

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

Indicator	Current Status on Continuum	Goal: Next Status Level on Continuum
2.10 Teacher Clarity	Beginning: Teachers post learning objectives.	Early Steps: Teachers communicate learning outcomes (learning intentions) and the criteria for success (success criteria) and assess progress daily.
2.12 Formative Assessment	Beginning: Teachers primarily use assessments to assign grades and/or control behavior.	Early Steps: Teachers provide instructional interventions/adjustments based on data from assessments.

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>	
2.10 Learning intentions and success criteria will accompany all lessons.	Teachers, Principals, Students	August 2016	Effective communication to students about what the LI and SC for lessons and how to use them in the learning process.	We will have to develop consistency in what constitutes a learning intention and success criteria.	
2.12 Implement an effective system of Formative Assessment.	Teachers, Principals, Students	December 2016	Survey production and accessibility	Input by all students—administering during advisement sessions	

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

Outcome: Indicator of Success: Increase the number of students proficient on all assessments.

Design Principle: Design Principle #3: Personalization

Indicator	Current Status on Continuum	Goal: Next Status Level on Continuum
3.9 Affective 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>	
3.9 In addition to the work on Formative Assessment (Cognitive), PLCs will also explore ways to implement The 8 Conditions that Make a Difference (Affective).	Principals, counselors, and teachers/advisors	August 2016—set up Meetings held throughout school year	Monthly focused faculty meeting will focus on lessons learned and discuss ways to facilitate focusing on improving student and parent perceptions toward school.	Scheduling meeting times on a consistent basis—following up on and taking action on what the data tells us with actions that have a positive impact on perceptions of students and parents.	

Outcome: Indicator of Success: Increase the number of students proficient on all assessments.

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	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.	
Make links available on school websites for college study skills, practice tests, etc.	Webmaster	Sept 1, 2016	Computers and links	Availability and access— New computer lab should allow for more access for classes	
Students have the opportunity to take ACT prep course as a ½ credit elective course.	Counselor and teacher of course	August 2016/January 2017	Counselor scheduling	Limited number of students—Examine master schedule based on student need.	Students have the opportunity to take ACT prep course as a ½ credit elective course.

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.

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

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 Principals	April 2017	Practice test	Time in class—Give teachers flexibility in scheduling exams to coincide with National testing dates	
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.	

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

Outcome: 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
3.7 Effective Collaborative Support	Early Steps: There is a plan to develop a school schedule that provides time for teachers to meet at least once a week to discuss the needs a progress of students.	Growing Innovation: All teachers meet weekly by grade level or subject area to discuss the needs and progress of students.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
3.7 PLCs will meet weekly on Wednesday afternoons from 3-4 pm at South Jones High School.	Teachers, Principals, & Counselors. Other support personnel as available.	9/1/16—group assignments with meetings to follow throughout school year.	Monthly focused faculty meeting will focus on lessons learned.	Developing groups and organizing meeting times— norms and making sure groups are focused on work that impacts learning.	

Outcome: Indicator of Success: Increase the number of students proficient on all assessments.

***The 8 Conditions that Make a Difference**

3 Guiding Principles	8 Conditions	Strategies
<p>Self-Worth</p> <ul style="list-style-type: none"> • When students know they are uniquely valued members of the school community 	<p>Belonging</p> <ul style="list-style-type: none"> • Student is a valued member of the community, while still maintaining his/her uniqueness 	<ul style="list-style-type: none"> • Regularly inquire about student activities outside of school • Ask at least two students a day how they are doing, and wait for a response • Attend student events - especially the ones that are not so popular • Acknowledge different types of achievement (i.e., being polite, kind, courteous, showing extra effort.) • Provide opportunities for students to be involved in community service inside and outside of school. • Require all students to develop academic, personal, and social goals. • Greet students by name in your room • When students are absent, ask them how they are doing • Use “get to know you” activities at the beginning of the year – hobbies, favorite color, favorite snack, movie, etc. • Assign adults to be “secret pals” for students – they should inquire about interests, family, extracurriculars, visit with them during lunch, be available for homework help, etc. • Greet students by name in your room • When students are absent, ask them how they are doing • Drop by a practice to watch student • Work together with students to paint, decorate, and furnish learning spaces • Use clear learning intentions and success criteria and allow students to make work proficient before
	<p>Heroes</p> <ul style="list-style-type: none"> • Everyday people in students’ lives that inspire them to excel and to make positive changes in attitudes and lifestyles 	
	<p>Sense of Accomplishment</p> <ul style="list-style-type: none"> • The recognition of effort, perseverance, and citizenship- along with academic achievement-as signs of student success 	

