



2014 ANNUAL 2015 REPORT



on the MMSD
STRATEGIC
FRAMEWORK





Dear Madison Community,

We are pleased to share with you our second annual progress report. When we began the work of our strategic framework, which is our district improvement strategy, we started with a simple but bold vision – that **every school** will be a thriving school that prepares **every child** for college, career and community.

We are on a mission to close the gaps in opportunity that lead to disparities in achievement, and to ensure every child is academically challenged in a safe and supportive environment. Together with our teachers, families, staff and community, we want to be the model of a successful public school district.

We are pleased to share that we have continued to make progress this year. In this report, you will learn about implementation of our strategic framework, our district-wide results to date, examples of what is possible in individual schools, and the steps necessary to make our vision a reality district-wide. While we are beginning to move the needle in key areas related to student achievement, we are well aware of the progress that is needed in our schools and classrooms if every student is to succeed. Accelerated progress will require that we not change course, but stay focused and deepen our work, learning and adjusting along the way.

We also recognize that our work does not happen in isolation. Our community is grappling with large racial disparities on virtually every indicator, in an uncertain and challenging political climate and in the midst of a growing grassroots movement focused on improving life outcomes for our youth of color, especially African American youth. In our community and our schools, we must have the moral imperative to demand better and be willing to engage in the productive struggle necessary to make change that benefits every child. In this report, you'll also learn about what we need from our community.

Finally, as we move forward towards our collective vision, we believe we must continue to keep three core values in mind:

- **Sustained focus:** We must stay incredibly focused on the day-to-day work of great **teaching and learning** for all students. Laundry lists of ever-evolving "initiatives" are the enemy of progress. Organizing district and community support around our schools and classrooms is the key.
- **Schools at the center:** Teachers, principals and their families know their students best and have the **will and skill** to be successful. We must engage, affirm and empower them to solve problems together on behalf of all children.
- **Excellence with Equity:** We must hold all children and all adults to **high expectations** and provide the unique support they need to meet and exceed that high bar. With high expectations and strategic support, our students will rise to the challenge of college, career and community readiness.

We have skilled staff, an engaged community and excellent students. With urgency, determination and tenacity, we know that together, we will make our vision a reality.

Sincerely,

Jennifer Cheatham
Superintendent

James Howard
Board of Education President



Madison Metropolitan School District Board of Education



We know that sustainable improvement that raises achievement for all students is a journey, but we are moving the needle on key metrics and seeing promising results across our district, since the launch of our Strategic Framework two years ago.

- Elementary schools continue to make major progress, with nearly **10 point gains on all measures** over two years and improvements for almost every student group, including Latino students and African American students, since we began the work of our strategic framework.
- High school graduation rates continue to move in the right direction, up for almost all student groups, and with pockets of accelerated results. **At La Follette High School, the four-year graduation rate for African American students increased to 75.3%.**
- Based on our school climate surveys, **students, staff and families all ranked their schools at an average of four out of five on feeling safe at school**, signaling positive perceptions of safety.
- Many student groups are starting to see positive results. **English Language Learners saw improvement on almost every metric**, from elementary reading to middle school math, to high school GPA to graduation rate.
- More students than ever are taking the ACT. With **participation rates 25% above the national average, scores are in the 60th percentile** nationally.
- The average growth in reading and math as measured by MAP has increased over the past two years so that now, we are **far above the national average for growth** – from the 82nd percentile for fifth grade reading to the 73rd percentile for fifth grade math to the 70th percentile for eighth grade math.



District Goals and Measures of Performance

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

As we continue to build the systems and structures for future success, we are also seeing another year of positive progress in student achievement across elementary schools, and positive movement in graduation rate. Next year, we will put a major focus on improving results at middle schools.

Focus on Reading in Kindergarten through Second Grade

For the first time, all kindergarten through second grade teachers at our highest needs schools will meet quarterly in grade levels for professional development and time to plan and collaborate together. They will also use new computer adaptive software designed to supplement core instruction and ensure students are building foundational skills in the early grades.

High School Graduation

The four-year graduation rate for African American students increased from 55.2% to 56.4%. La Follette High School saw the largest increase from 65.8% to 75.3% for African American students. Next year, we will work to strengthen support for key transitions, especially eighth to ninth grade, ensuring that students get the support they need to stay on track to graduation.

