

**ROADMAP TO SUCCESS:  
A FRAMEWORK FOR DISTRICT DROPOUT  
PREVENTION PLANS**



**Carey M. Wight, Ph.D.  
Superintendent of Education**

**Director, Office of Dropout Prevention**

## **Roadmap to Success: A Framework for District Dropout Prevention Plans**

### **Requirement**

Following the completion of the needs assessment, the district dropout prevention team will detail the implementation of current district-level initiatives related to K-12 dropout prevention, in addition to proposed initiatives. The plan shall include the following components:

1. A District Dropout Prevention Plan cover sheet and Dropout Prevention Team sign-off sheet, containing the following information:
  - The local contact person's name, position, title, address, telephone number, and fax number
  - The district name and a list of the schools (elementary, middle and high) within the district
  - The names and signatures of district dropout prevention team members
2. A Statement of Assurance, containing the following information:
  - The district dropout prevention team leader's name, title, address, telephone number, and fax number
  - The approval signature of the district superintendent and school board chair
3. Outcomes of the needs assessment
  - Identification of students in need of targeted assistance
  - Identification of potential risk factors
  - Needs statements
  - Prioritization of needs
4. Details of current district initiatives
  - Addressing the MDE's Five Strategic Initiatives
  - Addressing the National Dropout Prevention Center's (NDPC) 15 Strategies for Dropout Prevention
  - Highlighting school level impact (elementary, middle, high school)
5. Proposed initiatives with prioritized actions. Both current and proposed initiatives should include:
  - District goals that describe the overall end result the district wishes to achieve to address dropout prevention. (Note: Local districts may require school-level plans based on individual school needs and variations in dropout rates). The goals should be:
    - Derived from the prioritized needs of the school
    - Stated in terms of student outcomes
    - Measurable
    - Specific and clear
    - Ambitious
    - Achievable
    - Long-term (three to five years)
    - Based on established start date and completion dates

- Benchmarks to serve as implementation checkpoints, to allow a district to assess how well it is progressing towards its goal
- A description of the persons who will be responsible for the implementation of the goal
- An evaluation component that provides evidence of the achievement of the objective The evaluation component should:
  - Be measurable
  - Be directly related to the objective
  - Include evaluation data collected along the way (when possible)
  - Identify the source of evaluation information identified

## **A Framework**

To assist districts with the development of individual dropout prevention plans, the information contained in this document provides a template that district dropout prevention teams may use as a framework. The completion of each section of this document will fulfill the requirements for a District Dropout Prevention Plan. The Mississippi Department of Education Office of Dropout Prevention encourages districts to adapt this document, as needed, to account for individual district requirements.

Should you require any additional information on these of this document, or on the development of your District Dropout Prevention Plan, please contact Dr. Sheril Smith, Director, Office of Dropout Prevention, by email at [srsmith@mde.k12.ms.us](mailto:srsmith@mde.k12.ms.us), or by telephone at (601) 359-3177.

**Part I. Dropout Prevention Plan  
Cover Sheet**

School District: <u>Columbus Municipal School District</u>	
Superintendent: <u>Dr. Philip W.V. Hickman</u>	_____ (signature)
Principal: <u>Lori Cargile</u>	_____ (signature)
School Name: <u>Columbus High School</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>Billie Smith</u>	_____ (signature)
School Name: <u>Columbus Middle School</u>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>Tamela Barr</u>	_____ (signature)
School Name: <u>Columbus Success Academy</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input checked="" type="checkbox"/> Other (please check one)
Principal: <u>Dr. Tim Wilcox</u>	_____ (signature)
School Name: <u>Joe Cook Elementary</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>Billie Smith</u>	_____ (signature)
School Name: <u>Fairview Elementary</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>Tawan Williams</u>	_____ (signature)
School Name: <u>Franklin Academy</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>Kimberly Long</u>	_____ (signature)
School Name: <u>Sale Elementary</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)

Principal: <u>Kimberly Gardner</u>	_____ (signature)
School Name: <u>Stokes-Beard Elementary</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>Christopher Bray</u>	_____ (signature)
School Name: <u>McKellar Technology Center</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input checked="" type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)

**Part II. Local Dropout Prevention Team Members—Final**

**School District:** Columbus Municipal School District

**Telephone #:** 662-241-7400

**Mailing Address:** P.O. Box 1308

**Fax #:** 662-241-7453

Columbus, MS 39703

**E-mail address for**

**Superintendent:** [hickmanp@columbus.k12.ms.us](mailto:hickmanp@columbus.k12.ms.us)

**Team Leader:** [lenoirp@columbus.k12.ms.us](mailto:lenoirp@columbus.k12.ms.us)

		Please check one area for each		
		Civic/Gov't Agency Rep.	Community Rep.	School Staff
<u>Dr. Philip W.V. Hickman</u> Superintendent	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Pamela Barr-Lenoir</u> Team Leader	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
_____ Team Sponsor	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Team Parent	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Christopher Bray</u> Team Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Lori Cargile</u> Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Tim Wilcox</u> Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Tamela Barr</u> Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Evan Caine</u> Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Bruce Pugh</u> Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Craig Shannon</u> Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Dr. Candace Aldridge</u> Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Part III. Statement of Assurance**

On behalf of the Columbus Municipal School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate to 85% by 2018-2019; 2) reduce the state dropout rate by 50% by 2012-2013; and 3) reducing the truancy rate by 50% by 2012-2013.

