

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Ready For College and Career**

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.2: High School Course of Study</b>	Beginning	Early Steps

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<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>	
<b>At the middle school, we will double block 7<sup>th</sup> &amp; 8<sup>th</sup> ELA</b>	<b>Administration</b>	<b>August 2016</b>	<ul style="list-style-type: none"> <li>• Necessary Staff</li> <li>• Additional Electives</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of necessary staffing</li> <li>• Extracurricular Events</li> </ul>	End of 2016
<b>Implement learning strategies classes for low academic students</b>	<b>Administration</b>	<b>August 2015</b>	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Restructuring of Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Scheduling Issues</li> </ul>	Ongoing
<b>Extending class times to provide more time for differentiated instruction</b> <b>(Monitor through observations &amp; provide feedback to staff; measure by mastery of standards / objectives</b>	<b>All Staff</b>	<b>August 2015</b>	<ul style="list-style-type: none"> <li>• Professional development on Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Necessary Funding for resources or computer programs</li> </ul>	Ongoing

Outcome: \_\_\_\_\_

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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>
<b>1.3: College Ready Skills</b>	Beginning	Early Steps

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>	
<b>Define college and career ready skills, and assign subject groups specific skills</b>	<b>All</b>	<b>August 2015</b>	<ul style="list-style-type: none"> <li>PD to help teachers with the standards</li> <li>PLC's to discuss strategies &amp; outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Lack of understanding of standards and requirements</li> <li>Appropriate materials</li> <li>Experts in specific fields</li> <li>PLC's</li> </ul>	Ongoing
<b>Implement learning strategies classes for low academic students  (Monitor using pacing guides and measure mastery of objectives and standards on formative/summative assessments feedback to staff through MSTAR)</b>	<b>All</b>	<b>August 2015</b>	<ul style="list-style-type: none"> <li>Incorporate and understand anchor standards</li> </ul>	<ul style="list-style-type: none"> <li>Lack of understanding of standards and requirements</li> <li>Appropriate materials</li> <li>Experts in specific fields</li> <li>PLC's</li> </ul>	Ongoing

Outcome: \_\_\_\_\_

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<b>1.5: College Credit</b>	Early Steps	Growing Innovations

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<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>	
<b>Create an advisory period that will give students opportunity within school day to create and update ICAPS</b>	<b>Counselor</b>	<b>April 2016</b>	<ul style="list-style-type: none"> <li>• <b>Computers, schedule, ICAP materials</b></li> </ul>	<ul style="list-style-type: none"> <li>• Time requirements</li> <li>• Create a schedule by grade level</li> </ul>	End of 2016
<b>Assign teachers advisory groups of students (Monitor by plans of admin and counselor and measured outcome by academic progression and behavioral data.</b>	<b>Administration</b>	<b>October 2015</b>	<ul style="list-style-type: none"> <li>• Alternative schedules</li> <li>• Meeting Places</li> <li>• Instructional resources</li> </ul>	<ul style="list-style-type: none"> <li>• Testing</li> <li>• Possible Athletic events may hinder task completion</li> <li>• Strategic Scheduling can help overcome problems</li> </ul>	Ongoing

**Outcome:** \_\_\_\_\_

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>1.11: College Going Culture</b>	Early Beginning			Beginning	
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>	
<b>Middle school students will participate in a reality fair to expose them to careers</b>	<b>Counselor/Admin.</b>	<b>End of 2016</b>	<ul style="list-style-type: none"> <li>• Time to organize &amp; plan</li> <li>• Volunteers from community &amp; local businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling conflicts</li> <li>• Notify early and follow up regularly will help overcome</li> </ul>	End of 2016
<b>Teachers will incorporate careers within their curriculum. Including a college &amp; career fair day to give hands on connection with community members/colleges</b>  <b>(Monitor through meetings with counselor/staff and measured through surveys and interest inventories)</b>	<b>Teachers/Counselor</b>	<b>End of 2016</b>	<ul style="list-style-type: none"> <li>• Materials about various careers/mentors</li> <li>• Volunteers</li> <li>• Communication and participation with colleges/universities</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate resources</li> <li>• Space</li> <li>• Availability of participants</li> <li>• Overcome by planning and incorporating into routine/Notify early and follow up</li> </ul>	End of 2016

Outcome: \_\_\_\_\_

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Require Powerful Teaching and Learning**

