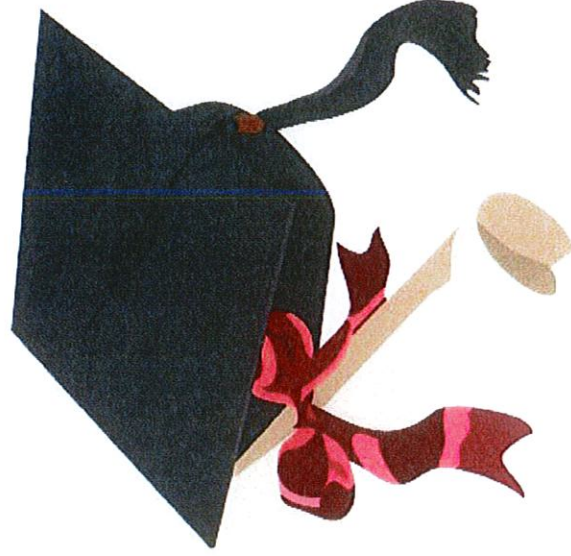




WESTERN LINE SCHOOL DISTRICT

"Committed to Excellence in Education"

Graduation Restructuring And Drop-out Prevention Plan 2021-2022



Western Line School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entity.



WESTERN LINE SCHOOL DISTRICT

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Summary of Data

Data for 19-20

	Western Line	O'Bannon High	Riverside High
Graduation Rate	86.7%	90.7%	81.7%
Drop-Out Rate			
Enrollment	1704	415	381
# In-field Teachers	89.5%	82%	85.8%
Chronic Absenteeism	19.31%	17.35%	21.26%
Expenditure per pupil	\$10,792.86	\$11,443.25	\$11,769.33

Data for 18-19

	Western Line	O'Bannon High	Riverside High
Graduation Rate	83.9%	81.8%	87.3%
Drop-Out Rate			
Enrollment	1955	421	405
# In-field Teachers	89.5%	82.3%	92.0%
Chronic Absenteeism	16%	11.4%	29.2%
Expenditure per pupil	\$8,806.21	\$9,924.34	\$9,585.48

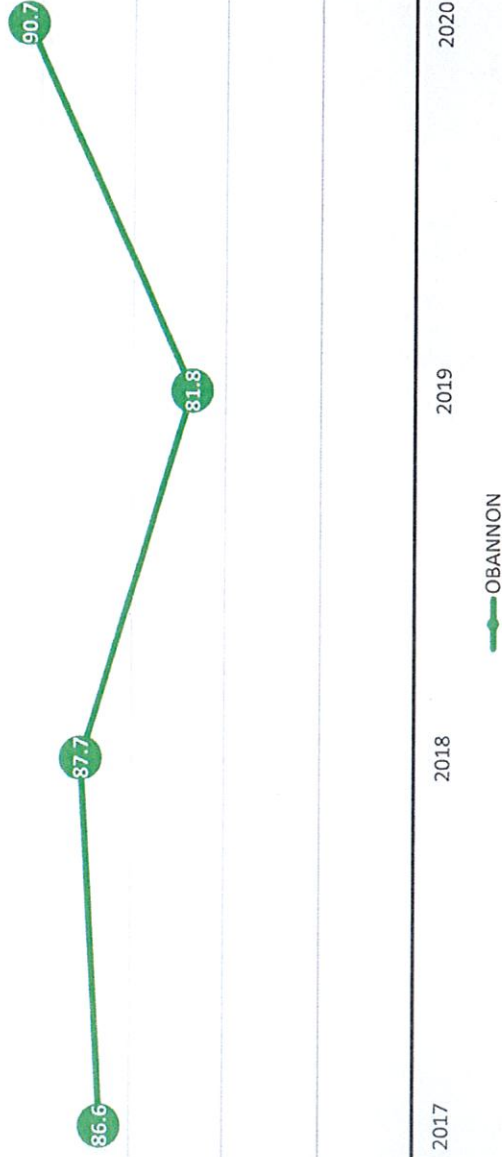
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WESTERN LINE SCHOOL DISTRICT

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O'BANNON HIGH SCHOOL GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