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

.....  
**Dropout Prevention Team Leader:**

Name: Pamela Barr-Lenoir

Title: Assistant Superintendent

Mailing Address: P.O. Box 1308 Columbus, MS 39703

Telephone #: 662-241-7400

Fax #: 662-241-7453

District Superintendent: Dr. Philip W.V. Hickman

\_\_\_\_\_  
(signature)

School Board Chair: Angela Verdell

\_\_\_\_\_  
(signature)

### Part IV. District Data Form

District Name: Columbus Municipal School District

Graduation Rate: 79.8 %

Dropout Rate: 10.5 %

Truancy Rate:

	<b>Elementary School</b>		<b>Middle School</b>		<b>High School</b>	
<b>School Data</b>						
Number of Schools	5		1		1	
Cumulative Enrollment	2161		883		1066	
Counselor / Student Ratio	1/540		1/442		1/355	
<b>Student Demographic Data</b>						
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Female	1022	47	425	48	523	49
Male	1139	53	458	52	543	51
Asian	13	.6	5	.6	3	.3
Black	1966	91	809	92	1000	94
Hispanic	15	.7	8	.9	5	.5
Native American	2	.09	0	0	1	.09
White	130	6	50	6	51	5



**Staff Demographic Data (Teachers / Administrators)**

	District		Elementary		Secondary	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	298	84%	170	96%	128	73%
Male	55	16%	7	4%	48	27%
Asian	1	.5%	0	0%	1	1%
Black	181	51%	80	45%	101	57%
Hispanic	1	.5%	1	1%	0	0%
Native American	0	0%	0	0%	0	0%
White	170	48%	96	54%	74	42%

\* 2015 Demographics

**Part IV. District Data Form (Continued)**

<b>MCT Data – Percent Proficient or Above</b>				
	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	
Grade 2	N/A	N/A	N/A	
Grade 3	10.5		12.1	
Grade 4	11.7		4.9	
Grade 5	12.1		6.9	
Grade 6	12.8		3.7	
Grade 7	11.1		5.2	
Grade 8	10.3		2.7	
<b>High School Subject Area Tests – Percent Proficient or Above</b>				
	<b>Algebra I</b>	<b>US History</b>	<b>Biology</b>	<b>English II</b>
Grade 9	6.2	65	39	28.2
Grade 10				
Grade 11				
Grade 12				

**Part IV. District Data Form (Continued)**

<b>Additional District Information</b>	
<p>Number of GED Options Program Students</p> <p align="center">0 – No GED Program in CMSD</p>	<p>Number of Students Taking the GED Test</p> <p align="center">0</p>
<p>Number of GED Options Program Students Successfully Completing a GED</p> <p align="center">0</p>	<p>Number of Students Passing One or More Sections of the GED Test</p> <p align="center">0</p>
<p>Average Length of Time Spent in GED Options Program</p> <p align="center"> <input type="checkbox"/> 6 months              <input type="checkbox"/> one year              <input type="checkbox"/> two years              <input type="checkbox"/> more than two years         </p>	
<p>Number of Students Who are Two or More Years Behind Grade Level by 9<sup>th</sup> Grade</p> <p align="center">84 failed 2 or more years (source – iNow)</p>	<p>Does your district currently offer a “Fast-track” Program for high school students?</p> <p align="center">CMSD offers an Overage Academy for middle school students.</p>
<p>Number of Students with 5 or More Unexcused Absences</p> <p align="center">1611 (source – iNow)</p>	<p>Number of Students with 12 or More Unexcused Absences</p> <p align="center">417 (source – iNow)</p>
<p>Number of Discipline Referrals (Unduplicated)</p> <p align="center">1613 (source – iNow)</p>	<p>Number of Students Receiving Free/Reduced Meals</p> <p align="center">100% (100% Free)</p>
<p>Please add any additional or unique data elements in this section:</p>   	

## Part V. Needs Assessment Outcomes

In this section, please describe the major outcomes from your district needs assessment, as they address the following areas. **Note:** Based on the outcomes of your district needs assessment, you may wish to divide this area into various sub-sections (i.e., student-based, staff-based, school-based, project-oriented, etc.)

