

## IMPLEMENTATION STRUCTURE

The **Schools of Success at FWCS** Master Plan is a living document that was imagined and developed with 200+ businesses, community leaders, post-secondary institutions, parents, students, and educators to ensure there was collaboration, critical thinking, and diverse perspectives. This document will serve as an action initiative plan and guide to help the District implement a transformative process for the first three years K-12. The Steering Committee will complete an annual review of the Master Plan and make updates and revisions as needed.

The Schools of Success Master Plan was developed over four-month long master planning process. This process was led by 11 tactical teams utilizing the Ford NGL Framework for community-connected learning that has an emphasis on their strands.

- Strand One: Transforming Teaching and Learning
- Strand Two: Transforming the Culture, Systems, and Structures of Schools
- Strand Three: Transforming Partnerships between Schools and Communities

### Schools of Success Master Plan

Team 1 – Tactic 1.1a Freshman School of Success - Structure	
<p><b>Objective:</b> Freshman School of Success combines both academic and technical skills coupled with experiential learning. These schools offer teachers the opportunity to provide instruction through the lens of students' career interests. Students have the opportunity to explore career interests in high-demand career areas and pathways of interest.</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. <b>Freshman Schools of Success Structure</b></li> <li>2. <b>Diverse Student Population Plan</b></li> <li>3. <b>PCC and Principles of Business Management Course Setup</b></li> <li>4. <b>Middle School Transition Plan</b></li> <li>5. <b>Experiential Learning Design</b></li> <li>6. <b>Freshman School of Success Implementation Plan</b></li> </ol>	
Action Item	Due Date
Facilitate district leadership/building leadership review of <a href="#">implementation readiness checklist</a> .	Complete
Determine launch dates for each individual high school.	Complete
Create common knowledge of Freshman School of Success structure among staff throughout the district and among all stakeholders. Include connection to 3DE House structure.	Complete
Develop schedule and teaming plans for Freshman School of Success.	Complete
Determine data to monitor Freshman School of Success outcomes throughout the year.	5/31/24
Develop a Freshman Advisory Council that consists of Freshman School of Success assistant principal, school counselor, community/business partners,	9/1/24

freshman teachers, parents, and students	
Work with 3DE to connect their structure with our Schools of Success structure	5/1/24
<b>Team 1 – Tactic 1.1a Freshman School of Success - Diverse Student Population Plan</b>	
<b>Action Item</b>	<b>Due Date</b>
Coordinate with SPED and ELL departments to plan and provide appropriate scheduling and co-teaching to meet the needs of diverse freshmen students and ensure their participation in Freshman School of Success courses and experiences	6/1/24
<b>Team 1 – Tactic 1.1a Freshman School of Success - PCC and Principles of Business Management</b>	
<b>Action Item</b>	<b>Due Date</b>
Determine timeline for implementation of Preparing for College and Careers (PCC) (5394) in 8th Grade and Principles of Business Management (4562) in 9th Grade.	Complete
Develop curriculum maps for PCC for 8th grade	6/15/24
Developing plan for allocations for staffing and scheduling for 8th grade PCC	Complete
Develop curriculum maps for Principles of Business Management for 9th grade.	4/15/24
Shift PE1 from 9 <sup>th</sup> to 8 <sup>th</sup>	4/15/24
Revise PE curriculum maps.	6/15/24
Develop a plan to ensure the PCC and Freshman Seminar courses are being implemented properly.	8/1/24
<b>Team 1 – Tactic 1.1a Freshman School of Success - Middle School Transition Plan</b>	
<b>Action Item</b>	<b>Due Date</b>
Develop a plan and provide for high schools to provide 8th-grade visits	9/15/24
Develop a plan for high schools to provide orientation for freshmen students and parents	Complete
Develop a 9th grade schedule	Complete
<b>Team 1 – Tactic 1.1a Freshman School of Success - Experiential Learning Design</b>	
<b>Action Item</b>	<b>Due Date</b>
Plan a postsecondary visit for all freshmen in conjunction with Freshman Seminar.	Complete
Provide career exploration opportunities through interaction with community, business, and post- secondary partners	Complete
Provide opportunities for freshmen to experience pathways offered in each School of Success once Schools are developed	10/31/24
<b>Team 1 – Tactic 1.1a Freshman School of Success - Implementation Plan</b>	
<b>Action Item</b>	<b>Due Date</b>
Develop and implement School of Success selection and reveal celebration.	11/1/24
Freshman School of Success team will develop a common set of school expectations	Complete
Freshman School of Success teacher team will teach with a common set of school and professional standards	Ongoing
Freshman School of Success teachers embed Portrait of a Graduate characteristics into their curriculum	7/31/24
<b>Team 1 – Tactic 1.1b Career Schools of Success - Structure</b>	

Action Item	Due Date
Develop leadership structure of Schools of Success.	Complete
Develop procedures to determine School of Success themes based on current resources: Workforce Data, Student Data, Stakeholder Input	Complete
Develop procedures to determine teacher School of Success assignments. (Teacher assignments should be based on student need and teacher certifications.)	12/31/24
Create a checklist/guidelines for counselors and registrar to enroll new and transfer students into School of Success.	8/1/24
Review the layout of each school to determine how to co-locate School of Success teachers, counselors, and administrators.	12/31/24
Determine the School of Success Teams including administrators, teachers, and school counselors	9/30/24
Refer to action item 2.2.2.1	
Develop a Career Advisory Council for each School of Success that consists of School of Success Assistant principal, School of Success Counselor, community/business partners, freshman teachers, parents, and students	9/1/24
Examine AP/IB/DC course alignment to Schools of Success Pathways	5/31/25
Coordinate with SPED and ELL departments to provide appropriate scheduling and co-teaching needs for diverse School of Success populations	1/1/25
Each School of Success will plan to host a freshman visit prior to students making their School of Success selection	11/30/24
Lottery process	Complete
High School: Review teacher share options to meet the needs of students	3/1/25
When complete, this will become a SOP	
High School: Review courses that need to be removed from school schedules to meet the needs of the Pathways and Schools of Success structure	12/31/24
When complete, this will become a SOP	
Determine Launch Class for 10-12	Complete
Communication of Launch Class for 10-12	4/30/24
Include 3DE launch and attributes into ELA curriculum maps	7/1/24
Develop Personal Finance Curriculum and Grade Level Expectations	3/1/2025
<b>Team 1 – Tactic 1.1b Career Schools of Success – Experiential Learning Design</b>	
Action Item	Due Date
Develop plans for standardized activities that enable the School of Success students to have first-hand college and career experiences.	11/30/24
<b>Team 1 – Tactic 1.1b Career Schools of Success – Culture Plan</b>	
Action Item	Due Date
School of Success teams will develop the vision and mission for their School of Success to promote a sense of community among the students and staff and guide progress monitoring	11/31/24
10-12 teachers embed Portrait of a Graduate characteristics into their classes	5/31/24

