

All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

May 20, 2013

College, Career and Life Ready

All students graduate college, career and life ready.



Overview

**Students
graduate high
school ready for
postsecondary
or the workforce.**

- November 2012: Initial planning with EDI
- January 2013: Large group goal team development with EDI
- February 2013: Ongoing strategy development
- March 2013: Strategy lead goal plan development with EDI
- April 2013: Strategy leads and goal teams continue development

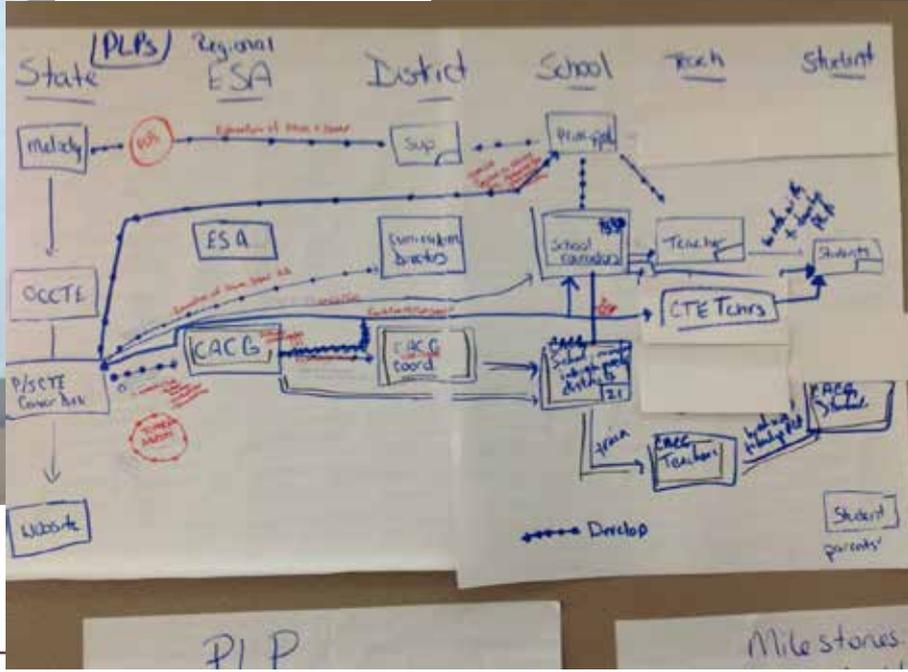
The Process



A collection of colorful sticky notes (red, orange, green, blue) arranged on a board. The notes are organized into columns with headers: 'Positive', 'NOT TO FORGET', 'Implication', 'Further Inquiry?', and 'Data/How'. Each note contains handwritten text, likely representing key findings or action items from a process.

Goals
 For Ed Bennett
 Priority
 McLaughlin
 New Underwood
 Smead
 MS Priority
 Fatesboro
 Eagle Butte Upper
 Wolf Creek Upper
 Todd G. Middle
 Smead
 MS Priority
 Fatesboro
 Eagle Butte Upper
 Wolf Creek Upper
 Todd G. Middle
 Smead

Large District PLC
 1 Rapid City
 2 Sioux Falls
 3 Aberdeen
 4 Water tower
 5 Brandon Valley
 6 Harrisburg
 7 Brookings
 8 Yankton
 9 Pierre
 10 Minnehaha
 11 Mitchell
 12 Douglas



The Process

Remediation

Target: Grad. Rate ↑
BOR Transition Report

Rationale: Making remedial math/ELA course available in HS = incentive to stay in school; students enroll with a ability to take credit bearing courses

Success =
In 2016 = Any identified student who is not CCR would have access to Acc/102 coursework 80% of participants will complete coursework job to register for college coursework

- Acceptance Score
- Number of students enrolling
- Student success in college courses
- Student Success, School Success, PACT

• Acceptance/MyFrontier.La target: Students' skill deficit to prepare them to be ready for college-level courses

- gives access to quality instruction w/ support of online teacher

• Target seniors and work only during school day (courses)

Milestones:

2013 - 10 students enrolled
- 90% of districts aware of program

2014 - 100% of District aware of program logistics
- 50% eligible + passing

2015 - Student Satisfaction
65% eligible + passing

2016 - 8% eligible + passing
- 70% BOR Data - Students completing program achievement / PACT

3/2/13
SJK

State Facilitated PLCs

Targets: All Headline measures

Rationale: Developing the relationships that inform our work = them inform us. Build trust that allows us to push them to implement the major strategies that improve the headlines.

