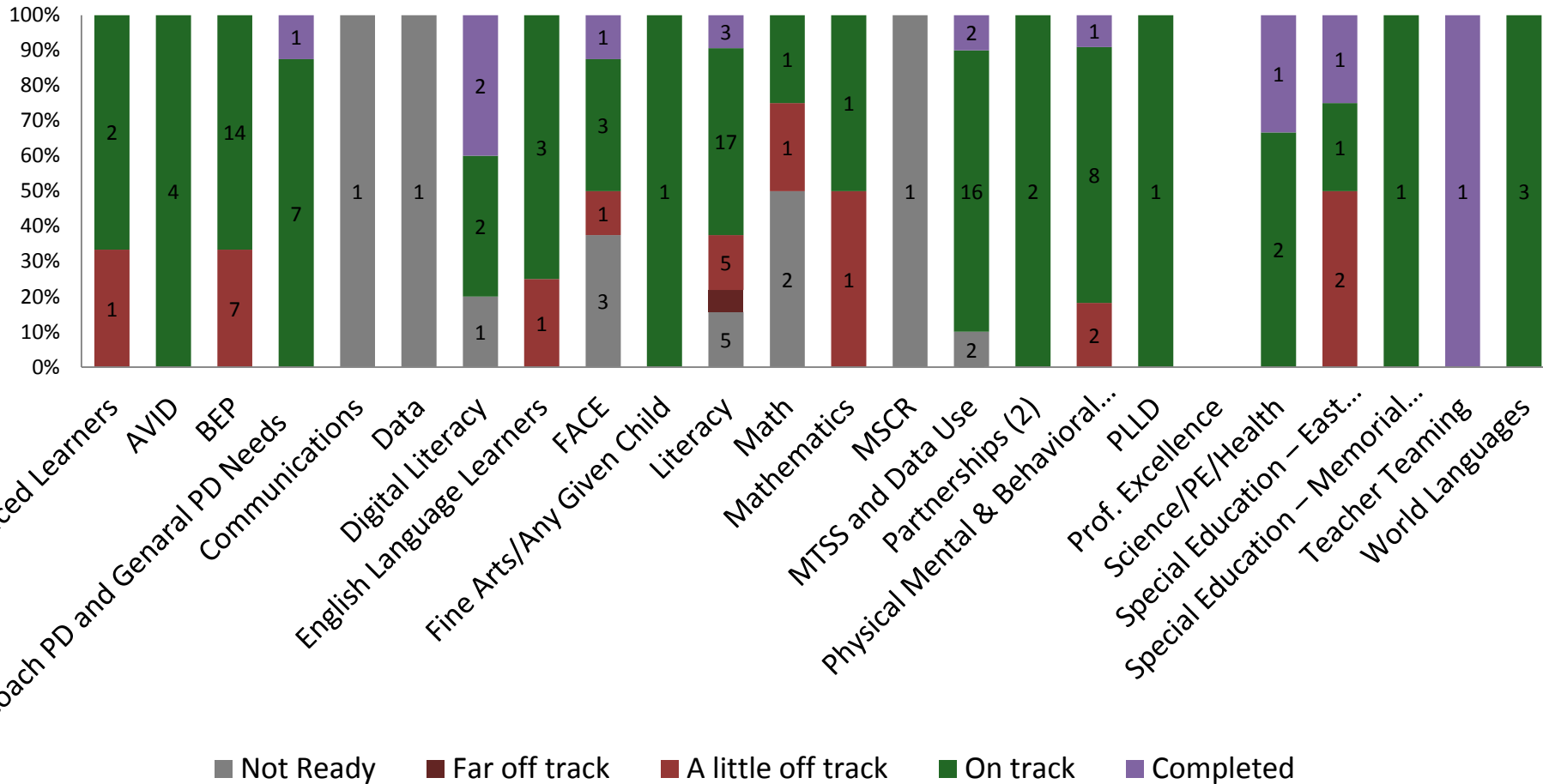
CO Satisfaction Survey –
What Did It Measure? Schools at the Center

- Schools' perceptions of school support system and Central Office departments
  - Frequency of use (i.e., relevance)
  - Quality of service (i.e., effectiveness)
  - Quality of customer service
  - Space for open-ended comments
- Department reports available for review for this afternoon's COMP review

Central Office Satisfaction Survey 2015

As part of Madison Metropolitan School District's Strategic Framework in Priority Area 5, each central office department must have clear goals, priorities with related actions and metrics for monitoring which will be reviewed on a regular basis.

To transform central office into a system that builds capacity for improved teaching and learning, all central office departments must provide high quality, relevant services to schools.

The purpose of this survey is to assess how each department is progressing in the fulfillment of its goals and how well each is meeting customers' needs.

1. Please select your school from the list below.

School Support System

The school support system is comprised of assistant superintendents for elementary and secondary staff as well as the school improvement partners who facilitate deep dive visits, walk-throughs and assist schools with obtaining the resources they need to meet their instructional goals.

2. How effective were we at developing and supporting your school based leadership team?

○ Very Effective ○ Somewhat Effective ○ Neither Effective nor Ineffective ○ Somewhat Ineffective ○ Very Ineffective

3. How effective were we in supporting the development and implementation of your School Improvement Plan?

○ Very Effective ○ Somewhat Effective ○ Neither Effective nor Ineffective ○ Somewhat Ineffective ○ Very Ineffective

4. How effective were we in connecting you with district resources (central office support,

CO Satisfaction Survey Findings Overall

- Average effectiveness rating for Central Office departments delivering high-quality services rose to 68%, compared to 61% last year

- Average customer service rating improved to 75% (meets or exceeds expectations), compared to 70% last year

- Most frequently requested service not currently provided: Connections to mental health services