to ensure students are prepared for Schools of Success and the Monday after graduation.	
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Team 2 – Tactic 1.2 Work-Based Learning – Scaffolded Workplace Experiences	
<p><b>Objective:</b> Students’ learning is infused with real-world applications with students, teachers, staff, business mentors, and coaches who share career interests.</p> <p>Create a continuum of scaffolded workplace experiences for all students. Four years for which students will be given these out-of- school experiences.</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. Scaffolded Workplace Experiences</li> <li>2. Recruit and Onboard Business and Community Partnerships</li> <li>3. Student Aptitude, Interest, and Skills Survey</li> <li>4. CTE Pathway Analysis</li> <li>5. Schools of Success Pathways</li> <li>6. Application and Tracking Alignment</li> </ol> <p><b>Grade Level Progression:</b>  <b>Grade 9: Exploration / Transition -Connection through Freshman School of Success - field trips, guest speakers - decision on their School of Success pathway.</b>  <b>Grade 10: Focus on School of Success focus areas.</b>  <b>Grade 11: Develop your love for a focus.</b>  <b>Grade 12: Try it on for size</b></p>	
Action Item	Due Date
Grade 9: Develop Freshman School of Success experiences for all 9 <sup>th</sup> -graders to include a postsecondary visit and other opportunities for career exploration, guest speakers, soft and employability skills	Complete
Grade 10: Place Career/Industry Field Trips in the Pathway Principals courses	5/31/25
Grade 10: Weave in career and personal qualities needed for professions into the general education.	5/31/25
Grade 11: Create opportunities for Pathway Concentrator A/B courses including: <ul style="list-style-type: none"> <li>• Job shadowing</li> </ul> Capstones	5/31/25
Grade 12: Create opportunities for Pathway Concentrator B/Capstone including: <ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Internships</li> <li>• Co-Ops</li> </ul> Capstones	5/31/25
High School: Align Naviance curriculum map with Schools of Success Pathways and student post-secondary goals (3Es).	5/31/24
High School: Develop and use guides for postsecondary partners who are hosting Freshman Schools of Success participants for 3Es.	5/31/24
High School: Schedule career planning session with EACH freshman student and EACH year up to graduating senior	Ongoing
High School: Develop a career plan and postsecondary plan for each student	Ongoing

using assessment data, student interest, Schools of Success choices, etc.	
High School: Develop a work-based learning tracking system for each experience.	5/31/24
Middle School: Incorporate JA Job Spark into middle school curriculum to prepare students for our pathways as a 9th grader.  Tasks include: <ul style="list-style-type: none"> <li>Identifying pre and post work for students</li> </ul> Connecting the Kelley experiences with JA Job Spark experiences	Complete
6th grade experience with Parkview Career Bus	5/31/24
Middle School: Expand Jim Kelley Career Pathway Exploration 7th & 8th grade experiences in five areas all students	Complete
<b>Team 2 – Tactic 1.2 Work-Based Learning – Recruit and Onboard Business and Community Partnerships</b>	
<b>Action Item</b>	<b>Due Date</b>
Collaborate with business and community partners to identify potential WBL partners and opportunities in conjunction with 3DE, Career Academy, and Amp Lab.	5/31/24
Create a menu of WBL engagement experiences and guiding documents to support recruitment of business, community, and postsecondary partners	5/31/24
Establish an advisory board of industry and school stakeholders for each School of Success.	8/31/24
CLNA process and revise the 3-5-year long-range plans and identify implications for district-wide planning - focus around technical industry standard materials, technology, equipment, and certifications.	Complete
<b>Team 2 – Tactic 1.2 Work-Based Learning – Student Aptitude, Interest, and Skills Survey</b>	
<b>Action Item</b>	<b>Due Date</b>
Develop plans and tools for student, teacher, and Schools of Success partners to provide feedback on all WBL experiences.	5/31/25
Develop surveys to determine the effectiveness of the Work Based Learning opportunities being provided within the Career School of Success pathways.	5/31/25
<b>Team 2 – Tactic 1.2 Work-Based Learning – CTE Pathway Analysis</b>	
<b>Action Item</b>	<b>Due Date</b>
Conduct comprehensive local needs assessments (Perkins Style) to develop a process for development, closure, or modification (i.e. Start, Stop, Sustain) of career and technical pathways within the schools.	Complete
<b>Team 2 – Tactic 1.2 Work-Based Learning – Schools of Success Pathways</b>	
<b>Action Item</b>	<b>Due Date</b>
Develop parameters for pairing and theming pathways into Schools of Success	Complete
Create a procedure to determine Schools of Success themes to include strategies for incorporating workforce development and labor market information using data and input from a variety of stakeholders.	Complete
Establish Schools of Success themes with related pathways for each high school	Complete
Develop technology requirements for Schools of Success courses	5/31/25
<b>Team 2 – Tactic 1.2 Work-Based Learning – Schools of Success Pathways</b>	

Action Item	Due Date
Brainstorm all necessary components for tracking WBL	Complete
Decide on direction for developing an application and tracking system for WBL	Complete
Analyze and develop WBL processes for student tracking.	Complete
Build and update WBL system for student tracking.	5/31/24
Develop professional learning for the WBL system for student tracking.	7/1/24
Train staff how to implement WBL system for student tracking as pilot.	8/20/24
Conduct pilot on new WBL system at Career Academy	5/31/25
School of Success training on WBL process	8/10/25
<b>Team 2 – Tactic 2.4 Systems and Structures to Support Work-Based Learning - Policies and Procedures</b>	
Action Item	Due Date
Affiliation and MOU for each business partner for WBL experiences, field trips, job shadowing, training for teachers, etc.	Ongoing
Schools of Success Training for all community partners.	7/31/24
<b>Team 2 – Tactic 2.4 Systems and Structures to Support Work-Based Learning - Instructional/Training</b>	
Action Item	Due Date
Ensure training/PD (teacher paid industry experiences, how to work with business partners/educators)	9/1/24
CTE and Pathway teachers develop curriculum maps for instructional equity.	12/31/25
Analyze teacher certifications and alignment to state recognized industry credentials and advisory board recommendations.	9/1/24
Develop a support and training plan for any identified School of Success teacher needs related to industry credentials that support advisory board recommendations for student outcomes.	9/1/24
<b>Team 2 – Tactic 2.4 Systems and Structures to Support Work-Based Learning - Aptitude, Interest, and Skills Surveys</b>	
Action Item	Due Date
Develop surveys to determine the effectiveness of the Work Based Learning opportunities being provided within the Career pathways.	5/31/25
<b>Team 2 – Tactic 1.3 Learning and Work Pathways – Establish Schools of Success Themes and Pathways</b>	
Action Item	Due Date
High School: Complete Pathway Audit	Complete
High School: Review what past FWCS operations need to change in order to implement new process	Complete
High School: Review how Pathways are communicated to students	Complete
High School: Examine how counselors are articulating Pathway options and course offerings	Complete
Middle School: Offer Preparing for College and Careers course at 8th grade level	Complete
Middle School: Review how pathways are communicated to students	Complete
Middle School: Examine how counselors are articulating Freshman Schools of Success and course offerings	5/31/24
<b>Team 2 – Tactic 1.3 Learning and Work Pathways – Create Schools of Success Selection Process</b>	

