

HATTIESBURG PUBLIC SCHOOL DISTRICT

DROPOUT PREVENTION  
RESTRUCTURING PLAN

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N.R. BURGER MIDDLE SCHOOL  
HATTIESBURG HIGH SCHOOL





# HATTIESBURG PUBLIC SCHOOLS PHILOSOPHY

## VISION

The Hattiesburg Public School District is a model teaching and learning community that graduates productive and caring citizens who are prepared to succeed.

## MISSION

The mission of the Hattiesburg Public School District is to educate all students to become productive citizens of a dynamic, global, community.

## BELIEFS

- We believe in ALL children achieving at high global academic standards.
- We believe students are the central focus of all school district activities. We value and have high expectations for them.
- We believe that our staff is the core of the district. We value, support, and expect high levels of performance from them.
- We believe in providing a physically and psychologically safe learning and working environment.
- We believe in cultivating leadership in educational matters throughout the district and community.
- We believe in strategically allocating resources to enable students to learn at high levels.
- We believe in providing a wide range of academic and extracurricular opportunities and experiences for our students.

## GOALS

1. Academic Achievement: Every child is supported and nurtured with a systemic process to reach his or her full potential.
2. Parent and Community Engagement: School, parents and the community function as a team to support a learning community.
3. Safe and Orderly Schools: Maintain a learning environment that is conducive to high performing schools.
4. Accountability: Employ effective and efficient accountability systems that evaluate the academic, operation and fiscal performance of the school district.

# DROPOUT PREVENTION RESTRUCTURING PLAN

## INTRODUCTION

**Hattiesburg Public School District (HPSD)** is located in Hattiesburg, Mississippi. The district houses PreK-12 students in five elementary schools, one 6<sup>th</sup> grade academy, one high school, and an alternative school. The Hattiesburg Public School District partners with the Hattiesburg community to help our students achieve greater success in school and in life. As a student-focused district, the Hattiesburg Public School District pursues a goal of increasing student achievement and decreasing the dropout rate.

HPSD offers an array of instructional opportunities to meet the needs of diverse learners, including Pre-Advanced Placement courses; Advanced Placement Courses; Career-Technical Education; and Dual-Enrollment in local universities and community colleges. HPSD is home to nationally recognized middle and high school Forensic and Debate teams, JROTC, and award winning orchestra and band programs. Over 1300 HPSD students actively participate in extra-curricular and athletic programs, including powerlifting, tennis, golf, soccer, bowling, swimming and archery.

**The Lillie Burney 6<sup>th</sup> Grade STEAM Academy** offers a unique educational experience for over 300 beginning middle school students. Students are provided a transitional gateway to the secondary level supported by a progressive and supportive faculty and staff. Lillie Burney STEAM (Science, Technology, Engineering, Arts, and Mathematics) Academy offers students the opportunity to integrate the arts as they learn to think critically to solve real-world problems. The curriculum offerings at Burney also include Project Lead the Way (PLTW). Through topics like robotics, flight and space, and DNA and crime scene analysis, the PLTW engages students' natural curiosity and imagination and helps build a strong foundation for further STEM learning in high school and beyond. Students in PLTW Gateway use math and science as tools to solve real-world problems like cleaning oil spills and designing sustainable housing solutions. Using the same advanced software and tools as the world's leading companies; students see the application of STEM to their everyday lives.

**N.R. Burger Middle School** follows the "team" approach in educating over 600 students in 7-8. This approach allows teachers to closely follow their students' academic and individual progress. Students identify with their team and develop a sense of belonging. In order to get a "head start" in earning Carnegie Units for graduation, Burger Middle offers credits in the following: 8<sup>th</sup> Grade College and Career Math, Algebra I, Mississippi Studies/World Geography, ICT II and Spanish I. To increase student achievement and social responsibility through the use of digital tools, Burger Middle School has implemented the Digital Learning Initiative. Through this initiative, technology tools and resources are integrated into the classrooms to enable teachers to differentiate instruction to meet individual student and engage students in learning.