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>2.2: Curriculum</b>	Early Steps			Growing Innovation	
<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<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>	
<b>Use common strategy in all content areas (close reading)</b>	<b>All staff &amp; students</b>	ongoing	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Close reading of text</li> </ul>	<ul style="list-style-type: none"> <li>• Buy-in from all staff</li> <li>• PLC's will help overcome</li> </ul>	End of 2016
<b>Incorporating literacy and writing across all subjects</b> <b>(Monitor by review of lesson plans &amp; classroom observations and measured through student work samples and assessments)</b>	<b>All staff &amp; students</b>	ongoing	<ul style="list-style-type: none"> <li>• Access to resources</li> <li>• PD on writing with varied sources of text</li> </ul>	<ul style="list-style-type: none"> <li>• Buy-In from all staff</li> <li>• Overcome by PLC's</li> </ul>	End of 2016

Outcome: \_\_\_\_\_

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Design Principle: **Require Powerful Teaching and Learning**

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<b>2.9: Instruction</b>	Beginning			Early Steps	
<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<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>	
<b>Incorporate opportunities for students to collaborate</b>	<b>All staff</b>	<b>ongoing</b>	<ul style="list-style-type: none"> <li>• <b>Researched-based strategies</b></li> <li>• <b>Opportunities to model expectations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Buy-in/teacher understanding</li> <li>• PLC's/PD and constant feedback will help overcome</li> </ul>	End of 2016
<b>Incorporating cooperative learning techniques</b>  <b>(Monitor through classroom observations, lesson plans and measured through minutes of PLC's and MSTAR.</b>	<b>All staff</b>	<b>ongoing</b>	<ul style="list-style-type: none"> <li>• <b>Professional Development</b></li> <li>• <b>Cooperative Learning Strategies</b></li> </ul>	<ul style="list-style-type: none"> <li>• Being open to change</li> <li>• Reverting to comfort zone</li> <li>• PLC's and Peer Observations will help overcome.</li> </ul>	End of 2016

Outcome: \_\_\_\_\_

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>2.13: Assessment</b>	Beginning			Early Steps	
<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<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>	
<b>Providing feedback as a regular practice</b>	<b>Administration and staff</b>	ongoing	<ul style="list-style-type: none"> <li>• PD on providing effective feedback</li> <li>• Opportunities to model expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Stepping out of comfort zone</li> <li>• PLC's/PD and constant feedback will help overcome</li> </ul>	End of 2016
<b>Holding Student Conferences</b> <b>(Monitor through communication log and measure by administrators observations, and follow-up of communication log</b>	<b>All staff</b>	ongoing	<ul style="list-style-type: none"> <li>• PD to providing effective feedback</li> <li>• Cooperative Learning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Setting aside time during the day to conference with students about academic progress</li> <li>• PLC's and practice through role playing will help overcome.</li> </ul>	End of 2016

Outcome: \_\_\_\_\_

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Personalization**

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>3.4: Affective and Academic Support</b>	Beginning			Early Steps	
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>	
<b>Implement credit recovery</b>	<b>All teachers and Administration</b>	<b>August 2015</b>	<ul style="list-style-type: none"> <li>• <b>List of data of who needs tutoring or remediation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Employees</li> <li>• Can overcome by budgeting at end of year</li> </ul>	End of 2016
<b>Provides tutors or lead teacher/coaches (Monitor through logging of time and teaching practices involving student data and measured for students participating in credit recovery.</b>	<b>Lead Teacher</b>	<b>August 2015</b>	<ul style="list-style-type: none"> <li>• <b>PD on coaching staff members to provide remediation</b></li> <li>• <b>Improve scheduling</b></li> </ul>	<ul style="list-style-type: none"> <li>• Funding and personnel</li> </ul>	End of 2016

Outcome: \_\_\_\_\_

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Personalization**

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>3.6: Adult Student Relationships</b>	Early Beginning			Beginning	
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>	
<b>Teacher will send a letter to all students in their advisory group. Administrator will collect copies of letters and ensure all staff comply</b>	<b>All teachers and Administration</b>	<b>August 2015</b>	<ul style="list-style-type: none"> <li>• Office Letters</li> <li>• Addresses</li> <li>• Postage</li> <li>• Staff Buyin</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers not sending letters</li> <li>• Addresses not correct</li> <li>• Can overcome by administration tracking addresses when they are returned. Making phone calls as well.</li> </ul>	End of 2016
<b>Observation of relationships; survey; communication logs</b>	<b>All teachers and administration</b>	<b>August 2015</b>	<ul style="list-style-type: none"> <li>• Peer observations</li> <li>• Teacher Buy-In</li> </ul>	<ul style="list-style-type: none"> <li>• Look at proofs of residency for correct addresses</li> </ul>	Ongoing