<b>Action Item</b>	<b>Due Date</b>
High School: Develop process for internal and external transiency	Complete
High School: Develop consistent language to be utilized across the district as it relates to Capstone experiences	5/31/24
High School: Schools finalize School of Success offerings	Complete
High School: District finalizes virtual offerings	Complete
Middle School: High School students present to middle school students about future Schools of Success opportunities	12/31/24
Middle School: Fully implement Jim Kelley Career Pathway Center visits at all middle schools	Complete
Middle School: High School Schools of Success Principals and Counselors build relationships with middle school students	12/31/24
<b>Team 2 – Tactic 1.3 Learning and Work Pathways – Post-Secondary Options and Community Industry Partnerships</b>	
<b>Action Item</b>	<b>Due Date</b>
High School: Establish central process to engage industries early	Complete
High School: Establish district standards to ensure students have regular and equitable opportunities for postsecondary campus/industry experiences	Complete



<b>Team 3 – Tactic 1.4 Credit Opportunities – Indiana College Core (ICC) Audit</b>	
<p><b>Objective:</b>                      Students have options for obtaining college, work, and career ready credentials and industry certifications while in high school.</p> <p>Complete an Indiana College Core (ICC) Audit for each high school. Determine which college would be the awarding ICC.</p> <p>Ensure the district is committed to an advanced academic course sequence (AP, Dual Credit, IB, ICC).</p> <p>Investigate and implement opportunities for students to obtain an associate’s degree.</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. <b>Indiana College Core (ICC) Audit</b></li> <li>2. <b>Procedure for Students to Enroll in Higher-Courses</b></li> <li>3. <b>Strategic Plan to Address Inequities in Early Post-Secondary Engagement and Success</b></li> <li>4. <b>Implications for Dual Enrollment and Dual Credit Courses</b></li> <li>5. <b>Plan to Retain and Recruit Higher-Level Course Instructors</b></li> <li>6. <b>Multiple Delivery Methods of Higher-Level Courses</b></li> </ol>	
<b>Action Item</b>	<b>Due Date</b>
High School: Audit each higher education partner to determine which would align best with Pathways and Dual Credit offerings	Complete
High School: Explore the possibilities of Associate Degrees in HS.	Complete
Middle School: Increase conversation around dual credit opportunities and alignment to ICC and how to use the ICC.	5/31/25
Elementary: Increase conversation around dual credit, what they are, and how they can be used in the future.	5/31/25
<b>Team 3 – Tactic 1.4 Credit Opportunities – Procedure for Students to Enroll in Higher-Courses</b>	
<b>Action Item</b>	<b>Due Date</b>
High School: Utilize test scores, grades, attendance, participation, and interest for higher-level courses.	Complete
High School: ALL students are made aware of all of the opportunities for higher-level courses.	5/31/24
Middle School: Middle school students take trips to high school to gain interest.	5/31/25
Elementary: Increase conversation around upcoming opportunities in middle school and high school higher-level courses.	5/31/25
<b>Team 3 – Tactic 1.4 Credit Opportunities – Strategic Plan to Address Inequities in Early Post-Secondary Engagement and Success</b>	
<b>Action Item</b>	<b>Due Date</b>
Ensure all students have equitable access to all SOS opportunities.	Complete
High School: Explore opportunities to increase the consistency of the message of opportunities to all students.	Complete
Middle School: Identify inequities within each middle school (feeding into different high schools, credits	Complete

count toward high school-specific subject areas, etc.)	
Elementary: Culminating event at the end of elementary to highlight middle school opportunities and celebrate the portrait of an explorer.	5/31/25
Add Enlistment guaranteed exposure	12/31/24
<b>Team 3 – Tactic 1.4 Credit Opportunities – Implications for Dual Enrollment and Dual Credit Courses</b>	
<b>Action Item</b>	<b>Due Date</b>
High School: Audit all teacher licensing to determine who may or may not qualify to teach dual credit courses.	Complete
High School: Ensure teachers know the opportunities to get proper licensing/credentialing with university partners.	Complete
Middle School: Audit all teacher licensing to determine who may or may not qualify to teach dual credit courses.	Complete
<b>Team 3 – Tactic 1.4 Credit Opportunities – Plan to Retain and Recruit Higher-Level Course Instructors</b>	
<b>Action Item</b>	<b>Due Date</b>
High School: Determine what other districts provide to dual credit teachers. Determine what is happening to determine what best practices are happening in other high schools.	Complete
High School: Survey teachers to determine barriers to obtaining credentialing for dual credit.	5/31/24
High School: Assess opportunities outside school districts with other teachers. All ENGL 111 teachers collaborate – how could this happen?	5/31/24
Middle School: Increase school feeder pride to retain and recruit teachers.	5/31/25
Middle School: Create opportunities for involvement to grow teacher pride and morale in schools.	5/31/25
Elementary: Increase school feeder pride to retain and recruit teachers.	5/31/25
Elementary: Create opportunities for involvement to grow teacher pride and morale in schools.	5/31/25
<b>Team 3 – Tactic 1.4 Credit Opportunities – Multiple Delivery Methods of Higher-Level Courses</b>	
<b>Action Item</b>	<b>Due Date</b>
High School: Explore opportunities to share teachers amongst FWCS.	5/31/25
High School: Explore opportunities to share with teachers outside of the FWCS district. Researching what FWCS has technology-wise. to support multiple delivery methods. Are all of the high school bell schedules the same to accommodate ALL students taking/scheduling/enrolling courses via technology?	5/31/25
Middle School: Explore opportunities to share teachers amongst FWCS.	5/31/25
Middle School: Explore opportunities to share with teachers outside of the FWCS district.	5/31/25
<b>Team 3 – Tactic 3.3 Align Workforce Demand and District Programs - Communication Plan</b>	
<b>Action Item</b>	<b>Due Date</b>
Provide regular communication to all stakeholders about student engagement in industry	12/31/25



