

HATTIESBURG PUBLIC SCHOOL DISTRICT

DROPOUT PREVENTION
RESTRUCTURING PLAN 2017-2018

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 Success: All students proficient and/or showing growth in all academic areas.
2. Community Support and Engagement: Foster community partnerships that support student achievement and school success.
3. Safe and Orderly Schools: Maintain a positive learning environment.
4. Fiscal Accountability: Maintain sound fiscal practices.

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 6th grade academy, one middle school, 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 college and career readiness as we prepare our students to enroll in a postsecondary institute of their choice, enlist in a branch of the armed services or become gainfully employed in a career of their choice.

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.

N.R. Burger Middle School follows the “team” approach in educating over 500 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: 8th Math, Mississippi Studies, World Geography, and ICT II. 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”. In addition to the Mississippi Department of Education core courses, Hattiesburg High School offers 20 Advanced Placement (AP) and accelerated courses, 10 Career and Technical programs and over 50 electives on campus, or via MDE Virtual School. Students may also choose to earn college credit

while enrolled at Hattiesburg High School. Currently, students may enroll in a course at the University of Southern Mississippi (USM), William Carey University, or Pearl River Community College (PRCC). Additionally, students may choose to enroll in a course at William Carey University course on the campus of Hattiesburg High School, or enroll in an on-line course at Pearl River Community College. With a vast array of extracurricular and athletic offerings, Hattiesburg High has achieved numerous accolades: MHSAA Speech and Debate Champions, National Beta Club School of Distinction, National Forensics League School of Excellence, and election to the MHSAA Scholarly Athletic Teams.

GRADUATION RATES						
	2014-2015		2015-2016		2016-2017	
	HPSD	STATE	HPSD	STATE	HPSD	STATE
All Students	69.5%	75.5%	76.1%	78.4%	72.9	82.3
Students with Disabilities	36.4%	—	28.2%	27.5%	29.1	34.7
Dropout Rates	14.1%	13.9%	12.3%	12.8%	16.2	10.8

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.

- Early Childhood Parent Educator focusing on early literacy skills for pre-school students
- HPSD and Head start Pre-K programs at each pK-5 site to increase kindergarten readiness skills
- Create an Early Childhood Center and continue to provide training for area child care providers
- School-site Interventionists for students not meeting grade level standards
- 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.

- Individual Career Academic Plans (ICAP) are used to determine graduation pathway option (District, Traditional, Career)
- District Pathway Option (Reduced number of Carnegie Units for Graduation)
- Response to Intervention (RTI) Process for Academics and Behavior with a 30-minute intervention block for students all students (Tier I)
- Positive Behavior Interventions & Support (PBIS)

- Foundational Math, English and Biology courses for students needing additional skills to be successful in higher level courses
- Focus on scaffolding instruction for all students
- Alternative Education (accelerated learning for overage students, on-line courses)
- Credit Recovery/Summer School
- Jobs for Mississippi Graduates

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 Mississippi Academic Assessment Program(MAAP) in English, Biology, US History, and Algebra I
- Student/Parent Liaison (Hattiesburg High School)
- Implemented P-16 Councils at each school site
- Partnered with New Learning Resources (NLRO) to create alternate pathway to high school graduation

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)
- Student Progress Reports to home school and parents
- 12-month school year with a General Education and Special Education teacher
- Virtual high school courses to keep students on track to graduation

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

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>
1.4 College Ready Skills	Early Steps: Some students are prepared to make use of college and career resources.	Growing Innovations: Every student student learns how to make effective use of college and career resources

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>	
Burger Middle School via the guidance department will plan and present a series of college and career mini-lessons (minimum of 4) 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.	Counselors (mini-lessons on college and careers for students; schedules; surveys) Students (participants via ICT classrooms; complete the counselor topic surveys)	3/22/18 - ongoing	College and career information, counselor training resources, ICT classrooms-students, Projectors, and general supplies	A potential barrier includes counselor scheduling. Barriers will be overcome by counselors outlining and submitting a schedule of trainings to the principal.	2016-2017 school year and ongoing for 2017-2018 school year
Burger Middle School via the guidance department will present a College & Career Night community event. Progress will be monitored through agendas and planning sessions prior to the College & Career Night event at Burger Middle. Outcomes will be	Counselors (planning the College and Career Community Night; surveys: Students, Teachers, Parents, & Community members (participants in the event)	5/11/18 2017-2018 school year date	Guest speaker funds, survey, and general supply funds	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	4/11/17 2016-2017 school year date

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measured via surveys completed by the students and parents about College & Career Community Night.				Community Night; flyers will be developed to promote the event.	
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Outcomes:

- During the 2016-2017 school year, the counselors via Club C Squared (College & Career Ready Club) conducted college and career planning lessons and sessions with small groups of students each bi-weekly on Wednesdays.
- Parents, students, and school staff attend “Go to High School, Go to College” guest speaker and planning session on April 11, 2017, with Dr. Carl Cunningham, mentor/educator specialist and received information and strategies for college and career success. The 2017-2018 event is scheduled for April 24, 2018.

