



## Purpose and Work Streams 2016-17

### Curriculum and Instruction

#### Purpose

| Purpose                                                                                                                                                         | Department Manager |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| To support high quality, coherent curriculum and instruction for all students in MMSD with a direct focus on implementation of the Common Core State Standards. |                    |

#### Major Work Streams

| Title                                                                                                                                                                                                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Lead                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Literacy Curriculum Development                                                                                                                                                                           | Create a course description, course plan, course assessment, and sample course syllabus for Modern American History. Support implementation of aligned courses: English 1, English 2, and US History 9 with quarterly meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Tamara Maxwell             |
| Literacy Professional Development                                                                                                                                                                         | Provide professional development for reading resources for Grades 6-8. Support implementation of Choice Texts with monthly PLC meetings. Provide professional development support for the content component of Read 180. Develop professional development literacy tutoring trainings for community, AmeriCorps Member and BASES tutors. Lead quarterly professional development to deepen understanding of MMSD Priorities around literacy and math for instructional coaches.                                                                                                                                                                                                                                                                              | Tamara Maxwell             |
| Literacy Support to School                                                                                                                                                                                | Provide content and instructional support to schools through schools' SIPs around CCSS and GRR. Provide professional development for K-5 interventionists and Reading Recovery teachers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Tamara Maxwell             |
| Wed-based Supplement to Core Program (Lexia)                                                                                                                                                              | Facilitate the implementation of Lexia Core5 within schools to support student independent practice of foundational literacy skills. Lead PD, support data review, create tools and resources, examine district level data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Amanda Myers               |
| MTSS Systems and Structures                                                                                                                                                                               | Defining and documenting current intervention offerings including entrance and exit criteria. Developing and supporting teaming structures. Identifying and developing new supports and structures for students based on demonstrated need gaps. Lead professional development to support systems and structures.                                                                                                                                                                                                                                                                                                                                                                                                                                            | Kira Hicks<br>Amanda Myers |
| MTSS Data Use and Program Evaluation                                                                                                                                                                      | Developing and supporting ongoing data collection and use. Determining program evaluation routines. Facilitating and supporting access to data and use of data to inform decisions. Lead professional development around data sets and data use.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Kira Hicks<br>Amanda Myers |
| Curriculum Development: Course Alignment for all Level 1 HS Music, Visual Arts, and Theater Courses; Implementation Support for Aligned Courses and Programs; District-wide arts events; Asset Management | Create a course description, course plan, course assessment, and sample course syllabus; Support implementation of aligned courses: Guitar 1 and Guitar 2 with quarterly check-ins by school; Pilot 2 new piano keyboard lab systems with new Yamaha tablet and keyboard technology; Support the district-wide arts education events: Madison Boy Choir Festival, WSMA Solo/Ensemble Festival, 50th Annual Strings Festival, and Young at Art - Madison Museum of Contemporary Art; Implement new Instrument Management System in MMSD; Year 1 ensure all instrument data is accurate and students assigned to instruments are listed in system; Support removal of retired instrument inventory and lead review of all K-12 kiln stations in MMSD art rooms | Erika Meyer                |
| Partnerships: Partnership Agreements                                                                                                                                                                      | Support partnership conversations and finalize partnership agreements with Madison Youth Choirs, Madison Museum of Contemporary Art, and Kennedy Center Partners in Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Laurie Fellenz             |
