



District Goal Development 2020

A reporting of district goal efforts to the
Madison Board of Education

November 17, 2020



Outcomes

1. Provide context regarding the district goal development process and district improvement efforts to date
2. Propose goal language and targets for Board discussion
3. Summarize recent district improvement efforts and current district goal workflows



District improvement efforts align to our mission statement

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.





District goals are data-driven

The [2020 State of the Schools Address](#) details our areas for improvement and points of progress, including the following takeaways:

- While all subgroups show above-average or high growth, achievement gaps persist
- Math growth is particularly high across subgroups, however ELA growth for economically disadvantaged students is only slightly above average
- Climate indicators reveal opportunities to create a more inclusive school environment



District goals are research-based

- Goals align with 60 years of research in achievement gap closure
- Martin Seligman's PERMA model guides our decisions; to flourish individuals must have high levels of:
 - Positive emotion, including joy and well-being
 - Engagement in focused tasks and deliberate practice
 - Relationships that foster trust and belonging
 - Meaning and purpose in one's life work
 - Achievement and accomplishment through mastery experiences



District goals are stakeholder informed

- Staff, students, and parents participate in annual State of the Schools climate survey.
- Aligned org structure and teacher leadership model enables two-way communication
- District Goal Workgroups engaged 40 faculty members in developing improvement efforts:
 - Analyzed student performance and wellness data
 - Identified aspirations, metrics that matter, strategies and tactics
 - Workgroup focus areas were: Innovation and Engagement (E), Anti-racism and Social Justice (M), Equitable Outcomes (A), and Social Emotional Learning and Self-regulation (R&P)



Thank you, District Goal Workgroup faculty members!

Innovation and Engagement	Social Justice	Equitable Outcomes	SEL and Self-Regulation
Kiera Chiarino (CAS)	Kelly Dacey (CAS)	Kathie Spelker (CAS)	Katie Nesheiwat (CAS)
Michelle D'Amico (TJS)	Samantha Lopez- Garita (KRS)	Anthony Cyrana (CAS)	Megan Petersen (CAS)
Heather Jimenez (TJS)	Judy Bletcher (TJS)	Brett Levine (KRS)	Kathy Goodbread (KRS)
Jason Erdreich (MJS)	Suzanne Pelkey (TJS)	Joanne Sims (KRS)	Marisa Caruso (TJS)
Karen Bessin (MJS)	Paige Henry (MJS)	Alex Lopez (MJS)	Laura Savage (MJS)
Liz DeFresco (MJS)	Veronica Tobia (MJS)	Jennifer DeAngelo-Thomas (MHS)	Kathy Siso (MJS)
Joe Cecala (MHS)	Dani Bratton (MHS)	Kat Hudak (MHS)	Stefania Lambusta (MJS)
Christopher Monaco (MHS)	Jason Ellrott (MHS)	Suzanne Monkemeier (MHS)	Vanessa Morgenthaler (MHS)
Karen DeTrollo (MHS)	Steve Bernich (MHS)	Michelle DiSarno (MHS)	Diane Fastiggi (MHS)
Megan Holzer (MHS)	Bob Grundfest (MHS)	Jaquelynne Radcliff (MHS)	Heather Sokolowski (MHS)



Proposed District Goal Aspirations

Goal 1: Promote High Academic Achievement for All Students

We will engage all students in a personalized learning experience that will:

- Provide access to authentic and rigorous learning experiences, that connect prior and future learning within the standards
- Foster student agency by providing choice, self-assessment opportunities, and individualized feedback
- Promote high levels of cognition and metacognition
- Increase student agency and content mastery through robust opportunities for self-assessment, self-improvement and self-monitoring
- Effectively use data to identify and address any unjust student outcomes

Goal 2: Empower Every Child

We will ensure that every student thrives by:

- Knowing their stories, promoting their strengths, and meeting their needs
- Supporting student wellness and resilience
- Ensuring dignity and kindness for all, in every situation
- Removing any barriers that impede student progress, including those based on race, culture and/or identity

Goal 3: Model Operational Responsibility

We will build community confidence by ensuring that:

- District resources are allocated and evaluated for maximum return on investment
- Budgets are developed through collaboration and transparency to provide sustainable solutions that meet educational needs
- Facilities are designed and maintained to enhance student learning
- Bylaws, Policies, and Regulations are continuously reviewed and developed to guide the effective operation of our schools



