

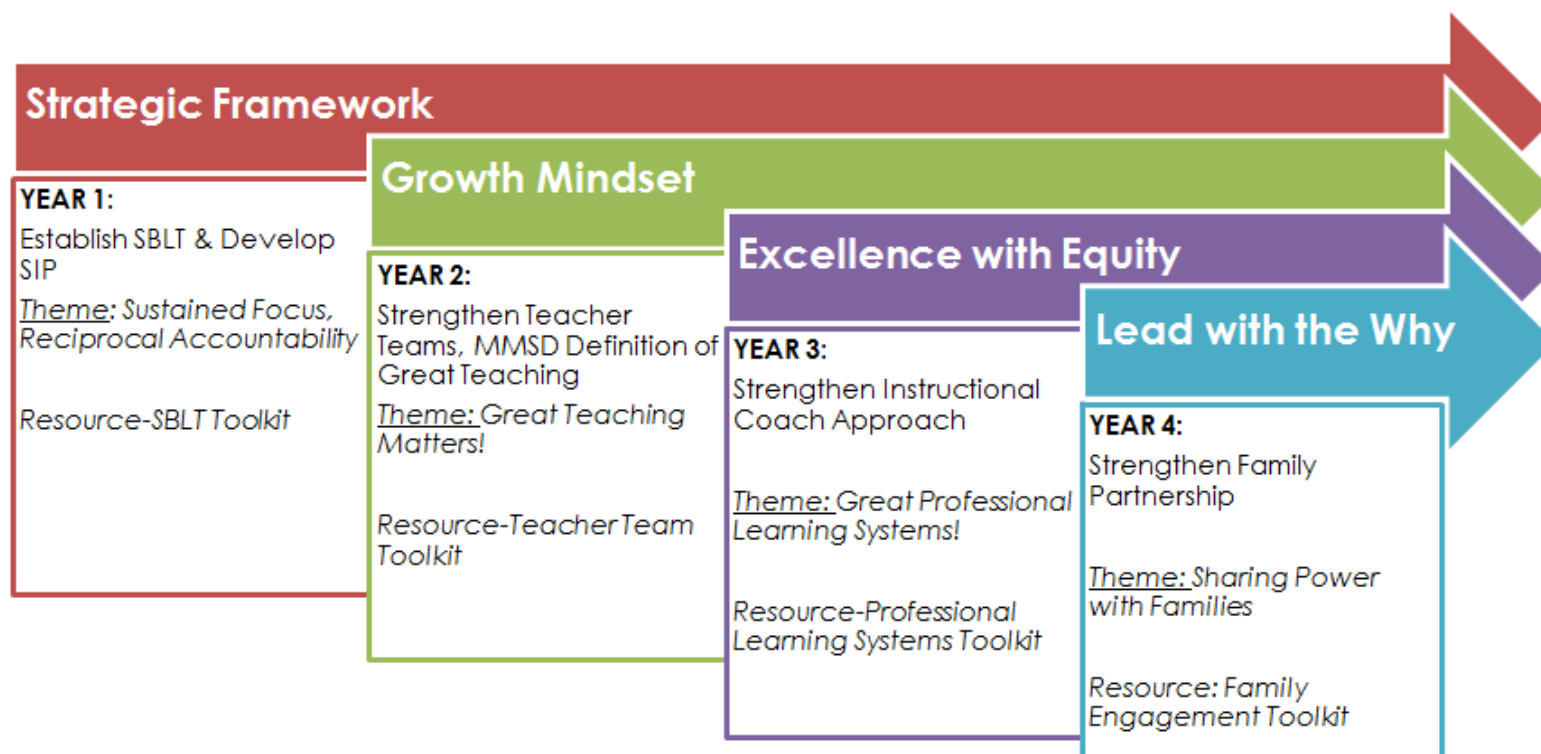
# Winter Board Retreat



February 18, 2017



# Our Leadership Journey



# Meeting Objectives

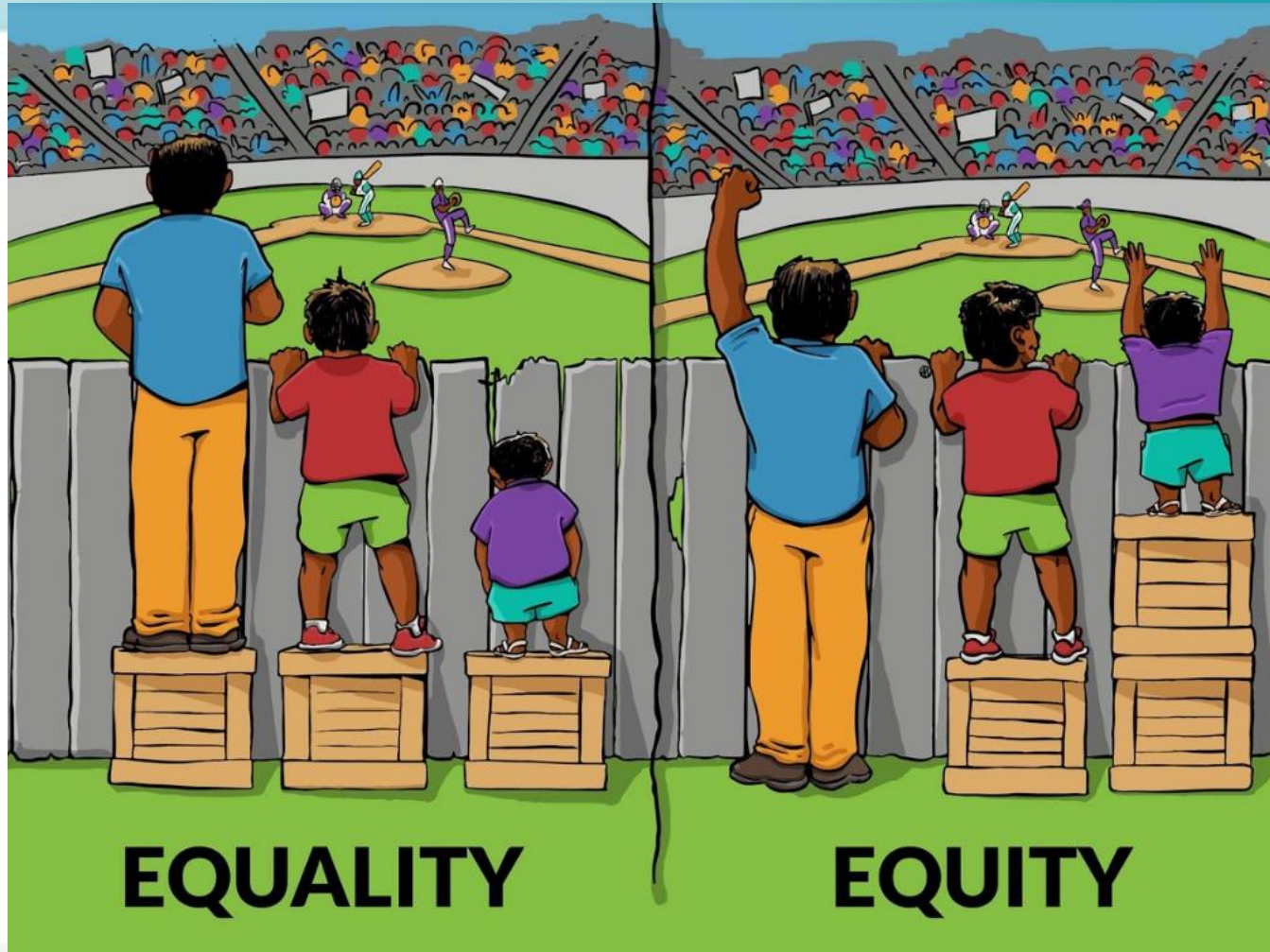
- 1. Continue to re-ground the Board and Senior Team in our equity focus as it relates to the equity policy**
- 1. Review the District's internal Five Year Outlook document with a focus on the 2017/18 school year theme, priorities, and goals**
- 1. Inform the Board on our progress toward priority projects halfway through the 2016/17 school year**