| Support to Schools: K-12 Visual Arts, Music, Theater, and Specials Teams                                                                                                                                  | Provide content and instructional support to schools through schools' SIPs around instructional planning and classroom engagement plans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Laurie Fellenz             |
| Professional Development: 3rd Monday PD/K-5 Intensive Schools - Specials Teams                                                                                                                            | Provide professional development for K-5 Specials Teams at intensive schools; Provide professional development for K-5 art/music teachers and 6-8 art/choral/orchestra teachers around Body of Evidence and Culturally & Linguistically Responsive pedagogy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Erika Meyer                |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Professional Development: Arts Integration                 | Support access to arts integration professional development opportunities through Kennedy Center Partners in Education program with Overture Center; serve on team planning Midwest Arts Integration Conference in 2016-17                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Laurie Fellenz |
| Human Resources: Placement and Hiring                      | Support systems for allocation, placement, and hiring of specialists in art and music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Laurie Fellenz |
| Pathways: Arts Education                                   | Map arts curriculum to CCSS-Literacy in All Subjects and review arts requirements at all levels to develop pathways scenarios in the Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Erika Meyer    |
| Advanced Learning: Visual and Performing Arts              | Serve as liaison to the Advanced Learning team for all K-12 visual art, music, and theater identification, programming, and assessment needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Laurie Fellenz |
| Arts Rich Schools Data Collection                          | Complete Arts Rich School rubric and Mapping Tool data collection for all K-8 schools in support of Any Given Child Madison                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Laurie Fellenz |
| Curriculum Development: Compacted MS Mathematics           | Develop and implement bridging courses for compacted course sequence movement at MS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ken Davis      |
| Implementation Support for Algebra and Geometry Resources  | Provide professional support for implementation of CCSS-M, supported by use of Algebra and Geometry resources, including EOC assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Ken Davis      |
| Supports to School SIP Plans                               | Provide content and instructional support to schools as defined by individual schools' SIP Plans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Ken Davis      |
| Mathematics Intervention Supports to Schools               | Support schools around their systems of math interventionists, and provide professional learning to instructional coach role development, and delivery plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Ken Davis      |
| Mathematics Support to School                              | Provide content and instructional support to schools around CCSS and gradual release of responsibility.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ken Davis      |
| Implementation Supports for MS CPM Resources               | Leadership team work around adjustments and updates to CCLE documents (performance tasks, summative assessments)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ken Davis      |
| Professional Development for MS/HS Math Teachers           | Job Embedded PD and follow-up Saturday trainings around best practices and continuing implementation of resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Ken Davis      |
| Science Professional Development                           | Science Coordinator and Literacy Coordinator will facilitate monthly professional learning opportunities for the Elementary Science Lead Teacher Team; session goals and agendas will align with the Great Teaching Matters Framework and the Curriculum 3-Year Plan. Session feedback will be used to reflect and adjust. Teachers from the Science Lead Teacher Team will use their learning to contribute to the design of tools and resources that support the implementation of NGSS following the Great Teaching Cycle. The resources will be made available through an online repository for district-wide access in SY17-18.                                                                                                                                                                                                                                                                           | Patti Schaefer |
| Science Curriculum Development                             | Science Coordinator will implement Year 1 of curriculum development for NGSS according to the Curriculum 3-Year Plan by:<br>1. Working with Science 9 Lead Teacher Team and Department Chairs to create common core plan and end of course assessment for Biology and Integrated Science courses.<br>2. Create resources aligned with NGSS to support of coherent instruction for MS Science, in support of Curriculum 3-Year Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Carmen Lombard |
| Health Curriculum Development                              | Support implementation of HS Health aligned course through job-alike PCT meetings (6 meetings during SY16-17)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Ashley Riley   |
| Support to Schools Science, Health, and Physical Education | Provide content and instructional support to schools aligned to SIPs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Patti Schaefer |
| Support to Schools Outdoor Learning                        | Support Outdoor Learning and Garden-Based education within and across schools in collaboration with community partners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Patti Schaefer |
