

# Wayne County School District

**APPROVED**

JUL 07 2016

Wayne Co. School Board

## 2016-2017

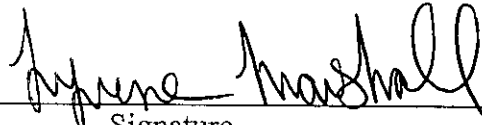
# Dropout Prevention- Restructuring Plan



Restructuring Planning Team

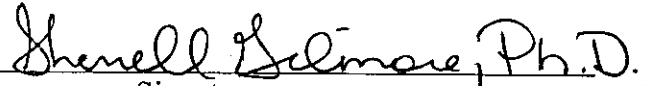
Mr. Tyrone Marshal

Deputy Superintendent

  
Signature

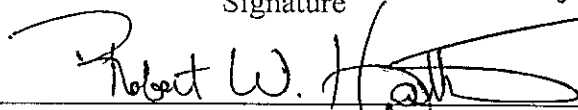
Dr. Sherrell Gilmore

WCSD Alternative School Principal

  
Signature

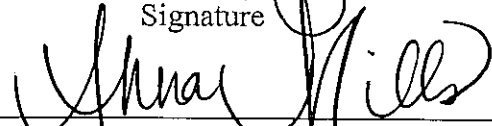
Mr. Robert Hathorn

Wayne County High School Principal

  
Signature


Mrs. Anna Mills

Wayne County High Counselor

  
Signature

Mr. Rex Buckhaults

Wayne County CTE Center Director

  
Signature

Mrs. Shrona Turner

Waynesboro Middle School Principal

  
Signature

# Verification of Board Presentation and Approval

# District Level Plan

1. Reducing the retention rates in grades kindergarten, first, and second.
  - Active Teacher Support Team (TST) at each school which implements the MTSS (Multi-Tiered System of Support) process
  - Academic Interventionists at each grade level
  - Leveled Readers
  - Summer Reading Camp
  - Dyslexia Screener for Kindergarten and First Grade Students
  - District Employs 2 Dyslexia Therapists and a Literacy Coach
  - STAR Reading, STAR Math, and STAR Early Literacy to screen for deficits in K-3
  - Saxon Phonics K-2 (implemented to better prepare 3<sup>rd</sup> graders for Reading Gate and to prevent those students from being retained)
  - My Sidewalks on Reading Street (an intensive reading intervention program)
  - Teacher-Student-Parent-Principal Compacts (signed at the beginning of school so that each person knows his/her responsibilities in the child's education)
  - i-Ready (used to monitor students' progress)
2. Targeting subgroups that need additional assistance to meet graduation requirements.
  - Inclusion
  - Academic Support/Tutorials
  - Transition Activities
  - Related Services (counseling and behavior services)
  - ELL Assistance
3. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty one (21), who dropped out of school.
  - Track students on a continuous basis throughout the year to determine potential reenrollment
  - Credit Recovery Opportunity
  - Review students' records to determine how new graduation requirements will affect the students (concordance tables)

4. Addressing how students will transition to the home school district from the juvenile detention center.
  - Students will be required to attend Wayne County School District Alternative School for a designated amount of time to be reacclimated into the school environment.
  - Professional School Counselors and Behavioral Specialists will monitor students weekly.

# Wayne County High School

## School Level Action Plan



## Action Plan

### Design Principle: 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>
<b>(1.5) College Credit</b>	<b>Beginning:</b> Students develop a four/five year iCAP before freshman year.	<b>Early Steps:</b> Students review their four /five year iCAP occasionally 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>	
Twice a year students will review iCAPs with a staff member	Teachers, STEM, Career Lab Instructor, Counselors, Principals	S1 Dec 2016 S2 May 2017	Computers, Data Reports from MS Bridges, Software Analysis, Statistics, Personnel from who will be responsible	Lack of training, labs are booked due to classes preparing for State Testing, lack of computers and/or software	May 2017
iCAPs reports as to what is completed		May 2017		More training will be provided for those involved in getting students iCAPs completed.	
Are the appropriate goals (iCAP) completed at each grade level?	Career Lab Instructor will check for completion of iCAPS	May 2017			

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

## Action Plan

Design Principle: 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>
(1.7) College Going Culture	Early Steps: Students are given the opportunity to participate in optional college visits.	Responsible	Deadline	Resources/Professional Development Needed
Action Steps	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, resources, etc.)	Potential Barriers
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p> <p>Students (some 11<sup>th</sup> /12<sup>th</sup>) will have a mandatory visit to a junior college or university. Students can take 2<sup>nd</sup> visit on their own.</p>	Some 11 <sup>th</sup> grade students, Top 25 juniors, 12 <sup>th</sup> grade students, counselors, attendance clerk	End of Senior Year, 2017	College info, map of colleges, college phone numbers, contact person for university	<p><i>What could get in the way of task completion? How will you overcome them?</i></p> <p>Students are unable to go on visit. Students do not understand how to plan visit to the college/university. Students not knowing info related to the college/university.</p>
Rosters of who attends any class trip to a junior college or university with the senior class, trip request forms, parent permission forms signed			Dates of Preview Dates	Students not being marked activity in computer.
Letter/documentation from the recruiter/counselor from the university			Students will call and schedule a visit with a university.	Conversations with parents to help them understand how important it is for students to go to these universities for previews.
				Decide on the protocol to have documentation and students being marked as activity in the computer ahead of time during the 16-17 school year. All persons involved should know and understand.

