**Background**

All Local Educational Agencies (LEAs) receiving more than one grant under the Every Student Succeeds Act (ESSA) are required to complete an LEA Plan. The Madison Metropolitan School District (MMSD) Strategic Framework is the district’s ESSA Plan. Approved ESSA LEA plans are public records and LEAs and DPI must provide copies of the ESSA LEA Plan Report upon request. Once approved, the LEA Plan Report is available in the Department of Public Instruction’s WISEgrants Federal Grants Portal by clicking Reports/ESEA/LEA Plan Report. LEA Plans will support Wisconsin’s ESSA goal and objectives listed below. In each ESSA grant application, LEAs will be required to connect budget items to one of the four objectives.

**Wisconsin’s Goal: Reduce the achievement gap by half for each subgroup within six years.**

**Objective 1:** LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy, and safe environment.

**Objective 2:** LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high quality education for all students.

**Objective 3:** LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.

**Objective 4:** LEAs will make progress on closing the achievement gap for all subgroups in English language arts, and math so all students meet challenging academic standards.

**Narratives**

1. Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:

   - Development and implementation of a well-rounded program of instruction to meet the academic needs of all students.
   - Identification of students who may be at risk for academic failure.
   - Provision of additional educational assistance to individual students. The local educational agency or school determines need help in meeting the challenging State academic standards.
   - Identification and implementation of instructional and other strategies intended to strengthen academic progress and improve school conditions for student learning.
The Madison Metropolitan School District’s Strategic Framework upholds the vision that every school will be a thriving school that prepares every student to graduate ready for college, career and community. To accomplish our vision, we must also strive to meet a new set of ambitious goals for the future. These goals will help us stay focused on what really matters – keeping students on track for graduation and the fulfillment of their dreams, making sure our students experience thriving cultures and climates that lead to healthy identity development and holding high expectations for all. We’ll track progress on our goals and report publicly every year.

**Goal #1:** Every child is on track to graduate ready for college, career and community. This will be measured by:

- Reading Proficiency Level
- Reading Growth
- Math Proficiency Level
- Math Growth
- Four-Year Completion Rate
- High school students with 3.0 GPA or higher
- Percent of students on track to achieve graduate vision using self-reported survey
- Postsecondary enrollment rate

**Goal #2:** The district and every school in it is a place where children, staff and families thrive. This will be measured by:

- Student climate survey power question
- Staff climate survey power question
- Parent climate survey power question
- Percent of students with 90% attendance or better
- Percent and number of teachers of color
- Staff retention
- School safety climate survey power question for students, staff and parents
  - *What is a power question?* In school climate surveys, all questions will be analyzed, but we will focus especially on power questions – one question that is designed to most accurately capture an overall reaction and give us insight into student, family and staff opinions aligned with priorities.

**Goal #3:** African-American children and youth excel in school. In addition to disaggregated data for goals #1 and #2, this will be measured by:

- Child readiness for school
- Grade 3 Reading Proficiency Level
- Grade 8 Math Proficiency Level
- Advanced Learning participation rate
- Grade 9 On Track
- Advanced coursework participation and success rate
- Student climate survey power question

MMSD will continue to utilize a Multi-tiered System of Support (MTSS) in order to monitor student progress in meeting the state academic standards through the integration of evidence based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today’s classroom. All school sites and instructional staff implement MTSS as outlined in MMSD’s [MTSS Guidance Document](#).
In accordance with state statutes and Department of Public Instruction (DPI) regulations, the Board of Education was required to establish a process for identifying students at-risk of not graduating from high school and, annually, develop a plan for meeting the needs of those students in order to better prepare them for successful graduation. The MMSD At-Risk Plan sets forth the means by which the District will identify students at risk of not graduating and provide them with appropriate and adequate academic and social-emotional supports and interventions in order to obtain their high school diploma and successfully graduate college, career and community ready. This plan also includes strategies for parental notification and involvement.

With increasing concern surrounding how to best support a growing number of students struggling significantly to find a path towards post-secondary success, the Opportunity Youth Project was initiated to better understand the wants and needs of these students, and identify actions the district should take to help these youth thrive. The Opportunity Youth Project Gap Recommendation Report outlined gaps that have hampered our progress in supporting Opportunity Youth, as well as a number of recommendations to remedy them. Key among these recommendations is establishing the Office of Youth Re-Engagement (OYR), a team dedicated to providing support and services to Opportunity Youth districtwide, in addition to operationalizing the recommendations outlined in the report.

**Rationale**

By providing a much needed layer of support explicitly targeting Opportunity Youth, OYR would complement the current range of supports provided by Student Services. In addition to the delivery of direct services, a dedicated office would lead the creation and sustainability of student-centered options aligned with research and best practices. Given the equity imperative of supporting a group of youth that is almost entirely students of color, and the expressed interest for meaningful action from school-based staff and community leaders with direct touch points with this population, there is a strong urgency to act now.

**Target Population**

OYR would focus its efforts on the three student sub-groups that compose the Opportunity Youth population. Note that there is a great deal of overlap among these three sub-groups:

- Students involved in the justice system.
- Students that have left school entirely (i.e., dropped out).
- Students that are especially off-track towards graduation, with a particular focus on 10-12th grade students with earned credits placing them at least one-year behind their graduating class.

**Goals**

In an effort to shift our way of working from reactive to proactive, the creation of OYR has three chief aims:

- Deliver concentrated emotional and academic supports, services, and resources to successfully redirect Opportunity Youth towards graduation and transitions into a post-secondary option.
- In partnership with students and community, design, launch, and sustain student-centered alternative schooling options.
- Coordinate information, resources, and strategy within MMSD and across community-based organizations serving Opportunity Youth to increase the efficacy of community efforts.
Success Metrics
Using an individual student case management approach, OYR will evaluate the success of its efforts by closely monitoring growth in the following metrics:

- Progress towards student-generated academic and personal goals.
- Progress towards school-site and re-engagement team generated goals.
- The rate in which students continue attending / participating in a program placement.
- Credit attainment, GPA, attendance, behavioral incidents (including any potential recidivism), across all student-cases managed by re-engagement team.
- 4, 5 and 6-year graduations rates across all student-cases managed by re-engagement team.

2. How will you identify and address any disparities that result in low-Income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan? Inexperienced is a teacher that has been teaching in a licensure area for three years or less. Out-of-Field is a teacher that is teaching on an emergency license/permit. Ineffective is a teacher that does not meet the Wisconsin teaching standards. LEAs are encouraged to use local data to help further determine ineffective teachers.

The Madison Metropolitan School District’s Strategic Framework upholds the vision that every school will be a thriving school that prepares every student to graduate ready for college, career and community. We approach this commitment with a belief that all of our fates are linked. More than half of our 27,000 students are students of color, including 21 percent who identify as Latino and 18 percent who are African-American. Over a quarter are students who are learning English, coming from homes where nearly 100 different languages are spoken. Fourteen percent are students with disabilities. These bright and beautiful children are the future of Madison. Every single child must thrive if we are all to thrive, and we want them all to graduate with the knowledge, skills and mindsets needed to make their dreams come true.

To achieve the three goals of the Strategic Framework (#1 Every child is on track to graduate ready for college, career and community; #2 The district and every school in it is a place where children, staff, and families will thrive; #3 African-American children and youth excel in school), we will rely on five major strategies for change. Strategy #2 speaks directly to MMSD’s investment in people. We will commit to investing in and fully supporting our staff, with a focus on anti-racist, culturally responsive and inclusive teaching and powerfully aligned hiring, placement, induction, professional growth, coaching and evaluation practices. Our highly qualified, committed staff are among our greatest assets, and to do their best work, they need tools, resources and our full support. That includes investing in their ability to grow and learn in a trusting environment where they can bring their full selves to work each day and celebrate their identities as educators. It also means investing in not just individuals but the collective power of their teams to make decisions, every day, in uncompromising alliance to children and families. We believe that investing in our staff means investing in their collective knowledge and skill, in their ability to function efficaciously in teams and in forging career paths designed for positive impact.

We will do that through:

- **Culturally Responsive Teaching:** Our Great Teaching Framework describes high-quality teaching in our school district and puts culturally and linguistically responsive teaching at
the center – all in service of deeper learning for all students. We will more tightly align our systems for hiring, placement, induction, professional growth, coaching and evaluation for teachers to this Great Teaching Framework. While educators must be well versed in culturally responsive teaching practices, every employee needs to function from a common understanding about the history and effects of racism, structural racism and implicit bias. This work will be embedded in induction and professional learning district-wide.