# Agenda

- 8:00 Opening Remarks**
- 8:15 Dialogue: Decision-making for Equity**
  - **Equity Policy Belief Statement Revisions**
- 9:15 BREAK**
- 9:30 Dialogue: Five Year Outlook, school year 17/18 focus**
  - **Re-entry Planning**
  - **17/18 focus areas**
  - **17/18 District & SIP Goals**
- 10:15 Strategic Framework Priority Project Update & Discussion**
- 11:15 Closing Remarks**
- 11:30 Lunch**

# Revisiting our discussion on equity in our District

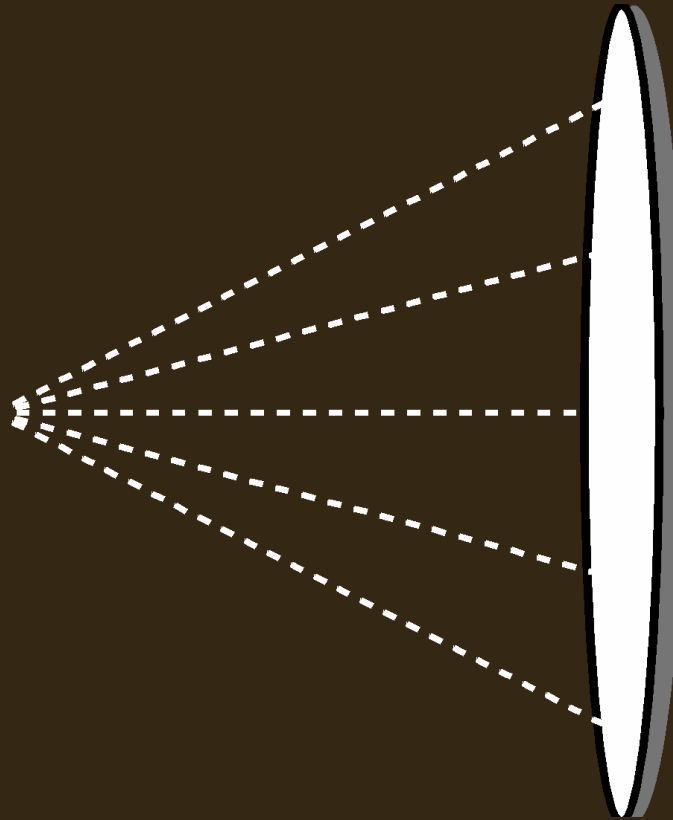


# Why Focus on Race?

RACE is still one of the most powerful predictors of how one will fare in society

# Using a Racial Equity Lens

**The metaphor  
of a *lens* allows  
us to see our  
contexts in  
ways that are  
historically and  
systemically  
aware**



