

Morton High School Dropout Restructuring Plan 2016 – 2017



BOARD APPROVED:

Design Principle: Design Principal 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	Early Steps: During and after school support is scheduled on an individual basis...	Growing Innovations: Schools implement the academic supports necessary for every student...

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>	
Before - After school tutoring	Administrators Teachers	Ongoing	Data Analysis Progress Monitoring Plan Student State/Common Assessment	Implementation of action step based on student scheduling Teachers	Ongoing
Interventionist pullout- Students K-12	TST team Interventionist Administration	Ongoing	Data Analysis Progress Monitoring Plan Benchmark/State Assessment Formative/Summative Assessment	Implementation of action step based on student scheduling Teachers	Ongoing
Progress Monitoring Plan – Students K-12	TST Team Teacher Administrator	Ongoing	Diagnostic Assessment Data Analysis Progress Monitoring Plan Benchmark/State Assessment Formative/Summative Assessment	Implementation of action step based on student scheduling	Ongoing
Parental Contact of At-Risk Students every 4 weeks Progress Reports//Report Cards MES (K-2) call every parent at the beginning of school year	Administrators Teachers	Ongoing	Schoolstatus SMAs Parental Contact Information	Phone services disconnected	Ongoing

Outcome:

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1.4 College Ready Skills	Early Steps: Some students are prepared to make use of college and career resources.	Growing Innovations: Every student learns how to make effective and efficient 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>	Ongoing
Offer time for students to complete college applications at school	MHS Administration Counselor	Ongoing	College Day built into senior scheduling School Information – dates, times, contacts	Student indecisiveness concerning career choice Student scheduling	Ongoing
12th grade job shadowing – Senior Project	Sponsor Administration Counselor	Ongoing	Business Partnership	Sponsors Scheduling of time	Ongoing
Guest speakers from industries	Sponsor Administration Counselor	Ongoing		Sponsors Scheduling of time	Ongoing
Career Office/Center ACT Prep Classes ACT Bootcamp ACT workshops Kindergarten Bootcamp	MHS Administration Counselor MES	Ongoing	College Resources FAFSA Information Military Information concerning the armed forces – contact information Industry brochures, applications Job WIN Center information – contact personnel	Scheduling of Time Personnel in the center Awareness concerning the resources available	Ongoing

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1.5 College Credit	Beginning: Students develop a 4-5 year ICAP before the freshman year.	Early Steps: Students review their 4-5 year ICAP occasionally with a staff member.

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>	
ICAP begins in middle school – students complete	Administrator Counselor Teacher	Ongoing	Computer ICAP resources Scheduling of students in Computer lab	Implementation of ICAP process Parental Awareness Student Awareness of ICAP	April 2016
Students will go through their AR class. Technology Foundations class to work on ICAP once a semester	Administrator Counselor Teacher	Ongoing	Computer ICAP resources Scheduling of students in Computer lab	Implementation of ICAP process Parental Awareness Student Awareness of ICAP	Ongoing Yearly
Student Online Registration – Grades 7th – 11th of classes	Administrator Counselor Teacher	May 2016	Computer Scheduling of students in the Computer Lab Curriculum Guides	Parental Awareness – Completion of curriculum checklist Student Awareness	May 2016

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1.10 College Going Culture	Early Steps: A list of institutes of higher education is posted in the counselor’s office....	Growing Innovations: Teachers post info about their college(s) and discuss....

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>	
Display a bar graph of colleges where teachers attended	Administration Counselors Teachers	September 2015	Teachers, bulletin board, paper		Ongoing
Teachers post college degrees in classroom and discuss college experiences	Administration Counselors Teachers	Ongoing	Teachers, degrees, activity period		Ongoing
Teachers will promote the college they attended or college of their choice by wearing paraphernalia from that college on certain days and discussing something about that college	Administration Counselors Teachers	Ongoing	Teachers, paraphernalia, activity period		Ongoing
College/Career Day at BMJ/MHS Field trips to colleges based on criteria set by administration at BMJ/MHS	Administration Counselors Teachers	Ongoing	Money College participation	Money Interference with instructional time	Ongoing

Outcome:

Design Principle: Principal 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 Innovation: Teachers plan instruction around “big ideas” that are mapped to multiple...