Utilizing a growing cohort of Equity Fellows who work in different capacities all over the district, we will offer ongoing specialized facilitation support for school-based and central office staff on implicit bias, structural racism, racial identity and racial equity.

• **Building Collective Efficacy of Teams:** Teams that engage in clear and disciplined cycles of reflection, planning and action can clearly attribute the impact of their actions on student outcomes. We’ll move from relying on mainly large group or district-wide professional development, to more school-based learning, drawing on the expertise of principals, teachers and educators within and across schools. In doing so, we’ll build on the work of many successful teacher teams, as well as student services teams, across the district and focus on creating the conditions for these ongoing cycles of action and reflection to take place.

• **Talent Development:** We will also continue to strive for a more diverse staff and a talent development model that helps every staff member forge a path to grow professionally and increase their positive impact. We will continue to enhance efforts to engage employees through the establishment of affinity groups and the articulation of clear individual promotional paths and development opportunities aligned to social justice and racial equity.

When recruiting and hiring teachers, MMSD does not post specific school / department vacancies for many of our positions. Instead, the district will have general “pool” postings. This allows MMSD to collect applications and evaluate who are the best candidates for our schools based on strengths, interests, and availability. MMSD’s TEACH Madison Screening and Selection explicitly states that all teachers must demonstrate the competencies of high expectations for every student, quality instructional practice, cultural competence, data proficiency, team collaboration, student and family engagement, resilience and results orientation, and self-awareness and growth mindset. More information demonstrating the importance of the MMSD recruitment of a thriving workforce can be found in the TEACH Madison Booklet.
Once teachers are hired by MMSD, they participate in our **New Teacher Mentoring and Induction Program**. This multi-year process is in place to prevent any MMSD student being taught by an inexperienced or ineffective instructor:

In summary, teachers new to MMSD experience the following:

**Mentoring:**
- Year 1: 1:1 mentoring 1 hour per week by an experienced teacher
- Year 2: 1:1 mentoring 1 hour biweekly or as needed
- Year 3: Focused support from the instructional coach in each school building

**New Teacher Professional Development:**
- 4 Day new educator orientation
- 6 New Educator Seminars focused on Equity and meeting the needs of diverse learners

**Educator Effectiveness:**
- Year 1: Summary Year Evaluation as per the Wisconsin Educator Effectiveness model
- Year 2: Supporting Year Evaluation as per the Wisconsin Educator Effectiveness model
- Year 3: Supporting Year Evaluation as per the Wisconsin Educator Effectiveness model

Out-of-field teachers participate in the emergency licensure process through the Department of Public Instruction. MMSD is currently partnering with the UW on Emergency licensed teachers in the area of SPED in order to meet the higher needs for licensed individuals experienced by large, urban school districts. Teachers that do not have appropriate licensure that follow DPI guidelines are removed from the position.

If teachers are underperforming even when participating in the new teacher mentoring and educator effectiveness processes, additional coaching, professional development, or a plan of improvement may be implemented. The following guidance helps MMSD administrators work through these decisions with staff.
Educator Effectiveness Teacher Evaluation
Scoring Guidance

Overview and Purpose
Research has proven that teachers are the most important school-based factor in every student’s chance to succeed. Every child deserves an excellent classroom teacher. The Educator Effectiveness evaluation system is focused on teacher reflection and growth. The purpose of this document is to offer Principals and Assistant Principals guidance on when to offer or require increased coaching and professional learning and/or implement a plan of improvement based on evaluation scores using the Danielson Framework for Teaching and/or observational Evidence.

The Role of the Principal/AP
Teaching is complex and requires that teachers continuously reflect on their practice, learn and make adjustments to effectively meet student needs. A critical core function of the Principal and Assistant Principal is to offer teachers ongoing, actionable feedback that supports teacher reflection and learning. When teacher practice is identified as in need of improvement, based on Principal/AP observations, outcome data or other performance indicators immediate action must be taken to make the teacher aware of the deficiency, offer coaching and support with specified timelines for improvement.

The Improvement Process
It’s important to note that at any point in the evaluation cycle Principals/APs may implement a Performance Improvement Plan or PIP, the completion of a full evaluation cycle is not required. Please refer to the table below for guidance on when to implement additional supports and/or implement a PIP using the Danielson Framework for Teaching.

Discipline and Misconduct
The Educator Effectiveness evaluation process is not intended to be used to address issues of discipline and misconduct. These are behaviors that are unacceptable and must be immediately stopped. Some examples include hands on students/staff, inappropriate actions or comments, use of profanity and failure to follow directives.
### 3-Stage Improvement Process

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<tr>
<th>Stage of Improvement Process</th>
<th>Evaluation Scores</th>
<th>Principal/AP Action</th>
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| Stage I-Universal Support    | N/A               | • Specific feedback from observations within the EE cycle  
• Coaching cycles within school plan  
• Team meetings and data reviews |
| Stage II-Coaching and Professional Learning | • A score of 2-Basic in 3-4 of the 10 components across domains 2 and 3 of the Danielson Framework  
• Practice observed during at least one observation appears unsatisfactory when aligned with the critical attributes in the Danielson FFT but summative scoring has not been completed | • Principal may decide to assign a second Summary Year or intensify observations and feedback  
• Communicate specific performance concerns  
• Ascertain reasons for inadequate performance  
• Document specific goals for improvement with aligned supports and schedule follow up discussions to monitor improvement  
• If specified improvement goals are not met move to Stage III  
• Employee Coaching Form |
| Stage III-Performance Improvement Plan (PIP) | • Coaching and professional learning have been provided and goals for improvement are not met. For example, over 2 consecutive summary years or an extended period  
• A Score of 1-Unsatisfactory in any component in Domain 2 or 3 of the Danielson Framework  
• Majority of a score of 2s-Basic in any Domain | • Collect evidence from a minimum of 3 classroom observations to support the need for a PIP  
• Write the PIP outlining the specific performance you would like to see improved and define specific measurable goals  
• Define timelines for improvement and the assistance/tools/supports and training available to meet the goals  
• Schedule frequent observations to monitor progress towards goals  
• PIP Template (Note: Access electronically in the MLP system) |

Additional information can be found in the [MMSD Equity Plan 2017-18](#).
5. Describe the services you will provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local education agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

5.1 Public & Staff Awareness:
Due to the high numbers of students experiencing homelessness in the Madison Metropolitan School District (MMSD), the district has invested in implementing and sustaining the Transition Education Program (TEP). Within the MMSD organizational structure, TEP is placed under the Department of State and Federal Programs with the Director acting as the Homeless Liaison. This was a strategic move on district leadership’s part to further align local, state, and federal resources in a way that best meets the needs of students experiencing homelessness, while also ensuring that all measures of compliance are met as they relate to this population. With the number of students increasing each year, MMSD has continued to commit resources to staff TEP including an Elementary Teacher, a Secondary Teacher, and a Social Worker. These three individuals work as a team to carry out the requirements of the McKinney Vento Homeless Assistance Act in alignment with the MMSD Strategic Framework. Knowing that three staff members could not meet the individual needs of 1500 students experiencing homelessness, TEP staff work closely with each building social worker. These TEP Points of Contact are trained annually on McKinney Vento and are the first points of contact for students and families. TEP staff provide professional development for TEP POC’s so they can provide initial support, school information, and guidance to school staff as they assess students for academic, health, and other needs. In addition to this model, TEP staff hosts two Homeless Education Network events each year for Dane County District Homeless Liaisons, other MMSD school staff, and other community stakeholders. These half-day events are utilized to promote McKinney Vento awareness, program implementation, and networking. Part of what we can provide as TEP is our technical assistance to both district and community stakeholders in order to reduce barriers to education in the areas of identification, enrollment, and attendance.

