

District Implementation Plans for SECEP 2015-2016 Final

School: Ypsilanti Community Schools

Design Principle: Student Academic and Social/Emotional Support

Work Team: Trish, Heister, Kuzon

Current Level of Implementation	Number of Students	What do we want to make progress on in the implementation of this principle?	What professional development do you need?	What school structure do you need to put in place?	What resources will you use?	Who is accountable?	What evidence will you have to know if you have achieved your goal?
<input type="checkbox"/> Academic Supports	1100	<p>Explore math and literacy supports needed for graduation and college readiness (Year 1)</p> <p>Implement the supports (Year 2)</p> <p>Use Khan Academy as a resource for assessment, intervention & PD. (Year 2)</p>	<p>Teacher knowledge of COMPASS measures, formative assessments aligned to common core state standards</p> <p>Observe math & literacy supports at WCC/WTMC (Year 2)</p>	<p>Course period for support classes in AC Tech and expand STEMM math supports if needed</p> <p>MS math enrichment class (Year 2)</p> <p>Hire 31A funded positions</p>	<p>Title and 31A, Math coach</p> <p>i3 funding</p>	<p>Scott Heister, Pam Vincent, Scott Snyder, Tanya Bowman, Math Coach</p>	<p>Increased COMPASS and high school course pass rates, district NWEA, M-STEP, Engage NY assessments</p>

<ul style="list-style-type: none"> □ Social/Emotional Supports 		<p>Align numerous community partners who are already providing these to align, coordinate and identify gap areas supporting students in learning to access support</p>	<p>Community organizing needs assessment. what do students need? who can be our community partner/providers?</p>	<p>Possibility identify a key convener on site advisory (Year 2) after hours time, support tutoring, counseling</p>	<p>EMU Bright Futures after school transportation</p>	<p>Lynn Malinoff, EMU & Holly Heaviland, WISD</p>	<p>Quarterly meetings are schedule with key providers to organize service delivery. increased student success, participation data</p>
<ul style="list-style-type: none"> □ Supports for development of college organization skills 		<p>create soft skills program district wide (Year 2)</p>	<p>soft skills PD with design time to make it ours; observe it in action at WTMC fall 2015</p>	<p>time & placement: map how it builds across time k-3 What would credentialing look like?</p>	<p>WCC, WTMC faculty</p>	<p>Trish Thomas, Shae Riechly, Blake Nordman, Earl Schumake Noah Weber</p>	<p>decrease in discipline increase graduation and course pass rate</p>
		<p>ACS 101 WCC Course (1 credit) (Year 2)</p> <p>Pre-req: reading level 4 and math Level 0 or 1</p>	<p>Could this be an articulation credit?</p> <p>How do we incorporate this for all 10th graders to successfully be credentialed in soft skills and ear the credit?</p>	<p>WCC & YCS joint work team designated</p>	<p>i3 & WCC</p>	<p>Linda Kuzon, Holly Heaviland & Linda Blakey</p>	<p>Enrollments for fall 2016</p>
<ul style="list-style-type: none"> □ Supports for acquisition of college knowledge 		<p>Participate in College Application Week, FAFSA county action team, FutureCorp and supports for students currently dual enrolled visits to campus replicate at the middle school</p>	<p>Training was provided by MCAN and Washtenaw Futures-local college access network</p>	<p>Hiring of college advisors & creating advisory block into master schedule YCMS college advisor pilot</p>	<p>I3 funding, MCAN funding and EMU funding transportation for after school and college readiness</p>	<p>Ashley Krysneski, Washtenaw Futures</p>	<p>Increased FAFSA completion, maintaining or expanding numbers of dual enrollees and increase college applications by mid November replicate the high school model in middle school</p>

<ul style="list-style-type: none">□ School and college collaborative efforts in provision of supports							
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