**Hattiesburg High School** serves approximately 1100 students in grades 9-12. Hattiesburg High School's administration and instructional staff are committed to their belief of "Destination Graduation and Beyond". Every Hattiesburg High School student in grades 10-12 will enroll in a Career Pathway Academy based on their Individual Career Academic Path (ICAP). Hattiesburg High School will house four Career Pathways:

- Business (Business Fundamentals, Culinary Arts)
- Arts and Humanities (Digital Media Technology, Early Childhood, Teacher Education)
- Engineering/Manufacturing/Construction (Engineering, Polymer Science, Carpentry)
- Health and Human Services (Health Science, Law & Public Safety)

Each 9<sup>th</sup> grader will enroll in the Freshman Academy. The academy will allow 9<sup>th</sup> grade students to explore their College and Career Goals as well as acclimate them to the high school setting. This academy will help students define and achieve academic goals by preparing the students for graduation, college, and careers through an advisor/advisee-mentoring program.

Hattiesburg High School also offers a Dual Enrollment/Dual Credit program to qualifying students. Students may choose to earn college credit with the University of Southern Mississippi (USM), William Carey University, and Pearl River Community College (PRCC). Students may choose to attend class on the college campus or conveniently take a PRCC course on the Hattiesburg High School campus. Hattiesburg High School offers 10 Advanced Placement (AP) courses on campus, or via MDE Virtual School. Each student enrolled in an Advanced Placement course is required to take the corresponding AP examination.

## GRADUATION RATES

	2014		2015	
	HPSD	STATE	HPSD	STATE
All Students	72.3%	75.5%	69.5%	78.4%
Students with Disabilities	36.4%	—	28.2%	27.5%
Dropout Rates	17.2%	13.9%	14.1%	12.8%

### DISTRICT LEVEL PLAN

In accordance with the Hattiesburg Public Schools Board of Trustees Policy *JQH (Dropout-Prevention)*, the school board directs the superintendent to provide regular reports on efforts made to increase student retention. The school district shall maintain accurate records documenting enrollment and attendance, including dropout rates, and shall provide an annual statistical report to the State Department of Education. In order to increase student achievement, thereby increasing the district graduation rate, policy and state law require that each district plan address the following:

1. **Reducing the retention rates in grades kindergarten, first, and second.**
  - o Early Childhood Parent Educator focusing on early literacy skills for pre-school students.
  - o HPSD and Head start Pre-K programs at each elementary site to prepare our students for the challenges of Kindergarten.
  - o School-site Interventionists for students not meeting grade level standards
  - o Multi-Tiered Systems of Support (MTSS) Response to Intervention (RTI) Three-Tier Process for Academics and Behavior

- Positive Behavior Interventions & Support (PBIS)
  - Progress Monitoring: Accelerated Reader/ Star Assessment, Measurement of Academic Progress
  - Extended Year Summer Enrichment/Remediation Opportunities.
  - District Reading, Mathematics and English Language Arts Specialists
  - Self-Directed Improvement System (SDIS) to drive strategies for achieving proficiency
- 2. Targeting subgroups that need additional assistance to meet graduation requirements.**
- Career and Technical Academies based on Individual Career Academic Path (ICAP)
  - District Pathway Option (Reduced number of Carnegie Units for Graduation)
  - Lillie Burney 6<sup>th</sup> grade STEAM Academy to address academic, social, and emotional gaps from elementary to secondary grades
  - Response to Intervention (RTI) Process for Academics and Behavior
  - Positive Behavior Interventions & Support (PBIS)
  - Compensatory Reading, Writing and Mathematics courses
  - Tutoring opportunities for Subject Area Test Program (SATP2)
  - Alternative Education (accelerated learning for overage students, on-line courses)
  - Credit Recovery/Summer School
  - Jobs for Mississippi Graduates
  - SEMRHI (Clinic, Village Connections Teen Parent, Sex Education)
- 3. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.**

