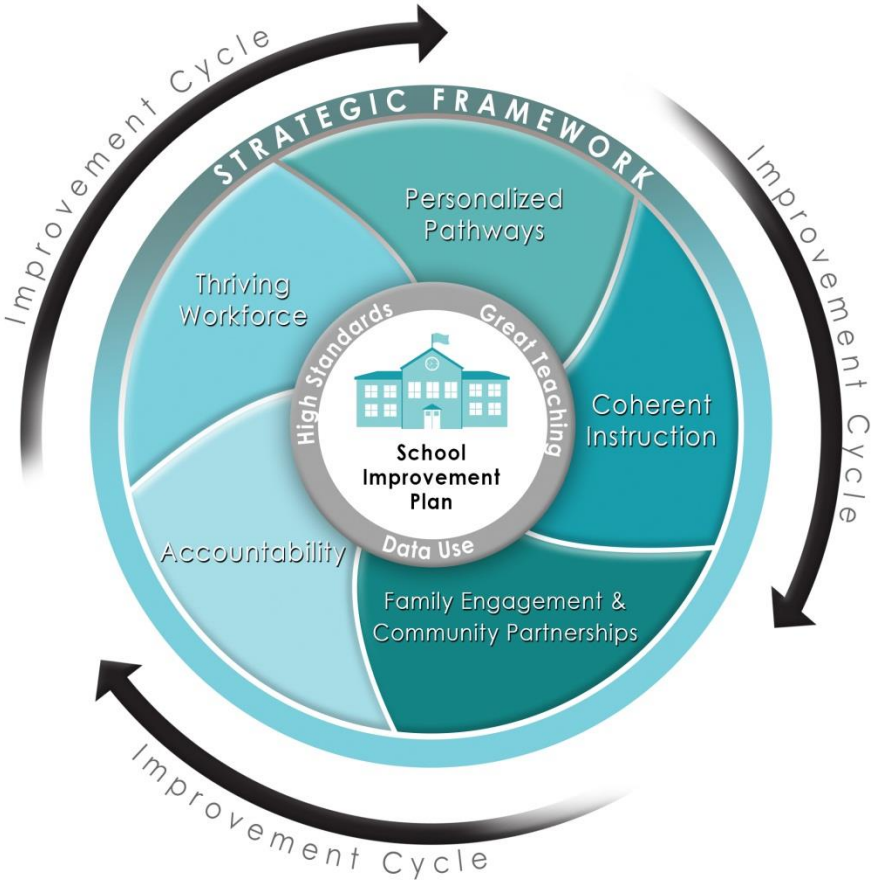
Quarterly Board Retreat

February 6, 2016

Welcome


Improvement Cycle
STRATEGIC FRAMEWORK
Personalized Pathways
Thriving Workforce
High Standards
Great Teaching
School Improvement Plan
Data Use
Coherent Instruction
Accountability
Family Engagement & Community Partnerships
Improvement Cycle
Improvement Cycle

What it Takes

Sustained Focus

Schools at the Center

Excellence with Equity

Agenda

8:00	**Opening remarks**
8:10	Strategic Framework implementation updates
8:20	Review and revisit Strategic Framework and SIP goals
9:20	**BREAK**
9:30	Budget
11:45	**Closing remarks**

Priority Areas

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

Coherent Instruction

Task	Status
Develop and implement **CCSS aligned units of instruction in mathematics** with authentic performance tasks for K-8 and Algebra Identified new math resource for K-5	On Track
Continue to refine **CCSS aligned MMSD Scopes and resources for English/Language Arts and Bi-literacy**, using core materials, model units of instruction, and performance tasks aligned by quarter to support implementation.	On Track
Support schools in **building foundational literacy skills** in early grades by providing computer adaptive software to supplement core instruction and quarterly professional development in grades **K-2** at highest need schools.	On Track
Continue to support **middle schools through targeted professional development** and identified common **instructional materials** for literacy to purchase and submit consent for Board approval.	On Track
Provide support and professional development around the district's Great Teaching framework, with a specific focus on new resources around culturally and **linguistically responsive practices in teacher team toolkit**.	On Track
Develop and begin implementation of comprehensive **Board-approved plan for English Language Learners**.	On Track
Develop and begin implementation of **comprehensive Board-approved plan for Students with Disabilities and realign Student Services department** based to better support schools.	On Track
Increase professional development opportunities in alignment with individual school BEP implementation plans, targeting **classroom engagement and behavior management practices** while also providing additional **support for tiers 2 and 3 systems and structures**.	On Track
Develop and implement a phased-in plan for **World Language program coherence and access**. Continue capacity building phase of Any Given Child Madison by incorporating the Arts Rich School Blueprint and Continuum into the School Improvement Plan Development Process.	Caution
Provide ongoing professional development for schools in their **use of evidence based intervention/strategies with a focus on implementation of computer adaptive software** designed to supplement core instruction for students in Bilingual classrooms and English Language Learners in grades 6-8, and build foundational skills in K-5 in both English and Spanish.	On Track