Needs Assessment Areas	Descriptions
Target Group Identified	<p>Students at-risk for dropping out of school will be identified in the following target group areas:</p> <ul style="list-style-type: none"> <li>• Basic or minimum scores on all state assessments (as applicable for the current year)</li> <li>• Mississippi Assessment Program (MAP)</li> <li>• 3<sup>rd</sup> Grade Summative Assessment</li> <li>• Subject Area Testing Program (SATP 2/3)</li> <li>• Language Assessment Scales (LAS) Links</li> <li>• Standardized Test for the Assessment of Reading (STAR)</li> <li>• Educational Leadership Solutions (ELS)</li> <li>• Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessment</li> <li>• Other summative and formative assessments</li> </ul>
Data Collection Methods Used	<p>Data collection methods are as follows:</p> <ul style="list-style-type: none"> <li>• BrightBytes Early Warning System</li> <li>• Needs assessment and student climate surveys               <ul style="list-style-type: none"> <li>○ Needs assessment and student climate surveys were administered to parents, teachers, students, and community members to ultimately determine targets areas for improvement.</li> </ul> </li> <li>• Discipline data               <ul style="list-style-type: none"> <li>○ Discipline data obtained via the district’s Information Now (I-NOW) system and the Mississippi Student Information System (MSIS) to determine targeted audience for dropout prevention plan.</li> </ul> </li> <li>• Attendance records               <ul style="list-style-type: none"> <li>○ Attendance records were examined via the district’s I-NOW system and MSIS to determine the at-risk population with a high percentage of absences.</li> </ul> </li> <li>• Assessment data               <ul style="list-style-type: none"> <li>○ Assessment data which includes but is not limited to MAP, SATP, and benchmark/progress monitoring assessments (NWEA MAP, STAR, and ELS).</li> </ul> </li> </ul>
Prioritized List of Needs	<p>Summarized prioritized list of needs are listed in order of precedence:</p> <ul style="list-style-type: none"> <li>• Discipline               <ul style="list-style-type: none"> <li>○ Implement consistent, continuous, fair, and effective practices and procedures as appropriate by grade level at all schools.</li> </ul> </li> <li>• Class size               <ul style="list-style-type: none"> <li>○ Maintain manageable and teachable student-teacher ratios in all classrooms.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Professional Development <ul style="list-style-type: none"> <li>○ Provide intensive, job embedded professional development on effective instructional practices, classroom management, student engagement, data analysis, and a rigorous and relevant curriculum.</li> <li>○ Offer training for regular education teachers on special education practices, policies, and procedures.</li> <li>○ Offer technology integration training.</li> <li>○ Provide technology training and other relevant topics for parents via workshops designed to increase parental involvement in their child’s education.</li> </ul> </li> <li>• Interventions <ul style="list-style-type: none"> <li>○ Provide interventions which include intensive support for all at-risk students</li> </ul> </li> <li>• Technology <ul style="list-style-type: none"> <li>○ Increase the amount of available technology devices for classroom and home use.</li> </ul> </li> <li>• Supplies and materials <ul style="list-style-type: none"> <li>○ Support quality instruction with supplies and materials necessary for successful student learners.</li> </ul> </li> </ul>
Short Term Goals	<p>Short term goals are as follows:</p> <ul style="list-style-type: none"> <li>• Full implementation of character development programs (WonderGrove Kids and Learning Earnings programs) and increase student incentives for positive behavior.</li> <li>• Implement strategies to increase parental involvement opportunities.</li> <li>• Provide professional development in identified areas for parents and teachers.</li> <li>• Provide tutoring services both during the day and after school for at-risk students (especially targeted 2<sup>nd</sup>/3<sup>rd</sup> graders to support Literacy Based Promotion Act).</li> <li>• Full implementation of Success Academy for overage students.</li> <li>• Full implementation of STEM and Pathways initiatives.</li> <li>• Provide additional technology resources and training.</li> <li>• Support academic instruction with supplies and materials.</li> </ul>
Long Term Goals	<p>Long term goals are as follows:</p> <ul style="list-style-type: none"> <li>• Improve teacher instructional delivery to increase student learning outcomes by providing a rigorous curriculum designed to have students’ college and/or career ready when they exit CMSD.</li> <li>• Balance student-teacher ratios in all classrooms.</li> <li>• Provide ample and adequate technology in all classrooms.</li> <li>• Ensure a safe learning environment that foster student learning.</li> <li>• Provide effective strategies to teachers and administrators to increase outreach efforts to parents and the community.</li> <li>• Build a school climate and culture conducive to teaching and learning.</li> </ul>
Recommendations for future needs assessments	<p>Recommendations for future needs assessments include:</p> <ul style="list-style-type: none"> <li>• Continue to conduct at minimum an annual needs assessment and student climate survey to determine ongoing revisions for the current dropout prevention plan.</li> <li>• Conduct an ongoing analysis of all data to ensure appropriate provisions and supports are in place for students to graduate college and/or career ready.</li> </ul>

**Part VI. Current District Initiatives**

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: increasing the district graduation rate; reducing the district dropout rate; and reducing the district truancy rate. Please provide an elaboration of each program on separate attachments, labeled Appendix A – Current District Initiatives.

