



March 28, 2013

Appendix 000-10-7
April 29, 2013

TO: Board of Education

FROM: Jane Belmore, Superintendent

RE: *Building Our Future* – Summary of Activities (March 2013)

I. Introduction

- A. Title/Topic: *Building Our Future* – Summary of Activities (March 2013)
- B. Presenters: Steve Hartley and Sue Abplanalp
- C. Background Information: The *Building Our Future* plan was approved in June 2012. The attached summaries provide an update of activities to date for each strategy identified to help eliminate gaps in student achievement.
- D. Action Requested: For information.

II. Summary of Current Information

- A. Synthesis of Topic: The *Building Our Future* Plan is a comprehensive set of strategies designed to eliminate achievement gaps while at the same time increase the achievement of all students. Attached to this report are Summary of Activities for the strategies approved by the Board of Education in each of the identified foundational areas: Instructional support, College and Career Readiness, Culturally Relevant Practices, Safe and Positive School Environments, Family Engagement, and Diverse and Qualified Workforce. Each of the summaries provides activities implemented, challenges, and future recommendations. All strategies now have outcome measures identified.
- B. Recommendations: We are recommending, for budget purposes, all year two activities be moved to year three and that next year will be a combination of completion of year one activities and some recommended year two activities. These specific recommendations will come through the 2013/14 budget process. As with any implementation phase, some of the strategies needed to be modified and adapted. We continue to see this plan as the frame work by which the district will close the achievement gap.

III. Implications

- A. Budget: For the 2012-13 school year, \$4,792,348 was approved by the Board of Education. The 2013-14 recommendation will come through the budget process.
- B. Achievement Gap Plan: The *Building Our Future* Plan is the basis for the Achievement GAP Plan.
- C. Implications for the Organization: Strategies identified in the plan cross all grade levels and affect every part of the organization.

IV. Supporting Documentation

- A. Summary of Activities for each strategy in the *Building Our Future* Plan.

**Building Our Future
Summary of Activities
March 2013**

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Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 1 - Focusing on Academic Instruction and Support

Strategy Title and Number: #1 – Literacy: Ensure All K-12 Students are Reading at Grade Level

Person Responsible: Lisa Wachtel

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
<p>Mondo Bookshop will be implemented in all elementary schools in grades K-5 beginning in the Fall of 2013. Best practices included in Balanced Literacy will be incorporated in the elementary Core Reading Practices.</p>	<p>As a result of a comprehensive needs assessment, the Mondo Bookshop Core Literacy Curriculum K-5 has been purchased for all 32 elementary schools. Implementation has begun with 12 schools and full implementation for all 32 schools will occur in Fall 2013. Mondo Bookshop provides a rigorous foundational scope and sequence aligned to the CCSS in the following areas:</p> <ul style="list-style-type: none"> • Oral Language • Phonics • Shared Reading • Guided Reading <p>As of March 1, 2013, all elementary schools have a core set of Mondo materials in each classroom aligned to the Common Core State Standards. Overview professional development on Oral Language is the initial focus for Spring 2013. A comprehensive professional development plan is being developed for 2013-2014 to include:</p> <ul style="list-style-type: none"> - School Site Visits - Principal/IRT Professional Development - Principal/Doyle/Central Office Professional Development - Online Professional Development for teachers and teams - Assessment Professional Development 	<p>Funding to support a comprehensive Professional Development Plan for 2013-2014 will be significant to meet the needs of 32 elementary schools and every classroom in the district. We are working to efficiently utilize funding and resources to meet the variety of needs to ensure fidelity of implementation.</p> <p>The DLI/DBE materials selection process is ongoing. Careful consideration is being paid to assessment, intervention and authenticity within materials.</p>	<p>Implement a Professional Development Plan for teachers, IRTs, Principals and District staff to support implementation of Core Balanced Literacy and Assessments. Plan will include specific coaching, modeling and feedback around:</p> <p>Oral Language Shared Reading Guided Reading Phonics Assessment</p> <p>Develop a Core Practice document to integrate the Balanced Literacy Framework with the DPI Teacher Effectiveness/Danielson Model for support and evaluation.</p> <p>Continue to examine and purchase high quality materials for DLI/DBE classrooms and school bookrooms.</p>

