

High School Curricular Reform

Dual Pathways to Post-Secondary Success

Implementation of Accelerated and Preparatory Pathways

Mission: To cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

Strategy: Student achievement will improve as a result of targeted investments in curriculum and instructional practice improvement. This will be done by:

- Aligning MMSD High School Core subject areas to ACT College and Career Readiness Standards, Common Core Standards, and Advanced Placement CollegeBoard requirements with additional focus.
- Developing both Accelerated and Preparatory pathways towards graduation by developing consistent essential understandings in all four core subject areas, universal designed curricula responsive to the individual student, and consistent curricular language across MMSD comprehensive high schools.
- By providing extensive collaborative professional development for teachers to implement consistent and differentiated curriculum and improve instructional practice

Theory of Action: If we align all core curriculum to ACT College and Career Readiness Standards, Advanced Placement Requirements, Common Core Standards, and if we develop consistent core curriculum essential understandings across all four high schools, and if we provide flexible opportunities to students for academic acceleration and challenge, and if we provide ongoing, collaborative, professional development in differentiation, curricular and instructional improvement then student achievement will increase for all students.

Description and Overview of Pathways:

Pathways	Accelerated	Preparatory
----------	-------------	-------------

<p>Program Offerings</p>	<p>Advanced Placement courses and/or Accelerated Courses in core content areas as follows:</p> <p><i>2010-11 school year:</i></p> <p>Develop essential understandings based on ACT Career and College Readiness Standards and Advanced Placement Courses for grades 8 – 12 in core content areas of Language Arts and Social Studies.</p> <p>Develop guidelines and recommendations for enrollment in Accelerated pathways.</p> <p><i>2011-12 school year:</i></p> <p>Implement consistent 9th – 12th grade Advanced Placement and/or Accelerated courses offered across the district in the areas of Language Arts and Social Studies.</p> <p>Implement accelerated skill development opportunities offered in 8th grade through identified strategies and courses in areas of Language Arts and Social Studies.</p> <p>Develop essential understandings based on ACT Career and College Readiness Standards and Advanced Placement Courses developed 9 – 12th in the areas of Math and Science.</p> <p><i>2012-13 school year:</i></p> <p>Implement consistent 9th – 12th grade courses offered across the district in the areas of Math and Science.</p> <p>Implement accelerated skill development opportunities offered in 8th grade with identified strategies and courses in areas of Math and Science.</p>	<p>Embedded Honors/Regular Ed. courses in all core content areas as follows:</p> <p><i>2010-11 school year:</i></p> <p>Develop essential understandings and Advanced Placement Courses grades 8 – 12 for core content areas of Language Arts and Social Studies.</p> <p>Develop guidelines and recommendations for enrollment in Preparatory pathways.</p> <p><i>2011-12 school year:</i></p> <p>Implement consistent 9th – 12th grade Embedded Honors/Regular Ed. courses offered across the district in the areas of Language Arts and Social Studies.</p> <p>Implement honors skill development opportunities in 8th grade through identified strategies and courses in areas of Language Arts and Social Studies.</p> <p>Develop essential understandings based on ACT Career and College Readiness Standards and embedded honors/regular education developed 9 – 12th in the areas of Math and Science.</p> <p><i>2012-13 school year:</i></p> <p>Implement consistent 9th – 12th grade courses offered across the district in the areas of Math and Science.</p> <p>Implement honors skill development opportunities in 8th grade with identified strategies and courses in areas of Language Arts and Social Studies.</p>
<p>Program Requirements</p>	<p>Pathways open to all students. Students are originally identified by Advanced Placement requirements and other suggested guidelines such as EXPLORE / PLAN scores, GPA, past MS/HS performance and MS/HS Recommendation. however, all students would be able to enroll. Students not meeting suggested guidelines but wanting to enroll would receive additional supports (tutoring, skill development classes, AVID, etc.) to ensure success.</p>	<p>Pathways open to all students. Students are originally identified by suggested guidelines of EXPLORE/PLAN scores, GPA, past MS/HS performance and MS/HS Recommendation, however, all students would be able to enroll. Students not meeting suggested guidelines for embedded honors would receive additional supports (tutoring, skill development classes, AVID, etc.) to ensure success.</p>

