



Dual Pathways to Post-Secondary Success Executive Summary

Dual Pathways to Post-Secondary Success is a comprehensive plan outlining curricular reform for MMSD comprehensive high schools and a district-wide process that will end in significant curriculum reform. The rationale for developing this plan is based on five points:

- 1) *Need for greater consistency across our high schools*
- 2) *Need to align our work to the ACT college and career readiness standards and common core standards.*
- 3) *Need to address our achievement gaps and to do so with a focus on rigor and acceleration of instruction.*
- 4) *Need to address loss of students through open enrollment.*
- 5) *Need to respond to issues regarding unequal access to accelerated courses in grades 9 and 10.*

The Dual Pathways plan is based on the following theory of action:

If we align all core curriculum to ACT College and Career Readiness Standards, Advanced Placement Requirements, Common Core Standards, and if we develop consistent core curriculum essential understandings across all four high schools, and if we provide flexible opportunities to students for academic acceleration and challenge, and if we provide ongoing, collaborative, professional development in differentiation, curricular and instructional improvement then student achievement will increase for all students.

In addition the Dual pathways plan outlines the three strategies as a means to align our work to the MMSD mission and strategic plan and to ensure student achievement will improve as a result of targeted efforts in curriculum and instructional practice improvement. This will be done by:

- Aligning MMSD High School Core subject areas to ACT College and Career Readiness Standards, Common Core Standards, and Advanced Placement CollegeBoard requirements.
- Developing both Accelerated Pathways meaning Advanced Placement and Pre-Advanced Placement course work and Preparatory Pathways meaning preparing students to take more rigorous courses.
- By providing extensive collaborative professional development for teachers to implement consistent and differentiated curriculum and improve instructional practice

In order for the Dual Pathways Plan to be successful in reaching our end goal of improving and enhancing student achievement for all we must bolster, challenge, and increase the achievement of struggling student's and continue to provide rigorous, challenging curriculum for our highest

achieving students. Process steps are outlined in the Dual Pathways to Post-Secondary Success plan. Key steps in the process plan are:

- 1) To establish a district-wide planning group representing education services, curriculum and assessment, student services and key school-based representation including Department Chairpersons, Literacy coaches, REaL Grant Coordinators to develop: consistent essential understandings for core content areas, develop universally designed curricula in all 4 core content areas, and identify needed supports and interventions to ensure equitable access and challenge to courses offered in both pathways.
- 2) To implement the MAP assessment 6th – 7th grade and the EPAS system 8th – 11th grade, ensuring all students have equitable access to post-secondary options.
- 3) To implement and use the individualized learning plan to ensure students and families have the ability to make informed decisions regarding course selections.
- 4) Provide ongoing, imbedded professional development in the areas of universally designed curricula, assessment, and advanced placement in order to continually bolster the skills of all staff in order to meet the needs of our changing and evolving needs of our student population and community.

The Dual Pathways for Post-Secondary Plan does NOT:

- 1) Propose the elimination of elective courses at any high school, in fact it provides a framework for us to learn from one another to provide successful elective courses across all four high schools.
- 2) Propose a way to group students. Student and family choice is wide open. We are proposing a set of assessments that will start in middle school to help inform families, students, and teachers about skills that students have that are strong and skills that need to be supported and improved. Those assessments will be given every year and are meant to be used to inform students and families about student progress and growth.

This plan is currently in the draft phase, expectations for next steps are as follows:

- Superintendent and/or Assistant Superintendent of Secondary Schools will be meeting with each high school leadership team and interested school staff over the next two weeks.
- Plans are being developed for communication with parents and community members.
- A forum for students will be held at the next Student Senate meeting, Tuesday, October 19, 2010.