<p>Implement core sixth-grade reading class in all middle schools in 2012-13.</p>	<p>The addition of a reading class is in response to the inequitable access to core reading instruction previously throughout the middle schools. All middle schools implemented a reading class in 2012-13. Several schools have used best scheduling practices to schedule both reading and language arts into a block. A workshop model is being used that is similar to that being used in the elementary level. Book rooms were supplied with engaging adolescent literature to increase selections in the areas of non-fiction and Spanish literature. Teachers, learning coordinators and interventionists were provided with professional development beginning in the spring of 2012. Sessions were held during the summer of 2012 and throughout 2012-13. Additionally, a School Support Team was instituted that specifically focused on middle school. The SST team supports the 12 middle schools and includes a middle school literacy teacher leader and a district literacy coach.</p>	<p>Scheduling the reading and language arts into a block is the most effective practice, as connections and extensions are more easily made among and between these two inter-related content areas. As middle school schedules become more complex with the inclusion of Rtl intervention periods for both reading and math, the limits of a traditional schedule are currently being discussed while more innovative scheduling options are being explored.</p>	<p>Further clarify the relationship of language arts and reading with respect to disciplinary literacy, revised report cards, grading and interventions.</p>
<p>Align English/Language Arts to Common Core State Standards in all secondary schools.</p>	<p>Alignment to the Common Core State Standards in English/language arts is the beginning of a series of national changes in curricula, assessment and educator evaluation that lead to a future in which all students are prepared for college and careers. It is to the benefit of student learning in our District, with our long and pervasive achievement gap, to be fully engaged in this curricular renewal and alignment process. The MMSD Administration recommends that all secondary (middle and high) schools participate and engage in the district-wide alignment process for the creation of core curricula in English/Language Arts.</p> <p>On Friday, March 1, 2013, the secondary Curriculum Companion team came together for the first session to collaboratively design and create the curriculum for MMSD that will go into</p>	<p>MMSD schools have a tradition of independence with respect to curricula and instruction. Steps to align curricula and instruction are difficult, and increasingly so at the secondary level. In particular, our high schools offer different courses in different sequences, thereby making the challenge of coming together to create a core curriculum a challenging endeavor.</p>	<p>The MMSD Administration recommends continuing with collaborative design and implementation of core curricula in English Language Arts. Districts most effective in closing achievement gaps are those that have a strong, aligned core curriculum. There are clear advantages to student learning, enhanced professional collaboration and more efficient use of resources and professional development.</p>

	<p>Curriculum Companion. Sessions are scheduled for April and May, and a one-week session June 24-28, 2012. Additional sessions are being planned for August and early fall. Each of the four, 5-day sessions will result in the creation of a template for one quarter of instruction.</p> <ul style="list-style-type: none"> • Spring 2013 Quarter 1 • June 2013 Quarter 2 • August, 2013 Quarter 3 • Fall, 2013 Quarter 4 <p>Members of the design and writing team will work with their respective staff during 2013-14 to introduce the curriculum, and begin to tailor the module design to meet the needs of each section and teacher. Teachers will be introduced to Curriculum Companion modules during 2013-14 and begin tailoring the modules through their team and departmental work. It is a District expectation that all teachers will implement the modules in 2014-15 and will continue with refinement and improvements as an on-going part of their professional work.</p>		
<p>Provide professional development to help staff implement literacy strategies.</p>	<p>Professional development is a significant aspect of all of the literacy strategies described in Chapter 1. Details of the specific nature of professional development respective to each strategy is included in the descriptions above.</p>	<p>With the loss of the REaL grant funding at the end of 2012-13, our high schools will have few resources to schedule days away and collaborate in teams during the contract day. This poses significant challenges, as the demand for collaboration to align to the Common Core and prepare students for the rigor of new assessments is greatly increased.</p>	

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 1 - Focusing on Academic Instruction and Support

Strategy Title and Number: #2 - District-Wide Focus on Third Grade Students

Person Responsible: Susan Abplanalp, Michael Hertting, Lisa Kvistad, Lisa Wachtel, Kathy Price

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
<p>Every elementary school in Madison will partner with the United Way's Schools of Hope (SOH) and AmeriCorps volunteers in addressing the challenge to dramatically increase the number of children, especially from low-income families, reading proficiently by the end of third grade.</p>	<p>Each school does have a Schools of Hope Volunteer Coordinator working to match children with tutors and provide ongoing support for tutors.</p> <p>A principal meeting held in September reviewed the successful attributes of the program and solicited input from principals on ways to strengthen the program.</p> <p>A new "Teacher Agreement" form was instituted in fall 2012 to outline student selection criteria, and model the use of tutors and lines of communication. Schools of Hope Volunteer Coordinators and Project staff follow up with principals to help ensure that schools utilize SOH resources effectively.</p>	<p>As noted in the original plan, community members suggested to focus "kindergarten through third grade." As we move forward with our focus on elementary literacy, we are working to identify all children who need additional support to attain grade level proficiency.</p> <p>Schools of Hope volunteer coordinators are typically one-year placements. There can be continuity issues with yearly turnover. Tutors use materials provided by teachers and do a thorough job of documenting their work.</p>	
	<p>An external review was conducted on the Schools of Hope Program. A report was issued in November 2012. This was the first quantitative and qualitative review of the program in ten years. There were many positive results noted in this evaluation, including alignment with the research</p>		<p>Following are the Recommendations indicated in the external Program Review:</p> <ul style="list-style-type: none"> • Continue its current focus on matching students of color and low-income students • Examine the extent to which