Personalized Pathways

Task	Status
Better support students in eighth to **ninth grade transition**, by developing systems at each high school to keep students on track to graduation during their freshman year.	On Track
Begin to align **curriculum, assessments, secondary policies, and graduation** requirements to the **vision of a graduate**.	On Track
Deepen partnership with **Madison College, Chamber of Commerce of Greater Madison and Workforce Development Board of South Central Wisconsin** to align curriculum to increase dual credit opportunities and to develop a collaborative infrastructure that will increase work-based learning opportunities	On Track
Increase school and district readiness for pathways implementation by implementing professional learning for school and central office leaders	On Track
Implement Academic Career Planning in 8th and 9th Grade. Plan for 7th and 10th grade expansion by integrating PBS, AVID and ACP.	On Track
Support schools in developing and aligning **Comprehensive School Counseling Program** to School Improvement Plan.	On Track
Launch **AVID best practices** by identifying schools excelling in AVID practices and setting up visits for other schools to learn from and collaborate with these schools.	On Track

Family, Youth and Community Engagement

Task	Status
Provide professional development across the district to **strengthen the conditions in schools necessary for thriving family-school partnerships**.	On Track
Implement **"Request for Assistance System" at Central Office** to quickly and effectively respond to requests and inquiries from families and community members.	On Track
Create a **"Family Engagement Toolkit"** aligned to the family engagement standards through a collaborative process with families and community partners.	On Track
Identify opportunities for **family members to partner at all levels of the system,** providing families with valued role to share advice, feedback, and make decisions. Provide families learning opportunities through multiple formats	On Track
Develop a long term **student engagement strategy** that promotes meaningful student involvement.	On Track
Enhance learning opportunities for schools and community members to **align partnerships with district goals and priorities,** with a focus on tutoring networks.	On Track
Better define the District's **strategy for innovation.**	On Track
In partnership with the City of Madison, Dane County and Madison-area out of school time providers, launch **Madison Out of School Time (MOST) Program** Locator and design the city-wide data sharing system. Work with Board, community partners and schools to explore and design an implementation plan for **full service community schools.**	On Track

Thriving Workforce

Task	Status
Develop year 2 of teacher, instructional coach, mentor and principal **induction** through **Forward Madison.**	On Track
Launch and continue to develop **TEEM Scholars program** through Forward Madison, to grow current students to become future Madison teachers.	On Track
Develop and implement **comprehensive recruitment strategy**.	On Track
Develop **evidence based evaluation systems** for **other roles-central office, psychologists, social workers** etc.	On Track
Conduct **compensation study** and develop recommendations.	On Track

Accountability & School Support Systems

Task	Status
Enhance the **Teacher Team Toolkit**, support its use by all teachers, and **institute feedback processes.**	On Track
Enhance School Support System tools that outline the work of Central Office programs in supporting our schools in implementing their School Improvement Plan.	On Track
Create and **provide planning and implementation monitoring tools** that align high-leverage actions and next steps of the Strategic Framework with Central Office actions as outlined in departments' **COMPs.**	On Track
Create and provide tools and strategies to use results from staff, student, and family **climate surveys to inform SIP and COMP development.**	On Track
Create and provide **on-demand data tools and strategies to monitor special education, English Language Learner, and Advanced Learner programs** through the STAT system. These tools will inform SIP development and prioritize the work of certain central office departments.	On Track
Develop and provide a **9th grade on-track toolkit** to monitor high school students' progress toward graduation.	On Track
Take steps towards **increasing transparency of budget process**, improving equity of school allocations, and examining opportunities to increase flexibility in school budgets.	On Track

Information & Technology

Task	Status
Continue to implement student devices in group one (G1) schools; supporting instruction, loading apps, and creating personalized learning environments.	On Track
Implement G1 **professional learning on personalized learning in support** of our local definition of Great Teaching; hosting first local Ed Camp for 10 schools, G1 Library Media Technology Specialist leading site-based support.	On Track
Continue to improve and design G1 learning spaces to allow for flexible, collaborative, and personalized digital learning; assess needs for G2 schools; purchase digital media for libraries.	On Track
Manage and maintain servers, wide area network (WAN), local area networks (LAN), LAN switches, and the wireless system; increase bandwidth, and create an IT Disaster Recovery Plan.	On Track
Continue to review **student information systems for efficiencies**; implement Academic Career Plan electronic portfolio platform and Oasys;	On Track
Continue to provide **technical support for staff device**s; continue family support strategies for G1 schools; provide **parent sessions at G1 schools.**	On Track