- Tutoring opportunities for re-testers for Subject Area Test Program (SATP2)
  - Student/Parent Liaison (Hattiesburg High School)
- 4. Addressing how students will transition to the home school district from the juvenile detention centers.**
- Neglected and Delinquent Grant (federal funding for Transition Liaison, Health, and Art)
  - Students' Progress Reports to home school and parents
  - 12 month school year with a General Education and Special Education teacher

### **OVERVIEW OF DESIGN PRINCIPLES**

The Hattiesburg Public School District's motto is "Today's Learners, Tomorrow's Leaders. Each day we work to graduate every student prepared for college, career, and life. The following six design principles guide our day-to-day instruction and operations and are addressed in our Restructuring Action Plan for Lillie Burney STEAM Academy, N.R. Burger Middle School and Hattiesburg High School.

- **Ready for College and Career:** Our schools maintain the understanding that school exists to prepare all students for college and work. We maintain high standards for every student to overcome the harmful consequences of tracking and sorting.
- **Require Powerful Teaching and Learning:** Teachers design rigorous instruction that ensures the development of critical thinking, application, and problem solving skills.
- **Personalization:** Schools understand that knowing students well is an essential condition of helping them achieve academically.
- **Redefine Professionalism:** Collaborative work orientation of staff, shared responsibility for decision making, and the commitment to growing the capacity of the staff are evident in all schools.
- **Leadership:** Work to develop a shared mission for the school and work actively as agents of change, sharing leadership [for improved student outcomes in a culture of high expectations for all students.
- **Purposeful Design:** Schools are designed to create the conditions that ensure the other five design principals. The organization of time, space, and the allocation of resources ensure that these best practices become common practice.





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Design Principle 2: Ready for College & Career

<p><b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p><b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p><b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p><b>1.4 College Ready Skills</b></p>	<p><b>Beginning:</b> Students are aware of college, career, and post-secondary opportunities and resources, e.g. study groups, tutoring center, library, and office hours.</p>	<p><b>Early Steps:</b> Some students are prepared to make use of college and career resources.</p>

<p><b>Action Steps</b> <i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><b>Responsible</b> <i>Who will do it?</i></p>	<p><b>Deadline</b> <i>By when?</i></p>	<p><b>Resources/Professional Development Needed</b> <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><b>Potential Barriers</b> <i>What could get in the way of task completion? How will you overcome them?</i></p>	<p><b>Date Achieved</b></p>
<p>Burger Middle School via the guidance department will plan and present a series of college and career mini-lessons (<i>minimum of 4</i>) to students. Progress will be monitored via counselor lesson schedule, agendas, sign-in sheets, and student feedback during the sessions. Outcomes will be measured via google doc surveys of the mini-session information completed by the students.</p>	<p>Counselors (mini-lessons on college and careers for students; schedules; surveys) Students (participants via ICT classrooms; complete the counselor topic surveys)</p>	<p>3/29/16</p>	<p>College and career information, counselor training resources, ICT classrooms-students, Projectors, and general supplies</p>	<p>A potential barrier includes counselor scheduling. Barriers will be overcome by counselors outlining and submitting a schedule of trainings to the principal.</p>	
<p>Burger Middle School via the guidance department will present a College &amp; Career Night community event. Progress will be monitored through agendas and planning sessions prior to the College &amp; Career Night event at Burger Middle. Outcomes will be measured via surveys completed by the students and parents about College &amp; Career Community Night.</p>	<p>Counselors (planning the College and Career Community Night; surveys: Students, Teachers, Parents, &amp; Community members (participants in the event)</p>	<p>5/3/16</p>	<p>Guest speaker funds, survey, and general supply funds</p>	<p>A potential barrier will be attendance of the audience to the event and publicizing the event. To overcome these barriers teachers will call parents to invite them to the event and the leadership team will call key community members to invite them to the College and Career Community Night; flyers will be developed to promote the event.</p>	
<p>Burger Middle School via the ICT classrooms will sponsor guest</p>	<p>ICT teachers (scheduling the guest speaker; guest-speaker student</p>	<p>5/3/16</p>	<p>Guest speakers, guest speaker request permission form,</p>	<p>A potential barrier will be securing a variety of guest speakers from a variety</p>	