Supports	Academic skill workshops/seminar classes, AVID course and school-wide strategies, Schools of Hope tutoring, CollegeBoard instructional strategies, and other identified services.	Academic skill workshops/seminar classes, AVID course and school-wide strategies, Schools of Hope tutoring, CollegeBoard instructional strategies and other identified services.
Assessments	AP Exams, EPAS Assessments, WKCE, MAP	AP Exams, EPAS Assessments, WKCE, MAP
Benchmark measurements for program success	<p>2011-12 school year:</p> <ul style="list-style-type: none"> • Increased enrollment in AP courses of diverse student populations. • Increase student performance on AP exams. <p>2012-13 school year:</p> <ul style="list-style-type: none"> • Increase in student performance on WKCE of MAP (skills mapping). <p>2013-14 school year:</p> <ul style="list-style-type: none"> • Increase in student performance for all students on EPAS <p>2014- 15 school year:</p> <ul style="list-style-type: none"> • Increase in student graduation rates for all students. • Improved post-secondary outcomes for all students. 	<p>2011-12 school year:</p> <ul style="list-style-type: none"> • Increased enrollment in embedded honors pathways of diverse student populations. • Increase student performance measured by GPA for all students. <p>2012-13 school year:</p> <ul style="list-style-type: none"> • Increase student performance on WKCE or MAP <p>2013-14 school year:</p> <ul style="list-style-type: none"> • Increase in student performance for all students on EPAS <p>2014- 15 school year:</p> <ul style="list-style-type: none"> • Increase in student graduation rates for all students. • Improved post-secondary outcomes for all students

DRAFT

**High School Curricular Reform
Implementation of Accelerated and Preparatory Pathways**

Action Plan

Action Steps	Visible Result	District Office Role and Departments Involved	School Role	Timeline	Budget Implications
Research and Clear Communication of Rationale with All Stakeholders Leads to a Shared Vision					

<p>Develop data-based rationale for reforming the MMSD high school curriculum providing both an accelerated pathway and a preparatory pathway.</p>	<p>All MMSD BOE members, high school administrators, department chairs and district personnel become familiar with master plan, role and timeline.</p>	<p>Superintendent, Deputy Superintendent and Assistant Superintendent of Secondary Schools to communicate with key stakeholders. Assistant Superintendent of Secondary Schools, Secondary Planner, REaL Communication Coordinator to develop presentation and communication materials.</p>	<p>Staff attendance at key informational meetings.</p>	<p>Plan communicated to all stakeholders in September.</p>	<p>\$ for subs and/or extended employment in order to attend informational meetings.</p>
<p>Communicate data-based rationale for reforming the MMSD high school curriculum providing both an accelerated pathway and a preparatory pathway.</p>	<p>All MMSD external stakeholders (parents, business and community organizations) become familiar with the master plan, role and timeline.</p>	<p>Superintendent, Deputy Superintendent and Assistant Superintendent of Secondary Schools to communicate with key stakeholders. Assistant Superintendent of Secondary Schools, Secondary Planner, REaL Communication Coordinator to develop presentation and communication materials.</p>	<p>Staff to communicate with school specific stakeholders.</p>	<p>Plan communicated to all stakeholders in September.</p>	<p>\$ for materials</p>
<p>Audit of existing and new AP courses including course syllabus, offering and PD</p>	<p>Comprehensive data on existing AP courses and faculty</p>	<p>C&A Staff and TAG staff to complete</p>	<p>Compile and provide school AP offerings to C&A staff and TAG staff.</p>	<p>September – October</p>	

Assessment of current AP and advanced level offerings and enrollments by school with demographic information.	Comprehensive understanding of current status of AP and other accelerated courses.	Assessment by C&A Staff	None	September	
Research on AP/College Board and Spring Board Requirements as well as resources needed for supports and interventions.	Comprehensive understanding of college board offerings, requirements, costs, etc.	AVID Director , C&A Staff and TAG Director to research and report findings to Core Instructional Alignment (CIA)	None	September	
Survey/Mapping/Development of existing and needed Professional Development to implement including differentiation, AP supports, AVID, and supports	A comprehensive PD plan will be created, planned, communicated and offered to ensure faithful implementation of the model	District planning committee with representatives from Ed. Services, PD, C&A, REaL Grant, Secondary Schools to be developed to map and identify needed PD.	Identify consistent areas of needed PD across the district and school specific PD needed.	September – October – Mapping Planning – Spring 10	
Consistent Curricular Language and Course offerings lead to Consistent Educational Experience					
In accordance with Federal requirements common course names and numbers will be implemented.	Course catalogs with common course names for all 9 th – 12 th grade core courses in language arts and social studies across all four high school in the 2011-12 MMSD course catalog. Science and math to occur for the 2012-13 MMSD course catalog.	Course numbers and names decided by district for 9 th -10 th grade. Course numbers and names communicated through C&A to scheduling principals R&E IC populated with Names and numbers	Implement new names and numbers in course catalogs.	For 11-12 course catalogs	