| AVID Tutoring Hiring, Training & Placement                 | AVID Tutor Coordinator to update job posting - HR to post position and screen candidates - AVID tutor manager/LTE to contact tutor to schedule interviews - AVID tutor manager to establish tutor hiring committee and schedule interviews - interviewed by AVID Tutor committee member - Candidate contacted by AVID Tutor Coordinator - HR processes Tutor hiring paperwork - Tutor on-boarded and trained at the district level by AVID Tutor Coordinator - Tutor onboarded at school by either TOPS Coordinator (HS) or AVID Coordinator (MS) - Tutors begin tutorial - AVID and TOPS coordinator conduct observations and provide weekly, monthly and quarterly feedback in both informal and formal debriefs/meetings. - AVID HS and MS Coordinators provide feedback on effectiveness of tutor hiring process to inform continuous improvement and efficiency of hiring, training and placement process | Layla Coleman  |
| AVID District Coordination and Central Office Support      | Serve as liaison to AVID Center and provide the following support: 1) develop and manage AVID budget, 2) provide schools coaching and feedback through the AVID Certification process in 2nd quarter and 4th quarter.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Langston Evans |
| AVID School Support                                        | AVID District Coordinator supports schools in implementation of AVID College Readiness System. - With Team identifies implementation supports for all schools. - Request from schools for support identified via school support trackers, phone calls, e-mails or needs identified during meetings to AVID District Coordinator - AVID team reviews requests, identifies availability and needs and identifies lead - Lead contacts schools develops plan for support - AVID team discusses, debriefs and develops follow-up as needed. - AVID MS/HS sites complete certification process which provides schools feedback on strengths, areas of growth and next steps for site team development.                                                                                                                                                                                                              | Langston Evans |

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <p>Manage AVID Partnership with Boys &amp; Girls Club</p> | <p>AVID District Coordinator and BGCDC Chief Academic Officer meet 2x a month to monitor the implementation of AVID/TOPS/College Club in 4 high schools and 2 middle schools - Partnership team (AVID District Coordinator, AVID Tutor Coordinator, BGCDC Chief Academic Officer, BGCDC AVP-TOPS) meet monthly to identify areas of concern, strength, and develop plans for refinement - Follow-up and next steps occur at meetings as needed - Partnership team conducts annual site meetings at the 4 high schools and 2 middle schools to review progress on MOA goals and review partnership communication structures and processes - AVID District Coordinator and AVID Tutor Coordinator with AVP-TOPS assist with TOPS Coordinator professional development and BGCDC Chief Academic Officer and AVP-TOPS onboarding - AVID District Coordinator coordinates AVID/TOPS marketing and publicity with BGCA Chief Academic Officer - Partnership team plans, coordinates, and facilitates an annual AVID/TOPS Senior Celebration. AVID District Coordinator facilitates high level partnership oversight meetings 2x a year to review the for strategic planning and a review of the MOA with Chief of Schools Secondary, Executive Director of C&amp;I, BGCDC Chief Academic Officer, BGCDC Chief Executive Officer, and TOPS Committee Chair.</p> | <p>Langston Evans</p> |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|



Curriculum and Instruction

Priority Projects 2016-17

| COMP Priority Project                       | Strategic Framework Priority Area | Strategic Framework Priority Area Next Step                                                                                                                                                                                                                                                                          | Project Lead   | Q1 Key Implementation Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Q2 Key Implementation Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Q3 Key Implementation Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Q4 Key Implementation Steps                                                                                                                                                                                                                                                                            | Metrics for Monitoring Completion and Success                                                                                                                                                                                                               |
|---------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop a common High School course catalog | I: Coherent Instruction           | Develop and implement a common curriculum and assessment system starting with literacy and mathematics that is aligned to the Common Core State Standards (CCSS) using a three-year implementation plan and a repository of resources to guide schools with implementation and integration across all subject areas. | Cindy Green    | <ol style="list-style-type: none"> <li>review current HS guides</li> <li>Determine components of current guides that should carry over</li> <li>Develop a cross functional team to create new HS course catalog</li> <li>Share plan with HS principals</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ol style="list-style-type: none"> <li>Create common front matter for all 4 high schools</li> <li>Review content with HS Schedulers, Principals and counselors</li> <li>Work with Communications to design format and layout</li> <li>Share final drafts with schools by October 1</li> <li>Work with schools to finalize and print for families in November</li> </ol>                                                                                                                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>Collect feedback from schools (principals, schedulers and counselors) on content and readability of catalog</li> <li>Re-convene cross functional team to begin to develop plan for 2018-19 catalog additions and revisions</li> </ol>                                                                                                                                                                                                               | <ol style="list-style-type: none"> <li>Determine way to collect feedback from families on readability, access and info included in catalog.