Wild Success 2016:

- All headline measures didn't get exceeded
- I pick up the phone, they're happy to hear me
- They share ideas with us
- They see us and say "we need to talk about X, at our next meeting because it will help us grow"
- Everyone at think the meetings
- Even! Feedback from meetings is very high, plus they find it to be a plus add they can get someone selected

All-ision:

- Form teams get everyone accountable for first time
- 3 Face to face meetings per year
- Allow 1 year, district share their own ideas, look & add to do it - mid 2014
- Business as usual - 2015
- Callous, Melony, Mary, Jay, Kim
- Travel expenses only by annual stipend - out of Curriculum's budget

Resources:

- Food, site, etc.

The Plan

Strategies

Strategy 1 – Rigor: Common Core Implementation

Lead: Becky Nelson

Description

Implementation of Common Core

1. Standards Professional development – teach our stakeholders about the common core standards stakeholders
 - a. Teachers
 - b. Leaders
2. Instructional strategies – Teach our stakeholders about the instructional strategies that are used to support the common core
 - a. Teachers
 - b. Leaders
3. Assessment – formative and summative
 - a. DSTEP
 - b. SBAC
4. Special Education
5. Accreditation – Focus and Priority schools

Rationale

The Common Core State Standards are robust and relevant to the real world. When teachers align curriculum, instruction and assessments to Common Core State Standards, students will gain the knowledge and skills needed to successfully transition to postsecondary and careers.

Stakeholders

SDDOE, BOE, district BOE,

Wildly Successful

Increase scores on ACT, NCRC by 2016.

Core Foundations

**Students
graduate high
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- Rigor
- Student Engagement
- Personalization / Mass Customized Learning
- Leadership

7 Strategies Developed from the Core Foundations

Strategies

Students graduate high school ready for postsecondary or the workforce.

- Rigor
 - Common Core
 - AP Expansion, Dual credit with STEM focus
 - CTE development and programming
- Student Engagement:
 - Multi-tiered Systems of Support (MTSS)
- Personalization and MCL
 - Personalized Learning Plans (PLP)
 - Remediation
- Leadership
 - State Facilitated Professional Learning Community (PLC) Development

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Implementation of Common Core

- Standards Professional development
- Instructional strategies
- Assessment – Formative and Summative
- Special Education
- Accreditation – Focus and Priority schools

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AP Expansion, Dual Credit with STEM Focus

- Learning Power
- SD Virtual Schools
- Development of school-based AP courses
- Dual credit enrollment

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CTE Development and Programming

- Definition of College and Career Readiness
- National Career Readiness Certificate (NCRC)
- SDMyLife
- CTE programming and standards revision
- CTE for core content

Strategy 4: MTSS

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Multi-tiered Systems of Support

- To ensure all students are college, career and life ready, the South Dakota Multi-Tiered System of Support (SD MTSS) is a K-12 systematic framework for improving learning outcomes through the delivery of high quality, evidence-based tiered instruction and interventions.

Strategy 5: PLPs

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Personalized Learning Plans (PLPs)

- Counselor guidance
- Transitions
- Teachers as Advisors
- SD MyLife
- Identifying course paths
- Mass customization
- Special education

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Remediation

- Accuplacer and MyFoundations Lab
- SD Virtual Schools
- BOR Senior Math Transition course
- English course development

Students graduate high school ready for postsecondary or the workforce.

State Facilitated Professional Learning Community (PLC) Development

- Border Tour
- Secretaries Advisory Council
- Large District 2500 Students or More (The Dirty Dozen / The Big 12)
- Others

The Rest of the Story...

**Students enter
4th grade
proficient or
advanced in
reading.**

July 2013

**Students enter
9th grade
proficient or
advanced in
math.**

July 2013

**The gap for
Native American
students is
eliminated.**

Sept 2013

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- Questions
- Thoughts
- Comments

Thank you!