	2012-13	+/-	2013-14	+/-	2014-15	Total
Reading by Grade 3						
At Literacy Benchmark	Not Administered			72%	N/A	
Reading and Math in Grade 5						
Reading Proficiency	34%	+6%	40%	+4%	44%	+10%
Reading Growth	50%	+11%	61%	-1%	60%	+10%
Math Proficiency	38%	+4%	42%	+6%	48%	+10%
Math Growth	57%	+6%	63%	+2%	65%	+8%
High School Readiness in Grade 8						
Reading Proficiency	33%	+7%	40%	-1%	39%	+6%
Reading Growth	52%	+5%	57%	-7%	50%	-2%
Math Proficiency	39%	+2%	41%	+1%	42%	+3%
Math Growth	61%	-1%	60%	+1%	61%	0%
College Readiness in Grade 11						
Two or more Fs in Grade 9	24%	-3%	21%	-1%	20%	-4%
Reading College Readiness	51%	+3%	54%	-3%	51%	0%
Math College Readiness	55%	0%	55%	-4%	51%	-4%
3.0 GPA in Grade 11	47%	+3%	50%	-2%	48%	+1%
High School Graduation and Completion (2012 through 2014)						
High School Completion	76%	+2%	78%	+1%	79%	+3%

Measured by PALS

Measured by MAP

Measured by ACT

	2012-13	+/-	2013-14	+/-	2014-15
Overall	34%	+6%	40%	+4%	44%
Asian	38%	+9%	47%	+4%	51%
African American	7%	+3%	10%	+5%	15%
Hispanic	12%	+7%	19%	-1%	18%
Multiracial	29%	+8%	37%	+3%	40%
White	56%	+7%	63%	+5%	68%
ELL	12%	+6%	18%	+2%	20%
Free/Reduced Lunch	11%	+5%	16%	0%	16%
Special Education	15%	+2%	17%	-6%	11%
Advanced Learners	N/A	N/A	93%	-1%	92%

Refining Support for Advanced Learners, English Language Learners and Students with Disabilities

In addition to a focus on strong core instruction for all students, the district is working to develop and implement specific plans for comprehensive support for Advanced Learners, English Language Learners and Students with Disabilities. Those plans will be reviewed by the board and continually monitored for progress.

Focus on Middle School

Implementation Dip: In the early stages of implementation, it is not unusual for schools to experience an "implementation dip" while staff are adjusting their practice. This was the first year of implementation of a common approach to curriculum and instruction in middle school, as well as the first year of adopting new practices for responding to student behavior.

Next Steps: In the coming year, we'll provide stronger professional development support for middle schools, and we'll strengthen instruction by purchasing common instructional resources for literacy, which has been a long-standing gap in support for our middle school teachers.

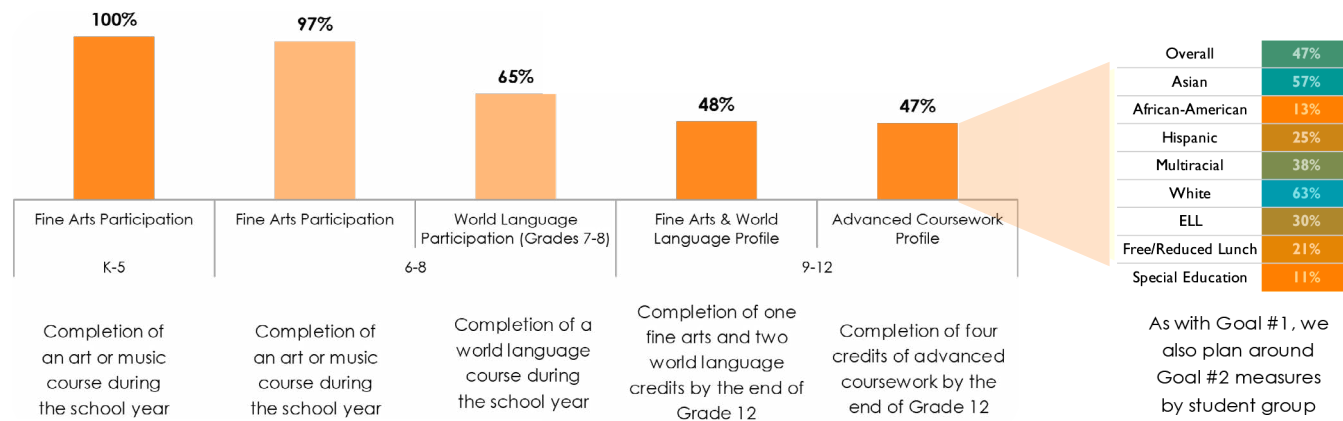
	2012-13	+/-	2013-14	+/-	2014-15
Overall	39%	+2%	41%	+1%	42%
Asian	48%	+8%	56%	+2%	58%
African American	10%	-2%	8%	-1%	7%
Hispanic	18%	0%	18%	+3%	21%
Multiracial	25%	+15%	40%	-7%	33%
White	59%	+4%	63%	-1%	62%
ELL	22%	+4%	26%	+1%	27%
Free/Reduced Lunch	15%	+2%	17%	+2%	19%
Special Education	13%	-1%	12%	0%	12%
Advanced Learners	N/A	N/A	97%	-7%	90%