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>
4.3 Collaborative Work Orientation	Early Steps: Staff collaborates with peers and, at time, shares expertise for professional learning and improved practice.	Growing Innovation: Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice.

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>	
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	-Principal (Schedule) -PLC Facilitator (Develop and Conduct training and Minutes) - Administrators (PLC Observations rubric)	9/1/17	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	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	Ongoing 2017-2018 school year

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will be measured through PLC observations.				PLC expectations are aligned with district focus/expectations.	
Teachers will complete peer observation rounds. Outcomes will be will be monitored and measured through the submission of peer observation forms submitted to assigned administrator.	-Principal (Schedule) -Teachers (individually conduct) - Administrative Team (Progress Monitor of Peer observations)	3/22/18	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 observations will be scheduled by the principal and deadlines established. PLC Facilitators will provide input on achievable due dates.	Ongoing 2017-2018 school year

Outcomes:

- PLCs-Principal developed a schoolwide Instructional Meetings schedule for the 2017-2018 that includes professional learning (PLC) meetings for each department and school-wide. PLCs are teacher led and engaged sessions for individuals to complete lesson study, analyze and respond to data, and to improve practices with the support of their peers.
- Peer observations-Principal developed a form for teachers to use when conducting peer observations to learn from each other's practices. Additionally, new teachers have a set schedule for conducting and completing peer observations; all teachers (veteran and novice) at a minimum will complete two peer observations for the school year.

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>
5.6 Focus on Powerful Teaching and Learning	Early Steps: The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and target feedback to teachers.	Growing Innovation: The principal holds staff accountable for full implementation of the Common Implementation Framework and for continuous learning and professional development.

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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>	
<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.	- Leadership Team (Develop and Conduct training and Minutes) - Administrators (teacher growth rubric)	1/8/18	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, copies, etc.)	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.	Ongoing 2017-2018 school year
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.	-Teachers (individually conduct) - Leadership Team (Progress monitoring completion of chapters) - Administrators (Observations)	1/8/18	PLC schedule, PLC training on <i>Marzano Art and Science of Teaching</i>	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.	Ongoing 2017-2018 school year

Outcomes: Teachers will participate in schoolwide training sessions during the school day (PLCs) and afterschool (faculty meetings/trainings) that centered around research based proven effective instructional practices, such as those outlined the work of Robert Marzano in *The Art and Science of Teaching*. The implementation and planning of the training and modeling sessions for teacher growth include:

- during the school day and afterschool sessions on various research based instructional topics (i.e. formative assessments, deconstructing objectives and standards, etc.)
- administrators will prescribe teacher participation in specific training sessions based on teacher need and classroom observations
- follow up peer observations for teachers to observe each other modeling in class use of these effective instructional strategies

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Design Principal: Ready for College and Career

Indicator <i>Design Principal: 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>
1.4	Early Steps Students will utilize the Career Center for ACT and college applications to prepare to enroll in college. Students will also have access to the library and research resources to prepare to either enroll, enlist, and/or be employed.	Growing Innovations 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.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will you 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>	
Professional Development for teachers to learn guidelines for graduation and preparation for college and/or career readiness and to keep them abreast of all data, i.e., SATP, MAP, ACT, PSAT, SAT, etc. by posting percentages on the data wall.	Administration Academic Coach Interventionist Counselors Teachers	August 2017	Laptops for Teachers Printer/Paper to prepare presentations Data from All Testing Creation of a Data Wall Data Meetings/PLCs	Lack of Resources Teacher Buy-In Training and Graduation worksheets used for guidance to ensure student readiness	Ongoing
Overall percentages of the Data, across the board, will be shared with students to provide an overview of how the school looks as a whole in order to stimulate the learning process to overcome academic barriers. Progress will be monitored through completion of evaluation forms through Google docs, performances in TE21, and Odysseyware programs.	Administration Academic Coach Interventionist Counselors Teachers	September 2017	Utilization of the TE21 Program and Odysseyware	Lack of student motivation	Quarterly
Students will utilize the technology to complete college/scholarship applications and FAFSA which are all integral parts of their 12 th grade course project.	Students Techs Teachers Counselors	September 2017	Chromebooks Physical Applications Students/Teachers/Parents Counselors	Obtaining the necessary parent information to complete certain forms.	Ongoing

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Design Principal: Ready for College and Career