MMSD Annual Report
Call to Action

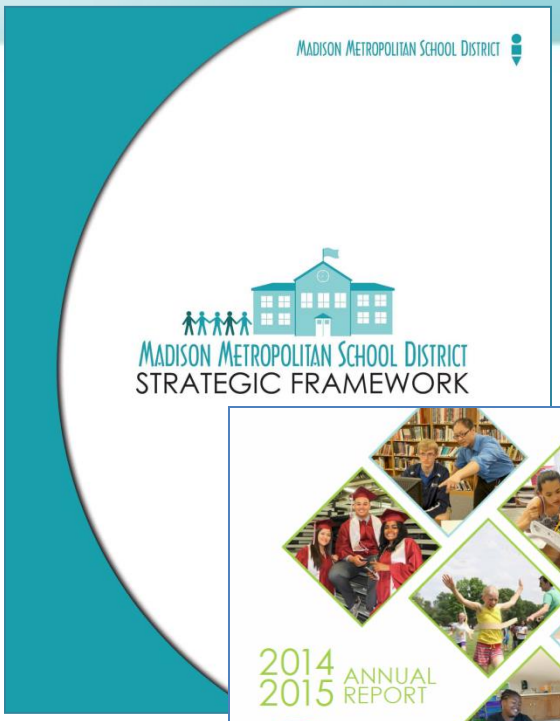
Together as a community, we can commit to ensuring all of our students are successful. We must work in partnership, creating an organized effort to lift up our students of color, especially our African American students.

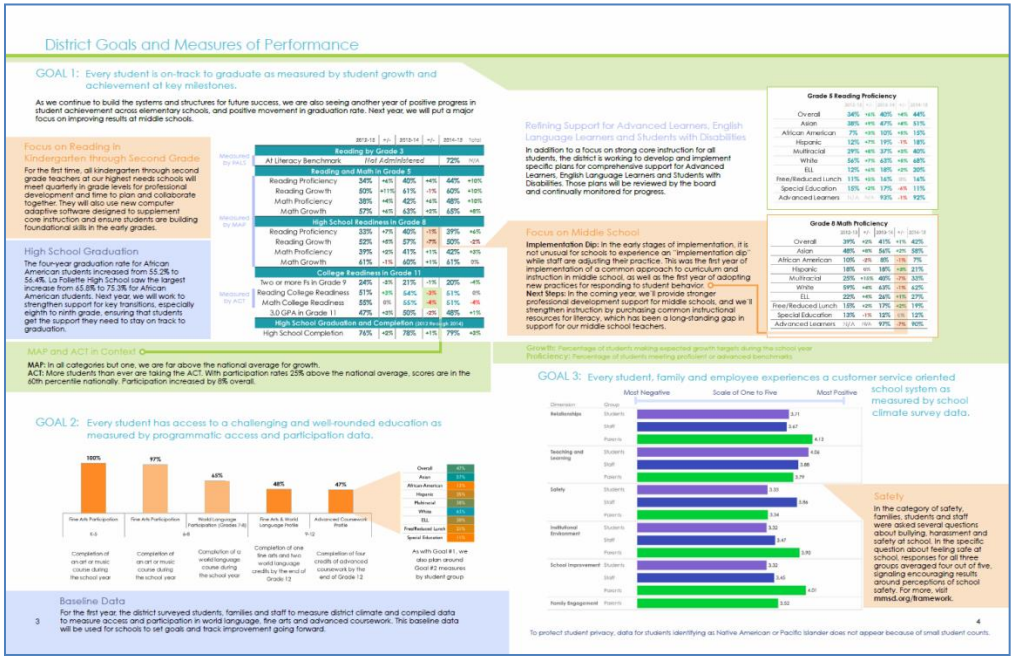
Task	Status
Youth Leadership Students have the capability of driving positive change with and for one another	On Track
Mentoring and Tutoring All students need at least one supportive adult in their lives who holds high expectations for them and helps to keep them on track	Caution
Services and Supports to High-needs Neighborhoods Families in our highest needs neighborhoods need schools that welcome them and help them get what they need to support their children in being successful	On Track

Questions on Progress to Date?