MAP and ACT in Context

MAP: In all categories but one, we are far above the national average for growth.
ACT: More students than ever are taking the ACT. With participation rates 25% above the national average, scores are in the 60th percentile nationally. Participation increased by 8% overall.

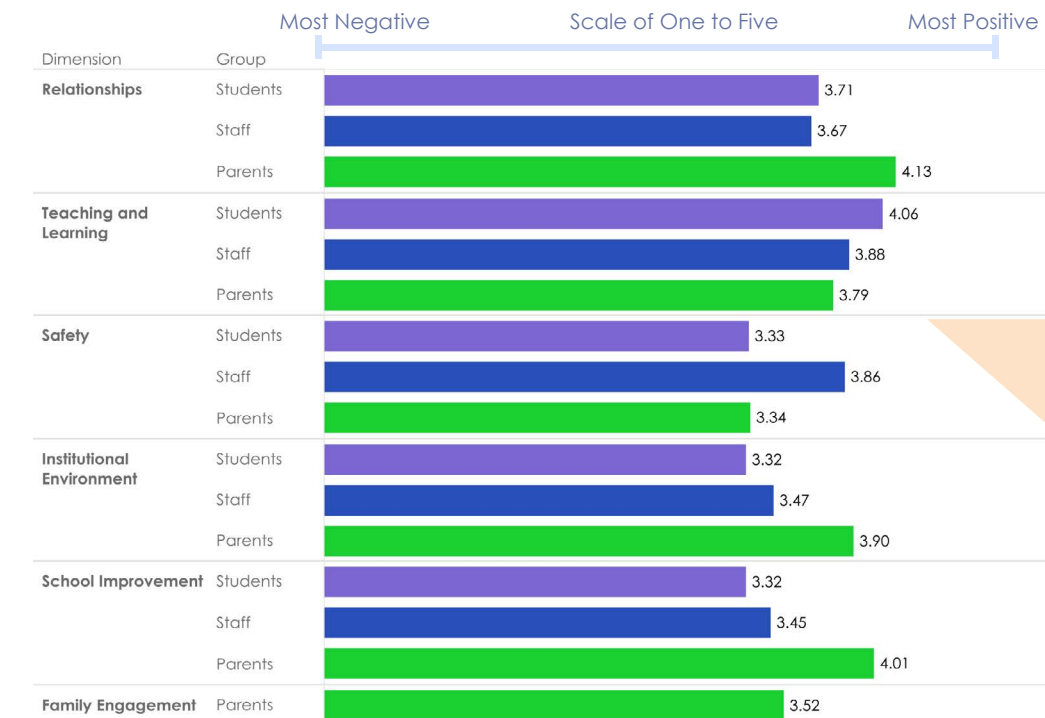
Growth: Percentage of students making expected growth targets during the school year
Proficiency: Percentage of students meeting proficient or advanced benchmarks

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



As with Goal #1, we also plan around Goal #2 measures by student group

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



Safety

In the category of safety, families, students and staff were asked several questions about bullying, harassment and safety at school. In the specific question about feeling safe at school, responses for all three groups averaged four out of five, signaling encouraging results around perceptions of school safety. For more, visit mmsd.org/framework.

Baseline Data

For the first year, the district surveyed students, families and staff to measure district climate and compiled data to measure access and participation in world language, fine arts and advanced coursework. This baseline data will be used for schools to set goals and track improvement going forward.