Families of students who are homeless, by definition, lack a physical connection to a home or neighborhood. This reality makes welcoming them to the school community, communicating effectively, sharing power, and collaborating with the community even more critical. These actions help these families to grow their sense of connection to school when their connections to other places are unpredictable and potentially traumatic. In alignment with MMSD’s Strategic Goal that every student and family experiences a customer service oriented school system and MMSD’s Family, Youth, and Community Engagement (FYCE) Standards, the TEP program works to ensure that TEP Points of Contact (POC’s) in each building are literate in the needs and rights of homeless families and fully prepared to carry out an accurate, welcoming, and positive enrollment process. TEP staff serve as consultants between schools, legal services, and district administration to problem solve and remove communication barriers when working on more complex homeless situations. They also work cross-departmentally to provide additional support for students and families from populations such as Special Education, English Language Learners, Migrant, or Native American who may also be experiencing homelessness. In addition, MMSD as a district has a strong focus on family engagement that is inclusive of all populations of students and families.

5.2. Community Coordination & Collaboration:
TEP staff continue to ensure that they are networked within the Madison and Dane County Community in order to increase their own awareness of community based supports enabling them to better connect resources to families. MMSD has many partnerships established in order to promote awareness and meet the needs of the homeless population including the Housing
and Urban Development Continuum of Care, the Homeless Services Consortium, various media partners, the University of Wisconsin (through the Who We Are Writing Project and the Building Academic Social and Emotional Supports (BASES) program), Food for Thought, local shelters, and after school program providers including Red Caboose, Wisconsin Youth Company, the YMCA, Madison School and Community Recreation (MSCR), and Safe Haven. In addition to these partners, the TEP staff continually receive requests for speaking engagements across Madison, the county, and at the state and National levels. TEP staff strives to meet these requests in an effort to continue building awareness, promoting advocacy and increasing donation supports for family homelessness.

5.3. Identification & Referral:
All families have the ability to self-identify as homeless through the MMSD online enrollment process. Once this happens, the TEP Point of Contact (POC) in each school building receives an alert email through an automated system. The TEP POC will connect with the family to verify homelessness. During this conversation, families are provided with a TEP card (English, Spanish, and Hmong versions are available) which lists the rights afforded to students experiencing homelessness through the McKinney Vento Homeless Assistance Act. This card also has the contact information for the MMSD Homeless Liaison, the three TEP staff members and space to write in the school office, TEP POC, and Safe Arrival numbers. Once this conversation is held and an electronic verification is made, the student is automatically flagged in Infinite Campus and appropriate fee waivers including free meals are applied. Homeless students new to MMSD are immediately enrolled and participate in school and all school-related services for which they qualify. Classroom placement into regular education classrooms is completed within one day of enrollment. Transportation is arranged to begin the next day. Highly flexible, direct transportation via bus or taxi is provided to homeless elementary age students. A daily bus route includes morning pick up and afternoon drop off for elementary students at the family shelters. For non-sheltered elementary students, taxis, shuttle buses, and school buses provide transportation. Homeless students in grades 6-12 ride the City bus if residing outside of the school's walk zone, with free bus passes and training on the use of the bus system provided. Alternative transportation is provided if students live in areas not served by the City bus or that require more than an hour bus ride. Families may also be provided with a fuel card if they own a car to reimburse the cost of transportation to and from school. This process takes into account the mileage from the current residence to the school and the attendance from the previous week. TEP staff provide professional development for TEP POC’s so they can provide initial support, school information, and guidance to school staff as they assess students for academic, health, and other needs. Free breakfast, lunch and snacks are available immediately to all students who are homeless. School supplies and basic hygiene supplies are available. Class-specific items are available when requested by the school. TEP staff remain directly involved in more complex situations.

ACCESS
Preschool and Head Start: TEP facilitates collaboration between MMSD’s Early Childhood Special Education Program, Dane County Birth to Three, and family homeless shelters to administer the Ages to Stages (ASQ) developmental screener and provide follow up support. If the ASQ pinpoints a suspected disability for a homeless child under age 4, the child is further evaluated and may be placed in the MMSD Early Childhood Program. Pre-school age siblings of school-age youth are referred to voluntary pre-school programs (e.g., Head Start) or may participate in MMSD Early Childhood as peer models if space allows.
**After School:** Students who are homeless have several after-school options. Students attend Madison School and Community Recreation (MSCR) after-school programs or, if their school doesn’t offer MSCR, childcare centers. MSCR programs provide tutoring and a quiet place to do homework, extracurricular recreation, community interaction, a safe environment in which to play and socialize, and peer connections. MSCR after school programs are free for students who are homeless. TEP staff work with other after school providers (YMCA, After School, Inc., Boys & Girls Club) to help homeless students access care where MSCR is not available. They assist with ongoing coordination for enrollment, scholarships, and out bound transportation. During the school year, the program runs from the time school ends until after 5:00 pm when the child is transported back to the parent. TEP staff participate in the Madison-area Out of School Time (MOST) task force to bring awareness of the special needs and address barriers of homeless students relevant to after-school programs.

**Summer School:** Students who are homeless are provided the opportunity to attend MMSD’s Summer School if eligible. The program includes morning transportation, breakfast, 3 hours of daily academic instruction in literacy and math, 1 hour of enrichment, and lunch during June and July. Students also participate in the Madison School & Community Recreation (MSCR) Summer Enrichment Program from 12-4:30 pm and then are transported to their parents. Students experiencing homelessness who require a more structured environment have the ability to attend an alternate placement at Safe Haven. The TEP Elementary Teacher and the TEP Secondary Teacher hold 212 day contracts with MMSD in order to continue to provide support to students, family, and staff throughout the duration of summer school.

**Transitions:** TEP staff assist with enrollment, transportation, records transfer, and facilitating transitions to a new school if it is considered in the student’s best interest. In addition, MMSD has created a cross-departmental work group focusing on transitions between schools, especially those between 8th and 9th grade. TEP staff participate and bring the voice of students and families experiencing homelessness to this work.

**On Track for Graduation:** TEP staff specializes in developing awareness and providing training, advocacy, and support both within MMSD and the community to ensure access to and participation by all unaccompanied youth in opportunities for which they are able. Beginning in 2017, a secondary teacher joined the TEP team. Working in tandem with the TEP social worker, these two individuals provide a focus on the removal of educational barriers and graduation attainment for students experiencing homelessness. This is done through individual case management and the use of data to academically monitor students. In addition, the TEP Secondary Teacher works cross-departmentally with 9th Grade On-Track (MMSD’s early warning system). MMSD continues to offer credit recovery programs in addition to or in place of high school enrollment to serve youth in transition, including homeless students. They access credit recovery programs during the school day and also during non-traditional after-school hours, where they complete academic and vocational assessments, build core academic skills, receive personal support and guidance, and earn credits as they explore future options and gain placement in an appropriate long-term educational vocational setting.

**Pre-school Aged Children:** The District provides services to four year olds participating in 4-year-old Kindergarten (4K) and four-year-olds who participate in legally mandated Early Childhood Education. Currently, TEP staff and TEP Points of Contact (POC’s) make referrals to Early Childhood Education for pre-school age children when a disability is suspected, and provide assistance to parents accessing preschool/childcare programs located in the community such as Head Start and Play N Learn. Through MMSD’s 4K, both community-based child care providers and schools provide 4K programs. TEP staff provide support and assistance to
help providers develop their knowledge and facilitate access to services for 4K students and families in alignment with McKinney Vento guidelines. Head Start and community sites have received professional development on the rights of children who are homeless pursuant to McKinney Vento. Problem solving and consulting have been an integral part of our services for 4K, Play N Learn, and early childhood needs. MMSD has an increased focus on mental health, social emotional learning and the impact of trauma. The TEP staff have directed this focus, specifically targeting homeless 4K-2nd grade students, through a partnership with the University of Wisconsin. Implemented at three elementary schools, the Building Academic Social and Emotional Supports for Young Homeless Children (BASES) program provides mentoring and social emotional support with a focus on family engagement and increasing academic success.

**Unaccompanied Youth:** The TEP service model operates both internally within MMSD and externally with the community to identify and provide access to educational services to unaccompanied youth. Although numbers are increasing, the majority of unaccompanied youth are already enrolled in MMSD schools and may not want to self-identify as being homeless. School-based support staff and teachers identify these youth within the context of their relationships with the student. In other instances, TEP staff receive referrals from Briarpatch Youth Services or other community service providers. In these situations, a key function of TEP staff is to connect unaccompanied youth with school social workers, nurses, and other MMSD staff to work closely with them in their school. TEP provides assistance to unaccompanied youth regarding school-related decisions, educational support, and referrals to community services. TEP provides access to resources for basic needs with the goal of equal access and full participation for school success. Carefully individualized supports are offered after consultation with school social workers to provide collaborative case management focusing on school attendance and success. Assisting with access to health care, mental health and nutritional supports, obtaining records, navigating housing applications, safety planning around sleeping arrangements, and addressing legal issues all may occur on a weekly basis.

**Students With Disabilities:** The TEP staff and the school-based TEP Points of Contact (POC’s) work together to keep an additional focus on homeless students with disabilities as well. It is important that these students are taught additional skills due to their potentially different experiences outside of the school day. For example, this identification is taken into consideration when making the determination if transportation back to school of origin is within a student’s best interest. In MMSD, the Homeless Liaison will provide transportation encompassing a longer distance in order for a student to remain at a school of origin where the child is receiving specialized services as part of the IEP goals. The Homeless Liaison will also make the same determination in order to keep a student at a school if there is an IEP evaluation process in place.

**5.4. Policy & Procedure Review/Revision:**
Codified and formally approved standards in the form of Board of Education policy undergird and inform MMSD’s approach to meeting the needs of children and youth experiencing homelessness. The most recent update to the MMSD Board of Education Policy 4406: Homeless Education Program occurred in spring 2016 to further reduce both stigmatization and barriers to education. All Board Policies including those related to the education of children and homeless youth are reviewed and revised in accordance with the district revision calendar. This process is overseen by the Legal Services Department and includes TEP staff and the Director of State and Federal Programs / Homeless Liaison when relevant. Every family now has the ability to confidentially self-identify as homeless during the online enrollment process. Once verified as homeless, the district data system automatically ties fee waivers, including free meals, to the student record so no further paperwork is required. Board policy has been revised so that unaccompanied youth are now able to sign documentation normally requiring adult signature and
are assigned a surrogate parent during IEP meetings if no guardian is available. The district also has a transportation process in place so that all eligible students experiencing homelessness are provided transportation to school of origin when feasible. This process includes putting students on existing bus routes or shuttles whenever possible, and utilizing cab service as a last resort. Whenever there is any policy, procedure, or law change related to the education of students experiencing homelessness, TEP and legal staff serve as the conduits for distributing this information to all stakeholders within the district.

5.5. Transportation to & from School of Origin (including preschool):
Under the McKinney-Vento Homeless Assistance Act, the lack of transportation to and from school is viewed as a barrier to education. Therefore, by law, MMSD is required to provide transportation to eligible TEP students to and from school when necessary and for the duration of homelessness. TEP transportation will be provided to students experiencing homelessness and living outside of a school's walk zone. When a student moves into permanent housing, they have the right to remain in the same school until the end of that school year. Transportation is arranged to begin the next day after enrollment or homeless identification. Highly flexible, direct transportation via bus or taxi is provided to homeless elementary age students. A daily bus route includes morning pick up and afternoon drop off for elementary students at the family shelters. For non-sheltered elementary students, taxis, shuttle buses, and school buses provide transportation. Transportation for students in the 4K program will follow regular district guidelines and be prioritized on bus routes. When a bus route is not available, 4K students will be placed on a taxi with a parent or an adult assigned by the parent. This means that adults will be riding both in-bound and out-bound twice daily with 4K students. 4K students are allowed to ride on a cab with older siblings only with written permission from the guardian. This written permission (in the form of a note) must be filed with the student's records. Homeless students in grades 6-12 ride the City bus if residing outside of the school's walk zone, with free bus passes and training on the use of the bus system provided. Alternative transportation is provided if students live in areas not served by the City bus or that require more than an hour bus ride. Families may also be provided with a fuel card if they own a car to reimburse the cost of transportation to and from school. This process takes into account the mileage from the current residence to the school and the attendance from the previous week.

5.6. Immediate Enrollment:
TEP students and their families tend to experience high levels of mobility. Therefore, it is not uncommon to enroll students throughout the school year. Families that are new to Madison must be informed of their right to return to the school of origin in the previous school district if feasible. (The school of origin is the school they were attending when they became homeless or the last school attended while homeless and also includes the designated receiving school at the next grade level for all feeder schools.) Otherwise, they may enroll immediately in the school of residence (the school in the attendance area where the family is currently residing.) Current Madison families who become homeless may enroll their students in the attendance area where they are staying or, if feasible, may continue to have their children attend the school of origin. All families have the ability to self-identify as homeless through the MMSD online enrollment process. Once this happens, the TEP Point of Contact (POC) in each school building receives an alert email through an automated system. The TEP POC will connect with the family to verify homelessness. Once this conversation is held and an electronic verification is made, the student is automatically flagged in Infinite Campus and appropriate fee waivers including free meals are applied. Homeless students new to MMSD are immediately enrolled and participate in school and all school-related services for which they qualify. Classroom placement into regular education classrooms is completed within one day of enrollment. Free breakfast, lunch and snacks are available immediately to all students who are homeless. School supplies and basic hygiene supplies are available. Class-specific items are available when requested by the school.
5.7. Dispute Resolution:
There may be times when the District makes a determination regarding a student’s homeless status, enrollment or school placement and the parent or guardian disagrees. If such a dispute arises, the student shall be immediately admitted to the school in which enrollment and / or placement is sought pending final resolution.

Disputes Regarding Eligibility
Sometimes a school determines that a student was identified as homeless in error or the school disagrees with a parent or guardian’s assertion that the student is experiencing homelessness. If a school determines a student is not homeless, then the school sends a notification letter to the parent or guardian stating that the school had determined the student is not homeless, the information relied upon to make that determination, sources to contact for additional information/assistance, and information regarding the dispute process. This letter is sent certified mail and filed in the student’s records along with the notice from the post office that the letter was received.

Disputes Regarding School Placement and Enrollment
Disputes regarding school placement and enrollment can arise if it is determined that a student experiencing homelessness is enrolled in a school other than the school of origin (the school they were attending when they became homeless or the last school attended while homeless) or the school requested by the parent or guardian. Disputes regarding school placement can also happen if the District feels that student attendance at the school of origin or the school of residence is not in the best interest of the student. When these types of disputes occur, the school must send a notification letter to the parent or guardian. This notification letter must clearly state the school in which the student will be enrolled or placed, the information relied upon to justify this change in enrollment and / or placement in the school (i.e. why it is not in the student’s best interest to attend the school of origin), provide sources for contact for additional information/assistance, and also provide information regarding the dispute resolution process. This letter is sent certified mail and filed in the student’s records along with the notice from the post office that the letter was received.

Dispute resolution process
If a parent or guardian disagrees with a determination regarding school enrollment, placement or homeless identification, then the parent must submit a written request (an email is sufficient) to initiate the dispute resolution process. The parent or guardian must submit such a request to the school principal or to the MMSD Homeless Liaison within thirty (30) days of receiving a notification letter regarding the enrollment, placement or eligibility determination. The request should contain a brief statement of the determination being disputed and a suggested resolution of dispute. If the request does not contain such information, the Homeless Liaison will work with the parent to clarify the disputed issue and the parent or guardian’s desired resolution. If the request is received by the school principal, that individual shall immediately forward it to the Homeless Liaison. The Homeless Liaison shall gather all relevant information related to the complaint (ex. notification letters, other parent / school communications, etc.) and forward such information to the Superintendent or the Superintendent’s Designee. The Superintendent or Designee shall review the information provided by the Homeless Liaison and, if necessary, interview District staff involved in making the disputed determination. The Superintendent or Designee shall also contact the parent or guardian to obtain information regarding the request and specifically ask if there is any information or records that should be considered when reviewing the request. Within 15 business days of receipt of the request, the Superintendent or Designee shall make a determination regarding the request and provide written notification to the parent or guardian. Such written notification shall list the determination regarding the request,
the information and records reviewed in making the determination, and the reasons for the
determination. Such notifications shall also include sources to contact for additional information/
assistance and indicate that the determination may be appealed to the Department of Public
Instruction.

6. Describe the strategy you will use to implement effective parent and family engagement
under Title I, Part A, Section 1116 of ESSA.

MMSD will continue to build on the priority for family engagement that began in 2016-17 which
can be viewed in the FACE Guidance Document. Our focus has been on a universal strategy
to have all schools bringing families into the decision-making and planning for more effective
family engagement at schools. We have also provided targeted supports to support our most
marginalized parents and we will continue to do this by offering additional supports including:

MMSD 101
Part of the success of a child’s education is to understand and know how to navigate the
educational system. Not only is this essential to understanding the district, it is essential in
how students and their families are active participants in building, strengthening these school
communities.

Parent Leadership Institute
There is no more importance than families that are actively participating in strengthening and
building up their schools communities. This series will focus on how the MMSD facilitates
learning opportunities for existing school groups to be community and school advocates.

MMSD Ambassadors Institute
When families take on the educational opportunities for their school communities to transform
and transcend, tools for advocacy are essential to sustain the work to build and strengthen.
MMSD will facilitate this process through a day long institute with the Chicago organization, COFI
(Community Organizing & Family Issues), whose mission is to strengthen the power and voice of
low-income and working families at all levels of civic life—from local institutions and communities
to local, state, and federal policy arenas.

K-2 Literacy Focus, Read Out Loud!
An interactive weekend cultural format offered to our Title I school families that brings music,
reading, and literacy activities together for all involved. Families also receive culturally relevant
books to either start up or add to their own home libraries.

Community Schools
In addition, MMSD has designated Community Schools as a model that shares power with families in our highest need
communities. We currently have four of our Title I schools designated as Community Schools: Leopold, Mendota,
Hawthorne and Lake View.
7.1. Early childhood education programs to elementary school programs (for elementary schools this includes: support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level):

There are several strategies that 4 Year Old Kindergarten (4K) teachers and elementary schools use throughout the school year to foster a smooth transition to 5 Year Old Kindergarten (5K). The Madison Metropolitan School District has a Transition Guidance Document that is shared with all schools. Within this document, key strategies are broken down by stakeholder and school staff member roles and responsibilities in order to best support parents and students. For 4K, these strategies include: talking about 5K with students at the end of the 4K school year, holding Ready Set Go conferences with parents in the fall of the 5K year, sending “welcome” letters to families, calling families directly, offering orientation nights as school begins in the fall, involving parents throughout the 4K school year to prepare for the transition, sharing a wide range of district and enrollment information in the spring before the 5K year, and developing take home activities/sending home books about 5K for parents and children to work on together over the summer months. In addition to the above mentioned strategies, MMSD holds a six-week summer school program for students focusing on the transition and preparation for 5K.

In alignment with the MMSD Strategic Framework Strategy #4: We Will Plan for the Future, we will additionally, and in collaboration with our community, engage in long-term planning in the areas that are most important to support student and family success through a multi-generational lens. This means our focus isn’t just on current students, but also on their future children, their parents, their grandparents. We will do this through exploring solutions in the area of early childhood to include working with the City of Madison, Dane County, our Early Care and Education sites, the United Way of Dane County, potential funders and other key community partners, we will explore full-day four-year-old kindergarten options, stronger links to early learning for birth to age three and more wrap-around care for our earliest learners. All of this work will positively impact the transitioning of 4K students to the elementary grades and beyond.

For further information, please see the Transition information on the MMSD website.

7.2. Middle grades to high school:

Madison Metropolitan School District’s vision for all students that they will graduate career, college, and community ready requires that there is a cohesive continuum of supports that extends from early education through the student’s experience in high school. As students move across and through key levels of schooling within their education, our transitions practices play an important role to support students as they gain skills, abilities, and knowledge to be confident problem-solvers with a growth mindset that will enable them to be global citizens. The Madison Metropolitan School District has a Transition Guidance Document that is shared with all schools, that provides stakeholders with step by step information on key strategies to support transition.

For further information, please see the Transition information on the MMSD website.

8. Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

From the MMSD Strategic Framework Strategy #3 We Will Streamline Priorities: We’ve learned an incredible amount about behavior support and what it takes to make sure every school and classroom is a safe and supportive one. We’ll take what we’ve learned and work with students, staff and families to strengthen our approach. We know that our move to proactive behavior support and restorative practices is the right direction, and by taking a step back to improve our
policy and systems, we can ensure we have the right district-wide support for implementation while fostering school-based strategies and innovations aimed at strengthening relationships and students' sense of belonging. Our district is on a mission to close the gaps in opportunity that lead to disparities in achievement. Everything we do is about making sure every school is thriving and that every child graduates ready for college, career and community. Supporting safe, supportive learning environments is part of that work and we cannot separate it from the everyday work of teaching and learning in our schools. We know that the “zero tolerance” approach that relies on punishment does not work—in fact, it hurts students.

Our approach is rooted in teaching and learning. We set clear, high expectations for students and we match that with high levels of support so that students can meet that high bar. If our school environments are to thrive, and if all students are to achieve at high levels, we need to have an approach that reduces exclusionary practices and establishes a more progressive approach to discipline - one that helps students learn positive behaviors, repair harm when negative behavior occurs, and keep our students in classrooms where they can learn. As a district, we believe in excellence with equity. Our students are scholars who we must hold to high expectations academically and behaviorally. We believe that with the right support, our students can meet those high expectations both for how they act in school and how they meet their goals academically.

New for 2018-19, the MMSD Board of Education Ad Hoc Committee on School Discipline was created and will meet regularly to:

- Review existing MMSD behavior data, federal and local guidance, and policies on discipline from other districts and locales
- Review primary objectives, including goals, metrics and ways of monitoring, for the next version of the Behavior Education Plan
- Review implementation of best practices such as research on PBIS, Developmental Designs, restorative practices, intervention models and social-emotional learning, related to implementation of the Behavior Education Plan
- Review feedback from stakeholder groups including but not limited to the MTI Joint Committee on Safety, Guiding Coalition for Restorative and Equitable School Discipline
- Practice, MMSD staff, students and families to inform both policy and practice
- Finalize a revised policy for recommendation to the Board of Education
- Identify a key set of key implications for implementation, including recommendations for resource allocation
Plan of Work:

July meeting:
• Introductions / Membership confirmations / Meeting protocols
• Review committee charge and plan of work
• Review and discuss introductory materials
• Confirm dates for committee meetings

August meeting: Monday, August 13th, 2018 3:30-5:00 pm
• Review initial data sets and identify additional data necessary to inform discussions
• Identify discussion priorities regarding policy, staffing, and implementation
• Establish protocols and conduct one focused case study on a select MMSD school
• School-based stakeholder perspectives and ideas
• Discuss implications for policy, staffing and implementation

September meeting: Monday, September 17th, 2018 3:30-5:30 pm
• Three focused case studies on select MMSD schools
• School-based stakeholder perspectives and ideas
• Discuss implications for policy, staffing and implementation

October meeting: Wednesday, October 10th, 2018 5:00 pm
• Three focused case studies on select MMSD schools
• School-based stakeholder perspectives and ideas
• Discuss implications for policy, staffing and implementation

November meeting: Monday, November 19th, 2018 5:00 pm
• Review and synthesize focused case studies
• Discuss implications for policy
• Draft and finalize recommendations for any policy changes

December meeting: Wednesday, December 5th, 2018 5:00 pm
• Discuss implications for staffing
• Draft and finalize recommendations for any staffing changes

January meeting: Wednesday, January 9th, 2019 5:00 pm
• Discuss implications for implementation
• Draft and finalize recommendations for any implementation changes

February meeting: Monday, February 11th, 2019 5:00 pm
• Finalize all recommendations, including policy changes, staffing, and implementation plans
• Committee reflection and summary of work
• Close the Committee
12. Describe how you will use data and ongoing consultation to continually update and improve activities supported under this part. Please note that consultation must include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if you have a charter school in your LEA), parents, and community partners.

Our district’s strategy is anchored to a simple but bold vision – that every school will be a thriving school that prepares every student to graduate from high school ready for college, career and community. One way in which we are working to achieve that goal is through the School Improvement Plan (SIP) process. The SIP is a unique plan, refined annually, that defines a school’s targeted work to raise achievement for all of its students. These plans are the driving force behind the theory of change in our district’s Strategic Framework.