**POLICIES**

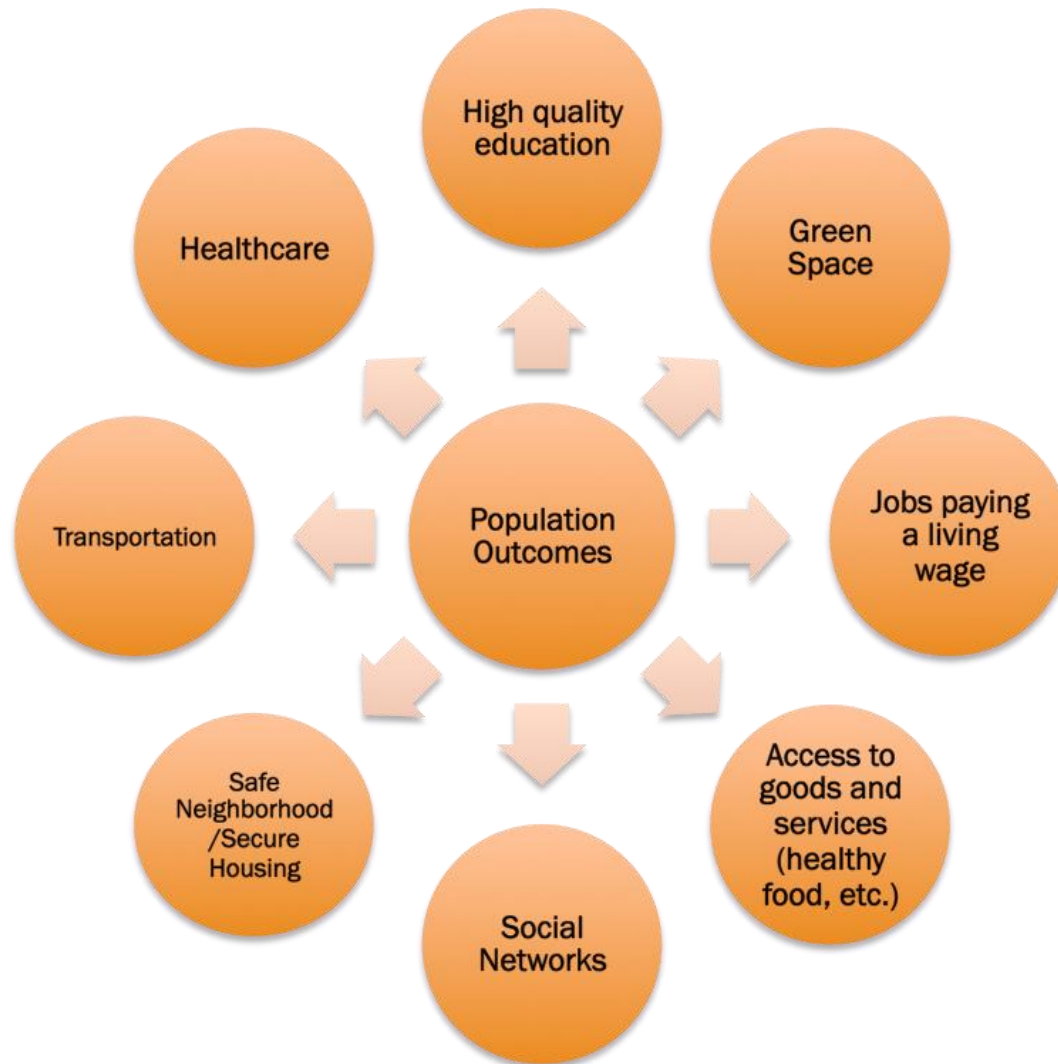
**OUTCOMES**

**POWER**

**RELATIONSHIPS**

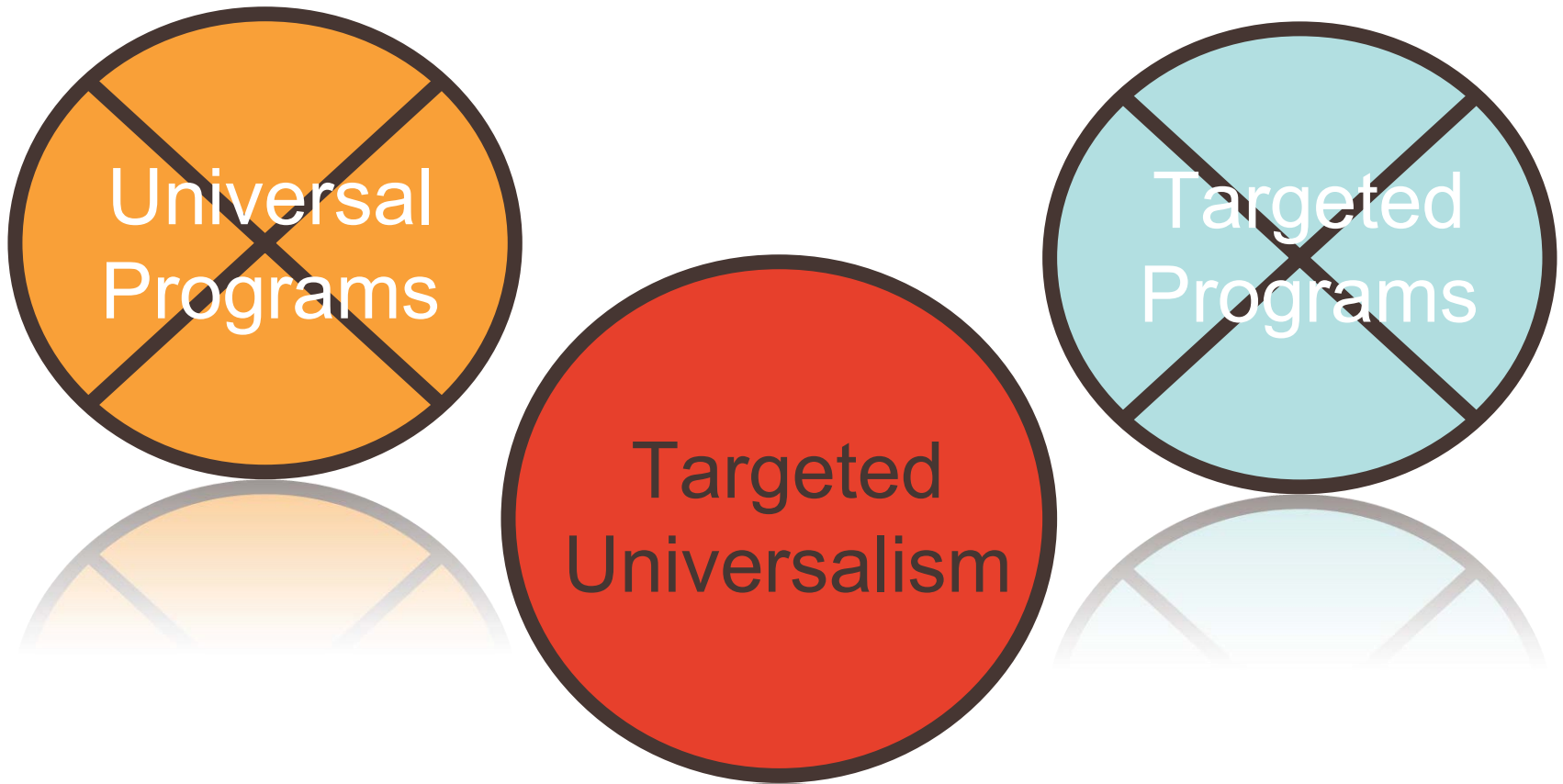
**SOLUTIONS**

# HOW YOU ARE SITUATED TO OPPORTUNITY MATTERS





# Towards Targeted Universalism



Targeted Universalism refers to customized approaches that support the attainment of **universal goals** for specific populations depending on how they are **situated** relative to the goal and each other.

# Revisions to Policy 9000: Equity

We started our conversation on this policy in September. The Board will vote on our Equity Policy this summer.