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>	
MSTAR—Teachers will teach lessons that review prior knowledge and lead up to higher levels of thinking.	Administrators	Ongoing	UBD Lesson Plan format EZ – Lesson Planner	Novice Teacher Time Teacher frustration with task Provide resources and feedback during implementation	Ongoing
Lessons will reflect 21st century skills such as leadership.	Administrators	Ongoing	21 st Century Skills Document Examples of Lesson Plans PLCs on lesson plan format Lead Teacher	Novice Teacher Time Teacher frustration with task Provide resources and feedback during implementation	Ongoing
Teachers develop curriculum maps to help guide instruction – vertical and horizontal alignment	Teacher Administrator Lead Teacher	Ongoing	Curriculum map format Lesson Plans PLCs on curriculum mapping Lead Teacher	Novice Teacher Time Teacher frustration with task Provide resources and feedback during implementation	Ongoing
Understanding the Standards – “Unpacking the Standards” understanding the learning progression	Teacher Administrator Lead Teacher	Ongoing	MS. Standards Consultants Lead Teacher Curriculum Guides UBD Lesson Plan format EZ – Lesson Planner	Novice Teacher Time Teacher frustration with task Provide resources and feedback during implementation	Ongoing

Outcome:

Design Principle: Design Principal 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>
2.4 Instruction	Beginning: Instruction meets the learning needs of some, but not all, students.	Early Steps: Teachers regularly adapt resources and instruction....

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>	
RTI – Response to Intervention Teachers will assign students to groups to complete assignments.	Teacher Lead Teacher TST team Administration	Ongoing	Progress monitoring plan Formative and Summative assessments Student monitoring MSIS report Tracking students – From one school to the next – data/TST file travel with student	Novice teacher Lack of classroom management	Ongoing
Class Projects/Current Events	Teacher Lead Teacher	Ongoing		Novice Teacher Difficulty effectively implementing centers for projects Lack of classroom management	Ongoing
Learning Styles Inventories (review periodically)	Teacher Lead Teacher	September 2015	Learning style inventory PLC on Learning Styles Walk-in observations and feedback	Novice Teacher Difficulty effectively implementing centers for projects Lack of classroom management	ongoing
Analysis of data – Benchmark/State Assessments MES work in centers (small group)	Teacher Data Team Administration Lead Teacher TST team	Ongoing	Assessment of data Data-driven instruction PLC on understanding data Progress Monitoring Plan – grouping of student sbased on academic data	Lack of space/location	Ongoing

Outcome:

Design Principle: Design Principal 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>
2.10 Assessment	Beginning: Teachers post learning objectives	Early Steps: Teachers communicate learning outcomes and the criteria...

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 turn in end of the unit assessments with lesson plan and communicate expected outcomes prior to beginning a lesson.	Teacher Lead Teacher Administrator	Ongoing	Lesson plans Textbook PLCs – lesson plans	Time – teacher frustration of implementation Meeting deadlines appropriately Classroom walk-throughs Observation and feedback	Ongoing
Teachers will post objectives in the classroom.	Teacher Administrator	Ongoing	Whiteboard Webpage Newsletter	Time – teacher frustration of implementation Meeting deadlines appropriately Classroom walk-throughs Observation and feedback	Ongoing
Teachers utilize webpage/Remind101 – Weekly newsletters to communicate and connect with parents concerning classroom events and assignments	Teacher Administrator	Ongoing	Teacher webpage Remind 101 parent information Computer Promethean board	Time – teacher frustration of implementation Meeting deadlines appropriately Classroom walk-throughs Observation and feedback Monitor Teacher webpage – gave feedback, support, and praise	Ongoing
3rd -4th grade will send grading rubrics home with agendas	Teacher	Ongoing	Computer, webpage	Lack of resources	ongoing