Outcome: \_\_\_\_\_

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speakers from college and career fields to partner with Burger Middle School students, sharing information, expertise, and inspirational influence. Progress will be measured based on ICT teacher lesson plans and Master campus-agendas, outlines, pictures, etc. Outcomes will be measured based on the completed student guest speaker reflection narratives/forms.	reflection narratives/forms) ICT students (participants)	survey, reflection list, general supplies	of career fields and backgrounds. To overcome this barrier, the leadership team will develop a list of community partners who are available for speaking engagements and partnerships with Burger Middle School.
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**Design Principle 4: Redefine Professionalism**

<b>Indicator</b> <i>Design Principle: Indicator (Ex. I.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>4.3 Collaborative Work Orientation</b>	<b>Early Steps:</b> Staff collaborates with peers and, at time, shares expertise for professional learning and improved practice.	<b>Growing Innovation:</b> Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i> Schedule and Develop PLC Agendas and Meeting times. Progress will be monitored with submitted minutes with evidence of collaboration and discussion of meeting student needs. Outcomes will be measured through PLC observations.	<i>Who will do it?</i> -Principal (Schedule) -PLC Facilitator (Develop and Conduct training and Minutes) - Administrators (PLC Observations rubric)	<i>By when?</i> 10/5/16	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> Leadership Team, <i>Marzano Art and Science of Teaching</i> Book, Marzano Art and Science Instruction Framework, PLC observation rubric, External consultant for PLC training and guidance, general supplies	<i>What could get in the way of task completion? How will you overcome them?</i> A potential barrier is developing a common focus and expectations for PLCs and PD (district/school). To overcome this barrier, we will ensure school PD and PLC expectations are aligned with district focus/expectations.	
Teachers will complete peer observation rounds. Outcomes will be monitored and measured through the submission of peer	-Principal (Schedule) -Teachers (individually conduct) - Administrative Team (Progress Monitor of Peer observations)	3/8/17	Schedule, Peer observation rubrics, and Staff-wide training on Art and Science Framework	A potential barrier could be teacher planning and time management. To overcome this barrier, peer	

**Outcome:** \_\_\_\_\_

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<p>observation forms submitted to assigned administrator.</p>				<p>observations will be scheduled by the principal and deadlines established. PLC Facilitators will provide input on achievable due dates.</p>
<p>Teachers will model a self-taught lesson on specific standards/objectives to the PLC team. Progress will be monitored by PLC minutes and agendas. Outcomes will be measured through completion of model lesson feedback form/rubric.</p>	<p>-PLC Facilitators of each major subject -Teachers (individually choose and present the lesson for modeling in PLC) -Principal (model lesson feedback form/rubric)</p>	<p>3/8/17</p>	<p>Teacher model lesson feedback form, PLC Team Schedule</p>	<p>Teacher reservations about presenting/modeling instruction live in front of their peers. PLC Facilitators and Administrative Team will review PLC norms and expectations with the groups; additionally, the presenting teacher will have choice in which lesson that he/she presents to the PLC group.</p>

**Design Principle 5: Leadership**

<p><b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i></p> <p><b>5.6 Focus on Powerful Teaching and Learning</b></p>	<p><b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p> <p><b>Early Steps:</b> The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and target feedback to teachers.</p>	<p><b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p> <p><b>Growing Innovation:</b> The principal holds staff accountable for full implementation of the Common Implementation Framework and for continuous learning and professional development.</p>
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<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p> <p><i>The Art and Science of Teaching Framework</i> training will be progress monitored through agendas and measured by teacher observations using the MDE teacher growth rubrics.</p>	<p><i>Who will do it?</i></p> <p>- Leadership Team (Develop and Conduct training and Minutes) - Administrators (teacher growth rubric)</p>	<p><i>By when?</i></p> <p>12/14/16</p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p> <p>Leadership Team, <i>Marzano Art and Science of Teaching</i> Book, Marzano Art and Science Instruction Framework, PLC observation rubric, general training supplies (i.e. chart paper, books, pens, markers).</p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p> <p>A potential barrier is developing a common focus and expectations for PLCs and PD (district/school). To overcome this barrier, we will ensure school PD and PLC expectations are aligned with</p>	