School ratings of School Support Plan effectiveness

Effectiveness of School Support System
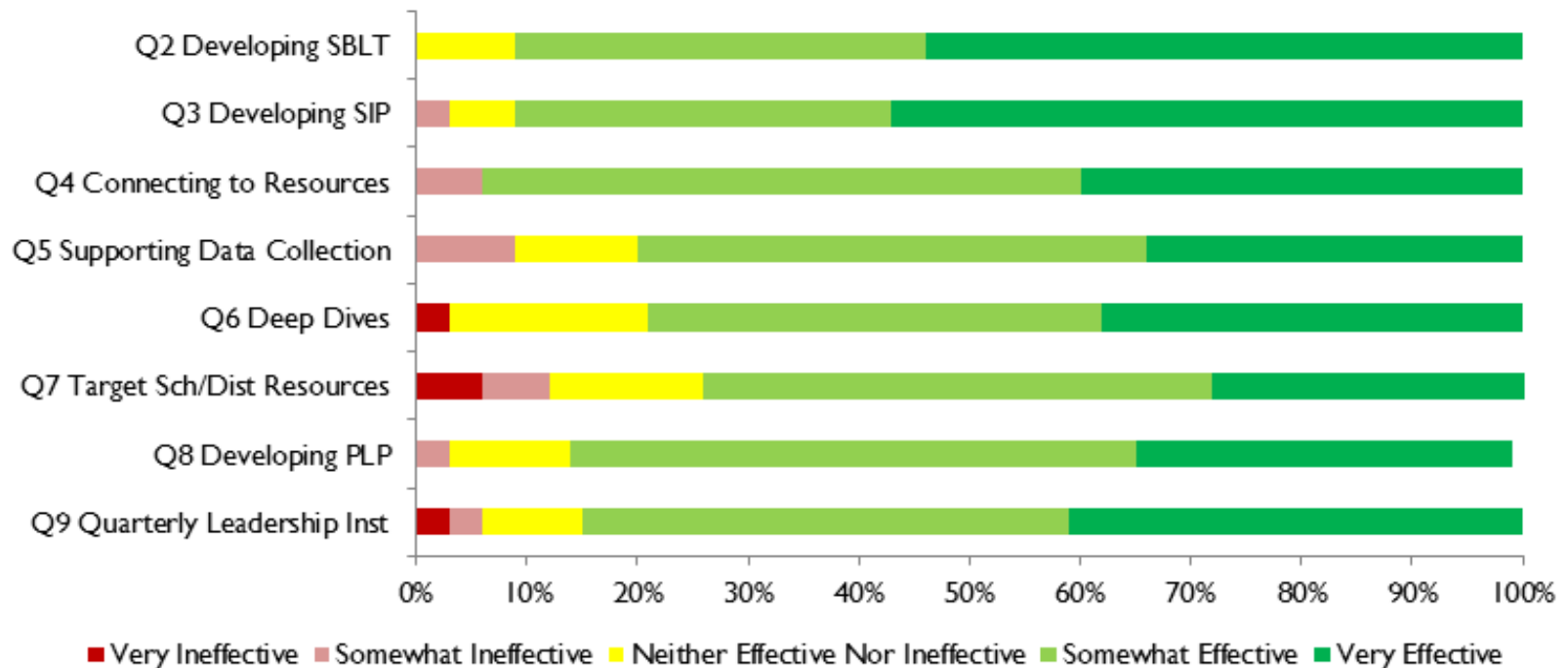
- Average effectiveness rating of 85%, up from 71% last year
- Highest effectiveness ratings on *connecting schools with district resources, supporting SBLT,* and *developing SIP*

CO Department Ratings

All three departments will have new Directors next year

- **Quadrant analysis shows results for each department by frequency of use, quality of services, and customer service**
- **Top right corner = better quality and customer service scores**

School Support Plans
First year of implementation

Strengths

- All School Improvement Partners have a School Support Plan

- Central Office Departments more organized and intentional about school support provided

- Ability to identify areas of growth by department and embed them into COMP

Next Steps

- Continue to work on School Support Plan tool ease of use

- Work to understand school requests and ensure timely follow through

- Strengthen support from Family, Youth and Community Engagement, Building Services, and Early & Extended Learning

- Additional support/resources for "intensive support" schools

MADISON METROPOLITAN SCHOOL DISTRICT

Common Learning Agenda

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.

1. Opening discussions around equity in education
2. Learning about MMSD's Great Teaching Framework
3. School/Dept. reflection and revisions based on structured data reviews

Principal & SBLT PD

Average Satisfaction with Monthly Leadership Meetings

4.2	3.6	3.9	4.1	4.2	4.1	4	4.2	3.7	3.9	4.2
Aug. 11-13 (N=121)	Aug. 14-15 (N=85)	Sept. (N=32)	Oct. (N=56)	Nov. (N=125)	Dec. (N=28)	Jan. (N=40)	Feb. (N=119)	Mar. (N=29)	Apr. (N=29)	May (N=92)
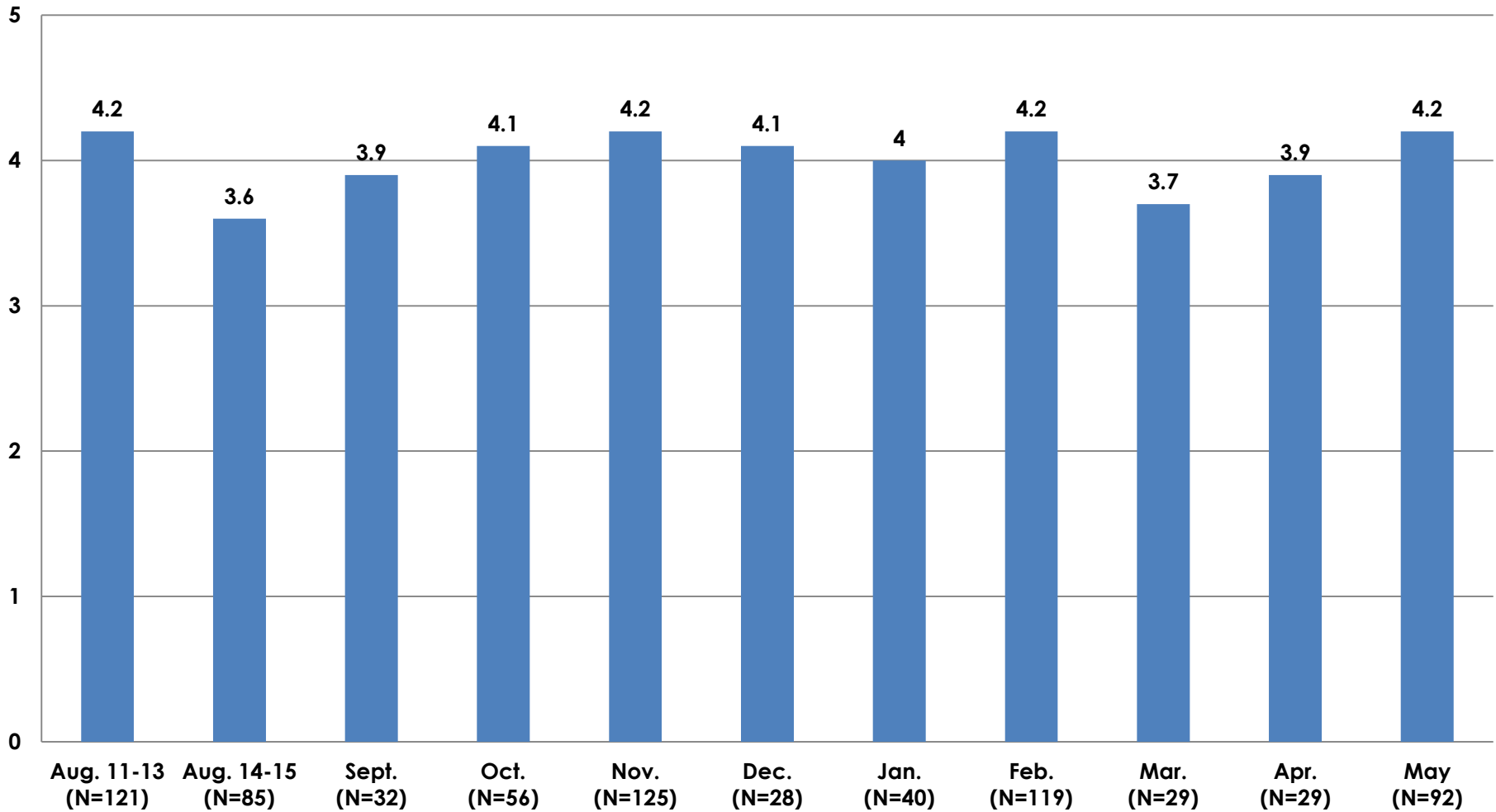
Assistant Principal PD