Outcome:

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>
3.6 Adult/Student Relationships	Beginning: A welcome letter is sent to all incoming students	Early Steps; THE school hosts a welcome orientation session for all incoming students and families

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>	
Freshman orientation	Administration Teachers Counselors	August 2015	School Webpage District Webpage AIMS – parental support system Parental Notification letter School Newsletter	Scheduling Parental Awareness Introduce students and parents to school and contact information	August 2016 - ongoing
Fifth grade orientation	Administration Teachers Counselors	August 2015	School Webpage District Webpage AIMS – parental support system Parental Notification letter School Newsletter	Scheduling Parental Awareness Introduce students and parents to school and contact information	August 2016 - ongoing
Open House- Report Card Pick-up	Administration Teachers Counselors	End of Semester	School Webpage District Webpage AIMS – parental support system Parental Notification letter School Newsletter	Scheduling Parental Awareness School Calendar Parental note Introduce students and parents to school and contact information	End of Semester
Parent – Teacher Conference Mentoring grades 3-12 Kindergarten Orientation “Back to School” Movie Night	Administration Teachers Counselors	February 2016	School Webpage District Webpage AIMS – parental support system Parental Notification letter School Newsletter PTA	Scheduling Parental Awareness School Calendar Parental note Introduce students and parents to school and contact information	Aug 2016 – ongoing

Outcome: _____

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	Beginning: Principals observe teachers	Early Steps: Teachers observe their peers in 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>	
Teachers will observe peers on same grade level, grade level (related subject area) above, and grade level (related subject area) below.	Principal Teachers	May 2017	Mentoring observation template	Ambiguous feedback Accepting constructive criticism	Ongoing
Observations will be part of M Star Evaluation in the appropriate area (i.e. ethics)	Principal	May 2017	M Star artifacts	Teacher absences	Ongoing
Peer Observation @other schools within and outside of district.	Administrators	May 2017	Money Scheduling	Cooperation from other schools Scheduling	Ongoing

Outcome:

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	Growing Innovations: Staff meetings and/or common planning opportunities model inquiry among adults.	New Paradigm: Staff is engaged in inquiry around their practice through sharing their work, student work, and professional dilemmas for feedback and support.

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 meet weekly/biweekly during common planning time with subject area to share their work, student work, and professional dilemmas.	Teachers subject area chair Principal Lead Teacher PLCs	End of each month	Sample student work Teacher lesson plans/tests/daily activities, etc.	Teacher absences Scheduling	ongoing
Teachers will meet monthly during common planning time with grade level to share their work, student work, and professional dilemmas.	Teachers Grade level chair Principal Lead Teacher PLCs	End of month	Sample student work Teacher lesson plans/tests/daily activities, etc.	Teacher absences Scheduling	ongoing

Outcome:

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>
4.5 Shared responsibility and collaborative decision making	Beginning: Teachers supervise advisories	Early Steps: Teachers are developed as teacher-counselors through a common research-based approach to student development.

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 meet weekly with students during homeroom time to discuss grades and college/career readiness.	Homeroom teachers students	Ongoing	Student Active Student Accounts Student iCaps	Computer issues Student absentees	Ongoing
Teacher mentoring conference or professional development			IReady STAR ELS Benchmark Assessment		Ongoing
Student growth folders	Teachers Administrators Counselors	Ongoing	ICAPS Progress monitoring Conferences	Time	Ongoing