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
<b>Systemic Renewal</b>	<ol style="list-style-type: none"> <li>1. PLCs that monitor data and ensure practices and/or programs support teaching and learning.</li> <li>2. School leadership teams</li> <li>3. Review of attendance, tardies, and discipline data</li> <li>4. ADVANC-ED process</li> <li>5. Title I School and District Plans</li> </ol>		<ol style="list-style-type: none"> <li>1. PLCs that monitor data and ensure practices and/or programs support teaching and learning.</li> <li>2. School leadership teams</li> <li>3. Review of attendance, tardies, and discipline data</li> <li>4. ADVANC-ED process</li> <li>5. Title I School and District Plans</li> </ol>	<ol style="list-style-type: none"> <li>1. PLCs that monitor data and ensure practices and/or programs support teaching and learning.</li> <li>2. School leadership teams</li> <li>3. Review of attendance, tardies, and discipline data</li> <li>4. ADVANC-ED process</li> <li>5. Title I School and District Plans</li> </ol>	<ol style="list-style-type: none"> <li>1. PLCs that monitor data and ensure practices and/or programs support teaching and learning.</li> <li>2. School leadership teams</li> <li>3. Review of attendance, tardies, and discipline data</li> <li>4. ADVANC-ED process</li> <li>5. Title I School and District Plans</li> </ol>
<b>School-Community Collaboration</b>	<ol style="list-style-type: none"> <li>1. Community partnerships (local businesses and industries, local universities and community colleges, civic organizations)</li> <li>2. Parent Trainings (workshops available to all stakeholders)</li> </ol>		<ol style="list-style-type: none"> <li>1. Visitor's Policy</li> <li>2. Role model/mentoring with various community agencies (Veterans, Link, Leadership Lowndes)</li> <li>3. Community partnerships (Junior Auxiliary, Headstart, Community Counseling, MUW)</li> </ol>	<ol style="list-style-type: none"> <li>1. Community partnerships (Community Counseling, 100 Black Men, Junior Auxiliary, and Father's Child Ministry)</li> <li>2. Student interns from local universities</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinicals</li> <li>2. Dual Credit opportunities with local Community College and University</li> <li>3. Partnership with elementary schools</li> <li>4. Community partnerships (Community Counseling)</li> </ol>

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
			<ul style="list-style-type: none"> <li>4. Student interns from local universities</li> <li>5. Parent Workshops, Parent/Teacher Conference Days</li> </ul>		<ul style="list-style-type: none"> <li>5. Student interns from local universities</li> </ul>
<b>Safe Learning Environments</b>	<ul style="list-style-type: none"> <li>1. District Safety Committee</li> <li>2. School Resource/Safety Officers available for all schools</li> <li>3. Partnership with Columbus Police Department and other local Emergency Management Officials</li> <li>4. Crisis Management Plan for district and all schools</li> <li>5. Falcon Blast Emergency Notification System</li> <li>6. Caught in the Act Program</li> </ul>		<ul style="list-style-type: none"> <li>1. Safety Committees</li> <li>2. Access to School Resource/Safety Officers</li> <li>3. Partnership with Columbus Police Department</li> <li>4. Crisis Management Plan (monthly drills)</li> <li>5. Character Education Programs (Wonder Grove)</li> <li>7. Learning Earnings</li> </ul>	<ul style="list-style-type: none"> <li>1. Safety Committees</li> <li>2. School Resource/Safety Officers</li> <li>3. Partnership with Columbus Police Department</li> <li>4. Crisis Management Plan (monthly drills)</li> <li>5. Learning Earnings</li> </ul>	<ul style="list-style-type: none"> <li>1. Safety Committees</li> <li>2. School Resource/Safety Officers</li> <li>3. Partnership with Columbus Police Department</li> <li>4. Crisis Management Plan (monthly drills)</li> <li>5. Learning Earnings</li> </ul>
<b>Family Engagement</b>	<ul style="list-style-type: none"> <li>1. School Board recognition of parents and students</li> <li>2. Parent Training (available for all stakeholders)</li> <li>3. Superintendent Parent Advisory Committee</li> <li>4. Town Hall Meetings</li> <li>5. Family Movie Nights</li> <li>6. Family Math and Science Nights</li> <li>7. Read, Right, Run</li> <li>8. Monthly Parent Newsletters</li> </ul>		<ul style="list-style-type: none"> <li>1. Back to School Picnics</li> <li>2. Family Reading Night</li> <li>3. Honor Roll Recognitions</li> <li>4. Red Ribbon Week</li> <li>5. Awards Programs/Ceremonies</li> <li>6. School level Parent Workshops based on needs identified by the school</li> <li>7. Parent volunteers/speakers</li> <li>8. PTO/PTA</li> <li>9. Family Movie Nights</li> <li>10. Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>1. iNow (inform parents of student grades and school activities)</li> <li>2. Parent workshops</li> <li>3. Monthly newsletters</li> <li>4. Open Door Policy</li> <li>5. School Tours</li> <li>6. Center for Creative Learning</li> <li>7. PTO</li> <li>8. Open House</li> <li>9. Family Movie Nights</li> <li>10. Student Recognition Programs</li> </ul>	<ul style="list-style-type: none"> <li>1. iNow (inform parents of student grades and school activities)</li> <li>2. Open Door Policy</li> <li>3. Freshman Orientation Program</li> <li>4. PTO</li> <li>5. FAFSA Prep Workshops</li> <li>6. College Night</li> <li>7. Monthly Parent Workshops</li> <li>8. Family Movie Nights</li> <li>9. Student Recognition Programs</li> </ul>

