



Purpose and Work Streams 2016-17

Office of Personalized Pathways

Purpose

Purpose	Department Manager
The Office of Personalized Pathway's primary responsibility is to lead, support, coordinate and communicate the implementation of Personalized Pathways as a secondary transformation strategy. This includes tending to the future development, integration and day to day implementation of the elements and components of Personalized Pathways that may include: Academic and Career Planning, Comprehensive School Counseling programs, Career and Technical Education, Experiential Learning, Career Education, and Pathways development.	Jen Wegner

Major Work Streams

Title	Description	Lead
Communication Planning, Integration, Alignment and Learning: Pathways Internal and External Planning Meetings	Interim Director of Personalized Pathways with OPP staff, SIP's and other Central Office staff to develop and finalize Personalized Pathways 2016-17 meeting schedule, scope and sequence and outcomes - In collaboration with OPP staff, SIP's Central Office staff, School staff, Asst. Supt-Teaching & Learning, and Chief of Schools develop meeting outcomes, ppt, handouts and facilitator guide per meeting focused on Personalized Pathways priorities for 2016-17 which includes ACP, Pathways Development, CTE, Counseling - Meetings held - evaluation of meetings, review of meeting trackers and reflection on meeting effectiveness occurs during OPP meetings to inform/identify planning, follow-up and next steps. OPP, with support of School Improvement Partners, and others, determine roles and responsibilities for support and action plans for Schools and Central Office meetings. Nancy Battist supports by monitoring 14-budgets - i.e. Perkins Grant, Local, YAP Grant, ACT59, YOP/COP, Joyce Foundation, etc., managing 3-OPP p-cards usage, managing Youth Options/Course Options programs, calendaring meetings, supporting OPP Staff and Teachers, taking notes at Advisory & OPP Staff meetings, tracking out of district travel & entering reimbursements, payroll & extended employment for OPP Staff & Teachers.	Jen Wegner
Personalized Student Supports	In collaboration with a variety of other departments, including OMGE and Special Education, as well as individual schools to determine how personalized student supports will be delivered to students in a pathways model. The OPP Director will develop a case study which will allow others to work with "real" data to determine how shifts may need to be made for the short term, and in a wall-to-wall Pathways implementation.	Jen Wegner

<p>7th - 10th Grade ACP Implementation, Refinement, School Support, PD, and Evaluation</p>	<p>ACP Coordinator in collaboration with Interim Director of Pathways, AVID, PBS staff, Lead School Counselor, SIPs, and OPP staff finalize 2016-2017 schedule for 7th-10th Grade ACP Professional Learning opportunities, integrated ACP/SELs/Counseling/AVID Professional Learning Opportunities, and school support consults. ACP Coordinator schedules meetings and reserves space. ACP Coordinator in collaboration with Interim Director of Pathways, AVID PBS Staff, Lead School Counselor, and OPP staff develop meeting outcomes, agenda, ppt, handouts, and facilitator guide per meeting. Meetings--where areas of strength and areas for improvement are identified and planning for refinement occurs--are held. Areas of strength/improvement are brought to the ACP/SELs Cross-Functional Team in order to inform the ACP/SELs Expansion and Refinement Plan. Additional support and PD needs determined via feedback during Prof. Learning meetings/consults, School Support trackers, phone calls, emails or needs identified the following meetings: ACP/SELs team, HS ILT, and OPP meetings. ACP Coordinator works with schools during Prof. Learning Opportunities and School Support to coordinate collection of ACP evaluation data and monitor implementation. ACP Coordinator with support from Research and Evaluation Office compiles evaluation data (to include implementation monitoring data) to inform school and district ACP implementation.</p>	<p>Julia Steege-Reimann</p>
<p>CTE curriculum (horizontal & vertical), assessment, industry certification and dual credit alignment</p>	<p>Interim Director of Pathways serves as the lead for planning, coordinating and implementing CTE curriculum alignment and professional learning for Teachers and building based Administrators (in collaboration with C&I, ACP, etc.) while shifting to Pathways Development - Develop annual PD plan - Coordinate meeting logistics - Foster relationships between High School and Post-Secondary teams and Instructors to develop dual credit and industry certifications (Sherrie Stuessy and Nancy Battist monitor and report out on annual industry certification completion and Technical Incentive Grant monitoring)- Monitor fidelity and support enhancements to written curriculum based on Teacher, Post-Secondary, and Advisory committee feedback - Facilitate coursework and other professional development required for Teachers to offer dual credit and industry certifications - Determine and coordinate speakers and facilitators - Coordinate collaborative meetings learning for CTE and C&I staff with Madison College Faculty - evaluation of meetings, review of meeting trackers and reflection on meeting effectiveness to inform/identify planning, follow-up and next steps. Dual Credit opportunities such as Youth Options/Courses options will be supported by Nancy Battist/Kristin Long.</p>	<p>Jen Wegner</p>
<p>Professional Learning for CTE building staff and administrators</p>	<p>Plan and implement professional learning for CTE Teachers to support alignment of CTE with Pathways work in the high schools and continuous improvement of CTE indicators. Work with internal departments to collect and communicate relevant data. Provide learning for building administrators to support CTE teachers. Determine and coordinate speakers and facilitators - Coordinate collaborative meetings learning for CTE.</p>	<p>Kristin Long</p>
<p>School Support, Implementation, and evaluation</p>	<p>Interim Director of Pathways receives requests from schools for support identified via school support plans, school-based administrative monthly meetings, phone calls, e-mails - OPP team reviews requests, identifies availability and needs and identifies lead - Lead contacts schools develops plan for support - OPP team discusses, debriefs and develops follow-up as needed.</p>	<p>Jen Wegner</p>
<p>CTE Perkins Grant Administration & Reporting</p>	<p>Develop Perkins grant draft that aligns to federal/state guidelines with input from OPP team - Complete Budget Modifications, as needed - Oversee Graduate Follow-Up and CTEERS reporting - Development and oversight of CTE Business Advisory teams.</p>	<p>Jen Wegner</p>

