

Action plan-*College and Careers*

Strategy Number: VI

Plan Number: 1

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Result: To transform high schools and the student experience by implementing a Districtwide system of Linked Learning pathways, built upon a K-8 experiences that ensures college and career readiness upon graduation. The District will assess readiness and build preparedness.

Action Plan Steps
<ol style="list-style-type: none">1. Assess the District/all stakeholder's knowledge of systemic pathway approaches to learning.2. Conduct a needs and capacity assessment for developing a system of pathways. <p>BUILD PREPAREDNESS</p> <ol style="list-style-type: none">3. As needed, build District/all stakeholder knowledge of systemic pathway approaches to learning4. Build awareness of current District academies/pathways5. Map current academy/pathways, facilities, and business/industry partners

Cost-Benefit Analysis-*College and Careers*

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Costs	Benefits
<p>Tangible:</p> <p>Survey – Developer/Analysis \$500.00</p> <p>Needs and Capacity Assessment \$1000.</p> <p>Inservice all stakeholders/Utilize staff meetings where possible</p> <p>Map</p>	<p>Tangible:</p> <p>Use of current district resources to defray costs</p> <p>District will have a framework for a pathway system</p> <p>The District stakeholders will have a foundation of readiness and preparedness</p>
<p>Intangible:</p> <p>“Perception” of additional/more work</p> <p>Lack of knowledge about the benefits of an pathway system</p> <p>Lack of “buy-in” or participation</p> <p>Challenge to existing practices</p>	<p>Intangible:</p> <p>Greater awareness about academies/pathways</p> <p>Pathways become an “asset” of the district</p> <p>Empower current academy/pathway students</p> <p>More effective preparation for students</p> <p>Informed network of stakeholders</p> <p>Teacher connectedness</p>

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Strategy Number: VI

Plan Number: 2

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Results: A graduate profile that defines what all students should be able to do by the time they graduate from high school to demonstrate that they are ready for success in college, career, and life. In developing the graduate profile, consider the inclusion of the four domains of college and career readiness: knowledge, skills, productive dispositions and behaviors, and engagement strategies.

Action Plan Steps

1. Form a team of District and community leaders that will use input from key stakeholders across the community to develop a graduate profile.
2. Inservice all stakeholders on the concepts of a graduate profile and the positive impact that it is intended to have on them and their role/practice.
3. Inservice all stakeholders on the national and state initiative of college and career readiness. Include the key components of college and career readiness framework: knowledge, skills, productive dispositions and behaviors, and engagement strategies.
4. Inservice all stakeholders on 21st century skills.
5. Inservice all stakeholders on theories of cultural and organizational change, in terms of student centered choice and responsibility for their learning.
6. Build data and accountability systems to address student progress around graduate profile outcomes possible with the use of dashboard.
7. Seek Board approval of the graduate profile and create new Board policies as appropriate.

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Costs	Benefits
<p>Tangible:</p> <p>Substitutes \$3000</p> <p>Food \$240</p> <p>Web development</p> <p>Software purchases/upgrades</p> <p>Extra hours \$500.00</p>	<p>Tangible:</p> <p>Graduate Profile</p> <p>Readily available data for all stakeholders</p> <p>Use existing resources for Professional and Web Development</p> <p>More informed and knowledgeable stakeholders</p>
<p>Intangible:</p> <p>“Perception” of additional/more work</p> <p>“Perception” of value/longevity</p>	<p>Intangible:</p> <p>Faculty empowerment</p> <p>Stakeholder “buy-in” and network of support</p> <p>Student empowerment in knowing and working towards the graduate profile</p> <p>District will serve as a model</p>

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Strategy Number: VI

Plan Number: 3

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Results: Establish a system of communication so that community, District, and school site leaders are actively engaged in the work and can articulate the District's vision.

Action Plan Steps
<ol style="list-style-type: none">1. Create a comprehensive and readily assessable communication strategy that will be responsive immediately and continuously to maintain the pathway vision in multiple languages and formats.2. Create a communication strategy that will convey progress.3. Identify an individual, per school, to be the link between the school and all stakeholders.

Cost-Benefit Analysis-*College and Careers*

Strategy Number: VI

Plan Number: 3

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Results: Establish a system of communication so that community, District, and school site leaders are actively engaged in the work and can articulate the District's vision.

