

# Education for Employment Plan, 2018-2023

## Annual Update

October 2019



### Academic & Career Planning

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#### ***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.

#### ***2018-19 Update***

Over the course of 2018-19, all school teams set goals and created action plans to achieve their Academic and Career Planning goals and have implemented a Family Engagement Plan. In addition, MMSD secondary schools have significantly increased their culture of college, career, and community readiness as measured by the AVID Coaching and Certification Instrument. In 2017-2018 21% of secondary schools had an emerging schoolwide culture of college, career, and community readiness, with only 7% of secondary schools who were sustaining a culture of college, career, and community readiness. By 2018-2019 40% of secondary schools had an emerging college, career, and community readiness culture and 27% of secondary schools were sustaining a culture of college, career and community readiness. The growth in college readiness culture far outpaced the growth in any other area the AVID CCI tool measures.

Looking forward, schools will continue to increase the work of integration and collective ownership across various school initiatives (ACP, AVID, Counseling by continuing to support College, Career, and Community Readiness (CCCR) teams within each school and in our central office. Expectations and support for Xello use will increase, as well as improvements will

be made in continuous data tracking of CCCR districtwide metrics. Opportunities for counselors and ACP Coordinators to collaborate to focus on improving quality and alignment of Four Year Planning processes across feeder patterns will be hosted. Finally, a focus on the quality of Portfolio Presentations by using a Portfolio Presentation Quality Indicators Tool will be implemented.



## **Comprehensive School Counseling Model**

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### ***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.

#### **2018-19 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 2018-2019 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.

Counselors continued to develop postsecondary advising knowledge and practices this year. Through professional learning and postsecondary data analysis our high school counselors expanded their knowledge and understanding of postsecondary pathways by attending manufacturing workshops throughout the year and learning more about certification programs offered through Madison College. Most of our high schools have adopted universal programming focused on supporting our students through the college application process. Three of our high schools hosted a “College Application Bootcamp” in August and two will be hosting a “College Application Week” this fall.

A focus on the 2018-2019 school year was to ensure all students and families receive an annual notification of the student’s progress toward graduation. In the month of August, school counselors communicated this progress to every rising 11th and 12th grader prior to the start of the 2019-2020 school year. Continuing from the previous year every Junior led their own conference focused on senior year and postsecondary plans.



## **Experiential Learning**

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### ***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.

### ***2018-19 Update***

MMSD in collaboration with the Greater Madison Chamber of Commerce 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.

Digital tools and databases meant to track Experiential and Work-based Learning have been solidified. Additionally, an all-in-one platform to facilitate our Experiential Learning program at scale is being sought.

The number of reported unique Experiential Learning Activities in School Year 2018-2019: 245.

## **Personalized Pathways**



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### ***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

### ***2018-19 Update***

Schools have engaged a second cohort of Health Services pathways students, while also planning for recruitment and implementation of the Information Technology and Communication pathway 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.

Students continue to participate in high quality visits to local health related businesses and organizations such as UnityPoint Health, Covance and Edgewood in efforts to bring their

integrated projects to life. Pathway staff were able to collaborate closely with the organizers to arrange engaging, age-appropriate, hands-on activities. With Covance, for example, school staff collaborated with community partners to design an experience. Then, after one school visited, the plan was refined for the next school to further focus the outcomes and enhance engagement for students.

Pathways staff also held student-led conferences created a new kind of conversation with staff and families in which students took the lead on talking about their growth, hopes, and goals. At La Follette, for example, the pathway team focused on mid-year conferences with 10th graders. The students started by articulating their post-high-school plans, then family and staff helped think through how course selection, part-time jobs, and extracurricular activities could support those goals. Out of these conversations, several students found opportunities for summer internships, such as LEAP Forward at UW.

Unfortunately, West has decided to pause their Pathway work for the short-term and will work to solidify structures and foundational instructional approaches to re-engage in pathways in the future.



## **AVID (Advancement Via Individual Determination)**

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### ***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.

### ***2018-19 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 2018-2019. First, Wright Middle School engaged in a year-long process to become an AVID National Demonstration School. This process allows Wright to act as a teaching and learning center that can boast exemplary implementation practices and student outcomes in college, career, and community readiness. Wright hosted an AVID college readiness workshop. Secondly, AVID provided professional development that would support increasing access and success for students of color in Advanced Placement courses. AVID provided national trainers in culturally relevant teaching prior to the beginning of the 2018-2019 school year. Then throughout the year AVID provided opportunities for ongoing professional learning.

## **Career and Technical Education (CTE)**

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### ***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

- Reboot CTE Advisory committees to ensure 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.

### **2018-19 Update**

Teachers continued to align course plans and end-of-course assessments during Professional Development. In addition, all Dual Credit teachers within CTE completed the new part-time faculty online job application and submitted documentation to show that they have the standards as required by the Higher Learning Commission accrediting agency. The Certified Nursing Assistant program was expanded from programming being offered only at East High School to include a La Follette High School cohort. This expansion will allow more students to achieve Industry Certifications and be better prepared for the workforce and beyond. Time was spent on researching advisory models, gathering staff and industry partner input. An updated format will be presented to the nine Advisory Committees for when they meet in the fall of 2019.

In addition, MMSD began the Early College STEM Academy a partnership with Madison College, where our first cohort of 26 juniors took all of the coursework at Madison College earning both high school and college credit. A cohort of an additional 100 students will begin in the fall while the 26 finish up their senior year.

## **Engaging the Community**

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### ***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

### **2018-19 Update**

MMSD, in collaboration with the Greater Madison Chamber of Commerce, is constantly seeking new ways to engage with community partners (industry, nonprofit, and government) to build upon existing relationships. Our Chamber partner regularly engages the business community individually and in group settings about Pathways, CTE, ACP and opportunities for community

members to engage with the school district. 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 third 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.

This year it has been determined to treat CTE Advisories and Pathways Industry Councils as separate entities, as they serve different goals and may interest different people. Recruitment for these entities is a continual process.

- CTE Advisories: Rather than holding several separate advisories throughout the year, two large meetings per school year with breakout sessions by CTE cluster will be held.
- Industry Council: The Industry Council model has been adjusted to have a broad District-level strategic Council, and school-based tactical Industry Teams. The Strategic body will focus on workforce and talent development discussions on a regional level and include representation from a variety of businesses and institutions. The Tactical teams will work with individual school Pathways and focus on co-developing experiences appropriate to their pathway. The goal is to improve relationships between individual school teams and business partners committed to supporting them.