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>
4.7 Shared responsibility and collaborative decision making	Beginning: Professional development opportunities are offered to support youth development.	Early Steps: Teachers share strategies for engaging challenging 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 will attend professional developments conducted by EMCED, MDE, etc. and present to faculty upon returning to school.	Teachers Principals	Ongoing	Transportation to PD EMCED, MDE workshops Teachers Presentation Materials Computer Access	Not enough sub teachers to allow teachers to miss school to attend PD	Ongoing
Teachers will research strategies to present to peers.	Teachers	Ongoing	Computer Access Presentation materials	Teacher attitudes Lack of training or expertise	Ongoing
Peer Observations to observe behaviors of students in a variety of settings	Teachers	Ongoing	Time	Time Personality of teacher v. student	Ongoing
PLCs – all teachers must participate	Teachers Principals Counselors	Ongoing	Time	Time Personality of teacher v. student	Ongoing

BMJ- Block Scheduling	Teachers Principals Counselors	Ongoing	Conflict of scheduling		Ongoing
Common Planning times at MHS	Teachers Principals Counselors	Ongoing	Conflict of courses		Ongoing
Departmentalization	Teachers Principals Counselors	Ongoing	Conflict of scheduling		Ongoing

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>
4.9 Shared responsibility and collaborative decision making	Beginning: Knowledge Capture and Exchange: Staff maintains personal classroom and instructional resources and units of study.	Early Steps: All staff share resources and units of study with school based peers.

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>	
Share lesson plans through subject area meetings Collaboratively plan units	Teachers	Ongoing	Lesson plans Common planning times	Pride, teachers not wanting to share PLCs – lack of implementation across the curriculum	ongoing
Common Planning times Departmentalization	Teachers Administrators Counselor	Ongoing	Scheduling	Scheduling	Ongoing

Outcome:

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>
4.10 Shared responsibility and collaborative decision making	Beginning: Networking: Assigned teachers to participate in scheduled network events	Early Steps: Teachers initiate participation in scheduled network events.

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 attend professional developments conducted by EMCED, MDE, etc. and present to faculty upon returning to school.	Teachers Principals	Ongoing	Transportation to PD EMCED, MDE workshops Teachers Presentation Materials Computer Access	Not enough sub teachers to allow teachers to miss school to attend PD	ongoing

Outcome: _____

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>
4.11 Shared responsibility and collaborative decision making	Early Steps: Staff members routinely speak in support of school with internal and external stakeholders.	Growing Innovations: Staff members speak with confidence to stakeholders about collectively-made decisions with internal and external stakeholders.

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
School leadership team speak at Lions Club meeting	Leadership team	Date set by Lions Club	Leadership team Lions Club meeting schedule	Scheduling conflict	Ongoing
Collaborate with Chamber of Commerce with needs for workforce in community.	Leadership team	As requested by community	Community leader input/needs	Lack of request for service	Ongoing
Community stakeholders meeting on school campus (Include school board members, county supervisors, local businessmen, church officials, Mayor, etc.	Administrators	May 2017	School Leadership Teams Community Leaders	Scheduling conflicts	Ongoing

Outcome:

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>
4.12 Shared responsibility and collaborative decision making	Beginning: Capacity Building: School participates in network professional development.	Early Steps: Schools have a mechanism for disseminating resources and materials garnered from network professional development experiences.

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>	
Utilize the SCSD new teacher mentoring plan	Teachers Administrators Mentors	Ongoing	Mentoring guide Administrators Teachers Mentors	Time Scheduling	Ongoing
Lead teacher and administrators observe classrooms and disseminate resources/materials	Lead teacher administrators	Ongoing	Lead teacher Teachers Resource materials Follow-up	Time Scheduling	Ongoing
Teacher –Led PLC Teacher presentation to Staff after attending PD Collaborative PLCs	Teachers	Ongoing	Resources from workshop Common planning time	scheduling	ongoing