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1.4	Early Steps Students will utilize the Career Center for ACT and college applications to prepare to enroll in college. Students will also have access to the library and research resources to prepare to either enroll, enlist, and/or be employed.	Growing Innovations 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.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
School counselors will conduct individual and group guidance sessions to inform students of procedures related to college and career readiness and other post-secondary options.	CTE and Academic Counselors Career Center Facilitator	August 2017	Counselors to attend professional development sessions related to this goal.	Time Constraints and Counselors workload	Ongoing

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Design Principal: Require Powerful Teaching and Learning

Indicator <i>Design Principal: 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>
2.9	<p>Early Steps</p> <p>Teachers currently implement activities to prepare students for college and/or career pathways. Most teachers provide engaging instruction that develop students reading, writing, thinking, speaking, and listening to gain understanding of core skills weekly.</p>	<p>Growing Innovations</p> <p>All teachers and staff members will guide students in developing personal learning plans to ensure students are ready for graduation and to be enrolled, enlisted, or employed.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will you 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 Hattiesburg High School's Academic Team will conduct professional development trainings with the faculty and staff on data across the board, testing, literacy, etc. on research-based best practices to transform students from dependent to independent learners of the core academic concepts. Progress will be monitored through production of agendas, sign-in sheets, question/answer, and evaluation forms through Google docs.	Administration Academic Coach Interventionist Counselors Teachers District Math and ELA Coaches	October 2017	Laptops for Teachers Printer/Paper Data from All Testing Trainers from Central Office	Scheduling and unexpected interruptions	Ongoing
Teachers will be trained on using various instructional strategies to promote student understanding of reading, writing, thinking, speaking and listening about core skills and concepts.	District Math and ELA Coaches Academic Coach Interventionist	October 2017	Trainers from central office School site trainers Basic supply resources for training sessions	Professional mindset/Buy-in Scheduling and unexpected interruptions	Ongoing
Teachers will be observed by administrators and given feedback on implementation of strategies.	Administration Academic Coach	August 2017	C & I staff from central office and the school site administrative team	Scheduling and unexpected interruptions	Ongoing
Teachers will be trained on using intervention protocol to assist with assessing the achievement of students in the core skills and concepts.	Interventionist	August 2017	School Status data manager MDE trainings on MTSS	Timely input of data in dashboard to effectively monitor	Ongoing

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Design Principal: Personalization

Indicator <i>Design Principal: 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	<p>Early Steps</p> <p>The leadership team will work with the faculty and staff to ensure that there is one common goal which is to educate all students to prepare them for graduation.</p>	<p>Growing Innovations</p> <p>The administration, faculty and staff will have the mindset to prepare students to enroll in college, enlist in the military, or be gainfully employed.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will you 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>	
Professional Development sessions in strengthening/building relationships to increase academic achievement and improve the overall perception of Hattiesburg High. This will be monitored through agendas, sign-in sheets, and minutes.	Administration Teachers Interventionists	August 2017	Faculty Peer Coaching District PD Trainers Behavior Specialist Hand-outs	After school activities which will account for the absences of some faculty and staff members.	Ongoing
Principal/Administrative Team will get out in the community to get to know HHS families. Monitored through postings on the HHS website.	Administration	September 2017	Administrative Team List of Community Events	Time and collaboration with the team members.	Ongoing
Host community events at HHS in collaboration with the City of Hattiesburg Personnel to welcome the community and make them aware of expectations at Hattiesburg High School.	Administration from HPSD, HHS, and the City of Hattiesburg Parent Liaison Support Staff	July 2017	Administrative Team from HHS and HPSD City Leaders	Community members may not participate because of the current perception of HHS.	Semester

Design Principal: Personalization

Indicator <i>Design Principal: 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>
<p align="center">3.8 <i>(continued)</i></p>	<p align="center">Early Steps</p> <p>The leadership team will work with the faculty and staff to ensure that there is one common goal which is to educate all students to prepare them for graduation.</p>	<p align="center">Growing Innovations</p> <p>The administration, faculty and staff will have the mindset to prepare students to enroll in college, enlist in the military, or be gainfully employed.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p>Students will develop an individual career and academic plan which drives course selection, graduation option and post-secondary planning.</p> <p>Students have the opportunity to participate in the CTE programs of their choice.</p> <p>Honors, AP Courses, and Dual Enrollment are offered to challenge students to prepare them for college rigor.</p>	<p>Academic and CTE Counselors Career Center Facilitator Student Services Coordinator</p>	<p>August 2017</p>	<p>Choice Sheets with Course Descriptions Handouts for CTE program information Information for Dual Enrollment/Packets</p>	<p>Time with counselors Scheduling conflicts</p>	<p>Ongoing</p>
<p>Utilize the State's Truancy Officer to assist with Attendance issues.</p>	<p>State Truancy Officer School Resource Officers</p>	<p>September 2017</p>	<p>State Truancy Officer Vehicle or Mileage Reimbursement</p>	<p>Timeliness Incorrect addresses Incorrect phone numbers Students that are 17 and older are not subject to the same laws.</p>	<p>Ongoing</p>