Here is what we heard matters to you:

- How one is situated in relation to opportunities (situatedness) matters and should be reflected in the policy
- Resources matter, but resources are more than money and things; our people and their talents are resources subject to equitable distribution
- Words matter – “deliberate,” “fairness,” “equitable”
- Implementation of the Equity Policy matters

# Revisions to Policy 9000: Equity Intro

The following policy statement was rewritten to reflect what matters most to the Board (see red line in your folder):

*It is the belief of the BOARD of EDUCATION that all students deserve to be academically challenged in a safe and supportive learning community in which they feel a sense of belonging. All students deserve the opportunity to be held to high expectations while being given the resources and supports to meet and exceed these expectations. A system wherein societal and historical disparities, based on race and socioeconomic status, are allowed to perpetuate is the single greatest enemy to this ideal. As such, it is the policy of this BOARD to ensure that all District resources are distributed in an equitable manner so as to assure that all MMSD students have the opportunity to gain the academic and social-emotional skills to be successful adults.*

# Revisions to Policy 9000: Equity Intro

Form triads to answer the following questions:

- *Does the policy statement sufficiently capture our beliefs around equity within MMSD?*
- *Is there anything that seems missing or needs to be adjusted in order to capture our beliefs?*

Each group reports out on their group discussion.

# Revisions to Policy 9000: Equity Guiding Principles

1. Schools will be excellent only when students of all economic and demographic groups are achieving at high levels.
2. Schools should provide all students impartial and just treatment without favoritism or discrimination
3. Schools must maintain high expectations for all learners.
4. Strong DISTRICT and building leaders with a focus on equity and equitable problem-solving are critical factors to achieving district goals.
5. A racially-diverse, culturally-responsive and highly-qualified staff is imperative to close academic achievement gaps.
6. We must empower all families, but especially families who have been historically disenfranchised, with the skills, time and resources to advocate for their children and to have meaningful access to school- and district-level decision-making processes.

# Revisions to Policy 9000: Equity Guiding Principles

Form your triads again to answer the following questions:

- *Which guiding principles resonate with you?*
- *Is there anything that seems missing or needs to be adjusted?*
- *How might decision making be viewed through this policy? For example:*
  - *Summer School*
  - *ELL Plan*
  - *Continuing or new charter schools*

Each group reports out on their group discussion.

# Revisions to Policy 9000: Equity Implementation Guide

In addition to changes in the policy, our team is working on an *Equity Policy Implementation Guide* to ensure the policy is realized in our everyday work.

- *Is there anything missing from what you might hope to be in an implementation guide on the Equity Policy?*

MADISON METROPOLITAN SCHOOL DISTRICT	
Equity Policy (BOE Policy 9001) Resource Guide	
Table of Contents	
Measurable Goals [specific equity goals or framework goals with a discussion of how they reflect the equity ideal?]	1
Equity-Based Decision- Making Process	5
a. NEP Guidance/PPS Equity Lens [permission?]	
b. Expectation related to data-	



The Duke of York faced new controversy about his role as a UK trade envoy last night as it emerged that a former Soviet republic believed that he would help it to recruit British investors.  
Kazakhstan, whose President's son-in-law had previously been accused of...





# Five Year Outlook



	2013-14	2014-15	2015-16	2016-17	2017-18
Strategic Framework Components	<i>School Improvement Planning Cycle</i>	<i>Teacher Team Planning Cycle</i>	<i>Instructional Coaching Cycle</i>	<i>Family Engagement</i>	<i>Culturally and Linguistically Responsive Teaching</i>
School Improvement Planning	SBLT	Teacher Teams MTSS	1:1 Coaching	Family Engagement	Culturally and Linguistically Responsive Teaching
	School support plans tiered based on need	School support plans fully implemented	Elementary schools with "intensive" support receive more resources in PD, intervention, etc.	Intensive support in middle schools with focus on adolescent development	Continued intensive support for elementary and middle schools-- accelerated strategy at K-2 and 9th grade
	Goals set for student achievement	Goals/strategies strengthened for focus groups	Goals set for access & participation	Goals set for school climate	Guidance document on usage of professional learning time
Professional Learning	Shared leadership	Teacher teaming	1:1 Coaching	Family Engagement	Culturally and Linguistically Responsive Teaching
		Leading for Excellence and Equity	Leadership and Instructional Design for Equity: focus on leadership teams	Leadership and Instructional Design for Equity: focus on leadership teams	Leadership and Instructional Design for Equity: focus on teachers teams

2017/18 we will:

- Strengthen the foundation we've built (SBLTs, teacher teams, instructional coaching, family engagement)
- Focus on deepening understanding of culturally and linguistically responsive teaching

# Looking Ahead 2018-2023

## Five Year Outlook



	2013-14	2014-15	2015-16	2016-17	2017-18
Strategic Framework Components	<i>School Improvement Planning Cycle</i>	<i>Teacher Team Planning Cycle</i>	<i>Instructional Coaching Cycle</i>	<i>Family Engagement</i>	<i>Culturally and Linguistically Responsive Teaching</i>
School Improvement Planning	SBLT	Teacher Teams MTSS	1:1 Coaching	Family Engagement	Culturally and Linguistically Responsive Teaching
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Professional Learning	Shared leadership	Teacher teaming	1:1 Coaching	Family Engagement	Culturally and Linguistically Responsive Teaching
		Leading for Excellence and Equity	Leadership and Instructional Design for Equity: focus on leadership teams	Leadership and Instructional Design for Equity: focus on leadership teams	Leadership and Instructional Design for Equity: focus on teachers teams

For the 2018/19 school year, we will:

- Re-launch the Strategic Framework with updated vision, goals, metrics, core values, theory of action and priority areas
- Draft a new Five Year Outlook through school year 2022/23