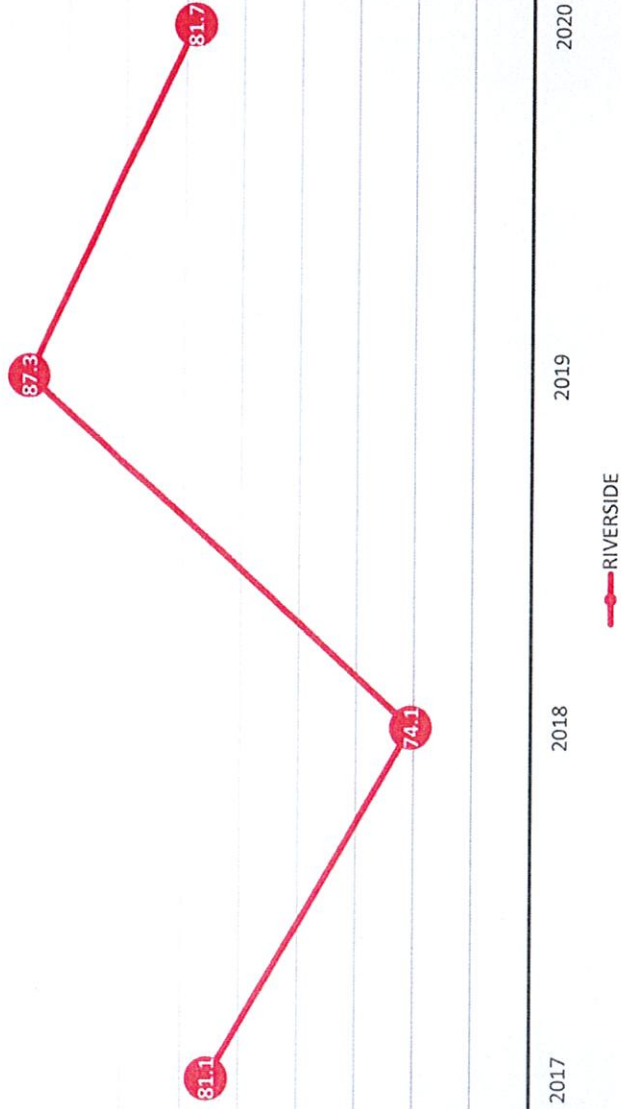
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RIVERSIDE HIGH SCHOOL GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



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WESTERN LINE SCHOOL DISTRICT

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GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



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District Level Strategies:

- 1. Increase the success rates in Kindergarten, first and second grade:**
 - Administer progress monitoring assessments (Star Reading and Star Math) and develop an Individual Reading Plan (IRP) for students who fall into the bottom two categories (red and yellow) to include strategies and progress monitoring.
 - Monitor teachers to determine the level of differentiated instruction through lesson plans and classroom observations
 - Utilize parent liaisons and counselors when student's absenteeism or tardiness begins to fall into the at-risk (sliding track) or more than 3 absences per 9 weeks.
 - Provide Parental Involvement meetings focusing on skills required for incoming kindergarten students to the parents of the pre-kindergarten students at both elementary schools.
 - Provide links or copies of the parent information pamphlets to help parents understand skills students should master at each grade level.

2020-2021 Data

	Number Retained	Percentage
O'Bannon Elementary		
Kindergarten	8	13%
1 st Grade	1	5%
2 nd Grade	1	5%
Riverside Elementary		
Kindergarten	8	15%
1 st Grade	5	11%
2 nd Grade	5	7%

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WESTERN LINE SCHOOL DISTRICT

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2. Targeting Subgroups that need additional assistance meeting graduation requirements

- **Special Education Students**
 - Special education students receive assistance based on the development of an annual IEP. General education teachers, special education teachers, parents and administrators (and other district personnel) come together to develop the most appropriate plan for graduation for each student. Students have a transition plan that incorporates their graduation track, their work experiences, classroom accommodation, and other behavior or education issues to guide them toward the path of career and/or college best suited for their needs.
- **English Language Learners**
 - English Language Learners are given an accommodation plan to assist them in the general education classes. The counselor works with each student during the year in developing the ISP to determine the most appropriate career and diploma track. Students are allowed certain accommodations to meet their needs of adapting to the English language.
- **Homeless**
 - Counselors work directly with homeless students to ensure they are enrolled in the appropriate classes since they often do not come with complete records. Title I funds are also available for purchasing specific materials to assist these students in advancing toward graduation requirements.
- **Alternatively Placed Students / Students with repeated ISS placements**
 - Students placed in the alternative program or who are frequently placed in in-school suspension have an individual behavior plan. The students are provided instruction daily from a certified teacher. The students also have technology with Edgenuity to all them to work on all subjects in the Alternative placement.

2020-2021	O'Bannon High School	Riverside High School
Special Education Students	38	39
English Language Learners	4	4
Homeless	0	0
OSS	14%	7%
ISS	7%	1%
Alternative Placement	7	0

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3. Students Over- Age who remain in school to graduate

2019-2020 data

Age	O'Bannon High	Riverside High
19-21	11	14

Strategies to encourage/recover students who have the potential to or who have dropped out of school

- Implementation of the ICAP/ISP program to encourage students to focus on their individual college and career pathway;
- Counselors and principals meeting with parents and students who are potential drop-outs.
- Teacher Mentor with students to encourage them to stay in and get the diploma.
- Connections to GED programs should the student make the decision to drop out;
- Follow-up with the student and parent regarding SATP remediation and assessment (if that is the reason for the non-graduation)

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4. Students who are performing below grade level in grades 1 – 8.