Each school develops a unique SIP, with input from staff, families, community members and district administration. The SIP is the document and process schools use to choose and implement a targeted set of strategies to accelerate progress towards measurable, research-based goals. Each plan is monitored throughout the year, in the following five areas:

- Effective school-based leadership
- Student achievement
- High-quality instructional practice
- High-quality professional learning
- Family and community engagement

The development and implementation of the each SIP is guided by the School Based Leadership Team (SBLT). This team consists of building leaders and staff members who dedicate their work around school improvement broken down into three phases – Prepare, Inquire, and Act. All MMSD SBLT work is guided by a district created toolkit available to all schools which provides tools and resources for each major step along the way - from forming the SBLT to reflecting on the progress. The tools available to all schools vary in topics:

- Determining SBLT membership
- Building a calendar
- Creating a School Improvement Plan
- Preparing data
- Conducting meetings
- Analyzing data
- Taking action
- Monitoring progress
- Reflecting

SBLT’s convene on a consistent basis and are supported by the district through protected time, extended employment funding, and a formal school support request process ensuring that key resource personnel are available in order to keep the school improvement planning cycle continuously moving forward. With all of these resources at hand, SBLTs can work towards ensuring a thriving environment within their school for their staff, students, and families.
13. Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education. Please note that this includes:

- Coordination with institutions of higher education, employers, and other local partners
- Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

The MMSD Strategic Framework outlines the following goals: 1) Every child is on track to graduate ready for college, career and community; 2) The district and every school in it is a place where children, staff, and families thrive; and 3) African-American children and youth excel in school. All of these goals call for the engagement of all students in the charting of personalized pathways to college, career and community readiness in alignment with Strategy 3 Streamlining Priorities: We will focus the work of the central office team on breaking down systemic barriers and filling gaps in access, services and resources. The MMSD definition of personalized pathways states:

*We believe that all students should chart their personalized pathways to college, career and community success.*

*We define personalized pathways as a sequence of rigorous inter-connected courses and experiences, both within and outside of the school setting that are driven by the student and their academic and career plan.*

*Every student’s personalized pathway will lead to graduation with a post-secondary plan that could lead to an industry recognized certificate and/or licensure, an associate degree or baccalaureate degree and beyond.*

In a Personalized Pathway, a student will progress through their core high school content courses, from ninth grade until graduation, in a smaller learning community, allowing them to develop strong, positive relationships with a close-knit group of students and staff who check in regularly and provide support to help students reach their goals. Core content classes revolve around a theme – Health Services is the theme of our first Personalized Pathway offered at our high schools in the 2017-18 school year. Students in all pathways will have opportunities to explore academic subjects related to its theme in and outside of school to deepen their learning and connect it to future possibilities. Students will also have opportunities to take honors and Advanced Placement (AP) courses, as well as elective courses outside of their pathway. Students drive their decisions based on their own interest.
Through Personalized Pathways, our high schools are offering students more personalized opportunities to:

- Study subjects they are passionate about
- Explore options for schools and college majors
- Make connections between what they learn in class and the real world
- Practice their knowledge and skills both inside and outside of the classroom
- Develop positive relationships with students and staff in the pathway’s close-knit learning community
- Receive guidance from teachers and counselors
- Connect with area colleges, universities, businesses and organizations
- Tap into school supports – Advanced Learning, services for English Language Learners or students with disabilities, counseling and so on

MMSD Personalized Pathways Website

Inherent in both the definition and implementation of personalized pathways is the need to establish strong partnerships across public and private sectors K-12, workforce, employers, non-profits, and post-secondary institutions. It is out of this need that a core partnership has been developed between MMSD, the Greater Madison Chamber of Commerce, City of Madison, Dane County, Madison College, University of Wisconsin-Madison, Edgewood College, UW-Health, and the Workforce Development Board of South Central Wisconsin. This work is also being done in collaboration with the Great Lakes College and Career Pathways Partnership (GLCCPP) which also includes the regions of Rockford, IL, Columbus, OH, and Chicago Northwest Suburb Districts 211 & 214, as well as convening consultative support services leadership from ConnectEd, Education Systems Center, and Jobs for the Future.

In addition to personalized pathways, MMDS and Madison College are partnering to implement the Early College STEM Academy (ECSA or Academy). The Academy will offer high school junior and senior students who are appropriately prepared and who express interest in STEM (science, technology, engineering and mathematics) -related education or careers with the opportunity to take one or more packages of STEM courses on Madison College’s Goodman South campus with access to other Madison College locations, as needed. In addition to satisfying their high school graduation requirements, the students enrolled in ECSA will either earn a significant number of transfer credits at no cost to them or their families, or satisfy the requirements of a Madison College Associate Degree program. The classes will also help prepare students for entry into a four-year institution.

MMSD students participating in the Academy will be concurrently enrolled and embedded into Madison College course offerings, thus having the opportunity to study with and learn from currently enrolled Madison College students as well as enjoying the rights and privileges of Madison College students while retaining the opportunity to remain fully engaged in the high school experience.

The objectives of this partnership are to:

1. Provide high school juniors and seniors with expanded rigorous course offerings that lead to a degree and/or career in a STEM-related field.
2. Create strategies for students to re-imagine their “senior year” aligned with their Academic and Career Plan (ACP).
3. Provide high school juniors and seniors an opportunity to explore post-secondary
STEM-related career opportunities, particularly for individuals who are traditionally underrepresented in the STEM fields.

4. Create a programmatic and funding vehicle that is beneficial to both MMSD and Madison College in achieving the goals outlined in their strategic plans.

Both MMSD and Madison College recognize and value the importance of providing more students, particularly students from underrepresented groups, with opportunities to explore STEM-related coursework and careers as well as earn college credit while in high school. MMSD has historically had a low number of dual credit course offerings and a small number of STEM specific courses at the high school level. Subsequently, the district has established annual goals to improve access to advanced coursework for all of its students but particularly students of color. The Early College STEM Academy is a direct reflection of the district’s goals and priorities.

17. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners

The vision of the Madison Metropolitan School District (MMSD) is that every school is a thriving school that prepares every student to be college, career and community ready. MMSD’s Strategic Framework is built around strategies that will define the district’s work over the next five years in support of all students and their families. The work of the schools and Central Office, including the Office of Multilingual and Global Education (OMGE), is aligned to the district’s Strategic Framework.

The Madison Metropolitan School District offers English as a Second Language (ESL) programming at all of our fifty school sites. The goals of the programs include academic achievement and language proficiency, intercultural knowledge and global awareness* (framework in development*), and support for and in the home language.

English as a Second Language services in our district are provided in the general education environment as a shared responsibility between classroom teachers and an ESL or bilingual teacher. ESL services help English Language Learners access grade level content and academic language to be successful in school.

The district offers Project GLAD (Guided Language Acquisition Design) training and coaching to school cohorts at our elementary sites based on an application process. Participants receive training over the summer and coaching throughout the school year from the district’s Tier 3 trainers. OMGE will continue to support DLI-DBE schools using a structured coaching model. SIOP (Sheltered Instruction Observation Protocol) cohorts have been offered in previous years to secondary teachers. The district is also implementing QTEL (Quality Teaching for English Learners) with cohorts from some of our middle schools. “WestEd’s Quality Teaching for English Learners (QTEL) is a unique professional development initiative that provides educators with the tools they need to help all students, particularly English language learners, achieve college and career readiness.” (retrieved from: https://www.wested.org/project/quality-teaching-for-english-learners/)

The Madison Metropolitan School District passed an English Language Learner ELL Three-year Plan in 2015. This plan focuses on six areas: ELL Communication and Monitoring Systems, Professional Learning and Building System Capacity, English Language Learner: English as a
Second Language Services, English Language Learner: Bilingual Education Services, Diversity within Bilingual Programs, and Community Building.

The district accepted requests for proposal for the ELL Plan Evaluation. The evaluation and development of the new ELL Plan will occur during the 2018-19 school year. This plan will be voted on by MMSD’s Board of Education.

**18.1. Describe how you will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in achieving English proficiency based on the State’s English language proficiency assessment and consistent with the State’s long term goals, increase their English language proficiency and meet the challenging State academic standards.**

The vision of the Madison Metropolitan School District (MMSD) is that every school is a thriving school that prepares every student to be college, career and community ready. MMSD’s Strategic Framework is built around strategies that will define the district’s work over the next five years in support of all students and their families. The work of the schools and Central Office, including the Office of Multilingual and Global Education (OMGE), is aligned to the district’s Strategic Framework.

All schools access Title III funding through supplemental personnel, materials and supplies, and professional development opportunities in alignment with needs demonstrated through multiple measures of assessment. The use and effectiveness of this additional funding is thoroughly monitored through OMGE, the Department of State and Federal Programs, and the Budget and Finance Department. Additionally, the MMSD will be reviewing the district’s ELL Plan in the 2018-19 school year to measure progress, as well as to develop the focus areas for the next three years. Through the evaluation, the district plans to review cohort data for English Learners related to their English Language Proficiency.