Goal 1: SMART Targets

1. By 2023, all students will respond to the survey prompt, “**I find assigned school work engaging,**” with an affirmative rate of ___% (In 2020, 52% of students responded affirmatively)
2. By 2023, all students will respond to the survey prompt, “**School is preparing me for my life as an adult,**” with an affirmative rate of ___% (In 2020, 67% of students responded affirmatively)
3. By 2023, ___% of students will have an **individual learner profile** that is integrated with or accessible from the student information system, which includes a variety of key indicators that may identify students that may be underserved or at-risk.
4. By 2023, Black, Hispanic, Multiracial and Economically Disadvantaged (ED) student subgroups will achieve a minimum proficiency rate of ___% on the **NJSLA for English/Language Arts** (As of 2019, rates were 56.2% for Hispanic; 51.4% for Black; 66.7% for multiracial; 43.5% for ED)
5. By 2023, Black, Hispanic, Multiracial and Economically Disadvantaged (ED) student subgroups will achieve a minimum proficiency rate of ___% in the **NJSLA for Math** (As of 2019, rates were 47.1% for Hispanic; 32.4% for Black; 70% for multiracial; 31.7% for ED)



Goal 2: SMART Targets

1. By 2022, ___% of students will participate in a **wellness inventory** (to establish a baseline for future year goal setting)
2. By 2023, ___% of students will report that they have a **strong friend base** within the annual district survey (In 2020, 52% of students responded affirmatively)
3. By 2023, ___% all students will report that they **enjoy participating in school everyday** within the annual district survey (In 2020, 61% of students responded affirmatively to a similar item)
4. By 2023, **faculty and administration members** who identify as non-White will reach a minimum level of ___% (currently estimated at 5%)
5. By 2023, there will be **no statistically significant differences** in student survey responses to perceptual measurements of their school experience between subgroups (provide recent summary).



Goal 3: SMART Targets

1. By June 30, 2021, the Superintendent will recommend a long-term facilities improvement plan to the Board of Education, developed with stakeholder participation.
2. In the Spring of 2021, the Superintendent will recommend a balanced budget that aligns with the workflows of the 2020-21 District Goals.



Goal workflows will support ongoing improvement efforts

- The following workflows reflect the work of MPS educators within the district goal workgroups.
- Workgroup outcomes were aligned into five workflows designed to enable greater efficacy among our educators in achieving the district goals

Workflow #1 - Diversity, Equity and Inclusion

- Race education and coaching for staff and administrators
- DEI curriculum standard development
- Common language guide development to guide conversations
- Staff diversification efforts
- Affinity groups for students



Goal workflows will support ongoing improvement efforts

Workflow #2 - Student Agency and Personalized Learning

- Student self-assessment, self-monitoring and self-improvement practices
- Refined assessment, grading, and report card practices
- Personalized reading initiative
- Increased differentiation resources
- Learning Management System to enhance blended learning practices

Workflow #3 - Individual Learner Profiles

- Academic and cognitive measures (STAR, NJSLA, etc)
- Wellness measures
- Student interests and preferred learning styles
- Embedded in student information system



Goal workflows will support ongoing improvement efforts

Workflow #4 - Early Warning System

- Identify students at-risk of not meeting proficiency
- Develop case management/advisory system to monitor those at-risk
- Leverage ILPs to personalize interventions

Workflow #5 - Multi-tiered System of Support

- Intervention services for Math and ELA
- Therapy services for PT, OT, speech and mental health
- SEL programming
- Enrichment and acceleration services
- Any other unique service needed



Improvement efforts underway for 2020-21

- MPS Blended Learning Practices and Commitments
- Google Classroom checklists
- Teacher-led professional development
- Anti-racism Advisory Group for community members
- Mental Health training and support groups for staff
- Expansion of elementary enrichment and acceleration services
- Star assessment and data analysis w/identification of at-risk students
- Elementary Unit Assessments for ELA
- LMS and SIS evaluation
- Resilience and Self-regulation programs
- Personalization and differentiation training for staff, including:
 - Star with Freckle
 - Google sites
 - Digital notebooks
 - Newsela
 - ST Math
 - Foundations
 - Math in Focus (K-5)



Next steps

- November 17 - Feedback from Board members regarding goals and targets
- Week of Nov 30 - Reconvene District Goal Workgroups
- December 1 - Facilities assessment report for public
- December 3 - Finalize goal and target proposals with Principals
- December 8 - Share goal and target proposal with Board members
- December 15 - Recommend approval of goals and targets



Questions?