Average Satisfaction with Assistant Principal Meetings
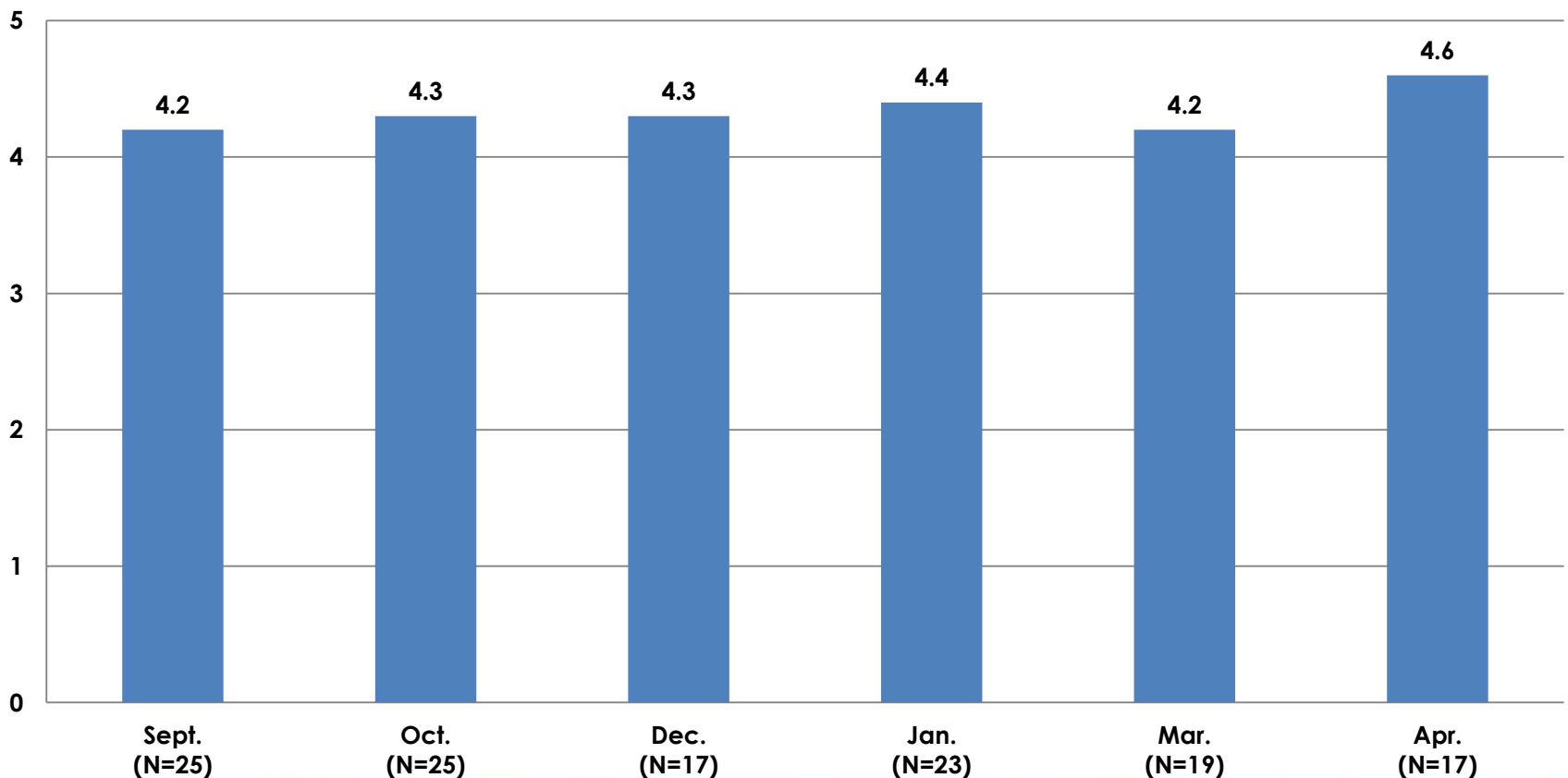
Instructional Coach PD Results