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
			11. iNow (inform parents of student grades and school activities)		
<b>Early Childhood Education</b>	1. PreKindergarten Program partnership with Headstart	1. PreKindergarten program in every elementary school	1. First Book Grant 2. Mentoring 3. Tutoring opportunities for kindergarten students (early intervention)	N/A	N/A
<b>Early Literacy Development</b>	1. STAR Early Literacy Screener 2. Leveled readers and First Book Grant for elementary schools 3. Literacy Centers at each elementary school 4. Established Teacher Support Teams 5. District wide research based reading program 6. Professional Development (LETRS, CMSD instructional model, etc.)	1. STAR Early Literacy Screener 2. Leveled readers and First Book Grant 3. Established PreKindergarten program in each elementary school 5. Research based reading program 6. Interventions		N/A	N/A
<b>Mentoring / Tutoring</b>	1. After school programs at elementary, middle, and high schools 2. After School Clubs	1. Junior Auxiliary Mentors/Tutors 2. Foster Grandparent Program at one elementary school 3. Student mentoring/tutoring program 4. At-risk tutoring 5. After school program 6. After School Clubs	1. Project Falcon SOAAR After School STEM Academy (21 <sup>st</sup> Century) 2. After School Clubs	1. Special Populations Tutoring 2. After School Tutoring program 3. Remedial SATP Classes 4. Mock Trial 5. After School Clubs 6. Making the Grade (21 <sup>st</sup> Century)	
<b>Service-Learning</b>	1. United Way of Lowndes County 2. Mayor's Youth Council	1. Recycling initiatives by classrooms/schools 2. Community canned good drives 3. United Way partnership 4. Ronald McDonald House donations	1. Relay for Life 2. United Way 3. Community Canned Food Drives	1. Various school level clubs 2. United Way	



15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
	3. Lowndes Young Leaders Program 4. Community Toy Drive 5. Jamestown Fire Victims Clothing and Resources Drive 6. Relay for Life 7. Read, Right, Run 8. Various other service projects as community needs arise	5. Various other service programs initiated through the district		4. Various other service programs initiated through the district	3. Vocational Exit Programs 4. Relay for Life 4. Various other service programs initiated through the district
<b>Alternative Schooling</b>	1. Traditional Alternative School Program 2. Success Academy for Overage Students 3. Short Term Suspension Center		1. Access to district alternative education program	1. Access to district alternative education program 2. Project Falcon SOAAR After School Stem Academy (21 <sup>st</sup> Century) 3. Summer Enrichment Program 4. Success Academy 5. Short Term Suspension Center	1. Access to district alternative education program 2. Credit Recovery Program 3. After School Program 4. Short Term Suspension Center 5. Making the Grade (21 <sup>st</sup> Century)
<b>After-School Opportunities</b>	1. After school programs/opportunities available in all schools (elementary, middle, and high school) 2. Extra-curricular activities (sports, clubs, etc.) available at all schools		1. After School Academy 2. Various community-based after school programs	1. Various extra-curricular activities (sports, SPIRIT - gifted program, etc.) 2. Project Falcon SOAAR After School STEM Academy	1. Various extra-curricular activities (sports, clubs, etc.) 2. SATP tutoring 3. Tutoring for scheduled classes led by classroom teachers 4. After School Academy
<b>Professional Development</b>	1. District wide Professional Development Plan that provides training in addition to job embedded coaching and modeling 2. Professional Learning Communities at each school	1. District wide and school level Professional Development Plan 2. Professional Learning Communities at each school 3. Out of District workshops/conferences 4. Grade level and subject area meetings and trainings		1. District wide Professional Development Plan 2. Professional Learning Communities 3. Out of District workshops/conferences 4. Departmental Meetings	1. District wide Professional Development Plan 2. Professional Learning Communities 3. Out of District workshops/conferences

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
	3. Out of District workshops/conferences			5. School level Professional Development sessions	4. Departmental Meetings 5. School level Professional Development sessions
<b>Active Learning</b>	1. Magnet Themes Districtwide (Fine Arts, Medical & Wellness, Science, Technology & Communication, Global Learning) 2. District Pathways to Graduation initiative	1. Magnet Themes (Fine Arts, Medical & Wellness, Science, Technology & Communication, Global Learning) 3. Inquiry based learning 4. STEM Programs (Magnet Specific STEM lessons and Project Lead the Way)		1. Common assessments 2. STEM initiative (including Project Lead the Way) 3. Pathways to Graduation 3. Interactive Labs (science, media)	1. Common Assessments 2. Interactive Labs (computer, science, robotics) 3. STEM initiative (Project Lead the Way, CTE Robotics program) 4. Exit Projects (CTE) 5. Freshman Academy
<b>Educational Technology</b>	1. Interactive whiteboards 2. Laptops, iPads available at all schools (1:1 or 3:1 depending on location) 3. Bring Your Own Device Initiative (BYOD) 4. Computer labs and COWS (Computers on Wheels) 5. Various instructional software programs (IStation, Tenmarks and other intervention programs, Fishtree Personalized Learning Platforms, Naviance, Renaissance Learning, NWEA MAP, etc.) 5. Data management systems (STI (iNOW), ELS, etc.)	1. Interactive whiteboards 2. Instructional software programs to assess student learning and growth (Renaissance Learning, ELS, NWEA MAP, etc.) 3. Data Systems 4. Computers/laptops/iPads in all classrooms 5. MacBook Initiative		1. Interactive whiteboards 2. Instructional software programs to assess student learning and growth (Renaissance Learning, ELS, NWEA MAP, etc.) 3. Data Systems 4. Computers/laptops in all classrooms	1. Interactive whiteboards 2. Instructional software programs to assess student learning and growth (Renaissance Learning, ELS, NWEA MAP, etc.) 3. Data Systems 4. Computers/laptops in all classrooms 5. STEM/Media courses 6. Robotics (CTE)
<b>Individualized Instruction</b>	1. Teacher Support Teams 2. Tutorial programs	1. Differentiated instruction 2. Research based best practices 3. Teacher Support Teams		1. Teacher Support Team	1. Teacher Support Team 2. Utilization of data from multiple sources (STAR,

