

Education for Employment Plan, 2018-2023

Annual Update

October 2020



Academic & Career Planning (College and Career Planning)

Future Goals/Implementation/Continuous Improvement

The theory of action and its associated district goals and metrics will guide the work of continuous improvement. A leadership team consisting of district leaders from AVID, Counseling, Experiential Learning, Personalized Pathways, Career and Technical Education, and ACP will continue to meet regularly to monitor progress towards our district goals and metrics and to determine future next steps. Additionally this leadership team will collaborate in planning for professional learning and support. At monthly Professional Learning Communities and individual coaching with school-based staff, district staff will support school teams to make progress towards the district goals and metrics. Specific continuous improvement strategies include:

- School teams review data, which they use to develop a yearly college, career, and community readiness goal and action plan.
- Schools use a student work protocol to analyze student work via ACP Portfolios in Xello and videos of Portfolio Presentations. This student work protocol informs next steps for continuous improvement.
- The district provides schools reports related to Xello portfolio completion, family engagement, student perception surveys, and ACP process quality.
- Continue to ensure family communication around ACP is strong across the district.
- Determine if and/or when ACP Portfolio Presentations would be a graduation requirement.

2019-2020 Update

Over the course of 2019-20, all schools worked to deepen alignment across feeder partners in order to support consistent student experiences related to high school planning. COVID-19 disrupted many of our plans. For example, we were not able to implement the Portfolio Presentation Quality Indicators tool or use the Portfolio Presentation rubric. The benefits of this disruption is that it required us to identify the most high leverage ACP expectations. It also required us to think creatively about how we approach the work. This prompted us to focus on the most pivotal years for students, 8th to 9th (high school action planning) and 11th and 12th (post-high school action planning). Additionally, it prompted us to focus on formative tracking of student needs via a Senior Tracker and formative surveys.

Looking forward, we will continue a tight focus on high school action planning (8th to 9th grade) and post-high school action planning (11th and 12th grade). We believe that doing less means we can do it better. We will also continue to focus on formative tracking of student needs at 8th and 12th grade. This will help us to provide better tiered support to our students. Schools will continue to increase the work of integration and collective ownership across various school initiatives (ACP, AVID, Counseling, and others) by continuing to support College, Career, and Community Readiness (CCCR) teams within each school and in our central office. Expectations and support for Xello, our student college and career readiness platform, will increase, as well as improvements will be made in continuous data tracking of CCCR districtwide metrics.



Comprehensive School Counseling Model

Future Goals/Implementation/Continuous Improvement

Comprehensive School Counseling Programming is not a static product, rather it is a continually evolving process. MMSD School Counseling programs will continue to develop and grow right alongside our students. Below is an outline of our goals for the next five years in our comprehensive school counseling delivery model.

Core Curriculum

- Scope and sequence of Universal Programming will be aligned between schools by grade level. These activities will be rooted in the ASCA Mindsets and Behaviors and aligned to Academic and Career Planning curriculum.
- Through universal programming all students will understand multiple pathways to achieving their postsecondary goals.

Individual Student Planning

- Juniors will lead their own conference with school counselors (and parents) articulating the steps they will take in their senior year to accomplish their postsecondary goals.
- All students and families will receive notification annually of a student's progress toward graduation. Counselors will strategically meet with students who are "off track" to graduation and connect them to supports and resources throughout high school.

Program Management

- Counselors will develop annual data routines focused on identifying students in need of academic or social/emotional interventions early.

Systems Support

- Participate in building and district level Professional Learning Communities focused on the integration of our services to ensure that all students are college, career and community ready.
- Communicate regularly with CTE staff to ensure a thorough understanding of coursework and programming that may guide individual planning with students.

2019-20 Update

MMSD School Counselors continue to collaborate with other educators (Teachers, ACP Coordinators, Administrators, Pathways Coordinators, etc.) to design and deliver data-informed comprehensive school counseling programming aligned to the American School Counselor Association (ASCA) National Model. In the 2019-2020 school year school counselors developed student outcome goals focused on closing opportunity gaps, specifically for students of color. Our high school counselors focused on ensuring that 9th graders were on track to graduate on time by the end of their freshman year. Through data-analysis and student success teaming with colleagues, our 9th graders received targeted support to ensure their success into high school. In addition, middle and high school counselors collaboratively worked to align programming and practices for a smooth transition into and through 9th grade.

