

**Wilkinson County High School/William Winans Middle School**

**Graduation Rate/Drop-out Prevention Plan**

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

<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</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>Indicator 1.5 College Credit</b>	<b>Beginning:</b> Students develop a four/five year ICAP before the Freshman year.	<b>Early Steps:</b> Students will review their four/five year ICAP occasionally with a staff Members.

<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>	
1. Every student assigned a mentor at beginning of 9 <sup>th</sup> grade (freshman) year.	Principal/Guidance Counselor	Oct. 1, 2015	Teachers; Copy of students ICAP Plan	Scheduling of mentor/mentee meetings	
2. Students meet monthly with mentor teacher to review ICAP Plan.	Mentor Teacher/ Students	October, 2015	Teachers; Copy of students ICAP Plan	None	
3. Guidance Counselor meet with students on a consistent basis to assure students are on track.	Guidance Counselor	On-going 2015-2016	Teachers; Copy of students ICAP Plan	Scheduling of mentor/mentee meeting.	

**Outcome:** Mentors and students are keenly aware of ICAP Plan for students.

**Design Principle: 3: Personalization**

<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</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>3.8 Adult/Student Relationships</b>	<b>Beginning: Every student has a teacher advisor</b>	<b>Teacher/Advisors meet with their assigned students once a month.</b>

<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>	
1. Schedule Teacher/Advisors meeting once a month.	Administrator/ Counselor	October, 2015	Copy of scheduled meetings.	School interruptions in the day. Set aside a dedicated time and day for meetings.	
2. Teacher have access to students current Progress Reports.	Counselor/ Teacher/Students	October, 2015	Students' Progress Reports, ICAP Plans.	Teachers' access to reports. Counselor print reports prior to meetings.	
3. Teacher/Advisors meeting centered around students academic progress, ICAP Plan, personal interest, etc.	Teacher/Counselor/ Administrator	October, 2015	Suggested Agenda for meetings.	None	

**Outcome:** All students feel there is a mentor/adult that cares and are interested in their progress.

Design Principle: 5. Leadership

<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</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>Indicator 5.5</b> <b>Focus on Powerful Teaching and Learning</b>	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 practices.

<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>Subject area teachers are assigned common planning periods in master schedule.</b>	Principal/Counselor	July 1, 2015	Access to "SAM7's Computer Scheduling program	Conflicts in program; scheduling. Overriding with scheduling.	
<b>Provide each content area teacher with a copy of course framework and standards.</b>	Principal	August, 2015	Current course framework and Standards from MDE.	Updating standards and frameworks when necessary	
<b>Administrator lead teachers' discussions in PLC's centering around current test data and analysis.</b>	Principal/Teacher	Ongoing throughout 2015-2016 School year	Teacher supply assessments on weekly basis along with teaching interventions and school year differentially.	Interruptions in the school day during scheduled meetings.	

**Outcome:** Principal and teachers have documentation showing students' progress in academic course curriculum areas.