</li> <li>Use feedback to adjust plan for 2018-19</li> </ol>                                                                                                | <ol style="list-style-type: none"> <li>Deadline met and completed Course catalog</li> <li>Feedback survey from Schools</li> <li>feedback survey and completion rate from families</li> </ol>                                                                |
| K-5 Professional Learning Series            | I: Coherent Instruction           | Build teachers' capacity to implement a set of strategies aligned to the district's common definition of great teaching, which is centered around culturally and linguistically responsive instructional practices.                                                                                                  | Tamara Maxwell | <ol style="list-style-type: none"> <li>Use data to inform professional development</li> <li>Create professional development resources for K-5 teachers from intensive schools about reading skills within whole-group, small-group, and independent reading.</li> <li>Convene building-level coaches to plan August PD</li> <li>Deliver the August PD for K-5 teachers</li> <li>Meet with schools to plan site-based learning labs</li> <li>Facilitate site-based learning labs</li> <li>Participate in Deep Dive to check for implementation</li> <li>Provide ongoing support for schools, as requested</li> <li>Use data to plan November professional development</li> <li>Convene building-level coaches to plan November PD</li> </ol> | <ol style="list-style-type: none"> <li>Use data to inform professional development</li> <li>Create professional development resources for K-5 teachers from intensive schools about reading skills within whole-group, small-group, and independent reading.</li> <li>Convene building-level coaches to plan August PD</li> <li>Deliver the August PD for K-5 teachers</li> <li>Meet with schools to plan site-based learning labs</li> <li>Facilitate site-based learning labs</li> <li>Participate in Deep Dive to check for implementation</li> <li>Provide ongoing support for schools, as requested</li> <li>Use data to inform ongoing professional development</li> </ol> | <ol style="list-style-type: none"> <li>Use data to inform professional development</li> <li>Create professional development resources for K-5 teachers from intensive schools about reading skills within whole-group, small-group, and independent reading.</li> <li>Deliver the March PD for K-5 teachers</li> <li>Meet with schools to plan site-based learning labs</li> <li>Facilitate site-based learning labs</li> <li>Provide ongoing support for schools, as requested</li> </ol> | <ol style="list-style-type: none"> <li>Participate in Deep Dive to check for implementation</li> <li>Convene building-level coaches to evaluate 2016-17 K-5 PLS and determine next steps for 2017-18</li> <li>Make an action plan for 2017-18</li> </ol>                                               | <ol style="list-style-type: none"> <li>Attendance and satisfaction data for the K-5 whole-group professional development three times/year</li> <li>Attendance and satisfaction data for the site-based learning labs three times/year per school</li> </ol> |
| 6-8 Professional Learning Series            | I: Coherent Instruction           | Build teachers' capacity to implement a set of strategies aligned to the district's common definition of great teaching, which is centered around culturally and linguistically responsive instructional practices.                                                                                                  | Tamara Maxwell | <ol style="list-style-type: none"> <li>Use data to inform professional development</li> <li>Create professional development resources for 6-8 ELA teachers from intensive schools about adolescent development and adolescent literacy</li> <li>Collaborate with student services to develop Semester 1 PD</li> <li>Convene building-level coaches to plan Semester 1 PD</li> <li>Deliver the Semester 1 PD for 6-8 ELA teachers</li> <li>Meet with schools to plan site-based learning labs</li> <li>Provide ongoing support for schools, as requested</li> <li>Use data to inform ongoing professional development</li> </ol>                                                                                                             | <ol style="list-style-type: none"> <li>Facilitate site-based learning labs</li> <li>Participate in Deep Dive to check for implementation</li> <li>Provide ongoing support for schools, as requested</li> <li>Use data to inform ongoing professional development</li> <li>Collaborate with student services to develop Semester 2 PD</li> <li>Convene building-level coaches to plan Semester 2 PD</li> <li>Deliver the Semester 2 PD for 6-8 ELA teachers</li> <li>Provide ongoing support for schools, as requested</li> <li>Use data to inform ongoing professional development</li> </ol>                                                                                    | <ol style="list-style-type: none"> <li>Meet with schools to plan site-based learning labs</li> <li>Facilitate site-based learning labs</li> <li>Participate in Deep Dive to check for implementation</li> <li>Provide ongoing support for schools, as requested</li> </ol>                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>Collaborate with student services to evaluate 2016-17 6-8 PLS and determine next steps for 2017-18</li> <li>Convene building-level coaches to evaluate 2016-17 6-8 PLS and determine next steps for 2017-18</li> <li>Make an action plan for 2017-18</li> </ol> | <ol style="list-style-type: none"> <li>Attendance and satisfaction data for the 6-8 grade-like professional development 6 times/year</li> <li>Attendance and satisfaction data for the site-based learning labs two times/year per school</li> </ol>        |

