

### 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 <u>ALL</u> 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 <u>2020 State of the Schools Address</u> 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:
  - <u>P</u>ositive emotion, including joy and well-being
  - <u>Engagement in focused tasks and deliberate practice</u>
  - <u>**R**</u>elationships that foster trust and belonging
  - <u>Meaning and purpose in one's life work</u>
  - 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)				
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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)
- 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

- By 2022, \_\_\_\_% of students will participate in a wellness inventory (to establish a baseline for future year goal setting)
- 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

### Goal Workflow Project Plan Design

Workflows	Goal Areas	Person Responsible	Sept20	Oct 20	No v20	Dec 20	Jan 21	Feb 21	Mar 21	April 21	May 21	June 21	Summ 21	Fall 21	Wint22	Spri 22	Sum 22	Notes
Early Warning System	1				Bohe	dule	d/In-P	rogri	ecc/0	ompl	eted	Delay	Tibey	tegn	date			
															Т			Use NJSLA for K-10; Use report card data for MHS (more than one "C" at
	08400			-														any time in the past year); disagregate by subgroup;
Stage 1: Identify all students at risk of not meeting proficiency	182			21	1		1	8	2	2	8	8 <u>8</u> -	12	5	5	5	5	https://success.gsu.edu/approach/
Stage 1: Develop engagement/support strategies for each EWS student	182																	Use https://success.gsu.edu/approach/ as exemplar for case management (Identify, Acknowledge, Support, Follow-up)
Stage 1: Create school dashboards with EWS criteria	182		-	1	5		-	-							-			Postive Education checklist, Attendance, Star, NJSLA, blended learning
Stage 1: Progress monitoring for EWS students	182			1	-	-	-	× 1	-	1	5			*	5	*	5	Use shared spreadsheet (Ts complete data card; Ps complete dashboard)
Stage 2: Integrate EWS data with SIS/ILPs	182			2	5	9g	-	37-					Sta	-	-			
Stage 2: Grade level transition meetings with next year's teachers	182			-	-	-		-	-				1	*	-	-	*	
Stage 2: Training for teachers in MTSS, EWS, and ILPs	182			1		3		8	3	3	1	5	1	8		1	8	
Stage 3: Identification of EWS students, ILP Goals and MTSS services for each child	182												10		5	5		
Stage 3: Progress Monitoring and Report Card alignment to ILPs	182					-		-		-	-	-	5	5	8	8	1	
Individual Learner Profiles				-	Pabe	article	din-P	Innan		-	atari	Dela	und T	aroat	date	-	-	
	-					uuli			- UEIC	-smp	JIP G	2012	, auri	1991	1010		-	Academic performance data (Star, NJSLA) grades?, self-reported interests
																		and ambitions, preferred learning styles, iep/504 information, wellness
Identify data sources necessary	182		4	, E	s	1							5				5	composit (from surveys), IQ (cogat?) - See Digital Promise Framework
Identify SIS and Screener providers and solicit quotes	1&2			î.	15	11	15	1	1	1	1	1		10		1		Star, Wellness (grit? PERMA?), IQ (cogat?)
Develop ILP Template within SIS	182		550	3	8	3	11	3	ы	1	4	9	ы	3	3	1	5	
ILP policies, protocols and uses	182				10		10		10		10	1	10				5	
ILP training for staff	182		9	1	8	3	1	3	3	(a.)	5	1	-	м		5	5	
Implentation of ILPs	182		2						-		5	5	5	, U		5	5	
Multi-Tiered System of Supports				1	Bohe	dule	din-R	rogr	1000	comp	leted	Dela	yediT	arget	date			
						1												Intervention (math, ELA, SEL, speech) and enrichment (Push-in and
Identify needed services	182				s	t												Pull-out), Advisory program period
Mock-up new master schedule to accomodate programs	182		2			5	5	t										Flexible scheduling (aligned bell-schedules), flexable classes (DEAR, WL), Including staffing and facilities costs
Build new master schedule w/ modified teacher assignments	182		3	3	3	2-	12-	3	-	5	1	it.	3	3	3	3	3	
MTSS policies regulations and protocols	182				5		5		5		s	1						
MTSS implementation and trainin for staff	182		8	3	2	3	1	3	5	5	5	5	5	4	3	ŝ.	3	
MTSS parent education	182				÷.	÷.,			2	2	4	5	5	. 1.		÷.	÷.	
MTSS monitoring and refinement	182													5	t			
Personalized Learning Initiatives					Sohe	edule	din-F	roor	ecc/0	lomp	leted	Dela	vediT	erpet	date	8		
Identify personalized learning initiatives	182			F	5	и												DEI standards and common language, Reading initiative, Assessment/grading philosophy, common rubrics, new LMS/SIS, SEL Priorities, student self-assessment and self-monitoring (see <u>Student</u> Evidence Tracker)
Identify vendors and PD costs; get quotes for budget	182					5	5	i.										Accelerated reader costs, curriculum writing, district workgroups; leverage OER
District workgroups/School PLCs to develop and refine curricular											1		2		1	Ť.		DEI standards and common language, Reading initiative,
frameworks, resources and revisions; prepare for summer work	1&2		i		5	.,	5		5		5		.t.					Assessment/grading philosophy, common rubrics, digital resource
Finish related work in the summer	182											5	t					Curriulum writing, rubric development, library recoding for AR
Train staff and implement curricular shifts	182		2	8	8	8	1	8	2.2	200	28	ш	ш	1	8	2.0	8	AR, curricular shifts, LMS training
Diversity, Equity and Inclusion				4.2 0		24												
Establish DEI priorities, standards and common language	2			i	5	5	£-								Т			Affinity and connection groups?, race training for staff, diversity recruitment
Build diversity pipelines with HBCUs	2				5	5	5	s	1	3	5	3	3	3		ŝ.	3	
Identify budgetary, staffing and professional supports necessary	2			, i			s	. 4.							. 1			Race coaching/education
District workgroups/plcs and AAG to develop standards and common langauge, further efforts in priorities	2				5	Ĵ	5		5	Ĵ	5		1	Ĵ		)	Ĵ	
Finalize related work through summer sessions	2			1		1		1	1			5	1		× 1	1		
Train staff in DEI efforts	2		8	3		3		3	3	3	3-	5	5	1		8	2	

## 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
  - Fundations
  - 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