The district has created an ELL Stat Report on Data Dashboard (MMSD’s online data platform) to allow staff to review district and school progress for ELLs based on numerous factors including school site, program type (depending on the program, data is analyzed and collected in English and the other target language), home language, served or not served, English Language Proficiency (ELP) level. This provides real time data on various measures (ACCESS for ELLs, attendance, content assessment, on-track to graduation for high schoolers, etc.)

Elementary teachers also report student’s progress on the English Language Development Standards twice per year to families of ELLs, in addition to Spanish and Hmong Language Development Standards for students enrolled in bilingual programming.

The Office of Multilingual and Global Education (OMGE) has a Central Office Measures of Performance (COMP). Through this process, we conduct quarterly reviews of our priority projects and work streams to review effectiveness and set goals for the next quarter. For Project GLAD, SIOP, and QTEL implementation, the district uses survey data from participants to ensure professional learning is meeting the outcomes tied to language development in all target languages. It is the responsibility of OMGE to create learning opportunities for building administrators and teaching staff capacity to advance proficiency development of English Learners.
18.2. Describe how you will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in meeting the challenging State academic standards.

The vision of the Madison Metropolitan School District (MMSD) is that every school is a thriving school that prepares every student to be college, career and community ready. MMSD’s Strategic Framework is built around strategies that will define the district’s work over the next five years in support of all students and their families. The work of the schools and Central Office, including the Office of Multilingual and Global Education (OMGE), is aligned to the district’s Strategic Framework.

The district’s expectation is that each site’s School Based Leadership Teams (SBLT) conducts an ongoing reviews of data as a part of the School Improvement Process. This includes a review of their students’ growth and proficiency on the Measures of Academic Progress (MAP), as well as other academic interim assessments (Lexia, Achieve 3000, etc).

The district has created an ELL Stat Report on Data Dashboard (MMSD’s online data platform) to allow staff to review district and school progress for ELLs based on numerous factors including school site, program type (depending on the program, data is analyzed and collected in English and the other target language), home language, served or not served, English Language Proficiency (ELP) level. This provides real time information on various measures (MAP performance, on-track to graduation for high schoolers including credit attainment, etc.) OMGE Staff provide on-going supports to schools either requesting additional assistance or demonstrating through data that additional review and consultation is necessary.

The Office of Multilingual and Global Education has a Central Office Measures of Performance (COMP). Through this process, we conduct quarterly reviews of our priority projects and work streams to review effectiveness and set goals for the next quarter. For Project GLAD, SIOP, and QTEL implementation, the district uses survey data from participants to ensure professional learning is meeting the outcomes tied to accessing grade level content. It is the responsibility of OMGE to create learning opportunities for building administrators and teaching staff capacity to advance academic content development of English Learners.

19. Describe how you will promote parent, family, and community engagement in the education of English learners.

The Office of Multilingual and Global Education created the OMGE Parent Advisory Group in 2017-18. This group of parents of English learners provides feedback to our department on district, department, and school programs, goals, and outcomes. We meet quarterly with this group and have plans to expand access to additional parents.

OMGE will continue our Spanish language radio show and continue our appearances on a local Hmong language radio show as a part of our ongoing outreach to families.

Our department collaborates with other departments in Central Office, including the Family, Youth, and Community Engagement Department, and with school teams to promote inclusion of the needs of English learners and their families is at the center of district work and priorities.

This year, we plan to provide additional resources to our school ESL teams (teachers, Bilingual Resource Specialists) and administrators on engaging multilingual parents and the parents of
Every Student Succeeds Act (ESSA) Plan

English learners in the work of the school.

21. If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

NA

22. If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

NA

23. If determined appropriate by the LEA, describe how you will use ESSA funds to assist schools in identifying and serving gifted and talented students.

NA

24. If determined appropriate by the LEA, describe how you will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

NA

### Title I Narratives

4.1. Describe the nature of the programs to be conducted by Title I schoolwide programs.

Title I Schoolwide programs will utilize funding to provide supplemental supports to students most academically at risk of meeting the state’s proficiency standards. Grant funding will be used to provide supplemental teachers, supports staff, instructional materials and supplies, instructional software, instructional equipment, and professional development opportunities. Funds will also be utilized to support family engagement initiatives that have an academic focus. All Title I funded programs will be aligned with each school’s School Improvement Plan (SIP). Each school’s SIP is in alignment with the MMSD Strategic Framework.

4.2. Describe the nature of the programs to be conducted by Title I targeted assistance programs.

Title I Targeted Assistance programs will utilize funding to provide supplemental supports to eligible students most academically at risk of meeting the state’s proficiency standards. Grant funding will be used to provide supplemental support staff, instructional materials and supplies, instructional software, instructional equipment, and professional development opportunities for teachers working with eligible students. Funds will also be utilized to support family engagement initiatives that have an academic focus. This will be isolated to only eligible Title I students and their families. All Title I funded programs will be aligned with each school’s School Improvement Plan (SIP). Each school’s SIP is in alignment with the MMSD Strategic Framework.
4.3. Where applicable, describe the nature of the programs and educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

*If the LEA does not have children living in local institutions for neglected and delinquent children, or for neglected and delinquent children in community day school programs, the LEA should simply state that as the answer.*

**Metro High: Detention and Shelter School**

In collaboration with the Dane County Juvenile Court Program, the MMSD’s Metro Middle and High School in the Dane County Detention and Shelter Home facilities, a formalized agency-to-agency agreement has been completed. The Detention Center is a secure facility, whereas the Shelter Home is a non-secure facility. Metro Middle and High School serves students ages 10-17 who are in the custody of the Dane County Juvenile Court Program. Length of stay varies from a single day to several months. Metro-Detention School has a full-time Cross Categorical Teacher and a full-time instructional assistant. Metro-Shelter School has a full-time Cross Categorical Teacher and a part-time Special Education / Instructional Assistant. All Metro staff are employed by the Madison Metropolitan School District. Both the Detention Center and Shelter Home provide classroom space for Metro School instructional purposes. In Detention, there is a classroom with student workspace and seating. There is a designated computer lab for Detention School with 12 student computer stations provided and maintained by the MMSD. In Shelter School, there is a classroom with student workspace and seating. There are 7 student computer stations provided and maintained by the MMSD. Annual Dane County parking ramp permits are provided to the Detention teachers at no cost.

**Metro High: Jail and Huber School**

In collaboration with the Dane County Sheriff’s Office, the Madison Metropolitan School District’s (MMSD) Metro High School in the Dane County Jail (DCJ) annually reviews a formal agreement which includes a three-page document of MMSD Education Program Guidelines. Metro-Jail and Huber have two, full-time Cross Categorical Teachers. All Metro staff are employed by the Madison Metropolitan School District. An appointed lieutenant from the DCJ administration acts in an advisory capacity with MMSD staff. The Dane County Sheriff’s Office (DCSO) provides a space dedicated to the classroom in the DCJ on the 7th floor of the City County Building (CCB), pays all utility bills, and provides a phone line in the classroom. A similar classroom space has been dedicated on the 4th floor of the jail in the Public Safety Building (PSB). Each classroom has locked cabinets, student seating, and 4-8 computer carrels. In addition to the classroom space, the DCSO also provides each teacher with a private office (including telephone and fax lines), and a DCSO networked computer. The MMSD pays no utilities, phone charges, or space rental for the classrooms and teacher offices in the DCJ. Annual Dane County parking ramp permits are provided to the two teachers at no cost.

16. Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.

The Madison Metropolitan School District’s Strategic Framework upholds the vision that every school will be a thriving school that prepares every student to graduate ready for college, career and community. To accomplish our vision, we must also strive to meet a new set of ambitious goals for the future. These goals will help us stay focused on what really matters – keeping
Every Student Succeeds Act (ESSA) Plan

students on track for graduation and the fulfillment of their dreams, making sure our students experience thriving cultures and climates that lead to healthy identity development and holding high expectations for all. We'll track progress on our goals and report publicly every year.