|                                |                           |                                                                                                                                                                                                                                                                                                                                                                                                                    |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                             |
|--------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9th Grade On-Track (9OT)       | II: Personalized Pathways | Develop multiple, clear and rigorous pathways to graduation within each high school. Research national and local models, define the model in the district, and redefine current high school coursework as appropriate. The model will include expanding dual-credit opportunities, career and technical education including career academies, online coursework, and a continuum of alternative education options. | Kira Hicks     | Plan and hold 9OT coordinator monthly meetings. Plan and facilitate Q1 Learning Strand PD focused on 9OT. Meet with district steering committee. Reach out to Pathways/Student Services/Counselors/ACP Coordinator/Credit Recovery Coordinator/AVID Coordinator re: intersections of the work.                                                                                                                                                                                                                                                                                                                                                                                                                                            | Plan and hold 9OT coordinator monthly meetings. Plan and facilitate Q1 Learning Strand PD focused on 9OT. Meet with district steering committee. Review outcomes of student need groups from Q1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Plan and hold 9OT coordinator monthly meetings. Plan and facilitate Q1 Learning Strand PD focused on 9OT. Meet with district steering committee. Review outcomes of student need groups from Q2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Plan and hold 9OT coordinator monthly meetings. Plan and facilitate Q1 Learning Strand PD focused on 9OT. Meet with district steering committee. Review outcomes of student need groups from Q3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Quarterly calendar appointments and agendas. Quarter outcome data by school and by district in aggregate. The development of a 9OT Implementation Guide by the end of Q4.                                                                                   |
| K-5 Mathematics Early Adopters | I: Coherent Instruction   | Develop and implement a common curriculum and assessment system starting with literacy and mathematics that is aligned to the Common Core State Standards (CCSS) using a three-year implementation plan and a repository of resources to guide schools with implementation and integration across all subject areas.                                                                                               | Ken Davis      | Facilitate Summer PD. Begin to develop quarterly planning supports to align to new resource and to a 75 min mathematics instructional block. Create a quarterly survey to review launch of new resource.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Support implementation of communication with families through new program and BoE/QEDs. Continue to develop quarterly planning supports to align to new resource. Conduct quarterly review of implementation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Support implementation of communication with families through new program and BoE/QEDs. Continue to develop quarterly planning supports to align to new resource. Conduct quarterly review of implementation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Support implementation of communication with families through new program and BoE/QEDs. Finalize quarterly planning supports alignment to new resource. Conduct quarterly review of implementation. Prep for facilitation of Summer PD for non-early adopter schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Quarterly survey data, Lead Team review, completion of CLEs, and satisfaction of schools and families based on survey data following Q2 and Q4 report card windows.                                                                                         |
| K-5 Report Card Implementation | I: Coherent Instruction   | Develop and implement a common curriculum and assessment system starting with literacy and mathematics that is aligned to the Common Core State Standards (CCSS) using a three-year implementation plan and a repository of resources to guide schools with implementation and integration across all subject areas.                                                                                               | Laurie Fellenz | 1. Create cross-functional leadership team for Body of Evidence, SEL, ELL/SPED/AL, Communications, FACE, and Infinite Campus teams<br>2. Create working committee structure for each cross-functional area<br>3. Facilitate monthly meetings of cross-functional team and committees<br>4. Determine data for each committee to use for response to needs at school, family, classroom, and student levels<br>5. Provide systems of support for teachers in both the curricular and technical needs of new report card<br>6. Provide updates on leadership moves for principals and coaches related to the K-5 report card implementation<br>7. Provide additional opportunities for Infinite Campus support near report card entry dates | 1. Facilitate cross-functional leadership team for Body of Evidence, SEL, ELL/SPED/AL, Communications, FACE, and Infinite Campus teams<br>2. Create working committee structure for each cross-functional area<br>3. Facilitate monthly meetings of cross-functional team and committees<br>4. Determine data for each committee to use for response to needs at school, family, classroom, and student levels<br>5. Provide systems of support for teachers in both the curricular and technical needs of new report card<br>6. Provide updates on leadership moves for principals and coaches related to the K-5 report card implementation<br>7. Provide additional opportunities for Infinite Campus support near report card entry dates | 1. Facilitate cross-functional leadership team for Body of Evidence, SEL, ELL/SPED/AL, Communications, FACE, and Infinite Campus teams<br>2. Create working committee structure for each cross-functional area<br>3. Facilitate monthly meetings of cross-functional team and committees<br>4. Determine data for each committee to use for response to needs at school, family, classroom, and student levels<br>5. Provide systems of support for teachers in both the curricular and technical needs of new report card<br>6. Provide updates on leadership moves for principals and coaches related to the K-5 report card implementation<br>7. Provide additional opportunities for Infinite Campus support near report card entry dates | 1. Facilitate cross-functional leadership team for Body of Evidence, SEL, ELL/SPED/AL, Communications, FACE, and Infinite Campus teams<br>2. Create working committee structure for each cross-functional area<br>3. Facilitate monthly meetings of cross-functional team and committees<br>4. Determine data for each committee to use for response to needs at school, family, classroom, and student levels<br>5. Provide systems of support for teachers in both the curricular and technical needs of new report card<br>6. Provide updates on leadership moves for principals and coaches related to the K-5 report card implementation<br>7. Provide additional opportunities for Infinite Campus support near report card entry dates | 1. Monthly Attendance at cross-functional and committee data<br>2. Percentage of on-track tasks and outputs based on goals of cross-functional team<br>3. Satisfaction of schools and families based on survey data following Q2 and Q4 report card windows |

|                                                                                                                     |                                  |                                                                                                                                                                                                                                                                                                           |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Closely align and integrate the AVID system within the personalized pathways model in all four high schools.</p> | <p>II: Personalized Pathways</p> | <p>Continue to refine, implement and expand the AVID college readiness system in grades 7 - 12 to support eligible students with the writing, inquiry, organizational and reading skills needed for post-secondary success and to support students in the college application and enrollment process.</p> | <p>Langston Evans</p> | <p>1) Using the AVID School-wide rubric and School Improvement Plans: AVID DD/OPP Team collaborate to identify AVID universal strategies that should impact pathways coursework. Identify 1 - 3 domains (from school-wide rubric) that would support both AVID and pathways implementation. 2) Based on domains identified complete an assessment of key pathways staff (building principals, Pathway Principal, Pathway Learning Coordinators) to determine where staff need learning, development and support in order to integrate AVID CRS into their first pathway with both instructional strategies and culture. 3) Develop a professional learning plan in three phases. Phase 1 - Assessment for ACRS Leadership Support (Sept - Dec); In collaboration with OPP team and/or interim Pathways Director develop an assessment tool to determine the knowledge and skills of the AVID CRS for OPP staff, C&amp;I staff, OMGE and other key central office departments along with School-based pathways leaders including but not limited to Principals, Pathways Principals, Pathways Learning Coordinators. Develop a professional learning plan and school support based on the learnings. Implement ACRS professional learning for leaders during semester 1. Phase 2 - School-based Pathways Teachers Development (Jan - May): In partnership with C&amp;I executive director/C&amp;I Team, OPP Team/Interim Pathways Director integrate identified ACRS strategies and culture (based on school-wide rubric) into professional learning for pathways teachers which will include earned honors teachers. Professional learning would be incorporated into Pathways winter/spring institute 3) Phase 3: School-based support and implementation (April - Oct): In partnership with OPP team integrate AVID CRS into pathways tools, and instructional resources, and walkthrough tools.</p> | <p>Finalize and implement phase 1 of AVID CRS/Pathways integration PD plan. Which includes 1) Develop and distributing survey to central office and school-based leaders. 2) implementing either district-wide or differentiated PD on AVID CRS based on survey results.</p> | <p>Finalize and Implement phase 2 of AVID CRS and Pathways Integration PD plan. In collaboration with OPP team/Interim Pathway Director, C&amp;I Team/ Director co-plan the Pathways winter/spring institute for identified pathways teachers to ensure AVID CRS strategies are integrated into the professional learning for pathways curriculum planning. Identifying and aligning a set of AVID CRS skills and knowledge that all pathways students will have access to within their pathway experience (these AVID CRS skills and knowledge should be aligned to AVID school-wide rubric and common themes across the 4 high school SIPs). Plan should also include ongoing support for integration during the pathways teachers planning to occur throughout spring and into summer.