Course descriptions for 9 th – 12 th grade core offerings will be consistent	Course catalogs with common course descriptions for all 9 th - 12 th grade core courses across in the areas of language arts and social studies all four high school in the 11-12 MMSD course catalog	Course descriptions decided by CIA for 9 th and 10 th grade. Course descriptions communicated through C&A and scheduling principals R&E to populate IC with Names and numbers	Implement descriptions in course catalogs.	For 11-12 course catalogs	
Course offerings and sequences for core content in areas of Language Arts and Social Studies decided 9 th -12 th grade, in addition process for adopting new core courses, changing/improving course offerings is developed.	Common Course offerings and sequences reflected in the 9 th and 10 th grade course catalog for 2010-11	CIA in conjunction with REaL Team provides framework and initial proposal. REaL School Based Team (principals and coordinators) provides feedback CIA finalizes	School leadership teams provide structured feedback facilitated by District REaL staff.	Sept-Nov.	\$ for allocation ramifications
Process for adopting electives, defining school and district decisions related to electives. Explore concentrated career interest pathways.	Common process for adopting electives.	REaL team to develop framework for elective course adoption. CIA Finalizes	School leadership teams to define school based elective course offerings based on provided framework	Oct. – Nov.	
Essential Understandings Lead to Common Learning Outcomes for all students					
Develop a consistent process for developing essential understandings based on ACT college and career readiness standards in four core content areas for grades 8 -12.	Vertically align core content area essential understandings	Curriculum and Assessment, Ed. Services, REaL Grant Staff, Secondary Planner, Literacy Coaches develop process, PD, TAG	Assistant Principals, Learning Coordinators, REaL Coordinators and Department Chairs will participate in core content area discussions as appropriate	Sept. – Oct.	

<p>Develop and align essential understandings to ACT College and Career Readiness and Common Core Standards for grades 8 – 12 in the area of Language Arts and Social Studies.</p> <p>Align all K-12 content area curriculums to Reading, Writing, and English to ACT College and Career Readiness Standards.</p> <p>WIDA ELP Standards to be used as a resource.</p>	<p>Consistent and common learning experiences across all high schools. Also a definition of core instructional practice will occur.</p> <p>Rigorous, accessible and differentiated curriculum for all students.</p> <p>Consistent array of resources and supports provided for students upon enrolling in either pathway</p>	<p>Curriculum and Assessment, Ed. Services, REaL Grant Staff, Secondary Planner, Student Services, Literacy Coaches to facilitate and participate in process</p>	<p>Assistant Principals and Department Chairs will participate in core content district discussions.</p>	<p>November, 2010 – May, 2011</p>	<p>Discussion of core instructional practice by content area.</p> <p>Monthly District Department Chair meetings facilitated by C&A, Ed. Services and REaL Team</p> <p>Release times for department chairs by content areas facilitated by C&A, Ed. Services.</p> <p>School-based conversations and middle and high school conversations.</p>
---	--	--	--	-----------------------------------	--

<p>Upon development of essential understandings, develop universal designed curricula across accelerated and preparatory pathways that reference social – emotional learning standards.</p> <p>As part of this planning identify program resources, supports, interventions and allocations needed to implement dual pathways to graduation.</p>	<p>Rigorous, accessible and differentiated curriculum for all students.</p> <p>Consistent array of resources and supports provided for students upon enrolling in either pathway.</p>	<p>Support school-based teams with the development of differentiated curriculum</p> <p>Assistant Superintendent, Student services, AVID Director, Ed. Services, C&A, REaL Grant Staff , Secondary Planner to identify district resources, supports and allocation needed.</p>	<p>School-based and content area teams develop curriculum</p> <p>Schools to identify existing resources, supports and allocations needed. to implement.</p>	<p>May, 2011 – July, 2011</p>	<p>\$ for sub release and \$ for allocation ramifications</p>
<p>AVID identified as a key support for all students. 10-15% of students enrolled in AVID elective classes.</p>		<p>AVID Director, C&A, Assistant Superintendent to seek additional funding to expand programming.</p>	<p>Schools to make allocation decisions based on resources available.</p>	<p>Ongoing</p>	<p>\$ for allocation ramifications</p>
<p>AVID instructional strategies imbedded across all content areas.</p>	<p>Rigorous, accessible and differentiated curriculum for all students.</p>	<p>AVID Director, C&A, Assistant Superintendent, PD in conjunction with school staff identify key high leverage AVID strategies to imbed and reinforce throughout the district.</p>	<p>School-based AVID teams implement identified AVID strategies.</p>	<p>Ongoing</p>	<p>\$ for PD</p>

