

# MADISON PUBLIC SCHOOLS



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DISTRICT GOALS for 2018-2019 and beyond

*The Madison School District will inspire and challenge all students to be lifelong learners,  
empowered with the knowledge, skills, and character  
to shape their future,  
realize their dreams and  
contribute positively to the world.*

# OBJECTIVES

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1. Review our District Goals for 2018-19
2. Provide an update regarding District Goal Efforts
3. Explain our Theory of Action regarding our Goals
4. Set our District Goals in the context of a district vision and long-range strategic plan



# APPRECIATION

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1. Students – They are the mission
2. Faculty – Support for students; surveys
3. Support staff – Integral role in ops and culture; surveys
4. Families – Support and feedback; surveys
5. Parent Organizations (MMA, PTO, MEF, PPEC) for constant support
6. Board of Education – Belief in staff, student and community empowerment





# WHAT WE KNOW – AVAILABLE DATA

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- State of the Schools Address 2018
  - Publicly available on district website; includes academic performance data
- Spring Climate Surveys
  - Confidential administration
  - 132 staff responses from 382 employees (39.5% participation)
  - 1,687 student responses from 2,127 students in grades 3-12 (79.3% participation)
  - 702 parent responses from 1,758 primary contacts (40.0% participation)
- Statistical Analysis of Student Survey Responses by Subgroup
  - Black, Hispanic, Economically Disadvantaged and Special Ed have a less positive experience in our schools.
- Additional Surveys
  - Professional development – positive feedback; staff should be more included in decisions
  - Private school students – some perceptual concerns regarding school culture

# OUR STRENGTHS

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1. Madison graduates are accepted into the **best colleges and universities** in the world
2. Most students and parents are having a **highly positive experience** in our schools
3. Most **staff feel supported** and feel as though their input is valued
4. While always a concern, **perceptions of bullying are low** among students
5. Students report being **challenged** and that they are **learning**
6. English Language Learners feel **welcomed and supported** in our schools
7. The **1:1 Chromebook program** appears to be successful
8. Our **STEAM initiatives** are very popular with students and families



# AREAS FOR IMPROVEMENT

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## 1. Relationships and culture

- All students should have an adult they trust and can confide in
- Students from diverse backgrounds should feel valued and celebrated
- Efforts are needed to improve perceptions of fairness and reduce perceptions of favoritism
- Disadvantaged students need adults to believe in them and inspire them, especially if they don't believe in themselves

## 2. Instruction and programs

- All students should look forward to coming to school
- All students should feel as though school is relevant and meaningful
- All students should have access to supports to reach grade level proficiency

## 3. Other areas

- Staff and students should be more included in decision making and planning
- Parents should feel more supported by schools
- We need a proactive vision for improving our facilities



# 2018-19 DISTRICT GOAL #1

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**#1 - Make Learning Personal** - We will engage all students in rigorous instruction and assessment practices that:

- Meet every student's individual and changing needs
- Use real-world experiences as the conduit for learning
- Empower students with ownership of their learning paths

## **How we are putting this into action:**

- Focus on **Struggling populations** – Evaluate Bilingual Ed, Multi-Tiered System of Supports, Cultural Awareness
- Reevaluate **Assessment and Grading Practices** – HW, Grading systems, common expectations
- Empower students with choice in the classroom – Increased electives, dual credit, internships
- **Early Child Education** Initiatives – Full Day K, Early Intervention, Improved Data Collection (for 2019-2020)
- **Curriculum and Courses** pathway redesign – Improved offerings through greater scheduling efficiency (for 2019-2020)

# 2018-19 DISTRICT GOAL #2

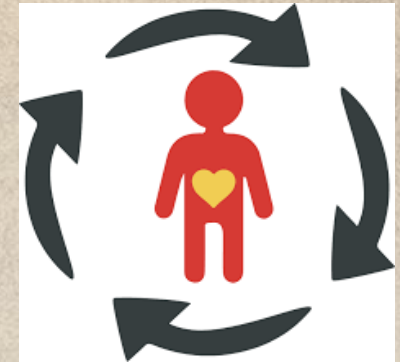


**#2 - Empower the Whole Child** - We will support emotional resilience in all students by:

- Knowing their stories, promoting their strengths and meeting their needs
- Ensuring dignity and kindness for all, in every situation
- Enabling every student to reach their maximum potential

