

Action Plan Template

Design Principle: **1: 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>
1.2	Beginning	Early Steps

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>	
Tutoring for students will be scheduled by individual teachers.	Teachers	as needed	Time, communication with both students and parents	Scheduling number of students, lack of attendance -RTI coordinator and Interventionist; parent communication	
Tutor and Assessment Coordinator will use student performance and testing data to schedule tutoring services throughout the school day.	Tutor and Assessment Coordinator	October 2015	Tutors, funds	Lack of tutors and parent permission -RTI Coordinator and Interventionist	

Outcome: _____

Action Plan Template

Design Principle: **1: 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>
1.3	Beginning	Early Steps

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>	
College Ready Skills will be identified by staff and incorporated throughout the curriculum.	Teachers Counselor	September 2015	Staff Planning Time	Scheduling staff planning time -Administrator utilizes Staff Development time	

Outcome: _____

Action Plan Template

Design Principle: **1: 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>
1.5	Beginning	Early Steps

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>	
All 8th grade students will develop and review their four/five year iCAP under the guidance of the middle school counselor, high school counselors, and ICT2 teachers.	Counselor HS Counselors ICT2 Teachers	May 2016	ICT2 Teachers will require professional development.	Scheduling time with High School counselors to work with students -Middle School Counselor will assist and schedule time for students to speak with HS Counselors	

Outcome: _____

Action Plan Template

Design Principle: **1: 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>
1.10	Beginning	Early Steps

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>	
A list of institutes of higher education is posted in the counselor's office	Counselor	Sept. 2015	Resources, money	New student enrollments, orientations, etc.. -time management	
All teachers will post information about their college(s).	Teachers	Sept. 2015	Resources, money	new school year adjustments and tasks -administrator and counselor monitoring	
Teachers will have conversations with students focusing on attending college and/or beginning a career	Teachers	October 2015	Tools, Resources	scheduling within the curriculum -administrator monitoring and follow-up	

Outcome: _____

Action Plan Template

Design Principle: **2: Require Powerful Teaching and Learning**

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>
2.1	Early Steps	Growing Innovation

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>	
Teachers will teach units of instruction that span multiple disciplines, skills, and standards	Teachers	Dec 2015	Planning time	Lack of planning time, assessment preparation -Administrative monitoring and support	

Outcome: _____

Action Plan Template

Design Principle: **2: Require Powerful Teaching and Learning**

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>
2.5	Beginning	Early Steps

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>	
Teachers will integrate technology into their lessons.	Teachers	Aug 2015	technology, professional development	lack of implementation/integration of technology by teachers -use of technology coaches	

Outcome: _____

Action Plan Template

Design Principle: **3: Personalization**

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>
3.4	Early Steps	Growing Innovation

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>	
All teachers must post their weekly tutoring schedules in their classrooms and advertise to parents by use of technology (i.e. websites, Schoology, Remind101, etc.).	Teachers	Aug 2015	Tools	Staff lack of knowledge and reluctance with use of new technology -IT Coaches	

Outcome: _____

Action Plan Template

Design Principle: **4: Redefine Professionalism**

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>
4.1	Beginning	Early Steps

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>	
All teachers will observe their peers at least once per 9-week period.	Teachers	December 2015	Time, teacher observation form	Common planning time -Administrative support and follow-up	

Outcome: _____

Action Plan Template

Design Principle: **5: Leadership**

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>
5.1		Early Steps

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>	
The Principal will ensure that the school's mission and vision actually drive decisions and informs the culture of the school.	Administrators	September 2015			

Outcome: _____

Action Plan Template

Design Principle: **6: Leadership**

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>
6.3	Beginning	Early Steps

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>	
IBIS – Rewarding Student Behaviors; Collaborate with the Caledonia High School to unify the program; Parent involvement	Teachers, Administrators, parents	October 2015	scheduled meeting time	other professional development scheduled events -administrative planning and monitoring	

Outcome: _____