Redesign tutoring practices in order to provide needed, focused supports for identified students.	All tutoring within schools is aligned to MMSD outcomes and goals.	Community Engagement Team, Partnerships office, and REaL Grant Staff work with existing tutoring organizations to develop professional development and coordination of programming		Ongoing	\$ for resources and supports
Individualized Learning Plan is utilized as a common platform for facilitating student/teacher/ parent conversations regarding student performance, course selection, supports needed and future planning.	A universal tool is developed to facilitate individualized student learning.	District Student Services Staff, REaL District Team, Assistant Superintendents', Secondary Planner, ILP district leadership team to develop framework for implementation	School based ILP teams to implement within framework.	Spring 2011	\$ for ILP implementation and software costs.
Implement EPAS System 8 th – 11th grade .	Establish baseline of skills assessment	Assistant Superintendent's office C&A Ed. Services	EXPLORE implementation School Year 10-11 EXPLORE and PLAN implementation School Year 11-12 EXPLORE, PLAN, ACT implementation 12-13 school year	10-11 Academic Year	\$ for assessment costs related to EXPLORE, PLAN and ACT
Professional Development ensure successful implementation leads to improved student achievement					

<p>Continue to foster the implementation of Adaptive Schools, Instructional Rounds and Critical friends as tools to foster professional learning communities that promote curricular improvement.</p>	<p>Collaborative professional learning communities are fostered and supported across the district and embedded practices.</p>	<p>District adaptive schools trainers, outside resources, Critical Friends Coaches, C&A, Department Chairs, Ed. Services, District REaL Team, PD and TAG</p>	<p>Schools to develop school staff capacity by participating in trainings as provided</p>	<p>Ongoing</p>	<p>\$ for adaptive schools and Critical friends presenters as well as sub time for release.</p>
<p>Professional Development provided for school staff to interpret and use EPAS data to inform instructional practice</p>	<p>Curricular and instructional enhancements/decisions are data driven</p>	<p>Assistant Superintendent's Office/ C&A and other departments as needed to continue and expand partnership with area schools to implement Align by Design workshops for MMSD staff.</p> <p>Foster practitioner conversations about EXPLORE data through department school-based conversations supported by C&A, Ed. Services, PD Department and outside resources.</p>	<p>School leadership teams to use EPAS data in the development of School Action Plans.</p> <p>School departments to use EPAS data in the continuous improvement process as related to school based decisions regarding curriculum and instruction.</p>	<p>Winter of 10 to develop PD plan</p> <p>Aligned by Design workshops held October – December, 2010</p> <p>Resources prepared for spring of 10-11 Academic Year to fully understand EXPLORE Data (Turnleaf, Mastery Manager) and communicated with individual schools</p>	<p>\$ for sub release to attend Align by Design.</p> <p>\$ for sub release to engage in PD around EPAS data</p>

Ongoing and imbedded professional development provided in the areas of universal design curricula and assessment.	Differentiated, high quality curriculum, instruction and assessment are the norm.	Ed. Services, TAG, PD, District REaL Staff, C&A to jointly develop PD framework and plan for implementation at both the district and school level.	Schools to implement school based PD and focus on continuous improvement of instruction and assessment	Winter of 10 to develop PD plan.	\$ for sub release and possible summer institutes, summer planning
Ongoing professional development provided for identified AVID strategies to be implemented across curriculum 6 -12.	Common language and strategies used 6 -12 in order to bolster student achievement.	AVID Director, PD, TAG, C&A and Ed. Services to work jointly with school staff to select and focus PD on specific AVID strategies.	AVID site teams to foster and implement school based PD in the selected AVID strategies	Ongoing	\$ for professional development including summer institutes and brining in outside AVID trainers as necessary
Professional development in core content areas, universal designed curricula and assessment along with AVID strategies for community based tutoring organizations provided.	CBO programming aligned to district outcomes, goals and strategies.	Community Engagement Team, REaL Grant Staff, C&A and PD to develop professional development to CBO's in key areas.	Schools to provide ongoing communication and PD to school specific CBO's	Ongoing	\$ for resources and supplies
Ongoing professional development for staff to implement the individualized learning plan as a system for housing and tracking student information regarding pathways, academic performance and goals.	Consistent use of ILP as system and process for student planning towards future goals.	ILP leadership team, Student Services to develop framework for implementation consistently across all MMSD schools	School-based teams to establish school specific implementation within provided framework	Implementation Fall 11	\$ for implementation

DRAFT