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
	<p>base and MMSD curriculum, high stakeholder satisfaction (teachers, volunteers, and AmeriCorps members) and greater literacy gains in tutored students than in a comparison group of non-tutored peers. The results were reviewed with principals in February 2013 and are currently being shared with school staffs. The evaluation's Executive Summary is online at: www.madison.k12.wi.us/node/10436</p>		<p>their tutors receive training in literacy development</p> <ul style="list-style-type: none"> • Look further into the lack of impact in kindergarten suggested by the analysis of growth on text reading level • Continue the current process of aligning tutoring content to the districts in which they operate – allowing classrooms teachers to guide content • Review the process of collaboration between local partners through the Schools of Hope Leadership committees to streamline program expectations and accountability • Reconsider the current goal of 15 sessions of tutors per student over the course of a year, in addition to the model of 15 – 30 minutes once a week •
<p>MMSD recommends the implementation of an interventionist at every school beginning in the 2012-2013 school year to support 3rd grade students and K-5 students in the future. By devoting our funding streams and focus in this direction we expect to get widespread, positive results and narrow the gaps that currently exist.</p>	<p>For the 2013 – 2014 school year, every school has a half-time interventionist. Many title schools are using Title funds to provide additional resources.</p>	<p>As noted above, we need to focus more broadly than 3rd grade and are working to provide support to all learners.</p> <p>Larger schools are provided the same level of support as smaller schools presenting some challenges to reach all children.</p>	<p>Continue our work to implement Core Literacy Practices.</p>

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
<p>MMSD also recommends providing strategies on best practice in reading instruction for all 3rd and 4th grade teachers.</p>	<p>During the summer of 2012, several opportunities were offered to elementary teachers around elementary literacy funded, in part, by the United Way.</p> <p>These included:</p> <ul style="list-style-type: none"> • Comprehensive Literacy Model: 207 teachers attended • Grades 3 – 5 Literacy workshop: 78 teachers attended • K – 2 Literacy Workshop: 48 teachers attended 	<p>Voluntary opportunities do not reach all of our staff PK-5.</p> <p>About 45% of attendees were Grade 3 and 4 teachers.</p>	<p>A comprehensive plan of Professional Development around our focus on elementary literacy is currently being planned. This, along with Coaching in the classroom over the next several years, will result in increased achievement.</p>

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 1 - Focus on Academic Instruction and Support

Strategy Title and Number: #3 - Extended School Day

Person Responsible: Scott Zimmerman

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
<p>Focus on Academic Instruction and Support - Extended School Day #3.</p> <p>The Building Our Future Plan, year two called for exploring extended school day options. As part of the district-wide effort to address the achievement gap, after school hours would be utilized to provide students who are performing below grade level in literacy with additional academic support.</p>	<p>A committee was formed to examine existing extended school day and after school programs. A proposal has been developed to expand after school academic programs modeled after existing programs in specific schools as a part of year two of the Building Our Future Plan.</p> <p>A recommended budget addition proposal has been developed for consideration in the 2013-2014 school year.</p> <p>This budget addition is to expand academic support provided to students in the after school hours at schools that are not currently funded through any other source. The academic support would be provided to the schools' content area teachers. The schools would include Orchard Ridge, Schenk, Thoreau, and Lowell. The model will be a collaborative effort with the private providers</p>	<p>To have the budget addition approved by the MMSD Board of Education.</p> <p>Schools having available Title I funds (\$14,000) to co-support the program cost as indicated in the budget addition proposal.</p>	<p>If the plan were approved, year three, it is recommended to expand the programs at the 4 schools from 30 students to 60.</p> <p>The expanded after school proposal budget addition provides students with additional instructional time in literacy. This supports the district efforts of learning options offered to students and families to aid in closing the achievement gap.</p>

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 1 - Focusing on Academic Instruction and Support

Strategy Title and Number: #4 - Literacy and Math: Expanded Summer Learning Opportunities

