

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.

EDUCATIONAL FRAMEWORK

@ Madison Metropolitan School District
Madison, Wisconsin
16 October 2002

Madison Metropolitan School District
School Improvement Process
2004-2005 Expectations and Parameters

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

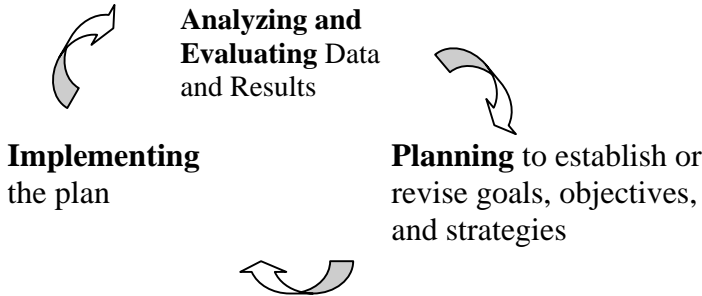
The Educational Framework describes a comprehensive system of student supports and services to ensure that each child has the best opportunity to progress and acquire the knowledge and skills needed for academic achievement and a meaningful life. The Framework has the following fundamental elements:

- 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

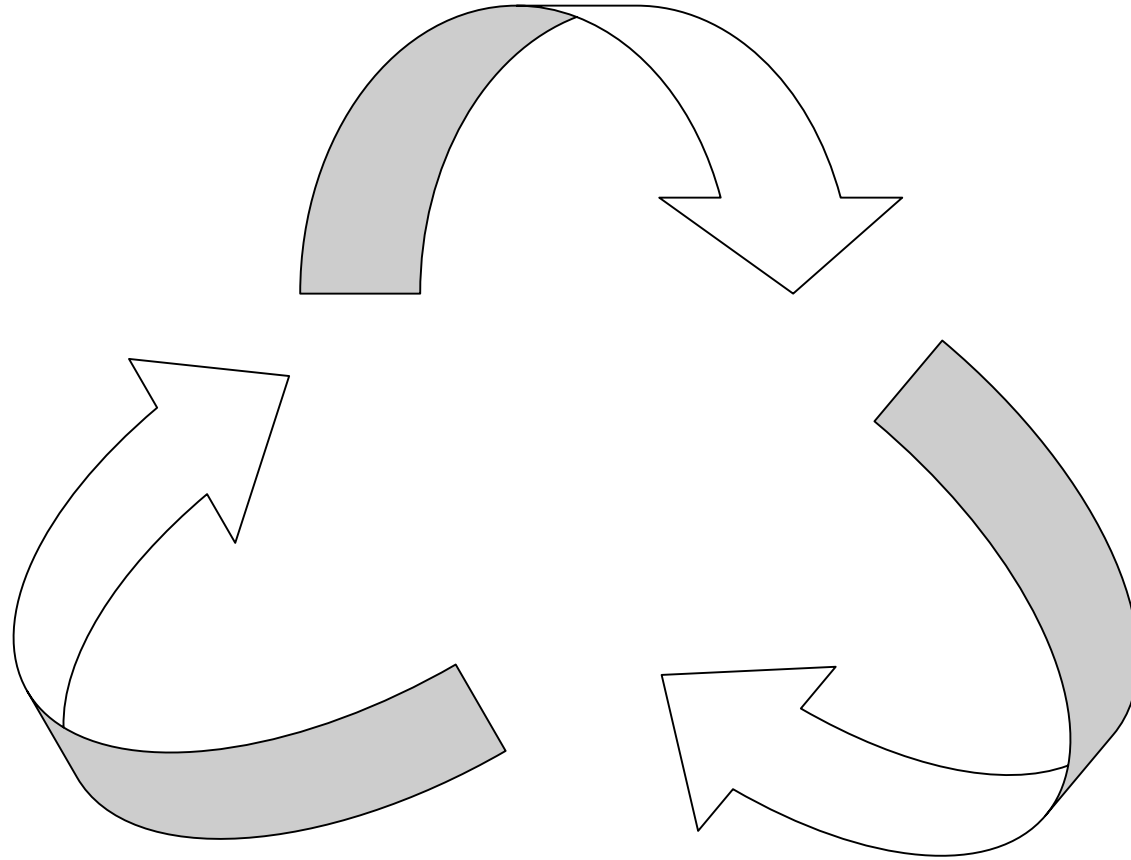
"ACQUIRING KNOWLEDGE AND SKILLS"

