Lake High School

Dropout Prevention Plan

2016-2017

**SCSD Board Approved July 19, 2016**

Design Principle: College Ready Skills

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| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
| *What task will be done? How will progress monitor? How will you measure outcomes?* | *Who will do it?* | *By when?* | *What do you need to complete this step? (People, money, tools, resources, etc.)* | *What could get in the way of task completion? How will you overcome them?* |  |
| School will establish sponsors for each student. | Counselor | Before 2016-2017 | Rosters | N/A |  |
| Students will be required to complete a college/ career portfolio | Counselor  Students  Advisors | Updated weekly with student sponsors | College/Career Curriculum, Portfolio Guidelines, Bi-Weekly lesson plans from the counselor | Lack of teacher and student enthusiasm |  |
| Graduates will walk through the halls of the elementary to encourage younger students | Senior Sponsor  Principal | End of the Year | Graduates, Caps and Gowns | N/A |  |
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| Indicator  *Design Principle: Indicator (Ex. 1.1)* | Current Status on Continuum  *Beginning, Early Steps, Growing Innovation, or*  *New Paradigms?* | GOAL: Next Status Level on Continuum  *Beginning, Early Steps, Growing Innovation, or*  *New Paradigms?* |
| 1.2 | Early Steps: During and after school support is available on an individual basis, which is determined by student performance and data. | Schools implement the academic supports necessary for every student to succeed and graduate college and career ready. |

Outcome: Schools revise high school experience of current students based on data collected from graduates.

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| Students will establish 7th-12th grade iCAP account. | Counselor and Sponsors | October 2016-2017  SY | Access to computers and iCAP | Limited computer access and time |  |
| Seniors will apply to 2 or more colleges with assistance. | Senior- Sponsor  Counselor  Teachers | November 2016 | Fee Waivers for Low SES kids, computer lab, workers | Lack of student motivation |  |
| Begin introducing college concepts in the 8th grade to prevent 9th grade shock. | Counselor | November 2016 | Counselor establishes time to meet and discuss grades and GPA before kids transfer | Lack of ZPD with this concept. |  |
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| 1.4 | Some students are prepared to make use of college and career resources. | Every student learns how to make effective and efficient use of college and career resources. |

Outcome: Every student learns how to make effective and efficient use of college and career resources.

Design Principle: Ready for College and Career

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| *What task will be done? How will progress monitor? How will you measure outcomes?* | *Who will do it?* | *By when?* | *What do you need to complete this step? (People, money, tools, resources, etc.)* | *What could get in the way of task completion? How will you overcome them?* |  |
| Students in 5/6 grade will be exposed to 2 year college through school visits by a special speaker | ECCC and LMS principal and counselor | 1st semester | Dr. Amanda Walton, ECCC Representative | Scheduling and who will be responsible. |  |
| Students in 7/8 grade will tour a college | ECCC or Hinds | During school year | Recruiter from junior college that responds to request, money, bus, parental permission | Scheduling and school representative. |  |
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| 1.7 | Early Steps: Students are given the opportunity to participate in optional college visits. | Multiple mandatory college visits to 2 or 4 year institutions to take place throughout the year. |

Outcome: Students will have an early foundation and desire to attend a post-secondary institution.

Design Principle: Ready for College and Career

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| Make students aware of high growth/sustainable growth income job opportunities and their qualifications. | Class  Teacher  Counselor  Sponsors | 1st Semester | * Information booklets * Internet research * Library research time | * Internet access for students * Ability of the student |  |
| Setup speakers and people from various careers to speak with the students | Volunteers  Counselor | 2016-2017 SY | * Volunteers * Time * Scheduling | * Lack of Community involvement * Scheduling |  |
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| 1.11 | Students are aware of high growth, sustainable wage career opportunities and qualifications. | Students know or have met a professional in high growth, sustainable wage field, and are aware of the qualifications for a high growth, sustainable wage career. |

Outcome: Every student participate in research or field study alongside professionals in high growth, sustainable wage fields and understands the pathways to achieve these careers.

Design Principle: Require Powerful Teaching and Learning

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| *What task will be done? How will progress monitor? How will you measure outcomes?* | *Who will do it?* | *By when?* | *What do you need to complete this step? (People, money, tools, resources, etc.)* | *What could get in the way of task completion? How will you overcome them?* |  |
| Explore opportunities for learning outside of the classroom | Counselor | 2nd semester | Community Partnerships | Money, travel time, volunteers |  |
| Have teachers explore more teacher directed learning activities that incorporate it into lesson planning. | Teachers and Counselor | 2016-2017  SY | Ideas from counselor, teachers, computers, and time | Resources, teacher participation |  |
| Have teachers work across the curriculum with other teachers to create learning opportunities that support college and career readiness. | Teachers | 2016-2017 SY | Teachers, lessons, time | Lack of scheduling time to work together |  |
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| 2.3 | There are limited learning experiences outside of the classroom. | Some teacher directed learning activities enrich classroom curriculum for students. |

Outcome: Students will be able to design and lead a wide range of co-curricular learning opportunities that support college and career readiness, service learning, and school theme.