Leading Indicator: Elvehjem Elementary School



In his 16th year at Elvehjem Elementary, second grade teacher Eric Hegge says teachers are examining the impact of their teaching more than ever.

"We're doing a lot more reflecting on our teaching, probably more reflecting than we've ever done," Hegge says. "What's working, what's not working, and if it's not working what can we do to change that? How can we engage the learner in a better way?"

It is this type of reflection together with fellow teachers that the Elvehjem team says made their work successful this year. All teachers worked together in teams to collaboratively plan their teaching, reflect on how their teaching impacted students and then make adjustments for future lessons.

Collaborative teacher teaming was a major focus of Elvehjem's school improvement plan, and keeping the focus tight was a major factor in the school's success.

"We've had a relentless focus on our School Improvement Plan (SIP) throughout the year, which was a change for our building because the SIP wasn't always a living document," Principal Sarah Larson said. "We kept coming back to that school improvement plan, staying focused, working on the areas identified in that plan and going deeper. That narrow focus – it really comes back to that."

The team designed every part of their plan to support teacher teams in being successful – from providing time for planning, to working on how to use data to inform decisions, to making adjustments when needed throughout the year.

"We responded based on what we saw in classrooms. Even though we had a mapped out plan, we adjusted after we reflected on what we saw in classrooms," said instructional coach Amy Kane.

Kane said that frequent walkthroughs of classrooms helped inform adjustments to support and professional development. Larson said this problem-solving culture and openness to examining data and feedback was key.

"We had to reflect as we went and make adjustments. The beginning of the year was a little bumpy, but as we collected feedback, we were able to provide what teachers needed," Larson said.

The result, according to Kane, was that teams were able to focus on planning together and "provide high-quality instruction in all of our classrooms."

In his second grade team, Hegge says working as a teacher team meant having "lots of different experts around the table" to help decide how to target support to specific students and make adjustments to teaching.

Next year, Larson says the team is planning to keep their tight focus.

"We're really looking at taking what was successful this year and building on it for next year – instead of adding new, keeping our focus narrow, deepening our understanding," Larson said.

Partnership with Families

Larson says the Elvehjem team also worked on collaborating with the school's families. The school held its first art and culture night, where students and families shared pieces of their own cultures with the school community, to celebrate Elvehjem's diversity.

Through feedback collected this year, Larson says families recognize a more positive culture at the school.

"There's a different feel in our building when they enter."

What does excellence with equity look like?

Hegge says teacher teams started with the belief that all children have to be successful and from there, "really strategically looked at children and at what ways we could focus our instruction to help those children." Hegge said teams worked together to target support in specific areas for students who need it, so that all could succeed.

2014-15 Elvehjem Data

MAP Reading Proficiency Grades 3-5

- ▶ Overall rate improved from 40% to 46%
- ▶ African American rate improved from 12% to 25%
- ▶ Special education rate improved from 12% to 21%

MAP Math Growth Grades 3-5

- ▶ Overall rate improved from 70% to 74%
- ▶ African American rate improved from 50% to 56%
- ▶ Special education rate improved from 56% to 64%

To close achievement gaps and raise achievement for all children, we believe that schools must be at the center. That is why every school develops their own School Improvement Plan, within clearly defined parameters, to fit the unique needs of their school.

Each plan outlines key strategies aimed at measurable goals. Schools examine their plans every quarter to evaluate their progress and plan next steps. The School Improvement Plan provides the disciplined way of working necessary for each school to meet the needs of all children, and this year, schools stayed focused on their plans, deepening their work.

School Improvement Plan Process

Strengths	Next Steps
Plans were more focused with specific strategies for focus groups of students.	Schools still need greater support to plan and execute on family engagement strategies.
For the first year, all plans included strategies for both climate and providing students with access to a well-rounded education.	For this coming school year, schools will set specific goals for increased access and participation in the arts, world language and advanced coursework across student groups.
The school support system was improved, providing more targeted, specific support to schools based on their plan.	



Creating a Problem-solving Culture

To be successful, we believe that we must develop a problem-solving culture at every level of our system. The School Improvement Plan creates the disciplined way of working to meet the needs of all children, but it also provides the opportunity for shared leadership at the school level. As challenges naturally arise, teams can share viewpoints to gain perspective on issues, work through them together and solve problems at the source.

All school improvement plans are available on our website at mmsd.org/sip. This fall, schools will post their plans for the 2015-16 school year.