RELATIONSHIPS

"CONNECTION TO PEOPLE"

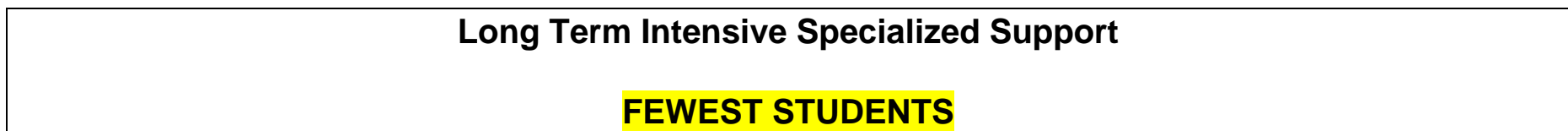
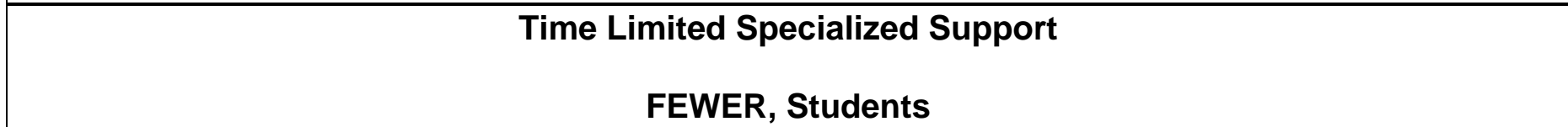
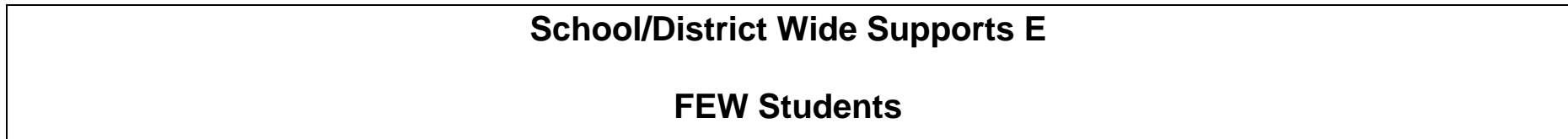
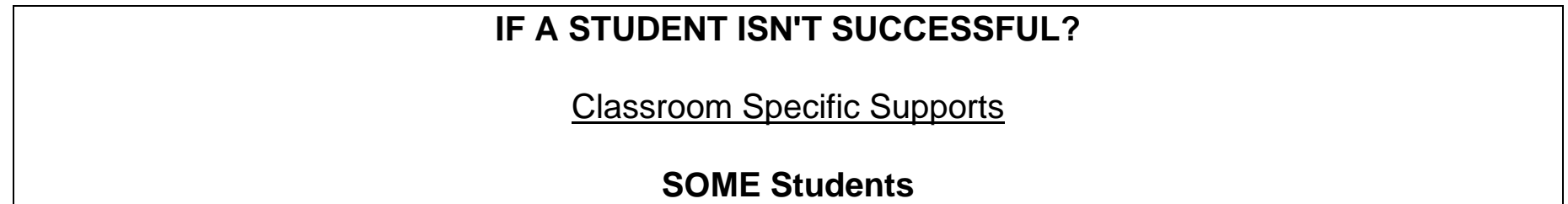
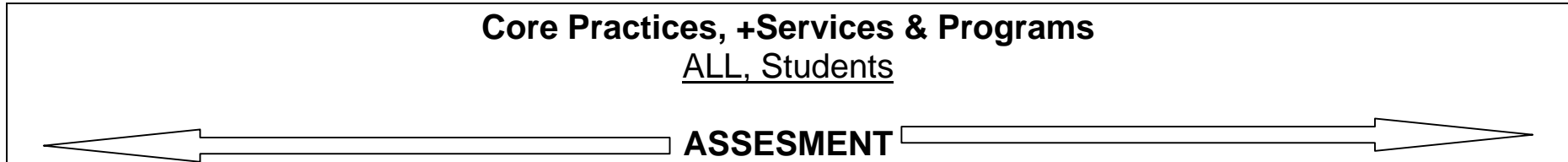
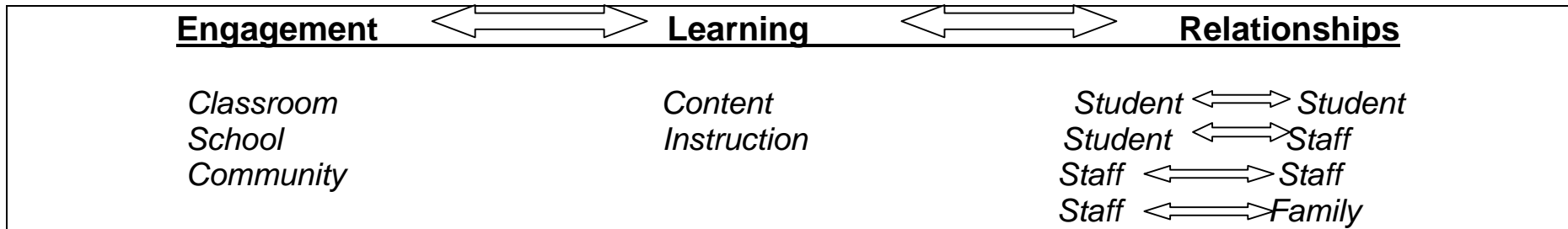
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LEARNING



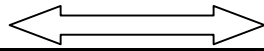
RELATIONSHIPS

ENGAGEMENT

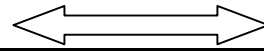


WHAT TENDS TO HAPPEN NOW

Engagement



Learning



Relationships

*Classroom
School
Community*

*Content
Instruction*

*Student ↔ Student
Student ↔ Staff
Staff ↔ Staff
Staff ↔ 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

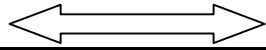
FEWER, Students

Long Term Intensive Specialized Support

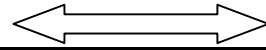
FEWEST STUDENTS

WHAT SHOULD HAPPEN

Engagement



Learning



Relationships

Classroom
School
Community

Content
Instruction

Student ↔ Student
Student ↔ Staff
Staff ↔ Staff
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Core Practices, +Services & Programs

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ASSESSMENT

IF A STUDENT ISN'T SUCCESSFUL?

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FEW Students

Time Limited Specialized Support

FEWER, Students

Long Term Intensive Specialized Support

FEWEST STUDENT

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

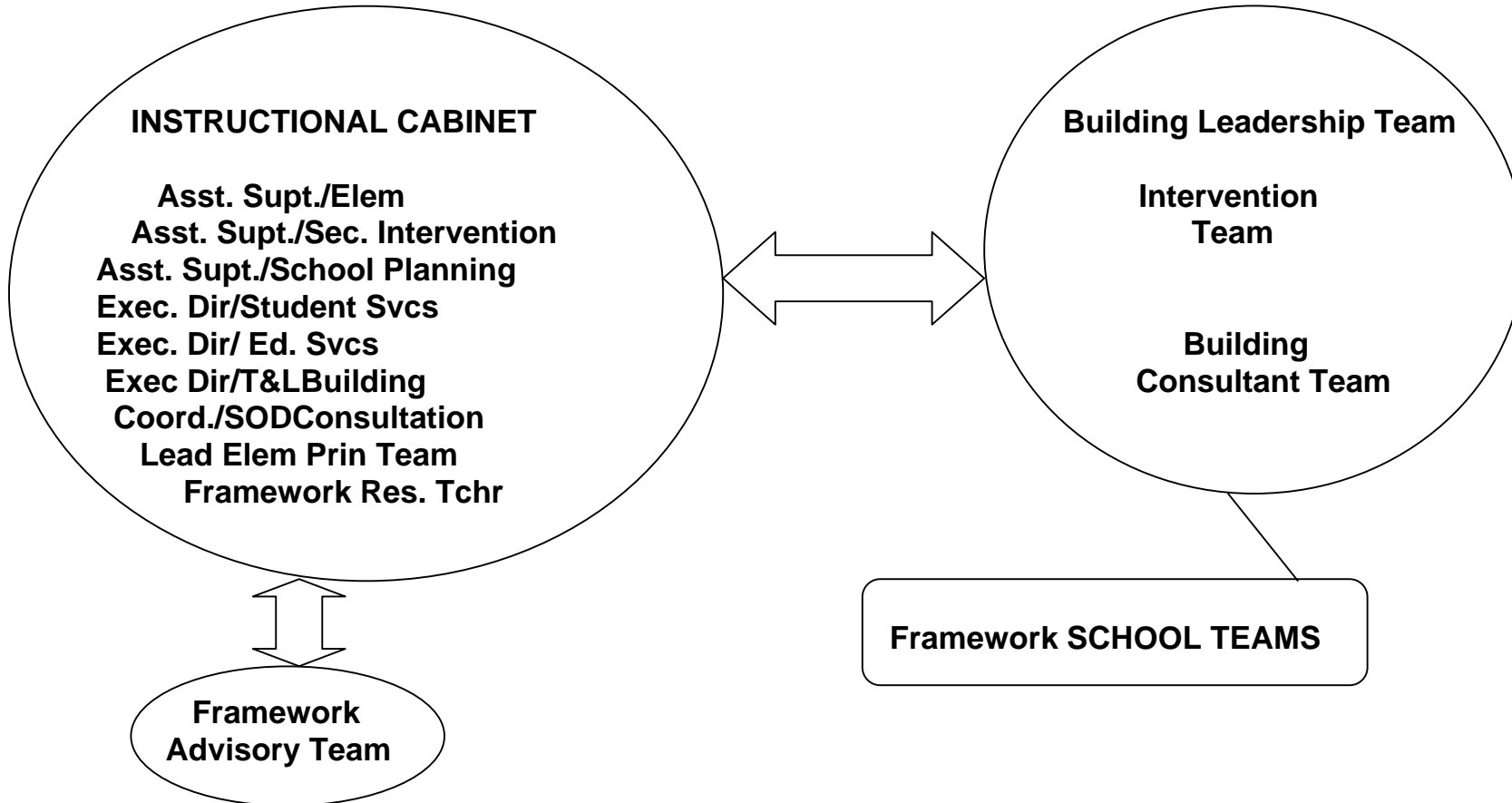
COLLABORATION:

