



LOWNDES COUNTY
School District

CALEDONIA • NEW HOPE • WEST LOWNDES

Lowndes County School District

Dropout Prevention Plan

Revised July 30, 2015

School Board Approval

August 14, 2015

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 High School Course of Study	Beginning: Students are allotted time to receive academic assistance (regular scheduled meetings)	Early: During and after school support is scheduled on an individual basis determined by student performance and data.

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>	
Regular tutoring schedules will be posted for students in various locations	Teacher teams and counselors	2015-2016	Teacher schedules and transportation	Teacher responsibilities and transportation issues	
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 College Ready Skills	Beginning: A curriculum integrating but not limited to self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring and time management (college ready skills) exist.	Early steps: College and career ready skills are implemented throughout the curriculum.

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>	
Establish teacher/mentor advisory teams to plan and carry out career oriented training for students.	Teachers, counselor, and community volunteers	2016-2017	Scheduling and community buy-in	Time and community/student buy-in	
College Ready Skills will be identified by staff and incorporated throughout the curriculum.	Teachers and counselors	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

<p style="text-align: center;">Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p style="text-align: center;">Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p style="text-align: center;">GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p style="text-align: center;">1.4 College Ready Skills</p>	<p>Early Steps: Some students are prepared to make use of college and career resources.</p>	<p>Growing: Every student learns how to make effective and efficient use of college and career resources.</p>

<p style="text-align: center;">Action Steps</p> <p style="font-size: small;"><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p style="text-align: center;">Responsible</p> <p style="font-size: small;"><i>Who will do it?</i></p>	<p style="text-align: center;">Deadline</p> <p style="font-size: small;"><i>By when?</i></p>	<p style="text-align: center;">Resources/Professional Development Needed</p> <p style="font-size: small;"><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p style="text-align: center;">Potential Barriers</p> <p style="font-size: small;"><i>What could get in the way of task completion? How will you overcome them?</i></p>	<p style="text-align: center;">Date Achieved</p>
<p>College recruiters to come and speak to students at the beginning of their 9th grade year.</p>	<p>Counselor</p>	<p>2015-2016</p>	<p>Counselor to set up times</p>	<p>Time conflicts or restraints</p>	
<p>Expose students to a variety of careers</p>	<p>Counselor and teachers</p>	<p>2015-2016</p>	<p>School visitors</p>	<p>Time conflicts</p>	

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 College Credit	Early Steps: Students review their four/five year iCAP occasionally with a staff member.	Growing: 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.

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 9 th 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 Counselor, ICT2 Teachers	May, 2016	ICT2 Teachers will require professional development.	Scheduling time with HS counselors to work with students -Middle school counselor will assist and schedule time for students to speak with HS counselors	
All 9 th graders complete an interest inventory of possible career choices and create their iCAP	Teachers, Vocational advisors and counselors	2015-2016	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	

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>
1.9 College Going Culture	Beginning: Some students take the ACT/SAT at some point	Early Steps: Students have access to take the PSAT/SAT or ASPRE/ACT in sequence and on time.

Action Steps <i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	Responsible <i>Who will do it?</i>	Deadline <i>By when?</i>	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers <i>What could get in the way of task completion? How will you overcome them?</i>	Date Achieved
All students must sign up to take the ACT/PSAT at least once before 11 th grade.	Counselor	2015-2016	Counselors; parent permission	Students who do not want to pay for the ACT.	

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 College Going Culture	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.	Early Steps: 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.

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>	
Each teacher/administrator creates a college biography focusing on favorite college moments to present to students.	Teachers/Administrators, faculty, and counselors	2015-2016	Flyers and promotional materials for various colleges.	Cooperation of faculty/staff	
A list of higher education is posted in the counselor's office	Counselor	September, 2015	Resources, money	New student enrollments, orientations, etc -Time management	
All teachers will post information about their college(s) they attended.	Teachers	September, 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 starting 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 Curriculum	Early Steps: Teachers teach the MS Curriculum Frameworks at an appropriate pace.	Growing: Teachers plan instruction around "big ideas" that are mapped to multiple standards and to 21 st Century skills (leadership, communication, collaboration, etc.)

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 utilize multiple standards incorporating 21 st Century Skills such as leadership, ethics, accountability, and entrepreneurship.	Teachers/Staff	2016-2017	Training for teachers on the incorporation of 21 st Century Skills into the curriculum.	Teacher buy-in to an already challenging curriculum	
Teachers will teach units of instruction that span multiple disciplines, skills, and standards.	Teachers	December, 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>
2.2 Curriculum	Beginning: Content is course-specific	Early Steps: Teachers relate the content from other courses to connect learning for students and incorporate literacy and problem-solving instruction within each content area.