Outcome: _____

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>
<p>4.13 Shared responsibility and collaborative decision making</p>	<p>Early Steps: All teachers keep abreast of current research on student learning and national standards in their content area and consider them in planning and delivering instruction</p>	<p>Growing Innovations: Teachers in all content areas use research-based tools aligned with national standards to periodically assess and reflect on teaching and learning in their classrooms.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Teachers will present research study journal articles weekly at professional development meetings based on topic to be covered that week.</p>	<p>Teachers Administrators</p>	<p>Ongoing</p>	<p>Internet access Journal articles teachers</p>	<p>Time Teachers Participation</p>	<p>Ongoing</p>
<p>Utilize differentiated instruction based on ability and learning style</p>	<p>Lead teachers administrators</p>	<p>Ongoing</p>	<p>Learning style inventory Modeling instructional practices</p>	<p>Time Applicable resources</p>	<p>Ongoing</p>
<p>Analyze results- recommendations from admin walkthrough 3rd Grade STAR to track reading tiers</p>	<p>Teachers Administrators</p>	<p>Ongoing</p>	<p>School and state data MSTAR data Student data</p>	<p>Time Scheduling</p>	<p>Ongoing</p>

Outcome: _____

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>	
A shared vision and mission statement will be created for the school.	All staff	September 2015	Staff members, pencil, paper, data,	Staff members not taking ownership in the process. Just putting something on paper, not wanting to carry it out and make it become the school.	Ongoing
Post mission/vision goals in each classroom and throughout school	Principals Teachers Lead teachers	Ongoing	Printed mission/vision goals		
Leadership Team Meetings Shared Calendar of Plans	Principals Lead teachers	Ongoing	Leadership Team	Time to meet Collaboration of staff	Ongoing

Outcome: _____

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>
5.2 Change Agent	Beginning: The principal completes a school improvement plan and Designs Principle Self-Assessment	Early Steps: The principal ensures alignment of the school’s vision with the implementation of evidence-based strategies to improve student performance and meet the goals of the school’s action plan.

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 meets with leadership team to implement school improvement plan, and the team will share the responsibility of insuring implementation	Principal Leadership team	September 2017	School improvement plan Leadership team administrators	Time to meet	ongoing
5.2 Change Agent	Early Steps: The principal and staff creatively seek opportunities to				
The school will host job and/or college fairs	Counselors Administrators	End of Year	College representatives Representatives from various businesses Students Facility to host event	Expense Time	ongoing

Outcome:

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>
<p align="center">5.4 Change Agent</p>	<p align="center">Growing Innovations: The principal builds staff capacity by encouraging and modeling a self-reflective culture and providing leadership development opportunities for staff.</p>	<p align="center">New Paradigms: Staff and students have opportunities to build leadership skills and are empowered to demonstrate those skills in the school, district, and network.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p align="center"><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p align="center"><i>Who will do it?</i></p>	<p align="center"><i>By when?</i></p>	<p align="center"><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p align="center"><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Utilize student council and other student leadership organizations to help planning school activities and events</p>	<p>Sponsor of student leadership organizations Student government</p>	<p align="center">Ongoing</p>	<p>Student ideas Principal and/or school board approval of activities</p>	<p align="center">Time to meet</p>	<p align="center">ongoing</p>

Outcome:

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>
5.5 Focus on Powerful Teaching and Learning	Early Steps: The principal convenes staff working groups to identify instructional trends across campus.	Growing Innovations: The principal leads discussions about standards-based upon research and best 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>	
PLC discussions	PLC groups Administrators Lead teacher	Ongoing	Teachers Meeting location Common planning time	Teacher absences time	ongoing

Outcome: _____

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	Beginning: The principal safeguards instructional and professional time in the school day.	Early Steps: The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and targeted feedback to teachers.

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>	
Formal and informal observations Post-conferences	Administrators Lead teacher	Ongoing	Observation checklist MSTAR evaluations	Time	ongoing
Set standard and guideline to prevent interruptions during classroom time	Administrators Office staff	Ongoing	Schedule for announcements	Skepticism about flow of communication	ongoing