- a. Star Reading and Star Math are utilized as screeners to determine where each student is performing. These assessments are done 3 to 4 times each year on all students to monitor progress. Students who are deemed low performing or placed in Tier II or Tier III, will receive screeners every two weeks.
- b. The strategies involved in Tier II and Tier III will assist students in closing the gap with their peers.
- c. Parent Liaisons and counselors will meet with parents to discuss the additional resources through the MDE and their strongreadersms.com website.
- d. Online instructional programs, such as IReady, My Reading Coach, etc. are available for students to work on and demonstrate progress in math and reading related subjects.

Action Plan Template

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 on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
3.5 Affective and Academic Support	Beginning: Students explore and identify their interests	Early Steps: Students pursue their interests in a purposeful manner

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 research their interests and related careers in depth through the Choices program utilizing videos and external websites.	Counseling Assistant Counselor	Dec 1	Computers with internet access Printers Paper Printer ink	Scheduling conflict—work with teachers to schedule	
Students will report their findings to their peers and teachers in classes as a research project.	Students	March 15	Computers Printer Paper Printer ink Teachers	Student complacency—presentations would be an opportunity to earn bonus points.	

Outcome:

Action Plan Template

Design Principle: 4 Redefine Professionalism (Individualized Professional Development)

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>	
4.12 Sustainability	Schools have a mechanism for disseminating resources and materials garnered from network professional development experiences			Schools secure resources and professional development experiences aligned with the school's mission and vision and Design Principles.	
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>	
Professional Development will be scheduled based on needs assessment, discussions with teachers and administrators, and test score.	Curriculum Coordinator Principals Administrators	July 2021	Schedule Board approval Needs assessment Discussions with staff	Time – time will be set aside during the school day Buy-in – teachers will have a stake in the PD	
ASCD Activate will be purchased to utilize during the professional development sessions	Administrators	By July 31, 2021	Funds	Funds – money will be set aside in federal and local funds	
ASCD Activate will be used during select professional development sessions based on topics determined to be of most value to the staff	Administrators Principals Select Teachers	On-going during 2021-2022	Time Computers Schedule of trainings	Time for teachers to develop their presentations	
Teachers will be selected to lead the professional development sessions based on the Activate resources (videos, handouts, discussion topics) (See PD calendar)	Principals and Select Teachers	Selected sessions 2021-2022 school year	ASCD Activate Program Time Smartboard/ Handouts	Time for teachers to work together to develop their presentations	
Survey the teachers at the end of the year to determine effectiveness	Curriculum Coordinator	May 2022	Google Docs Time	None	

Outcome: _____

Action Plan Template

Design Principle: 4 Redefine Professionalism (learning from within)

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>			
4.1: Collaborative Work Orientation	Beginning – Principals observe teachers	Early Steps – Teachers observe their peers in practice			
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>	
Train teachers on using the PGS (Professional Growth System) walk-through form	Administration Staff	Mid-August, 2021	Professional Develop / Individual teacher sessions / Teacher PLC's	Lack of motivation / participation Time / Scheduling	
Schedule and facilitate peer observations to ensure equitable opportunities to observe peer teachers / classes who are using technology effectively	Principal / Teachers	On-going 2021-2022	Time / Master Schedule Copies of schedule to post Copies of the walk-through form	Time / scheduling barriers	
Track and review peer observations	Administration Staff	School year 2021-2022	Sign-in Sheets or Log of participation / copies of observations (For PGS)	Time / Teacher buy-in Teachers losing observations	
Survey teachers to solicit feedback on effectiveness of process	Curriculum Interventionist	May 2022	Google Docs / Access to computers	Reliability of instrument / teacher's use of the survey	

Outcome: _____

Action Plan Template

Design Principle: 5: Leadership

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?
5.7 Focus on Powerful Teaching & Learning	Early Steps – The principal makes data available to staff for review and reflection	Growing Innovation – The principal facilitates conversations with staff about the use of data to improve school performance through systematic collections, analysis and goal setting