<p>Coordinate and implement youth apprenticeship (YA) including internships and COOP</p>	<p>Experiential Learning Coordinator serves as lead for the day to day implementation, planning, coordination and enrollment of Youth Apprenticeship (while ensuring program operations are in accordance with DWD program requirements) - Plan and facilitate YA information meetings for students/parents - Prepare and submit YA Grant and MOA updates - Participate in YA planning meetings: GMCC, WDBSCW, Steering Committee, MMSD data reviews, and CTE advisories - Facilitate YA application process for students - Maintain and share database consisting of YA applicants, their current program status, and corresponding student records (communication log, timesheet, reflection logs) - Align technical-related coursework options for students - Partner with post-secondary institutions to develop course opportunities for students - Assist students with technical-related coursework registration and enrollment - Facilitate mentor training, resume development and job interview seminars - Communicate employment opportunities to students/parents - Monitor performance evaluations for all registered YA student - Facilitate corrective action with student workers as necessary - Compile and submit quarterly YA work and course grades for IC - Submit signed ETAs and skill competency checklists to DWD (and DPI, where appropriate).</p>	<p>Sherrie Stuessy</p>
<p>Experiential Learning Continuum implementation and support</p>	<p>Provide coordination and support to Experiential Learning Liaisons, WBL School Liaisons and Counselors in connection to activities on experiential learning continuum. Kristin Long will serve as the lead for the School Makes a Difference program.</p>	<p>Sherrie Stuessy</p>
<p>Deepen partnership with Madison College, Chamber of Commerce Greater Madison, City of Madison and Workforce Development Board of South Central Wisconsin, to align a curriculum to increase dual credit opportunities and to develop a collaborative infrastructure that will increased work-base learning opportunities for MMSD students.</p>	<p>Interim Director of Pathways and Chief of Schools Secondary develop year long scope and sequence for meetings - Engage anchor partners in the work and design of pathways - Engage CEO's group in the development of an intermediary - Engage JFF in developing a scope of work to support team with the developmet of an infrastructure to expand dual credit, work-based learning and engage partners in pathways development (Sherrie Stuessy to support) . - Reflect and adjust as needed throughout school year.</p>	<p>Jen Wegner</p>
<p>Coordinate Career Education plan (including support of Career Cruising) that supports personalized pathways and the graduate profile.</p>	<p>Career Education Coordinator (with assistance from a small workteam) determines current needs and intersections of work with Career Cruising - Development and implementation of an annual communication and training plan including the development of instructions, resources, and training modules, as well as identifying additional resources and tools, along with a prioritized calendar of who needs training and by when. Provide ongoing support and complete district administrative tasks with direct communication to Career Cruising. More broadly, supports will be provided across internal teams and schools around the broader context of infusing career education within the curriculum for the development of students' college and career readiness. Develop and provide professional learning and career development certification for relevant staff.</p>	<p>Kristin Long</p>
<p>School Counselor Professional Learning and Comprehensive Program Development</p>	<p>Lead Counselor designs a scope and sequence for all-counselor professional learning meetings in collaboration with the Office of Personalized Pathways team, Teaching and Learning staff, Registration and Enrollment, and Department of Student Services staff. Lead Counselor collaborates with other Pupil Services Leads and with Student Services Coordinator of Professional Development to establish meeting schedule and insure that scope and sequence supports identified shared outcomes for Pupil Services staff. Lead Counselor works with OPP administrative support to reserve meeting space. Lead Counselor sends meeting invitations, develops meeting outcomes, powerpoints, and facilitator notes, prepares and distributes monthly agendas, and prepares learning materials, in collaboration with other meeting facilitators and presenters. Lead Counselor arranges for internal (members of the school counseling team) or external (Central Office or School-Based staff and/or Community Partners) presenters, as needed, based on meeting content. Lead Counselor prepares and sends professional learning evaluations, reviews and analyzes results and prepares data to share with Office of Personalized Pathways and Department of Student Services colleagues to inform future professional learning sessions.</p>	<p>Erica Kruger</p>

