

# Action Plan Template

**Design Principle:** (1) Ready for College and Career

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<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>1.2 High School Course of Study</b>	Beginning: Students are allotted time to receive academic assistance (regular scheduled meeting).	Early: during and after school support is scheduled on an individual basis determined by student performance and data.

<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>Regular tutoring schedules will be posted for students in various locations</b>	Teacher teams and counselors	2015-16	Teacher schedules and transportation	Teacher responsibilities, transportation issues	

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

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<b>1.3 College Ready Skills</b>	Early Steps: College and career ready skills are implemented throughout the curriculum.	Opportunities for students to practice college and career ready skills are provided via exhibitions, and/or presentations to authentic audiences

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<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>Establish teacher/mentor advisory teams to plan and carry out career oriented training for students</b>	Teachers, counselor, and Community volunteers	2016-17	Scheduling and community buy-in	Time and community/student buy-in	

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<b>1.5 College Credit</b>	Early Steps: Students review their four/five year iCAP occasionally with a staff member			Each student has a well-defined 4/5 year iCAP that is continually monitored/updated to ensure graduation with a career credential of transferrable college credit	
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<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>All 8<sup>th</sup> grade complete an interest inventory of possible career choices and create their iCAP</b>	Teachers/Vocational advisors and counselors	2015-16	Career Choices program compatible with industries available within the community/Vocational advisors/Community College support	Students not taking the early steps seriously and educator buy-in	

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<b>1.10 College Going Culture</b>	Beginning: A list of institutes of higher education is posted in the counselor’s office. Displays throughout the school highlight colleges. Students aspire to attend college.	Teachers post information about their college(s) and discuss their experiences with students. Frequent conversations exist between students and teacher with a focus on attending college and graduating college.

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<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>Each teacher/administrator creates a college biography focusing on favorite college moments to present to students</b>	Teachers/Administrators, faculty, and counselors	2015-16	Flyers and promotional materials for various colleges	Cooperation of faculty/staff	

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

## Action Plan Template

**Design Principle:** (2) 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>2.1 Curriculum</b>	Early Steps: teachers teach the MS Curriculum Frameworks at an appropriate pace.	Teachers plan instruction around “bug ideas” that are mapped to multiple standards and to 21 <sup>st</sup> Century skills (leadership, communication, collaboration, etc.)

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<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 utilize multiple standards incorporating 21<sup>st</sup> Century Skills such as leadership, ethics, accountability, and entrepreneurship.</b>	Teachers/Staff	2016-17	Training for teachers on the incorporation of 21 <sup>st</sup> Century Skills into the curriculum	Teacher buy-in to an already challenging curriculum	

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<b>2.2 Curriculum</b>	<b>Beginning: Content is course-specific</b>	Teachers relate the content from other courses to connect learning for students and incorporate literacy and problem-solving instruction within each content area.

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<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>Create/incorporate cross-curricular lesson plans (PLC)</b>	Teachers/Administrators	2015-16	Teacher training and resources already in use in other places	Lack of resources and training	

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<b>2.5 Instruction</b>	<b>Beginning: There is limited use of technology for instruction</b>	Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling use of technology in ways similar to the working world.

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<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>ELI: Each student will be given a Mac book for use in classroom instruction and learning</b>	Teachers/Administrators	2015-16	Teacher and student training	Unfamiliar with technology, teacher buy-in, internet obstacles	

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

# Action Plan Template

(3) Personalization **Design Principle:**

(3) Personalization



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<b>3.2 Affective Personal/Social and Academic Support</b>	Beginning: There is a plan to develop relationships with the students, staff, and community partners and any higher education partners.			A systematic plan is followed in which each student is assigned to a teacher-advisor. The school counselor also serves as an advisor and assists students with their academic and affective needs.	
<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>Create teacher-advisory teams for each grade level and assign students to these teams.</b>	Administrators, teachers, and counselors	2015-16	Training and cooperation from all persons involved. Possible materials for implementation.	Buy-in from all parties and limited resources.	

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

**Design Principle:** (3) Personalization

## Action Plan Template

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<b>3.8 Adult/Student Relationship</b>	There is not one	Beginning: Every student has a teacher advisor

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<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>Each student will be assigned a teacher advisor.</b>	Teachers and counselors	2015-16	Training and scheduling	Faculty/staff buy-in	

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

**Design Principle:** (4) Redefine Professionalism

## Action Plan Template

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<b>4.2 Collaborative Work Orientation</b>	Early: Staff meetings and/or common planning opportunities model collaboration among adults.	Staff meetings and/or common planning opportunities model inquiry among adults.

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<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>Weekly staff meetings/Planning meetings among subject-specific/grade level teachers to share ideas and plan.</b>	Teachers	2015-16	Directives from administration, which emphasize collaboration in planning and sharing.	Scheduling and time-management	

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

**Design Principle:** (4) Redefine Professionalism

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<b>4.6 Shared Responsibility and Collaborative Decision Making</b>	Beginning: (Some) Students are organized into advisory groups and/or project teams.	Peer connections are promoted through advisory groups and/or project teams.

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<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>Identify students most in need of added support (academic, behavioral, emotional)</b>	All faculty and staff	2015-16	Training (PBIS) and student data (grades, absentee report, discipline report)	Time constraints for managing meetings and teacher workload	

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

**Design Principle:** (5) Leadership

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<b>5.9 Culture of High Expectations</b>	Beginning: The principal believes that all students are capable, with appropriate supports, of succeeding in a challenging learning environment			The principal demonstrates evidence of high expectations for all students that eliminates tracking and included both academic and affective supports.	
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<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>The Principal will ensure that Tier Planning committees and support committees are meeting and following up with “at risk” students on a regular basis to ensure success.</b>	Administrators, counselors, teachers, Tier teams	2015-16	Training for the implementation of successful strategies, student data (at risk), absentee reports, discipline reports	Allotting time for teacher meetings, student/teacher buy-in, teacher responsibilities/workload	

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

**Design Principle:** (5) Leadership

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<b>5.10 Culture of High Expectations</b>	The principal demonstrates evidence of high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students	The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.

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<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>The principal will ensure that teachers observe and take notes of successful peer strategies utilized in a rigorous and challenging learning environment</b>	Administrators and teachers	2016-17	Training to address practices which result in a rigorous and challenging learning environment and allotted time for peer observations	Time constraints and scheduling peer mediation	

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

**Design Principle:** (6) Purposeful Design (for optional consideration)

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<b>6.2 Autonomous Governance</b>	Beginning: the school has a unique school code and a preliminary school budget has been prepared.	The principal and staff meet to review and discuss the school budget.

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<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>The Principal meets with the faculty and staff, explains the budget and discusses needs.</b>	Principal, faculty, and staff	2015-16	Budget information availability	Unknown	

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