Outcome: \_\_\_\_\_

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<p>Teachers will view and reflect on a minimum of three instructional training videos via independent study using theteachingchannel.org that exemplify effective teaching and instruction practices aligned to <i>The Art and Science of Teaching Framework</i>. Outcomes will be measured via submission of teacher video reflection sheets.</p>	<p>Teachers (Independent study) Administrators (Video Reflection Sheets) Leadership Team (Training)</p>	<p>12/14/16</p>	<p>copies, etc.) PD360 passwords and internet access. Funds provided by district</p>	<p>district focus/expectations: A potential barrier is teacher lack of familiarity with the free online resource of theteachingchannel.org and the ability of teachers to identify quality videos for viewing and reflection. A review training of theteachingchannel.org will be provided as well as examples/models of aligned Marzano Art and Science exemplar videos provided.</p>
<p>Faculty book study on <i>The Art and Science of Teaching</i>. Progress will be monitored through use of agendas and minutes of chapter presentations/discussion. Outcomes will be measured through teacher implementation and administrator feedback/observations of best instructional practices designed to meet student's needs.</p>	<p>-Teachers (individually conduct) - Leadership Team (Progress monitoring completion of chapters) - Administrators (Observations)</p>	<p>12/14/16</p>	<p>PLC schedule, PLC training on <i>Marzano Art and Science of Teaching</i></p>	<p>A potential barrier is textbook theory into classroom practice. To overcome this barrier, we will model instructional practices and identify model classrooms for peer observations.</p>

Outcome: \_\_\_\_\_

## Action Plan Template

### HATTIESBURG HIGH SCHOOL

Design Principle: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.4</b>	<p style="text-align: center;"><b>Early Steps</b></p> <p>Students are aware of the Career Center and utilize it for ACT and college applications, as well as have knowledge and access to the library and research resources.</p>	<p style="text-align: center;"><b>Growing Innovations</b></p> <p>Students will be assessed using the ACT Aspire benchmark assessments starting Fall 2017 to track their own growth and create their college and/or career pathway.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Through the advisor/advisee (A/A) program, called ROAR, students will complete activities to broaden their knowledge of college and career choices based on their interest. They work on skills to research and investigate their career path.	Administrators Counselors Lead Teachers Faculty	September 2016 to start	PLC on A/A program to train all faculty and continued professional development through Academy meetings	There are no foreseeable barriers	
Train staff for advisor/advisee program	Administrators ROAR Team	September 2016	Teachers will be trained on their role as an advisor	Employee turnover	
An advisor/advisee period will be implemented in the master schedule and will meet no less than once a month.	Administrators Counselors Faculty	September 2016 to start	District lever MSIS staff to assist with adding to the schedule	Protection of instructional time and unexpected events	

Outcome: \_\_\_\_\_

## Action Plan Template

**Design Principle:** Require Powerful Teaching and Learning

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.9</b>	<p><b>Beginning</b></p> <p>Some teachers provide engaging instruction that develop students reading, writing, thinking and talking to gain understanding of core skills weekly.</p>	<p><b>Early Steps</b></p> <p>Teachers will receive professional development on research-based best practices to transform students from dependent to independent learners of the core academic concepts</p>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
<b>Teachers will be trained and equipped with various instructional strategies to promote student understanding of reading, writing, thinking and talking about core skills and concepts</b>	Administration Interventionists, Faculty District PD trainers	October 2016	Trainers from central office and basic supply resources for training	Scheduling and unexpected interruptions	
<b>Teachers will be observed by administrators, school and district, to give feedback on implementation of strategies</b>	Administration Academic Interventionists District PD trainers	October 2016 to start	C and I staff from central office School site administrative team	Scheduling and unexpected interruption	
<b>Teachers will be trained on new data and intervention protocol to assist with assessing students achievement of core skills and concepts</b>	Administration Lead Teachers	August 2016	School Status data manager MDE trainings on MTSS	Timely input of data in dashboard to effectively monitor	
<b>Teachers will use ROAR (A/A) time to conduct self- reflection activities to students to help them gain understanding of their progress in relation to achieving core skills and concepts</b>	Administration Faculty ROAR Team	Sept 2016 to start	Activities for self-reflection provided under the guidance of SREB	Scheduling issues	