<p>Comprehensive School Counseling Model Core Practices Development & Implementation</p>	<p>Lead Counselor collaborates with the Office of Personalized Pathways team, Department of Student Services Staff, the Counselor Advisory Team, Secondary Administrators, Teaching and Learning Staff, and the MMSD School Counseling Team to develop implementation agreements that describe core practices that are foundational to the implementation of the Comprehensive School Counseling Model in MMSD secondary schools. Lead Counselor works with the ACP Coordinator, AVID Director, UCT and Leads Teams (in the Office of Physical, Mental, and Behavioral Health) and Teaching and Learning Staff to align core counseling practice implementation agreements with ACP/SEL implementation expectations, AVID essentials, and universal expectations for MTSS implementation and implementation of the Behavior Education Plan. Lead Counselor collaborates with Teaching and Learning Staff, Registration and Enrollment Staff, and Legal Department Staff to develop protocol and procedure guidance to support implementation of counseling core practices and then vets and refines this guidance with support from the Counselor Advisory Team, the MMSD School Counseling Team, Secondary Administrators, and Scheduling Principals. Lead Counselor supports school counselors and administrators to assess current state of implementation of core practices, to identify gaps in programming, and to articulate resources needed to support full implementation. Lead Counselor maintains resources to support implementation including: annual implementation timeline, implementation guidance documents, and communication and evaluation materials. Lead Counselor works with Research Department to obtain data needed to support implementation and evaluation of Comprehensive School Counseling Programs. Lead Counselor vets the CSCM implementation resources with the Counselor Advisory Team, Dept. of Student Services staff, and Office of Personalized Pathways team, HS ILT, and Middle School Principals. Lead Counselor supports secondary schools with the development of CSCP program goals that align with their School Improvement Plan. Lead Counselor supports program implementation through consultation and coaching. Prior to the end of the year, Lead Counselor supports school-based teams in developing end of year summaries of their Comprehensive School Counseling Program work to share with their Administrators to inform Annual Agreement development. Lead Counselor develops an End of Year summary to capture district-wide implementation of Comprehensive School Counseling Programs and vets this document with the CSCM Implementation Team prior to sharing with the MMSD School Counseling Team, the Office of Personalized Pathways, the Dept. of Student Services, HS ILT, and Middle School Principals to inform planning and program refinements for the coming year.</p>	<p>Erica Kruger</p>
<p>School Counselor Direct Support</p>	<p>Lead Counselor receives resource requests, policy and procedure clarification questions, and consultation questions from counselors and other school staff. Lead Counselor follows up on requests and connects staff members to needed resources. Lead Counselor identifies gaps in procedure and protocol clarity and collaborates with Special Education, OMGE, Curriculum & Instruction, Registration and Enrollment, IT, Pupil Services, Human Resources, Educator Effectiveness, and Accounting staff to respond to questions. Lead Counselor attends High School Counseling Department Meetings and Schedulers Meetings to identify areas of need for procedure and protocol clarity to support equitable student and family advising practices. Lead Counselor develops resources and reference guides to support counselor practice. Lead Counselor develops a mentoring scope and sequence for new-to-the-district counselors and provides monthly coaching sessions to assist in the development of comprehensive programs at their respective schools. Lead Counselor consults with Office of Personalized Pathways staff, Secondary Team members, Lead Pupil Services staff, and Student Services staff to identify high priority support practices and evaluate current systems of support. In addition, Lead Counselor responds to assigned requests for support that come through the School Support Request system.</p>	<p>Erica Kruger</p>