Gompers Elementary

When the Gompers Elementary team considered trying restorative justice at the elementary level, they recognized that there wasn't a model to follow.

"We really think this is something we can do at the elementary level, but it doesn't exist yet," Principal Sarah Chaja said.

Through their innovation grant, Gompers became the first elementary school in Madison to implement restorative justice in partnership with the YWCA. Restorative practices, focused on students themselves repairing relationships in a school community if harm is done, has been successful at middle and high school, but never tried in elementary school.

"An entire classroom takes on the idea of how do we repair the harm in our classroom community to



make our class a better place," Chaja said. "It's really about changing the school culture. It's about a culture of acceptance and understanding."

The Gompers team worked with fourth and fifth grade students who were interested to learn about restorative justice and then lead circles with younger students. Next year, all fifth grade students

will be trained as student leaders in restorative justice. Behavior Interventionist Cole Schenck said students learned how to problem-solve together.

"It created a strong family environment where people take responsibility for themselves and they treat each other well because they know how to treat each other."

Thoreau Elementary

Like many schools in Madison, Thoreau Elementary felt like it needed to ramp up its efforts to work in partnership with families. Through their innovation grant, the Thoreau team implemented a new approach to parent-teacher conferences and a parent training

program to empower families to advocate for children—their own and each other's.

School counselor and grant coordinator Rebecca Ramirez says the school "took parent-teacher conferences and revamped them

completely."

Parents in first grade classrooms met as a group with their child's teacher, reviewed student data, set goals and learned specific strategies for supporting their child to meet those goals. Ramirez says families left the meetings with specific activities to work on with their child. In addition to first grade, kindergarten and second grade classrooms will hold parent-teacher team meetings next year.

Fifteen parents also participated in the parent-school partnership training, specifically targeted at helping Latino parents learn about school and advocate for their child. Families reported increased engagement in school, and English Language Learners saw a 25% increase in reading average growth.



Innovation Grants

As we stay incredibly focused on the day-to-day work of making our vision a reality, we also need to provide opportunities for innovation and exploration of possible future strategies. We must be both implementing what we know works with quality and looking for ways to improve in the future.

Thanks to a donation from Madison Gas and Electric, two schools were awarded innovation grants to explore new ideas that could have a positive impact on schools district-wide.

While every school has their unique school improvement plan, common learning for staff across the district ensures that every educator in all schools is knowledgeable about our district's shared definition of great teaching that is culturally relevant and linguistically responsive.

Teacher Teaming

This year, all classroom teachers worked as part of a teacher team. Teams met weekly to plan their teaching together, to review student work and the impact of their teaching, problem solve and make adjustments to future lessons. Every week, teachers went through this cycle together – planning, teaching, reflecting and adjusting – as a team. These collaborative teams helped teachers plan their instruction, target strategies to specific students and make sure that students were making progress.



Teaming at Orchard Ridge Elementary

"We bounce ideas off each other, we disagree, we question each other." "It's really helped me make sure that I'm much more confident in delivering the content." Melea Renk and Emily Feistel, on working in their kindergarten teacher team at Orchard Ridge Elementary. See more on the Orchard Ridge Team at mmsd.org/OREteam.

Great Teaching Framework



Race and Equity

This year, all strands of professional development included explicit discussion about race and equity and the implications on daily work in schools. Next year, the district will work with the National Equity Project to deepen our understanding of racial equity, implicit bias and how we can use this understanding to make better daily decisions on behalf of all children.

To raise achievement for all and close achievement gaps, schools need high-quality support from central office. The five priority areas of our strategic framework define the work of central office to provide schools with the high-quality resources they need to be successful and to remove institutional barriers to student success.

Here are highlights of progress on the five priority areas during the 2014-15 school year.

