Board of Education
End of Year Retreat

June 24, 2017

Solidifying the Foundation for the Future

Reflection is action oriented!
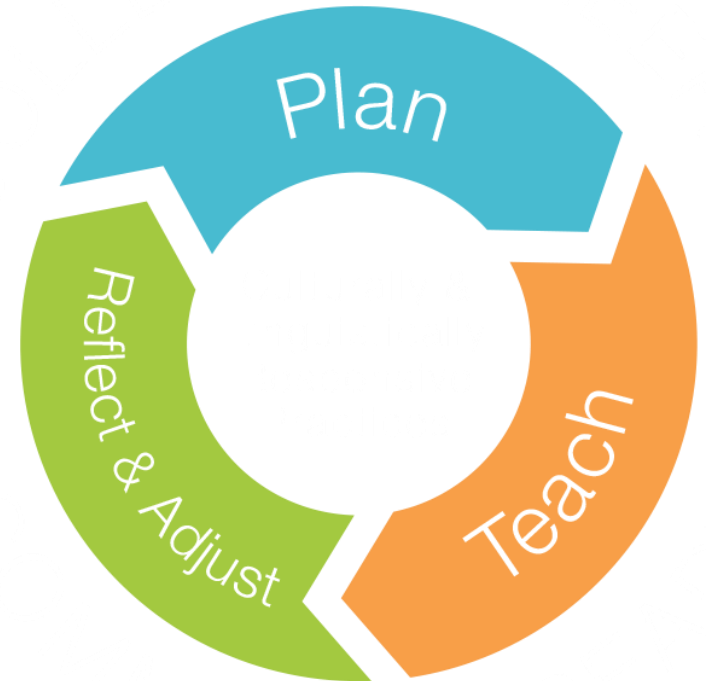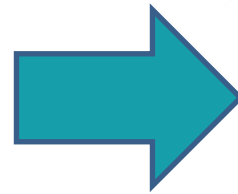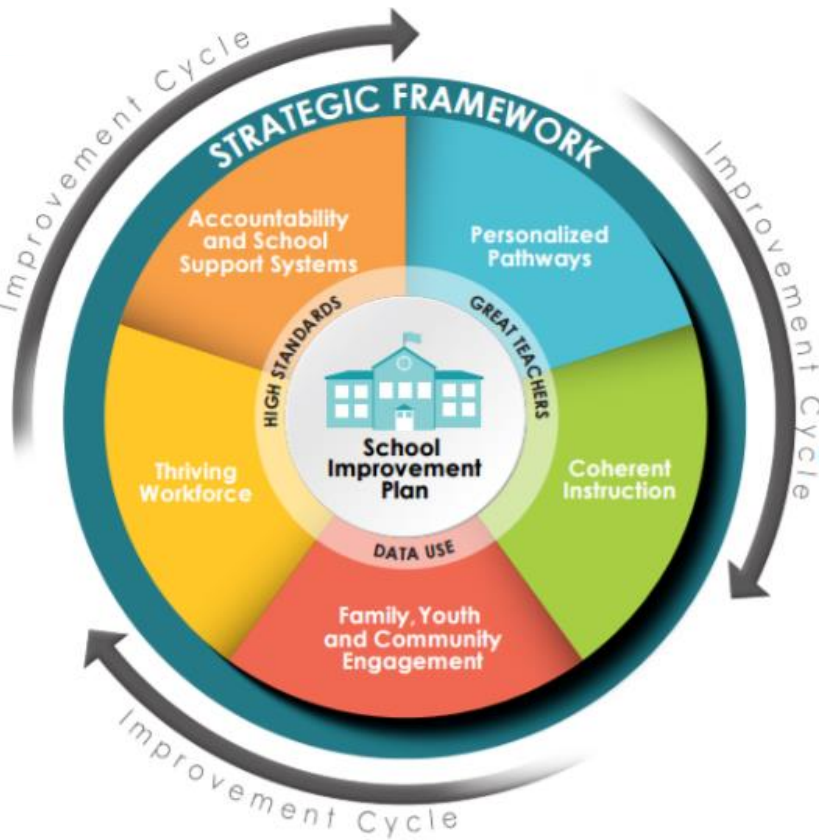
# Holding true to our vision

MADISON METROPOLITAN
SCHOOL DISTRICT

"Every school will be a thriving school that prepares every student to graduate from high school college, career and community ready… We must ensure that every action we take helps us bring this vision of student success to life."

- MMSD Strategic Framework

MMSD Core Values:

- Clear and sustained focus
- Great teaching and leadership matter
- Schools at the Center
- Continuous improvement aimed at results
- Culture of excellence with equity

If we....

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SCHOOL DISTRICT
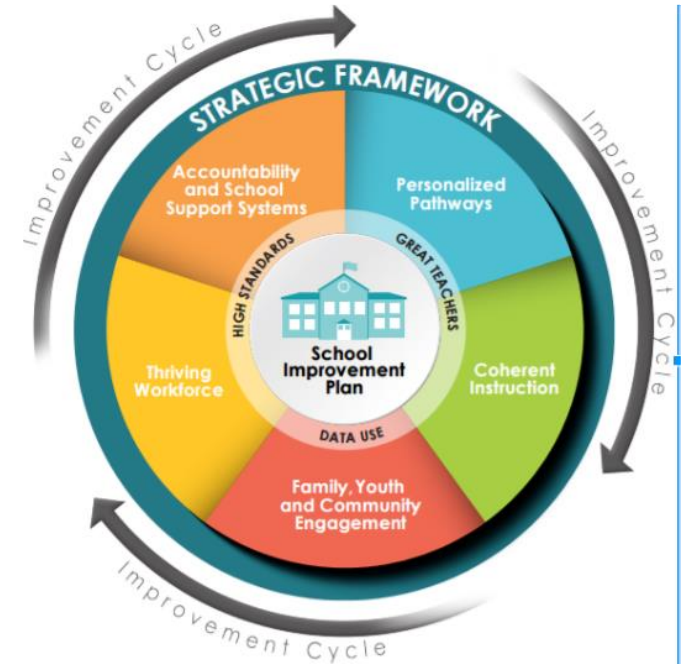
OUR STRATEGY

SCHOOL IMPROVEMENT PLANS

The School Improvement Plan (SIP) establishes the disciplined way of working necessary at every school in order to raise student achievement for all and close gaps.

COMMON PROFESSIONAL LEARNING

While schools stay focused on their plans, common learning across the district enables educators to strengthen instruction aligned to our shared definition of great teaching and to examine race and equity head on.