		<p>assigning a grade</p> <ul style="list-style-type: none"> • Recognize good citizenship • Encourage effort and perseverance • Encourage the notion that learning is about missteps and doing things over again in the real world • Success Criteria are critical – students are more likely to endure a challenge when they know what they are working towards (i.e., video games)
<p>Engagement</p> <ul style="list-style-type: none"> • When students are deeply involved in the learning process to the point that they lose track of time and space 	<p>Fun & Excitement</p> <ul style="list-style-type: none"> • Students being actively engaged and emotionally involved in their school work. 	<ul style="list-style-type: none"> • Create open-ended assignments that allow for creativity. • Use portfolios to measure success as well as mastery. • Incorporate art, music, physical movement, and digital technology into teaching and assignments. • Connect lessons to local, national, and global current events. • Limit worksheets and lecture. • Ensure that the class is rigorous for all students. Teach failure is at the heart of learning. • Develop a safe learning environment where students are not afraid of success or of admitting they “do not know.” • Require students to develop and monitor personal, social, and academic goals. • Encourage healthy risk taking • Provide students menus of activities by which they might show proficiency • Engage students in discussions on developing the Success Criteria or on how they might show proficiency on a skill or knowledge • Create interdisciplinary units or activities that tie together multiple subjects (i.e., CSI – Solve the Mystery, etc.)
	<p>Curiosity & Creativity</p> <ul style="list-style-type: none"> • Inquisitiveness, eagerness, a strong desire to learn and develop new or interesting things, and longing to satisfy the mind with new discoveries. 	
	<p>Spirit of Adventure</p> <ul style="list-style-type: none"> • Students ability to take on positive healthy challenges at school and at home, with family and with friends 	

		<ul style="list-style-type: none"> • When designing activities – make sure to meaningfully build in: Collaboration, Problem-Solving, Application, and Relevance. • Allow students the opportunity to try something new and different and not have it impact their grade. • Introduce students in person or virtually to those with a Spirit of Adventure. • Model the Spirit of Adventure – try a new teaching strategy and let students in on it.
<p>Purpose</p>	<p>Leadership & Responsibility</p> <ul style="list-style-type: none"> • Students being able to express their ideas, make decisions, and show a willingness to be accountable for their actions 	<ul style="list-style-type: none"> • Teach leadership skills in the school and classroom. • Involve students in classroom and building level decisions. • Discuss local and national politics with students when appropriate. • Make sure all students know you have high expectations for them. • Seek student feedback regarding their learning and your teaching on a regular basis. • Co-teach lessons with students. • Advocate and insist that students have a decision-making role in the school that is meaningful. • Create a bicameral system of school leadership with Faculty Senate and a Student House of Representatives. Senators have a 2 year term and representatives have a 1 year term. • Allow Juniors and Seniors to design and carry out a “Stepping Up” day for the 6th Graders. • Help sponsor students to take on a project to better the community. Could have class sponsors for each grade that could facilitate that grade taking on a group project to have a positive impact on the community. • Invite students to take part in grade-level and
	<p>Confidence to take Action</p> <ul style="list-style-type: none"> • Extent to which students believe in themselves and act on behalf of their goals when others have high expectations of them and provide support when needed 	

		department meetings. <ul style="list-style-type: none">• Make students responsible for leading parent conferences.• Seek student input regarding school rules and discipline.• Develop a STPC Association (Student, Teacher, Parent, and Community).
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*Adapted from Quaglia and Corso, 2014