Strategic Framework Goals

February 6, 2016





Measuring Strategic Framework Goals

Strong organizations have a **clear and compelling vision** and a **set of goals and indicators aligned to that vision**

- Goal #1 – **Student Growth and Achievement** – in use with goals set since 2013-14
- Goal #2 – **Challenging and Well-Rounded Education** – in use with goals set starting in 2015-16
- Goal #3 – **School and District Climate** – new goals will be set for 2016-17

These goals help us prepare every student to graduate **college, career, and community ready** and to help every school be a thriving school

Today's Agenda

- **Goal #1 –** Focus on discussion of alternatives for MAP goals
- **Goal #2 –** Recap of current practices
- **Goal #3 –** Focus on recommended metrics

Presentation connects to documents provided for meeting:

1. *Measuring Strategic Framework Goal #3*
2. *Using MAP for Strategic Framework Milestones and SIP Metrics*

Goal #1 Introduction

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

- Review Goal #1 metrics
- Focus on alternative options for MAP - four questions:
  1. What is the best way to measure growth on MAP?
  2. How should the district and schools set MAP goals for growth?
  3. How should the district and schools set MAP goals for proficiency?
  4. Should we set goals and publicly report based on Proficient-Advanced or Basic-Proficient-Advanced?
- Detailed discussion in *Using MAP for Strategic Framework Milestones and SIP Metrics*

Goal #1 - Summary of MAP Recommendations for Grades 3-8

1. **What is the best way to measure growth on MAP?**
   Use fall-spring growth metric, but adjust for schools above certain thresholds, goal is to stay above

2. **How should the district and schools set MAP goals for growth?**
   Adjust recommended goals to 2% and 5% for schools below thresholds

3. **How should the district and schools set MAP goals for proficiency?**
   Maintain 2% and 5% recommendations

4. **Should we set goals and publicly report based on Proficient-Advanced or Basic-Proficient-Advanced?**
   Continue to track progress based on proficient-advanced

Q1: What is the best way to measure growth on MAP?

- Currently, MMSD uses the percent of students meeting or exceeding fall-spring growth targets on MAP as Strategic Framework Milestone and SIP metric.

- Calculated based on gain for students with same fall score and in same grade (e.g. a grade 3 student scoring 196 on MAP Reading in fall would have a growth target of 9, meaning that grade 3 students nationally scoring 196 in the fall average 205 in the spring)

Focus on Current MAP Growth Approach

See p. 1 in *Using MAP for Strategic Framework Milestones and SIP Metrics*

Area	Advantages	Disadvantages
How useful and effective is the measure itself?	• This measure is used regularly across MAP districts • MAP growth as currently used is simple to understand • MAP growth targets already are provided to staff via data from the vendor, so goals and needed progress to meet them are not a mystery • Clear connection from district to school to class to student level data • We can set ambitious goals using these measures, even if they are based on national averages. For example, we as a district strive for percent meeting growth targets well above 50%, which means more than half of our students are meeting or exceeding average gains • MAP growth targets do not require new calculations from central office staff	• Growth target reflects individual student performance relative to national average and achievement gaps persist nationwide • Students meeting growth targets over time will not necessarily reach proficiency
What technical tools and resources do we already have in place?	• All existing Dashboard programming, including progress monitoring tools for schools, SIP Goals Reports, and Strategic Framework milestones, relies on our current approach; a new approach would require substantial reprogramming • NWEA (vendor) has existing resources around MAP growth • Data Use Guides produced by MMSD already are available explaining MAP growth	• N/A
How does this work impact teachers, principals, and other stakeholders?	• Years of effort already put into place building user understanding of MAP growth • Use of tools reflecting current approach to MAP growth is routine and regular in schools • Use of MAP growth is routine throughout district practices like quarterly progress reviews, intervention selection, planning rosters, and program evaluation • Families have knowledge of measure as currently used	• Understanding of MAP growth is not universal • **High performing schools may not be able to maintain increases over time**

Current MAP Growth Approach

See p. 2 in *Using MAP for Strategic Framework Milestones and SIP Metrics*

- Issue: High performing schools may not be able to maintain increases over time

- **Recommendation: Continue using MAP Fall-Spring growth; for schools above certain thresholds (see below), goal is to stay above threshold;**
  - –Measure is simple, accessible, already in place, with many technical tools and resources devoted to its use

	Grades 3-5	Grades 6-8
Reading	65%	60%
Math	70%	65%

Based on 70th percentile nationally

Alternatives to Current MAP Growth Approach

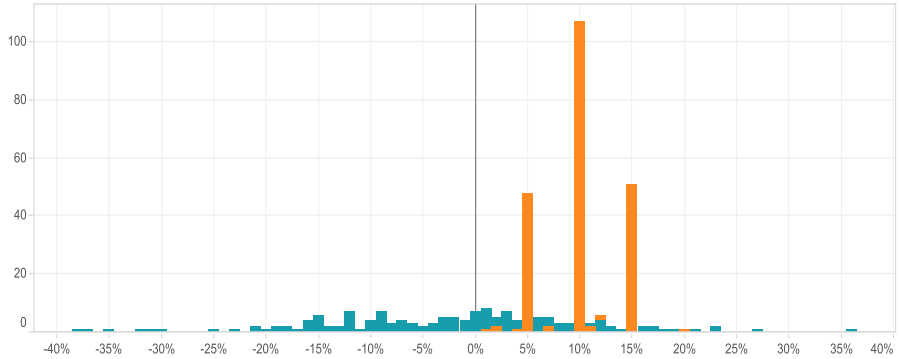
See p. 2 in *Using MAP for Strategic Framework Milestones and SIP Metrics*

