Madison Metropolitan School District, Madison, WI

The District is simultaneously developing and implementing a unified district-wide vision that supports the beliefs, values, and practices inherent in a comprehensive student support system and professional learning community. Such a comprehensive system of student supports aims to ensure all students have the opportunity to become successful adults. This is described as “a major change for the district because it requires the construction of system wide supports and staff working in professional learning communities.”

Central to the work are research and best practices that can produce positive student outcomes related to the following core components:

- **C** Practices that focus equally on improvement of *learning*, increased student *engagement* with schooling, and development of positive *relationships* between youngsters and adults
- **C** Collaborative problem-solving strategies to determine why youngsters are not engaged, learning, or developing positive relationships
- **C** Systematic, progressive supports and interventions for youngsters who are not having success, which in turn is intended to reduce dependence on special education
- **C** A culture that embraces collaboration among staff, parents/guardians, and the community and that links with community supports and services.

Madison’s expanded framework fully integrates student support with its concern for improving instruction. The primary organizers for the framework are a focus on (1) engagement (connection to schooling), (2) learning (acquiring knowledge and skills), and (3) relationships (connections to people). Practices are to “focus equally on improvement of learning, increased student engagement with schooling and development of positive relationships between children and adults.” There is an emphasis on collaboration among staff, parents/guardians, and the community and links with community supports and services. For students who are not succeeding at school, the framework provides for a progressive assessment and problem solving sequence that starts with classroom specific supports, moves to school/district wide supports if necessary, on to time limited specialized support when needed, and finally offers long term intensive specialized support.
THE EDUCATIONAL FRAMEWORK
of the
MADISON METROPOLITAN SCHOOL DISTRICT

The Madison Metropolitan School District (MMSD) is developing and will be implementing a comprehensive system of student supports and services to ensure that each child has the greatest opportunity to become a successful adult. The system incorporates the very best elements of current, research based best practice in the design and delivery of services to all students and recognizes the skills and knowledge the MMSD staff bring to their students. This is a major change for the district because it requires the construction of system wide supports and staff working in professional learning communities.

Core components of the framework are:

- Practices that focus equally on improvement of learning, increased student engagement with schooling and development of positive relationships between our children and adults,

- Collaborative problem-solving strategies to determine why a child is not engaged, learning or developing positive relationships,

- Strategies that are based on research and best practice that will result in positive student outcomes,

- Systematic, progressive supports and interventions for a child who is not having success, which in turn may reduce the dependence on special education as one of the only interventions,

- A unified district-wide vision that supports the beliefs, values and practices inherent in a comprehensive student support system and professional learning community,

- A culture that embraces collaboration among staff, parents/guardians and the community and

- Links with community supports and services.
The following expectations are for all schools except those entering Year One of the Five Year School Improvement Process. Year One schools should follow the specific guidelines on the Year One Timeline and Tasks document.

I. General information and purpose

A. Educational framework
   The Educational Framework describes a comprehensive system of student supports and services to ensure that each child has the best opportunity to progress and acquire the knowledge and skills needed for academic achievement and a meaningful life. The Framework has the following fundamental elements:
   • engagement, learning, and relationships which are equally important,
   • systemic, systematic progressive supports and interventions for children who are not experiencing success in engagement, learning, or relationships, and
   • a culture of collaboration and shared responsibility for all students.

B. School improvement process
   The purpose of the school improvement process is to improve outcomes for all students by identifying changes needed and putting into place actions to implement these changes. The process includes:
   • identifying areas of strength and areas of concerns through data analysis
   • determining root cause,
   • developing a plan by selecting goals, objectives, strategies and timelines for improvement,
   • implementing the plan faithfully, and
   • evaluating progress and monitoring student achievement.

C. Relationship between framework and school improvement
   The Educational Framework is the work of schools. The School Improvement Process assists schools in making changes to achieve the vision of the Framework. All schools will use the MMSD School Improvement Process as the basis for change initiative. Schools with reform initiatives funded through grants (e.g., Reading First, Comprehensive School Reform, or Small Learning Communities) or who are Title I School Wide will incorporate planned reform initiatives into their School Improvement Plan. In addition, high schools will complete the North Central Association Accreditation process.
MMSD EDUCATIONAL FRAMEWORK

Why do we need it?

TO ORGANIZE OUR RESPONSE TO THE QUESTION:

* What do we do for students who aren't successful?
THE FRAMEWORK IS NOT:

- A Program
- A Curriculum
- Pedagogy

THE FRAMEWORK IS:

* An organized way to think about our work helping all children to be successful

* A way to tell the story of what is happening in your school
SYSTEM STILL UNDER CONSTRUCTION
THE PRIMARY ORGANIZERS
ENGAGEMENT
"CONNECTION TO SCHOOLING"

LEARNING
“ACQUIRING KNOWLEDGE AND SKILLS”

RELATIONSHIPS
"CONNECTION TO PEOPLE"
Engagement    Learning    Relationships

Classroom    Content    Student
School    Instruction    Student
Community

Core Practices, +Services & Programs
ALL, Students

IF A STUDENT ISN'T SUCCESSFUL?

Classroom Specific Supports

SOME Students

School/District Wide Supports E

FEW Students

Time Limited Specialized Support

FEWER, Students

Long Term Intensive Specialized Support

FEWEST STUDENTS
WHAT TENDS TO HAPPEN NOW

Engagement ↔ Learning ↔ Relationships

Classroom                  Content                  Student ↔ Student
School                     Instruction              Student ↔ Staff
Community                  Family

Core Practices, +Services & Programs
ALL, Students

ASSESSMENT

IF A STUDENT ISN'T SUCCESSFUL?

Classroom Specific Supports
SOME Students

School/District Wide Supports E
FEW Students
Time Limited Specialized Support
FEWER, Students

Long Term Intensive Specialized Support
FEWEST STUDENTS
WHAT SHOULD HAPPEN

Engagement  Learning  Relationships

Classroom  Content  Student
School    Instruction  Staff
Community  Core Practices, +Services & Programs

School/District Wide Supports E
FEW Students
Time Limited Specialized Support
FEWER, Students
Long Term Intensive Specialized Support
FEWEST STUDENT

IF A STUDENT ISN'T SUCCESSFUL?

Core Practices, +Services & Programs
ALL, Students

Assessment

Classroom Specific Supports
SOME Students
INTERVENTION STRATEGIES

New strategies must be.

• Research Based
• Validated as successful
  or
• New locally developed
• Research design and evaluation plan
CHANGE IN INSTRUCTIONAL PRACTICE
LEARNING FOR CHILDREN WILL BE BUILT ON

COLLABORATION:

*Around Practice

*Around Individual Children
OPERATIONAL TEAM STRUCTURE

INSTRUCTIONAL CABINET
- Asst. Supt./Elem
- Asst. Supt./Sec. Intervention
- Asst. Supt./School Planning
- Exec. Dir/Student Svcs
- Exec. Dir/ Ed. Svcs
- Exec Dir/T&LBuilding
- Coord./SODConsultation
- Lead Elem Prin Team
- Framework Res. Tchr

Framework SCHOOL TEAMS

Building Leadership Team
- Intervention Team
- Building Consultant Team

Framework Advisory Team

@ MMSD 10-16.02
Background – Information – Description

The Department of Student Services includes a variety of programs and services to support each student by addressing barriers to learning and enhancing healthy development. The programs and services provided include classroom education, direct student and family assistance, community outreach, support for transitions, prevention activities, crisis and emergency assistance as well as managing the student information system, testing and enrollments. The Department is made up of the following:

- Alcohol and Other Drug Programs
- Alternative Programs
- Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ) Resource Teacher
- Community Human Services Partnerships
- Health Services
- Research, Evaluation and Enrollment including Student Data Services
- Safety and Security
- School Psychology
- School Social Work
- Stress Challenge
- Truancy and Expulsion Services

Other responsibilities of the department are centered on:
- Attendance, truancy and dropout
- Behavior and discipline
- Recovering third party reimbursement
- Student data system
- Framework implementation coordination
- Government Programs

How we do our work

- Biweekly or weekly meetings with a representative from each program
- Monthly meetings with representatives from each discipline in student services including guidance
- Monthly staff development meetings for Nurses, Social Workers and Psychologists
- Weekly Research and Evaluation staff meetings
- Continuous data recording of activities
- Logging professional activities
### Systems for Positive Development & Systems of Prevention: Primary Prevention (low end need/low cost per student programs)