Average Satisfaction with Instructional Coach Meetings
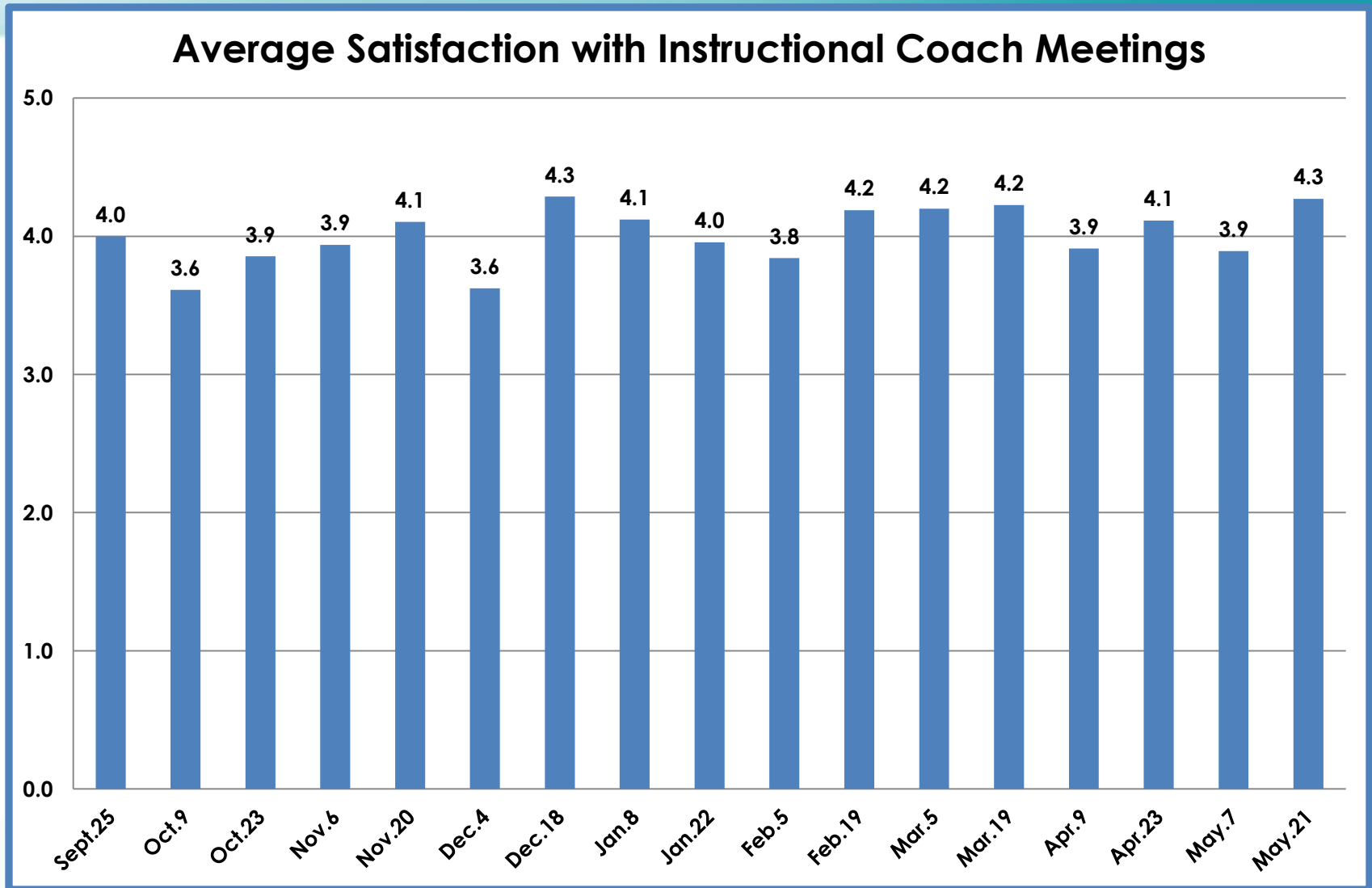
Common Learning Agenda

STRENGTHS

- Focused and sustained dialogue around excellence and equity

- Refining our shared understanding of the Great Teaching Cycle

- Developed a shared understanding of high functioning teacher teams

- Collaborative learning through leadership consultancies

NEXT STEPS

- Deepen work on racial equity

- Target highest leverage actions through content

- Strengthen individual teacher support through instructional coaching and introduction of professional learning toolkit

- Refine professional development for Central Office staff

Priority Areas

Providing schools with the high quality tools and resources they need to be successful and removing institutional barriers to student success.

Priority Areas

Coherent Instruction

Personalized Pathways

Family Engagement and Community Partnerships

Thriving Workforce

Accountability

Coherent Instruction

Task	Status
Develop, implement and revise model CCSS aligned units of instruction	On Track
Implement CCSS aligned English/Language Arts Scope and Sequence documents with core materials, model units of instruction and performance tasks	On Track
Develop and utilize a CCSS implementation tool to inform and adjust the district's 3-Year CCSS Plan.	On Track
Implement Board-approved policies for English Language Learners and Advanced Learners and begin implementation of recommendations from the special education review	On Track
Developing a phased in 3-Year ELL Plan (with a Bilingual Program Plan) for each attendance area	Caution
Provide ongoing professional development for schools and develop tools to gather data and analyze implementation of the Behavior Education Plan and Social and Emotional Learning Standards	On Track
Begin Capacity Building Phase of Any Given Child program through the launch of the Arts Liaison Network in schools, defining "arts rich" schools and presenting arts integration professional learning	Complete

Coherent Instruction

STRENGTHS

- English/Language Arts instructional units aligned to the CCSS, with authentic performance tasks in both English and Spanish.

- MTSS Guidance and Intervention Toolkit launched

- Finalization of STAT and OASYS systems to support data-based decision-making and compliance

- Engaged MMSD stakeholders in policy review and BEP revisions

- Completion of Year 1 Arts Liaison Network as part of Any Given Child

- Summer School Pilot starting

NEXT STEPS

- Math instructional units aligned to the CCSS with authentic performance tasks for K-8 and Algebra 1

- PD for Great Teaching, implementation of CLR Practices

- Finalize and implement a new comprehensive ELL Plan and Special Ed. Department model

- Develop and implement a phased approach to World Language program coherence and access

- Continue Any Given Child Madison through use of the Arts Rich Schools Blueprint

- Implementation of STAT and OASYS for ELLs, Advanced Learners, and Sped

- Build and support a collective understanding of the revised BEP and BEP practices

- Implement AL Policy and Guidance for compliance and documentation for service delivery