Costs	Benefits
<p>Tangible:</p> <p>Multimedia and Print Design</p> <p>Translation</p> <p>Printing</p> <p>Additional Staff Hours</p> <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">\$6000.00</p>	<p>Tangible:</p> <p>Informed stakeholders</p> <p>Use of District resources to defray costs.</p>
<p>Intangible:</p> <p>Redirecting funding and manpower</p> <p>Challenge to existing practices</p>	<p>Intangible:</p> <p>More informed, knowledgeable, and involved community</p> <p>Greater support network regarding key issues</p> <p>Outcomes may assist in obtaining funding</p> <p>Timely communication</p>

Action plan-*College and Careers*

Strategy Number: VI

Plan Number: 4

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Results: Create an infrastructure that supports development, quality, and sustainability of college and career pathways.

Action Plan Steps

1. Form a team to consider a systemic approach to the location of District's college and career pathway.
 - Consider clustering high schools with feeder middle and elementary schools and key business/industry partners.
 - Consider creative facility use options, such as sharing facilities at a nearby college, apprenticeship center, or worksite
 - Consider a long-term strategy for facility infrastructure that partners with neighboring districts and the county to provide facility and equipment access to students from all participating districts.
 - Consider locating all elective courses/pathways at a central place
2. Map current academy/pathways and projected college and career pathways.
3. Based on the systemic location of college and career pathways determine equipment needs and outline a plan for transfer or purchase
4. Determine procedures for:
 - Open enrollment
 - Student recruitment & placement
 - Parent and student preference
 - Orientation to pathways, facilities, transportation
 - Unifying various District advisories around the common goal of college and career pathway approaches to learning
5. Create a process for recruitment and hiring:
 - of academic core teachers with an understanding of real world & industry based applications of their respective disciplines.
 - of pathway teachers that understand the academic underpinnings of their respective standards
6. Funding
 - Create a plan for leveraging existing and new resources to support improvement of existing academies/pathways and the creation of new ones.

Cost-Benefit Analysis-*College and Careers*

Strategy Number: VI

Plan Number: 4

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Results: Create an infrastructure that supports development, quality, and sustainability of academies/pathways

Costs	Benefits
<p>Tangible:</p> <p>Release time for staff \$3000. Substitutes Food</p> <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">\$3000.00</p> <p>Map creation Equipment needs assessment Grant writing Single Person Grant Oversight Staff Development for existing teachers, who will be incorporated into an academy/pathway Department Chairs/Trainer of Trainer Model</p>	<p>Tangible:</p> <p>Increased funding Clear focus for funding Improved transition resources Use of District's resources to defray costs Systemic map of District academies/pathways (current and projected) Knowledgeable stakeholders Equipment analysis Enabling policies and procedures</p>
<p>Intangible:</p> <p>Resistance from staff Demanding Special Interest Groups Challenge to existing practices</p>	<p>Intangible:</p> <p>Systemic approach will offer a more effective use of tax payer dollars</p>

Action plan-*College and Careers*

Strategy Number: VI

Plan Number: 5

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Results: By 2017, 100% of District students will participate in high quality pathways that focus instruction on academic and industry standards, as well as 21st century demands, and are equitably accessible to any interested student.

Action Plan Steps

CURRENT ACADEMIES/PATHWAYS

1. Conduct an analysis of current academy/pathways using the following criteria:
 - Student interest
 - Local and/or regional workforce needs
 - Regional economic development opportunities
 - Reliable business and industry partners
 - Resources of local occupational training providers
 - Articulation opportunities with local college and apprenticeship programs
 - Student enrollment
 - Linked learning rubric
2. Create a plan to strengthen current academy/pathways

NEW PATHWAYS

3. Establish new pathways.
 - Based in the criteria in Plan 5, #1 decide on potential college and career pathways and plan implementation.
4. Establish clear expectations, guidelines, and support for each pathway to create a coherent and outcomes aligned Program of Study that includes:
 - Academic core classes
 - Technical courses
 - A series of work-based learning experiences
 - Student supports
5. Ensure that each pathway delivers math, science, English and social studies course content expected by state colleges and universities.
6. Ensure that each pathway delivers technical content that brings authentic real world applications to a rigorous, standards-aligned college preparatory program of study.