**Outcome:** \_\_\_\_\_

## Action Plan Template

**Design Principle:** Personalization

<b>Indicator</b> <small>Design Principle: Indicator (Ex. 1.1)</small>	<b>Current Status on Continuum</b> <small>Beginning, Early Steps, Growing Innovation, or New Paradigms?</small>	<b>GOAL: Next Status Level on Continuum</b> <small>Beginning, Early Steps, Growing Innovation, or New Paradigms?</small>	
<b>3.8</b>	<b>Growing Innovation</b> The advisor/advisee meet weekly to review academic achievement and to monitor college and/or career pathway	New Paradigms Students will loop with their same advisor until student completes high school	
<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>  <b>Students will be scheduled each year with their same A/A class and teacher.</b>	<i>Who will do it?</i>  Administrators Faculty	<i>By when?</i>  May 2017	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>  MSIS training for scheduling
			<b>Potential Barriers</b>  Employee turnover
			<b>Date Achieved</b>

**Outcome:** \_\_\_\_\_



## Action Plan Template

**Design Principle:** Redefine Professionalism

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		
<b>4.5</b>	<b>Early Steps</b> Teachers currently serve as advisors implementing activities to prepare students for college and or career pathways.		<b>Growing Innovations</b> All teachers and staff members will guide students in developing personal learning plans to ensure students are ready for graduation and college and/or career		
<b>Action Steps</b> <i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<b>Responsible</b> <i>Who will do it?</i>	<b>Deadline</b> <i>By when?</i>	<b>Resources/Professional Development Needed</b> <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<b>Potential Barriers</b> <i>What could get in the way of task completion? How will you overcome them?</i>	<b>Date Achieved</b>
<b>Professional Development for teachers to learn schedule guidelines for graduation and preparation for college and/or career readiness</b>	Administration Counselors	January 2017	Training and Graduation worksheets used for guidance to ensure student readiness	Professional mindset that they are not counselors and shouldn't help with scheduling; Master schedule undeveloped	

**Outcome:** \_\_\_\_\_

## Action Plan Template

**Design Principle:** Leadership

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>5.9</b>	<b>Growing Innovations</b> The principal holds staff accountable for ensuring the success of each student	<b>New Paradigm</b> Staff holds peers accountable for ensuring the success of each student

<b>Action Steps</b> <i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<b>Responsible</b> <i>Who will do it?</i>	<b>Deadline</b> <i>By when?</i>	<b>Resources/Professional Development Needed</b> <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<b>Potential Barriers</b> <i>What could get in the way of task completion? How will you overcome them?</i>	<b>Date Achieved</b>
<b>Advisor/Advisee program that empowers teachers to guide and counsel students on their graduation path that leads to graduation and beyond</b> <b>Parental involvement that includes opportunities for parents to learn specifics about college preparedness, scholarships, workforce development, etc.</b>	Administration Counselors Faculty	May 2017	Professional developments throughout the year on an effective A/A program using the SREB consultants	Lack of faculty buy-in and employee turnover resulting to ongoing initial training	
<b>Continuation of Career Academies</b>	Administrators Faculty Parents Community Partners	October 2016 to start	Parent meetings to start outreach which will include after-hours facilities and needs Advisory meetings with community and industry leaders for guidance on current trends to prepare students	Parents will not come Schedule constraints of such a diverse group	

**Outcome:** \_\_\_\_\_