Design Principle: Instruction

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| Students will use computers to research and type their research papers | Teachers | 2016-2017 SY | Computer lab, Google Laptops | Access to technology |  |
| Teachers will use promethean boards | Teachers | 2016-2017 SY | Classroom promethean boards | Access to technology, money to purchase newer boards |  |
| Students will create Animoto, power points, and word documents using Google laptops | Teachers | 2016-2017 SY | Computer lab  Animoto Accounts  Google Laptops | Limited access to computer labs |  |
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| 2.5 | Early Steps: Teachers integrate and use technology in their instruction; directing students in collaborating through technology and modeling use of technology in ways similar to the working world. | Teachers know when and how to use technology to support teaching and learning that maximizes students’ development of critical thinking and problem-solving skills. |

Outcome: With technology, students learn content, discern reliability, apply information, think critically, solve problems, and use innovation to demonstrate comprehension. Students help each other ruse technology in ways similar to work being done in the working world.

Design Principle: Personalization

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| Teacher, parents, and stakeholders with help develop social media sites and newsletters | Journalism Club,  Teach sponsor | 2016-2017 SY | Schedule time to assigned responsible person to properly implement  Computers | Personnel, time, element of monitoring social media. |  |
| Monitor participation and feedback | Administration | 2016-2017 SY | Monthly check and monitoring  Computers | Time |  |
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| 3.10 | Beginning-The school distributes newsletters or other forms of communication to provide updates and information frequently. | The school website blogs, tweets, social media site, newsletters translated into other language will be represented in the school. Parents, students, teachers, and community members involved in the focus of the curriculum. |

Outcome: Community, students, and school are actively reaching out to one another through social media and newsletters to create a synched community.

Design Principle: Require Powerful Teaching and Learning

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| Teachers create calendars to map out subject matters and learning concepts | Teachers | 2016-2017 SY | Calendars and computers | Personnel and time |  |
| Create a master calendar with access to students to make upcoming dates and projects clear | Teachers and web master | 2016-2017 SY | Website | Time and teachers lack of input |  |
| Post calendar on the website | Webmaster and teachers | 2016-2017 SY | Website | Keeping it up to date for parents. Teacher involvement/ |  |
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| 2.10 | Teachers post learning objectives | Teachers communicates learning outcomes and the criteria for success and assessment in students’ progress daily. |

Outcome: Teachers will communicate learning outcomes for success and aces progress daily.

Design Principle: Personalization

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| Students in grades 9-12 will have an assigned sponsor | Counselor assigns students to designated teachers | After school enrollment | Counselor  Teachers  Time  Counselor Lesson plans and guides for teachers | Resources, time, and personnel |  |
| Begin quarterly meetings on with sponsors | Teachers | 2016-2017 Starting September | Lessons  Monitoring | Resources  Technology  Planning on the part of the mentor |  |
| Solicit feedback from teachers and students | Teachers and Lead Teacher or Counselor | 2016-2017 SY | Pre and Post Surveys about the school and sponsorship | Time  Lack of participation |  |
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| 3.8 | Nothing | Create a partnership between teachers and students that will foster student growth and desire to seek college and career readiness skills |

Outcome: Students will build relationships with teachers. Through these relationships college and career readiness topics will be focused on and lead to a growth and desire for college.

Design Principle: Leadership

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| Create expectations for the staff | Administration | 2016-2017  SY | List of expectations  Email  Meetings | Lack of time and planning |  |
| Strengthen the tier and remediation process | Administration and Tier Staff | 2016-2017  SY | Tier handbook  Tier process for the school  Tutoring  Time | Lack of enthusiasm of teachers  Lack of interest of tier students |  |
| Pull failures weekly and notify parents through School Status | Counselor/ Lead Teacher | 2016-2017  SY | Sams  Teacher Referrals and posting of grades weekly  School Status | Grades not posted in a timely manner |  |
| Draft a letter to go home and use AIM messaging to contact parents on Mondays about failing grades | Lead Teacher and Counselor | 2016-2017  SY | Sams  AIM message  Phone  Computer | Parents not having access to a working phone  Phone numbers not updated into Sams. |  |

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| 5.9 | Early Steps: The principal demonstrates evidence of high expectations for all students that eliminates tracking and includes both academic and affective supports. | Growing Interventions: The principal holds staff accountable for ensuring the success of each student. |

Outcome: The teachers will become accountable for ensuring that grades are posted weekly and students are referred for failures; which will create an invested staff.

Design Principle: Redefine Professionalism

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| Create teacher/ student sponsorship | Administration | 2016-2017  SY | Administration meeting  Roster of teachers  Schedule | Lack of Faculty  Lack of Time |  |
| Establish advisors and student sponsors | Counselor and Administration | 2016-2017 SY | Student Rosters  Teacher Rosters | Lack of Faculty  Lack of Time |  |
| Establish a time and plan for meetings | Administration | 2016-2017 SY | Master Schedule  Criteria and Plan for meetings | Time  Room  No curriculum |  |
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| 4.5 | Nothing | Beginning: Teachers supervise advisories |

Outcome: Teacher led students advisory meetings that are established will support guidance, and personal learning plans with an emphasis on social and academic needs.