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Design Principal: Personalization

Indicator <i>Design Principal: 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 <i>(continued)</i>	Early Steps The leadership team will work with the faculty and staff to ensure that there is one common goal which is to educate all students to prepare them for graduation.	Growing Innovations The administration, faculty and staff will have the mindset to prepare students to enroll in college, enlist in the military, or be gainfully employed.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will you 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>	
Soliciting Parental Support more by sending Tiger Cards home with students (or mailouts) letting parents know how well their child did during the school day or week and/or positive phone calls. This will be monitored through contacts using the School Status system and/or the AIMS Messaging system.	Parent Liaison Behavior Specialist Teachers	September 2017	School Status AIMS Messaging System	Working phone numbers Current addresses in the system	Ongoing
Have community leaders and faith-based leaders to serve as motivational speakers at our HHS Boys To Men sessions with selective 9 th graders every Tuesday during lunch in the library. This will be monitored with sign-ins and agendas.	Parent Liaison Counselors Administrators Attendance Clerk	October 2017	Faith-based Leaders District Personnel Community Leaders Social Organization Leaders Colleges and Universities Military	Timeliness and Consistency Number of boys with three referrals or less.	Weekly
Have community leaders and faith-based leaders to serve as motivational speakers at our “Teens in Touch” sessions (<i>with female students who are parents or expecting</i>) once per month on Thursdays during lunch in the library. This will be monitored with sign-ins and agendas.	Parent Liaison Counselors Administrators Attendance Clerk	October 2017	Faith-based Leaders District Personnel Community Leaders Social Organization Leaders	Timeliness and Consistency	Monthly

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Design Principal: Redefine Professionalism

Indicator <i>Design Principal: 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>
4.5	Early Steps The HHS faculty and staff will be made abreast of the Mississippi Code of Ethics and encouraged, strongly, to adhere to all of its policies.	Growing Innovations Teachers will give professional development trainings regarding the policies and standards as outlined in the Mississippi Code of Ethics.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will you 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 administrative team will present the guidelines of the Mississippi Code of Ethics with examples for each. This will be monitored through sign-in sheets, agendas, and minutes.	Administrative Team Faculty and Staff	August 2017	Mississippi Code of Ethics hand-outs Admin/Faculty/Staff State Department's Sign-In Sheet	Some not adhering to the policies Disciplinary actions which could possibly merit the loss of a teacher.	Ongoing
Have the Mississippi Code of Ethics taught during Professional Learning Community (PLC) sessions. This will be monitored through sign-in sheets, agendas, and minutes.	Department Chairs Teachers	September 2017	Mississippi Code of Ethics hand-outs copied Department Chairs	Some not adhering to the policies Disciplinary actions which could possibly merit the loss of a teacher.	Ongoing

Hattiesburg High School Action Plan 2017-2018

Design Principal: Leadership

Indicator <i>Design Principal: 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	Early Steps The leadership team at HHS will conduct weekly professional development sessions with teachers to reiterate our purpose of educating students to be college and career ready.	Growing Innovations All teachers will buy-in to the leadership at HHS and will promote the vision to educate all students and prepare them to enroll, enlist, or be employed.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will you 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>	
Trainings in the following will occur: Literacy, ABC, Classroom Management, Mathematics, Schoology, School Status, State Assessments, Ruby Payne, etc.	Administration District Trainers Academic Coach School Test Coordinator	August 2017	Administration Faculty/Staff District PD Trainers	Teacher absenteeism This will be overcome by having make-up sessions.	Ongoing
Observations and immediate feedback Open communication	Administration Academic Coach Interventionist	September 2017	Administration Academic Coach	Teachers unwilling to change This will be overcome by reassigning teachers.	Ongoing
The leadership at HHS will improve the PBIS with regard to teacher/student attendance to help improve student achievement and promote the United Way agenda “Is your child at school today?” This will be monitored through the reduction in teacher/student absences and a reduction in referrals which will then produce a culture change and promote a better perception of the school.	Administration Attendance Clerk Truancy Officer Parent Liaison	September 2017	Administration Teachers Students Behavior Specialist Donations from the Community AIMS Messaging Connect ED System	Consistency and Buy-In Sufficient Resources for this population Incorrect student addresses Lack of parental support due to feeling intimidated by the truancy officer.	Ongoing
The leadership at HHS will improve the PBIS with regard to teacher and student dress code and professionalism. They will be given certificates and/or jean passes for perfect attendance.	Administration Teachers Attendance Records	September 2017	Administration Faculty/Staff Jean Passes Created Obtaining Gift Certificates	Consistency and Buy-In Obtaining a sufficient amount of resources	Monthly