Personalized Pathways

Task	Status
Establishing long-term partnerships with local higher education institutions and business community to develop pathways, increase dual credit and work-based learning opportunities.	Caution
Launching Academic Career Plan 8th Grade Foundational course and plan 9th -12th grade ACP for implementation for 2015-16.	On Track
Begin vetting, modifying, and aligning high school coursework in preparation for implementation of personalized pathways.	On Track
Establishing system for identifying and sharing AVID best practices and sites that align to resources and supports for schools.	On Track
Continuing implementation and professional learning for the adoption of the Comprehensive School Counseling Model.	On Track

Personalized Pathways

STRENGTHS

- Implementation of 8th grade academic and career planning (ACP)
- Planning for 9th grade ACP
- Curriculum alignment and new course vetting process is complete.
- Established Pathways to Prosperity regional collaborative with Greater Madison Chamber of Commerce of, Madison College, and Workforce Development Board of South-Central Wisconsin

NEXT STEPS

- Finalize Personalized Pathways Strategic Plan for the Board
- Establish P1/P2 Cross Functional Teams to systematize pathways development with horizontal and vertical curriculum alignment
- Strengthen Freshman transition and On-Track Systems
- Deepen ACP course in Grade 8
- Launch Grade 9 ACP with integration of PBS and AVID
- Align Counseling Model to School Improvement Systems

Family Engagement and Community Partnerships

Task	Status
Implement professional development on the family and community engagement standards for all employees	On Track
Develop and launch a "Request for Assistance System"	Caution
Engage representative groups to develop culturally responsive two-way communication strategies	On Track
Launch Parent Academy, a network of parent learning and leadership opportunities on advocacy, leadership, and supporting young people in school	On Track
Create clear guidance for more effective parent conferences.	On Track
Provide learning opportunities to align partnerships with district goals and priorities.	On Track
Develop a best practice framework and related tools to strengthen academic tutoring district-wide	On Track
Develop infrastructure to support and enhance out-of-school time	On Track

Family Engagement and Community Partnerships

STRENGTHS

- Professional development training for Karen Mapp a huge success
- Pilot at Thoreau for Parent Teacher Teaming conferences innovative and high ratings from parents and staff
- Training and tools provided to school staff for surveying parents and two-way communication
- Use of FACE Standards to strengthen SIP

NEXT STEPS

- Continue district-wide professional development training on family engagement, focus on Karen Mapp's "conditions"
- Run a few more school based Parent Teacher Teaming pilots
- Market and continue to build out Parent Academy
- Strengthen tutoring/mentoring model
- Better define our strategy for "innovation"

Thriving Workforce

Task	Status
Successfully implement the first year of one-of-a-kind partnership with UW-Madison to support new educators.	On Track
Execute on common learning for the year through monthly professional development targeted at principals, instructional coaches and central office instructional staff and aligned across groups.	On Track
Successfully implement the first year of Educator Effectiveness and make adjustments for future years.	On Track
Implement the recommendations from the Human Resources review with a focus on the development of a new screening and selection process for teachers.	On Track
Develop and implement principal pipeline strategy for building a strong pool of school leadership talent.	On Track
Work with union representative to identify schools to begin building-based problem solving process and support schools	On Track

Thriving Workforce

STRENGTHS

- Common Learning Agenda creates coherence anchored in equity professional reading

- Forward Madison promoted strong induction practices for new teachers, instructional coaches, and principals

- Educator Effectiveness focused on continuous improvement and high quality feedback to promote professional growth

- New screening and selection process aligned to teacher standards and Great Teaching Framework

NEXT STEPS

- Strengthen recruitment strategies

- Continue year 2 of teacher, instructional coach, mentor and principal induction through Forward Madison

- Launch student "grow our own" program through Forward Madison

- Develop evidenced based evaluation systems for other roles-central office, psychologists, social workers etc.

- Conduct compensation study

Accountability

Task	Status
Provide all school-based leadership teams with the SBLT Toolkit, support the development of the SIP, develop and provide internal and external communication tools specific to the SIP, and institute feedback and approval process	On Track
Institute a quarterly review of progress including protocols and tools for SBLTs to build capacity to use data effectively and to monitor progress on their SIP	On Track
Develop and provide all teachers with the Teacher Team Toolkit and Intervention Toolkit, support their use, and institute feedback processes	On Track
Develop concise School Support System plans	On Track
Support each central office department in completing and publishing a COMP plan	On Track
Institute a quarterly review of progress for central office departments to ensure progress toward the goals outlined in their department	On Track
Further refine our budgeting process to align the organization and its resources to support schools with emphasis on the development of an equitable staffing model	On Track

Accountability

STRENGTHS

- User feedback to enhance tools and processes

- Growing user familiarity with and connectedness of SBLT Toolkit and SIP tools

- Quarterly review of SIP progress has become routine

- First steps in building equity-based budget and staffing models

- Quarterly review of COMP progress has become routine

NEXT STEPS

- Monitor use of SIP tools for Goal #2 and #3
- Continue implementation of Teacher Team and Intervention Toolkits
- Revise School Support System plan tools
- Merge Strategic Framework and COMP progress monitoring
- Further use of COMPs as planning and reporting tools
- Introduce STAT system for Special Ed, ELL, Advanced Learner programs
- 9th grade on track toolkit
- Climate Survey Data Use Guide

Tech Plan

Task	Status
Finalizing preparation for G1 schools implementation, including vetting student devices and preparing for the fall, choosing appropriate learning applications that align to core instruction, and securing charging carts	On Track
Purchased and implemented laptops for all teachers and school administrators; purchase tablets for teachers in G1 elementary schools	On Track
Purchased classroom presentation equipment for G1 schools and district-wide Library Media Centers, installation this summer	On Track
Replaced core switch; added a redundant core switch and firewall; continue with network upgrades (WAN, LAN, Wireless); replace SAN server; replace virtual server system, create disaster recovery process and system	On Track
Reviewed existing systems and planning a process to improve and streamline; determine needs for ACP system; paused the purchase of an LMS	Caution
Implemented professional learning for digital strategies for all staff: Laser focus on G1 staffs; implementing G1 all school workshop on building a digital culture; visited area schools implementing personalized learning with digital device supports; paused the launch of adding G2 schools; Madison Power Up	Caution
Provided technical support for staff devices; implementing family support strategies for G1 schools; Parent Academy sessions planned for 2015-16	On Track

Tech Plan

STRENGTHS

- Professional Learning for G1 staff, planning for implementation, visits to neighboring schools
- District-wide professional learning through a Mini Tech conference-1,100 participants
- Laptop distribution for all staff, implementing in practice and effective collaboration
- Redesigned learning spaces for G1 schools, including libraries

NEXT STEPS

- Maximize student driven learning through access of devices at G1 schools
- Continue best-practice instructional technology PL for all staff
- Finalize wireless upgrades, replace servers, create disaster recovery system
- Continue analysis of student systems for streamlining
- Setup G1 school/family support systems

Strategic Framework Board Reflection

- What do you like about our proposed next steps?