During Virtual Learning in Spring 2020, Counselors focused on supporting our students' well-being and engagement in online learning. As systems and structures in our education system suddenly shifted, counselors focused on understanding new ways of supporting students. Many district-level procedures and policies adjusted and counselors focused on staying up-to-date with these as they supported students and families. Counselors focused special attention on supporting the postsecondary planning for the Class of 2020. We surveyed seniors regularly and adjusted our postsecondary advising practices to meet their needs. In the spring, students were invited to sign up for a Summer Melt texting campaign to stay focused on their postsecondary plans throughout the summer months. This evidence-based intervention allowed our recent graduates to maintain a support system throughout the summer as they adjusted their post high school plans. In addition, MMSD updated our College Planning and Career Planning website with specific information related to post high school planning during COVID-19.

During the summer of 2020, a cohort of counselors developed Universal Programming and Practices that each of our high schools will implement during 2020-2021. These practices will ensure equitable access to comprehensive Tier 1 programming and support for all MMSD students.

A continued focus for the counseling program is to ensure that students and families consistently understand their progress toward graduation. In August, counselors shared a Progress Toward Graduation letter to each senior clearly outlining where they are in relation to meeting our graduation requirements. This will be extended to juniors during junior conferences in the 2020-2021 school year.



Experiential Learning

Future Goals/Implementation/Continuous Improvement

As noted in the ACP Theory of Action, efforts are in place to align the systems of AVID, ACP, Experiential Learning, Personalized Pathways, Career and Technical Education, and counseling to ensure students will become more college, career, and community ready. Beginning Summer 2018, staff supporting the aforementioned areas will begin a formal engagement process to make these important connections transparent across the District. In so doing, we will:

- Continue to ensure that all students have an opportunity to engage in a sequence of developmentally appropriate experiential learning activities throughout their secondary educational experience
- Develop systems and structures to scale experiential learning opportunities desired as Pathways are implemented
- Engage with a variety of business entities to determine where the optimal entry point is for them
- Focus on identifying opportunities to create awareness and incite interest in engagement throughout the greater Madison business community to further enhance business and education partnerships.
- Create new workflows and conversations with our partners around the implementation of experiences identified on the Experiential Learning Continuum.

2019-20 Update

MMSD continues to do outreach to the Madison region's business community. Our goal is to broker relationships between the MMSD school community and local businesses so that school staff and industry professionals can co-design experiential learning opportunities that are engaging, developmentally appropriate, and relevant to curricula/ACP.

In conjunction with other teams, a universal sequence of experiences that all students in grades 6-12 will have access to has been developed and implemented:

- 6th: All students will tour Madison College campus
- 7th: All students will attend FutureQuest (career expo)
- 8th: All students will attend School Makes a Difference (diverse professionals telling their stories)
- 9-12: Pathways students participate in a variety of experiences rooted in their Pathways courses, starting with broad awareness activities (such as guest speakers and tours), and narrowing to more intensive experiences (Job shadows, internships) as students want to go deeper.

Many opportunities needed to be paused in the Spring 2020 due to the COVID-19 pandemic. However, all partners continue to desire to engage with students to ensure the development of their personal and academic growth. Virtual opportunities will be a focus for the coming year.

Personalized Pathways



Future Goals/Implementation/Continuous Improvement

As a district, we believe that the systems and structures created by implementing Personalized Pathways are necessary to ensure equitable access to opportunities for students to be college, career, and community ready. Over the next few years, the district will strive to do the following:

- Ensure quality implementation across each pathway and each school by continuously reflecting and adjusting based on what we are learning
- Leverage community and post-secondary resources to provide access to a wide variety of opportunities for students to be college and career ready
- Determine scale and pace of Personalized Pathways for all students, so that schools have the autonomy and time to create the systems and structures necessary for student success

2019-20 Update

Schools have engaged a third cohort of Health Services pathways students, while also onboarding the Information Technology and Communication pathway with its first cohort in the 2019-20 school year in three of our four high schools. Staff members continue to participate in high-quality professional development to shift teaming practices, develop integrated projects, and connect to the pathways themes.

As the COVID-19 pandemic hit, Pathways staff continued to leverage their relationships with students to continue to support students both academically and emotionally. Students continued to engage in their learning at a high rate throughout the last quarter of the year.

Moving into the 2020-21, Pathways staff will focus on building relationships and developing authentic, thematic experiences for students. Our focus will be on determining the school structure necessary to scale pathways, as well as determining future pathways,



AVID (Advancement Via Individual Determination)

Future Goals/Implementation/Continuous Improvement

The AVID Coaching and Certification Instrument (CCI) is a districtwide coaching tool for all secondary schools to assess college, career and community readiness in four domains: 1) instruction, 2) systems, 3) leadership, and 4) culture. The future AVID goals include the following:

- Increase the number of schools recognized nationally by AVID as “Schools of Distinction for closing opportunity and achievement gaps.”
- Increase the number of secondary staff who have participated in AVID training.
- Increase students access and success in AP/Honors or dual credit courses for underserved students, as measured by 1) AP/Honors enrollment, 2) GPA in AP/Honors, 3) AP test-taking, and 4) AP test scores.
- Develop the capacity of school leadership teams to implement systems that support black male achievement and engagement, especially the academic and social/emotional transitions from middle school to high school, and from high school to postsecondary opportunities.