<b>Team 4 – Tactic 1.5 Student Voice and Leadership – Leadership Attributes</b>	
<p><b>Objective:</b> Students have opportunities to contribute to the design of their learning experiences and learning environment and to exercise leadership roles and responsibilities in their schools.</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. Leadership Attributes</li> <li>2. Leadership Opportunities Allowing High School Students to Connect to Their Younger Peers</li> <li>3. Roles and Responsibilities of the Ambassador Program</li> <li>4. Application and Interviewing Process</li> <li>5. Training Program</li> <li>6. End-Of-Year Pilot</li> </ol>	
<b>Action Item</b>	<b>Due Date</b>
Define a corporation-wide definition of student leadership.	Complete
Create a poster to display the-district wide definition of student leadership, created by Career Center student and approved by Superintendent’s Student Cabinet.	5/21/24
Introduce the definition of student leadership in 8 <sup>th</sup> grade PCC classes and 9 <sup>th</sup> grade A/A	9/14/24
<b>Team 4 – Tactic 1.5 Student Voice and Leadership – Leadership Opportunities Allowing High School Students to Connect to Their Younger Peers</b>	
<b>Action Item</b>	<b>Due Date</b>
High School: Plan mentorships and internships that promote well-being (Peacemakers model) and literacy (tutoring in reading) for students in middle and elementary schools.	5/31/25
Middle School: Determine opportunities for high school students to connect with middle school students.	5/31/25
Elementary: Determine opportunities for high school students to connect with elementary school students.	5/31/25
<b>Team 4 – Tactic 1.5 Student Voice and Leadership – Roles and Responsibilities of the Ambassador Program</b>	
<b>Action Item</b>	<b>Due Date</b>
Meeting with staff to identify the needs of the school for the program. District, will try to find 3-4 common themes for ALL schools to follow. Portrait of a Connector	5/31/25
<b>Team 4 – Tactic 1.5 Student Voice and Leadership – Application and Interviewing Process</b>	
<b>Action Item</b>	<b>Due Date</b>
Create common questions to ask all candidates.	5/31/25
Create an evaluation rubric	5/31/25

for everyone to use.	
Create a recommendation or nomination process in order to choose the new ambassadors (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> grade)	5/31/25
Identify an existing staff position that is a part of the School of Success Team.	Complete
<b>Team 4 – Tactic 1.5 Student Voice and Leadership – Training Program</b>	
<b>Action Item</b>	<b>Due Date</b>
Provide training for staff members who are going to lead the Ambassador program. Use lessons that have already been created	12/20/25
<b>Team 4 – Tactic 1.5 Student Voice and Leadership – End-Of-Year Pilot</b>	
<b>Action Item</b>	<b>Due Date</b>
Reflect on the semester one training for students and staff. Get nominations for year 2 Ambassadors.	5/31/26
Allow potential ambassadors to give current 8 <sup>th</sup> graders tours of their feeder high school during the school day (after ILEARN testing window)	5/31/26
Principal/designee and ambassador sponsors will monitor the pilot program and provide feedback and propose revisions with current ambassadors.	5/31/26

Team 5 – Tactic 2.2 Professional Development - Train the Trainer Workshops	
<p><b>Objective:</b> Faculty, staff, and school leaders have access to education, training, and support.</p> <p>School of Success teachers across all subject areas (including career and technical courses) have scheduled planning time to develop curriculum, reflect and improve instructional practices, and provide student interventions. Interdisciplinary teams of teachers will provide instruction to students through effective instructional practices including project-based learning.</p> <p>Stakeholders participate in “Train the Trainer” workshops with Ford NGL and CIESC</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. Train the Trainer Workshops</li> <li>2. Vision and Implementation Plan</li> <li>3. Professional Development Needs Assessment</li> <li>4. Scaffolded Professional Learning Plan</li> <li>5. Curriculum Map with Shared Terminology</li> </ol>	
Action Item	Due Date
Implementation and Transformation Lead, Professional Learning representatives, Secondary Director High School Principals, Guidance Coordinators, and High School Teachers will attend High School Trainer “Freshman School of Success”	Complete
Implementation and Transformation Lead, Professional Learning representatives, Assistant Superintendent of Curriculum, Instruction, and Assessment, Curriculum Coordinator, Elementary Director, Secondary Director, and Elementary and Middle School Principals will attend “K-8 Workshops”	Complete
Participants will participate in additional train the trainer workshops throughout year one	5/31/24
HCM will stay informed as a team by collaborating weekly on the implementation of Portrait of a Graduate.	5/31/24
Team 5 – Tactic 2.2 Professional Development - Vision and Implementation Plan	
Action Item	Due Date
Conduct Freshman School of Success HCM sessions	5/31/24
<ul style="list-style-type: none"> <li>• Autonomy, utilizing guardrails and expectation guidelines, in building based leadership in roll out of vision</li> <li>• Scaffolded learning with clear focus points</li> <li>• Identification of personnel for support and reference</li> </ul>	
Conduct PreK-8 HCM sessions	5/31/24
<ul style="list-style-type: none"> <li>• Autonomy, utilizing guardrails and expectation guidelines, in building based leadership in roll out of vision</li> </ul>	

<ul style="list-style-type: none"> <li>Scaffolded learning with clear focus points</li> </ul>	
Identification of personnel for support and reference Create the 12-Month professional learning plan that will be shared throughout the academic year *Additional PL will be developed and shared as the Schools of Success trainings take place	5/31/24
Add Freshman Assistant Principals to have access to the Professional Learning Proposal form	Complete
<b>Team 5 – Tactic 2.2 Professional Development - Professional Development Needs Assessment</b>	
<b>Action Item</b>	<b>Due Date</b>
Use HCMU and data collection/feedback to synthesize all needs assessment data to create comprehensive PL plan  This will become a part of SOP once created	Complete
<b>Team 5 – Tactic 2.2 Professional Development - Scaffolded Professional Learning Plan</b>	
<b>Action Item</b>	<b>Due Date</b>
Identify stakeholders who will be involved in creating relevant Professional Learning	Complete
Determine phases of PL (including onboarding for teachers, counselors, success coaches, and administrators)	5/31/24
Create PL for school leaders, school-based coaches, and teachers specific to Schools of Success and Pathways HCMU - monitor/manage PL completion	5/31/24
Freshman School of Success teachers will be trained to understand the vision/mission of all schools (10-12) in order to help students make informed decisions about their future.	5/1/24
School of success Teachers will be trained to understand the mission/vision of their School of Success in order to help students make informed decisions about their future.	12/31/24
Freshman School of Success teachers will be provided professional learning time to work together to prepare for the 2024-2025 school year.	7/31/24
<b>Team 5 – Tactic 2.2 Professional Development - Curriculum Map with Shared Terminology</b>	
<b>Action Item</b>	<b>Due Date</b>
Collaborate with Curriculum to ensure common terminology exists among levels for certified and classified staff	5/31/24

