Charting Personalized Pathways in Madison

February 8, 2016
Meeting Outcomes

• Provide an update on current state of ACP implementation.

• Discuss and affirm the Personalized Pathways plan and refinements based on BOE feedback.

• Discuss refined short term timeline for implementation of the first pathway based on BOE Feedback.
<table>
<thead>
<tr>
<th>Agenda</th>
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<tbody>
<tr>
<td>Welcome and Overview</td>
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<tr>
<td>Current State of Academic and Career Planning</td>
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<tr>
<td>Personalized Pathways Plan Refinements</td>
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<tr>
<td>Personalized Pathways Timeline</td>
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<td>Closing and Next Steps</td>
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Vision for College, Career, and Community Ready Graduates

MMSD Scholars

Through the school year, the district engaged more than 2,500 staff, students, and community members in 88 meetings, all focused on articulating our vision for the skills and abilities our student need to be successful. This document summarizes the vision that emerged from those conversations.

Mastery of Content

- Growth Mindset
- Self-Knowledge
- Creativity
- Wellness
- Interpersonal Skills
- Confidence
- Cultural Competence
- Community Connection
Guiding Principles

All students will...

• Graduate with a post-secondary vision and plan
• Have timely access to information, supports and advising
• Develop the skills to advocate for themselves
• Have access to a high quality rigorous, relevant curriculum and flexible scheduling
• Engage in high quality career and personal counseling
• Have access to learning opportunities outside of the classroom
• Leverage positive relationships with caring adults
• Have access to coursework that integrates content knowledge, career awareness and life skills
Personalized Pathways

We believe that all students should chart their personalized pathways to college, career and community success.

We define personalized pathways as a sequence of rigorous inter-connected courses and experiences, both within and outside of the school setting, that are driven by the student and their academic and career plan.

Every student’s personalized pathway will lead to graduation with a post-secondary plan that could lead to an industry recognized certificate and/or licensure, an associate degree or baccalaureate degree and beyond.
Middle and High School experience Include Academic and Career Planning (ACP)

Each student selects a theme/area of interest that is interwoven throughout high school core instruction of social studies, math, science, English and technical core

Post-Secondary Articulation

Work-Based Learning Opportunities

Leads to Post-secondary Plan
Personalized Student Supports

Personalized supports provide proactive and responsive academic and personal supports to help all students to successfully personalize their pathway and develop the competencies outlined in the Graduate Profile.
Types of Personalized Student Supports

• Comprehensive School Counseling
• English Language Learner Services
• Special Education Services
• Advanced Learning
• Mental Health Services
• AVID College Readiness System
• Multi-Tiered Systems of Support
• Credit Recovery System
Current State of Academic and Career Planning

EXPLORE: Who am I? Where am I going? How do I get there?

PLAN: Identify Goals and Plan for Getting There

GO: Progress towards Goals

REFLECT/REVISE
Implementation Strengths

• Implementation of ACP Knowledge and Skills occurring in grades 8 and 9.
  • 94% of 9th grade students have completed the ACP Pre-Assessment.
  • 72% of 8th grade students who have been currently exposed to ACP to date have completed the Pre-Assessment.

• Integration of ACP and Socio-Emotional Learning standards.

• School staff are developing a greater understanding of integration of ACP Knowledge and skills across all curriculum.

• Increased implementation of experiential learning continuum at 14 of 16 schools

• ACP PD and school support is well received.
Implementation Challenges

• ACP curriculum needs refinement to be more experiential and project-based.

• Clearer data collection timeline and expectations to minimize glitches with administration of ACP Pre-Assessment at Middle Schools.

• Access to technology for students to upload artifacts at HS is challenging.

• Family and community engagement and communication has been limited.
# Next Steps

<table>
<thead>
<tr>
<th>Actions</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Grade 7 - 10 ACP/SELS Curriculum refinement and development for 2016-17</td>
<td>Quarter 3 &amp; 4</td>
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<tr>
<td>Schools complete Grade 8 &amp; 9 ACP pre and post-surveys</td>
<td>Quarter 4</td>
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<tr>
<td>Students will complete portfolio assessments</td>
<td>Quarter 4</td>
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<tr>
<td>Strengthen ACP parent communication and engagement</td>
<td>Current</td>
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<tr>
<td>ACP/SELS Cross Functional Team Planning for Grade 7 - 10</td>
<td>Current</td>
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<tr>
<td>• Set expectations for grades 7 - 10</td>
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<tr>
<td>• Finalize expectations regarding career cruising inventories</td>
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<td>• Finalize E-portfolio requirements</td>
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<td>• Identify support structures and time needed for assessments</td>
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Personalized Pathways Plan
Engagement and Refinements

STRATEGIC FRAMEWORK

- Personalized Pathways
- Thriving Workforce
- High Standards
- Good Teaching
- Coherent Instruction
- Data Use
- Accountability
- Family & Community Engagement
Communication and Engagement Process

**Awareness and Feedback (Began November)**

**Outcome:** Develop understanding of personalized pathways and solicit feedback.

**Development of School-based Pathways Teams (Begins May)**

**Outcome:** Engage stakeholders (school staff, business, higher education) to become involved in school-based pathways teams.

