

Wilkinson County High School/William Winans Middle School

Graduation Rate/Drop-out Prevention Plan

Design Principle:1: Ready for College and Career

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

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>	
1. Every student assigned a mentor at beginning of 9 th grade (freshman) year.	Principal/Guidance Counselor	Oct. 2, 2017	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, 2017	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 2017-2018	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

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 <i>Beginning, Early Steps, Growing Innovation, or New Paradigm</i>
3.8 Adult/Student Relationships	Beginning: Every student has a teacher advisor	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>	
1. Schedule Teacher/Advisors meeting once a month.	Administrator/ Counselor	October, 2017	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, 2017	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, 2017	Suggested Agenda for meetings.	None	

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

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

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>	
Subject area teachers are assigned common planning periods in master schedule.	Principal/Counselor	July 1, 2017	Access to "SAM7's Computer Scheduling program	Conflicts in program; scheduling. Overriding with scheduling.	
Provide each content area teacher with a copy of course framework and standards.	Principal	August, 2017	Current course framework and Standards from MDE.	Updating standards and frameworks when necessary	
Administrator lead teachers' discussions in PLC's centering around current test data and analysis.	Principal/Teacher	Ongoing throughout 2017-2018 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.