Team 6 – Tactic 2.3 Family Engagement - Parent/Family Engagement Benchmark	
<p><b>Objective:</b>            Parents and families understand the benefits of career academies and have opportunities for engagement in their children's learning.</p> <p>Conduct Parent/Family Engagement Benchmarking for each school to identify:</p> <ul style="list-style-type: none"> <li>• Key stakeholders</li> <li>• Current forms of communication</li> <li>• Any existing communication plans</li> <li>• Documentation of current contacts, processes, social handles</li> </ul> <p>Create a process for new incoming students and families to understand Schools of Success Information</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. Parent/Family Engagement Benchmark</li> <li>2. Family Advisory Council Framework</li> <li>3. Family Advisory Council Focus Groups</li> <li>4. School-Based Family Engagement Council</li> <li>5. District-Wide Parental Engagement Campaign</li> </ol>	
Action Item	Due Date
Develop a survey to ascertain where schools believe they are with parent engagement	Complete
Review survey results and additional data points with school administration, PTA, and stakeholders	3/31/24
Develop communication plan and calendar based on survey results and additional data points	4/30/24
Team 6 – Tactic 2.3 Family Engagement - Family Advisory Council Framework	
Action Item	Due Date
Finalize the District Family Coordinator job description	Complete
Develop guidelines for the District Family Advisory Council	Complete
Communicate to schools the role and responsibility of the District Family Advisory Council	8/31/24
Team 6 – Tactic 2.3 Family Engagement - Family Advisory Council Focus Groups	
Action Item	Due Date
Create a District Family Advisory Council that represents the diversity of our student population <p>Include:</p> <ul style="list-style-type: none"> <li>• School Administration</li> <li>• PTA/PTO (Parents)</li> <li>• Teachers / Counselors</li> <li>• Students</li> <li>• Community Partners</li> </ul>	9/30/24



• SPED, ELL Student ambassadors	
Create a meeting schedule for the District Family Advisory Council	9/30/24
Identify Family Advisory Liaison for each school.	9/30/24
Provide PL for internal (staff) and external (parents and community members) stakeholders to ensure there is a shared vision with clear expectations for parent engagement plan	9/30/24
<b>Team 6 – Tactic 2.3 Family Engagement - School-Based Family Engagement Council</b>	
<b>Action Item</b>	<b>Due Date</b>
Create draft guidelines for the District Family Engagement Council	Complete
Create draft guidelines for the Family Engagement Council	4/19/24
Share draft at each school for Feedback	4/30/24
Meet with schools to finalize/adopt framework	5/15/24
Create focus groups for each school that represents the diversity of the school.  Schools should use metrics that show their school's demographic composition.  Be sure to include student representatives	9/9/24
Develop a meeting schedule for the Family Engagement Council  Be sure to consider the following when scheduling: • Working parent schedules • Language/translation needs • Childcare • Meals	8/31/24
<b>Team 6 – Tactic 2.3 Family Engagement - District-Wide Parental Engagement Campaign</b>	
<b>Action Item</b>	<b>Due Date</b>
Create a simple, 3-step approach using Connect, Communicate and Check-in that speaks to how Parents/Families can/should be engaged to help their students.	5/31/24
Create an integrated marketing / communications plan to promote the 3-step approach to include: • Text campaign • Radio campaign • TV PSA • Multi-lingual • In all FEC communications FWCS Community Outreach	5/31/24
Family Advisory Liaison and District Family Advisory Council will collaborate with FWCS to promote career academies in the community.	2/1/25

**Team 7 – Tactic 2.5 Supportive Policies and Practices - Schools of Success Policies and Practices**

**Objective:**

District policies, funding, roles, and practices support key Schools of Success structures and school-based transformation.

Review current policies and practices related to the implementation of Schools of Success

- Dual credit
- Dual enrollment
- AP
- IB
- Transportation
- Work-based learning opportunities

**Key Deliverable(s):**

1. Schools of Success Policies and Practices
2. 8<sup>th</sup> Grade PCC
3. Equitable Policy Audit
4. Schools of Success Master Schedule Framework
5. Key Elements for Freshman School of Success
6. Current CTE Assessment
7. Job Descriptions for Schools of Success

Action Item	Due Date
Assess, analyze and review state, district and board policies.  Priority should be class size, staffing, academic and CTE programming, Perkins funds, schedules, and talent acquisition.	8/31/24
Transportation-talk to Citi link to see what they could support.  Need more direct routes to our HS's.  What is cost of transporting HS students presently?  Would it be cheaper to have all kids ride Citilink?  Could we do our own FWCS hub?	Complete

**Team 7 – Tactic 2.5 Supportive Policies and Practices - 8<sup>th</sup> Grade PCC**

Action Item	Due Date
Check CTE funding and licensing for offering in 8th grade.	Complete
Decide what the course looks like and when students take the class.  What prevents us from offering in 8 <sup>th</sup> grade?  What procedures do we need to put in place for this?	Complete

Would 9th grade still have a 9th grade seminar course?	
How do you build in classes?	
<b>Team 7 – Tactic 2.5 Supportive Policies and Practices - Equitable Policy Audit</b>	
<b>Action Item</b>	<b>Due Date</b>
Assess current procedures and processes to determine how FWCS assures equitable opportunities in Schools of Success and CTE programming. <ul style="list-style-type: none"> <li>• Look at credit goals and opportunities for students.</li> <li>• Look at Prep for Standardized testing for students</li> </ul> <p>What criteria will we use to assist in determining student pathway choices?</p>	Complete
Establish district-wide procedures to ensure equitable opportunities in academic and CTE programming.	Complete
Need to review the policies of local/state colleges and universities dual credit transfer and financial aid implications.	Complete
<b>Team 7 – Tactic 2.5 Supportive Policies and Practices - Schools of Success Master Schedule Framework</b>	
<b>Action Item</b>	<b>Due Date</b>
Assess current school schedules and develop the required essential elements for Freshman and Schools of Success  <p>School Schedules.</p> <ul style="list-style-type: none"> <li>• What procedures and policies are helping us or hurting us as we are looking at the school schedules?</li> <li>• Teachers need a plan time to make this program work.</li> <li>• Could do a study period/Internships.</li> </ul> <p>Assess current FWCS programs.</p>	5/31/25
<b>Team 7 – Tactic 2.5 Supportive Policies and Practices - Key Elements for Freshman School of Success</b>	
<b>Action Item</b>	<b>Due Date</b>
Year 1 - Identify key elements and framework for Freshman School of Success.	Complete
Develop Freshman School of Success Action Plan. <ul style="list-style-type: none"> <li>• Decide what the course looks like and when students take the class.</li> <li>• What prevents us from offering in 8<sup>th</sup> grade?</li> <li>• What procedures do we need to put in place for this?</li> <li>• Would 9th grade still have a 9th grade seminar course?</li> </ul> <p>How do you build in classes?</p>	Complete
Assess what is being done in each building PPC~ add exploration. Currently, students are not getting what they need until 2nd 9 weeks. May need to be a full year course  <p>What is an allowable course title with the state (what is the teacher licensing) PPC might.</p>	Complete

