

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 New Paradigms</i>
Indicator 1.5 College Credit	Beginning: Students develop a five-year ISP in the Seventh Grade.	Early Steps: Students will review their five-year ISP 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>Why do you need to complete this step? (People, money, tools, resources and etc.)</i>	<i>What are the barriers of completing the tasks? How will you overcome those barriers?</i>	
1. Every student assigned a mentor at beginning of their freshman year	Principal/Guidance Counselor	August 2020	Teachers; Copy of students' ISPs	Scheduling of mentor/mentee meetings.	
2. Students meet monthly with mentor teacher to review ISP.	Mentor Teachers/Students	October 2020	Teachers; Copy of students' ISPs	None	
3. Guidance Counselor meet with students on a consistent basis to assure students are track.	Guidance Counselor	On-going 2020-2021	Teachers; Copy of students' ISPs	Scheduling of mentor/mentee meetings.	

Outcome: Mentors and students are keenly aware of ISP 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 New Paradigms</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>Why do you need to complete this step? (People, money, tools, resources and etc.)</i>	<i>What are the barriers of completing the tasks? How will you overcome those barriers?</i>	
1. Schedule Teacher/Advisors meeting once a month.	Principal/Guidance Counselor	August 2020	Copy of scheduled meetings	School interruptions in the day. Set aside a dedicated time and place for the meetings.	
2. Teachers have access to student current progress reports.	Counselor, teachers and students	October 2020	Students Progress Reports and ISP	Teachers' access to reports. Counselor print reports prior to the meetings.	
3. Teacher/Advisors meeting centered around student academic progress. ISP, personal interest, etc.	Principal, Assistant Principal, Counselor and teachers	October 2020	Meeting Agendas	None	

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

Design Principle 5: Leadership

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 New Paradigms</i>
Indicator 5.5 Focus on quality 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>Why do you need to complete this step? (People, money, tools, resources and etc.)</i>	<i>What are the barriers of completing the tasks? How will you overcome those barriers?</i>	
1. Teachers are assigned common planning periods in the master schedule.	Principal/Guidance Counselor	July 2020	Access to computer scheduling program.	Conflicts in program; scheduling and overriding with scheduling.	
2. Teachers will be provided with a copy of course framework and standards.	Principal and Assistant Principal	August 2020	Current MDE framework and standards.	Updating framework and standards when necessary.	
3. Principal lead PLC meetings with discussions on current test data and analysis of student learning.	Principal, Assistant Principal, and Teacher	On-going throughout the 2020-2021 school year.	Biweekly assessment and classroom interventions	School interruptions	

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