**How we are putting this into action:**

- Staff training in **Emotional Wellness**
- **Social-emotional** interventions – GoGuardian, Gaggle, additional support staff, training for staff
- Reevaluation of **Code of Conduct** and **Dress Code** systems
- **Character Education** programs that align throughout the district (for 2019-2020)
- **Pro-social** programming in the classroom for all students (for 2019-2020)
- The development of **individual learning profiles** (for 2019-2020)





# 2018-19 DISTRICT GOAL #3



**#3 - Model Fiscal Responsibility** - We will build community confidence by ensuring that:

- Maximum return on investment
- Sustainable solutions that meet educational needs
- Fiscal monitoring and reporting

## **What to expect:**

- Greater fiscal clarity
- Reduction of inefficiencies
- Funding tied to program evaluation (2020-2021 process)
- Per-pupil analysis of budgeting and needs based budgeting (2020-2021 process)
- Possible school-based budgeting (2020-2021 process)



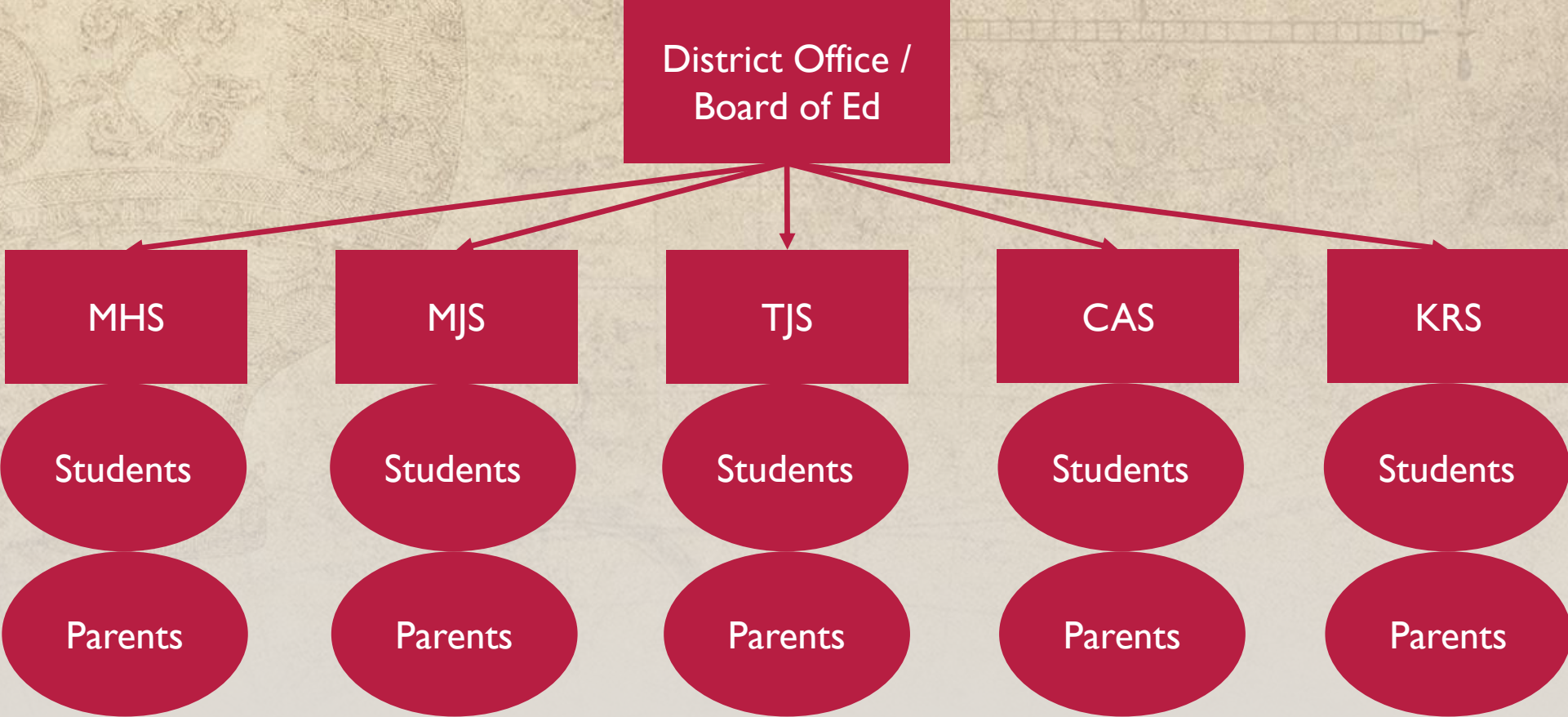
# HOW WILL WE DEFINE SUCCESS – MULTI-YEAR