# 17-18 Strategic Framework Engagement Process

June & July 2017	August & Sept	October - January	February	March - May	June, July & August 2018
<b>16-17 Annual Report</b>  Board retreat to review year end outcomes and next year's engagement process (June)  Release Year 4 annual report in (July)  Annual report & website previews 17-18 engagement process	<b>17-18 Strategic Framework</b>  Re-release of Strategic Framework, fine-tuned for year 5 (August)  Board retreat focused on vision/goals and theory of action for next iteration of Strategic Framework (Sept)	<b>Listening and Learning Phase</b>  Community engagement sessions similar to original entry plan  Staff engagement sessions via school visits similar to original entry plan  Use stock presentation - that was then/this is now/what next?	<b>Mid-Year Report</b>  Update and feedback from Board on process to date in mid-year retreat  Public report on what we've learned and the implications for vision/goals and theory of action for next Strategic Framework	<b>Planning Phase</b>  Strategic Framework planning group meets monthly to flesh out detail of Strategic Framework 2018	<b>17-18 Annual Report and New Framework</b>  End of year Board retreat to go over draft Framework (June)  Annual report is released- that was then/this is now/what next (July)  Updated Strategic Framework is released (August)
 Throughout process, we'll provide updates via newsletters					

# 2017/18 Goals

For 2017-18 we recommend adding **no new metrics** and making **no changes** to metrics or goals

- In 2016-17 all of our **goals and metrics are in place for the first time**
  - Goal #1 for on-track in 2013-14
  - Goal #2 for challenging and well-rounded in 2015-16
  - Goal #3 for climate in 2016-17
- We will use 2016-17 and 2017-18 to **see how all works in concert**
- Consider **future Strategic Framework content** including goals and metrics during 2017-18
- Your packet contains a **one-pager** of detail and a **full list** of Strategic Framework Milestones and SIP Goals.

## All Recommended Strategic Framework Milestones and SIP Goals Goal 1

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

Strategic Framework Milestones	SIP Goals
Primary (K-2)	
PALS I-2 Spring Literacy Benchmark	PALS I-2 Spring Literacy Benchmark
MAP 3 Reading Fall-Spring Growth	
MAP 3 Reading Spring 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 of 3.0+	Grade 11 Cumulative GPA of 3.0+
ACT II Reading College Readiness Benchmark	ACT/Aspire Reading College Readiness Benchmark
ACT II Math College Readiness Benchmark	ACT/Aspire Math College Readiness Benchmark
High School Completion Rate	High School Completion Rate

## Goal 2

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

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

## Goal 3

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

Strategic Framework Milestones	SIP Goals (Schools Choose One-Three)
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

# Discussion



# Strategic Framework Mid-Year



# Strategic Framework Goals

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

# Strategic Framework

*Gap-closing work*

- School Improvement Plans
- Common Professional Learning
- Five Priority Areas





# School Improvement System

- School Improvement Plans (SIP)
- School Support System ensures that central office aligns its support and resources to each SIP through:
  - School Improvement Partner
  - School support plan
  - Collaborative school visits
  - Targeted efforts for high needs schools aimed at acceleration

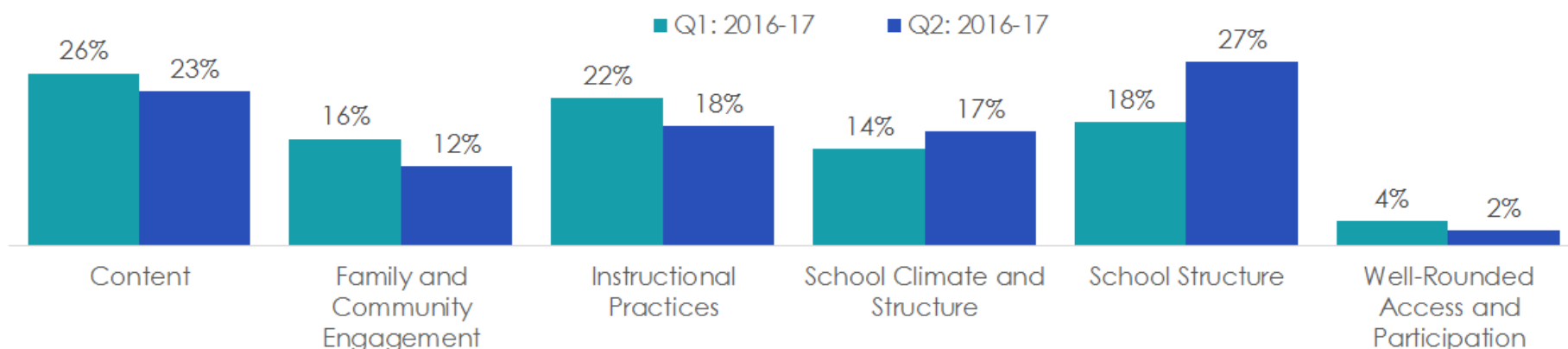
# School Improvement Plan Themes

## Semester 1

- ❑ Strengthened **universal and classroom systems**- strong evidence collection across schools related to F4 on the instructional practices tool
- ❑ Early adopters of **Math Bridges- learning new materials** and wondering how gradual release will look in the context of the new structure
- ❑ Strong emphasis on **guided practice and checking for understanding** - moving students closer to independence
- ❑ Metacognitive language and teacher demonstrations still clouded with questioning and student discussion- implications for PD and site intensive site visits
- ❑ Cross school **collaboration**- Shorewood & Van Hise - Lowell & Emerson working to share best practices

- ❑ Early evidence that intensive MS literacy PD is positively impacting **classroom culture where** implemented well.
- ❑ 18 Culture & Climate Visits and 12 Deep Dives were completed. Classroom routines and behavior systems are improving (F4). **Referral rates and risk ratios for AA students are decreasing**, specifically in middle schools
- ❑ The Instructional Practices System is being **embraced but there is tension** to fix kinks to fully maximize it's power.
- ❑ The demand for deep understanding and implementation of GRR through **planning and teacher teams** remains high
- ❑ Classrooms with **multiple adults** are not fully maximizing time/attention/skill of adults. Corrective actions are a common next step.
- ❑ Continued focused on **rigorous tasks**

