



January 27, 2011

APPENDIX MMM-7-34
January 27, 2011

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: High School Alignment Process Plan- Guiding Principles

I. Introduction

- A. **Title/topic** – High School Alignment Process Plan- Guiding Principals
- B. **Presenter/contact person** – Pam Nash
- C. **Background information** – The process for aligning high school courses was discussed during the Board of Education workshop presentation on January 6, 2011. The principles that guide that process are included below.
- D. **BOE action requested** – Motion to approve the guiding principals

II. Summary of Current Information

- A. **Provide summary** – The work of aligning to the Common Core and Act Career and College Readiness standards will be done across the four comprehensive high schools using a consistent process that was arrived at with input from the high school principals, high school grant coordinators and literacy coaches, high school department chairs, high school innovation team members and Doyle based teacher leaders. The process will begin with the Doyle based teacher leaders in order to create a consistent way for Doyle based staff to work in support of the schools.
- B. **Recommendations**–
 - We will be aligning to the ACT Career and College Readiness Standards and the Common Core Standards
 - This will be a comprehensive PreK-12 process, to build continuity across all grade levels
 - We will be implementing aligned assessments, including the Educational Planning & Assessment System(EPAS)
 - The high school alignment will focus on grades 9 and 10 in the four core content areas
 - We will establish common understandings, knowledge and skills using Universal Designs for Learning(UDL)
- C. **Link to supporting detail** – NA

III. Implications

- A. **Budget** – None at this time. These conversations have already begun as a part of our REaL grant, thus each school has allocated time and provided resources in order for this to occur.

B. Strategic Plan – Learning is enhanced when...

- expectations for achievement are clear
- standards for performance are consistently high for all students
- the educational process reinforces the joy of learning
- the focus is child by child
- schools help focus student effort around a demanding, research-based curriculum

C. Equity Plan – The equity plan identifies key factors needed to ensure equity for student success. These factors have provided insight into the development of the guiding principles and the process plan.

D. Implications for other aspects of the organization – The process will involve assistance from all aspects of central office so that this work remains in line with the vision of the strategic plan.

The Process for Discussing MMSD High School Alignment

This is to provide clarity, transparency and direction in improving our high school curriculum and instruction, with ongoing communication. *(As presented to the MMSD Board of Education on January 6th, 2011)*

The following guiding principles were discussed:

- We will be aligning to the ACT Career and College Readiness Standards and the Common Core Standards
- This will be a comprehensive PreK-12 process, to build continuity across all grade levels
- We will be implementing aligned assessments, including the Educational Planning & Assessment System (EPAS)
- The high school alignment will focus on grades 9 and 10 in the four core content areas
- We will establish common understandings, knowledge and skills using Universal Designs for Learning (UDL)

The above will be brought to the MMSD Board of Education for action on January 31st

Beyond these components, issues relating to levels, embedded honors, instructional materials, course sequences, resources needed, and most importantly, the best ways to both challenge and support every student are open for discussion, using this process:

See the diagram on the back of this sheet

Building capacity to support and facilitate this process (Steps 1, 2a & 2b):

Beginning with MMSD Central Office Staff, School Administrators and School-Based Teacher Leaders (Department Chairpersons, REaL Grant Coordinators, Literacy Coaches, etc...), we will build capacity to fully understand, support and facilitate this process. This work will begin in January, 2011.

Gathering input and weighing options (Step 3):

Teachers- Working in School-based Discussions, teachers will look at existing curriculum to assess alignment with standards and to define common understandings, knowledge and skills in each core course in grades 9 and 10. Teachers will also be asked to provide perspectives on the issues listed above, including levels, embedded honors, instructional materials, course sequences, resources needed, and most importantly, the best ways to both challenge and support every student.

Parents and Community Members- Working in School-based Discussions, parents and community members will be asked to provide perspectives on issues relating to curriculum and instruction, including levels, embedded honors, instructional materials, course sequences, support and resources needed to support improvements, and most importantly, the best ways to both challenge and support every student. District-wide parent input will be gathered through the MMSD Parent Council.

Students- Working in School-based Discussions, student will be asked to provide perspectives on issues relating to curriculum and instruction, including levels, embedded honors, instructional materials, course sequences, support and resources needed to support improvements, and most importantly, the best ways to both challenge and support every student. District-wide student input will be gathered through the MMSD Student Senate.

Making recommendations and decision-making (Steps 4 & 5):

Teacher representatives from each of the high school's core departments will be involved in District-wide Content Discussions, to analyze and weigh input gathered in Step 3, and to develop a District-wide alignment plan for 9th and 10th grade courses. This plan will be submitted as a recommendation to the PreK-12 Alignment Team. Through iterative collaboration among the District-Wide Content Area Teams, the PreK-12 Alignment Team and the MMSD Core Instructional Alignment Group, recommendations will be made to the Superintendent, to be forwarded to the MMSD Board of Education for final approval.

MMSD High School Alignment Process Plan

1) Central Office Professional Learning Community PLC

Purpose: Develop shared vision and communication of alignment initiative.

Outcome: Central Office to **develop** capacity to support schools with alignment of Common Core/ACT College and Career Readiness Standards using Universal Design for Learning (UDL) towards the end goal of instructional coherence.

Time: Begin January

2a) School Administrator PLC

Purpose: To Develop a shared vision and ongoing communication of alignment initiative.

Outcome: Building administrators capacity to **support** school-based conversations focused on alignment of Common Core/ACT College and Career Readiness Standards, UDL and instructional coherence.

Time: Begin January

2b) School-based Teacher Leader PLC

Purpose: To Develop a shared vision and ongoing communication of alignment initiative.

Outcome: Teacher leaders develop capacity to **facilitate** school-based conversations focused on alignment of Common Core/ACT College and Career Readiness Standards, UDL and instructional coherence.

Time: Begin January

Embedded Throughout Process

- Ongoing communication between BOE, schools, families and community
- Develop ongoing professional learning
- Continuous evaluation and improvement of process

5) PrK-12 Alignment Team Discussions

Purpose: Define essential understandings, knowledge and skills per content area **PrK-12**. Differentiate for all learners by aligning to Common Core/ACT Standards using UDL framework to address supports, interventions and scaffolds needed for a student to be successful.

Outcome: **Develop and refine** PrK-12 alignment within grade levels and across grade levels for final approval.

Time: Begin April

4) District-wide Content Area Discussions

Purpose: Define common essential understandings, knowledge and skills per content area **across 4 high schools**. Differentiate for all learners by aligning to Common Core/ACT Standards using UDL framework to address structures, supports, interventions and scaffolds needed for a student to be successful.

Outcome: Develop a district-wide high school alignment plan for **recommendation** to the PrK-12 district-wide alignment process.

3) School-based Discussions

Purpose: Define essential understandings, knowledge and skills per content area at **each school**. Differentiate for all learners by aligning to Common Core/ACT Standards using UDL framework to address structures, supports, interventions and scaffolds that are needed for a student to be successful.

Outcome: Develop a school-based understanding of above items for **input** in district-wide content area alignment process.

Time: Begin February

Parents/
Families/
Community
Input/
Feedback

Student
Input/
Feedback