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1. **Lower burnout** (several times a week or more) – Reduce to 20% (from 39%)
2. **Lower boredom rates** (once a day or more) – Reduce to 20% (from 63%)
3. **Increased celebration of differences** – Improve to 90% (from 59%)
4. **Improved outcomes for all populations** – 70% of students will reach grade level proficiency ELA and Math proficiency on state assessments for all (current rates vary between 28% and 55% within subgroups)
5. **Increase staff support** – 90% of staff will feel supported by district (from 76%)
6. **Increase support for parents** – 90% of parents will feel supported by district (from 69%)

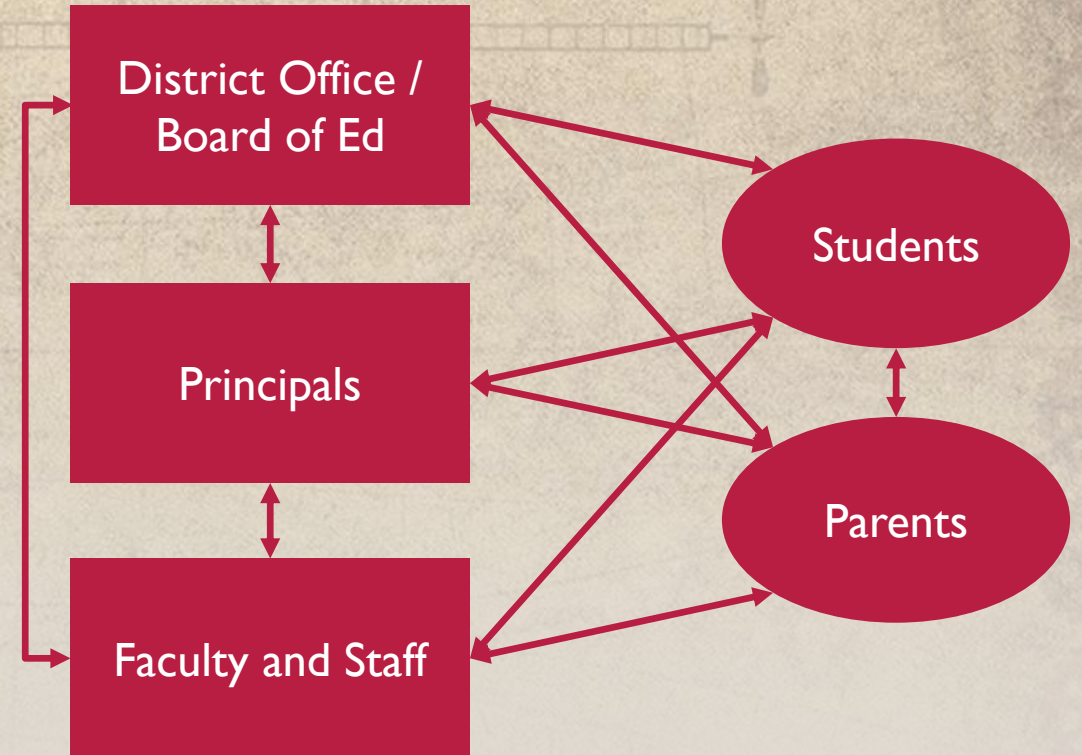
# DEFAULT MODEL - CENTRALIZED



# NEW THEORY OF ACTION – INTEGRATED AND ALIGNED MODEL



1. Schools should be the driver for continuous improvement
2. Schools should work together to align resources and collaborate for all
3. District Offices should support principals as they support faculty
4. All three levels support students and parents
5. Principals are at the center of organizational change