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
	3. Use of data to inform and differentiate instruction 4. District Instructional Model to support differentiated instruction	4. Data PLCs		2. Utilization of data from multiple sources (STAR, ELS assessments, etc.)	ELS assessments, SATP, etc.)
<b>Career and Technical Education (CTE)</b>	1. McKellar Technology Center offers CTE courses 2. Infusion of STEM related content at all schools 3. CS4MS (Computer Science)		1. Community helpers visits to buildings 2. Career Explorations through Magnet Themes	1. ICT courses 2. PLTW 3. Pathways to Graduation	1. Special populations teachers 2. CTE programs available (9 total programs) 3. CNA certification pathway 4. Pathways to Graduation 5. Smart Lab 6. PLTW

## Part VII. Proposed District Initiatives

Please complete the chart below for each of your district's proposed dropout prevention initiatives. For each proposed initiative, you should detail the following information:

- Proposed initiative – provide either an official title for a program or position to be filled, or the proposed working title
- Grade level addressed– note whether the proposed initiative may be applicable to the entire district, or whether it will specifically address a particular grade level
- Purpose or goal – provide a brief description of the purpose or goal of the initiative
- Who is involved – list the name and titles for the individuals who will be involved in the planning and implementation of this initiative
- Proposed cost – provide an estimated cost for the initiative, including costs associated with areas such as planning, supplies, implementation, etc.
- Timeline for implementation – note the amount of time needed for actual program implementation
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention will be addressed by the proposed initiative
- Expected outcomes for students – provide a listing of the district's expected outcomes for the proposed initiatives as they relate to the at-risk student population.

Please provide an elaboration of each program on separate attachments, labeled Appendix B – Proposed District Initiatives.

	<b>Grade Level Addressed</b> <b>(District-wide, Pre-Kindergarten, Elementary, Middle, High)</b>	<b>Purpose or Goal</b>	<b>Who is Involved?</b>	<b>Proposed Cost</b>	<b>Timeline for Implementation</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Expected Outcomes for Students</b>
<b>Proposed Initiative:</b> <u>Restructuring Response to Intervention Process</u>	PK-12	To identify and provide at-risk students appropriate, intensive interventions and supports (academically, socially, and emotionally)	Administrators Teachers Counselors	Cost of Computerized Intervention Program, Professional Development	August 2013 (continuation)	Individualized Instruction Early Literacy Development Professional Development	Increase in student achievement, decrease in the number of 3 <sup>rd</sup> grade students failing 3 <sup>rd</sup> Grade Summative Assessment
<b>Proposed Initiative:</b> <u>District Literacy Initiative</u>	PK-12	To increase the percent of students reading on or above grade level	Administrators Teachers Students	Cost of Adaptive Assessments, Professional Development	August 2013 (continuation)	Early Literacy Development Individualized Instruction Active Learning Professional Development	Students will be able to read on or above grade level, decrease in number of students failing 3 <sup>rd</sup> Grade Summative Assessment, increase in the percent of students passing SATP

	<b>Grade Level Addressed</b> <b>(District-wide, Pre-Kindergarten, Elementary, Middle, High)</b>	<b>Purpose or Goal</b>	<b>Who is Involved?</b>	<b>Proposed Cost</b>	<b>Timeline for Implementation</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Expected Outcomes for Students</b>
<b>Proposed Initiative:</b> <u>Parent Workshops/Trainings</u>	PK-12	To increase parent involvement, skill set, and awareness	District & School Administrators  Academic Coaches  Community Experts  Parent Involvement Coordinator  Parents	Varies by site	August 2012 (continuation)	School Community Collaboration  Early Literacy Development  Early Childhood Education	Parent will gain knowledge and skills that help to bridge the instructional gap between home and school, increase in student achievement
<b>Proposed Initiative:</b> <u>Restructuring of the Alternative Education Program</u>	7-12	Restructure the current Alternative Education Program to better meet student needs (behaviorally and academically) to include a Success Academy for overage students and short term suspension center	District & School Administration	Cost of teacher unit(s)  Cost of At Risk Counselor	August 2014 (continuation)	Alternative School  Mentoring Tutoring  Educational Technology  Individualized Instruction  Systematic Renewal	Increase in graduation rate

	<b>Grade Level Addressed</b> <b>(District-wide, Pre-Kindergarten, Elementary, Middle, High)</b>	<b>Purpose or Goal</b>	<b>Who is Involved?</b>	<b>Proposed Cost</b>	<b>Timeline for Implementation</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Expected Outcomes for Students</b>
<p><b>Proposed Initiative:</b> <u>Pathways to Graduation Program</u></p>	PK-12	Students will experience a personalized path towards graduation by early and deliberate exposure to career opportunities and the educational experiences needed to be college and/or career ready.	Management Team Principals Teachers Counselors Students Parents	Cost of Naviance, PLTW implementation, technology upgrades, curriculum review and revision	August 2015 (continuation)	Professional Development After School Opportunities Active Learning Alternative Schooling CTE Individualized Instruction Educational Technology	Increase in graduation rate Prepare students for college and/or careers after graduation