Office of Personalized Pathways

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
Communication and Engagement Plan: Develop and implement comprehensive communication and engagement plan to raise awareness of stakeholders, parents and students for enrollment in the first Health Services Pathways for 2017-18.	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.	Jen Wegner	<ul style="list-style-type: none"> *Develop draft communication and engagement plan for families and students *Provide communication templates for welcome back conference 	<ul style="list-style-type: none"> *Student Recruitment begins at school level with support from Anchor Partner Team. *Develop application and selection process *Work with communications team to develop communication collateral *Develop fundraising priority materials 	<ul style="list-style-type: none"> *Student enrollment in pathways completed *Refine communication collateral *Refine fundraising priority materials 	<ul style="list-style-type: none"> *Student and family orientations for pathways held with support from Anchor Partner Team *Personalized Student Supports are developed for incoming cohort students 	<ul style="list-style-type: none"> Q1: Communication Plan Developed Q2: Students/families begin to apply into the Health Services Pathway Q3: Students enrollment in Pathway complete and orientation for families is developed Q4: Student/family Pathway orientation is complete
Professional Development: Plan and implement professional learning for school staff for the first health services pathway to be implemented at each of the four comprehensive high schools in the 17-18 school year.	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.	Jen Wegner	<ul style="list-style-type: none"> *Set dates for Pathways PLC *Draft quarterly outcomes for Pathways PLC *Attend with school Pathway Learning Coordinators the ConnectEd Training *Host Pathways PLC meetings and support schools to reach goals *Plan and host District Pathways Team Meetings *Engage MS/HS Principals in Pathways development and implementation 	<ul style="list-style-type: none"> *Host Pathways PLC meetings and support schools to reach goals *Begin planning, collaboratively, the Winter Pathways Institute with support from Anchor Partners and Industry Councils *Plan and implement continued school-based workgroups on integrated projects and pathways curriculum with support from Anchor Partners and Industry Councils *Finalize Winter Pathways Institute supports (ConnectEd, JFF, Buck Institute, etc.) *Plan and host District Pathways Team Meetings *Engage MS/HS Principals in Pathways development and implementation *Support schools in developing and delivering Pathways PD at School-wide PD Days 	<ul style="list-style-type: none"> *Host Pathways PLC meetings and support schools to reach goals *Host Winter Pathways Institute with support from Anchor Partners and Industry Councils *Plan and host District Pathways Team Meetings *Engage MS/HS Principals in Pathways development and implementation 	<ul style="list-style-type: none"> *Plan Summer Pathways Institutes *Host Pathways PLC meetings and support schools to reach goals *Implement school-based workgroups on integrated projects and pathways curriculum with assistance from Anchor Partners and Industry Councils *Plan and host District Pathways Team Meetings *Engage MS/HS Principals in Pathways development and implementation 	<ul style="list-style-type: none"> Q1: Pathway PLC meeting calendar is completed; quarterly outcomes are drafted Q2: Delivery of PD for Pathways PLC is completed aligned to quarterly outcomes; schools are actively engaged in the communication and engagement plan for Pathways Q3: Delivery of PD for Pathways PLC is completed aligned to quarterly outcomes; schools are planning for personalized supports of cohort students for Fall 2017; Winter Pathways Institute held Q4: Delivery of PD for Pathways PLC is completed aligned to quarterly outcomes; schools and Pathways teachers developed draft integrated projects and outlined classroom and cohort culture and structures
Experiential Learning Systems and Structures: Establish systems and develop resources for schools to support experiential learning opportunities within a pathway aligned to experiential learning quality indicators.	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.	Sherrie Stuessy	<ul style="list-style-type: none"> *Co-facilitate Pathways PLC meetings and support Experiential Learning Liaisons in each school *In conjunction with JFF and Experiential Learning Liaisons, plan and begin to implement asset mapping project to determine current state of experiential learning in MMSD *Begin to develop resources to support capacity building of school-based experiential learning liaisons (Inspire, etc.) 	<ul style="list-style-type: none"> *Co-facilitate Pathways PLC meetings and support Experiential Learning Liaisons in each school *In conjunction with Experiential Learning Liaisons and JFF, complete asset mapping project to determine current state of experiential learning in MMSD and analyze resulting data *Facilitate creation of Experiential Learning Handbooks *Identify structures and resources needed to support pathway implementation of experiential learning activities 	<ul style="list-style-type: none"> *Co-facilitate Pathways PLC meetings and support Experiential Learning Liaisons in each school *Begin to create structures and resources needed to implement experiential learning activities within a pathway *Pilot implementation of Experiential Learning Handbooks with staff/students *Identify PD needs of successful experiential learning implementation *Support schools in developing and delivering Pathways PD at School-wide PD Days 	<ul style="list-style-type: none"> *Co-facilitate Pathways PLC meetings and support Experiential Learning Liaisons in each school *Finalize Experiential Learning Handbooks *Finalize Experiential Learning resources and supports *Provide PD for pathways team focused on experiential learning implementation *Support schools in developing and delivering Pathways PD at School-wide PD Days 	<ul style="list-style-type: none"> Q1: Experiential Learning asset mapping process is developed Q2: Exp. Learning Asset Mapping is complete and analysis is finalized Q3: Exp. Learning Handbooks (6) are piloted across schools Q4: Final Exp. Learning Handbooks and systematized resources are complete