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>	
Create/incorporate cross-curricular lesson plans (PLC)	Teachers and Administrators	2015-2016	Teacher training and resources already in use in other places	Lack of resources and training	

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>
2.3 Curriculum	Early Steps: Some teacher-directed learning activities enrich classroom curricula for some students.	Growing: All students participate in purposeful and varied co-curricular learning opportunities that support college and work readiness and school theme (if applicable).

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>	
Rebate department lessons and require an "outside of classroom" experience school wide.	Teachers and administrators	2015-2016	Teachers, time to plan	Lack of buy-in or time to plan	

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 Instruction	Beginning: There is limited use of technology for instruction.	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.

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	2015-2016	ITC, Admins, Teachers, PD	Unfamiliar with technology; teacher buy-in, internet obstacles	
ELL: Each student will be given a Mac book for use in classroom instruction and learning	Teachers/Admins	2015-2016	Teacher and student training	Unfamiliar with technology; teacher buy-in, internet obstacles	

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>	
2.7 Instruction	Beginning: Teachers provide limited opportunities for students to work in groups.			Early Steps: Teachers organize student learning teams and teach the importance of cooperation and collaboration.	

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>	
Training for teachers on appropriate grouping.	ITC/Administrator	2015-2016	Time	Refusing to schedule appointments with ITCs	
Elementary teachers train secondary teachers	Teachers/Admin	2015-2016	Admin to schedule	Teacher reluctance	

Outcome: _____

Action Plan Template

Design Principle: 3: Personalization

<p style="text-align: center;">Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p style="text-align: center;">Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p style="text-align: center;">GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p>3.2 Affective Personal/Social and Academic Support</p>	<p>Beginning: There is a plan to develop relationships with the students, staff, and community partners and any higher education partners.</p>	<p>Early Steps: 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.</p>

<p style="text-align: center;">Action Steps</p> <p style="font-size: small;"><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p style="text-align: center;">Responsible</p> <p style="font-size: small;"><i>Who will do it?</i></p>	<p style="text-align: center;">Deadline</p> <p style="font-size: small;"><i>By when?</i></p>	<p style="text-align: center;">Resources/Professional Development Needed</p> <p style="font-size: small;"><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p style="text-align: center;">Potential Barriers</p> <p style="font-size: small;"><i>What could get in the way of task completion? How will you overcome them?</i></p>	<p style="text-align: center;">Date Achieved</p>
<p>Create teacher-advisory teams for each grade level and assign students to these teams.</p>	<p>Counselors, Admins, and teachers</p>	<p>2015-2016</p>	<p>Training and cooperation from all persons involved. Possible materials for implementation.</p>	<p>Buy-in from all parties and limited resources</p>	

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 Affective Personal/Social and Academic Support	Early Steps: Some academic supports are in place such as summer bridge program and tutoring session times available before and after school.	Growing: Academic support programs are in place during the summer and before, during, and after the school day such as tutoring sessions and academic support labs.

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	Fall, 2015	Tools	Staff lack of knowledge and reluctance with use of new technology -JTC	

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>
3.7 Adult/Student Relationships	Beginning: Some teachers meet occasionally to discuss the needs and progress of students.	Early Steps: There is a plan to develop a school schedule that provides time for teachers to meet at least once a week to discuss the needs and progress of students.

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 have a schedule to meet once a week to discuss the needs and progress of students	Admins	2015-2016	Admins/Teachers	Time restraints	
RtI involved in meetings	RtI Coordinators	2015-2016	Admins, RtI Coordinators, Time	Lack of time	
Minutes taken in meetings	Teachers	2015-2016	Teachers	Willingness	

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>
3.8 Adult/Student Relationships	Beginning: Every student has a teacher-advisor.	Early Steps: Teacher-advisors meet with their assigned students once a month.

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>	
Tutorials will consist of teacher advisory meetings that consist of no more than 5 students.	Teachers	2015-2016	Admins, teachers, counselors	Time constraints; teachers lack the resources for advising	
Teachers are trained to advise	Admin and counselors	2015-2016	Admins, teachers, counselors	Lack of buy-in	
Teachers have an advisory rubric	Admins, counselors, teachers	2015-2016	Admins, teachers, counselors, rubrics	Lack of resources	
Each student will be assigned a teacher advisor	Teachers and counselors	2015-2016	Training and scheduling	Faculty/staff buy-in	

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 Collaborative Work Orientation	Early Steps: Principals observe their peers in practice.	Growing: Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement.