**Planning (Begins July)**

**Outcome:** School-based pathways teams begin planning for implementation of first pathway.
Current Stakeholder Engagement

- High School Reform Collaborative
- Parent Feedback Sessions
- Business Community Health Services Sector
- School-Based Leadership Teams and High School Staff
- Madison Teachers Inc.
- Superintendent’s Student Advisory Sessions
<table>
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<tr>
<th>Stakeholder Feedback</th>
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<tbody>
<tr>
<td><strong>+</strong></td>
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<tr>
<td>● Opportunities for students to personalize their learning through ACP, Pathways selection, course selection within pathway and experiential learning</td>
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<tr>
<td>● Interdisciplinary curriculum and project-based learning focused on skill development and application</td>
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<td>● Earlier opportunities for career and college exploration</td>
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<td><strong>?’s</strong></td>
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<td>● Time: How will school schedules change? How we will ensure students can still explore electives not related to pathways?</td>
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<tr>
<td>● Exploration vs. Specialization: Will students be able to change pathways?</td>
</tr>
<tr>
<td>● Wall to wall: What if a student wants the traditional high school experience, do they have to be in a pathway?</td>
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## Stakeholder Feedback

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<tbody>
<tr>
<td>• Opportunity for exposure to dual credit and <strong>greater alignment to postsecondary.</strong></td>
<td>• Advanced Courses and Pathways Quality: How will we ensure all pathways have equitable access to rigor, quality and advanced coursework?</td>
</tr>
<tr>
<td>• Greater opportunity for <strong>high quality student and adult relationships</strong></td>
<td>• Family Engagement: How will parents/families be engaged in a child’s pathways selection</td>
</tr>
<tr>
<td>• Greater opportunity for <strong>students to engage with community</strong> and business</td>
<td>• Business, Industry and Labor: What role will business and industry play on a school’s pathway team?</td>
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</table>
Pathways Plan Refinement #1

**Question:**
How will school schedules change?

Will students still have an opportunity to explore interests outside of their selected pathway?

**Answer:**
School schedules will be driven primarily by student requests and reflect school and district priorities.

Yes, Students will have opportunities to explore interests and electives outside of their selected pathway.

**Next Steps:**
1. Establish scheduling teams at each HS.
2. School-based and central office professional development on pathways, scheduling practices.
3. Create scheduling principles to guide school and district scheduling practices.
4. Coaching visits at each HS.
**Pathways Plan Refinement #2**

**Question**
Will students be able to change pathways?

**Answer**
Yes, students will be able to change pathways. The process in which students change will be developed in the next phase of the planning process.

**Next Steps:**
1. School staff and central office to participate in a scheduling professional development to build capacity for pathways scheduling practices.
2. Cross Functional Team to develop process for how and when students can change pathways.
### Pathways Plan Refinement #3

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Next Steps:</th>
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<tbody>
<tr>
<td>What if a student wants the traditional high school experience, do they have to be in a pathway?</td>
<td>All students would potentially be engaged in a pathway. However, after the second year of implementation MMSD would make a decision about when and if we would implement pathways wall to wall.</td>
<td>1. Implementation of 1st pathway 2017-18.</td>
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<td>2. Implementation of 2nd pathway 2018-19</td>
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<td>3. Complete pathways review by summer of 2018 to determine impact and success.</td>
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<td>4. Determine in early fall of 2018 - 19 wall to wall implementation.</td>
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</table>
How will we ensure all pathways have equitable access to rigor, quality and advanced coursework?

Advanced coursework such as AP and dual credit will be an important component of every pathway. Pathways team will develop success and quality indicators to monitor quality of all pathways.

Next Steps:
1. Pathways Teams will develop a program of study for first pathway which includes opportunities to access AP, dual credit, honors, and industry certification.
2. District Pathways Team establishes pathways outcomes and quality indicators in order to monitor pathways implementation and outcomes.
3. School Improvement systems will support and monitor pathways instruction and outcomes.
### Pathways Plan Refinement #5

<table>
<thead>
<tr>
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<th>Answer</th>
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<tr>
<td>How will parents/families be engaged in a child’s pathways selection?</td>
<td>Student pathway selection will be driven by a student and their academic and career plan with significant support and guidance from their families. A robust family engagement plan will be developed to engage 8th grade parents beginning next fall.</td>
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#### Next Steps:
1. Incorporate pathways selection into Grade 8 ACP curriculum and experience and MS parent teacher conference.
2. In partnership with Regional PTPN Anchor Team will provide opportunities for all 8th grade parents to learn about pathways options with their child.
Next Steps:
1. Workforce Development Board of South Central Wisconsin will serve as an intermediary with business, industry and labor.
2. Our intermediary will:
   a. Establish business, industry and labor councils to support each pathway that is created at each high school.
   b. Launch awareness and career exploration opportunities within each pathway.
   c. Provide professional development and curriculum support.
   d. Develop career preparation and training opportunities.