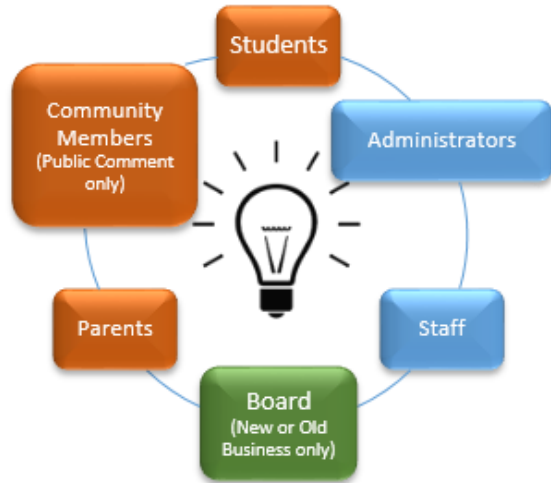
# Madison Public Schools Growth Management System

School Responsibility

Board Member Responsibility

Stakeholder Involvement

## Phase I Issue Identification



## Phase II Research, Data Collection, Analysis

Evaluate  
Current  
Practice

- Who is responsible for the current practice?
- What practices are currently in place?
- Why is our practice the way that it is?
- Does our current practice align to our mission and vision?
- What data may help us to evaluate?
- What new data should we collect?

Studies and  
Exemplars

- What studies, frameworks and exemplars are available?
- What theoretical frameworks should guide our discussion?

Stakeholders  
and  
Professionals

- What insights can be gained from stakeholder input?
- What do our professional resources advise?

## Phase III Research, Data-collection, Analysis



## Phase IV Board Vetting and Authorization

Committee Discussion

Board Discussion

Board Action

## Phase V Implementation

Planning and  
Communication

Rollout

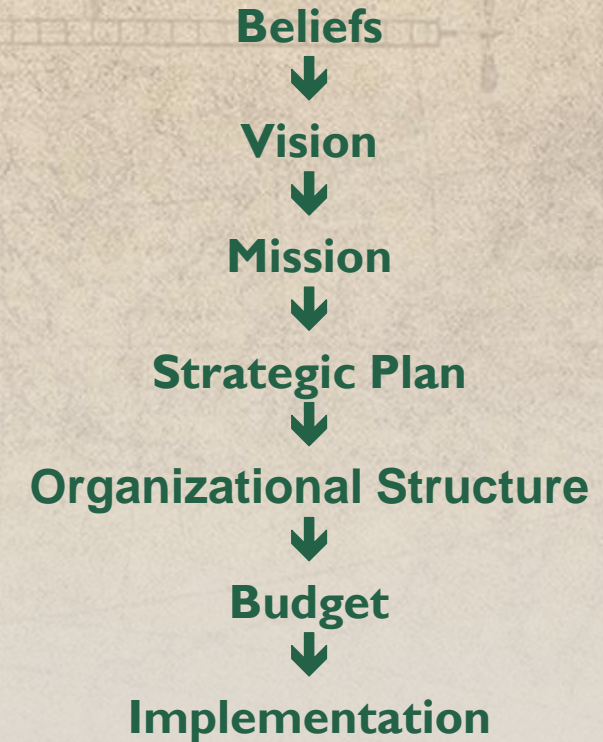
Monitoring and  
Feedback

# LOOKING AHEAD

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- Our 2018-19 Goals and Action Plans will guide our efforts for the current school year
- Our climate survey will be administered again in March and the data will be made available for review in April
- Survey and performance data will be reported in the State of the Schools Address 2019
- In the Spring of 2019, we will initiate a vision setting and strategic planning process to align our efforts and resources
  - Staff, students and parents will be invited to participate in this process
  - District wide quantitative targets to be set



# FINAL TAKEAWAYS

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*For the great doesn't happen through impulse alone, [but] is a succession of little things that are brought together... And the great is not something accidental; it must be willed.*

– Vincent van Gogh, in a letter to his brother (1882)

- Our work is one of the greatest missions of society – to prepare the next generation as caretakers of our world
- Every member of the school community has a vital role – it takes a village to raise a child
- Progress is made incrementally – every little effort makes a difference.

~Thank you for your commitment to our students~

