

Design Principle: Design Principle #1: Ready for College and Career

Indicator	Current Status on Continuum	Goal: Next Status Level on Continuum
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) exists	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>	
Students will have multiple opportunities to take practice ACT test per subject area, and participate in review sessions as follow-up.	Principals and subject area ACT PLC groups	Implemented and will continue through April 1, 2017	ACT prep material, practice tests, online activities, and scantrons Data logs for recording and tracking students' results	Scheduling and timing— Planning session at the beginning of school year to set calendar.	2015-16 and continuing
Make links available on school websites for college study skills, practice tests, etc.	Webmaster	Implemented	Computers and links	Availability and access— New computer lab should allow for more access for classes	2015-16 and continuing
Provide Professional Development for teachers to implement research and presentation skills into classroom content.	Teacher mentors & Principals	<u>Session 1-</u> August 2016 <u>MDE</u> <u>Workshop-</u> Sept 2016 <u>Session 2-</u> Oct 2016 <u>Session 3-</u> Jan 2017	Meeting time and research based strategies	Implementation by teachers—Follow-up by checking lesson plans and placing it on PLC agendas	Scheduled and began Fall 2016

Outcome: Indicator of Success: Decrease the percentage of freshmen in MS colleges taking remedial courses.

Outcome: Indicator of Success: Increase the number of students participating in and passing advanced coursework.

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Indicator	Current Status on Continuum	Goal: Next Status Level on Continuum
1.9 College Going Culture	Early Steps: Students have access to take the PSAT/SAT or ASPIRE/ACT in sequence and on time.	Growing Innovations: Students are given multiple opportunities to prepare for and participate in PSAT/SAT or ASPIRE/ACT.

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>	
Students will have 3 opportunities to take full length practice exams in each subject area with remediation based on data from test.	Subject area ACT PLC groups and Principal	Implemented and continue through April 2017	Practice test	Time in class—Give teachers flexibility in scheduling exams to coincide with National testing dates	2015-16: District wide practice exams and school level exams in content areas. This will continue into 2016-17.
Waivers available for students in need to get assistance in paying for exam.	Counselor	Each ACT testing registration window	Counselor contact with ACT	Number available—Track students with needs to make sure waivers are accessible to all who need them.	Continuous practice for school counselors
Students have the opportunity to take ACT prep course as a	Counselor and teacher of course	Implement during 2017-18 school year	Counselor scheduling	Limited number of students—Examine master schedule	Teacher training during 2016-17

½ credit elective course.				based on student need.	
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Outcome: Indicator of Success: Decrease the percentage of freshmen in MS colleges taking remedial courses. Increase the number of students participating in and passing advanced coursework.

Design Principle: Design Principle #3: Personalization

Indicator	Current Status on Continuum	Goal: Next Status Level on Continuum
3.2 Affective (Personal/Social) and Academic Support	Beginning: There is a plan to develop relationships with the students, staff, and community partners and any higher education partners	Early Steps: A systemic 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.

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 student will be assigned an advisor in their interest field for advisement. Meetings will be done frequently throughout school year.	Counselors and principals develop advisors/groups. Teachers serve as advisors	9/1/16—group assignments with meetings to follow throughout school year.	Use iCAP to define advisement groups (STEM personnel). Advisement material-Counselors	Developing groups and organizing meeting times—iCAP will be used to establish groups and times will coincide with assembly schedule.	School year 2015-16. Will not continue advisory period this year (2016-17). Will use grade-level small group advisement and counselor meeting instead.

Outcome: Indicator of Success: Increase the number of students participating in work-based learning opportunities and demonstrating 21st century employability skills.

Design Principle: Design Principle #3: Personalization

Indicator	Current Status on Continuum	Goal: Next Status Level on Continuum
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>	
Students will be assigned an advisor on campus who they will meet with at assigned meetings throughout the year	Principals, counselors, and teachers/advisors	August 2015—set up Meetings held throughout school year	Advisement schedule based on iCAP interest inventory, resource packet for advisors	Scheduling meeting times on a consistent basis—Use assembly schedule to utilize familiar schedule with faculty/students	School year 2015-16
Advisors will maintain a portfolio for each student which includes progress reports, planning tools, and MS Choices information	Career Center Coordinator, Principals, Counselors, and Advisors	Beginning August 2015---through each students graduation year	Resource packet for advisors, storage containers, meeting schedule	Planning meaningful resources and guidance for advisors—PD	School year 2015-16 continuing into 2016-17

Outcome: Indicator of Success: Increase the number of students participating and passing advanced coursework.

Design Principle: Design Principle #3: Personalization

Indicator	Current Status on Continuum	Goal: Next Status Level on Continuum
3.9 Adult/Student Relationships	Beginning: During informal conversations, students state that they feel their teachers care about them.	Early Steps: Data gathered from sources such as student surveys indicate that a majority of students feel known and cared for by the adults in their 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>	
Counselor Conference with students	Counselors at each grade level	Continuous throughout school year, and by teacher referral	Make students aware of counselors availability on campus during student meetings—Train teachers on counseling services available at school	Ways to identify students that need help----research to find strategies and programs successful in other schools.	Implemented and continuing throughout 2016-17
Create and administer surveys for every student	Principals	May 2017	Survey production and accessibility	Input by all students—administering during advisement sessions	Purchased Voting4Schools to conduct survey (2015-2016)
Analyze results from survey	Principals and teacher facilitators	Spring 2017	Online (or scantrons) resources	Creating survey that is user-friendly and clearly analyzed—consulting research professionals at local	Researched and compiled survey ideas and questions to build survey. (2015-16)

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Outcome: Indicator of Success: Decrease the percentage of freshmen in MS colleges taking remedial courses.