2019-20 Update

With the explicit mission to empower all students to be ready for college, career, and community, while closing opportunity and achievement gaps AVID focused on two main areas in 2019-2020. First we supported the district in the transition to virtual learning, by providing resources for educators and families to support students in the organization and execution of experiential learning. Secondly, AVID provided professional development that supported all educators in increasing access and access to rigor. AVID worked with the Curriculum & Instruction department to support teachers to provide culturally responsive and rigorous instruction to all students and increase enrollment of students of color in advanced coursework.



Career and Technical Education (CTE)

Future Goals/Implementation/Continuous Improvement

The foundation of a high-quality Career and Technical Education program consists of three main components: academic and technical skills; experiential learning; and leadership through Career and Technical Student Organizations (CTSO's). This foundation will guide the work, and consistency is a priority across all schools for the MMSD CTE curricula. Goals for CTE include the following:

- Continue to refine CTE programs of study and course plans/end-of-course assessments while aligning programming to post-secondary and career opportunities (industry certification and dual credit)

- Increase experiential learning opportunities offered within CTE
- Organize CTE Advisory committee meetings to ensure connections are made for quality experiences for students within CTE
- Determine scale for the Early College STEM Academy
- Decrease remediation required at the post-secondary level for MMSD students through access and success and dual credit opportunities
- Increase student participation to early college credit opportunities, with a focus on students of color
- Action steps will include more focused efforts particularly on Community Connection, Interpersonal Skills, and Wellness.

2019-20 Update

Teachers completed a data dive into the demographics of all CTE courses; they compared that information to the makeup of MMSD while also making connections to the Comprehensive Learning Needs Assessment (CLNA). Teachers then discussed ways to recruit and better support our underserved populations. In addition, teachers worked on adding all possible Dual Credit opportunities within CTE. The Certified Nursing Assistant program was expanded from programming being offered only at East and La Follette High Schools to include a class held at Memorial High School that included students from West High School. This expansion allows more students to achieve Industry Certifications and be better prepared for the workforce and beyond. In addition, Medical Office Terminology, a rigorous dual credit course, is now being offered at all four comprehensive high schools.

All nine Advisory committees came together for one meeting. After an update on all CTE programming, they split into groups where teacher leaders walked them through an activity using the demographic data and the CLNA.

During Virtual Learning in Spring 2020, teachers not only focused on supporting our students' well-being, but they worked to provide rigor and relevance for the students in CTE. Teachers learned and delivered engaging content through new online tech platforms.

In addition, MMSD is in its third year of the Early College STEM Academy (ECSA), a partnership with Madison College, where our first cohort of students graduated in June. 24 of the 26 students graduated and 7 students also earned their Associates of Science. There are currently 194 juniors and seniors enrolled and engaged in the ECSA this school year.



Engaging the Community

Future Goals/Implementation/Continuous Improvement

Engaging our business, post-secondary, and business communities will continue to be an important part of our work to ensure we are meeting the needs of our students to be college, career, and community ready upon graduation. To do that, here are a few of the goals for the next few years:

- Work to combine CTE Advisory Committees and Industry Councils, where appropriate.
- Develop protocols for Industry Council meetings to allow for co-creation of activities with partners and schools/teachers
- Develop a process for onboarding new partners
- Develop a recognition program that aligns with DPI's Business Partners of Education program

2019-20 Update

MMSD, in collaboration with Anchor Partner organizations, continues to seek new and additional ways to engage with community partners (industry, nonprofit, and government) to build upon existing relationships. Due to the relationship-based nature of experiential learning, one common onboarding process across programs has been difficult to develop as every relationship is different. However, the standard engagement process starts with a discussion of a business's interest in engaging with schools, how they would like to do so, and then determining connection points for them within the schools. Interested parties are invited to attend a variety of events, advisories, and the like.

A Recognition Banquet for partners of Experiential Learning in Pathways, CTE, and Youth Apprenticeship is held annually. Entering its fourth year, this is a wonderful way for students, staff, families, and partners to come together to celebrate the wonderful collaboration happening across our community to ensure our students graduate ready for college, career, and community.

Resetting the industry councils as aligned to each school is a goal for the coming year. As COVID hit, this realignment was unable to occur in the 2019-20 school year. As part of this continued work, Industry Council representatives will be engaged and reconnected at schools to continue in a co-creation model of developing experiential learning opportunities connected to classroom curriculum.