Question
What role will business, industry and labor play on a pathways team?

Answer
Business, industry and labor will have two important roles:
1) Providing a variety of learning experiences for students to explore how to apply skills in a work setting.
2) Serve in advisory role to inform pathways teams about current career options and demands.
Engagement Next Steps

Parent Engagement in the Community

1. January 7
2. January 11
3. March 9
4. March 10

Parent Engagement at Schools via Parent Academy

Four sessions in March:

a. East
b. La Follette
c. Memorial
d. West
## Engagement Next Steps

<table>
<thead>
<tr>
<th>Principal/ILT Engagement</th>
<th>Staff Engagement</th>
<th>MTI Engagement</th>
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<tbody>
<tr>
<td>- January 15th</td>
<td>- November 13th</td>
<td>- November 9th</td>
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<td>- January 25th (P)</td>
<td>- February 5th</td>
<td>- January 14th</td>
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<tr>
<td>- February 29th (P)</td>
<td>- April 15th</td>
<td>- March 31st</td>
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<td>- April 22nd</td>
<td>- July 18-20 (Institute)</td>
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<td>- May 23rd (P)</td>
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<td>- May 27th</td>
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<td>- July 18-19 (Institute)</td>
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Pathways Team

School-based Pathways Team

- Pathways Leader
- Pathways Teachers
- Local Business and Industry Rep
- Student Support Staff
- Students and Families
- Higher Education Rep

Students and Families
Personalized Pathways Plan Timeline
Spring 2016: Schools identify pathway team members including teachers for health services pathway.

Summer 2016: Pathways summer institute. Establish vision and design for 1st pathway including schedules, courses and structures needed.

Fall 2016: Pathways teams develop performance based assessment and curriculum.

Late Fall 2016: 8th grade students and families select into first pathway.

Fall 2016-Winter 2017: Develop personalized student supports.

Late Fall 2016: 8th grade students and families select into first pathway.

Spring-Summer 2017: Finalize pathways assessments, curriculum integrated projects and experiential learning structures.

Fall 2017: Health services pathway opens at each HS.
Discussion

Do the plan revisions, address concerns and questions emerging from BOE and Stakeholder Feedback?

What questions or concerns do you have about the Personalized Pathways Plan?
THANK YOU
Appendix
What is 9OT?
Timeline Phases

Phase 1 - Data (Feb 1)
- Define On-Track
- Dashboard Content
- Develop 9th Grade Watchlist
- Develop HS Success Report
- Data Use Guide

Phase 2 – Implementation Supports (Q3 & Q4)
- Engage key stakeholders
- Current practice inventory
- Define user groups
- Develop Implementation Guide (toolkit)
- Each HS reviews data quarterly & implements support strategies

Phase 3 – Initial Use (SY 16-17)
- On Track Team
- Site based training and implementation
- BEL-S survey
- ACP
Long-Term Timeline

2014-16: Planning for Pathways Implementation

2016-17: School-based Pathways Teams plan Health Sciences Pathway

2017-18: Health Sciences pathway begins at four comprehensive high schools

2018-19: District Decision for implementation of pathways wall to wall.

2018-19: All students in grades 6 - 12 participate in academic and career planning

2019-20: All 9th Graders enrolled in a SLC

2022-23: All MMSD high schools engaged in SLCs.
## Long-Term Pathways Implementation

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<tbody>
<tr>
<td>6</td>
<td>ACP Planning</td>
<td>ACP Launch</td>
<td>ACP</td>
<td>ACP</td>
<td>ACP 6 - 12</td>
<td>ACP 6 - 12</td>
<td>ACP 6 - 12</td>
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<tr>
<td>7</td>
<td>ACP Launch</td>
<td>ACP</td>
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<td>8</td>
<td>ACP: Students select into Health Services SLC</td>
<td>ACP: Students select into SLC’s</td>
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<td>9</td>
<td>Planning Year</td>
<td>Implement Health Services SLC’s</td>
<td>Implement 2 SLC’s per HS</td>
<td>Implement 4-6 SLC’s per HS</td>
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<td>10</td>
<td>ACP Launch</td>
<td>Pathway Planning Year</td>
<td>Implement Health Services Pathway</td>
<td>Implement 2 SLC’s per HS</td>
<td>Implement 4-6 SLC’s per HS</td>
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<td>12</td>
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### Total Students enrolled
- 2016-17: 100 - 135 per HS
- 2017-18: 300 - 405 per HS
- 2018-19: 800 - 1000 per HS
- 2019-20: 1040-1300 per HS
- 2020-21: 1440 – 1700 per HS
- 2021-22: 1800 – 2200 per HS