Seminar as non-negotiable course within School of Success (Principles of Business Management)	
<b>Team 7 – Tactic 2.5 Supportive Policies and Practices - Current CTE Assessment</b>	
<b>Action Item</b>	<b>Due Date</b>
Assess needs and look at what is needed in the region.  Community is primed right now for internships because companies need people.	Complete
Research and analyze the current data associated with recruiting, retaining, and supporting CTE.	5/31/24
<b>Team 7 – Tactic 2.5 Supportive Policies and Practices - Job Descriptions for Schools of Success</b>	
<b>Action Item</b>	<b>Due Date</b>
High School: Develop School of Success principal and counselor model	Complete
High School: Develop preliminary staffing plans (teacher, administration, counseling, coaches) to prepare for (10-12) Schools of Success structure and indemnify short-term and long-term staffing needs	Complete
High School: Review of high school counselor student ratio	Complete
Middle School: Middle School Counselors and Middle School Student Advisors assist with detailed transition from middle school to high school  When complete, this will become a SOP	5/31/24
Define roles for the following positions: Success Coach bridging business connections and teacher training around Work Based Learning Coordinator in each school.	Complete
Create the new Job Description for the Success Coach.	Complete
Modify the job description for the Lead Teacher index to include Schools of Success language.	Complete
Create a new Job Description for School of Success Assistant Principal	Complete

<b>Team 8 – Tactic 2.6 Data Systems - Tactic Team Outcome Metrics</b>	
<b>Objective:</b> Expanded data systems provide information on the desired student graduate and on the benefits to the community.	
<b>Key Deliverable(s):</b>	
<ol style="list-style-type: none"> <li>1. <b>Tactic Team Outcome Metrics</b></li> <li>2. <b>Metrics That Reflect the Impact for FWCS Portrait of a Graduate, Connector, Explorer</b></li> <li>3. <b>Sources of Required Data</b></li> <li>4. <b>Final Reporting Mechanisms For Communication/Dissemination to Internal Support Staff and External Partners</b></li> </ol>	
<b>Action Item</b>	<b>Due Date</b>
Connect with each tactic team to collect their outcome metrics and action steps.	Complete
Create an instrument for each tactic team to report their progress.	Complete
Create an AIP (Action Initiative Plan) from the steps of each tactic team.	Complete
<b>Team 8 – Tactic 2.6 Data Systems - Metrics That Reflect the Impact for FWCS Portrait of a Graduate, Connector, Explorer</b>	
<b>Action Item</b>	<b>Due Date</b>
Create metrics as identified by the Data Team that will measure the impact of the Portrait of a Graduate and Schools of Success for both students and teachers.	6/30/24
Create a data protocol that can be used by the Freshman Teams to analyze their data.	8/31/24
<b>Team 8 – Tactic 2.6 Data Systems - Sources of Required Data</b>	
<b>Action Item</b>	<b>Due Date</b>
Determine sources of data necessary to create the identified metrics.	6/30/24
Create collection applications for data not currently housed in FWCS databases.	6/30/24
Identify contacts to supply data not currently in existing systems.	6/30/24
Ensure all data collection activities adhere to program evaluation standards, district policy, and statutes.	6/30/24
<b>Team 8 – Tactic 2.6 Data Systems - Final Reporting Mechanisms for Communication/Dissemination to Internal Support Staff and External Partners</b>	
<b>Action Item</b>	<b>Due Date</b>
Determine which data are included in an internal dashboard (district/school staff and select community members).	6/30/24
Determine which data are included in student report cards.	6/30/24
Verify data security regarding student-level data.	6/30/24
Determine interval for data collection from relevant systems.	6/30/24
Create scripts to extract and aggregate data consistently over time.	6/30/24
Determine timelines for reporting and when dashboard data would be updated.	6/30/24

Team 9 – Tactic 3.1 Governance Systems and Structures – Tactical Team	
<p><b>Objective:</b> Establish systems, structures and practices for shared governance, accountability, and deep and sustained communication, collaboration, and coordination among all stakeholders.</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. Tactical Team</li> <li>2. Criteria for Convening Organization, CEO Champions, Partnership Councils, and Advisory Boards</li> <li>3. Convening Organization</li> <li>4. Founding CEO Champions</li> <li>5. Strategic Communication Plan</li> <li>6. Governance Structure</li> <li>7. Mid-Tier and School-Tier Governing Bodies</li> <li>8. Shared Accountability Framework</li> <li>9. Celebratory Mechanisms</li> </ol>	
Action Item	Due Date
Identify and invite team members to serve on subcommittee	Complete
Team 9 – Tactic 3.1 Governance Systems and Structures - Criteria for Convening Organization, CEO Champions, Partnership Councils, and Advisory Boards	
Action Item	Due Date
Request criteria examples from other school districts	Complete
Review and finalize criteria for convening organization, CEO Champions, partnership councils, and advisory boards	Complete
Identify key stakeholder groups that must be represented on various governance groups, to ensure representation from students, families, teachers, counselors, community / business partners, and industry as appropriate	Complete
Team 9 – Tactic 3.1 Governance Systems and Structures - Convening Organization	
Action Item	Due Date
Designate an agency or organization to serve as the convening organization through the implementation phases of FWCS the academies transformation	Complete
Team 9 – Tactic 3.1 Governance Systems and Structures - Founding CEO Champions	
Action Item	Due Date
Identify a district and a community co-chair	Complete
Identify the ideal number of CEO Champions members	Complete
Identify Community, Industry, Government, Post-secondary organizations, Agencies, and positions necessary to the successful execution of Steering Committee tasks to establish ex-officio seats	Complete
Establish a discrete purview for the Founding CEO Champions	Complete
Secure agreements from organizations invited to host ex-officio seats	Complete