</p> | <p>Finalize and implement phase 3 of AVID CRS and Pathways Integration PD plan. In collaboration with OPP Team/Interim Pathway Director, C&amp;I Team/Director integrate AVID CRS into the planning tools, instructional resources and assessment tools that pathways teachers will utilize. Provide a differentiated support plan to support teacher teams based on their skills, knowledge and identified needs.</p> | <p>Phase 1 Metrics: Assessment survey completed and distributed. PD implemented with 90% of participants rating the PD as effective or highly effective. Phase 2 Metrics: AVID strategies are incorporated into Pathways winter/spring institute and Pathway institute evaluation results provide evidence that teachers have an understanding and developed plans for incorporating AVID strategies into pathways instruction and culture. Phase 3 metrics: AVID strategies are embedded into pathways tools, instructional resources and walkthrough tools. 2017-18 first quarter walkthroughs of pathways provide evidence of the use and incorporation of AVID strategies by both teachers and students.</p> |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                          |                                  |                                                                                                                                                                                                                                                                                                           |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Design districtwide expectations for the AVID College Readiness System (CRS) to serve as a school-wide framework for all middle schools with a focus on successful transitions between MS and HS.</p> | <p>II: Personalized Pathways</p> | <p>Continue to refine, implement and expand the AVID college readiness system in grades 7 - 12 to support eligible students with the writing, inquiry, organizational and reading skills needed for post-secondary success and to support students in the college application and enrollment process.</p> | <p>Langston Evans</p> | <p>Develop three part strategy to support the implementation of AVID CRS as a school-wide framework for all middle schools. Part 1) Develop a partnership with CGI coordinators (specifically Math, MTSS and Literacy) to identify key aspects of the AVID SW Rubric, AVID instructional and student strategies to be incorporated and integrated into Math and Literacy curriculum, professional learning and instructional materials. First identify the professional learning and supports needed for CGI Math and Literacy teams to effectively support integration. Second, Develop common goals and metrics for integration of AVID CRS into math and literacy curriculum to ensure alignment and implementation of AVID CRS strategies into curriculum materials and PD. Part 2) Develop a partnership with MS school improvement partners. Partnership entails developing a common understanding of the AVID School-wide rubric, review 2016-17 MS SIP to determine common themes across MS's to determine supports, professional learning and resources needed to support schools in 2016-17 to implement AVID School-wide and to develop a systematized long-term plan aligned to the MS model adoption and implementation. Part 3) Develop a plan to build the capacity of existing AVID Principals, Coordinators and Site teams in understanding how to effectively implement AVID School-wide. Actions to take Q1 include: Establishing partnerships with CGI, SIP Partners and Refining AVID professional learning plan for school year to include capacity building in understanding AVID school-wide.</p> | <p>Part 1 Q2 Steps: Work with CGI Math, Literacy and MTSS coordinators to identify professional learning needed to support Math and Literacy staff understanding of AVID strategies. Create 1 -2 learning opportunities which result in the incorporation of AVID strategies into literacy, math curriculum and professional learning and MTSS transitions work. Connect this work to the professional learning provided to MS and HS instructional coaches. Part 2 Q2 next steps: With SIP partners develop common expectations for where (which middle schools might be ready or already doing this work) and how MS's should utilize the AVID School-wide rubric for 2016-17 to support the implementation AVID SW and begin idea generation/planning for 2017-18. Incorporate the AVID SW framework into the research of MS model to find MS models in the country that have effectively implemented AVID school wide resulting in student achievement gains. Part 3 Q2 steps: Utilize AVID feeder pattern days to increase capacity of AVID coordinators and teachers about AVID School-wide.</p> | <p>Part 1 Q3 Steps: With CGI Coordinators, develop summer professional learning plans that incorporate AVID strategies into Math, MTSS and Literacy curriculum, great teaching matters and CCSS refinements and work. Part 2 Q3: With SIP Partners Identify AVID CRS School-wide expectations that all MS should focus on for 2017-18. Identify budget, supports, resources and integration needed to implement. Part 3 Q3: In conjunction with Part 2 vet AVID CRS school-wide implementation expectations with AVID Coordinators, Teachers and Principals. Determine needs, barriers and strengths.</p> | <p>Identify professional learning needed for parts 1, 2 and 3. Leverage AVID summer institute to develop staff capacity. Develop system for better integrating AVID School-wide expectations into SIP and integration of AVID Site team plans. Additionally, based on MS model next steps incorporate AVID school-wide into implementation as recommended by findings.</p> | <p>Part 1 Metrics: Clearly identified AVID strategies incorporated into Math, Literacy and MTSS district documents, action plans and curriculum with identified resource, professional learning, action plans and budget to support implementation and integration. Part 2: Clear expectations identified and communication to schools as part of the 2017-18 school improvement process. Part 3: Identified professional learning with assessments that show an increase in participants knowledge and use of AVID CRS school wide.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|