ACP Expansion: Plan for expansion of ACP in grades 6 - 11, with focus on deepened collaboration with FYCE, Instructional Technology, and C & I to design Passage Presentations/Student-Led Conferencing, select best way/s to hold students accountable for ACP Summative Assessment, and select best e-portfolio tool.	II: Personalized Pathways	Establish an Academic and Career Plan (ACP) for every incoming high school student that outlines a clear, personalized path to graduation with frequent checkpoints along the way.	Julia Steege-Reimann	*Finalize recommendation for best way/s to hold students accountable for completion and quality of ACP Summative Assessment (Graduation Requirement, Credit etc.) *Finalize 6-11 Outcomes *Begin design of Passage Presentations/Student-Led Conferencing *Begin refining curriculum grades 7-10	*Finalize design of Passage Presentation/Student-Led Conferencing *Begin selection of portfolio tool *Continue refining curriculum grades 7-10	*Continue selection of portfolio tool *Begin development of tools/supports for implementation of Passage Presentations/Student-Led Conferencing, including central office ongoing support*Finalize refining curriculum grades 7-10 *Begin development of curriculum 6 and 11	*Finalize selection of portfolio tool *Finalize development of curriculum 6 and 11 *Continue development of tools/supports for implementation of Passage Presentation/Student-Led Conferencing, including central office ongoing support	Q1: Draft Passage Presentation/Student-Led Conferencing outcomes are complete; Accountability recommendation draft is complete Q2: Portfolio Selection Tool Selection begins; Final Passage Presentation/Student-Led Conferencing outcomes are complete Q3: Resources developed for Passage Presentation/Student-Led Conferencing; Grade 6 & 11 Curriculum Outline is complete Q4: Portfolio Tool is selected; Grade 6 & 11 Curriculum is complete
AVID and Pathways Integration: Closely align and integrate the AVID system within the personalized pathways model in all four high schools.	II: Personalized Pathways	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.	Jen Wegner/ Langston Evans	*AVID/OPP collaborate to identify AVID universal strategies that should impact pathways coursework	*Schools provide feedback on universal strategies and plan for implementation within pathway courses including professional development and resources	*Pathway teachers are engaged in professional development and provided resources to plan for universal strategies within pathway courses	*Continue to support pathway teachers in developing integrated models of AVID within pathway courses (with ties to classroom culture)	Q1: Identification of AVID universal strategies complete Q2: Feedback provided on AVID universal strategies Q3: AVID universal strategies included in Pathways PD Q4: AVID universal strategies included in Pathways PD
Comprehensive Counseling Model: Continue implementation of the Comprehensive School Counseling Model focused on aligning counselor practices in supporting student academic success, personal development, and college and career advising.	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.	Erica Kruger	*Finalize Implementation Agreements guidance to articulate MMSD comprehensive school counseling model core practices. *Develop draft of school counselor evaluation rubric in alignment with core practices guidance. *Begin coaching/consultation sessions to support new school counselors and new administrators in building understanding of MMSD comprehensive school counseling model core practices.	*Vet Implementation Agreements guidance documents with principals and lead Student Services and refine based on feedback provided. *Finalize school counselor evaluation rubric, in collaboration with Lead Student Services team members. *Complete coaching/consultation sessions with new school counselors and new administrators and begin coaching/consultation sessions to support comprehensive counseling model core practices across secondary schools (meet with each counselor)	*Begin website development to create internal (for school counselors and related staff) and external (for students, families and community) school counseling program resources site to support communication and clarity regarding core practices. *Continue coaching/consultation sessions to support comprehensive counseling model core practices across secondary schools.	