#### School Resources
(facilities, stakeholders, programs, services)

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<th>General Examples:</th>
<th>Madison Metropolitan School District Examples:</th>
<th>Madison Community Examples:</th>
<th>Community Resources (facilities, stakeholders, programs, services)</th>
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<td>MSCR Programs</td>
<td>Boys &amp; Girls Clubs</td>
<td>Summer recreation</td>
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<td>General health education</td>
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<td>Headstart</td>
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<td>Promotion of social and emotional development</td>
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<td>programs</td>
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<td>Drug and alcohol education</td>
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<td>Support for transitions</td>
<td>Elementary Affective Education Curricula</td>
<td>* Community Lean-ling Centers</td>
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<td>Conflict resolution</td>
<td>SAVE curriculum Parent involvement Peaceful Playground curriculum Stress/Challenge, Adventure-Based Education Tribes Life Skills Training Bullyproofing our School Curriculum</td>
<td>* After school Daycare * Youth Resource Centers</td>
<td>Immunizations Second Step curriculum Recreation &amp; enrichment</td>
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<td>Families and Schools Together</td>
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<td>Child abuse education</td>
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<td></td>
<td>Tutoring through various organizations:</td>
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<td>Parent advocacy/consultation</td>
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<td></td>
<td>-100 Black Men - Nehemiah -Centro Hispano - RSVP -Schools of Hope -Madison Urban League -United Way</td>
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<td>Tutoring programs</td>
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<td></td>
<td>Community Coordinate Child Care (4-C)</td>
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<td>Parent classes</td>
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<td>ARC Community Services (Center for Women &amp; Children)</td>
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<td>Center for Prevention/Intervention</td>
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Bridges

Parent classes (Family Enhancement)

Parent advocacy (Wisconsin Family Ties)

**Systems of Early Intervention: early-after-onset (moderate need, moderate cost per student programs)**

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<th>Community Resources</th>
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**General Examples:**

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<td>General Examples:</td>
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<td>Preschool Programs</td>
<td>General Examples:</td>
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<td>Early Childhood Education</td>
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<td>Early identification to treat health problems</td>
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<td>Alternative Learning</td>
<td>Monitoring health problems</td>
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<td>Preschool</td>
<td>Short-term counseling</td>
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<td>Depression screening for middle</td>
<td>Foster placement/group homes</td>
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<td>school students (collaborative with Respite care for parents MHCDC)</td>
<td>Family support</td>
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<tr>
<td>Crisis counseling</td>
<td>Shelter, food, clothing</td>
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<td>Supportive counseling</td>
<td>Job programs</td>
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<td>Parent advocacy/consultation</td>
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<td>Parent classes</td>
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<td>Child and family counseling</td>
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</tbody>
</table>
Systems of Care: treatment of severe and chronic problems (high end need/high cost per student programs)

School Resources
(facilities, stakeholders, programs, services)

General Examples:
General Examples:
Special education for learning disabilities, emotional behavioral disabilities, and other health impairments

Madison Metropolitan School
District Examples:
Special education programming in home school

Positive Behavior Support Teams

Middle School Alternative Programs
-REPLAY
-Cluster
-Accelerated Learning
-Academy (ALA)
-NEON

High School Alternative Programs
-East HS CrossRoads I
-East HS CrossRoads 2
-East HS Higher Ground
-In-home Family Services
-East HS Turning Point
-La Follette HS OnTrack (SWS)
-La Follette HS New Directions
-Memorial HS Connect
-Memorial HS On Track
Treatment for AODA
AODA outpatient

Madison Community Examples:
General Examples:

REPLAY

Alternatives to Aggression - Teens

Day Treatment Services
Steps to Success Elementary
Steps to Success Middle School

North Star Day Treatment

Community Resources
(facilities, stakeholders, programs, services)

General Examples:

AODA Treatment

Mental health outpatient treatment
Child and family counseling

Emergency/crisis treatment

Crisis intervention

Family preservation

Long-term therapy

Probation/incarceration

Inpatient Psychiatric
Hospitalization
Parent advocacy/consultation

Preemployment clinics

Treatment for AODA
Employment and training
Court-ordered evaluations
- West HS SAIL  
- West HS SWS: The School at Neighborhood House  
- Malcolm Shabazz City High School  
- Off-Campus Instruction  
- Dane County Shelter Home - MMSD Educational Program  
- Dane County Juvenile Detention Center - MMSD Educational Program  
- Dane County Huber Work-Release - MMSD Educational Program  
- School Age Parent Program (SAPAR)  
- School Age Pregnant and Parenting Students: Learning Center  
- Transition Lean-ling Center  
- MATC for credit  
- Diploma Completion Program  
- Work and Lean-ling Center  
- Omega HSED/GED  
- Operation Fresh Start HSED/GED  
- Briarpatch  
- Rainbow Project (ages 3-7)  
- Group homes  
- Child Caring Institutions  
- Community Partnerships/Children  
- Come First  
- Inpatient Psychiatric Care  
- Meriter Hospital Inpatient  
- Child and Adolescent Psychiatry  
- Mendota Mental Health  
- various inpatient treatment units (CTU I, CTU II, Adolescent Units)  
- Others out of community  
- PACT Jr.  
- Dane County Shelter Home  
- Dane County Juvenile Detention Center  
- Dane County Huber Work-Release  
- Juvenile Corrections Facilities - Ethan Allen  
- Lincoln Hills