- What additional adjustments would you make?

- What Board member priorities may be missing?

BREAK

15 minutes

College, Career, and Community Ready

MMSD Vision 2030: College, Career, and Community Ready

- Strategic Framework includes vision and strategies
- Graduate Vision helps ground us in the 'why'
- Vision 2030 is <u>not</u> a strategy; instead, it paints a vivid and aspirational picture of what MMSD can be
- Vision will be implemented within the Framework to guide our actions, both big and small
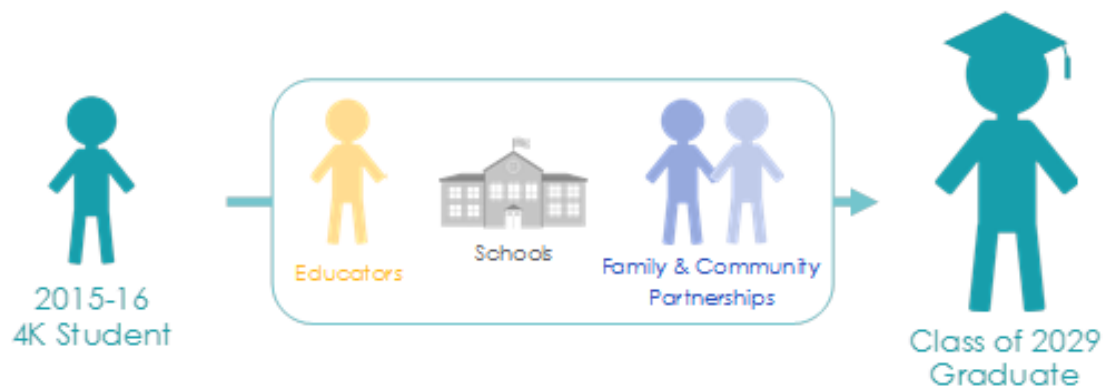
Developing Our Vision – Input Process

School Visits

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

Community Input

Six community and ad hoc meetings across the city included more than **150 participants**.

Advisory Groups

Six advisory groups contributed to the vision process at **21 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...

| **88** meetings | **2,500+** participants | **65+** hours of conversations | **100,000+** words analyzed |

College, Career, and Community Ready Graduates

MMSD Vision for College, Career, and Community Ready Graduates
For Board of Education June 27 Retreat

The yearlong *MMSD Vision 2030* process engaged more than 2,500 staff, students, and community members in 88 meetings, all focused on articulating our vision for student success. This document summarizes the vision that emerged from those conversations.

MMSD graduates need the following skills and abilities to be successful:

Growth Mindset

Our graduates understand that success is based on hard work and that skills are developed through the productive struggle of learning, both in success and in failure. They embrace challenges, take calculated risks, have high expectations, and possess resilience and grit to help them overcome setbacks and adapt. Our graduates believe they can learn anything and that abilities are developed through dedication and hard work.

Interpersonal Skills

Our graduates listen and communicate effectively both orally and in writing in various contexts. They have strong positive relationships with peers and adults, demonstrating respect, teamwork, leadership, and the ability to resolve conflict. Our graduates interact with others in ways that promote creative collaboration and success.

Self-Knowledge

Our graduates possess a strong sense of self, including an appreciation for their culture, language, and heritage. They know their strengths, areas for growth, and how they learn best, realized through grappling with challenging tasks and overcoming obstacles. Our graduates understand themselves and know what they need to succeed.
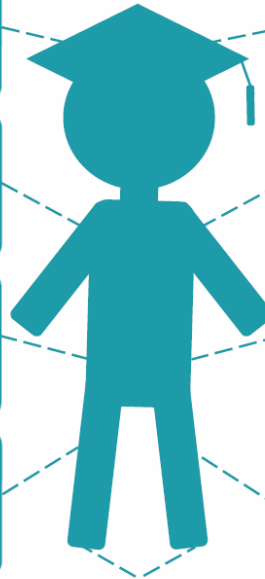
Confidence

Our graduates are independent and motivated self-advocates, able to articulate what they need from those around them to be successful. They trust in their capacity to make choices, exercise control over their lives, and have ownership of their learning. Our graduates believe they can succeed and take action in pursuit of their goals.

Creativity

Our graduates are creative thinkers who approach challenges with an open mind. Their curiosity and comfort with ambiguity cultivates excitement in exploration, discovery, and a lifelong love of learning. Our graduates are imaginative and flexible, continually driven by the desire to learn new things.

Cultural Competence

Our graduates interact adeptly in increasingly diverse settings. They build meaningful relationships with people from different backgrounds and participate in sensitive and productive conversations about identity in a way that deepens understanding. Our graduates value how the diverse assets of the people around them give them access to ideas, experiences, and perspectives to help them grow.

Wellness

Our graduates are healthy and able to enjoy life. They understand their emotions, have strategies for coping with stressful situations, and know when to ask for support. Our graduates make choices that promote physical, mental, and emotional health and safety in themselves and others, helping them to be joyful and fulfilled.

Community Connection

Our graduates are prepared for civic engagement around contemporary issues, including equity and eco-consciousness. They have a strong connection to their families, local community, and environment but also identify as global citizens who know their actions have far-reaching impacts. Our graduates are active participants in their communities, recognizing that they are part of something bigger than themselves.

Mastery of Content

Our graduates possess strong literacy and math abilities, applied across content areas and learned through meaningful work. They are able to integrate ideas and ways of thinking across areas, including science, civics, and the creative arts. They are multilingual, making them well prepared for engagement in linguistically and culturally diverse communities. They demonstrate critical thinking and problem solving skills, including the ability to be smart consumers of information. Our graduates are technologically savvy, with knowledge of up-to-date technology and how and when to use it effectively. They have learned responsibility and planning, including organization, time management, study skills, and goal-setting. They also possess postsecondary and career knowledge, including the pathways and options available beyond high school and financial literacy. With in-depth, varied content knowledge, our graduates are ready for opportunities across industries, disciplines, and careers.