**Goal #1:** Every child is on track to graduate ready for college, career and community. This will be measured by:

- Reading Proficiency Level
- Reading Growth
- Math Proficiency Level
- Math Growth
- Four-Year Completion Rate
- High school students with 3.0 GPA or higher
- Percent of students on track to achieve graduate vision using self-reported survey
- Postsecondary enrollment rate

**Goal #2:** The district and every school in it is a place where children, staff and families thrive. This will be measured by:

- Student climate survey power question
- Staff climate survey power question
- Parent climate survey power question
- Percent of students with 90% attendance or better
- Percent and number of teachers of color
- Staff retention
- School safety climate survey power question for students, staff and parents
  - What is a power question? In school climate surveys, all questions will be analyzed, but we will focus especially on power questions – one question that is designed to most accurately capture an overall reaction and give us insight into student, family and staff opinions aligned with priorities.

**Goal #3:** African-American children and youth excel in school. In addition to disaggregated data for goals #1 and #2, this will be measured by:

- Child readiness for school
- Grade 3 Reading Proficiency Level
- Grade 8 Math Proficiency Level
- Advanced Learning participation rate
- Grade 9 On Track
- Advanced coursework participation and success rate
- Student climate survey power question

MMSD will continue to utilize a Multi-tiered System of Support (MTSS) in order to monitor student progress in meeting the state academic standards through the integration of evidence based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today’s classroom. All school sites and instructional staff implement MTSS as outlined in MMSD’s [MTSS Guidance Document](#).

In accordance with state statutes and Department of Public Instruction (DPI) regulations, the Board of Education was required to establish a process for identifying students at-risk of not graduating from high school and, annually, develop a plan for meeting the needs of those students in order to better prepare them for successful graduation. The [MMSD At-Risk Plan](#) sets forth the means by which the District will identify students at risk of not graduating and provide
them with appropriate and adequate academic and social-emotional supports and interventions in order to obtain their high school diploma and successfully graduate college, career and community ready. This plan also includes strategies for parental notification and involvement.

With increasing concern surrounding how to best support a growing number of students struggling significantly to find a path towards post-secondary success, the **Opportunity Youth Project** was initiated to better understand the wants and needs of these students, and identify actions the district should take to help these youth thrive. The Opportunity Youth Project Gap Recommendation Report outlined gaps that have hampered our progress in supporting Opportunity Youth, as well as a number of recommendations to remedy them. Key among these recommendations is establishing the **Office of Youth Re-Engagement (OYR)**, a team dedicated to providing support and services to Opportunity Youth districtwide, in addition to operationalizing the recommendations outlined in the report.

**Rationale**

By providing a much needed layer of support explicitly targeting Opportunity Youth, OYR would complement the current range of supports provided by Student Services. In addition to the delivery of direct services, a dedicated office would lead the creation and sustainability of student-centered options aligned with research and best practices. Given the equity imperative of supporting a group of youth that is almost entirely students of color, and the expressed interest for meaningful action from school-based staff and community leaders with direct touch points with this population, there is a strong urgency to act now.

**Target Population**

OYR would focus its efforts on the three student sub-groups that compose the Opportunity Youth population. Note that there is a great deal of overlap among these three sub-groups:

- Students involved in the justice system.
- Students that have left school entirely (i.e., dropped out).
- Students that are especially off-track towards graduation, with a particular focus on 10-12th grade students with earned credits placing them at least one-year behind their graduating class.

**Goals**

In an effort to shift our way of working from reactive to proactive, the creation of OYR has three chief aims:

- Deliver concentrated emotional and academic supports, services, and resources to successfully redirect Opportunity Youth towards graduation and transitions into a post-secondary option.
- In partnership with students and community, design, launch, and sustain student-centered alternative schooling options.
- Coordinate information, resources, and strategy within MMSD and across community-based organizations serving Opportunity Youth to increase the efficacy of community efforts.

**Success Metrics**

Using an individual student case management approach, OYR will evaluate the success of its efforts by closely monitoring growth in the following metrics:

- Progress towards student-generated academic and personal goals.
- Progress towards school-site and re-engagement team generated goals.
- The rate in which students continue attending / participating in a program placement.
• Credit attainment, GPA, attendance, behavioral incidents (including any potential recidivism), across all student-cases managed by re-engagement team.
• 4, 5 and 6-year graduations rates across all student-cases managed by re-engagement team.

Title II Narratives

9.1. Describe the activities to be carried out under Title II and how these activities will be aligned with challenging academic standards.

New Educator Mentors, Dane County New Teacher Project: Developing and implementing practices to improve equitable distribution of effective educators within the district, including in high-need subject areas. Developing and implementing practices to assist in recruiting, hiring, developing, and retaining effective educators.

Reading and Math Teacher Leaders, Professional Development Activities: Providing high-quality, personalized professional learning regarding effective instructional practices. Training educators to effectively implement high-quality instructional and curricular materials. Training educators to effectively utilize assessment and data analysis to plan differentiated whole-group, small-group, or individual instruction to proactively identify and meet all needs.

National Equity Project: Training educators to recognize, understand, and support students’ differentiated mental, emotional, and social needs (including mental health).

All activities funded with Title II are in alignment with the Madison Metropolitan School District Strategic Framework: https://www.madison.k12.wi.us/framework

10.1. Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Professional Learning and Teacher Leadership - Universal:
• MMSD provides instructional staff with 6 full-release professional learning days for all teachers in the district. These sessions are focused on instruction that is culturally and Linguistically Responsive, opportunities for summative data analysis at key points across the year, and time for teacher teams to plan instruction and problem solve to better meet the needs of all students.

• Three of four Mondays out each month teacher grade-level and content area teams meet to plan for instruction using resources from the MMSD teacher team toolkit. These sessions are led by teacher leaders across each school, and include planning for students based on an examination of student work and formative assessment data.

Professional Learning and Teacher Leadership - Targeted:
• MMSD has partnered with the National Equity Project to deepen understanding of Culturally and Linguistically Responsive Practice. Eight schools have been identified K-12 as Cohort Schools where teachers are learning about how to engage in Learning Partnership, with our most marginalized students, where they learn through student
conferencing and feedback about what’s working in their instruction and what needs to be adjusted.

- MMSD has identified a cohort of Equity Fellow Leaders, educators who are committed to deepening their understanding of educational equity and their facilitative leadership skills to promote Culturally and Linguistically Responsive Practice.

- MMSD has invested in Instructional Coaches in every school. These teacher leaders engage in professional learning 2-days per month aimed at Student Centered Coaching. Sessions are based on the a model designed by Diane Sweeney and the work of Elena Aguilar. Instructional Coaches engage in ongoing coaching cycles with teachers and teacher teams, in their schools to further educator capacity in Culturally and Linguistically Responsive Teaching, instructional planning that is standards based.

- MMSD has initiated a partnership with the Achievement Network (ANet) starting 2018-2019. Initial work will be focused on building understanding of the current state of formative assessment and building our collective capacity to create and use formative assessment data for instructional improvement.

- The Department of Teaching and Learning offers ongoing courses across the year for teachers to self-select. Courses are aimed a deepening content knowledge, and expertise in instructional delivery that is engaging and responsive. for 2018-2019 we have currently identified 33 courses K-12.

### Title III Narratives

1. Percentage of school day dedicated to ELD services by grade-level cluster (e.g. K-3, 4-8, 9-12). Exclude the services proposed to be funded by Title III.
   Identify the frequency with which the student receives English Language Development (ELD) programming. If the LEA has a current year Bilingual/Bicultural (BLBC) State aided program, the LEA may simply state in the following three text fields, “The LEA has a BLBC program.”

   The LEA has a Bilingual / Bicultural program.
   The frequency depends on the level of the student and is outlined on their individual IPS form.

2. Count of state/locally funded staff providing ELD services (e.g. “1 ESL teacher, 1 bilingual literacy coach, The LEA has a Bilingual / Bicultural program. 190 ESL/Bilingual certified supplemental teachers 80 Bilingual aides and 2 paraprofessionals”).

   Exclude any staff proposed to be funded by Title III.

3. Summarize the curriculum, resources, and/or materials used by the LEA to provide ELD services (e.g. “Classroom set of leveled readers”). Exclude materials proposed to be funded by Title III.

   The LEA has a Bilingual / Bicultural program.
   In addition to supplemental resources purchased by Title III allocated funds for schools, the district has used local and grant funds to purchase additional resources.
20. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1. Note: LEAs or consortium leader that do not have a partnership with an entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1, may state, “Not applicable” in the text field.

NA