LOUISVILLE MUNICIPAL SCHOOL DISTRICT
2020-2023
DROPOUT PREVENTION RESTRUCTURING PLAN
David Luke, Superintendent

District Distribution
Fair Elementary School K-2
Louisville Elementary School 3-5
Eiland Middle School 6-8
Louisville High School 9-12
Nanih Waiya Attendance Center K-12
Noxapater Attendance Center K-12
Louisville Municipal School District Alternative School
Winston-Louisville Career and Technology Center

The LMSD Dropout Prevention Plan is a working document subject to change so that the school district may meet the needs of each and every student, remain flexible, and vigilant in providing diligent support for students. Upon request a current plan containing any revisions or changes may be provided at any time.

Local Contact for Dropout Prevention Plan:
     Dr. Paula H. Stokes
     Assistant Superintendent/ Director of Curriculum
     1332 Calhoun Road
     Louisville, MS
     Phone: Work 662-773-3411 Ext 8118   Cell 662-8039357   Fax 6627734013

Schools within the Louisville Municipal School District
- Fair Elementary
- Louisville Elementary
- Eiland Middle School
- Louisville High School
- Nanih Waiya Attendance Center
- Noxapater Attendance Center
- Winston/Louisville Career and Technical Center

District Dropout Prevention Team Members:
- Corey Coward, Fair Elementary School _____

- Drew Smith, LES _____

- Derrick Hopkins, Eiland _____

- Sarah Webb, Noxapater Attendance Center _____

- Monica Williams, LHS _____

- Paulette Dailey, NW Attendance Center _____

- Dr. Paula H. Stokes, Central Office _____

Part I: Statement of Assurance

On behalf of the **Louisville 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

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 indication services 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 Leader: Dr. Paula Stokes

                                             (Signature)   (Date)

Superintendent: David Luke

                                             (Signature)   (Date)

School Board President: Brenda Johnson

                                             (Signature)   (Date)

Vision Statement

All Louisville Municipal School District students will graduate
ready for college and/or career success.

Mission Statement

The Louisville Municipal School District provides educational opportunities to meet the needs of
students with various backgrounds and abilities.

Demographics

The Louisville Municipal School District comprises all public school students in Winston County and consists of
six schools, an alternative learning school and a career-technical center. The student enrollment of the school
district is approximately 2,700 students. There are 410 district employees which includes both certified and
classified.

The school district is located in Winston County, which is in the east central part of Mississippi. The population of
the county is 18,011. The city of Louisville has a population of 5,983 and the city of Noxapater has a population of
445.

THREE-YEAR DISTRICT DROPOUT PREVENTION GOALS:
(2020-2023)

1. To increase the graduation rate for cohort classes to 80% or higher by the end of 2022-2023 school year.
2. Reduce the dropout rate by 10% or more each year beginning with the 2020-2021 school year until the dropout rate is less than 5% or less.
3. Increase the average daily attendance rate for school sites and districts to 98% by reducing the district truancy rate by 1% each year.
4. Use the Positive Behavioral Interventions and Supports (PBIS) to create a positive school culture and climate.
5. Expand and strengthen partnerships with family, school and community via internal and external resources.
6. Strengthen the role of the Dropout Prevention Advisory Committee and Mentors in positively impacting prevention strategies and innovations.

TOP TEN RISK FACTORS:

1. Low Grade Scores
2. Low Academic Skills
3. Lack of Parental Involvement
4. Discipline Referrals
5. Attendance
6. Retention
7. Suspensions
8. Teen Age Pregnancy
9. Family Problems
10. Poverty

Louisville Municipal School District
Dropout Prevention Program
PURPOSE

The primary purpose of the Louisville Municipal School District (LMSD) **Dropout Prevention Program** is to enhance educational achievement by providing services to at-risk students that promote and provide additional opportunities for academic success. The content of the program/plan centers on the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N). In focusing on these key areas of the dropout program, all stakeholders should work together to ensure the motivation, participation and remediation of all targeted at-risk student. The program will provide students with meaningful activities and incentives that will foster positive and improved attendance, behavior and academic achievement.