Board Reflection: Graduate Vision

- What do you like about the vision document?

- What final revisions would you suggest?

- What are the implications for the work of our Strategic Framework?

5-Year Outlook (internal document)

Five Year Outlook Purpose:

- To guide Strategic Framework implementation

- To anticipate when work will impact schools in order to plan and pace work in a smart, manageable way

- Not meant to be rigid, but a living document

Strategic Framework Components	2013-14 School Improvement Planning Cycle	2014-15 Teacher Team Planning Cycle	2015-16 Instructional Coaching Cycle	2016-17 Family Engagement	2017-18 Universal Design for Learning
School Improvement Planning	SBLT	Teacher Teams MTSS	1:1 Coaching	Assessment/Standards-based grading using a "body of evidence"	Instructional Design
	School support plans tiered based on need	School support plans fully implemented	Schools with "intensive" support receive more resources in PD, intervention, etc.		
	Goals set for student achievement	Goals/strategies strengthened for focus groups	Goals set for access & participation	Goals set for school climate	
Professional Learning	Shared leadership	Teacher teaming	1:1 Coaching	Standards-based grading using a "body of evidence"	Instructional Design (scheduling, budget, etc)
		Leading for Excellence and Equity	Leadership and Instructional Design for Equity: focus on leadership teams	Leadership and Instructional Design for Equity: focus on teacher teams	Leadership and Instructional Design for Equity
Coherent Instruction	CCSS Literacy	CCSS Literacy	CCSS Literacy & Mathematics	Mathematics Social studies	NGSS Science Arts Integration
			Materials Adoption: Writing (K-12) Math (6-8), Algebra1, Geometry	Materials Adoption: Math (K-5)	Materials Adoption: Science, Arts
			Intervention menu and	Expand number of people	Expand number of people

Board Reflection: 5-Year Outlook

- What do you like about the 5-year outlook?

- What revisions would you suggest?

- What are the implications for the work of our Strategic Framework?

Final Thoughts: Strategic Framework Next Steps

Are there any **high leverage actions** (long-run) or **next steps** (next year) that we are missing that the Board feels we need to add?

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 at the Board regular meeting

- Strategic Framework
  - Over June and July, make any necessary updates identified from June 5th meeting or Board Retreat
  - Release in August

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, collect evidence of measure completion by department
  - In August, draft Implementation Plans for SY 15/16
  - In Sept, finalize Implementation Plans for SY 15/16

LUNCH

Appendix

Coherent Instruction

Task	Status	Status Detail
Develop, implement and revise model CCSS aligned units of instruction	On Track	• Solicited feedback to for enhancements to tools for SY 15-16 • Revised the CCSS 3 Year plan to reflect the work of this year and preview the work for SY 15-16
Implement CCSS aligned English/Language Arts Scope and Sequence documents with core materials, model units of instruction and performance tasks	On Track	• Launched Quarter 4 Units and End-of-Year assessments for K-12 • Continue to provide professional development aligned to Scopes
Develop and utilize a CCSS implementation tool to inform and adjust the district's 3-Year CCSS Plan.	On Track	• Soliciting feedback for revisions to CCSS implementation tool • MTSS Guidance and Intervention Toolkit launched • Identified K-5 web-based supplement to core and/or intervention
Implement Board-approved policies for English Language Learners and Advanced Learners and begin implementation of recommendations from the special education review	On Track	• Develop K-12 Biliteracy Scopes in collaboration with C&I • Create quarterly SLA/ELA units and assessments • Advanced Learning compliance finding from DPI, systems for identification in place, focus on programming and data collection • Dept. of Student Services realigned with school support structures • Finalizing STAT and OASYS development, 3 SPED STAT diagnostic reviews
Developing a phased in 3-Year ELL Plan (with a Bilingual Program Plan) for each attendance area	Caution	• Convened an OMGE Cross Functional Team and Guiding Coalition to inform Comprehensive ELL Plan • Facilitating community and staff feedback sessions • Guidance created to support budget and allocation process • Title III funds integrated to support materials, intervention and PD
Provide ongoing professional development for schools and develop tools to gather data and analyze implementation of the Behavior Education Plan and Social and Emotional Learning Standards	On Track	• Engaged MMSD stakeholders in the policy update process • Developed multi-year implementation plan for high school MTSS • Developed a new Student Services Central Office infrastructure to support schools in developing tiers 2 and 3 systems • Developed a sustainable plan for implementation of Developmental Designs and Responsive Classrooms • Selected Schenk and Glendale for the Integrating Mental Health pilot with Catholic Charities as the vendor
Begin Capacity Building Phase of Any Given Child program through the launch of the Arts Liaison Network in schools, defining "arts rich" schools and presenting arts integration professional learning	Complete	• Completed Year 1 with Arts Liaison Network • Released the Arts Rich Schools Blueprint and Continuum Rubric • Presented year-long Arts Integration Professional Development series

Personalized Pathways

Task	Status	Status Detail
Establishing long-term partnerships with local higher education institutions and business community to develop pathways, increase dual credit and work-based learning opportunities.	Caution	• Developing MOA with Regional Anchor Partner Team • Best practice site visit to Long Beach school district • Convened High School Reform Collaborative • Developed draft of work-based learning continuum. • Developing 3 - 5 year personalized pathways plan
Launching Academic Career Plan 8th Grade Foundational course and plan 9th -12th grade ACP for implementation for 2015-16.	On Track	• Launch High School ACP Cross-Functional Team • Began 8th grade ACP foundations experience • Planning for 9th grade ACP foundations experience • Developing a 3 – 5 Year ACP plan as part of a broader 3 – 5 year Personalized Pathways Plan.
Begin vetting, modifying, and aligning high school coursework in preparation for implementation of personalized pathways.	On Track	• Refined and launched new HS course proposals for SY 16-17 • Finalizing alignment of curricula for implementation SY 15-16 (English 9, Alg. 1, All CTE, Health and Ceramics) • Created teams to begin alignment work in core courses for year 2
Establishing system for identifying and sharing AVID best practices and sites that align to resources and supports for schools.	On Track	• Completed 13/14 AVID report and conducting resource mapping of AVID implementation • Conducting AVID Certification school visits to identify AVID best-practices and sites.
Continuing implementation and professional learning for the adoption of the Comprehensive School Counseling Model.	On Track	• Completed training in ASCA National Model design and implementation • Finalizing multi-year professional development plan.