5 PRIORITY AREAS

The work of the district's central office is focused on a clear set of priorities aimed at providing the tools and resources that schools need and removing institutional barriers to student success.

Our Leadership Journey

Madison Metropolitan School District

Strategic Framework

YEAR 1:

Establish SBLT & Develop SIP

Theme: Sustained Focus, Reciprocal Accountability

Resource: SBLT Toolkit

Growth Mindset

YEAR 2:

Strengthen Teacher Teams, MMSD Definition of Great Teaching

Theme: Great Teaching Matters!

Resource: Teacher Team Toolkit

Excellence with Equity

YEAR 3:

Strengthen Instructional Coach Approach

Theme: Great Professional Learning Systems!

Resource: Professional Learning Systems Toolkit

Lead with the Why

YEAR 4:

Strengthen Family Partnership

Theme: Sharing Power with Families!

Resource: Family Engagement Toolkit

Deeper Learning

YEAR 5:

Culturally & Linguistically Responsive Practices

Theme: Going Deeper & Getting Better!

Resource: Equity Facilitation Toolkit

End of Year Progress Check

|	
May 5	Central Office Leadership Team
May 17	SBLT Institute
May 26	Central Office Institute
June 2	**Strategic Framework Planning Group**
June 24	BOE Retreat
July 31	Annual Report
Aug 8	SLT Final Framework Review
Aug 28	Strategic Framework Re-released

Agenda

8:00   Welcome and Warm Up

8:30   Equity Policy

9:15   Break

9:25   Closing out the Year

11:15 Pre-planning for 2018/19

11:30 Closing Remarks

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
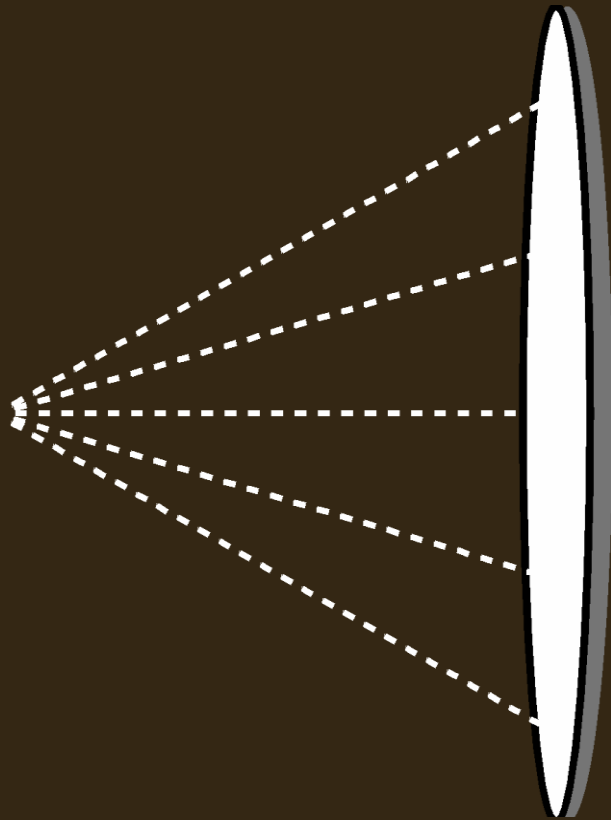
POLICIES

OUTCOMES
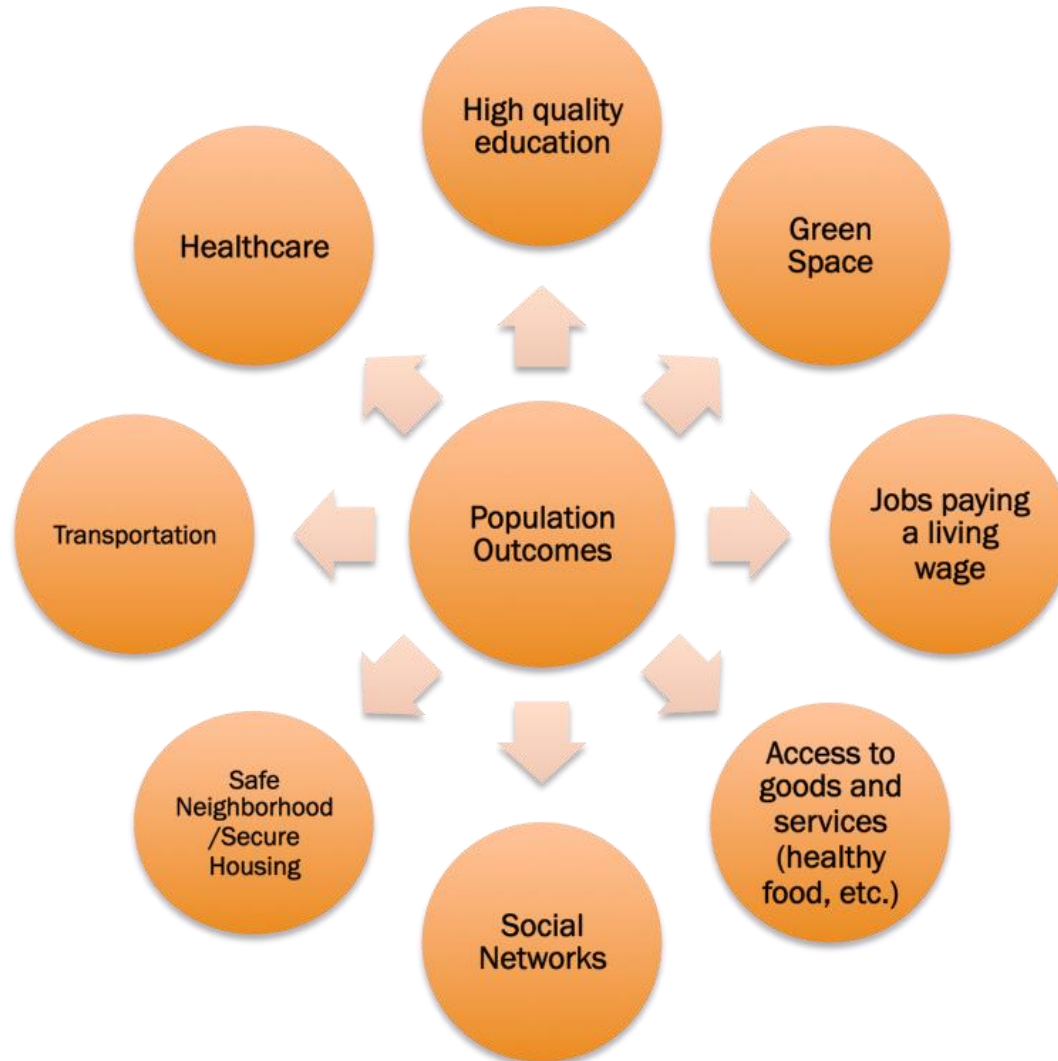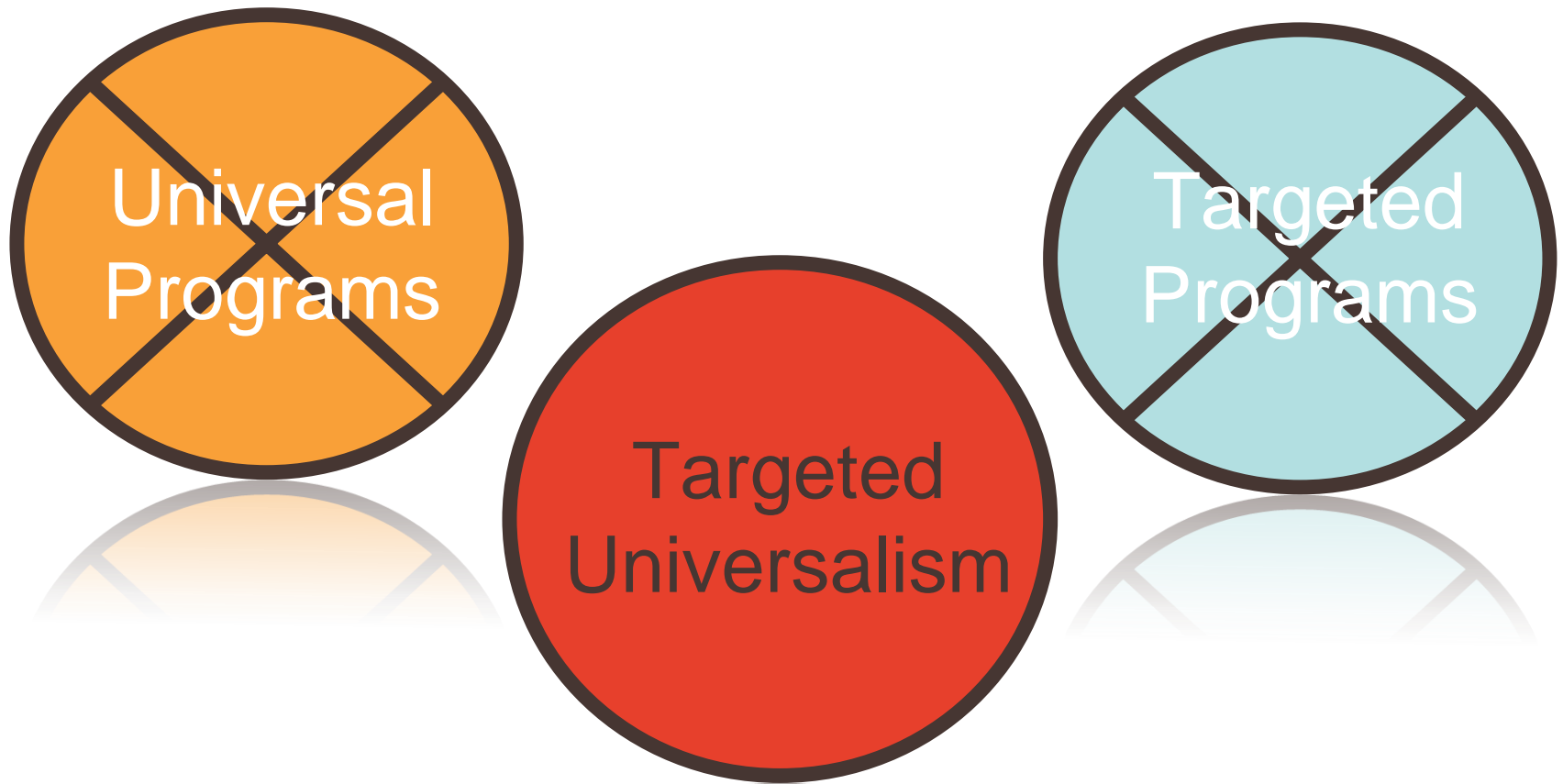
POWER

RELATIONSHIPS

SOLUTIONS

HOW YOU ARE SITUATED TO OPPORTUNITY MATTERS

Towards Targeted Universalism

Universal Programs

Targeted Universalism

Targeted Programs

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.

Teachers of Color Advisory Group

Problem Statement:

Teachers of Color do not have a sense of belonging which includes feeling valued and validated, having voice and a sense of agency. The lack of systems of support and effective engagement within the District is leading to a decrease in retention.

Teachers of Color Advisory Group

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SCHOOL DISTRICT

Themes from their input/recommendations:
- **Trusting relationships** matter
  - Staff, administration and students
- **Influence** matters
  - At the decision making table
  - Asked for input on key decisions
  - Promotional paths clear
- **Racial equity** matters
  - All schools must be deeply engaged in racial equity work
  - Involvement in school and district professional development planning

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Problem Statement:

African American students find it difficult to achieve in our high schools because they feel teachers struggle to build authentic relationships that show they care about their success.

Themes from students

- Trusting relationships between students and teachers matter most
- Climate in classrooms and in the school impact all students but especially students of color – teachers should be more aware of race and culture
- Student voice/influence matters – ask for our input, we can tell you if something is working, and make it more accessible for our peers who are often not invited to the table

Zaretta Hammond: Building Rapport is Foundational

- Reframes the teacher-student relationship around trust
- Sets the stage for "relaxed alertness"
- Recognizes students will not risk failure unless they feel safe and trust the one leading them to the edge of their own learning

Trust generators: selective vulnerability, familiarity, similarity and interests, concern, competence

Turn and Talk to a Partner

What stands out? What should we keep top of mind during this retreat? What are the possible implications for next year?
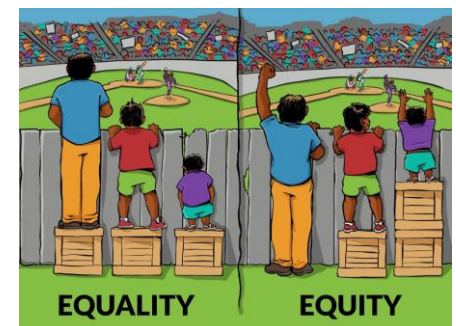
Revisions to Policy 9001: Equity

Background:
- Policy 9001 is up for renewal this year.
- We discussed in September (general feedback), in February (guiding principles), and today we will focus on definitions.
- The Board will vote on our Equity Policy in July.