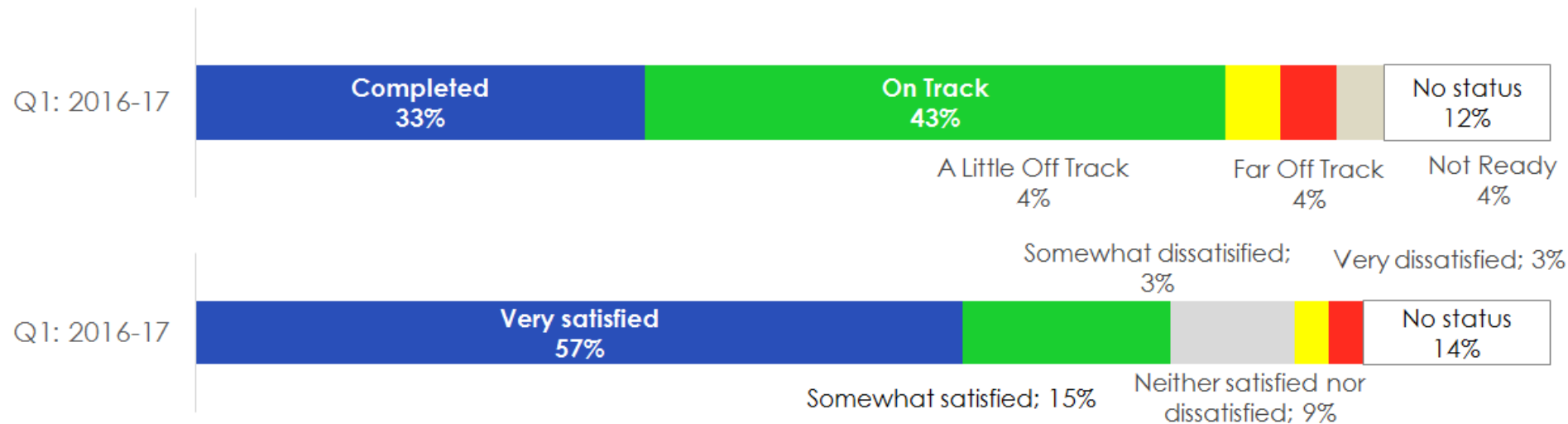
# School Support Plan Requests



School Support requests shifted from 1) Content, 2) Family and Community Engagement, and 3) Instructional Practices to 1) School Climate and 2) Structure and School Structure

Data source: School Support System: 196 Quarter 1 requests and 136 Quarter 2 requests

# Principal Completion Status and Satisfaction



The majority of requests with a Principal Completion status are Completed or On Track (87% of requests with status)

The majority of requests with a Principal Satisfaction rating are Very Satisfied or Somewhat Satisfied (83% of requests with rating)

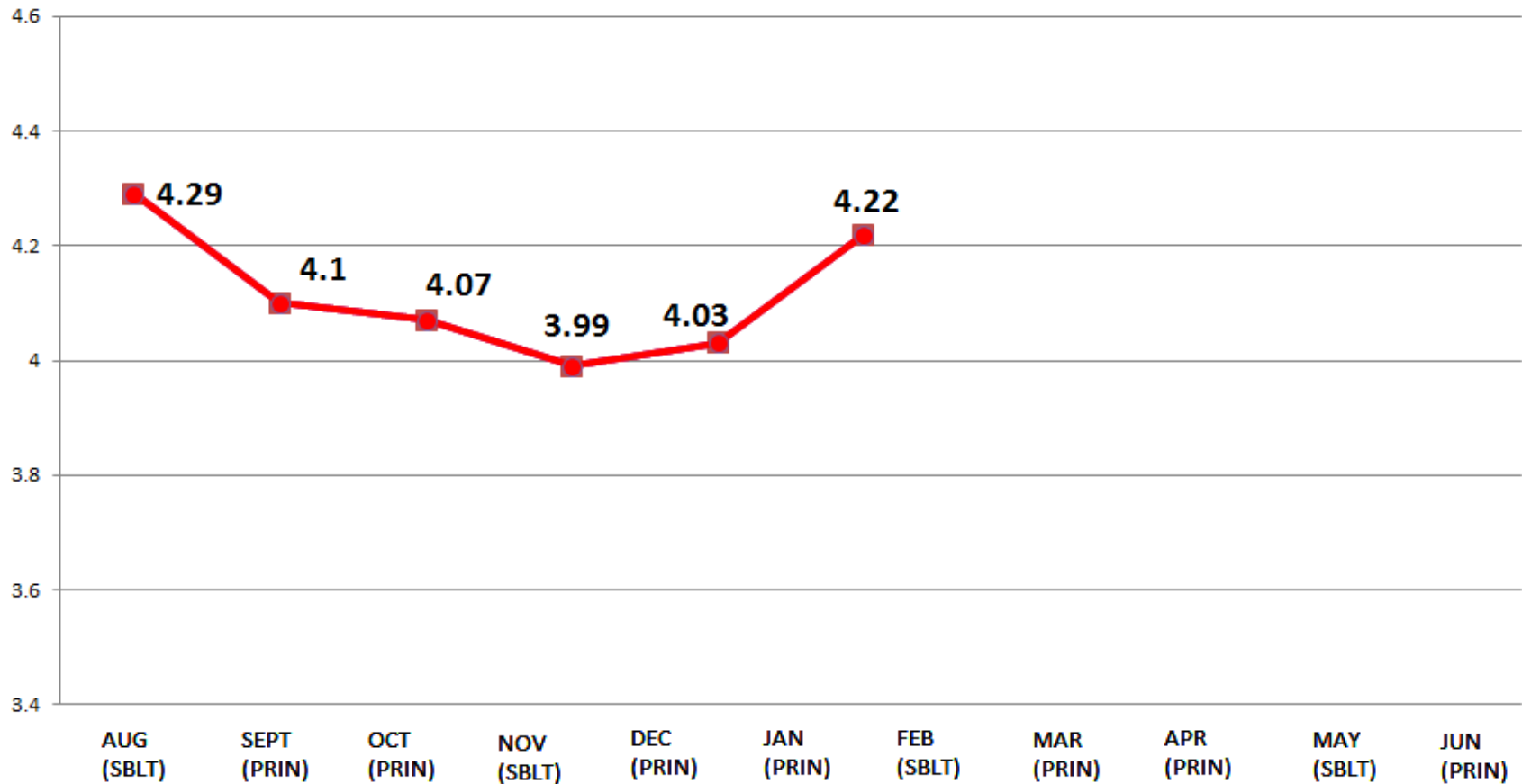
- This year, professional development is focused on:
  - Leading with the Why
  - Deeper learning
  - Parent partnership that is linked to student learning
  - Deepening our work around racial equity and implicit bias