### **Part VIII. Evaluating Effectiveness**

Please complete the chart below to detail your district’s plan for evaluating both your current and proposed dropout prevention initiatives. For each initiative (current or proposed), you should note the following information:

- Performance indicators / method of evaluation – provide the measures your district will use to determine effectiveness of either the proposed initiative and should be related to the initiative’s purpose or goal. Performance indicators may include areas such as the following: increase in test scores; increased participation in extracurricular activities; decrease in student referrals; increase in parent participation; etc.
- Sources of data – describe what data will be used to support the performance indicators and how the data will be accessed
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention is addressed the proposed initiative



	<b>Performance Indicators / Method of Evaluation</b>	<b>Sources of Data</b>	<b>Baseline Data (% , # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes / No</b>
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<p><b>Current/Proposed Initiative:</b> <u>Restructuring Response to Intervention Process</u></p>	<p>1. Increase in benchmark assessment scores (language arts and math)</p> <p>2. Increase in % proficiency in language arts and math</p> <p>3. Increase % students passing 3<sup>rd</sup> Grade Summative Assessment</p>	<p>Renaissance Universal Screeners</p> <p>ELS Benchmark Assessments (Fall &amp; Spring Data)</p>	<p>Fall 2013 Benchmark Assessment % Proficient or Advanced</p> <p>Gr. 3 - Math - 24%</p> <p>Gr. 3 - LA - 30%</p> <p>Gr. 4 - Math - 23%</p> <p>Gr. 4 - LA - 31%</p> <p>Gr. 5 - Math - 30%</p> <p>Gr. 5 - LA - 33%</p> <p>Gr. 6 - Math - 24%</p> <p>Gr. 6 - LA - 33%</p> <p>Gr. 7 - Math - 26%</p> <p>Gr. 7 - LA - 35%</p> <p>Gr. 8 - Math - 33%</p> <p>Gr. 8 - LA - 34%</p> <p>US History - 37%</p> <p>Algebra 1 - 21%</p> <p>English 10 - 37%</p> <p>Biology I - 33%</p>	<p>Individualized Instruction</p> <p>Early Literacy Development</p> <p>Professional Development</p>	
<p><b>Current/Proposed Initiative:</b> <u>District Literacy Initiative</u></p>	<p>1. Increase in test scores (language arts and math)</p>	<p>Renaissance Universal Screeners</p>	<p>Fall 2013 Benchmark Assessment % Proficient or Advanced</p>	<p>Early Literacy Development</p>	

	<b>Performance Indicators / Method of Evaluation</b>	<b>Sources of Data</b>	<b>Baseline Data (% , # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes / No</b>
	<p>2. Increase in % of students proficient in language arts/reading</p> <p>3. Decrease in % students failing language arts/reading</p> <p>4. Increase % students passing 3<sup>rd</sup> Grade Summative Assessment</p>	<p>ELS Benchmark Assessments (Fall &amp; Spring Data)</p> <p>Informal Assessments</p>	<p>Gr. 3 - Math - 9%</p> <p>Gr. 3 - LA - 10%</p> <p>Gr. 4 - Math - 17%</p> <p>Gr. 4 - LA - 22%</p> <p>Gr. 5 - Math - 23%</p> <p>Gr. 5 - LA - 26%</p> <p>Gr. 6 - Math - 22%</p> <p>Gr. 6 - LA - 31%</p> <p>Gr. 7 - Math - 22%</p> <p>Gr. 7 - LA - 40%</p> <p>Gr. 8 - Math - 25%</p> <p>Gr. 8 - LA - 33%</p> <p>US History - 7%</p> <p>Algebra 1 - 10%</p> <p>English 10 - 17%</p> <p>Biology I - 10%</p>	<p>Individualized Instruction</p> <p>Active Learning</p> <p>Professional Development</p>	

	<b>Performance Indicators / Method of Evaluation</b>	<b>Sources of Data</b>	<b>Baseline Data (% , # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes / No</b>
<b>Current/Proposed Initiative:</b> <u>Parent Workshops/Trainings</u>	Increased parent participation and awareness	Sign-In Sheets for Workshops	Average attendance = 20	School Community Collaboration Early Literacy Development Early Childhood Education	
<b>Current/Proposed Initiative:</b> <u>Restructuring of the Alternative Education Program</u>	Increase the percent of students scoring proficient & advanced on state assessments, increase the number of students passing SATP assessments, increase number of students graduating	MCT2 Scores SATP2 Scores & Pass/Fail Rosters	Baseline data above	Alternative Schooling Mentoring & Tutoring Educational Technology Individualized Instruction Systematic Renewal	

	<b>Performance Indicators / Method of Evaluation</b>	<b>Sources of Data</b>	<b>Baseline Data (% , # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes / No</b>
<p><b>Current/Proposed Initiative:</b></p> <p><u>Implement the Pathways to Graduation Program (Plan Your Path)</u></p>	Increase in student achievement	State Assessments Naviance Reports District Assessments	Baseline data above	Professional Development After School Opportunities Active Learning Alternative Schooling CTE Individualized Instruction Educational Technology	

## **Appendix B**

Description of Pathways to Graduation (Plan Your Path) Program can be found at [www.columbuscityschools.org](http://www.columbuscityschools.org).