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



## Action Plan

Design Principle: Design Principle 4: Redefine Professionalism

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>	
Teachers will go to observe other peer teachers during 1/2 of their planning time. Principals will have a peer observation form for all teachers to use. Teachers will complete their name and who they are observing and then list the positives/negatives from their observation in the classroom. (constructive criticism)	Every certified teacher	End of May 2017	Principals will create a schedule for each teacher to follow to observe peers throughout the year.	Teacher's attitudes towards observing another teacher and toward being observed by another other than a principal.	May 2017
Principals will make sure every teacher has completed at least one observation during the year.	Principals		Principals will have a binder that will be checked as teachers turn in their observation form. This will be checked each semester to make sure that every teacher has observed another teacher by May 2017.	By ensuring all teachers understand that this is not to hurt/harm them, but to help inspire and see examples of other teaching styles. Teachers can adapt their own teaching to the betterment of students' learning.	

Outcome:

Middle School Level

Action Plan

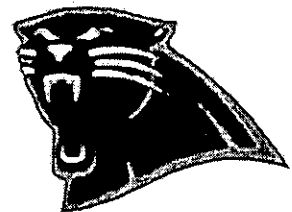
For

Beat Four School

Buckatunna School

Clara School

Waynesboro Middle School



---

“Creating a Culture of Learning”

## Action Plan

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

<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>
<b>(1.5) College Credit</b>	<b>Beginning:</b> Students develop a four/five year iCAP before freshman year.	<b>Early Steps:</b> 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>	
Twice a year 8 <sup>th</sup> Grade students will review iCAPs with a staff member.	ICT Teachers, Counselors, Principals	S1 Dec 2016 S2 May 2017	Computers, Data Reports from MS Bridges, Software Analysis, Statistics, Personnel from who will be responsible	Lack of training, labs are booked due to classes preparing for State Testing, lack of computers and/or software, scheduling, students' attendance	May 2017
iCAPs report as to what is completed	ICT Teachers and Counselors	May 2017		More training will be provided for those involved in getting students iCAPs completed.	
Are the appropriate goals (iCAPs) completed at each grade level?	ICT Teachers will check for completion of iCAPS	May 2017			

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

**Action Plan**

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

<p><b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p><b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>			<p><b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	
<p><b>(1.7) College Going Culture</b></p>	<p><b>Early Steps:</b> Students are given the opportunity to participate in optional college visits.</p>			<p><b>Growing Innovations:</b> Multiple mandatory visits to two or four year institutions take place throughout the year.</p>	
<p><b>Action Steps</b></p>	<p><b>Responsible</b></p>	<p><b>Deadline</b></p>	<p><b>Resources/Professional Development Needed</b></p>	<p><b>Potential Barriers</b></p>	<p><b>Date Achieved</b></p>
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p> <p>Students will have the opportunity to participate in an 8<sup>th</sup> Grade Career Day. Students will visit Jones County Junior College's Wayne County Learning Center.</p>	<p><i>Who will do it?</i></p> <p>8<sup>th</sup> grade students, 8<sup>th</sup> grade teachers, counselor, and Behavior Specialist</p>	<p><i>By when?</i></p> <p>May 2017</p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p> <p>College Info, Local business information, Representatives from sponsoring businesses</p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p> <p>Students being absent Willing colleges/university and businesses to participate Scheduling</p>	<p>May 2017</p>
<p>Rosters of which students are assigned to the various career clusters.</p>	<p>Counselor and Behavior Specialist</p>		<p>Interest inventory completed to assess students interest.</p>	<p>Students not completing the interest inventory in the proper manner.</p>	
<p>Letter/documentation from the school informing the parents of the importance of this day.</p>	<p>Counselor and Behavior Specialist</p>		<p>Time to ensure completion</p>	<p>Conversations with parents to help them understand how important it is for students to go to take advantage of the opportunity.</p>	

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

## Action Plan

### Design Principle: Design Principle 4: Redefine Professionalism

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>
<b>(4.1) Collaborative Work Orientation</b>	<b>Beginning:</b> Principals observe teachers.	<b>Early Steps:</b> 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>	
Teachers will go to observe other peer teachers	Every certified teacher	End of May 2017	Principals will create a schedule for each teacher to follow to observe peers throughout the year	Teachers' attitudes toward observing another and toward being observed by another other than a principal Scheduling	May 2017
Principals will have a peer observation form for all teachers to use. Teachers will complete their name and who they are observing and then list the positives/negatives from their observation in the classroom. (constructive criticism)	Principals and Teachers				
Principals will make sure every teacher has completed at least one observation during the year	Principals and Teachers		Principals will have a binder that will be checked as teachers turn in their observation form. This will be checked each semester to make sure that every teacher has observed another by May 2017	By ensuring all teachers understand that this is not to hurt/harm them, but to help inspire and see examples of other teaching styles. Teachers can adapt their own teaching to the betterment of students' learning.	

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