[illegible]

# Common Professional Learning

## Average Satisfaction : SBLT and Principal Meetings

August 2016 through Present



# Five Priority Areas

- Specific steps for 2016-17 in each priority area updated and tracked through the year
- Steps include both universal and **focused strategies** in order to close gaps

## Priority Area 1: Coherent instruction

*Provide every student with well-rounded, culturally responsive and coherent instruction that leads to college, career and community readiness.*

Develop, implement and revise model Common Core State Standards (CCSS) aligned units of instruction with authentic performance tasks for each grade level.	On track
Implement CCSS aligned English/Language Arts Scope and Sequence documents with core materials, model units of instruction and performance tasks aligned by quarter.	On track
<p><b>Excellence with Equity in action:</b> For the first time ever, teachers were provided with these curriculum tools to use throughout the district. These resources were provided in both English and Spanish to help ensure that our English Language Learners also have access to high quality instruction.</p>	
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
Complete Dual Language Feasibility Study and begin to implement recommendations.	Caution
<i>The district is developing a larger district-wide, long term plan for providing services and supports to English Language Learners. That plan will go to the board this fall.</i>	
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
<p><b>Excellence with Equity in action:</b> Our efforts to support positive behavior exemplify what we mean by excellence with equity. We believe we must hold all student to high expectations for how they act in school, and we must match those high expectations with high levels of support.</p>	
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 opportunities.	Complete



# Coherent Instruction



Priority Area	High Leverage Strategy	Projects	Progress
Coherent Instruction	Develop and implement a common curriculum and assessment system starting with literacy and mathematics that is aligned to the Common Core State Standards (CCSS) using a three-year implementation plan and a repository of resources to guide schools with implementation and integration across all subject areas.	<ul style="list-style-type: none"> <li>• Launch and provide professional development for new K-5 Mathematics core resources in “early adopter” schools</li> <li>• Create a common course catalog for all high schools to increase access and transparency and continue to align core courses to standards across high schools</li> <li>• Support schools with the implementation of a K-5 standards based reporting system and convene a cross functional team to begin discussion and development of a new reporting system for middle schools</li> </ul>	<i>on track</i> ▼ <i>complete</i> ▼ <i>on track</i> ▼
	Build teachers’ capacity to implement a set of strategies aligned to the district’s common definition of great teaching, which is centered around culturally and linguistically responsive instructional practices.	<ul style="list-style-type: none"> <li>• Extend current professional development in literacy for our highest needs Elementary Schools K-5 and implement new professional development at our highest needs middle schools in the area of literacy and adolescent development</li> </ul>	<i>on track</i> ▼
	Provide tools and resources for teachers to implement the Behavior Education Plan and social/emotional standards K-12 so that students develop essential skills, such as organization, perseverance and interpersonal skills, which students need to be successful in college, career and community.	<ul style="list-style-type: none"> <li>• Support schools in their understanding and use of in-school suspension within a comprehensive approach to positive behavior supports, interventions and restorative practices</li> <li>• Provide professional development on the behavior intervention system for student services staff so that schools have a systematic process to input, access and reflect upon their behavior data in order to adjust strategies and supports in an ongoing and timely manner</li> <li>• Expand and strengthen the Intensive Support Team (IST) to increase services to students with Tier 3 needs</li> <li>• Develop guidance and provide support for cultivating a Welcoming School, preventing and defining bullying and harassment and communicating with families effectively around positive behavior supports</li> </ul>	<i>on track</i> ▼ <i>on track</i> ▼ <i>on track</i> ▼



# Personalized Pathways



Priority Area	High Leverage Strategy	Projects	Progress
Personalized Pathways	Develop multiple, clear and rigorous pathways to graduation within each high school. Research national and local models, define the model in the district, and redefine current high school coursework as appropriate. The model will include expanding dual-credit opportunities, career and technical education including career academies, online coursework, and a continuum of alternative education options.	Launch and monitor ninth grade on-track processes and protocols aligned to personalized pathways implementation to ensure 9th grade students stay on track for graduation.	on track
		• Continue implementation of the Comprehensive School Counseling Model focused on aligning counselor practices in supporting student academic success, personal development, and college and career advising.	caution
		• Plan and implement professional learning for school staff for the first health services pathway to be implemented at each of the four comprehensive high schools in the 2017-18 school year.	on track
		• Establish systems for our local business, industry, labor, higher education and government partners to support school-based pathways teams through implementing curriculum that provides learning by experience.	caution
		• Research and develop our plan for a comprehensive middle school reform model aligned to the personalized pathways implementation at our high schools.	on track
		• Pilot a process at one high school for increasing participation and performance of Advanced Placement courses for students of color.	on track
		• Create a long-term plan to improve and expand our alternative school options to provide enhanced post-secondary options to college and career preparedness.	on track
		• Implement ACP in grades 7 - 10	on track
		• Plan for expansion of ACP in grades 6 - 11, with focus on increasing parent partnership, community engagement and student voice.	on track
		• Closely align and integrate the AVID system within the personalized pathways model in all four high schools.	on track
	Establish an Academic and Career Plan (ACP) for every incoming high school student that outlines a clear, personalized path to graduation with frequent checkpoints along the way.	• Design district wide expectations for the AVID system to serve a school wide framework for all middle schools with a focus on successful transitions between middle and high school.	on track
	Continue to refine, implement and expand the AVID college readiness system in grades 7 - 12 to support eligible students with the writing, inquiry, organizational and reading skills needed for post-secondary success and to support students in the college application and enrollment process.		