1. Percent of students meeting fall-spring growth target (status quo)
2. Percent of students improving RIT score from fall to spring
3. Percent of students exceeding fall-spring growth target
4. Percent of students meeting multiple of fall-spring growth target (e.g. 1.5 times growth target)
5. Average RIT score gain percentile
6. Percent of students improving proficiency band
7. Cohort-based proficiency changes over time
8. Value added

Q2: How should the district and schools set MAP goals for growth?

- Original trajectory was 10% improvement per year (15% for lower groups)
- Some schools/groups already far above average and continued improvement likely not realistic

MAP Growth Goals (Orange) and Results (Teal) 2014-15

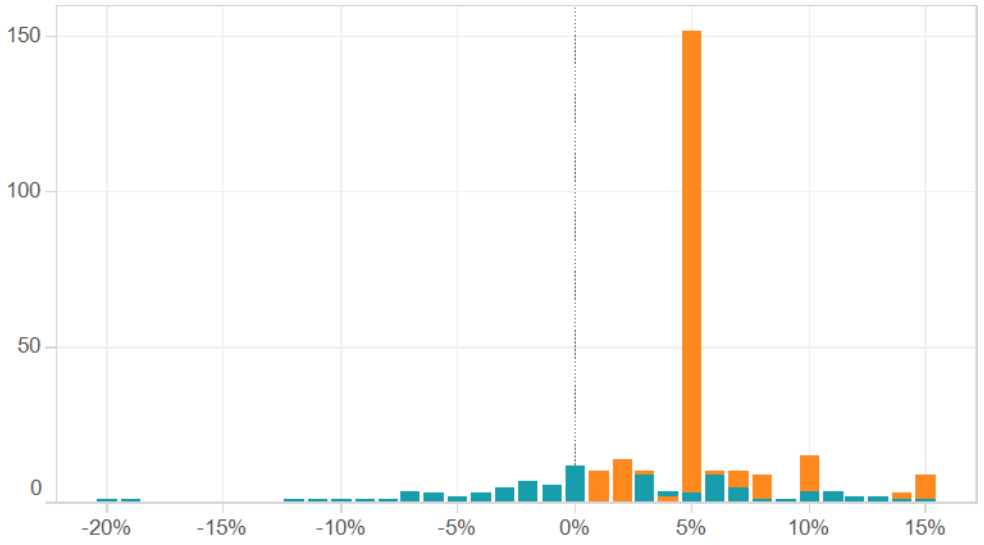


Recommendation: Adjust recommended goals to 2% (less than 10% below) and 5% (10%+ below) for schools below thresholds

Q3: How should the district and schools set MAP goals for proficiency?

- Original trajectory was 2% improvement per year (5% for lower groups)
- District and schools have not struggled to meet this trajectory, suggesting that it was realistic

MAP Proficiency Goals (Orange) and Results (Teal) 2014-15



- **Recommendation: Keep 2% and 5% for recommended goals**

Q4: Should we track progress based on Proficient-Advanced or Basic-Proficient-Advanced?

- Currently, our proficiency rates include the combination of "Proficient" and "Advanced" results
- Percent Minimal and Basic appear in official MAP reports and on demand via Data Dashboard
- Basic is lower standard – "students are able to show some of the knowledge or skills, but not consistently or to the level that is expected at that grade level"
- Every state uses their equivalent of proficient + advanced for proficiency reporting
  - Adding "Basic" to our proficiency rates would prevent us from comparing to other districts, the state, etc.
- Peer districts do not report on a basic or higher rollup (e.g. Ann Arbor, Austin, San Francisco, Chicago, Cambridge)
- **Recommendation: Continue tracking progress based on Proficient-Advanced**