Coherent Instruction

- Units of instruction in English and Spanish Language Arts provided to schools for entire school year K-12
- Redesign of summer school completed to expand access through increased number of sites and improve instruction through project-based units of study and weekly plans provided to all teachers
- Completed quarterly and annual review of Behavior Education Plan, making key changes to policy and practice and key additional investments. To learn more visit mmsd.org/bep.
- Blueprint for arts-rich school completed as part of Any Given Child partnership to increase equity and access in arts education
- **Next Step:** Finalize English Language Learner plan, develop Special Education plan and implement Advanced Learner plan to provide comprehensive support and services

Personalized Pathways

- Redesign of five courses including English 9 and Algebra 1 completed to ensure consistency across high schools
- Academic Career Plan foundations class launched in eighth grade across the district
- **Next Step:** Strengthen support for students' eighth to ninth grade transition through the Academic Career Plan, stronger systems for keeping 9th graders on track, and completion of the Pathways plan to provide meaningful opportunities to more deeply explore career options for all students

Family Engagement & Community Partnerships

- Launched Parent Academy with new course offerings for summer
- Completed academic tutoring framework to ensure consistency and quality in all tutoring students receive
- Held professional development with national family engagement expert to help schools plan strategies
- **Next Step:** Thanks to a grant from the Madison Community Foundation, begin planning for full-service schools, or community schools, to create hub of engagement, services and support for families at school sites

Thriving Workforce

- Launched new teacher screening and selection process
- Completed first year of Educator Effectiveness evaluations for teachers and principals
- **Next Step:** Ramp up recruitment efforts to create a higher-quality and more diverse pool of applicants

Accountability

- Teacher team toolkit and comprehensive intervention toolkit completed and provided to schools
- Strengthened the school support plan for providing targeted support to schools
- Completed Central Office Measures of Performance for all departments
- **Next Step:** Implement STAT system to better monitor and support students with disabilities, Advanced Learners and English Language Learners

Technology Plan

- Facilitated a year of comprehensive professional development and planning to prepare all staff in all schools that will be implementing one-to-one student devices into day-to-day instruction next year
- Convened a review committee that reviewed, vetted and selected a platform and student devices for implementation in our K-5 and 6-8 G1 schools next year

Excellence with Equity: Behavior Education

Our efforts to support positive behavior exemplify what we mean by excellence with equity. We believe we must hold all students to high expectations for how they act in school, and we must match those high expectations with high levels of support for students to learn positive behaviors.

For more examples of excellence with equity in action and a full inventory of each of the five priority areas, visit mmsd.org/framework.

Leading Indicator: Memorial High School



Incoming senior Geresa Homesly says that the staff and students at Memorial High School have supported her throughout her high school career.

"It's like a big family," Homesly said. "They're always there. They really helped me, gave me courage and really inspired me in my junior year."

Homesly has become a student leader at Memorial and is looking forward to welcoming the freshman class and providing a positive environment for new students.

Science teacher Sarah Murphy says that the staff at Memorial has "a real commitment to see students as whole people. Building that community enriches everyone's learning." It helps students "envision what they could be able to do. That vision and that relationship helps them be able to achieve great things, things that wouldn't be possible without those relationships," Murphy says.

Principal Jay Affeldt agrees that the health of the Memorial community is key in seeing all students achieve the best results and is a key part of the School Improvement Plan.

"As a community, we believe that no effective learning can happen without a relationship as a

foundation," Affeldt says, adding that strong relationships among staff are also at the heart of the school's work on teacher teaming this year.

"Our teachers, when working together, are an incredibly powerful force. Providing them more time to work together as teams, providing them more structures to work with each other, watch each other teach, share feedback and help each other grow, that's something we're working on," Affeldt says.

English teacher Kari Rongstad agrees about the importance of teacher teams at Memorial.

"We find strength in community," Rongstad says.

Another key part of Memorial's improvement plan was focusing on literacy across classrooms.

"Asking students to do reading, writing and thinking in all areas is really positive. Not only are you going to be asked to write in English class, but in math class," Rongstad says, adding that students were initially surprised when they were asked to read or write in math or art or gym, but through the school year, saw the value.

"Even I didn't realize how important reading, speaking, listening and writing was in math," Math teacher Signe Carney said. "So by wrapping around literacy, we made it a point that we're reading this equation, this graph and we're getting information from it was incredibly helpful."

In addition to focusing on literacy throughout the school, the entire team also worked on explicitly communicating with students at the beginning of every class what they would be expected to learn and be able to do – creating clear, consistent expectations that the staff said had a great impact on students.

Keeping Freshmen on Track

Affeldt says the team was more intentional this year about keeping freshman on track to graduate.

"We know that if they struggle their freshman year, that will hold them back for their entire high school career," he said.

In the first quarter, student services staff met with every freshman who was struggling to find out what supports they could provide. They also organized mentoring, both from staff and from upperclassman for freshman students, along with tutoring.