<b>Team 9 – Tactic 3.1 Governance Systems and Structures - Strategic Communication Plan</b>	
<b>Action Item</b>	<b>Due Date</b>
Work with Tactic Team 1 and 11 to identify create plan and ensure alignment across entire implementation plan	Complete
Issue a press release announcing Founding Members of the CEO Champions and business partners.	3/31/24
Publish names of Founding CEO Champions members across all relevant platforms	3/31/24
<b>Team 9 – Tactic 3.1 Governance Systems and Structures - Governance Structure</b>	
<b>Action Item</b>	<b>Due Date</b>
Determine number and nature of partnership councils, advisory boards, etc. needed to support and sustain academies transformation	Complete
Ensure positions are allocated as appropriate to students, families, teachers, counselors, community / business partners, and industry	Complete
Develop expectations for the different levels of the Governance structure.	Complete
Produce a handbook including the roles and responsibilities of each governing body, relevant organizational charts, communication and information, sharing norms, term lengths, and member expectations	Complete
Distribute handbook to all governing parties.	12/31/24
<b>Team 9 – Tactic 3.1 Governance Systems and Structures - Mid-Tier and School-Tier Governing Bodies</b>	
<b>Action Item</b>	<b>Due Date</b>
Recruit needed student ambassadors, families, teachers, counselors, industry, and community organizations to the Partnership Council.	5/31/24
Select needed student ambassadors, families, teachers, counselors, industry, and community organizations to the Advisory Board.	9/1/24
Communicate expectations regarding length of service for each governing body, and purview of each body	9/1/24
<b>Team 9 – Tactic 3.1 Governance Systems and Structures - Shared Accountability Framework</b>	
<b>Action Item</b>	<b>Due Date</b>
Determine frequency of meetings for: CEO Champions, Industry Councils, and Advisory Boards	Complete
Assure there is cross-representation spanning from one governing body to the next (Example: advisory board representation on industry Councils, Industry Council representation on CEO Champions, etc.)	9/1/24
Establish expectations and norms involving frequency and nature of reports shared between governing bodies	5/31/24
Determine how communication will be directed from the governing bodies to the FWCS Community	5/31/24
<b>Team 9 – Tactic 3.1 Governance Systems and Structures - Celebratory Mechanisms</b>	
<b>Action Item</b>	<b>Due Date</b>
Identify the milestones and accomplishments to acknowledge and celebrate with FWCS and the community.	2/1/25
<b>Team 9 – Tactic 3.4 – Shared Ownership and Accountability - Master Plan</b>	

Action Item	Due Date
Compile tactical team plans into a finalized Master Plan and review for editing, consistency, and formatting	Complete
Publish Master Plan to the FWCS Community	Complete
Create an AIP from the Master Plan.	Complete
<b>Team 9 – Tactic 3.4 – Shared Ownership and Accountability - Structure for Governing Bodies to Review and Monitor the Implementation of the Master Plan</b>	
Action Item	Due Date
Establish frequency of which Master Plan is reviewed by all governing bodies.	Complete
Establish a plan for tracking progress and for recommending or revising the Master Plan	Complete
Assess what is needed to continue to sustain and guide Schools of Success work beyond Year Two including: composition of CEO Champions seats, diversity and general representation for the community, purview moving forward, etc.	5/31/25
Recruit next cohort of CEO Champions organizations / members, who will be responsible for carrying the work from the implementation phase into the sustaining phase	6/30/25
Convene an annual retreat for all relevant governing bodies to review Master Plan, governance structure, data metrics, and academies' work done the previous year and advise on the future of academies work.	7/31/25
<b>Team 9 – Tactic 3.4 – Shared Ownership and Accountability - Professional Development Priority Plan</b>	
Action Item	Due Date
Assure that professional development and training is prioritized for teachers, counselors, and staff	6/30/24
Assure that any needed training for families and partners is deliberate and timely	6/30/24



<b>Team 10 – Tactic Team 3.2 Community Learning Resources – Community Partner Tracking System</b>	
<b>Objective:</b> Organize and expand access to business, post-secondary, and community resources for learning.	
<b>Key Deliverable(s):</b> <ol style="list-style-type: none"> <li>1. <b>Asset Mapping</b></li> <li>2. <b>Community Schools of Success Steering Committee Program</b></li> <li>3. <b>Partnership Recruitment and Documentation</b></li> <li>4. <b>School and Partner Experiences Evaluation</b></li> <li>5. <b>Partnership Maintenance Plan</b></li> </ol>	
<b>Action Item</b>	<b>Due Date</b>
Map current and prospective workforce and postsecondary trends	Complete
Develop the requirements for Community Partner tracking including necessary attributes and connections.	Complete
Select or develop a database system for Community Partner tracking based on the above requirements.	Complete
Configure or develop the system to accommodate additional requirements.	Complete
Develop standard data entry procedures.	Complete
Configure the access roles in the tracking system.	Complete
Examine funding the funding raising component of Salesforce	Complete
Review partner information collected by the schools for eventual entry/update of Salesforce.	Complete
Bring current data already in Salesforce in compliance with data entry procedures.	Complete
Develop a SNAP app to track community partners for interactions and opportunities.	4/19/24
Integrate WBL and Request SNAP apps to the Community Partner app.	5/3/24
<b>Team 10 – Tactic Team 3.2 Community Learning Resources - Community Schools of Success Champions Program</b>	
<b>Action Item</b>	<b>Due Date</b>
Identify community members, institutions, & agencies to serve as “Schools of Success Steering Committee Members”	Complete
Identify prospective partners, partner interest, and capacity	9/1/24
Annual assignment that begins in November after the fall celebration and ends in Sept. Of the following year	
Develop a legislative platform for the Steering Committee to be used to enable Steering Committee members to engage with stakeholders and benefactors.	9/1/24
<b>Team 10 – Tactic Team 3.2 Community Learning Resources - Partnership Recruitment and Documentation</b>	
<b>Action Item</b>	<b>Due Date</b>
Develop a partner onboarding process, which includes: a “menu” of partner engagement	8/31/24

opportunities, a template for partner registration, and partner training materials	
<b>Team 10 – Tactic Team 3.2 Community Learning Resources - School and Partner Experiences Evaluation</b>	
<b>Action Item</b>	<b>Due Date</b>
Onboard and connect partners to relevant Schools of Success	6/30/25
Develop and implement a process for quarterly check-ins that reflect both the partner and school experience realigning partnerships when necessary	6/30/25
Perform quarterly check-ins with partners	6/30/26
Perform annual partner evaluations	6/30/26
<b>Team 10 – Tactic Team 3.2 Community Learning Resources - Partnership Maintenance Plan</b>	
<b>Action Item</b>	<b>Due Date</b>
Review evaluations	9/30/26
Celebrate and thank partners (Need more structure here, an on-going campaign)	6/30/27
Process Improvement -- Provide training/professional learning to all Schools of Success staff on how to effectively engage with partners	6/30/25
Hold State of the District address with partners - share evaluation results, data, expectations for upcoming school year – same as annual Steering Committee gala	11/30/26