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>	
Peers will observe other peers on their planning period. (no criticism, teachers helping other teachers atmosphere) This should not include the Mentoring program already in place.	Teachers	2015-2016	Admin, teachers, time	Teachers' work load; time constraints	
Teachers have a meeting with the teachers they observed. This must not be a "goicha" tool. Meeting minutes and agenda must be turned in to the principal within a week of the meeting.	Admins and teachers	2015-2016	Time	Time constraints	
Teachers will observe other teachers 1-2 times per 9 weeks; once in content area and once in grade level. 20 minutes minimum, complete observation template.	Teachers	Quarterly	-Teacher sign up calendar -Observation form	Resistance, Monitoring	

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

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>	
Weekly staff meetings/planning meetings among subject-specific grade level teachers to share ideas and plan.	Teachers	2015-2016	Directives from administration, which emphasize collaboration in planning and sharing.	Scheduling and time management	

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>
4.6 Shared Responsibility and Collaborative Decision Making	Beginning: Students are organized into advisory groups and/or project teams.	Early Steps: Peer connections are promoted through advisory groups and/or project teams.

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>	
Teacher training on iCAP.	Counselors and teachers	2015-2016	Time and training	Time constrains	
Advisory teachers should begin in the 8 th grade.	Teachers and counselors	2015-2016	Teachers; time to meet with students	Schools have not completed iCAP	
In high school, the students would have the same advisor all 4 years.	Counselors	2015-2019	Admins, counselors, schedules	Scheduling conflicts	
Identify students most in need of added support (academic, behavioral, emotional)	All faculty and staff	2015-2016	Training (PBIS) and student data (grades, absentee report, discipline report)	Time constraints for managing meetings and teacher workload	

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 Shared Mission & Vision	Beginning: The principal employs tools to create a mission and vision for the school.	Early Steps: The principal ensures that the school's mission and vision actually drive decisions and informs the culture of the school.

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>	
Post the mission at the school	Admin	2015-2016	Sign, banners, someone to hang them up	Lack of funds	

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>
5.9 Culture of High Expectations	Beginning: The principal believes that all students are capable, with appropriate supports, of succeeding in a challenging learning environment.	Early Steps: The principal demonstrates evidence of high expectations for all students that eliminates tracking and included both academic and affective supports.

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 Tier Planning committees and support committees are meeting and following up with "at risk" students on a regular basis.	Admins, counselors, teachers, Tier teams	2015-2016	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 responsibility/workload.	

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>
5.10 Culture of High Expectations	Early Steps: 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.	Growing: The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.

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>	
Peer training on rigor plan/share/ideas/PLC	Teachers	2015-2016	Admin, teachers	Time constraints, may not have the same planning period to plan accordingly	
Developing rigorous plans with departments	Teachers	2015-2016	Admin, teachers	Time constraints, lack of buy-in	
Team teach a rigorous plan more than once	Teachers	2015-2016	Teachers	Time, buy-in	
The principal will ensure that teachers observe and take notes of successful peer strategies utilized in a rigorous and challenging learning environment.	Admins & Teachers	2015-2016	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: _____

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>
5.14 Collaborative Work Environment	Early Steps: Staff share instructional practices, lessons learned, and current challenges with peers during common planning opportunities.	Growing: Practice is made public through the use of school-wide rounds and peer school review, including both internal and external peer observation and feedback.

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>	
Subject area teachers should have the same planning times for collaboration.	Counselors and Admins	2016-2017	Schedule	Scheduling conflicts	
Share common planning school-wide	Counselors and Admins	2016-2017	Schedule	Small school and number of teachers	

Outcome: _____

Action Plan Template

Design Principle: 6: Purposeful Design

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>
6.2 Autonomous Governance	Early Stages: The principal and staff meet to review and discuss the school budget.	Growing: The principal and staff meet frequently to discuss the school budget and make revisions as necessary.

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>	
Principal and staff meet to explain and revise budget.	Admin and teachers	2016-2017	Admins and teachers, budget information availability	Lack of input by staff	

Outcome: _____

Action Plan Template

Design Principle: 6: Purposeful Design

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 Autonomous Governance	Beginning: The school/program has established an identity and theme.	Early Steps: The school/program is autonomous in making decisions regarding curriculum as related to the school's identity and theme.

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>	
PBIS- Rewarding student behaviors; Collaborate; Parent involvement	Admins, Counselors, and teachers	2015-2016	Scheduled meeting time	-Other professional development scheduled events -Administrative planning and monitoring	

Outcome: _____

Action Plan Template

Design Principle: 6: Purposeful Design

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>			
6.9 Facilities & Resources	Early Stages: Facilities, staffing, technology, and resources support the school/program model.	Growing: Facilities support flexible use of space and regular collaboration among students and faculty. Staffing reflects and supports the school/program model. Technology is sufficient to support regular, meaningful use by all. Teachers and students have access to resources that support the school/program model.			
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>	
E:1 Digital Initiative	OCI	2015-2016	Admins, devices, ITC, teachers	Lack of buy-in	
More teacher units in major subject areas and more AP teacher certifications.	Admins & teachers	2016-2017	If student enrollment supports more teachers needed	Lack of funds	

Outcome: _____