The **15 National Dropout Prevention Strategies** are as follow:
1. Systemic Renewal
2. School-Community Collaboration
3. Safe Learning Environments
4. Family Engagement
5. Early Childhood Development
6. Early Literacy Development
7. Mentoring/Tutoring
8. Service-Learning
9. Alternative Schooling
10. After-School Opportunities
11. Professional Development
12. Active Learning
13. Educational Technology'
14. Individualized Instruction
15. Career and Technical Education

Current District Initiatives:

This section contains a list of each of the current district dropout prevention initiatives. The primary purpose of the Louisville Municipal School District (LMSD) Dropout Prevention Program is to enhance educational achievement by providing services to at-risk students that promote and provide additional opportunities for academic success. The content of the program/plan centers on the areas of attendance, behavior, and education course failures. In focusing on these key areas of the dropout program, all stakeholders should work together to ensure the motivation, participation and remediation of all targeted at-risk student. The program will provide students with meaningful activities and incentives that will foster positive and improved attendance, behavior and academic achievement.

15 National Dropout Prevention Center Network Strategies	Louisville Municipal School District Dropout Prevention Initiatives
Systemic Renewal	Provide immediate and specialized supports for students who are in danger of academic failure. • Utilize *Response to Intervention* (RtI) to identify students at risk of poor learning outcomes by providing quality initial instruction, early screening, intense and effective interventions and student action plans. All students are provided effective instruction that is proactive and preventative. The RtI process allows for early identification of students in need of help, ongoing assessments and supplemental instruction for students. • Fully implement and provide feedback to the *Multi-Tiered Support System (MTSS)* at each school. This Three Tier Instructional Model is mandated and adopted by the Mississippi State Board of Education (SBE Policy 41.1). It is designed to meet the needs of every student and the team consists of the referring teacher, a well-qualified committee of other teachers and the MTSS chair which is the acting administrator. Mississippi's model for RtI is a comprehensive, problem solving, and multi-tiered strategy to enable early identification and intervention to all students who may be at academic or behavioral risk via researched –based strategies, progress monitoring and periodic review of intervention strategies. • Performance-based assessments and informal evaluations are embedded in within the instructional cycle to ensure adequate pacing of district-wide achievement is exemplified from school to school such as STAR Literacy and iReady.
School-Community Collaboration	Collaborate with schools and communities to plan and implement systemic approaches that include evidence-based solutions to increasing graduation rates and reducing dropout percentages. • Conduct dropout committee advisory meetings on a monthly basis to strategized and plan meaningful activities

	and interventions to reduce truancy, behavior issues as well to increase parental involvement. • Implement monthly MTSS meetings at each school to continually and systematically identify students at risk. • Ongoing monthly administrative meetings to collaborate across schools and grade levels. • Conduct monthly parent workshops at the LMSD Parent Resource Center • Conduct annual district-wide meetings with all stakeholders to expand knowledge and support for parents. • Offer mental-health treatment services by collaborating with **Community Counseling Services (CCS).** • Collaborate and participate in the local **Mississippi Progress Across Communities (MPAC).**
Safe Learning Environments	Provide resources to ensure a safe learning environment for all students. • Continual implementation of a district-wide safety plan which is coordinated and monitored by the director of safety. • Maintaining resource officers and/or school safety offices on all campuses to create a greater sense of security for students and staff. • Formulate a team of instructional leaders who will be trained and directly responsible for implementing positive behavioral interventions and supports to address classroom management and disciplinary issues that could negatively impact the teaching and learning environment by focusing on the positive.
Family Engagement	The National Dropout Prevention Center Network (NDPCN) research showed that family engagement in a child's education gives the child an 80% chance of being successful. One of the main focuses in the Louisville Municipal School District education system is to involve parents in their child's education process. • There is a district-wide family center located on the Fair Elementary School campus which contains re-teaching and supplemental instructional materials for parents to check out and use at home. The Parent Center is open from 8:00 a.m. to 4:00 p.m. daily. The Center employs one school employee that is available to assist parents at any time within the course of the day. • Parents are provided guidance on how to use all materials at home with their child. Also, parents are notified whenever new instructional materials become available at the center. Monthly newsletters and center programs go out to parents on a monthly or as needed basis. The Parent Center holds annual stakeholders meetings and provides need assessment surveys to gather parent and community input. • District-wide, each school holds a monthly PTA meeting and Open-House/Parent Conferences are held once each semester to conference with parents regarding their child's progress. Both district and schools operate on an open-door policy. • Parents are welcome on the school campus to confer with teachers, principal, and counselor whenever it does not interfere with the daily operations or instructional time. • The Parent Center has an informational meeting regarding state assessment which the district's test coordinator presents. Also, stakeholders meetings are held bi-monthly at one of the local school sites. This meeting is

	informative and enlighten. Parents are welcome and invited to come and take an active role.
Early Childhood Education	The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school (birth-to-five) experience through the primary grades. • There are district-wide early intervention programs implemented at each of the three elementary schools. School programs include screening for speech, hearing, and fine motor skills. Students are administered a PeaBody Picture and Vocabulary as early as age four in Headstart prior to enrolling in Kindergarten. • One of the lower elementary K-3 schools has a Reading First Program which targets the academic skills of early learners. Students are monitored and given a diagnostic Pre and Post test to help determine their progress for achieving academic success. • All lower elementary schools utilize the STAR Early Literacy, Dibels, iReady, and other diagnostic assessment programs to identify instructional needs. Pre- Mid- and Post-assessment guide teachers in identifying students reading readiness, sound letters, and number recognition. Speech services from the district are also provided to local community church schools specifically for developmental delayed class of 3-4 year olds. The impact on graduation rate was significant. • Currently, the district has implemented Pre-Kindergarten classes at one lower elementary school. Thus, a district goal is to implement at each lower elementary campus district-wide in the future.
Early Literacy Development	Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects. The Office of Special Services works diligently to identify students from birth to pre-school who are deemed socially and academically behind their peers. Once these students are identified, they are provided services such as: • A book-rich literate environment; • Teacher read-alouds; • Students reading aloud to others; • Shared reading; • Phonological awareness instruction; • Phonics instruction; • Reading comprehension strategy instruction; • Writing strategy instruction; • Variety of reading and writing activities; and

	• Time for reading and writing.
Mentoring/Tutoring	Providing an at-risk student will stable, well-rounded role mole is a proven strategy to increase student productivity and decrease the likelihood of a student dropping out of school. • The mentor program will consist of a one-to-one supportive relationship between a mentor and a mentee that is based on trust. • Tutoring will be a one-to-two activity which will focus on academics and best effective practices addressing specific needs as well as reading, writing and math competencies. • Mentors are trained annually and approved by our school board. • All mentors must submit to a background check before serving to ensure each child's safety.
Service -Learning	This program connects meaningful community service, experiences promoting personal and social growth, career development and civic responsibility for effective student reform at the middle school grade levels. • All mentees will take part in meaningful fundraising events with their mentors to build character and good work ethics. • Mentees and mentors will plan fieldtrip and luncheons to enhance social skills and life-long experiences. • Mentees and mentors will visit college campuses to encourage life-long learning and a reason to stay in school. • Students will participate in early learning job fairs and college-career days.
Alternative Schooling	Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma. • The Alternative Education program is an alternative to the regular education program in which the instructional day begins at 10:00-4:00 p.m. (360 minutes per day with 30 minutes deducted for lunch) • The primary purpose of the Alternative Program is to provide an appropriate educational environment for those students defined in Section 37-13-92, Mississippi Code of 1972 as amended. • Students in the alternative school program are provided transportation to and from school. • The *USA Test Prep and Google Classroom* Online Curriculum is implemented at the Alternative School to assist elementary, middle and high school students to stay on track with the regular curriculum when assigned alternative placement. • A credit recovery program is offered through Edmentum. • Each student is provided an Individual Instructional Plan (IIP). The student's IIP places emphasis on behavior modification, academics, and remediation of basic skills.

	• The alternative staff consists of highly-qualified teachers in core subject areas, a school safety officer, school counselor and administrative personnel.
Active Learning	Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn. • Teachers are provided professional training regarding student participation rate, student engagement and hands-on learning at each grade level. • Teachers and staff will implement innovative learning strategies that engage students in the teaching and learning process. • Differentiated learning is embedded in the planning process to meet the needs of individual students.
After-School Opportunities	Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities. Thus, the ***Louisville Municipal School District*** realize the importance of after-school programs and actively collaborate with internal and external organizations to offer students all the extra resources they need to succeed. • The LMSD will continue to seek out collaborations for grades 5-12 after school opportunities.
Professional Development	Louisville Municipal School District Professional Development services range in topics that addresses all stakeholders, parents, teachers, and administrators. Professional Development is provided and required for all teachers to assist them in effective classroom instructions. • All school personnel in the district are trained in content academic area as well as classroom management, discipline, and school security. • Resource Officers are provided professional development, also. • All faculty and administrators are encouraged to participate in workshops and training sponsored by the Mississippi Department of Education (MDE). • Administrators are encouraged to attend Principal Institute and other school level conferences held by MDE. • Through a district-wide Needs Assessment survey, conducted in the spring of the year, the needs of teachers are prioritized and used to direct professional development. These findings are used to develop both district and local campus plans for the next years' training. The needs assessment report provides targeted focus in the following areas of Instructions and Assessment. • Professional development can bridge some of the gaps in education for classroom teachers. Our district embraces the philosophy of the National Staff Development council which states, "Quality staff development is an on-going process, grounded in research and best practices." • This process is aligned to the NDPCN Professional Development strategy toward dropout prevention.

Educational Technology	The district is working to implement a one-to-one student technology initiative where each student will have individualized access to a chrome book or technological device throughout the instructional school day.
Individualized Instruction	Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences. • A Special Education program is provided to each child who is screened and fall below grade level and struggle to keep pace. • An inclusion teacher (SPED) is assigned to co-teach within the regular classroom where SPED students are present. This provides the students with an extra teacher to keep them on task. The inclusion teacher gives immediate assistance where needed. • Students are also engaged in small group activities that reinforce the concept and skills introduced by regular classroom teacher. • Each learning disable student has an Individual Education Plan (IEP) written specifically to his/her needs. • MTSS is a committee which meets on a regular basis to assist and oversee the growth and modification of students performing off grade level. Students who have failed at least one grade are automatically placed in TST. • These students are closely monitored and given tutorial support to prevent future grade retention. Also, IEPs are written in terms of measurable goals at the student's instructional level, not necessarily grade level, in order that the student may have an opportunity to be successful. • The impact of these programs on the dropout and truancy rate has shown some improvement. The graduation rate has increased as students of disabilities receive diplomas and pass Subject-Area Test according to the Mississippi accountability standards for graduation.
Career and Technical Education	A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace. • Winston-Louisville Career and Technology Center (CTC) service students who have signed up to learn a particular trade or skill over a two-year program. • Courses are offered to them in Forestry, Welding, Metal Trades, Ag Mechanics, Teacher Academy, Culinary Arts, Health Science, Work-Based Learning, Carpentry/Construction, and Simulation & Animation They are given a state assessment known as the Mississippi Career Planning and Assessment System of Learning (CPAS 2).

	- Students are also given the opportunity to compete on a local, regional, state-wide, and national level which builds self-pride and self-esteem. This is demonstrated in their willingness to compete and enter competition. The students also get an opportunity to demonstrate what they can do not only with their minds, but create with their hands. - The Family First (NLRO) is available to students currently enrolled in the district who have not completed the MDE State requirement (MS-SB 3800 and MS-SB 3804) for graduation during the second semester of their senior year. - The College to Careers Pathway Option of 21 credits through the iCAP Plan is another service offered by the district as an alternative to 24 traditional credits for students. - The CTC provides two student services' teachers that offer remediation for students participating in CTC courses.

Who Is Involved?

David Luke, Superintendent
Dr. Paula Stokes, Assistant Superintendent
Belinda Swart, Assistant Superintendent
Mavis Crawford, Director of Special Services
Regina Smith, Louisville Elementary School Principal
Dr. Andrea Smith, Eiland Middle School Principal
Julie Clark, Eiland Middle School Counselor
Rhyne Thompson, Nanih Waiya Attendance Center Principal
Betty Luke, Nanih Waiya Attendance Center Counselor
Chet Wilkes, Noxapater Attendance Center Principal
Leslie Spears, Noxapater Attendance Center Counselor
Gerald Mills, President of Winston County Chamber of Commerce
LMSD Board Members
Stacey Spiva, Truancy Officer

Expected Outcomes

- Improve Academic Achievement
- Decrease Student Retention
- Decrease Daily Absenteeism
- Increase the Number of High School Graduates
- Decrease the Dropout Rate
- Decrease Out-of-School Suspensions
- Decrease In-school Suspensions
- Decrease Alternative School Placements

Time Line
Beginning August 6, 2020 – May 2023 (ongoing)
District initiatives will address at-risk students of Grades 5, 6, 7, and 8.