Family Engagement and Community Partnerships

Task	Status	Status Detail
Implement professional development on the family and community engagement standards for all employees	On Track	• Created content outline and delivery schedule • Karen Mapp (national expert) to visit district on May 14 for PD
Develop and launch a "Request for Assistance System"	Caution	• Completed Central Office pilot to test workflow • Training remaining Central Office users
Engage representative groups to develop culturally responsive two-way communication strategies	On Track	• Identified two-way communication tools for review by parent groups • Continue to test a variety of two-way communication tools • Continue to obtain parent feedback on the tools
Launch Parent Academy, a network of parent learning and leadership opportunities on advocacy, leadership, and supporting young people in school	On Track	• Launched first semester of Parent Academy • Published electronic calendar tool for Parent Academy offerings • Working with cross functional team to identify offerings for summer and fall
Create clear guidance for more effective parent conferences.	On Track	• Monitor Academic Parent Teacher Teams implementation at Thoreau • Developed menu of options for conference innovation
Provide learning opportunities to align partnerships with district goals and priorities.	On Track	• Developed partnership owner guidelines and expectations • Offered training schedule for key stakeholder groups
Develop a best practice framework and related tools to strengthen academic tutoring district-wide	On Track	• Published best practice framework • Partners beginning to align to framework
Develop infrastructure to support and enhance out-of-school time	On Track	• Complete review of existing OST data sharing agreements; drafting Madison version

Thriving Workforce

Task	Status	Status Detail
Successfully implement the first year of one-of-a-kind partnership with UW-Madison to support new educators.	On Track	• Develop and design year 2 & 3 program model for new educator induction, instructional coach induction, new principal induction • Develop an approach to embed culturally & linguistically responsive practices into all three strands of induction
Execute on common learning for the year through monthly professional development targeted at principals, instructional coaches and central office instructional staff and aligned across groups.	On Track	• Developed a plan for a coordinated MMSD Learning Management System • Executed on the common learning agenda for principals, assistant principals, instructional coaches, central office
Successfully implement the first year of Educator Effectiveness and make adjustments for future years.	On Track	• Develop feedback loop between schools and central office • Ongoing communication and collaboration with joint-committee • Collect and analyze data based on Teachscape Reflect reports
Implement the recommendations from the Human Resources review with a focus on the development of a new screening and selection process for teachers.	On Track	• Set of beginner teacher competencies complete and in use • First round screening materials complete and in use • Second round screening materials complete • Principal Tool kit complete
Develop and implement principal pipeline strategy for building a strong pool of school leadership talent.	On Track	• Principal Selection communication out for schools with known vacancies • Conducting first round and in person screening complete • School based panel interviews underway, to be completed in the beginning of May • Final Principal selections projected for mid to end of May
Work with union representative to identify schools to begin building-based problem solving process and support schools	On Track	• Defined goals, guiding principles, and conditions for building-based problem solving

Accountability

Task	Status	Status Detail
Provide all school-based leadership teams with the SBLT Toolkit, support the development of the SIP, develop and provide internal and external communication tools specific to the SIP, and institute feedback and approval process	On Track	• Posted revised SBLT toolkit and SIP tools to mmsd.org/SBLT in April • First drafts of SIPs are due at the end of June • Ongoing efforts of partners and data strategists to build capacity and promote use
Institute a quarterly review of progress including protocols and tools for SBLTs to build capacity to use data effectively and to monitor progress on their SIP	On Track	• Updates to the SBLT Toolkit and SIP tools in April for assessment planning and timing of data use • Ongoing user support to SBLTs, partners, data strategists, data point people
Develop and provide all teachers with the Teacher Team Toolkit and Intervention Toolkit, support their use, and institute feedback processes	On Track	• Provide technical assistance and interpretation for SBLTs, TTs, partners and others as needed • Continue to publish data use resources like root cause protocol and data use guides
Develop concise School Support System plans	Complete	• Being used and content was recently updated for the next quarter
Support each central office department in completing and publishing a COMP plan	On Track	• Begun revisions for next year's COMP tools
Institute a quarterly review of progress for central office departments to ensure progress toward the goals outlined in their department	On Track	• Quarterly review of progress and planning is happening among Central Office departments • Combining planning and tracking of Strategic Framework and COMPs in 2015-16
Further refine our budgeting process to align the organization and its resources to support schools with emphasis on the development of an equitable staffing model	On Track	• Presented draft budget to the Board at the end of April; Board review through the end of June • Budget report included detailed school level data on distribution of resources as a first step in equity assessment

Tech Plan

Task	Status	Status Detail
Student Computing	On Track	• Review RFB for student devices • Review android apps for ES, chrome apps and extensions for MS • Selection of student devices Android Tablets (K-5) and Chromebooks (6-8) • Secure Leasing for each device • Seek Board approval at June Board Meeting
Staff Computing	On Track	• Laptop Distribution • Ongoing distribution for new staff
School Learning Spaces	On Track	• 5 G1 schools: Large monitor display, 1 G1 school: Interactive projector • LMCs: Presentation stations, Collaboration stations, Chromebooks, Android tablets • G1 LMCs: Up to 5 priority areas • All G1 School Classroom Technology is ordered • Installation Plans are being developed
Networks and Servers	On Track	• Installation of new Core Switches is completed • Installation of new additional Firewall is completed • Installation of failover Wireless Controller is completed • Microsoft office district license RFB in May
Student Information Systems	Caution	• Oasys implementation on track; comprehensive plan to support users on track • Learning Management System paused • ACP: eportfolio work on Google Sites
Professional Learning	Caution	• G2 Application process paused • Presenters secured and schedule for Madison Power Up complete • Facilitated 3 G1 School Summits • G1 Lead Training sessions to prepare for 1:1 implementation • CO monthly integrated digital learning
Support for All	On Track	• Technology Services supporting staff and student computing • Advisory Group discussion and recommendations/ideas on student devices and learning spaces • Completing G1 plans for support in buildings