

High School Restructuring Plan 2016-2017



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

| <b>Indicator</b><br><i>Design Principle: Indicator (Ex. 1.1)</i> | <b>Current Status on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | <b>GOAL: Next Status Level on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>                            |
|--|--|--|
| <b>(1.1) High School Course of Study</b>                         | <b>Beginning:</b> All Students are tracked according to past academic performance and future readiness     | All students will graduate having met the minimum requirements set forth by MS IHL and/or exceeding the credits required for math and science. |

| <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>Meet with all CCJSHS students to determine and/or review course of study at least once per year.</b>                       | <b>Counselors, Career Center Manager, ICT-1 and ICT-11 Teachers</b> | <b>December 2015</b> | <b>Counselors, Career Center Manager, ICT-1 and ICT-II teachers.</b>                     | N/A   | December 2016 (Annually thereafter) |
| <b>Increase the number of high school students that are enrolled in accelerated Mathematics, English and Science classes.</b> | <b>Principal, Assistant Principals and Counselors</b>               | <b>August 2016</b>   | <b>Teachers who are certified to teach higher level mathematics and science courses.</b> | <b>Recruiting and retaining teachers with certification and experience in teaching upper level courses.</b> | August 2016 (Annually thereafter)   |

**Outcome:** Increase the number of students exceeding the number of credits required to graduate in mathematics and science.



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

|  |   |  |
|--|---|--|
| <b>Indicator</b><br><i>Design Principle: Indicator (Ex. 1.1)</i> | <b>Current Status on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>  | <b>GOAL: Next Status Level on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>  |
| <b>Instruction</b>   | <b>Early Steps: All teachers adopt a common instructional framework to make instruction more engaging for all students and ensure a coherent and consistent student learning experience</b> | <b>Growing Innovation: Teachers facilitate students' reading, writing, thinking and talking daily to develop a deep understanding of core academic concepts.</b> |

| 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>  |  |
| <b>Teachers will have common planning periods to discuss student's progress and ways to strengthen instructional strategies to best meet student's needs.</b> | <b>Teachers/Principals/ Assistant Principals</b>          | <b>Ongoing</b>  | <b>During the scheduling process counselors will ensure that all major subject areas share common planning.</b> | <b>N/A</b>  | August 2016<br><br>(Annually thereafter) |
| <b>Teachers will continue to integrate teaching with technology to increase student learning.</b>   | <b>Curriculum Director/Principal/Assistant Principals</b> | <b>Ongoing</b>  | <b>Promethean Boards</b>  | <b>Provide ongoing professional development on using technology in classroom.</b> | May 2017<br>(Annually Thereafter)        |
|   |   |                 |   |   |  |

**Outcome: Increase student achievement by giving teachers the time and resources necessary to promote optimal teaching and learning.**

**Design Principle 3: Personalization**

| <b>Indicator</b><br><i>Design Principle: Indicator (Ex. 1.1)</i> | <b>Current Status on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | <b>GOAL: Next Status Level on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| <b>Adult/Student Relationships</b>                               | <b>Beginning: A welcome letter is sent to incoming freshmen and seventh graders</b>                        | <b>Staff members visit the community of incoming freshmen/seventh graders to develop a positive relationship.</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> |                                 |
| <b>Meet with seventh graders and freshman to inform them of the expectations of school officials.</b>   | <b>Principal/Guidance Counselors</b> | <b>July 30 (Annually)</b> | <b>Student handbook<br/>Courses catalog<br/>School vehicle</b>                         | <b>School vehicle and travel reimbursements</b>                                  | <b>August 2016 (Annually)</b>   |
| <b>Schools distribute newsletters to provide updates and information to parents. Also, make sure newsletters are printed in Spanish to increase our efforts in connecting with the Hispanic population.</b> | <b>Parent Liaisons</b>               | <b>Ongoing</b>            | <b>Color Printers<br/>Paper</b>  | <b>N/A</b>   | <b>May 2017 (Annually)</b>      |
| <b>Assign mentors to at risk students.</b>  | <b>Principal/Guidance Counselor</b>  | <b>Ongoing</b>            | <b>Volunteers</b>  | <b>N/A</b>   | <b>December 2016 (Annually)</b> |

**Outcome: Increase family and community involvement to bolster student success and illustrate meaningful engagement will increase student**



achievement and produce graduates who are productive.