"That intentional work has really paid off – we have more freshman on track to graduate this year than in past years."

In the 2015-16 school year, supporting students making the transition to high school will be a major focus across the district. Like Memorial, all schools will have an intentional plan for keeping students on track to graduation through their freshman year.



2014-15 Memorial Data

High School Completion

- ▶ Overall rate improved from 85% to 86%
- ▶ African American rate improved from 57% to 68%
- ▶ Free/reduced lunch rate improved from 62% to 68%

Grade 9 Two or More Course Failures

- ▶ Overall improved from 20% to 18%
- ▶ African American improved from 53% to 49%

"I want to be a teacher because I like to see the improvement in children's character and academics. I've seen how teachers have helped me improve myself and I'd like to have the same impact on someone else."

Dianna Murray, TEEM Scholar from Madison West High School.



FORWARD MADISON

A Collaborative for Learning & Leadership

Our efforts as a school district will only be successful with the support of our community partners. We would like to thank all of the partners who support our students and highlight the progress of one of our major partnerships here.

Forward Madison is a cutting-edge partnership with the UW-Madison School of Education aimed at ensuring that the district has skilled educators who are supported to the fullest to bolster student achievement for all. Great teachers and leaders matter a lot.



Forward Madison made progress this year in major areas of work.

Comprehensive training and mentoring for new teachers, coaches and principals

- Supported new teachers through one-to-one mentoring support, monthly seminars for new teachers and monthly professional learning communities with new teachers and mentors
- Supported new principals through new principal leadership academy, entry planning, and one-to-one leadership coaching
- Developed and implemented support model for teacher coaches and trained 85 literacy coaches

Efforts to improve workforce diversity

- Developed the Tomorrow's Educators for Equity in Madison, or TEEM Scholars program, to prepare current Madison high school students to become future Madison teachers and to build a workforce that is more reflective of the students we serve
- Selected first cohort of students to participate in TEEM Scholars
- Created endowment through the Foundation for Madison's Public Schools to support TEEM Scholars

In the coming year, Forward Madison will continue all three strands, with a focus on providing more tailored and targeted support to individual teachers, principals and coaches.

Forward Madison is supported in part by a \$1.2 million grant from CUNA Mutual.

"Educators deserve the utmost support and collaboration that our communities can bring to bear. Not only is this program about educator preparation, it's about a cause – something enduring that joins us together in a common focus: our children and our future."

Robert Trunzo, President/CEO of CUNA Mutual Group



While the school district is working hard at meeting the needs of all students, we need our community to wrap its support around our students as well, especially students of color and African American students specifically.

We need to lift up our students, seeing their strengths and full potential and providing them with the sense of community, belonging and coordinated support to realize that potential. We've realized that there are three areas where it is essential that we organize support around our students.

Youth Leadership

Students have the capability of driving positive change with and for one another.

- This spring, African American student leaders from each comprehensive high school came together to define the assets they bring and the challenges that they face and to create a sustainable student engagement plan.
- Student leaders defined key areas to focus on, including the need for strong student/teacher relationships, high expectations and academic challenge, addressing racial and cultural identities, increased college preparation and mentoring support for students.
- The group will continue to meet to further develop and carry out their strategy this school year.



Mentoring and Tutoring

All students need at least one supportive adult in their lives who holds high expectations for them and helps to keep them on track.

- This year the district completed a framework, in partnership with the United Way, to define best practices for all tutoring services that Madison students receive to help organizations provide the best support. As a result, Schools of Hope is leading the way in aligning tutoring support to the framework.

Services and Supports to High-needs Neighborhoods

Families in our highest needs neighborhoods need community centers that welcome them and help them get what they need to support their children in being successful.

- Thanks to a grant from the Madison Community Foundation, the Madison Metropolitan School District will work during the 2015-16 school year to plan for full-service community schools in key neighborhoods, to create hubs of coordinated community services.

Together as a community, we can commit to ensuring all of our students are successful. We must work in partnership, creating an organized effort to lift up our students of color, especially our African American students.

To lend your support in one of these three areas or to learn more, visit mmsd.org/action.



Find your school's improvement plan
at mmsd.org/SIP or on your school's website.

Get in touch with our Family, Youth and
Community Engagement Office
at mmsd.org/engage or call (608)663-5977.

Have a question? Call us at (608)663-1879.

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