# Family, Youth and Community Engagement



Priority Area	High Leverage Strategy	Projects	Progress
Family and Community Engagement	Implement a strategy for improving student outcomes through family engagement, aligned to the district's family engagement standards.	<ul style="list-style-type: none"> <li>Provide support to schools to establish a core team called the FACE Action team, focused on equitable family engagement strategies</li> <li>Provide parent leadership and learning opportunities for family members with a focus on groups who have historically not been engaged to build their capacity to partner with the district and schools.</li> </ul>	on track
	Leverage youth voice to impact school and community culture.	<ul style="list-style-type: none"> <li>Develop and begin implementation of a strategic plan to enhance youth leadership, maximizing existing student groups and community partners.</li> </ul>	on track
	Develop and implement the infrastructure to support and enhance school/community networks with a focus on our areas of highest need: academic tutoring, out of school time opportunities, mental health, personalized student pathways and early childhood.	<ul style="list-style-type: none"> <li>Develop systems and tools that maximize community volunteers, including tutors and mentors to support schools and students that need the most support and are best-served by volunteers as identified by academic, social and emotional needs.</li> <li>In partnership with the City of Madison, Dane County and various community-based organizations, leverage the newly launched Madison-area Out of School Time (MOST) Program Finder and design an information system that will increase our ability to share program information with families and program providers.</li> </ul>	on track
	Utilize the Community Schools Framework and best practices to collaborate with families and community partners to build the capacity and conditions for partnership.	<ul style="list-style-type: none"> <li>Support high quality implementation of the first two Community Schools by collecting data such as community needs, assets and integrating family and community voice into the decision making process to inform the types of activities that will be offered in the school.</li> <li>In partnership with key stakeholders in the community, develop a plan to enhance the District's capacity to generate additional resources needed to support the potential expansion of Community Schools</li> </ul>	on track
			caution



# Thriving Workforce



Priority Area	High Leverage Strategy	Projects	Progress
	Implement an approach that ensures the consistent design and delivery of high quality professional development aligned to our vision of great teaching and our values of excellence with equity.	<ul style="list-style-type: none"> <li>Partner with National Equity Project to develop and implement professional learning for Principals, SBLT's, instructional coaches, and other leaders in select schools to build a shared equity vision and set of instructional and facilitative leadership practices that support professional development on racial equity for school staff.</li> </ul>	<i>on track</i>
Thriving Workforce	Refine the recruitment, hiring, induction and engagement processes for all roles at all levels of the system to ensure maximum retention of all employees.	<ul style="list-style-type: none"> <li>Use our climate data along with a teacher of color focus group to identify and implement improvements to the work environment to ensure the engagement and retention of high quality, diverse staff</li> </ul>	<i>on track</i>
		<ul style="list-style-type: none"> <li>Develop a sustainability plan and conduct program evaluations of Forward Madison to ensure high quality induction of teachers, instructional coaches, principals and to ensure a thriving program for students who want to become future teachers.</li> </ul>	<i>on track</i>
		<ul style="list-style-type: none"> <li>Expand a Mindfulness Program in MMSD to include a Train the Trainer model as part of the district's commitment to overall staff wellness.</li> </ul>	<i>on track</i>
	Continue implementation of new evaluation systems for teachers, principals and central office staff anchored in a common understanding of high-quality, standards-based instruction. Successful implementation will include a coherent, fair, reliable and valid evaluation process that leads to continuous improvement.	<ul style="list-style-type: none"> <li>Develop a phased-in process to implement a new evaluation system for key support staff using the Educator Effectiveness Pupil Services rubric and tools, beginning implementation in 2016-17 with Nurses and expanding to psychologists, social workers and counselors.</li> </ul>	<i>on track</i>

# Accountability Systems



Priority Area	High Leverage Strategy	Projects	Progress
		<ul style="list-style-type: none"> <li>Conduct an evaluation of the Behavior Education Plan (BEP) to ensure the plan is implemented effectively and leads to positive results.</li> </ul>	<i>on track</i>
Accountability & School Support System	At the system level, continue to develop tools and conduct program evaluations to guide programmatic decisions and ensure effective and equitable allocation of resources	<ul style="list-style-type: none"> <li>Support an external evaluation of the Advanced Learner Plan to ensure plan is implemented effectively and leads to positive results</li> </ul>	<i>complete</i>
		<ul style="list-style-type: none"> <li>Compile a Long Range Facilities Plan to guide decisions for prioritizing facility enhancements and expansions that will accommodate the changing needs of our student demographics, instructional strategies, and our community.</li> </ul>	<i>on track</i>
	At the school level, continue to enhance the function of the School-Based Leadership Teams (SBLTs) that are responsible for the development, implementation and monitoring of their School Improvement Plan (SIP).	<ul style="list-style-type: none"> <li>Develop and support the use of on-demand data tools to monitor student behavior outcomes via a new School Targeted Assistance Tool (STAT). This STAT system will help prioritize the actions of SBLTs and certain Central Office departments to support schools, student groups, and individual students identified with the greatest needs.</li> </ul>	<i>on track</i>
		<ul style="list-style-type: none"> <li>Establish school teams' routines around existing STAT tools to monitor Special Education, English Language Learner, Advanced Learner, and behavior programs.</li> <li>Customize and better leverage existing data tools for monitoring progress and supporting equity work at the team and classroom level. These tools will support principal and SBLT actions by easily identifying inequitable outcomes within a school, within a classroom, and among student groups.</li> </ul>	<i>on track</i>



# Technology Plan



Priority Area	High Leverage Strategy	Projects	Progress
Technology Plan	Provide personalized learning opportunities with access to digital devices, resources and activities where students have a voice and a choice to meet their academic, cultural and linguistic needs to be college, career, and community ready.	• Plan and facilitate group 1 (G1) professional learning opportunities aligned to coherent instruction that promotes student-centered learning.	on track
		• Revise the Information and Technology plan based on what we have learned from our G1 schools and the implementation report and submit to the Board of Education for approval.	complete
		• Revise and finalize instructional plan for Virtual Learning Spaces in all of our high schools to increase access to advanced coursework and/or support Personalized Pathway coursework.	on track
	Build digital literacy capacity, including modeling best practices, digital strategies, and device integration, with all staff to implement a personalized learning environment that supports great teaching.	• Prepare group two (G2) teachers with professional learning that builds teacher capacity to accelerate coherent instruction.	on track
		• Prepare group three (G3) 2017-18 schools for a digital culture implementation.	on track
	Build flexible learning spaces in schools including classrooms, libraries, multi-purpose areas and virtual learning environments. Equip flexible learning spaces with modern technologies to support student learning.	• Procure, prepare and implement student devices in G2 schools.	on track
		• Develop and implement a plan that re-purposes devices and equipment targeted to schools based on identified instructional needs.	on track
		• Update G2 classrooms with standardized display units and design flexible, mobile learning spaces.	complete
		• Create a plan, based on research and best practices, for students to take home mobile, digital devices.	on track

Questions?



# Closing Remarks



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