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?	
Reports from EZ test tracker (MAAP assessments), BMA Assessments, iReady, and Star Assessments will be pulled, manipulated and printed for efficiency	Lead teachers Principals Curriculum Coordinator	Quarterly 2021-2022 school year	Time Computer Completed assessments Knowledge of the programs	Knowledge – Staff will be trained to use the data bases All students assessed – A schedule will be made for assessments which includes make-up times	
Administration of quarterly district assessments; research based progress monitoring; teacher assessments; etc.	Computer lab techs Teachers	School year 2021-2022	Developed Assessments / Funds to purchase researched based assessments / computer labs/	Funds – Purchased district wide Student Absences – Make up dates Technology issues - consistent maintenance of technology	
Quarterly reports (minimum) for teachers of all relevant data	Academic Coach / Principals	Quarterly (minimum) 2021-2022	Printer / Computer / Paper / Time	Time to review the reports – Time will be set aside during PD and grade group meetings	
Teachers will use data to progress monitor student and adjust instruction as needed; Providing differentiated instruction as appropriate	Teachers	Daily	PD (understanding Data / DI) / Instructional materials / relevant data	Buy-in ; knowledge of data / time to analyze data and prepare lessons	

Outcome:

Action Plan Template

Design Principle: 1 – 3 College Ready Skills

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>	
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>	
Curriculum Interventionist and teachers will review pacing guides and curriculum documents to ensure CCR Standards and increased rigor	Lead teachers Curriculum Coordinator	July / August 2021	Time Documents Stipends	Money – Federal Programs Time - Scheduled prior to leaving school	
Teachers will receive training supports in developing rigor during professional development sessions (imbedded in the classroom and in groups)	Curriculum Coordinator and outside trainers	On-going 2021-2022	Computers with internet access Time in PD schedule Outside trainers Curriculum and rigor examples	Time - Teachers must be scheduled into the sessions ensuring all instructional staff are trained	
Principals will monitor lesson plans, classroom lessons and assessments during the school year.	Administration Staff	Ongoing School year 2021-2022	Time Evaluation sheets Access to lesson plans	Time in the administrators day to get into the classroom – Principals are working to schedule time in the classrooms	
Teachers (with the principal and curriculum coordinator) will review BMA results after each 9 weeks assessment to determine if students are mastering the college and career standards for each subject. Small groups will be assigned for some students to increase instructional time.	Teachers and Administration Staff	Quarterly SEE PD Calendar	Teachers will review during Professional Development Meeting	Student attendance Computer availability State/district testing Notify parents of activities Schedule computer lab in advance Check testing calendar	
Teachers will review and reteach materials that were not mastered	Teachers Principals	4 th 9 weeks, 2022	Time Lesson Plans Training on Differentiated Instruction	Limited Training – Focus of PD Time – Set aside time	

Outcome:

Action Plan Template

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 on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
1.5 College Credit	Beginning: Students develop a four/five year ISPs by the end of the 8 th grade year	Early Steps: Students review their four/five year ISP yearly with a staff member

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 review and update ISPs with the counselor and/or counseling assistant (CA).	Counselor & Counselor assistant	October 30 (returning students) March 1 (new students & 8 th grade)	Counselor Assistant Computers with internet access Schedules Transcripts	Student attendance Computer availability State/district testing Notify parents of activities Schedule computer lab in advance Check testing calendar	
Students will complete milestones through the Choices Program for their grade level (8 – 12) with counseling assistant (CA) and/or Counselor	Counselor, Counselor Assistant	March 1	Counselor Assistant Computers with internet Paper Printer Printer ink	Student attendance Computer availability State/district testing Notify parents of activities Schedule computer lab in advance Check testing calendar	
Students will complete course selections and create/update ISPs to reflect changes in plans for classes and career interests	Students CA Counselor	March 1	CA Computers with internet Paper Printer Printer ink	Student attendance Computer availability State/district testing Notify parents of activities Schedule computer lab in advance Check testing calendar	
Outcome:					

Action Plan Template

Design Principle 2 – Require Powerful Teaching and learning

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>			
2.4 Instruction	Beginning: Instruction meets the learning needs of some, but not all students.	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.			
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>	
Training on Differentiated Instruction and Closing the Gap	Consultants / Outside PD	Fall 2021	PD training on topics	Time – set aside in PD calendar Funds – Federal Funds	
Teachers will provide differentiated instruction in the classroom	Teacher	On Going	Professional Development Instructional materials	Teacher attendance Failure to implement differentiated instruction Design instruction	
Walk through evaluations and observations of online sessions to monitor levels of differentiated instruction	Administrators Peer-observations	Ongoing SY 2021-2022	Principal Training Lessons plans that reflect differentiated instruction Computer access	Teacher attendance at PD Lack of relevant & effective PD Implementation of skills learned	
Lesson plans to include instructional strategies (including rubrics and small group activities) that guide differentiated instruction	Teachers Curriculum Coordinator Principals	Per 9 - weeks	Instructional activities Group activities	Time Teacher attendance at PD	
PLC sessions for teachers to develop resources and strategies for specific objectives / common deficits.	Teachers Administrators Consultants	On going	Personal Development Instructional Strategies Materials Computer Access	Personal Development Teacher Attendance Time Computer Access	

Outcome: