MIDDLETON-CROSS PLAINS
AREA SCHOOL DISTRICT
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Thursday, November 5, 2026
Teaching and Learning Committee

Middleton-Cross Plains Area School District
District Services Center (DSC A and B)
7106 South Ave.
Middleton, WI 53562
4:15 PM

1. **Call Teaching and Learning Committee Meeting to Order**
2. **Approval of Minutes**

A. Approve the Teaching and Learning Committee Meeting Minutes
Teaching and Learning Committee Meeting Minutes from September 24, 2026

3. **Items for Discussion and Information**

A. Update: New Educator Induction Processes 26-27
B. Discussion: Summer School 2027
C. Discussion: At Risk at the High School Level
D. Discussion: Future Agenda Topics

4. **Adjournment**

Teaching and Learning Committee Meeting (Thursday, September 24, 2026)
Generated by Ericka Hanson on Thursday, September 24, 2026

1. Call Teaching and Learning Committee Meeting to Order
The Teaching and Learning Committee Meeting was called to order at 4:19 p.m. by Clerk Marni Ginsberg.

Present: Clerk Marni Ginsberg, Board Member Emily Evans, Superintendent Dr. Dana Monogue, Assistant Superintendent Dr. Jan Chynoweth, Director of Elementary Curriculum, Instruction, and Assessment Dr. MaryBeth Paulisse, and Director of Secondary Curriculum, Instruction, and Assessment Ken Metz.

Not Present: None.

2. Approval of Minutes
A. Approve the Teaching and Learning Committee Meeting Minutes
MOVED by Evans SECONDED by Ginsberg to approve the Teaching and Learning Committee meeting minutes of May 5, 2026. Motion carried 2-0.

3. Agenda Items
A. Elect Chair
Emily Evans will serve as chair of the Teaching and Learning Committee for the 2026-2027 school year.

B. Update: Curriculum Renewal 2026-2027
Director of Elementary Curriculum, Instruction, and Assessment Dr. MaryBeth Paulisse and Director of Secondary Curriculum, Instruction, and Assessment Ken Metz reviewed the renewal cycle with a focus on projects for the upcoming school year: social studies, art, math, health/PE, performing arts, literacy/biliteracy, CTE, world language.

C. Update: Key Performance Indicators: Create a Culture of Learning and Belonging
Administrators reviewed the KPIs connected to the teaching and learning goal that's part of the district Continuous Improvement framework.

D. Discussion: Future Agenda Topics
- Presentation about alternative education programming; how are we developing innovation at the high school level?
- November meeting will be moved to 11/5 from 11/19.
- Emily and Marni will be BOE reps in the Advanced Learning Family Network.

4. Adjourn
MOVED by Ginsberg SECONDED by Evans to adjourn the Teaching and Learning Committee meeting at 5:22 p.m. Motion carried 2-0.

Dr. Dana Monogue, Superintendent

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NEW EDUCATOR INDUCTION

PROGRAM HANDBOOK

2026-2027

Table of Contents

Introduction 1

Program Overview 2

Program Design Components 3

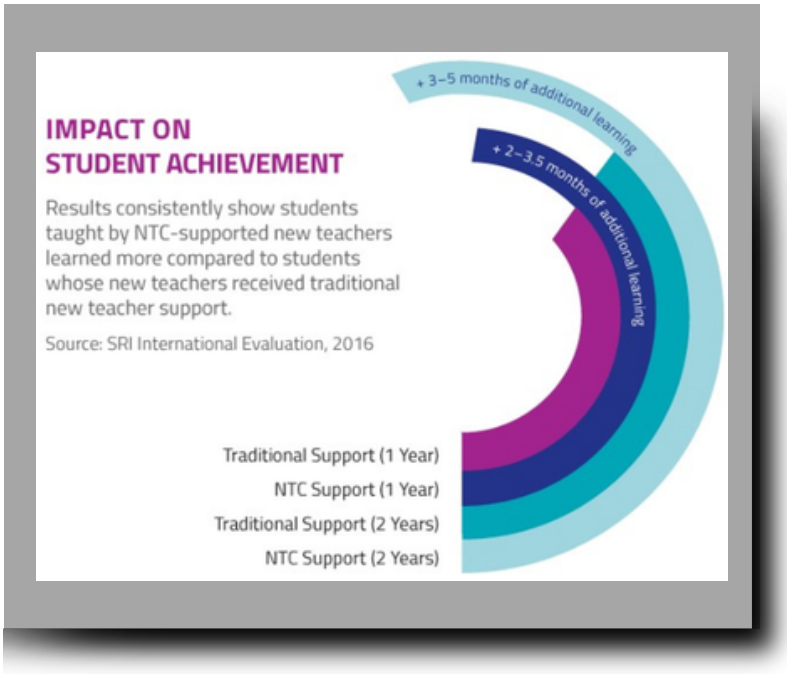
Multiple Support Structures for Beginning Educators 6

Introduction

In the Middleton-Cross Plains Area School District, ensuring that new hires and beginning educators are supported from day one is a top priority.

The New Educator Induction Program serves two primary purposes: 1) induction to the district, its priorities, and beliefs; and 2) promoting educator success to maximize student learning.

Research by Richard Ingersoll (2012) showed that high-quality teacher induction programs advanced teaching practice and teacher retention. A strong induction program fosters a collaborative culture. The following key understandings provide the foundational bedrock for our induction program:



- the first 2-3 years of an educator's career (induction) is an important and unique phase of teacher development;
- well-qualified, carefully selected, extensively trained, instructional coach mentors with continuing access to ongoing professional learning are as important to a new teacher's success as similarly supported classroom teachers are to the success of their students;
- effective induction programs are focused on teaching practice and student learning;
- processes of formative assessment guide the work of the mentor along with the development of the new teacher;
- intentional, strategic alignment builds capacity and strengthen program implementation; and
- a focus on equity and universal access to a quality education characterized by high expectations and meaningful, challenging content are non-negotiable.

Program Overview

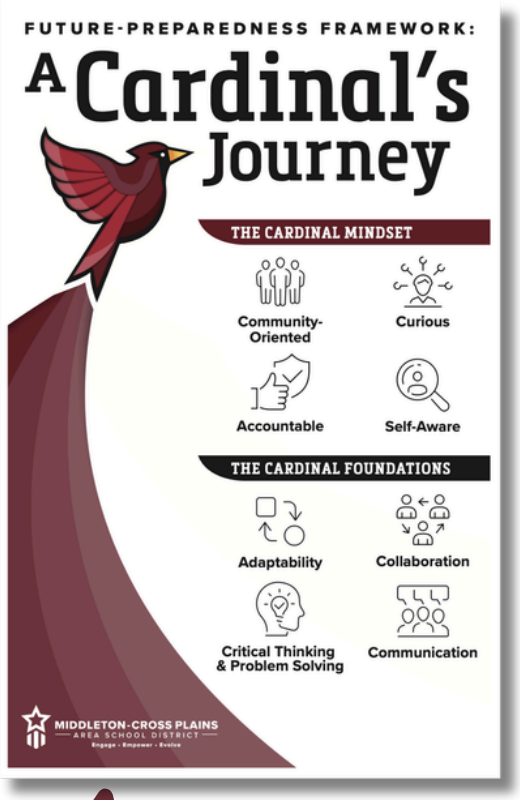
Program Mission

The mission of the Middleton-Cross Plains Area School District New Educator Induction Program is to create the conditions that promote educator success to maximize student learning.

Program Objectives

The MCPASD New Educator Induction focuses on the following:

- A sense of belonging for new hires in community with other committed educators
- Fostering a culture where collaboration, thoughtful examination of educator practice, and honest reflection on student learning are the norm
- Supporting all educators to be autonomous and self-reflective to improve educator practice
- Ensuring increased student engagement and academic achievement by supporting educators in the development of the *Cardinal's Journey* for all students



What is Educator Induction?

- A stage of educator development
- An intentional layer of support provided to beginning educators
- A part of a larger district-wide system of development and support
- A time for new educators to consider their contributions and commitments to creating an equitable educational system

Program Design Components

Effective Building Leaders

The principal's influence on a beginning educator cannot be overestimated. Research conducted by the Wisconsin Department of Public Instruction indicates that the principal's feedback to new educators, and the accuracy of that feedback, significantly affect teachers' likelihood of viewing their principal as an effective leader. That had a direct impact on educators' trust in their principal and resulted in more committed educators and greater job satisfaction. New teachers who were more satisfied with their jobs and more committed to their schools were more likely to remain at their schools. Thus, comprehensive induction efforts also focus on building the capacity of principals and other site leaders to create environments where new educators thrive. Supporting principals in utilizing standards-based supervision and evaluation practices and in providing meaningful feedback strengthens the entire system of human capital development. Schools that increased educators' use of feedback realized improvements in both student ELA and math achievement.

Principals will provide feedback to new educators through the *Educator Effectiveness* model. We strongly encourage a mini-observation model for new educators (more frequent feedback) and that the first observation occur within the first quarter of the school year. Principals will meet with new hires in their building in August as part of the New Educator Induction program, and throughout the year.



Program Design Components

We strongly encourage the use of triad conversations as a tool to support new teachers and their mentors. Triad conversations may take place following a supervisor's observation in the new teacher's classroom. Mentors provide another listening ear during this post-observation conference for more specific feedback and continued learning.



Trained Instructional Coaches and Mentors

Mentoring new teachers is complex and demanding work and requires a specific set of knowledge, skills, and dispositions. To become effective mentors of peers, teachers need focused preparation, ongoing professional development, a community of practice focused on the complexities of accelerating new teacher practice, and opportunities to engage in formative assessment to advance their own effectiveness.



Characteristics of effective instructional coaches and mentors of beginning educators:

- Hold a vision of outstanding teaching
- Can articulate knowledge of best practice (both content and pedagogy)
- Help new teachers balance immediate concerns with long-term development
- Approach teaching as inquiry
- Committed to collaborative partnerships
- Focus on student learning outcomes

Program Design Components

Mentoring Beginning Educators Collaborative Responsibilities
Mentoring roles and responsibilities may include, but are not limited to the following:



- Develop a trusting and reflective professional partnership.
- Maintain confidentiality.
- Engage in conversations about the strengths and/or needs of specific students in the classroom. (Validate - Clarify - Extend)
- Meet face-to-face, for a minimum of 180 minutes per month. Mentoring cycles require at least two classroom observations conducted per month to provide targeted feedback.
- Document the conversation using the New Teacher Center (NTC) high-leverage tools and online platform at least 2x/month.
- Utilize high-leverage tools (in bold above) to assist beginning teachers with curriculum development, classroom management, instructional strategies, lesson planning, assessment of student performance, and other aspects of their professional development.
- Examine classroom level data and strategies for addressing disparities related to race, socio-economic class, language learning, and other demographic groups.
- Participate in professional development activities, including August New Educator Induction Days and other district training.
- Confer with other beginning educators, coach-mentors, specialists, and school leaders as appropriate to offer layers of support.
- Provide feedback on program effectiveness to principals and program leaders.

Multiple Support Structures for Beginning Educators

New teachers also need specialized support beyond the principal and mentor. Comprehensive programs include systematic protocols that help mentors and beginning teachers collect and analyze data of instructional practices and student learning, use those data as formative assessments, and identify and make adjustments to help students learn more effectively. Other important structures include a community of practice for beginning teachers facilitated by instructional coaches.



Ongoing Year-Long Supports for New Educators

Year 1	Year 2	Year 3
Mentoring (weekly) with an Instructional Coach or a Specialized Mentor	**Mentoring** (weekly or biweekly) with an Instructional Coach or a Specialized Mentor	**Mentoring** or **Coaching** Cycle
Learning Lab **Facilitated by:** Instructional Coaches **Participants:** All New Educators **When:** Two times per year, during the school day (½ day session)	**Classroom Visits** **Collaborative Visit**: Coach and Mentee visit classroom(s) and reflect **When:** Two times per year, during the school day	Flexibility based on interest and need.

Additional Optional Offerings

Year 1	Year 2	Year 3
Circle Consult Sessions **Facilitated by:** Instructional Coaches **Participants:** All New Educators **When:** Two times per year, after school (paid at meeting rate)		Flexibility based on interest and need.

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MCPASD Summer Session 2027

Summer Session Goals:

To **grow summer learning opportunities** by 1) deeply exploring students' Cardinal's Journey, with a focus on the **Cardinal Mindset** of **Curiosity**; 2) nurturing and promoting the **Cardinal Foundations** of **Collaboration and Adaptability** by exploring hands-on learning opportunities that allow for more individualized, focused learning.

- Expand participation at all levels
- Have one registration window allowing any district student resident to register

- **Elementary Academy** (mornings)
  - Continue to offer targeted Reading and Math courses
  - Provide engaging, hands-on enrichment opportunities expanded in size and scope
- **Elementary After-Care** (afternoons)
  - Explore community partnerships that engage all students in enrichment activities
- **Middle Academy** (mornings)
  - Expand engaging, experiential enrichment opportunities with reading and math strategies that increase fluency and comprehension as well as build confidence
  - Limited aftercare via Middleton Parks and Recreation Youth Center Summer Program
- **High School** (mornings)
  - Credit Recovery support that will allow students to stay on track for graduation

Rationale for Summer 2027 pivots:

Expanding upon the students' growth in Reading and Math while offering engaging enrichment opportunities, the following data-driven changes will help improve the experience for all students, families, and staff:

- Increase in space for more learners and age-appropriate room requirements
- Reduce the number of behavior incidents
- Provide more flexible scheduling
- Maintain the ability to provide sites where Breakfast and Lunch are free for students
- Re-evaluate staffing efficiency

Proposed Elementary Academy (Morning) Changes:

- Rising grades K-2
  - "Flying Into Kindergarten" offerings
- Rising grades 3 and 4
  - Rising Grade 3 and 4 students take required interdisciplinary courses in Visual Art & Writing as well as Science & STEM. An additional two electives from Physical Education & Nature, Cooking & Culture, or Crafts & Culture can be individually chosen
    - Math component embedded in the Science and STEM courses
    - All other courses have a required daily reading and writing component
    - Reading strategies are embedded in each class

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Proposed After-Care Afternoon Changes:

- Explore Community Partnerships to help support the number of Extended Elementary

Proposed Middle Academy Changes:

- Rising 5th through 8th grade Enrichment consists of four course elective "types" to sign up for 3 weeks each, with required math and reading component
    - Visual Art/Writing
    - Science/STEM
    - Physical Education/Nature
    - Cooking and Culture or Craft and Culture

Proposed High School Changes:

- Re-evaluate number of staff offering Credit Recovery options
- Move English as a Second Language (ESL) Connections and the Community course to the Middle Level as an Enrichment offering

Proposed Professional Development Changes for All Summer Staff:

- Supplement front-loaded Professional Development with topics of focus throughout the six weeks
- Provide training for Reading Interventions as well as Reading Strategies
- Administrative and/or Site Lead Support during grade-level common planning time

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Operational Implementation & Timeline:

- Move up the registration window, giving families earlier and better access to Summer Session 2027 opportunities
- Introduce online registration (ie Infinite Campus) to:
    - centralize data collection
    - increase family autonomy in course selection, and
    - improve communication with instructors

Milestone / Activity	Target Window	Operational Details
Elementary and Middle Course Catalog created	End of January 2027	Information regarding registration details and courses available compiled into one location
All courses are entered into Infinite Campus	Early February	All courses are created, titled, and assigned section numbers
Registration Opens	March 1, 2027	Registration opens. Available for all resident students of MCPASD
Registration Closes	April 30, 2027	Registration closes
Summer Session employee hires for	Ongoing to May 15th	Positions posted internally and via WECAN
Confirmation & Waitlist Management	May 1st to Start of Programming	Individual family confirmations issued; waitlisted families moved as capacity allows
Bus Riders	May 15th	Lists reviewed and confirmed
Schedules	As soon as possible when Infinite Campus 2026-2027 School Year rolls over	Schedules available for families and teachers

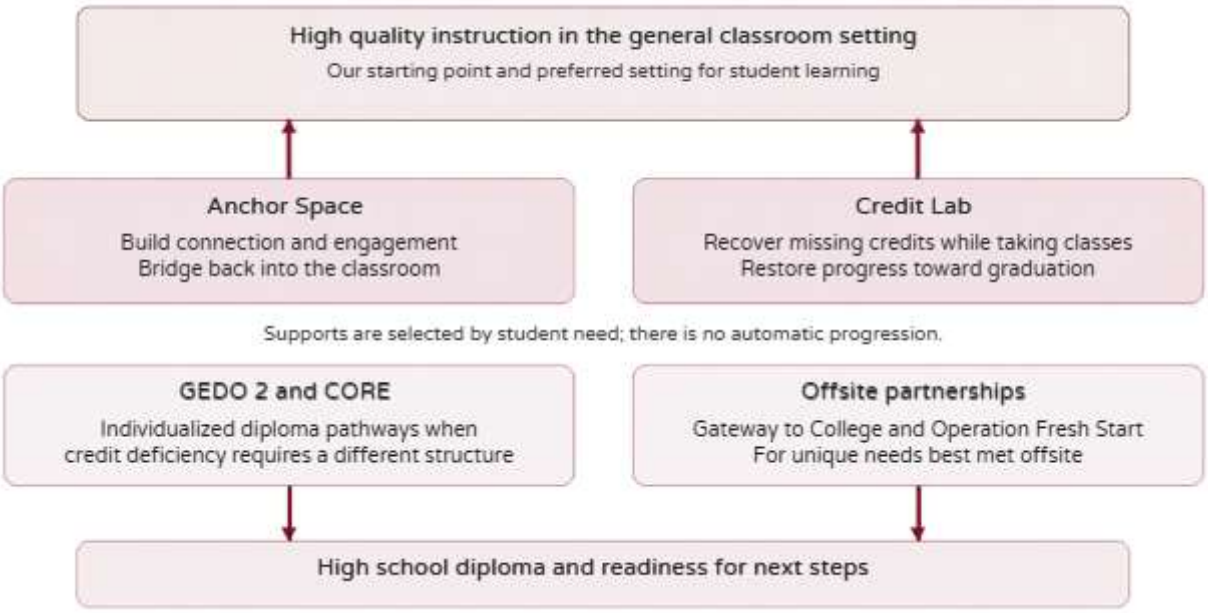
MIDDLETON HIGH SCHOOL

2026-27

MHS Programming for Students at Risk

Board of Education Teaching and Learning Committee Overview

Our goal is for students to receive high-quality instruction in the general classroom setting with their peers. When attendance, engagement, or missing credits put graduation at risk, we match support to the student's needs while maintaining high academic expectations and a meaningful path to a diploma.