Outcome: \_\_\_\_\_

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Redefine Professionalism**

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>4.1: Collaborative Work Orientation</b>	Early Beginning			Beginning	
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>	
<b>Use MSTAR evaluations to pair teachers based on their weaknesses/strengths</b>	<b>All staff</b>	<b>May 2016</b>	<ul style="list-style-type: none"> <li>• <b>Principals use MSTAR scores to pair teachers for peer observations</b></li> <li>• <b>Calendar</b></li> <li>• <b>Observation form</b></li> <li>• <b>Monitoring Tool</b></li> </ul>	<ul style="list-style-type: none"> <li>• Extracurricular activities/athletics</li> <li>• Can overcome by staff buy in (positive feedback)</li> <li>• Time</li> <li>• Personnel to cover classes for peer observations</li> </ul>	End of 2016
<b>(Monitor by a monthly calendar being provided to staff by administrators. Feedback forms will be used to monitor effectiveness. This form will be designed to include specific look fors and a plan of implementation.</b>					

Outcome: \_\_\_\_\_

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Redefine Professionalism**

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>4.6: Shared Responsibility and Collaborative Decision Making</b>	Early Beginning			Beginning	
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>	
<b>Divide each grade into smaller groups based on interests (approximately 20 or less) in order to implement community service projects</b>	<b>Counselor and administrator</b>	<b>October 2015</b>	<ul style="list-style-type: none"> <li>• <b>Administer students an interest inventory observations</b></li> <li>• <b>Divide into homogeneous groups</b></li> <li>• <b>Schedule for meeting and access to community resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Student interest</li> <li>• Opportunities for outside experiences</li> <li>• Can overcome by using local resources to provide opportunities to use community volunteers to help</li> </ul>	End of 2016
<b>A teacher will be assigned to each group</b>	<b>Counselor and administrator</b>	<b>October 2015</b>			
<b>(Monitor and measure through surveys)</b>					

Outcome: \_\_\_\_\_

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Leadership**

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>5.1: Leadership</b>	Beginning			Early Steps	
<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<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>	
<b>Collaborative effort by all staff members to communicate to all stakeholders</b>  <b>Observation and Evaluation of Progress</b> <b>Student progress, behavior and assessment results</b>	<b>All staff</b>	<b>Randomly throughout the year</b>	<ul style="list-style-type: none"> <li>• <b>Strategic Planning of PD</b></li> <li>• <b>Use of strategic plan to drive all decisions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Buy-In and accountability</li> <li>• To overcome by allowing input from all stakeholders and communicating vision and goals repeatedly.</li> </ul>	End of 2016
<b>(Monitor/Measure through surveys and meetings with stakeholders within the school and community (needs assessment))</b>					End of 2016

Outcome: \_\_\_\_\_

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Leadership**

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>5.7: The Principal Collects or receives Data</b>	Beginning			Early Steps	
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>	
<b>Retrieve and share data at various points (benchmark testing)</b>	<b>All staff</b>	<b>Randomly throughout the year</b>	<ul style="list-style-type: none"> <li>• <b>PD on data analysis that is relevant to specific subject areas observations</b></li> <li>• <b>Data posted for reference</b></li> <li>• <b>Progress Monitoring</b></li> </ul>	<ul style="list-style-type: none"> <li>• PD Time/Focused PD</li> <li>• PLC's</li> <li>• Remediation Time</li> <li>• Having specific resources for all areas</li> </ul>	End of 2016
<b>(Monitor/Measure through the progress of the intervention. Check the progress of student achievement and growth overall based on common assessments throughout the year.</b>					

Outcome: \_\_\_\_\_

# Philadelphia High School

## Restructuring Plan for Graduation

Design Principle: **Program Sustainability**

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
<b>6.6: Shared Responsibility and Collaborative Decision Making</b>	Beginning			Early Steps	
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>	
<b>Incorporate more community mentors</b>	<b>Staff committee, Counselor and administrator</b>	Ongoing	<ul style="list-style-type: none"> <li>• <b>Willing stakeholders</b></li> <li>• <b>PR Opportunities</b></li> <li>• <b>Utilize various means of social media</b></li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for outside experiences</li> <li>• Can overcome by using local resources to provide opportunities</li> <li>• Use community volunteers to help</li> <li>• Communicate early for specific events</li> </ul>	Ongoing
<b>Promote assemblies for business leaders to come and provide information</b>  <b>(Monitor by conducting surveys for parents and collecting data to address positives and negatives)</b>	<b>Counselor and administrator</b>	October 2015	<ul style="list-style-type: none"> <li>• <b>Speakers on various school related topics</b></li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling around extracurricular events</li> <li>• We could build or develop positive image</li> <li>• Utilizing parental involvement funds to support results from needs survey</li> </ul>	Ongoing

Outcome: \_\_\_\_\_

**Philadelphia High School**  
**Restructuring Plan for Graduation**