Outcome: _____

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>
<p align="center">5.7 Focus on Powerful Teaching and Learning</p>	<p align="center">Early Steps: The principal makes data available to staff for review and reflection.</p>	<p align="center">Growing Innovations: The principal facilitates conversations with staff about the use of data to improve school performance through systematic collection, analysis, and goal setting.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
<p>PLC meetings and utilize planning time to analyze state assessment as wells as formative and summative assessment</p>	<p>Teachers Administrators Counselors</p>	<p>Weekly</p>	<p>State test scores Analysis of scores</p>	<p>Teachers actually utilizing data</p>	<p>ongoing</p>
<p>District Administration Walk-Through</p>	<p>District Admin</p>	<p>Ongoing</p>	<p>Time Scheduling</p>	<p>Time</p>	<p>Ongoing</p>
<p>Principal Led @PLC or Principal attendance @ workshops</p>	<p>Administrators</p>	<p>Ongoing</p>	<p>Time Money</p>	<p>Money</p>	<p>Ongoing</p>

Outcome: _____

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>
5.8 Focus on Powerful Teaching and Learning	Early Steps: The principal occasionally attends school-based and network professional development.	Early Steps: The principal engages in school-based and network professional development.

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
Principal participates in in-district, EMCED and MDE professional developments and implements applicable strategies at their school.	Principal	Ongoing	Information from meetings Money for implementation and/or resources	Time Money	ongoing

Outcome:

Design Principle: 5: Leadership

Outcome: _____

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 includes 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>	
Individual and group counseling sessions	Counselors	Ongoing	Journals, etc.	Scheduling of sessions	ongoing
Consistently check grades and discipline and meet with those students who are failing or have increased discipline referrals	Administrators Counselors Teachers	Ongoing	Access to SAMS	Teachers not posting grades in a timely manner	ongoing
Teachers must enter grades and administrators enter discipline in a timely manner (no later than one week for grades and one day for discipline.)	Teachers Administrators	ongoing	Access to SAMS	Teachers not posting grades in a timely manner	ongoing
Staff Accountability	Administrators	Ongoing	Time Conferences with teachers	Teachers not posting grades in a timely manner	Ongoing
Track Multiple Forms of Student Data	Administrators	Ongoing	SMAS Schoolstatus IReady MSTAR	Time	Ongoing

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Frequent walk-through evaluations with follow-up conference for timely feedback</p>	<p>Administrators</p>	<p>Ongoing</p>	<p>Walk-through evaluation forms</p>	<p>Time</p>	<p>ongoing</p>
<p>Lesson Plan/Weekly Assessment</p>	<p>Adminstrators</p>	<p>Ongoing</p>	<p>EZ-Planner (ELS) Schoolstatus Problematic</p>	<p>Time Conflict of teacher’s outside environment</p>	<p>Ongoing</p>
<p>Grade level Team Meetings</p>	<p>Lead teacher</p>	<p>Ongoing</p>	<p>Lead teacher Curriculum guides</p>	<p>Time Scheduling conflicts</p>	<p>Ongoing</p>

Outcome: _____

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>
5.11 Shared Leadership	Early Steps: The principal seeks input from staff into decisions made at the school, including active recruitment of diverse representatives on school decision-making bodies.	Growing Innovations: The principal establishes a clear collaborative decision-making process so that all staff works together as appropriate to make decisions that advance the mission 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>	
Teacher surveys	Administrators Teachers	Yearly and as needed	Surveys	Lack of teacher participation	ongoing
Involving many staff members in decision making	Administrators Teachers	ongoing		Lack of willingness to serve	ongoing
Student survey (2016 – 2017)	Curriculum Director Network Administrator	Ongoing	Google Doc Emails computers	Time	Ongoing

Outcome: _____

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>
5.12 Shared Leadership	Early Steps: The principal actively encourages teacher leadership through traditional school-based leadership opportunities, including department/grade level leaders, school improvement team, etc.	Growing Innovations: The principal promotes staff participation in district and external leadership opportunities and enables staff to lead school-based conversations about those experiences

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
Intentional relationship building with various activities and forms of communication with all stakeholders	Administrators	Ongoing	Teachers Parents Students Stakeholders money	Lack of participation	ongoing

Outcome: _____