Summary of Goal #1 Metrics

Strategic Framework Milestones	SIP Goals
Primary (K-2)	
MAP 3 Reading Fall Proficiency	MAP 3 Reading Fall Proficiency
Elementary (3-5)	
MAP 5 Reading Fall-Spring Growth	MAP 3-5 Reading Fall-Spring Growth
MAP 5 Reading Spring Proficiency	MAP 3-5 Reading Spring Proficiency
MAP 5 Math Fall-Spring Growth	MAP 3-5 Math Fall-Spring Growth
MAP 5 Math Spring Proficiency	MAP 3-5 Math Spring Proficiency
Middle (6-8)	
MAP 8 Reading Fall-Spring Growth	MAP 6-8 Reading Fall-Spring Growth
MAP 8 Reading Spring Proficiency	MAP 6-8 Reading Spring Proficiency
MAP 8 Math Fall-Spring Growth	MAP 6-8 Math Fall-Spring Growth
MAP 8 Math Spring Proficiency	MAP 6-8 Math Spring Proficiency
High (9-12)	
Grade 9 Course Failures	Grade 9 Course Failures
Grade 11 Cumulative GPA	Grade 11 Cumulative GPA
ACT 11 Reading College Readiness Benchmark	EPAS Reading College Readiness Benchmark
ACT 11 Math College Readiness Benchmark	EPAS Math College Readiness Benchmark
High School Completion Rate	High School Completion Rate

Goal #2 Introduction

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

- We are defining ***challenging*** as advanced courses
  - –Advanced coursework profile (4 advanced credits with a C or better by end of grade 12) is high school metric
  - –Advanced courses include Advanced Placement, Honors, Advanced courses outside of the four core subjects, Dual Transcripted, Youth Options, and youth apprenticeships
- We are defining ***well-rounded*** as fine arts, world language, and extracurriculars
  - –Well-rounded profile (2 world language and 1 fine arts credit with a C or better by end of grade 12) is high school metric
- **Recommendation: Continue using these metrics**

Summary of Goal #2 Metrics

District reports on and is accountable for all metrics

Strategic Framework Milestones	SIP Goals
Elementary (K-5)	
Grades K-5 Fine Arts Annual Participation Rate	
Middle (6-8)	
Grades 6-8 Fine Arts Annual Participation Rate	Grades 6-8 Fine Arts Annual Participation Rate
Grades 7-8 World Language Annual Participation Rate	Grades 7-8 World Language Annual Participation Rate
High (9-12)	
Grade 12 Fine Arts & World Language Profile	Grade 12 Fine Arts & World Language Profile
Grade 12 Advanced Course Profile	Grade 12 Advanced Course Profile

Elementary schools do not set SIP goals but can choose to strategize

Middle schools choose ONE metric for setting SIP goals

High schools choose ONE metric for setting SIP goals

Goal #3 Introduction

*Every student, family and employee experiences a **positive school and district climate** as measured by school climate survey data.*

- Climate survey first administered Spring of 2015; administered again in Spring of 2016
- Today's conversation focuses on recommended use of climate survey data for measuring progress on Goal #3
- Remember that these recommendations pertain to **Strategic Framework progress as presented in the annual report** and do not represent every use of this data within the district
- Discussion today is about the metrics; cannot set goals until we get results for 2015-16 in May
- Recommendations explained in greater detail in *Measuring Strategic Framework Goal #3*

Goal #3 Introduction

*Every student, family and employee experiences a **positive school and district climate** as measured by school climate survey data.*

- Climate survey is administered to students, parents, and staff separately
  - –Each survey has questions different from the others
- Questions are organized into six dimensions
  - –Teaching & Learning
  - –Relationships
  - –Safety
  - –Institutional Environment
  - –School Improvement
  - –Family Engagement (parent survey only)

Goal #3 Recommendation

See Measuring Strategic Framework Goal #3 document

What metric should we use?

- Percent of question responses that are positive or very positive within each dimension
  - Report on overall results for each of the three surveyed groups (students, parents, staff) separately
  - Report on Teaching and Learning, Relationships, Safety (all surveyed groups) and Family Engagement (Parents)
  - Results in 10 new district goals
- Schools will set 1-3 goals across the 10 possible goal setting options, including any combination of groups and dimensions

Summary of Recommended Goal #3 Metrics

See p.2 of Measuring Strategic Framework Goal #3 document for all metrics

Strategic Framework Milestones	SIP Goals (Schools Choose One to Three Goals)
All Schools	
Students: Teaching & Learning Percent Positive	Students: Teaching & Learning Percent Positive
Parents: Teaching & Learning Percent Positive	Parents: Teaching & Learning Percent Positive
Staff: Teaching & Learning Percent Positive	Staff: Teaching & Learning Percent Positive
Students: Relationships Percent Positive	Students: Relationships Percent Positive
Parents: Relationships Percent Positive	Parents: Relationships Percent Positive
Staff: Relationships Percent Positive	Staff: Relationships Percent Positive
Students: Safety Percent Positive	Students: Safety Percent Positive
Parents: Safety Percent Positive	Parents: Safety Percent Positive
Staff: Safety Percent Positive	Staff: Safety Percent Positive
Parents: Family Engagement Percent Positive	Parents: Family Engagement Percent Positive

Next Steps

- Development of 2016-17 SIP materials
  - To be introduced at April Principals' Meeting
- Development of 2015-16 Annual Report including data for all three goals

Addendum: Meaning of MAP Cut Scores

- **Advanced** – Students are able to demonstrate that they not only know what is expected at that grade level, but that they can also demonstrate a deeper understanding of the content.
- **Proficient** – Students are able to demonstrate that they know what they are expected to know at that grade level.
- **Basic** – Students are able to show some of the knowledge and skills, but not consistently or to the level that is expected at that grade level.
- **Minimal** – Students are unable to consistently show the knowledge and skills that are expected at that grade level.

