

District Implementation Plans for SECEP 2015 Final

District: Ypsilanti Community Schools

Design Principle: STEM College Focused Academic Program

Work Team: Linda K & Heister, Tuttle

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?
<ul style="list-style-type: none"> □ Produce/adapt rigorous STEM curriculum rubrics that align with the CCSS and college goals 	1100	<p>Math district and building design team to select curriculum and align to post secondary partner (WCC). HS team would like an end of course Algebra I/8th grade math assessment to implement in MS to design HS math sequence</p> <p>Recalibrate assessments and curriculum so that it reflects the expected depth of knowledge</p> <p>WCC/WTMC faculty to join math review work.</p>	<p>District is reviewing math curriculum (EngageNY) and will move towards adoption and creation of common assessments, which all require instructional coaching.</p> <p>Develop external benchmarks (i.e. Engage NY mid and end of module assessments for now-leverage resources from Khan Academy)</p> <p>YCS math teachers observe Math 097 and Math 169 at WCC, along with developmental math and WTMC math courses.</p>	<p>Math support classes, reorganize math sequence of courses, integrate 31A supports</p> <p>Create rubrics for scoring to use with Engage NY assessments to assess student performance and fidelity within a course type</p> <p>Teacher leader release time to work with WCC/WTMC faculty</p>	<p>31A, Title IIA and i3 funding</p> <p>I3 funding</p>	<p>Linda Kuzon, Curriculum Director</p> <p>Scott Heister & Pam Vincent, YCHS teacher leaders</p>	<p>District has explicit math curriculum with common assessments aligned to WCC. Student support classes and instruction in place to address learning gaps. Math course pass rate and COMPASS Math increase. Algebra I current course pass rate = 30%</p> <p>YCS teacher knowledge of WCC Gateway assessments</p>

<ul style="list-style-type: none"> □ Align STEM course content and pathways to college expectations □ Develop school, district and college partnerships to fully implement the STEM ECHS design □ Implement STEM-focused curricula that provides a bridge to STEM postsecondary studies □ Develop a 4 or 5 year academic plan that provides 12 free college credits to all students 		<p>Identify SAT/PSAT/ACCUPLCER college readiness benchmarks</p> <p>Formal partnership in place with WCC. EMU emerging. Create joint WCC & YCS faculty work teams in math and English, as well as STEM areas.</p> <p>Explore potential of robotics career pathway partnership with WCC Create work team for Engineering Design Tech and Computer Information Systems courses for fall 2016</p> <p>(See above design principle on STEM ECHS design)</p>	<p>YCS teachers collaborate with WTMC teachers to develop assessments / curriculum</p> <p>Greater number and variety of teachers attend i3/SECEP pd in August and throughout the year.</p> <p>District design team to visit EC schools and work on EC design for YCS.</p> <p>Observation of current robotics classes at WCC. Small work team to explore logistics and planning to make formal recommendation.</p>	<p>Define graduation requirements and 5 year course sequence</p> <p>Expanding dual enrollment partnership that exists to provide transportation and other supports.</p>	<p>I3 funding</p> <p>Teacher leader release time built in; no further funds except payment to WCC for course development, if recommended.</p>	<p>Holly Heaviland, Scott Heister & Linda Blakey</p> <p>Scott Heister, STEM Teacher Leader</p>	<p>5 year course sequence & board adoption of middle college graduation requirements, including partnerships with WCC</p> <p>Formal decision to add career pathway dual enrollment experience or not.</p>
---	--	---	---	---	---	--	---

<ul style="list-style-type: none"> □ Implement a STEM-based, college-focused academic program □ Implement Student Projects that provide a bridge to STEM post secondary studies and careers 		<p>Create more project based learning lesson plans infused in core classes</p>	<p>Project based learning professional development from SECEP grant</p>	<p>Teacher time for professional learning and lesson development</p>	<p>I3 and Title IIA</p>	<p>Scott Heister, AC Tech teacher, Swanson & Schaffer</p>	
---	--	--	---	--	-------------------------	---	--