<b>Team 11 – Tactic Team 3.5 – Communication and Marketing</b>	
<p><b>Objective:</b> Develop a comprehensive communications and marketing program that addresses internal (school and district focused) and external (business and community focused) audiences.</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. <b>Communications Advisory Team</b></li> <li>2. <b>Schools of Success Brand</b></li> <li>3. <b>Communication Plan</b></li> <li>4. <b>Student Plan for Sharing with Peers About Portrait of a Graduate</b></li> <li>5. <b>Parental Engagement Campaign</b></li> <li>6. <b>Plan to Maximize Earned Media</b></li> <li>7. <b>Celebrate and Thank Partners</b></li> </ol>	
<b>Action Item</b>	<b>Due Date</b>
Identify team members and designate a team leader; recruitment should include consideration of important stakeholder groups (students, teachers, business leaders, administrators, etc.)	Complete
Advisory Team meets regularly to provide feedback and recommendations on marketing materials and messaging strategies	Complete
<b>Team 11 – Tactic Team 3.5 – Communication and Marketing - Schools of Success Brand</b>	
<b>Action Item</b>	<b>Due Date</b>
Develop a draft branding package, including name, logo, tagline and color guide.	Complete
Solicit feedback on branding work	Complete
Make necessary revisions and finalize branding guide for use	Complete
<b>Team 11 – Tactic Team 3.5 – Communication and Marketing - Work Communication Plan</b>	
<b>Action Item</b>	<b>Due Date</b>
Develop plan to inform staff about the Portrait of a Graduate work	Complete
Implement Communication/Marketing Plan	Complete
<b>Team 11 – Tactic Team 3.5 – Communication and Marketing - Student Plan for Sharing with Peers About Portrait of a Graduate</b>	
<b>Action Item</b>	<b>Due Date</b>
Identify students to be involved in promoting plan	Complete
Develop plan (when/how) to share information about Portrait of a graduate	Complete
Implement Communication/Marketing Plan	Complete
Freshman Orientation focused on Freshman School of Success & Schools of Success	Complete
<b>Team 11 – Tactic Team 3.5 – Communication and Marketing - Parental Engagement Campaign</b>	

<b>Action Item</b>	<b>Due Date</b>
Create a parent engagement campaign focusing on the why	5/31/24
Implement Communication/Marketing Plan	Complete
Ensure communication is in multiple languages	Complete
<b>Team 11 – Tactic Team 3.5 – Communication and Marketing - Plan to Maximize Earned Media</b>	
<b>Action Item</b>	<b>Due Date</b>
Plan media event/press conference prior to end of school year to share broad outline/timeline with media	Complete
Announcement of Freshman School of Success structure	Complete
Announcement of Schools of Success structure (including branding and partners)	Complete
<b>Team 11 – Tactic Team 3.5 – Communication and Marketing - Celebrate Thank Partners</b>	
<b>Action Item</b>	<b>Due Date</b>
Plan and hold an annual celebration with partners	12/31/25
Identify ongoing opportunities to thank partners throughout the year	12/31/25

Team 12 – PoG (PK-5)	
<p><b>Objective:</b> All elementaries will have guaranteed experiences that are designed through PBL and align with Schools of Success at Fort Wayne Community Schools.</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. Guaranteed Experiences</li> <li>2. Professional Learning</li> <li>3. Communication Plan</li> </ol>	
Action Item	Due Date
Take inventory of current field trips and experiences	Complete
Identify one common guaranteed experience per grade level	Complete
Develop planning folder (documents needed- plan document; where pulling/aligning knowledge, skills, and attributes; how aligning/tracking to SoS, etc.)	Complete
Build out PBLs for <b>one</b> guaranteed experience (per grade level) including standards, skills, and attributes connected to a SoS.  This also includes JA experiences at various grade levels.	4/30/24
Build out PBLs for <b>second</b> guaranteed experience (per grade level) including standards, skills, and attributes connected to a SoS.	4/30/25
Build out PBLs for <b>third</b> guaranteed experience (per grade level) including standards, skills, and attributes connected to a SoS.	4/30/26
Incorporate all PBLs into curriculum maps	5/30/25
Develop PL Implementation Timeline for PBLs	7/1/24
Determine Budget and Transportation Needs for PBL/GE	8/1/24
Work with middle schools for visits for feeder elementary schools.	2/1/25
Elementary: Videos are developed to introduce elementary students to Learning and Work Pathways	5/31/26
Team 12 – PoG (PK-5)	
Action Item	Due Date
Develop professional learning implementation plan on Project Based Learning	5/30/24
Team 12 – PoG (PK-5)	
Action Item	Due Date
Share 8/24 & 8/25 experience with elementary principals	Complete
Communicate plan and first Guaranteed Experience with schools	8/15/24

Team 13 – PoG (6-8)	
<p><b>Objective:</b> All middle schools will have guaranteed experiences that are designed through PBL and align with Schools of Success at Fort Wayne Community Schools.</p> <p><b>Key Deliverable(s):</b></p> <ol style="list-style-type: none"> <li>1. Guaranteed Experiences</li> <li>2. Professional Learning</li> <li>3. Communication Plan</li> </ol>	
Action Item	Due Date
Take inventory of current field trips and experiences	Complete
Identify one common guaranteed experience per grade level	Complete
Develop planning folder (documents needed- plan document; where pulling/aligning knowledge, skills, and attributes; how aligning/tracking to SoS, etc.)	Complete
Build out PBLs for <b>one</b> guaranteed experience (per grade level) including standards, skills, and attributes connected to a SoS.  This also includes JA experiences at various grade levels.	4/30/24
Build out PBLs for <b>second</b> guaranteed experience (per grade level) including standards, skills, and attributes connected to a SoS.	4/30/25
Determine Budget and Transportation Needs for PBL/GE	8/1/24
Build out PBLs for <b>third</b> guaranteed experience (per grade level) including standards, skills, and attributes connected to a SoS.	4/30/26
Incorporate all PBLs into curriculum maps	5/30/25
Develop PL Implementation Timeline for PBLs	7/1/24
Middle School: Videos are developed and housed in Naviance to expose middle school students to the Schools of Success selection process	10/1/24
Team 13 – PoG (6-8)	
Action Item	Due Date
Develop professional learning implementation plan on Project Based Learning	5/30/24
Team 13 – PoG (6-8)	
Action Item	Due Date
Share 8/24 & 8/25 experience with elementary principals	Complete
Communicate plan and first Guaranteed Experience with schools	8/1/24

Team 14 – Freshman School of Success Teams
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<p><b>Objective:</b> Freshman Schools of Success will develop and execute a plan that will implement an experiential and authentic education.</p>
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<p><b>Key Deliverables:</b></p>
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| <ol style="list-style-type: none"> <li>1. Professional Learning</li> <li>2. Team Formation</li> <li>3. Teaming</li> <li>4. Curriculum &amp; Instruction</li> <li>5. 3DE</li> <li>6. Communication</li> </ol> |
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<p><b>Freshman Transition Day</b></p>
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Action Item	Due Date
North Side Freshman School of Success AIP	7/31/24
Northrop Freshman School of Success AIP	7/31/24
Snider Freshman School of Success AIP	7/31/24
South Side Freshman School of Success AIP	7/31/24
Wayne Freshman School of Success AIP	7/31/24
Virtual Freshman School of Success AIP	7/31/24
New Tech Freshman School of Success AIP	7/31/24