***Around Practice**

***Around Individual Children**

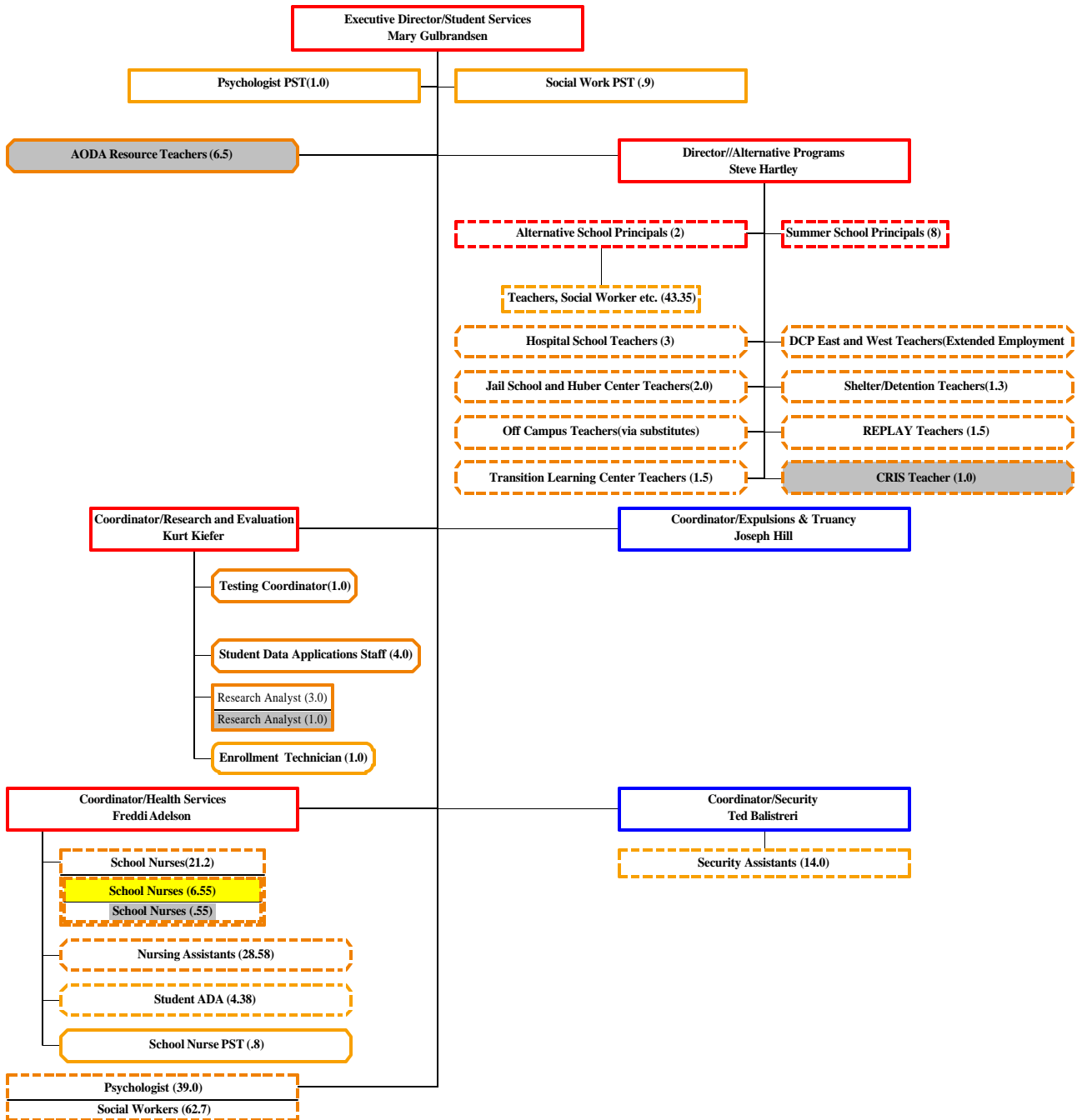
@ MMSD 10. 16.02

OPERATIONAL TEAM STRUCTURE



@ MMSD 10- 16.02

Organizational Chart



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)**

General Examples:

Enrichment & Recreation
General health education
Promotion of social and emotional
development

programs
Drug and alcohol education

Support for transitions
Conflict resolution

**Madison Metropolitan School
District Examples:**

MSCR Programs

Elementary Affective Education
Curricula
SAVE curriculum
Parent involvement
Peaceful Playground
curriculum
Stress/Challenge, Adventure-
Based Education
Tribes
Life Skills Training
Bullyproofing our School
Curriculum

Families and Schools Together

Crisis counseling

Supportive counseling

Madison Community Examples:

Boys & Girls Clubs

Headstart

MSCR programs

oSafe Haven

* Community Learning Centers
* After school Daycare
* Youth Resource Centers

Families and Schools Together

Tutoring through various
organizations:

- 100 Black Men
- Nehemiah
- Centro Hispano
- RSVP
- Schools of Hope
- Madison Urban League
- United Way

Community Coordinate Child
Care (4-C)

ARC Community Services (Center
for Women & Children)

Center for Prevention/Intervention

**Community Resources
(facilities, stakeholders,
programs, services)**

General Examples:

Summer recreation

Youth development programs

Public health & safety

Prenatal care

Immunizations
Second Step curriculum
Recreation & enrichment

Child abuse education

Parent advocacy/consultation
Tutoring programs

Parent classes

Bridges

Parent classes (Family Enhancement)

Parent advocacy (Wisconsin Family Ties)

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

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

**Community Resources
(facilities, stakeholders,
programs, services)**

General Examples:

**Madison Metropolitan School
District Examples:**

Madison Community Examples:

General Examples:

General Examples:

Preschool Programs
Early Childhood Education
EC/Headstart collaborative
Alternative Learning
Preschool
Depression screening for middle

EC/Headstart collaborative
Alternative Learning Preschool
Bootstraps
Project Hugs
Depression screening
(collaborative)

General Examples:

Pregnancy prevention

Early identification to treat health problems

Violence prevention

Monitoring health problems

Dropout prevention

Short-term counseling

Learning/behavior accommodations

school students (collaborative with Respite care for parents MHCDC)

Foster placement/group homes

Work programs

Crisis counseling

Family support

Supportive counseling

Shelter, food, clothing

Job programs

Parent advocacy/consultation

Parent classes

Child and family counseling

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)
- LaFollette 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

Adventures

- Disabilities programs
- Families in Transition
 - Safe at Home
 - Youth Crisis
 - Family Preservation

Network-Adolescent Day
Employment and training
Court-ordered evaluations

**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

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