

District Implementation Plans for SECEP 2017-2018

District: Ypsilanti Community Schools

Design Principle: STEM College Focused Academic Program

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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 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>District is reviewing math curriculum and will move towards adoption and creation of common assessments, which all require instructional coaching.</p> <p>Training on NGSS for all secondary Science Staff</p> <p>Develop external benchmarks (i.e. mid and end of module assessments for now-leverage resources from Khan Academy) Greater number and variety of teachers attend</p>	<p>Math support classes, reorganize math sequence of courses, integrate 31A supports</p> <p>Science & Math Coaching</p>	<p>31A, Title IIA and i3 funding</p> <p>I3 funding</p>	<p>Dr. Hobbs, Assistant Superindendant, Department Chairs</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 ALEKS scores increase. Increase # of students reading for Alg coming into the high school</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/ALEKS college readiness benchmarks</p> <p>Senior math class (Intermediate Algebra) collaborated with WCC in order to aligned to and use book from Math 169</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 career pathway partnerships with WCC that students are interested in pursuing</p> <p>Hold a second pilot section of WCC ACS 151 with approximately 30 students in Spring 2017</p>	<p>i3/SECEP pd in August and throughout the year.</p> <p>Observation of current robotics classes at WCC. Small work team to explore logistics and planning to make formal recommendation.</p> <p>Alignment between high school and college program offerings</p> <p>Two teacher leads from YCS will participate with the WCC faculty to learn about Blackboard and support students.</p>	<p>Follow newly adopted graduation requirements and 5 year course sequence</p> <p>Math teachers need to take the Aleks test</p> <p>Expanding dual enrollment partnership that exists to provide transportation and other supports.</p> <p>Work time & board policy revisions (potentially)</p> <p>Teacher supports for time and planning.</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>I3 funds for creation of visual documents</p> <p>General funds</p>	<p>YCHS teacher leaders Holly Heaviland, Scott Heister & Linda Blakey</p> <p>Senior Math Teachers</p> <p>Scott Heister, STEMM Teacher Leader</p> <p>Scott Heister and Jessica Krueger</p> <p>ACTech Staff</p>	<p>Increase number of WCC certifications received upon meeting the graduation requirements and the number of pathway options for our students</p> <p>Formal decision to add career pathway dual enrollment experience or not.</p> <p>Visual documents of career pathways created</p> <p>YCS students successfully complete the course. Look to replicate in fall 2017.</p>
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<ul style="list-style-type: none"> □ Implement a technology class for college credit □ Implement Student Projects that provide a bridge to STEM post secondary studies and careers 		<p>IC3 (Computer Applications) course is being taught at the 9th grade level</p> <p>Create more project based learning lesson plans infused in all core classes</p>	<p>Professional development for new staff member</p> <p>Inquiry / PBL</p> <p>Number Strings Professional Development with Pamela Harris</p>	<p>Course scheduling supported</p> <p>Teacher time for professional learning and lesson development</p>	<p>I3 funding to cover cost of PD / conference</p> <p>I3 and Title IIA</p>	<p>Core teachers</p>	<p>Students will be scheduled into IC3 class and will be credentialed at the end of the course</p> <p>Student STEM exposure interests increased.</p>
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