Person Responsible: Scott Zimmerman

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
<p>Focusing on Academic Instruction and Support-Literacy and Math: Expanded Summer Learning Opportunities #4.</p> <p>The summer school program has grown over the last three years. Teacher experience, class size and quality of instruction are important to appropriately meet the needs of students as a means to begin to close the achievement gap.</p> <p>The Achievement Gap Plan calls for expanding the 2014 summer school program by 480 students. To best address the achievement gap, the recommendation of this 2013 model is to expand student enrollment up to 200 students while focusing on quality, increasing teacher pay, and maintaining lower class sizes. This will set the stage for greater expansion in 2014.</p>	<p>Planning for the Summer Learning Academy (SLA) has begun and the following activities have occurred:</p> <ul style="list-style-type: none"> • Increased program quality with a new on-line student enrollment system K-8th grade • Reviewed and revised the core curriculum and assessments to ensure quality instructional practices (e.g., Mondo, Read 180, System 44) • Aligned summer school report card to regular school year • Increased teacher pay • Determined sites and principals • Hiring of teachers ongoing • Planning professional development week • Continuing to implement the summer school timeline of tasks and activities to plan the 2013 SLA program model • Ordered critical materials and supplies for the program 	<p>No major challenges at this time</p>	<p>There will be specific recommendations for the future following the 2013 summer school session.</p>

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 1 - Focusing on Academic Instruction and Support

Strategy Title and Number: #5 – Develop an Early Warning System and Data Dashboard Customization

Person Responsible: Andrew Statz, CIO

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Early Warning Systems (EWS)	Models for high schools, middle schools, and 4K have been deployed.	Need to further expand user base and fully incorporate the EWS in planning and problem solving processes. (However, interest in the tool is clearly high. As of mid-March, there have been 325 unique users logging in almost 4,000 hits for 2012-13.)	Continue support and customization of the EWS and other content in the Data Dashboard through user input and sufficient funding for staffing, license agreements, consultant hours, and vendor service hours
Pending EWS for Early Grades	Models for elementary (Grades 3-5) and primary (Grades K-2) will be deployed by the end of 2012-13.	(1) Getting useful student data in earlier grades depends on new assessment tools like PALS and AIMSweb, which are not currently in Infinite Campus. (2) Need to ensure broad user base and fully incorporate the EWS in planning and problem solving processes.	Same as above
Ongoing content and report development and customization of the Data Dashboard	User input has guided development of content and reports in every area of the Data Dashboard: School accountability measures, EWS, enrollments, attendance, behavior/discipline, assessments, program status, roster reports, summer school, Value Added, and more.	(1) Number of requests for new content exceeds the hours available with existing staff and consultant hours. Projects are prioritized accordingly. (2) New assessment tools require new content, which can delay the development of other content. (3) Review of teacher-student links and user input are needed before content is developed specifically for teachers. Professional development will be required.	Same as above

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 2 - Developing College and Career Readiness

Strategy Title and Number: # 8 - Prepare All for Life After High School

Person Responsible: Miles Tokheim

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Prepare all for life after high school	<p>Formalized partnership with Greater Madison Chamber of Commerce</p> <p>Two Career and Technical Education Supervisors hired using a .5 FTE for each high school to focus on the expansion of career exploration opportunities for students</p> <p>Business partnerships have been established and serve on advisory boards for Health Care, Business, Culinary, Early Childhood Ed and Marketing</p> <p>Greater Madison Chamber of Commerce markets Youth Apprenticeship to local businesses to employ MMSD students</p> <p>Professional development for Career and Technical Education staff on use of Career Cruising, advisory teams, financial literacy for students, career guidance, Youth Apprenticeship Program, certifications for students and</p>	<p>Career Academies can play a role in school improvement efforts. Career academies engage a cohort of students and staff in a smaller learning community built on a foundation of rigorous college-prep academics and career and technical education. These programs integrate relevant career themes across the curriculum, engage business and industry leaders in the education process, and as a result, drive student academic achievement.</p> <p>Alignment of curriculum guide to career cluster model has been difficult to establish. This work will begin this summer with counselors.</p> <p>Individual learning plans have not been implemented.</p> <p>9th grade students have not taken Gallup StrengthsFinder and 9th grade teachers are not using assets-based model from Gallup in classrooms due to lack of PD.</p>	<p>Development of Career Academies to prepare students to be college and career ready.</p> <p>Continued development of Career and Technical Education programs in Health Care, STEM, Manufacturing, Agriculture, Biotechnology, Computer Science and Biomedical programs.</p> <p>Individual learning plans mandated in Middle and High School.</p> <p>Expansion of work-based learning opportunities for students. Provide volunteer opportunities, mentorships, job shadowing, internships, mock interviews, career fairs, summer jobs and part time job opportunities for students.</p>