*Continue web-page development of internal and external resource site (to be finished in summer). *Draft and vet Professional Learning scope and sequence that integrates comprehensive model core practices guidance, educator effectiveness, and emerging priorities of Student Services and OPP. *Schedule professional learning meetings for school counselors for '17-'18. *Develop summer and fall training opportunities to support launch of educator effectiveness for pupil services staff. *Assess and develop summary report of comprehensive counseling model core practices progress and refine Implementation Agreements guidance for '17-'18.	Q1: Implementation agreements are finalized; Draft school counselor eval rubric completed Q2: School counselor eval rubric is finalized Q3: Counseling website (internal and external) outline/plan is completed Q4: Professional Learning Scope and Sequence is complete; Counseling website is under development; Counseling Model core practices summary report is complete
Counseling: Align counseling programming and supports to Pathways	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.	Erica Kruger	*Facilitate professional learning session for middle school counselors to build knowledge and understanding of Personalized Pathways. *Support vertical alignment discussions between middle and high school counselors (at all-district counseling meeting) to identify shifts in current practice related to Pathways recruitment and communication. *Review and inform communications plans to support clear and consistent communications between Pathway Coordinators and middle school counselors.	*Convene Pathway Counselors and begin to identify additional professional development and training needs to prepare for Health Services pathway launch. *Develop recommendations - in collaboration with other Student Services staff - for how other support staff services (esp. Psych and SW) will be connected to the Pathway. *Collaborate with Counselor Advisory Team to develop recommendations for how Pathways Counselor will participate in/stay connected to larger counseling department. *	*Collaborate with Pathway Counselors to review implementation agreements for counseling core practices and begin to identify how they might be implemented within the Pathway. *Plan professional learning supports for Pathways counselors for summer 2017. *Collaborate with ACP/SEL coordinator and Experiential Learning coordinator to support schools to plan the integration of ACP/SEL, Experiential Learning, and Core Counseling Practices into the Health Services pathway in an integrated way.	*Identify professional learning and support structures for 2017-2018 for Pathway counselors and align with PD scope and sequence for larger counseling team. * Revise Implementation Agreements for core practices to reflect any new learning that has occurred during planning for Pathways Implementation year 1.	Q1: Vertical alignment between MS and HS to identify practice shifts for Pathway recruitment is completed Q2: PD plan for Pathway launch is complete; Draft of Pathway Counselor position description/support model is complete Q3: Pathway counselor supports for implementation are identified Q4: Revised implementation agreements are completed
High School Scheduling: Provide supports to high schools to support scheduling shifts necessary for Pathways implementation	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.	Jen Wegner	Review current scheduling structures at each comprehensive high school. Draft district scheduling guidance. Co-lead the scheduler's meetings.	Map district and school-based decisions based on updated allocation and pathways timelines. Finalize district scheduling guidance. Align Career Cruising and Infinite Campus pathways work. Host IC and CC trainings specific to pathways. Co-lead scheduler's meetings.	Provide support and resources to schedulers to align school practices to district scheduling guidance. Ensure pathways scheduling aligns with pathways parameters. Co-lead scheduler's meetings.	Begin systemic scheduling processes conversations with school schedulers (ie. credit attainment for students entering from foreign countries). Provide support and resources to schedulers to align school practices to district scheduling guidance. Co-lead scheduler's meetings.	Q1: HS Scheduling guidance is drafted Q2: School-based decisions and calendars are mapped against HS Scheduling guidance; Career Cruising and Infinite campus trainings completed Q3: Pathways scheduling begins aligned to HS scheduling guidance Q4: Pathways scheduling is complete