Take a break!

Budget Discussion

9:30 Budget Overview

9:40 Priority Actions

10:10 Efficiencies/Staffing

10:45 Review Major Priorities

- Behavior Education Plan
- Technology Plan
- Personalized Pathways

11:45 Closing remarks

Updated Budget Goals

Close alignment to Strategic Framework – In our vision to make every school a thriving school that prepares every student to be ready for college, career and community, these budget resources support the district's goals and priorities as defined in our Strategic Framework

Support recruiting, selection, and retention – Timely decision-making in the budget process will facilitate personnel recruiting, selection, and retention efforts by announcing and acting on vacancies earlier in the hiring season so that our schools and students will be supported by the most highly-qualified, prepared and appropriately licensed staff and administrators

More equitable use of resources – More in-depth reporting on how and where resources are allocated will improve awareness and help inform the process to more equitably distribute resources towards schools with the greatest need

Greater transparency in budget development – Presenting the budget document in a more accessible and reader-friendly format will improve accountability and better demonstrate how resources are used to support instruction

Updated Guiding Principles

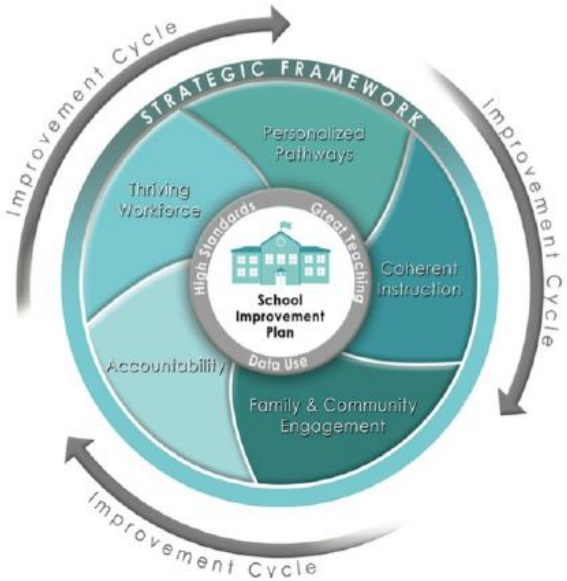
- Allocate resources for the greatest impact on students, raising student achievement, and narrowing gaps
- Sustain the focus and momentum of existing priority areas aimed at building capacity necessary to accelerate student achievement
- Maintain a multi-year perspective to support momentum and effective support to schools while ensuring financial sustainability and accountability

Budget Overview

2016-17 Budget Planning		
New Sources of Revenue and Funding	**Version 1.0**	**Version 2.0**
Revenue and Planned Equity Funding	(4,000,000)	(4,090,000)
Priority Actions		
Total Reserve for Priority Actions	In Progress	2,060,000
Required Allowances, Contract Increases (utilities, transport, etc.)		
Estimate for Required Allowances	3,000,000	2,790,000
Salary & Wages		
Total Salary / Wage Allowance	5,500,000	5,960,000
Major Benefits:		
Total Benefits Change	1,400,000	1,770,000
Central Office Reductions		
Personnel / Non-Personnel (Target $3.0MM)	In Progress	(2,520,000)
Building Based Reductions		
Personnel / Non-Personnel	In Progress	(5,400,000)
Budget Position - Summary		
Estimated Budget Gap (Rounded)	$6,000,000 to $8,500,000	500,000

Priority Actions

All priority actions are in service of our three district goals



- Every student is on-track to graduate as measured by student growth and achievement at key milestones.
- Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.
- Every student, family and employee experiences a positive school and district climate as measured by school climate survey data

Priority Actions

Sustaining Focus and Building Momentum

2015-16 Ongoing Priority Work

- Intensive Support to Schools
- Reading Intervention
- Leadership and Instructional Design for Equity
- DLI/DBE Teacher Network for Biliteracy Planning
- Behavior Education Plan
- Equitable Instruction for English Language Learners
- Comprehensive Counseling
- Professional Development on Family Engagement
- Recruiting & Wellness
- Tech Plan G1 Implementation

Priority Actions

Sustaining Focus and Building Momentum

2016-17 Priority Work

- Reading Intervention
- Intensive Support for Middle Schools
- Access to bilingual education
- Academic and Career Planning
- Personalized Pathways development
- Parent Academy
- Mentoring and Youth Leadership opportunities
- Community Schools
- Madison Out of School Time (MOST)
- Wellness - Mindfulness Long-range facility planning
- Major capital maintenance
- Alternative program locations
- Technology Plan

*** Please see Priority Actions Grid for details**

Review of Priority Actions

Guiding Questions

- Are these the right priority actions?
- Board Comments or Questions?