How the Options Serve Students

These options serve distinct purposes. Placement is individualized; students do not need to move through a sequence of programs.

Option	Student Need and Purpose
Anchor Space (New in 2026–27) Grades: All as needed	Students who are not consistently attending or engaging in class receive relationship-based support, goal setting, organizational help, and a coordinated plan to increase classroom participation. This support remains flexible. The goal is more successful time in class.
Credit Lab (New in 2026–27) Grades: 2nd semester 10-12	Students with missing credits, or at risk of falling behind, receive scheduled academic support and an individual recovery plan. Targeted credit recovery helps them get back on track for graduation while continuing their coursework.

GEDO 2 and CORE Grades: 12	Students whose credit deficiency calls for a different structure may access an individualized diploma pathway at MHS. GEDO 2 combines proficiency assessments, coursework, and employment skills; CORE provides personalized instruction in required competencies.
Offsite partnerships Grades: 11-12	For unique situations in which needs are best met offsite, Gateway to College offers a college-based diploma pathway, and Operation Fresh Start combines education, mentoring, and employment training.

How We Identify Needs and Review Progress

Counselors, Student Support Centers, teachers, alternative education staff, deans, and principals help identify students through attendance, course performance, credit status, and intervention history. Teams coordinate with students and families to match support to the barrier and review whether the plan is helping.

Anchor Space support is coordinated through the student's team and focuses on re-engagement with teachers and classes. Credit Lab placement includes counselor referral, data and team review, family communication, scheduling, and an individual recovery plan. Credit Lab staff review progress weekly and at 6 weeks, 12 weeks, and the end of the semester.

First Year Implementation and Early Results

Anchor Space and Credit Lab are new this year. Early reporting should show both who we are reaching and whether students are making progress. The fields below will be completed using a consistent reporting window before distribution.

Reporting window: 9/1/2026 through 10/22/2026

Measure	Anchor Space	Credit Lab
Students served	125 unique students have accessed the space	25 students enrolled
Starting need	Severe Attendance Deficits: Baseline engagement was critical, with the group averaging under 60% attendance overall. Over a quarter of the group had attendance below 30%, with individual lows dropping to near 13%.	94 credits
Progress toward the goal	Significant Cohort-Wide Attendance Growth: Attendance rates improved across the board, driving the group average up by nearly 29%. The most disengaged students saw the largest relative turnarounds, with multiple individuals doubling or tripling their attendance rates.	12 students have earned retro-credit 10 credits awarded
Successful transition	Student A 26%-72% attendance Student B 36%-80% attendance	3 students are no longer on the waitlist for GEDO 2

What We Will Continue to Monitor

For the Anchor Space, the central question is whether students are spending more successful time engaging with academic learning and in classrooms. For the Credit Lab, it is whether students are recovering credits while staying engaged in current courses. For GEDO 2/CORE and offsite partnerships, we monitor progress toward a diploma and a viable next step after high school. We will also track whether timely engagement support and credit recovery reduce credit deficiency in the later high school years and limit the need for GEDO 2/CORE and offsite placements.

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MCPASD Teaching and Learning
Board of Education Subcommittee
Meeting Topics

26-27

Meeting Date	Topics
9/24/26 4:15-5:15	Elect Chair Curriculum Renewal 26-27 Key Performance Indicators: Create a Culture of Learning and Belonging Future Agenda Topics
11/5/26 4:15-5:15	Update: High School At-Risk Services Update: New Educator Induction Processes 26-27 Discussion: Summer School Preview 2027 Future Agenda Topics
1/14/26 4:15-5:15	Discussion: 4-year old Kindergarten Full-Day Pilot Review Discussion: Multilayer System of Support Update: Achievement Gap Reduction(AGR) Report Semester 1: Sauk Trail
3/18/26 4:15-5:15	Update: Two-Way Immersion Expansion to MHS Update: Advanced Learning Program Review
5/6/26 4:15-5:15	Discussion: High School Innovation Update: Curriculum Renewal Updates Update: Math Curricular Adoption