7. Align curriculum, instruction, and assessment to industry standards and 21st century skills.
8. Align curriculum, instruction and assessment to support a student's successful attainment of the graduate profile goals.
9. Inservice pathway teams to design and deliver integrated projects and authentic assessments.
10. Create avenues for flexible master scheduling with planners.
11. Prioritize common planning time for pathway teams, release time, team teaching to ensure effective use of integrated curriculum.
12. Create well-coordinated, sequenced, and scaled work based learning activities, driven by well-defined student learning outcomes for all students.
13. Determine effective ways to recruit and engage industry partners from:
 - Business
 - Industry
 - Labor organizations
 - Post-secondary partners
 - Faith based organizations
 - Non-profit

Which will include, but not be limited to:

- Serve as an advisory board
- Determine course content
- Design curriculum and project design
- Identify work-based learning opportunities
- Select and recommend equipment purchases
- Select industry certification
- Post-secondary articulations

14. Ensure pathway practices that promote equity
15. Investigate and make recommendations concerning alternative learning/teaching models that utilize technology to take the educational experience beyond the physical classroom and for all grade levels.

*this personalizes the student's education. i.e. I want to be an engineer. I want to further explore (CAD mapping.)
16. Include the use of social media in the educational experience.
17. Increase coaching, internships, externships, mentoring opportunities.
18. Ensure a system/process for pathway personnel to network regularly.
19. Professional development that is focused to ensure high quality instruction/assessment within the pathway model.

- 20.** Conduct professional development for pathway teachers of core academic subjects to ensure they understand real world and industry based application of their respective disciplines
- 21.** Conduct professional development for pathway teachers of technical subjects to ensure they understand academic underpinnings of their respective subjects.
- 22.** Conduct professional development that will include:
 - Team development
 - Project management
 - Partnership development
 - Project and problem-based teaching and learning methodologies
 - Connecting work-based learning opportunities
- 23.** Conduct professional development for counselors and administrators to ensure successful implementation of pathways.
- 24.** Create possible transition year between high school and college -a bridge year for career and college prep.
- 25.** Include middle and elementary school in all college and career readiness initiatives.
- 26.** Create a centralized database of school/community/industry partnerships.

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Specific Results: By 2017, 100 % of District students will participate in high quality pathways that focus instruction on academic and industry standards, as well as 21st century demands, and are equitably accessible to any interested student.

Costs	Benefits
<p>Tangible:</p> <p>Staff release time</p> <p>Substitutes \$3000.</p> <p>Additional Hours \$3000.</p> <p>Food \$250.</p>	<p>Tangible:</p> <p>Transformed Education System</p> <p>Student choice among industry-themed pathways</p> <p>Access to pathways</p> <p>Access to rigorous, authentic and real word curriculum</p> <p>Better attendance students and teachers</p> <p>Higher rates of graduation</p> <p>Higher college eligibility rates</p> <p>Higher achievement rates</p> <p>Narrow the achievement gaps</p> <p>Students have 21st century skills</p> <p>Students participate in WBL</p> <p>Students are college and career ready</p> <p>Students are prepared for employment</p> <p>Creative leveraging of funds</p>

	<p>Use of District resources to defray costs</p> <p>Established networks of community resources</p> <p>Clear focus on staff development</p> <p>Eliminate costs of opening classes with no interest</p>
<p>Intangible:</p> <p>Challenge to existing practices</p> <p>“Perceived” additional/more work</p> <p>Resistance</p>	<p>Intangible:</p> <p>Students engaged and motivated to succeed</p> <p>Students experience a more personalized approach to learning</p> <p>Students are connected</p>

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Strategy Number: VI

Plan Number: 6

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Results: Assess progress and revise plans using processes and systems that support a culture of continuous improvement for District college and career pathways.

Action Plan Steps
<ol style="list-style-type: none">1. Establish a team of stakeholders that will establish assessment criteria for each pathway.2. Establish a team to assess pathways against criteria and develop an improvement plan.3. Make policy recommendations as appropriate.

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Strategy Number: VI

Plan Number: 6

Date: 12/3/12

Strategy: We will provide college and career pathways that focus instruction on industry standards and 21st century demands.

Specific Results: Assess progress and revise plans using processes and systems that support a culture of continuous improvement for District college and career pathways.

Costs	Benefits
<p>Tangible:</p> <p>Extra hours \$3000.</p> <p>Substitutes \$3000.</p>	<p>Tangible:</p> <p>Policies support instruction and outcomes</p> <p>Showcase success</p> <p>High quality academy/pathways that are sustainable</p> <p>Students who are college and career ready</p>
<p>Intangible:</p> <p>Perception of more work, less instructional time</p> <p>Perception of negative evaluation</p>	<p>Intangible:</p> <p>Ownership of stakeholders due to inclusion</p> <p>Assessment leads to improvement</p> <p>Trust-building following inclusion, recommendations</p> <p>Stakeholders feel valued</p>