Reductions and Efficiencies

Budget decisions around revenues, salaries, benefits, priority actions, etc., will help determine the scope of required budget reductions. Budget v2.0 requires $8.5MM in total reductions

Central office strategy:

- Approximately $1.7MM Personnel / $800K Non-Personnel
- Progress to date $2.5MM tentatively identified

School-based strategy:

- 25 FTE Elementary
- 30 FTE Secondary
- School Formula non-personnel (6 – 8% reduction)

Review of Efficiencies

Guiding Questions

- Is this the right strategies?
- Board Comments or Questions?

Behavior Education Plan

Moving towards a more progressive and restorative approach to student behavior and discipline

- Staffing
  - –No change to the overall staffing level at schools (includes base allocation and additional allocation based on data)
- Professional Development
  - –Continue Responsive Classrooms and Developmental Designs
  - –Scale back school based PD funds and a portion of the BEP institute funding
- Special Education
  - –Maintain expansion of LEAP
- Supports for students with intensive needs
  - –Maintain funding for emergency EA/SEA
- Community Partnerships
  - –Maintain funding for Partnerships (YWCA, Timebank, Dane County Youth Court

Technology Plan

Promoting Personalized Learning and Digital Literacy
Sustaining Focus and Momentum

- Learning from G1
  - More cost effective classroom setup
  - Improved process for device selection
  - Better timing of purchasing decisions to take advantage of best pricing in the market
  - Improved professional development based on feedback
  - Analyze year 1 implementation report in June 2016
- G2 Implementation
  - Formally identify G2 schools (Spring 2016)
  - Professional development – G2 summit (Spring 2016)
  - Mid-year implementation (January 2017)
  - Sustainable budget model
- G3 Professional Development

Personalized Pathways

Preparing for Pathways
and intentionally focusing on the transition from 8th to 9th grade

- Pathways Development
  - –School based team planning for Academic and Career Planning (ACP)
  - –Pathways professional development (grant pending)
  - –ACP and experiential learning coordination
  - –Ninth grade transitional support
  - –AVID equity alignment

District Fundraising Priorities

Fundraising Priority	Brief Description	3YR Goal	Amount Secured
Personalized Pathways	Funding efforts focus on capital investments for infrastructure and curriculum material development	$1.5M ($500K per year)	Magic Pebble Foundation: $10,000 Madison Downtown Rotary: $14,000
Technology Plan	Funding efforts focus on capital investments, such as High School LMC Remodeling	$3.5M	
Innovation Grants	Funding would support future Innovation Grants awarded to support the planning and implementation of innovative school-based projects.	$300K ($60K - $100K/yr)	MG&E: $150K
Community Schools	Funding would support implementation of the Community School strategy at selected schools i.e. salary for the Resource Coordinator and programming and services	$675K	Madison Community Foundation: $300,000 Anonymous Donor: $10,000
T.E.E.M. Scholars / Forward Madison	Funding would support stipends for teacher mentors and the TEEM Scholars scholarships.	$450K	CUNA: $1.2M Rennebohm: $75,000
Other Projects	**Brief Description**	**Amount Secured**	
Integrating Mental Health Professionals in Schools	Additional funding would support increasing clinician's time at existing schools (currently 0.5 FTE clinician per school) or expansion of the model to additional school(s) with high need.	1. UW School of Medicine and Public Health: $1M 2. Dane County Dept of Health Services: Up to $10K 3. Group Health Cooperative of Southern Wisconsin, UW Health, SSM Health Care of Wisconsin, and UnityPoint Health – Meriter: $60K ($15K each)	
MOST MIS development	Funding requests include the initial start-up funding for the MIS development process	1. Madison Community Foundation: $20K	

- Board Comments or Questions?
- Next Steps

Closing Remarks

Schools at the Center:

If great teaching and leadership matter most, we must focus all of our efforts on the ***development of thriving school environments*** *in which school staff can do their best work. The work of our system happens in schools and* ***central office exists to serve schools. Central office must serve the needs of students, teachers, principals and schools*** *and be accountable for the quality of that service.*

-Strategic Framework