# Action Plan Template – Columbus High School

**Design Principle: 1: 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>
1.5 College Credit	Beginning – Students develop a four/five year iCAP (PGP – Personal Graduation Plan) before the freshman year.	Early Steps – Students review their four/five year iCAP occasionally with a staff member.

<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>	
Students will complete iCAP, Personal Graduation Plan (PGP), and Naviance survey to provide direction and clarity for college and/or career readiness. Counselors, teachers, and administrators will meet with all students at a minimum of once per year to discuss graduation plan. Counselors and administrators will ensure completion by running usage/completion reports from the software programs.	Middle School counselors, teachers, and administrators	May 2016 (Ongoing – continue through 2017)	Naviance training	No potential barriers	
Results from completed iCAP, PGP, and Naviance survey will be discussed with parents and students by the end of the first semester of the 9 <sup>th</sup> grade year. Updates will be made to plans if necessary.	High School counselors and teachers	December 2015/January 2016 (Ongoing – continue through 2017)	Naviance training	No potential barriers	

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

## Action Plan Template – Columbus High School

### Design Principle: 2: Require Powerful Teaching and Learning

<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>
2.5 Instruction	Beginning – There is limited use of technology for instruction.	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.

<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>	
Provide at least a 2 to 1 ratio of devices to students and close the gap with Bring Your Own Device (BYOD). Provide 1:1 for Freshman Academy. Monitor devices to students’ ratio.	Board of Trustees, Superintendent	May 2016 (Ongoing – continue through 2019 for complete integration)	Funding, Devices (computers, laptops, etc.), Technology Integration Coach, Technology Integration Training	Board Approval Funding – If funding is limited, reassess the ratio of devices to students Reassess technology integration initiative	2015-2016 Freshman Academy – Project complete
Encourage and train teachers to integrate technology in their daily instruction and presentation of materials while modeling use for educational purposes. Progress will be monitored and outcomes measured through classroom observations and surveys.	Administrators, Teachers	May 2016 (Ongoing – continue through 2019 for complete integration)	Funding, Devices, Technology Integration Training, Job Embedded Professional Development	Funding for training and purchase of devices – Use a train the trainer model for professional development in lieu of training all teachers	

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



## Action Plan Template – Columbus High School

### 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 on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
3.5 Affective (Personal/Social) and Academic Support	Beginning – Students explore and identify their interests.	Early Steps – Student pursue their interest in a purposeful manner.

<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>	
Students will complete iCAP, Personal Graduation Plan (PGP), and Naviance survey to provide direction and clarity for college and/or career readiness. Counselors and administrators will ensure completion by running usage/completion reports from the software programs.	Middle School counselors and teachers	May 2016 (Ongoing – continue through 2017)	Naviance training	No potential barriers	
Students will select a Pathway to Graduation and plan core courses and electives to meet requirements of their Personal Graduation Plan (PGP). Progress will be monitored and outcomes measured through course selection and scheduling.	Middle and High School counselors and teachers	December 2016/January 2017 (Ongoing – continue through 2017)	No resources needed	No potential barriers	

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

## Action Plan Template – Columbus High School

### Design Principle: 4: 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>
4.6 Shared Responsibility and Collaborative Decision Making	Beginning – Students are organized into advisory groups and/or project teams.	Early Steps – Peer connections are promoted through advisory groups and/or project teams.

<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>	
After completing iCAP and Naviance surveys, students will be placed into groups/teams according to interests and survey results to explore careers and educational goals and opportunities. Student surveys will be used to measure effectiveness of advisory groups and to measure desired outcomes.	High School counselors, teachers	December 2015 (Ongoing – continue through 2017)	Naviance training	No potential barriers	
Advisors will be assigned to mentor groups/teams. When applicable, advisors will be assigned based on their interests. Student surveys will be used to monitor progress and measure effectiveness of advisory groups.	High School counselors, teachers	December 2015/January 2016 (Ongoing – continue through 2017)	No resources needed	No potential barriers	

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

## Action Plan Template – Columbus High School

**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 on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
5.10 Culture of High Expectations	Beginning – The principal believes that all staff members, with support, are capable of creating a rigorous and challenging learning environment for all students.	Early Steps – The principal demonstrates evidence of high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students.

<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>	
Implement 4x4 block schedule and train teachers and administrators with research-based methods to improve student engagement. Progress will be monitored and outcomes measured through teacher observations, student grades, and office discipline referrals (ODRs).	Administrators, teachers	August 2015 (Ongoing – continue implementation)	Kagan training Block schedule training	No potential barriers	Initial implementation complete August 2015
Add additional Advanced Placement and dual enrollment courses/opportunities to the master schedule. Student enrollment, improved AP exam pass rate, and MDE accountability scores will be used to monitor progress and measure outcomes.	Administrators, teachers	August 2015 (Ongoing – continue implementation)	AP Training Dual Enrollment Articulation Agreements	Teacher certification Cost of dual enrollment courses/materials	Initial implementation complete May 2016

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