	<p>horizontal alignment of courses.</p> <p>Increased number of students earning an industry credentials and certifications.</p> <p>Students in CTE have opportunity to earn National Career Readiness Certificate</p>	<p>Course offerings for dual credit are limited due to minimal advanced course offerings in high school.</p> <p>Implementing and offering CTE courses that meet Wisconsin DPI crosswalks for core academic credit</p> <p>Finding employers willing to hire high school students in engineering, information technology, veterinary technology and health care</p> <p>Implementation of an Urban Agriculture program at East High School</p>	
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Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 2 - Developing College and Career Readiness

Strategy Title and Number: #9 - Implement ACT Test & Prep

Person Responsible: Tim Peterson

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Administer middle school EXPLORE for all 8 th grade students in 2012-13	Middle school EXPLORE for 8 th graders was administered on December 18, 2012. Data returned in February, 2013	Balancing purpose of the test with the data and it's use at the middle school level.	Continue to use the EXPLORE at 8 th grade, improve staff ability to use data, continue to monitor amount of time testing vs. class time.
Administer high school EXPLORE, PLAN, and ACT test for all 9 th , 10 th , and 11 th grade students in 2012-13	The EXPLORE, PLAN, and ACT with Writing will be given on March 19, 2013.	As an organization, understanding the full implication of administering all 3 tests on the same date. Staffing for accommodations and senior activities is a challenge.	Hold debrief sessions to learn about areas for improvement for 2014.
Review results of initial full-scale implementation and share findings with community	Data from the EXPLORE, PLAN, and ACT will be shared with the community.	Ensuring that appropriate information is shared in a parent & community friendly manner.	Review messaging process, look for improvements.
Determine need/capacity for ACT prep and engage community partners	Purchased ACT Prep Online licenses for all high schools. Worked with the Urban League to hold ACT Prep Academies at each high school.	Consistent funding for local partners. Incorporating ACT Prep Online software into classroom use at an appropriate level.	Work with more partners to see if the number of students with access to prep programs can be increased.

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 2 – Developing College and Career Readiness

Strategy Title and Number: #10 – Expand Advancement via Individual Determination (AVID)

Person Responsible: Joe Gothard and Julie Koenke

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
<p>Implement AVID Elective within 11 MMSD middle schools</p>	<p>AVID elective courses have been implemented in all 11 MMSD middle schools with sections as originally outlined in the Achievement Gap Plan.</p> <p>AVID elective coordinators teachers have been hired and trained. 19 out of 19 AVID MS teachers and coordinators have received training at the AVID tutorology, AVID implementation strand, and/or AVID Center elective training.</p> <p>AVID curriculum libraries have been ordered and received by each middle school. Each site has received access to AVID weekly, a series of non-fiction articles to be used to promote writing, reading, and inquiry skills.</p> <p>95% of AVID tutors needed have been or are in process of being hired, trained, and placed in all MMSD middle schools.</p> <p>Each AVID class has taken at least</p>	<p>Given the time frame of both the AVID Center and MMSD contract approval process, purchasing of libraries and AVID weekly was delayed. Schools received electronic access to some of the AVID curriculum, but all schools did not receive libraries until winter.</p> <p>The recruitment, hiring, training, and placement of tutors has been a difficult process. We struggled to create a seamless hiring system that recruited, placed and trained all tutors quickly and efficiently. This is one area that will need to be improved moving into 2013-14. Plans are being developed to improve the MS tutorial process.</p> <p>Development and support for AVID site teams. MMSD AVID District Director, with input from AVID coordinators, is developing a plan for local professional development to improve and better support AVID site teams.</p>	<p>Expand number of sections offered to account for more sections per school so that 10 - 14% of the school population is served.</p> <p>Increase AVID coordinator allocation to accommodate for growth in sections.</p> <p>Continue to provide professional development opportunities for site team members and all MMSD staff in order to implement AVID strategies school-wide.</p>

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
	<p>one field trip to a post-secondary institution with plans to attend two prior to the end of the school year.</p> <p>Each AVID class has hosted guest speakers to talk about their post-secondary and career paths.</p> <p>AVID site teams have been developed at each middle school and are in process of selecting AVID students for the 2013-14 school year.</p>		
<p>Expand sections of AVID offered within MMSD high schools</p>	<p>MMSD high schools offered AVID in grades 9 – 12.</p> <p>AVID teachers have been trained and hired to teach all sections. All but one staff person has received training in AVID tutorology and/or implementation.</p> <p>Each site has received access to AVID weekly, a series of non-fiction articles to be used to promote writing, reading, and inquiry skills.</p> <p>Each AVID class has participated in 3 – 4 field trips to post-secondary institutions.</p> <p>Each AVID class has hosted guest speakers to talk about their post-secondary and career paths.</p> <p>To date, 98% of 90 seniors have completed applications to post-</p>	<p>Continue to support and refine the student selection and systems for student retention. This year we have been able to use the AVID Data Dashboard to provide more timely data.</p> <p>Continued support for struggling AVID students as they take more rigorous classes.</p>	<p>Expand number of sections offered to account for more sections per school so that 10 - 14% of the school population is served.</p> <p>Increase AVID coordinator allocation to accommodate for growth in sections.</p> <p>Continue to provide professional development opportunities for site team members and all MMSD staff in order to implement AVID strategies school-wide.</p>

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
	<p>secondary institutions. Students are in process of receiving acceptance letters, FAFSA, and making decisions regarding post-secondary enrollment. (A more complete report regarding the first district-wide AVID senior class will be compiled at the conclusion of the 2012-13 school year.)</p>		
<p>Evaluate success of program</p>	<p>MMSD has continued its partnership and relationship with the Wisconsin Center for the Advancement of Post-Secondary Education. WISCAPE has hired a primary investigator to oversee the implementation of both the high school and middle school evaluations.</p> <p>2011-12 AVID/TOPS high school results were presented to the BOE in March 2013.</p>		<p>Continue scope of partnership with WISCAPE.</p>

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 2 - Developing College and Career Readiness

Strategy Title and Number: No number assigned - Drop Out Recovery

Person Responsible: Nancy Yoder

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Drop-out Recovery Program	Contracted with Operation Fresh Start to open OFS Pathways program to serve 30 students who are typically '5 th year seniors'	Enrolling eligible students in conjunction with 3 rd Friday enrollment day in order to 'count' them for state aid purposes	Continue program for 2013-14
	Hired MMSD teacher for Pathways so students can graduate from program with an MMSD diploma	None at this time	Continue for 2013-14
	Purchased classroom materials to open the Pathways classroom	None at this time	
	Conducted mid-year graduation ceremony for eleven (11) Pathways graduates		

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 3 - Expanding Culturally Responsive Practices

Strategy Title and Number: #11 – Implement Comprehensive Diversity Training for all Staff and Promising Practices Cohorts

Person Responsible: Kimiko Ott

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Implement Comprehensive Diversity Training for all Staff	Hired 1 of 2 Instructional Resource Teachers for Cultural Relevance	Adjustment in the <i>Building Our Future</i> timeline has had implications for hiring and budget	Leverage existing resources and cross-departmental collaboration to continue the development of MMSD Comprehensive Diversity Training
	New district framework to guide district-wide diversity training and culturally responsive practices has been developed	Need to communicate to all MMSD stakeholders how the District Framework for Diversity Training integrates with other district initiatives	Messaging of the District Framework for Diversity Training to stakeholders
	Developed foundational framework for Diversity Training and School Equity Teams Re-launch: Will-Fill-Skill	Need to build staff capacity to provide systematic, ongoing, job-embedded follow-up support to all schools	Develop content for hybrid PD modules to support a systematic district-wide re-launch of Equity Team Work based on the Will-Fill-Skill Framework.
	District-wide half-day CLRP introductory workshops with consultant/trainer Dr. Sharroky Hollie were held for all MMSD instructional staff (Oct. 2012/Feb. 2013)	Need to build staff capacity to provide systematic, ongoing, job-embedded follow-up support to all schools	Develop content for hybrid PD modules to support systematic district-wide follow-up support aligned to the Will-Fill-Skill Foundational Framework training.

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 3 - Expanding Culturally Responsive Practices

Strategy Title and Number: #12 – Create Practices that are Relevant (CPR) Model Schools

Person Responsible: Kimiko Ott

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Create Cultural Practices that are Relevant (CPR) Model Schools	Interested schools were screened through a process that included review of data, staff readiness, and capacity of the school facility.	Completed	Pending BOE approval
	Listening sessions were held with parents and staff	Completed	Pending BOE approval
	Budget proposal was presented to the BOE for consideration of 2 CPR Model School sites.	Completed	Pending BOE approval
	Define foundational underpinnings of the CPR Model School <ul style="list-style-type: none"> • To increase the cultural competence of staff in a model school so that exemplary practices can be shared and replicated district-wide • To provide a rigorous, 21st Century college and career ready academic program that is integrated with culturally relevant curricula, instructional practices, and models for family involvement • To demonstrate the effectiveness of relevant pedagogy to increase achievement and engagement, and reduce behaviors that negatively impact learning 	Essential to the success of the CPR Model School implementation: A district timeline and communication plan to stakeholders A systematic, on-going, job-embedded professional development plan	Pending BOE approval: <ul style="list-style-type: none"> • Finalize district timeline and communication plan to stakeholders • Build staff capacity through professional development. IRTs for Cultural Relevance will develop/deliver PD modules to support capacity building of instructional staff at the CPR Model School(s)

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
	<ul style="list-style-type: none"> • To provide a model and training protocol that will better prepare staff to work with students of color and other students from underserved populations • To provide a model for parents as equal partners in their children's success 		

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 3 - Expanding Culturally Responsive Practices

Strategy Title and Number: #13 - Integrate Cultural Relevance Training into District-Wide Professional Development

Person Responsible: Kimiko Ott

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Integrate Cultural Relevance Training into District-Wide Professional Development	Hiring of Instructional Resource Teachers for Cultural Relevance to collaboratively plan and deliver professional development	Timeline for staff hiring	Utilize MSAN membership to leverage resources and build staff capacity for development and implementation of Cultural Relevance Training
	Collaboratively plan and develop professional learning modules that integrate CPR practices into core academic instruction, MMSD's Multi-Tiered System of Supports, and the Danielson Framework for Effective Teaching	Currently in beginning stages of this collaborative planning process	Provide on-going, systematic, job-embedded PD to new Department hires to build their capacity for this work Instructional Resource Teachers for Cultural Relevance will focus on this work through cross-department collaboration aligned to the District PD Plan.

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 4 - Safe and Positive School Environments

Strategy Title and Number: #14 - Support the Social Emotional and Behavioral Development of all Students

Person Responsible: Nancy Yoder

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Support the social, emotional and behavioral development of all students	Hired Behavior Education Assistants for 17 elementary schools with an average of 3 or more office discipline referrals per day	All 17 schools were able to hire qualified individuals to fill this role so there were no barriers. Some schools who need this support had not entered data into IC so they did not appear to meet the threshold of 3 office discipline referrals per day. They are doing that now.	Provide BEA support for additional schools with 3 or more office discipline referrals per day
	Provide monthly training and professional development on topics such as building relationships, conflict resolution, de-escalation strategies, etc.	It can be difficult for BEAs to leave their schools for professional development as the principal relies on them for behavior support.	Continue monthly professional development to maintain consistency in how the BEA role is used
	Train and support BEAs to enter the office discipline referrals in the Infinite Campus system	Principals have had varying opinions about which office discipline referrals should be entered in IC but this has been resolved at the elementary level.	
	Support BEAs to review data with their PBS Coaches to determine appropriate proactive strategies		Move toward a stronger focus on proactive strategies that keep students engaged in the classroom rather than removing them from class

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 4 - Safe and Positive School Environments

Strategy Title and Number: #15 - Increase Options for Restorative Practices in the MMSD Student Conduct and Discipline Plan

Person Responsible: Nancy Yoder

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Increase options for restorative practices in the MMSD Student Conduct and Discipline Plan	Identified targeted schools for implementation of Restorative Practices: La Follette, Sennett, Whitehorse, East, Sherman, O'Keeffe and Blackhawk	All schools interested and willing to participate in program. Timelines for implementation vary according to school priorities, schedules, etc.	Expand Restorative Practices model to West, Memorial and their feeder middle schools
	Contracted with YWCA to provide Restorative Practices training for staff at targeted schools	It requires MMSD staff time to collect information and data that the YWCA needs as they cannot have direct access.	Consider training plan conducted by MMSD staff for sustainability since contracting for \$165,000 per year is a large expenditure.
	Trained students at targeted schools to be Circle Keepers and facilitate Restorative Circles with school staff or YWCA staff	Can be difficult to find time in the day for students to be Circle Keepers	Continue to offer the Circle Keeper opportunity to promote student leadership
	Conducted staff and student panel about La Follette Restorative Practices model at Urban League Conference in Fall 2012	This was very well-received by people who attended the session	Offer additional opportunities for community members to learn about how we are using Restorative Practices in MMSD

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 5 - Enhancing Family Engagement

Strategy Title and Number: #16 – Implement a Comprehensive Family Engagement Program

Person Responsible: Kimiko Ott

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Implement a Comprehensive Family Engagement Program	A new district framework is in place to guide the development of a Comprehensive Plan for Family Engagement	Need to communicate the Comprehensive Plan for Family Engagement with school leaders and instructional staff	Provide professional development on the MMSD Comprehensive Plan for Family Engagement to all instructional staff
	The Joyce Epstein School Survey for Family and Community Involvement is in place as a resource and data point for all MMSD schools	The survey needs to be consistently implemented across the district. Survey data needs to inform the School Improvement Plan (SIP) process.	Develop and deliver district-wide PD to instructional staff on the Joyce Epstein Model for Family Engagement and how to utilize the survey tool in the SIP process
	Glendale has been named as the first Community School in a four-school roll-out. A district leadership team has been formed to begin facilitating the planning and development of the Community School's framework and components	Scheduling a series of district-facilitated meetings for the purpose of developing the roll-out of Glendale's community school framework	Continue to coordinate planning, resources, and communication plan to support the development and roll-out of the four community schools
	A district leadership team is being formed to begin coordinating the planning and development of Parent University. Pilot courses scheduled to date: (Fall, 2012: National Parent School Partnership Program-MALDEF; Early Childhood Education certification course: Spring, 2013)	Beginning to develop and implement Parent University courses and online resources	District leadership team will utilize MSAN membership to leverage resources and build staff capacity in developing and implementing Parent University
	Increase training to build capacity of staff at Community Schools	Proposed 2013-14 District Budget may result in a 1.0 FTE decrease for the IRT for Cultural Relevance	Instructional Resource Teachers for Cultural Relevance will focus on developing/delivering PD

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
		-School Based position at Falk/Leopold (future community schools)	modules to build staff capacity at Community Schools
	Increase training to build capacity of Parent Liaisons at Community Schools	New Parent Liaisons at the Community Schools have received bi-weekly PD from Instructional Resource Teachers for Family Involvement and district staff on topics relevant to their roles and responsibilities	Continue to provide PD for Parent Liaisons in 2013-14 to build capacity for their leadership in developing/delivering Parent University and PD modules on parent empowerment and family engagement

Building Our Future Summary of Activities

Date: March 22, 2013

Chapter Title: Chapter 6 - Recruiting, Selecting and Retaining a Diverse Workforce

Strategy Title and Number: #17 - Implement the Hiring for Diversity Plan

Person Responsible: Bob Nadler

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Determining annual hiring goals	Initially, it has been determined that hiring goals will mirror the Affirmative Action Report concentrating on groups that are underrepresented. We continue to strive to have staff more representative of the student population.	The market contains less than 12% professional staff of color. Turnover in some units is extremely low and therefore, hiring opportunities are limited as well.	The recruitment plan which was developed to address the hiring goals must be implemented. Hiring authorities must also understand the importance of hiring a diverse workforce.
Developing a recruitment plan	In conjunction with the annual hiring report, a recruitment plan was developed and presented to the Board in February 2013.	It remains a challenge to recruit qualified candidates to relocate to Madison.	We must continually analyze the effectiveness of recruitment efforts to ensure that we are reaching and attracting the largest amount of qualified applicants as possible. We will continue to analyze the demographics of universities in the Midwest to target recruitment efforts.
Grow Our Own Program: Teacher to Principal	None at this point. This program has been delayed for one year. It was not funded.	N/A	N/A
Grow Our Own Program: Staff to Teacher	This program is in the initial stages of implementation. Over 100 applications were received. Applications have been reviewed and interviews are taking place the week of this writing.	Having sufficient funds to make the program attractive to applicants and to sustain the program over a long period of time is very important.	We are encouraged by the strong interest in this program and must work toward building it into the future. This program must be self-sustaining and a successful first year will encourage others to participate.
Grow Our Own Program:	This program has not yet started.	Eliminating public funds from this	As soon as private funds are

<i>Strategy</i>	<i>Activities Implemented</i>	<i>Challenges</i>	<i>Future Recommendations</i>
Community Member to Teacher	It was not funded.	program will improve the ability to select diverse candidates. A private sponsor must be found to fund it. We will work to identify private support for this program. We also need to examine any legal constraints surrounding administration of such a program.	identified and a structure for administration is developed, this program will be launched similar to the Staff to Teacher program.
Making changes to hiring infrastructure	Changes to the hiring procedure were made through the Board's Diversity & Hiring Ad Hoc committee. This committee completed its work during the 2011-12 school year.	None at this time.	All of the recommendations in this chapter support the hiring goals of the District.
Making changes to evaluation infrastructure	This recommendation is on hold because the State of Wisconsin is currently developing an evaluation process that will be mandatory for teachers and principals.	The new State evaluation system will require intensive professional development at both the principal and teacher level. It will also be extremely labor intensive for principals to complete teacher evaluations under this system.	The District is currently participating in the pilot for implementation of the new evaluation system and will continue participation into next year. Training is being developed and will be available to principals and staff starting in late spring and during the summer.
Development of an annual hiring report	The annual hiring report was designed in late 2011 and presented to the Board for the first time in March/April 2012. A second report was presented to the Board in February 2013.	None.	Data will be kept and summarized for the Board on an annual basis to document the progress in achieving the District's hiring goals.

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