Please take a few minutes in silence to read the current draft policy.

EQUALITY   EQUITY

Review the definitions for:
- Educational Equity
- Resources
- Targeted Universalism
- Targeted
- Universal

Small Group Discussion:
Do these definitions align with your own?
- If not, where might it differ?

Large group:
In what ways, if any, are our goals regarding integration or inclusion in conflict with strategies that support a particular group? How might we reconcile these conflicts?

Strategic Framework

"While schools are focused on their school improvement plans, the work of central office is focused on a **clear set of priorities** aimed at providing the infrastructure, tools, and resources that schools need...

All **key actions** are aimed at universal goals that **impact students**, but some are focused on actions that accelerate the growth of specific student groups."

District Goals:

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

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

Goal 3: Every student, family and employee experiences a positive school and district climate as measured by school climate survey data.

We asked: *What does "Solidifying the Foundation" next year mean to you?*

Solidifying the Foundation means...

Key theme: School might need to define for themselves what key strategies from the last four years they need to double down on, and what they need to truly get better at by the end of the year.

Areas most frequently referenced are:
- **SBLT** & **Teacher Teams** - every school needs highly effective SBLT and teacher teams, using data based decision making
- Deeper understanding and use of our **current toolkits**, the new practices, and how they all intersect (incl. Data Use Toolkit)
- **Family Engagement** and **Youth Engagement**- the work needs to continue in a deeper way with an intent focus of where all schools need to get too
- **Classroom Level Instruction** & **Teacher Planning** - particularly the Culturally and Linguistically responsive teaching practices
- **Professional Development** quality at the school level

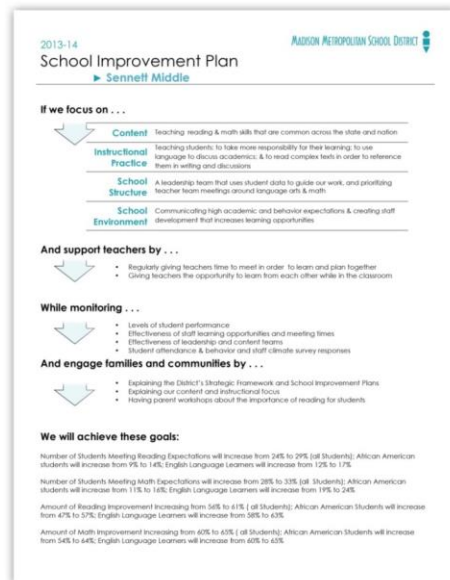MADISON METROPOLITAN
SCHOOL DISTRICT

Putting our Strategy to Work: Driving for Impact

- Outcomes for African American students
- Outcomes for students with disabilities
- Outcomes for middle schools

What is the School Improvement Plan?

Disciplined way of working in schools and at Central Office to ensure each school meets the needs of all children.

Parent Friendly Version

School Based Leadership Team Working Version

School Improvement Plan Changes

Stronger Professional Development (PD) Guidance-

- maximizing the additional PD days- 6 week cycles
- time for reflection and team planning

Continued Focus on Intensive Support-

- Continued support for teachers K-8 in literacy
- Support for Middle School Literacy
  -- Build capacity of principals and coaches to monitor and support literacy curriculum through professional development & learning labs
- Special emphasis on acceleration in grades K-2
  -- Professional Development & Learning Labs
  -- Software Support
  -- Parent Links to Learning
- 9th Grade On (9OT) Track
  -- Train school-based facilitators to deepen CLR practices through monthly PD for all 9th grade core teachers
  -- Direct support to 9th grade teacher teams to deepen 9OT systems
  -- Student Led Conferencing with Parents

School Improvement Process:
- Focus on year end *reflection-* new tool
- More f*eedback-* earlier in the process w/focus on Theory of Action
- Focus on *targeted* strategies- supplemental support for focus groups
- Increase *transparency* - more clearly define process and Chief approval milestones
- More *collaboration-* opportunities for schools to pair to provide feedback and thought partnership throughout the year

School Improvement Plan Tool:
- Integrate Equity Vision and SBLT Learning Goal
- Clarify which assessments are required for which students in *Assessment Calendar* tab
- Update *Template* formatting & language

School Improvement Partners:
- Renewed focus on the School Based Leadership Teams and their *ability to drive school level implementation*

What is the Common Learning Agenda?

Ensuring that every educator across all schools is knowledgeable about our district's shared definition of great teaching that is culturally and linguistically responsive.

Content	Leadership Institute August 7th-9th The Sheraton Hotel	Principal Session 1 9/20/2017 Presenter Planning Template	Principal Session 2 10/25/2017
Outcomes	• Understand district progress to date and implications for our work in realizing the graduate vision in 2017-2018 • Analyze and refine SIP for 2017-2018 by testing action step impact on classroom practice and school equity vision-Focus AA, and SPED • Understand the elements of learning partnership and how learning partnership is built through knowing and being in relationship with students and families • Identify a classroom based equity problem of practice as an SBLT for principal use within their NIC • Identify components of learning partnership in your SIP • Understand how to access and use the Equity Facilitation Toolkit and resources for support in equity facilitation	• Text Protocol,CLRP-Building the Foundation of Learning Partnerships, chapter 5 • Understand the the leadership moves necessary to develop Learning Partnership at the classroom level • Deepen Understanding of CLRP- Apply the mindful reflection protocol to A case study in your school • Finalize Equity focused, classroom problem of practice, define Networked Improvement Community membership, and understand protocol for cross-site visits	• Text Protocol, CLRP-Establishing Alliance in Learning Partnership, chapter 6 • Understand how a restorative approach to behavior is an equity strategy through Proactive Behavior Supports and Behavior Response • Deepen Understanding of CLRP- Understand how the elements of Learning partnership support positive behavior • Analyze progress and identify next steps- Networked Improvement Community
Equity Facilitation Tools and Resources	• Introduction of Equity Facilitation Toolkit • Exploring Equity and Creating Conditions for Equity Leadership, Site Leadership Team Self-Assessment •	• Mindful Reflection Protocol	• Trust Generators
Data Review	• Annual Report Data • Revisit updated teacher team self-assessment (inclusive of coplanning/teaching) • 2016-2017 MAP, PALs, EWS	• School data that informs a classroom level problem of practice, analysis of focus groups-African American Students and Students with disabilities • District and individual school data review-Behavior	• Attendance and Truancy data

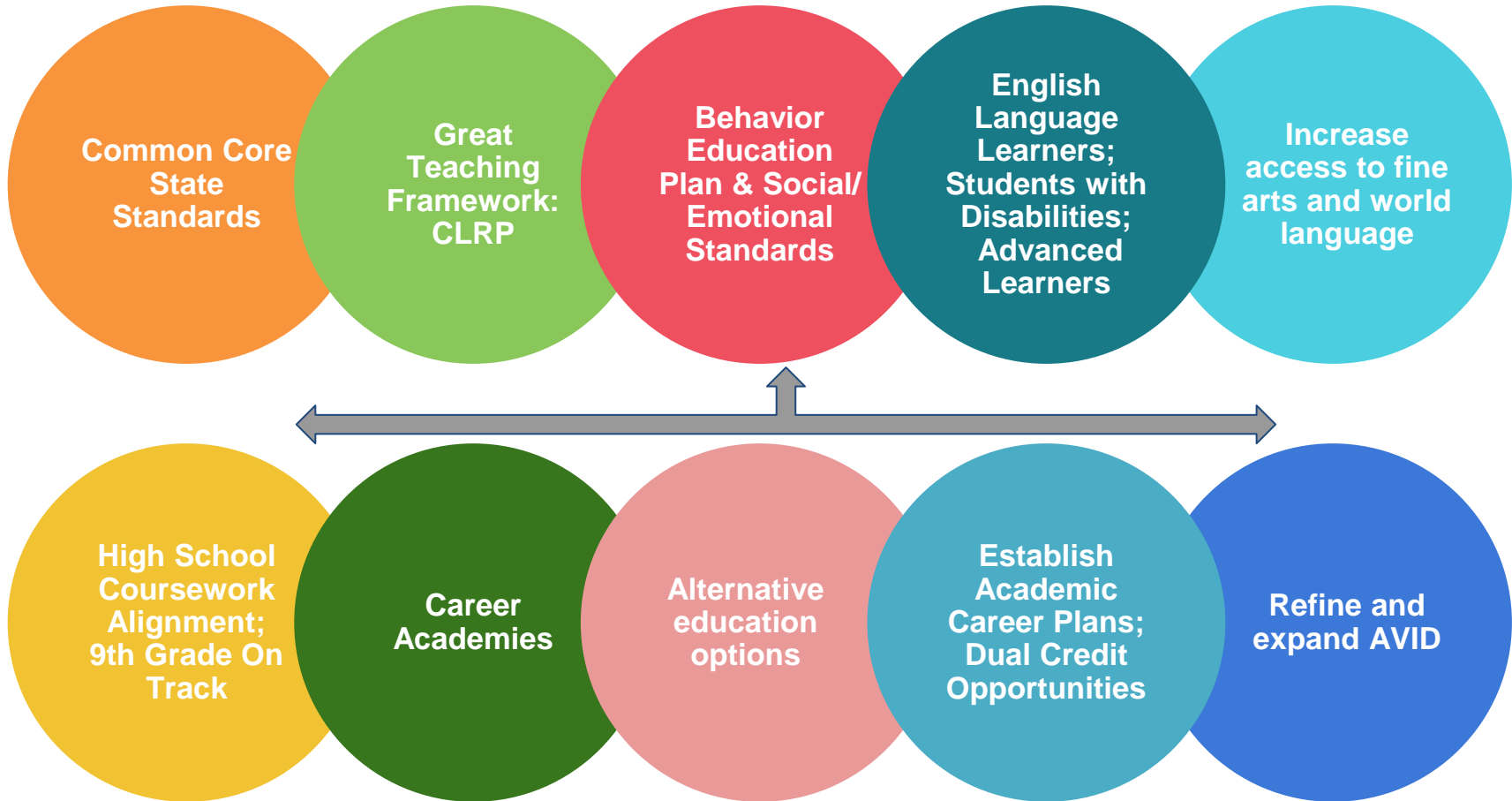**MADISON METROPOLITAN
SCHOOL DISTRICT**

Discussion:

- What questions do you have about next year's plan?
- What resonates with you?
- What might be missing?

Coherent Instruction & Personalized Pathways

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P1: Provide every student with well-rounded, culturally responsive coherent instruction

Common Core State Standards

Great Teaching Framework: CLRP

Behavior Education Plan & Social/ Emotional Standards

English Language Learners; Students with Disabilities; Advanced Learners

Increase access to fine arts and world language

High School Coursework Alignment; 9th Grade On Track

Career Academies

Alternative education options

Establish Academic Career Plans; Dual Credit Opportunities

Refine and expand AVID

P2: Engage students in charting personalized pathways

Coherent Instruction

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Critical implementation steps taken over four years:

- Developed **K-10 Scopes** for Language Arts, Math and Social Studies and **for bilingual** classrooms **with benchmark assessments**
- **Intensive School PD f**or K-8 Teachers and teachers in DLI classrooms
- **Reading Intervention Software** provided at all intensive schools to focus on foundational skills
- **K-5 Reporting System** Developed
- **Middle School Report Card** Project beginning
- **Common Course Catalogs** developed for all comprehensive high schools

The Links between Coherent Instruction and Pathways are clear.
They are interdependent to each others success.

Coherent Instruction

Critical implementation steps taken over the last four years:
- Board Approved plans aimed at:
    - **Special Education** - Inclusive Education Vision
    - **English Language Learners -** Increased access to bilingual programming (Spanish and Hmong)
    - **Advanced Learners** - Became fully compliant with state law, improved identification process and student supports
- **Arts Rich School Rubric -** Increased access to Arts Education
- **Transition process -** Strengthened student and family support at critical times - emphasis on 5th to 6th
- **Increased access for students of color** to advanced coursework

Coherent Instruction

Critical implementation steps taken over the last four years:

- **Behavior Education Plan** Development and Implementation
  - Expansion of **Intensive Support Team**
  - Increased support for **Building Bridges**
  - Professional Development for **Restorative Approach**
  - Professional Development and support for **In-School Suspension models**
  - Increased support for **Welcoming Schools**
  - **OASYS** professional development
- **RESTORE** - Abeyance from expulsion program

Coherent Instruction Looking Forward

- **Curriculum and Assessment System**:
  - K-5 math resources
  - Middle school intensive Support PD, school based planning around the adolescent experience and redesign of the report card
  - High school course alignment in 9th and 10th grade
  - High school course catalog
- **Culturally and Linguistically Responsive Practices** professional development
- **Multi-tiered System of Support: MMSD At Risk Plan**
- **Continuum of services through PD**:
  - Inclusive education and IEP best practices
  - Bi-literacy scopes, ELL best practices
  - Advanced Learner identification and communication
- **Arts Education**: Connect schools to resources
- **World Language Plan**: Programming for
  greater access

Looking Forward: School Climate & Culture

- **Behavior Education Plan:**
  - ➢ Alternative approaches to suspension, with a focus on restorative In School Suspension and interventions
  - ➢ Protocols for responding to repeated behaviors in multiple school environments (e.g. Hallways)
  - ➢ Recalibrate the role of students services staff
  - ➢ Develop a comprehensive progress monitoring system to track implementation and effectiveness of interventions
  - ➢ Develop and/or refine tools to support family engagement around 'behavior'

Personalized Pathways

The efforts in pathways are **designed to improve secondary student engagement and student outcomes**. Critical implementation steps taken over four years:

- Developed and launched ninth grade on-track (9OT) system, process and protocols
- Implemented Academic and Career Planning process from 7th thru 10th Grade
- Aligned AVID across all four high schools
- Launched AVID cohorts in middle schools
- Designed and preparing to launch the first personalized pathway, Health Services
- Increased industry certification and experiential learning opportunities for all
- Explored and improving alternative pathways to graduation

Personalized Pathways Looking Forward

Critical implementation steps for next year:

- 9th Grade On Track System (9OT) at classroom level and teacher team
  - Data used consistently across schools
  - High School grading practices 🔗
  - Explore AVID school-wide across High Schools
- Pathways implementation for our first Health Services Pathway
  - Counseling and post secondary planning
  - Deepen ACP systems
- Alternative Pathways to Graduation
  - Expand Counseling services and support
  - Advisory and Academic Career Plan System Expansion
  - Develop Competency Based Learning Framework
- Expand AP access and build supports for
  - Counseling practices 🔗
  - Work with Equal Opportunity Schools (EOS) to support expansion

Discussion:

- What questions do you have about next year's plan?
- What resonates with you?
- What might be missing?

Engage families, youth and community members as partners.

Thriving Schools, Partnership Schools

- Relationships Focused
- Link to Learning
- Addressing differences
- Communicating in multiple ways
- Support advocacy
- Share power with decisions for student achievement

Family, Youth and Community Engagement

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The district wide efforts in family, youth and community engagement are **designed to improve student outcomes by leveraging relationships and assets from within the community**. Critical implementation steps taken over the last four years:

- Created the Department, introduced FACE standards & Parent Academy
- Schools piloted Madison Parent Teacher Teams
- Launched Family Engagement Toolkit with resources to support schools
- Created Family & Community (FACE) Action Teams in all of our schools, monthly professional learning for FACE Liaisons
- Piloted two Community Schools in line with our vision of making every school a community hub

OUR JOURNEY
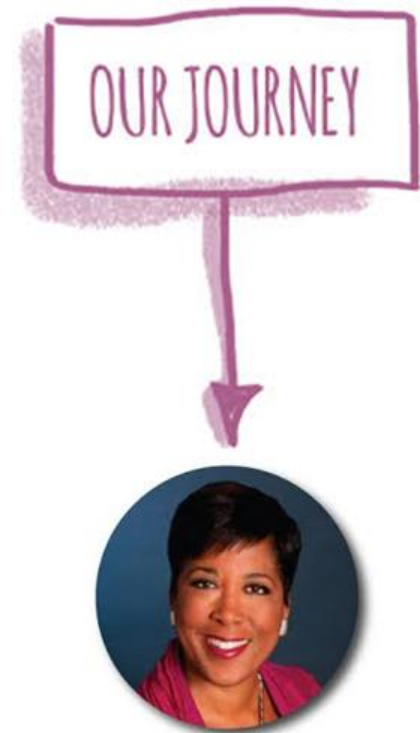
Family Partnership Looking Forward

- **Continue FACE Action Teams** (add funds & support to parents)

- Target **parent teacher conference formats** to strengthen family partnership in the link to learning

- Leverage **Parent Academy model** of Family, Youth & Community Days at our Community Schools

- Collaborate with various Parent Advisories to promote more opportunities for **shared decision making and input**

Youth Partnership Looking Forward

- Expand African American Youth Council to incorporate more students at the high school level

- Continue to use MSAN Student Project as a way to shine a light on racial disparities and equity

- Work with Advanced Learner Department to identify ways in which students can access leadership development opportunities across our district

- Strengthen collaboration and approach with mentoring organizations

Thriving Workforce

Cultivate a work environment that attracts, develops, and retains top talent.
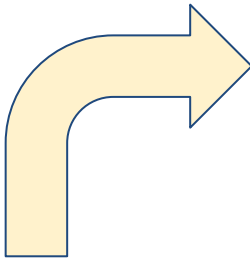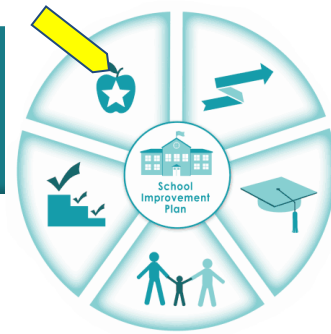
High quality professional development

Refined recruiting, hiring, induction, and engagement process for staff
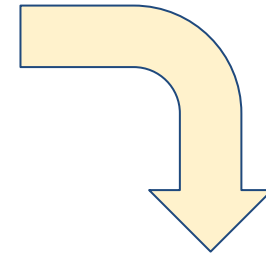
Implement new evaluation systems anchored in high quality, standards-based instruction

Critical implementation steps taken over four years:

- Completely revamped Administrator and Teacher hiring process, including defining competencies
- Implemented Educator Effectiveness
- Immersed Leadership Teams in equity training through the National Equity Project (NEP)
- Launched Forward Madison partnership with UW
  - Created new teacher and new principal professional development
  - Assigned mentors for support and training
- Started the Teacher of Color Advisory Group

Thriving Workforce Looking Ahead

- Performance Management Focus

  - Deepen the processes of coaching to corrective action with an emphasis on equity

- Staff Climate Focus

  - Implement engagement recommendations from Teacher of Color Advisory Group

- Professional Learning Focus

  - Teaching for Equity

Discussion:

- What questions do you have about next year's plan?
- What resonates with you?
- What might be missing?

Accountability and School Support

The efforts in our Accountability area **designed to ensure that accountability exists at every level.** To do this, we will build systems that help us **use data, create plans, and implement with high quality.**

Critical implementation steps taken over four years:

- Created Building Excellence resources for long-range facilities planning (final publication in Summer 2017)
- Create and implement the STAT tools for Special Education, English Language Learners, Advanced Learners, and behavior programs
- Conducted Advanced Learner plan evaluation and BEP evaluation (present to the BOE in Aug)

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- Review and refine staff allocation processes and data resources
- Monitoring year data for the Ignite, ELL plan; implementation year data for the special education plan, updated AL plan
- Classroom data tools for school climate, goal monitoring, at-risk students
- Use of various toolkits and the functioning of school and central office teams

BACK TO THE FUTURE

The Ignite Plan is designed to be **integrated into the way we work every day** to **differentiate learning** and professional development for staff and students.

Critical implementation steps taken over the last four years:
- Group 1 (G1) professional learning opportunities focused on classroom instruction
- Procured equipment and plan for Virtual Learning Spaces in all high schools
- Prepare G2 and 3 schools with advanced professional development to staff before implementation, including implementing peer school visits
- Purchased new devices for most staff and provided ongoing training
- Developed and implemented tools and processes for re-purposing devices and equipment to targeted schools across the district

Look Ahead: Ignite Plan

- Provide learning opportunities with access to digital resources where students have a voice and a choice
  - Professional Development for G1, G2, and G3 schools
  - Virtual Learning Space PD in high schools
  - Digital Citizenship learning for all students
- Build digital literacy capacity with all staff to implement a learning environment that supports great teaching
  - Planning and preparation for G4 schools
  - Build capacity at Central Office to deliver high quality PD through the use of technology learning best practices
- Build flexible learning spaces in schools including classrooms, libraries, multi-purpose areas and virtual learning environments
  - Finalize a plan, based on research and best practices, for Secondary students to take home mobile, digital devices.

Discussion:

- What questions do you have about next year's plan?
- What resonates with you?
- What might be missing?

Re-launch the Strategic Framework 2018/19

Use entry planning process to get community wide input to re-envision the Strategic Framework for our next five years to accelerate our progress.

Looking ahead

Re-launch the Strategic Framework 2018/19

Review the Strategic Framework planning process for 2018/19.

- What do you like about the plan?
- What wonderings do you have?
- Do you have any ideas on how to strengthen the input and review process?

Next Steps

May 5	Central Office Leadership Team
May 17	SBLT Institute
May 26	Central Office Institute
June 2	Strategic Framework Planning Group
June 24	BOE Retreat
July 31	Annual Report
Aug 8	SLT Final Framework Review
Aug 28	Strategic Framework Re-released

Thank you!

Appendix

- Strategic Framework **Goal #3** – *Every student, family, and employee experiences a positive school and district climate*
- Measured through the **parent, staff, and student** climate surveys, administered between Feb.-Mar. 2017
- **Research-based Dimensions of Climate**:
  1. Relationships
  2. Teaching and Learning
  3. Safety
  4. Institutional Environment
  5. Family Engagement
- Some common questions across surveys, others unique to groups

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- Made changes for 2016-17 to **increase response rates** and **improve surveys**
  - **Changes to administration** included **use of Qualtrics** instead of Survey Monkey, **personalized email** messages, **SMS**
  - **Changes to content** included **question changes** (wording and scale) and **dimension changes** (moving questions in/out of dimensions, addition of new questions, deletion of highly-correlated questions)
  - To learn more about changes, see RPEO report 2017-5-6: The Impact of 2016-17 Climate Survey Changes (in today's folder)

- What are our **takeaways**?
  - Response rates are extraordinarily high – this alone could drive results
  - Changes are part of the process – goal of capturing more accurate, actionable information
  - Difficult to tease out the impact of a specific change
 - Focus on this year first, then reflect on result changes, especially compared to district averages

District Climate Survey Findings – Milestones

Climate Survey Strategic Framework Milestone Summary

		Percent Positive			Year-to-Year Change	Total Change
		2014-2015	2015-2016	2016-2017		
Parents	Relationships	82%	84%	85%	+1%	+3%
	Teaching and Learning	69%	74%	78%	+4%	+9%
	Safety	41%	48%	67%	+19%	+26%
	Family Engagement	55%	62%	84%	+22%	+29%
	Institutional Environment	76%	78%	82%	+4%	+6%
	School Improvement	58%	53%			-5%
Staff	Relationships	67%	69%	77%	+8%	+10%
	Teaching and Learning	78%	78%	79%	+1%	+1%
	Safety	70%	69%	66%	-3%	-4%
	Family Engagement			82%		
	Institutional Environment	60%	56%	63%	+7%	+3%
	School Improvement	57%	58%			+1%
Students	Relationships	64%	62%	63%	+1%	-1%
	Teaching and Learning	78%	78%	74%	-4%	-4%
	Safety	47%	43%	51%	+8%	+4%
	Institutional Environment	49%	40%	43%	+3%	-6%
	School Improvement	49%	49%			0%

Numbers in teal indicate dimensions for SIP goal-setting/ positive change

District Climate Survey Findings –
Students by Race/Ethnicity 2016-17
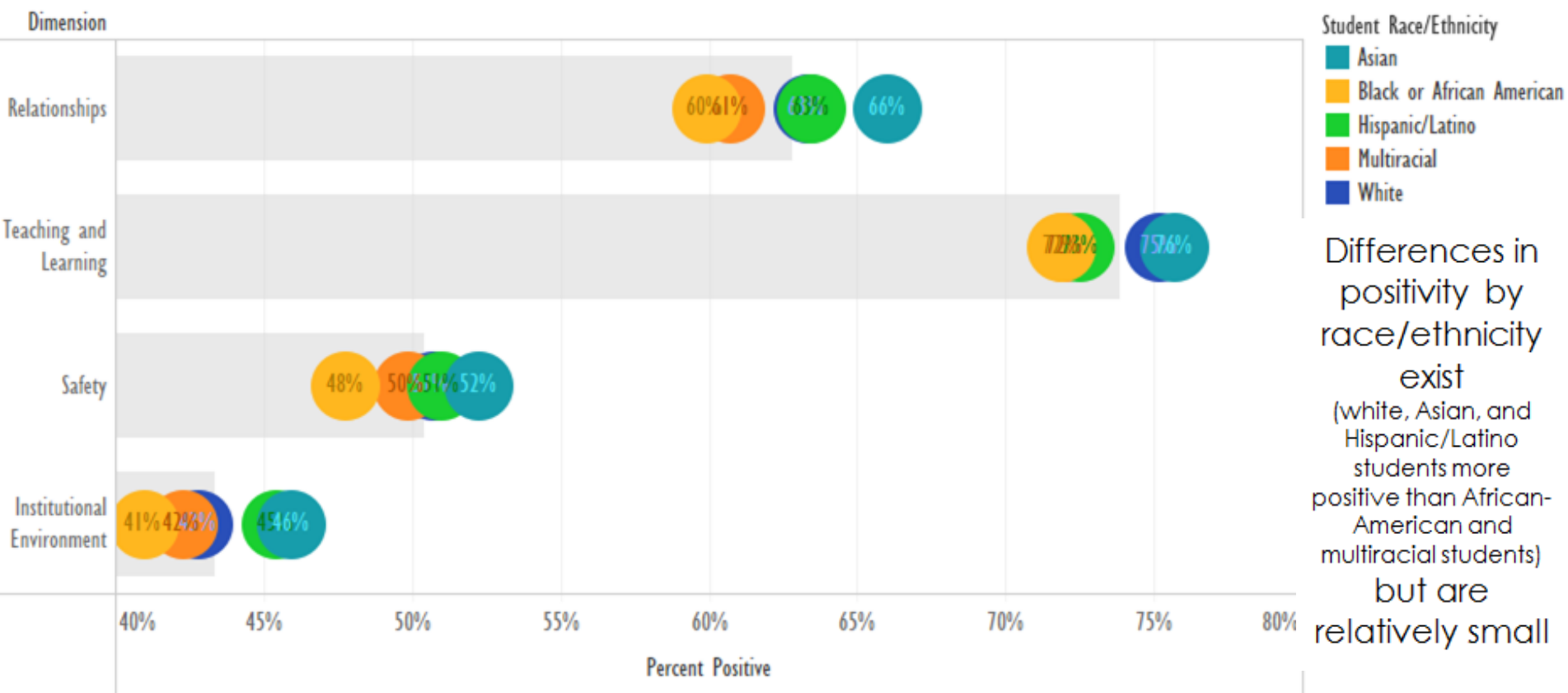
Gray bar indicates district total; colored circles indicate results by race/ethnicity

Staff Climate

2016-17 staff responses to climate questions are overall very positive. They have risen or remained neutral in almost every category.

| Relationships	Teaching and Learning	Safety	Institutional Environment	Family Engagement
77% positive	79% positive	66% positive	63% positive	82% positive

Differences in positivity exist by race/ethnicity

Note: 1) questions were revised from 2015-16 to 2016-17. 2) American Indian staff numbers are very small, thus large percentage shifts are possible from a few people.

District Climate Survey Findings – Parents by Race/Ethnicity 2016-17

Gray bar indicates district total; colored circles indicate results by race/ethnicity

Race/Ethnicity
- Asian
- Black or African American
- Hispanic/Latino
- Multiracial
- White
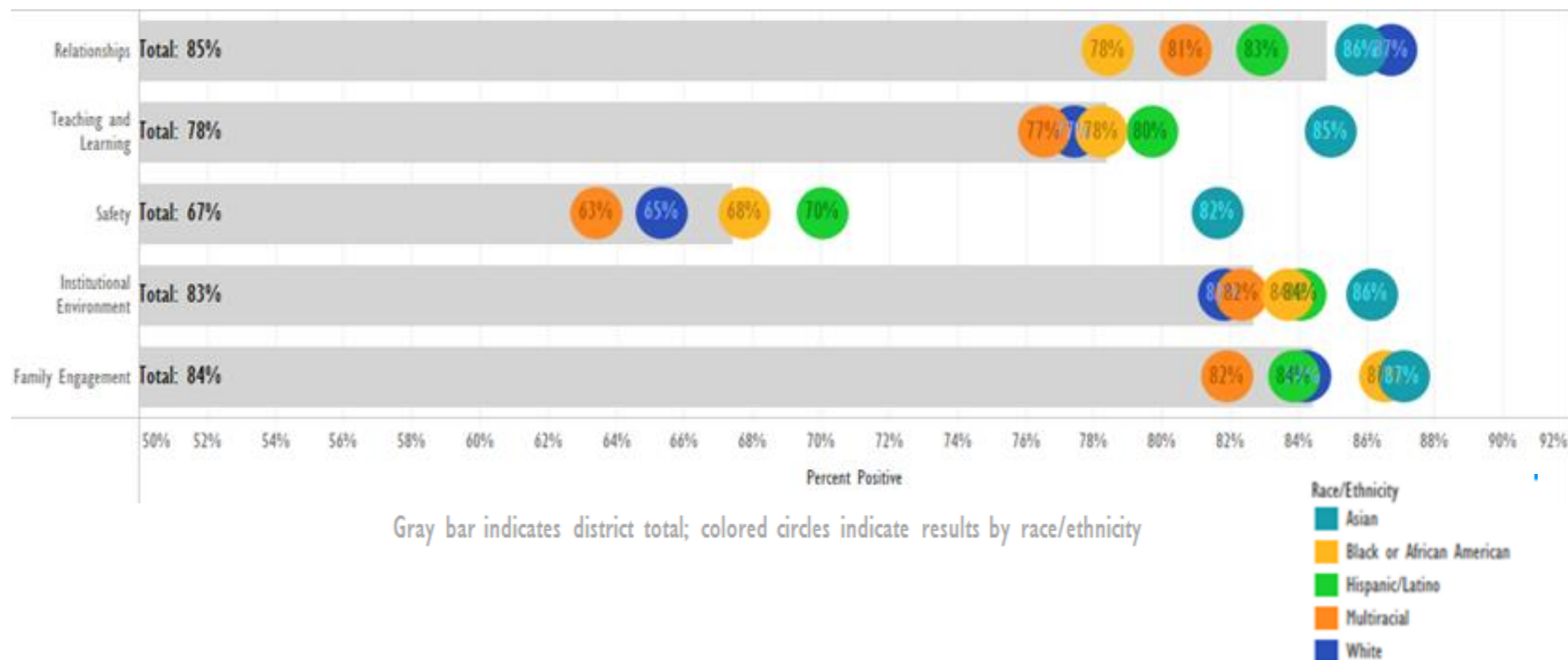
Differences in positivity by race/ethnicity exist and vary across dimensions
(e.g. parents of African-American students more positive than parents of white students in 4 of 5 dimensions)
but are relatively small