**Design Principle 4: Redefine Professionalism**

| <b>Indicator</b><br><i>Design Principle: Indicator (Ex. 1.1)</i>                                 | <b>Current Status on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |                        |   | <b>GOAL: Next Status Level on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>   |  |
|--|--|------------------------|---|---|--|
| <p><b>Professional Inquiry 4.13</b></p>  | <p>All teachers participate in professional development in their content area.</p>                         |                        |   | <p>All teachers keep abreast of current research on student learning and national standards in their content area consider them in planning and delivering instruction.</p> |  |
| <b>Action Steps</b>  | <b>Responsible</b>   | <b>Deadline</b>        | <b>Resources/Professional Development Needed</b>  | <b>Potential Barriers</b>   | <b>Date Achieved</b>                           |
| <p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>  | <p><i>Who will do it?</i></p>  | <p><i>By when?</i></p> | <p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p> | <p><i>What could get in the way of task completion? How will you overcome them?</i></p>   |  |
| <p><b>Provide content-based/meaningful onsite professional development for teachers</b></p>      | <p><b>Director of Professional Development</b></p>   | <p><b>Ongoing</b></p>  | <p><b>\$10,000.00</b></p>   | <p><b>Fiscal affairs</b></p>  | <p>May 2017<br/>(Annually thereafter)</p>      |
| <p><b>Staff provides peer presentations after attending Professional Learning Community.</b></p> | <p><b>Principal/<br/>Director of Professional Development</b></p>  | <p><b>Ongoing</b></p>  | <p>N/A</p>  | <p>N/A</p>  | <p>December 2016<br/>(Annually thereafter)</p> |
| <p><b>Teachers visit higher performing schools to help improve instructional strategies.</b></p> | <p><b>Director of Professional Development</b></p>   | <p><b>Ongoing</b></p>  | <p>N/A</p>  | <p>N/A</p>  | <p>December 2016<br/>(Annually thereafter)</p> |

**Outcome: Increase high quality and continuous staff professional development to increase student achievement and instruction.**

**Design Principle 5: Leadership**

| <b>Indicator</b><br><i>Design Principle: Indicator (Ex. 1.1)</i> | <b>Current Status on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>                                       | <b>GOAL: Next Status Level on Continuum</b><br><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| <b>Culture of High Expectations (5.9)</b>                        | Beginning: The principal believes that all students are capable, with appropriate supports, of succeeding in a challenging learning environment. | The principal holds staff accountable for ensuring the success of each student.                                     |

| <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> | <i>Date Achieved</i>                           |
|--|---|--------------------------------|--|--|--|
| <b>Identify at Risk Students</b>   | <b>Interventionist/Counselor/Teachers</b> | <b>Ongoing</b>                 | <b>RTI Coordinator<br/>Counselor<br/>Teachers<br/>Interventionist</b>                  | <b>N/A</b>   | <b>December 2016<br/>(Annually thereafter)</b> |
| <b>Create a culture that conducive to student achievement and staff development</b>                                      | <b>Principal/Teachers/Counselors</b>      | <b>Ongoing</b>                 | <b>Principal</b>   | <b>N/A</b>   | <b>May 2016<br/>(Annually thereafter)</b>      |
| <b>Provide mentors to students who are at risk of dropping-out due to retention, absenteeism and subject area tests.</b> | <b>Principals/Counselors</b>              | <b>December<br/>(Annually)</b> | <b>Volunteers</b>  | <b>N/A</b>   | <b>December 2016<br/>(Annually thereafter)</b> |

**Outcome: Create a school culture that is conducive to student learning and achievement.**