

MMSD Strategic Framework 2018-2019

Core values To make our vision a reality, we must be a values-driven organization from the classroom to the boardroom. The values articulated below represent our commitment as an educational institution to anti-racism, inclusion and alliance to all children and their families. These values will drive our decision making at every level.

Excellence. We will ensure that our youth develop core competencies and engage in deep learning through rich, challenging, inclusive and culturally responsive learning experiences, in academics, the arts, and social-emotional development.

Belonging. We believe that students, staff and families of all races, ethnicities, faiths, home languages, immigration statuses, disabilities, sexual orientations and gender identities are valuable members of our community. By creating positive supportive relationships, we will cultivate a sense of belonging for all.

Racial Equity and Social Justice. We will take responsibility for the ways that our current policies and practices serve to reproduce inequities, and we will take action to close the gaps in opportunity that lead to racialized outcomes for children and youth of color.

Voice. We will seek out and elevate the voices of all in our community, with special attention to the influence and leadership of our students, staff and families of color.

Focus. We will be accountable to the community for high-quality implementation of practices that produce positive results and dedicate the time and attention necessary to manage complex and sustainable change.

NATIVE AMERICAN EDUCATION PROGRAM



MMSD Title VI serves students of Native American descent, Pre-K to grade 12.

MMSD Native American Program staff

Native American Teacher Leader

Tara Tindall, (Ho-Chunk),

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Staff will

- Work in collaboration with the Title VI Parent Advisory Committee.
- Provide direct academic assistance to students
- Identify school and community resources for student support (i.e. the practices and programs that populate the MMSD Strategic Framework) both those targeted to Indian students and those intended for the general population.
- Link students with appropriate resources
- Create a bridge between schools and families to foster networking, community collaboration and open lines of communication.

• **For more information go to:**

<https://govprograms.madison.k12.wi.us/titl-e-vi>

"Every school will be a thriving school that prepares every student to graduate from high school college, career and community ready." **MMSD Vision Statement**

"In today's world, we as tribal nations believe in providing the best opportunities for our children, young adults, working and single families, professionals and our elders. This includes education and the ability to pursue the "American Dream." Our mission at WIEA is to advocate for the advancement of our tribal members and descendants through legislation, political avenues and legal approaches with education at the heart of our effort." **Brian Jackson, Wisconsin Indian Education Association Mission Statement**

"The Every Student Succeeds Act (ESSA) provides tribes and states an important opportunity to advance tribal sovereignty and create positive and inclusive learning environments for Native students."

National Indian Education Association 2017

"Our goal is to ensure every child graduates ready for further education and the workplace."

Wisconsin Department of Public Instruction

MMSD American Indian Education Program

“This program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including pre-school children. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging State academic standard. The program is the Department's principal vehicle for addressing the particular needs of Indian children. “

To apply, contact Title VI Program Staff and request a 506 Form. Complete and return the form which will require a tribal enrollment number of you, your student or a grandparent. Once approved, this form only needs to be filled out once, unless your student moves out of the district and returns.



Past 2017-2018 Title VI Projects

- Tutoring– Tutor Coordinator networks with UW and Madison College to link students with tutors.
- AISES (American Indian Science and Engineering Society) Clubs: This service learning group meets monthly to expose students to science and math related careers, Native culture, and projects and fields trips related to environmental awareness.
- Two six week sessions of Native Arts & Crafts by Wisconsin Native Artisans.
- Six week session on Ho-Chunk language followed by six week community-based language classes
- Title VI Parent meetings held to discuss academic issues, parent concerns, and provide resources and information on student performance.
- Staff development opportunities: integration of Act 31-WI Indian History and Culture in core academics.
- Culturally Relevant Curriculum work: Wisconsin First Nations Course developed and will begin Fall 2018 at West High School.
- All-City American Indian Graduation includes community collaboration to recognize academic achievements of Kindergarten, Fifth Grade, Eighth Grade and High School Title VI students as well as local college graduates.
- High School Native American Student Association (NASA)

What do Title VI Students have to say?

“It’s important to have culture class so the teachers and the students feel more close and understand each other a bit more”

“I think it’s (NASA) important but I don’t go.”

What do Title VI Students have to say?

“NASA-more outside speakers for them to invite. Have a movie fair of Native movies.”

“There should be expectations that students will go on to college, not “What are your plans for after graduation? But what do you want to study in college?”

What Are Areas in Need of Improvement for MMSD Title VI Students?

High School Completion Rate was 59% from 2015 compared to 81% statewide, and 70% nationwide.

43% of 3rd, 4th & 5th graders scored at proficiency in Reading and 30% in Math, compared to 50% and 45% statewide.

What Are Areas to Celebrate Success?

Overall, Title VI student attendance rate for 2016-2017 was 90%, 9 grades out of 12 were above 90%.