LMSD Middle School
Action Plan

Design Principle: <u>Personalization</u>

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?*
3.6	Beginning	Early Steps

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?*	
Send invitations to all students via email, Facebook, Twitter, and postal mail	Administration Teachers Counselor	Oct 2020	Technology, stamps, and paper	- Funds for stamps - Use activity, petty cash, or donations	
Host a Welcome/Orientation Party	Principals Counselor Teachers	Oct 2020	Handouts, students, and schedules	Time to complete schedules Planning time for counselor to complete schedules	
Serve refreshments during the Welcome/Orientation Party	Principals Counselor	Oct 2020	cookies and punch money to purchase refreshments	Lack of funds Ask for donations or sponsors	

Outcome: <u>Decrease the % of freshmen in MS Colleges taking remedial courses.</u>

LMSD Middle School
Action Plan

Design Principle: <u>Require Powerful Teaching and Learning</u>

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?*
2.3	Beginning	Growing Innovation

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?*	
Will take students to visit Veterinarian School, Taylor Machine Works, Lake Tiak-O-Khata, Farm Operations, Vo-Tech	Administration Teachers Students	March 2021	Teachers and Bus Drivers	Scheduling, Contact each company and set up dates including alternative dates	
Resource person will present an activity performed in their career field	Teachers Resource Person	Nov. 2021	Wide range of career fields	Resource person may not be available. Offer several dates.	
The students will research and present a purposeful co-curricular learning activity	Students	Dec. 2021	Tools, chromebooks, computers, ipads, posterboards, and markers	Adequate time Develop a schedule that will allow all students an opportunity	

Outcome: <u>Increase the number of students participating in work-based learning opportunities and demonstrating the 21st century employability skills.</u>

LMSD Middle School
Action Plan

Design Principle: <u>Leadership</u>

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	Early Steps	Growing Innovation

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?*	
The bottom 25% of students will be pulled. Teachers will meet weekly to review student data.	Subject Area Teachers	Oct. 2023	Star data to detect the bottom 25%	-Lack of 100% participation from the bottom 25% - Incentives could be put in place to motivate students to be present	
Teachers will progress monitor by using iReady, Benchmark Testing, and Weekly Test.	Subject Area Teachers Principals Students	Ongoing	Data	-Lack of 100% participation from the bottom 25% -Incentives could be put in place to motivate students to be present	
Outcomes will be measured by reviewing progress reports, 9 week report cards, and random grade checks.	Subject Area Teachers Principals Students	Jan. 2024	Data	-Lack of 100% participation from the bottom 25% - Incentives could be put in place to motivate students to be present	

Outcome: <u>All students enter MS colleges prepared for credit bearing courses needing no remedial classes in English or Math.</u>

LMSD High School
Action Plan

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

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?*
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
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?*	
Seniors will have opportunity to take Career Pathway course as an elective course for graduation credit. Review grades every four weeks for progress.	**Administrator Counselor Teacher**	**August 2023**	**Counselor scheduling**	**Limited number of students Examine master schedule based on student need.**	
Students will have opportunity to take Jobs for MS Graduates course as an elective course for graduation credit. Review grades every four weeks for progress.	**Administrator Counselor Teacher**	**August 2023**	**Counselor scheduling**	**Limited number of students Examine master schedule based on student need.**	
Students will have opportunity to take Learning Strategies course as an elective course for graduation credit. Review grades every four weeks for progress.	**Administrator Counselor Teacher**	**August 2023**	**Counselor scheduling**	**Limited number of students Examine master schedule based on student need.**	

Outcome: **Decrease the percentage of freshmen in MS colleges taking remedial courses.**

Outcome: **Increase the number of students participating in and passing advanced coursework.**

LMSD High School
Action Plan

Design Principle: #1 Ready for College and Career

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?*
1.9 College Going Culture	**Beginning**: Students have access to take the PSAT/SAT or ASPIRE/ACT in sequence and on time.	**Early Steps**: Students are given multiple opportunities to prepare for and participate in the PSAT/SAT or ASPIRE/ACT.

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?*	
Students will have multiple opportunities to take practice ACT tests per subject area. **Follow-up with review sessions.**	**Administrators PLC groups**	**September 2023**	**ACT prep material ACT practice tests Usatestprep.com Teacher**	**Scheduling and timing Set calendar during the summer**	
Make fee waivers available for students in need of assistance with ACT test fees	**Counselor**	**Each ACT testing registration window**	**ACT fee waivers**	**Limited number of fee waivers Monitor # of waivers handed out and/or request more from ACT**	
Make links available to students and parents for ACT registration and practice tests Increase # of student participation in ACT	**Webmaster Counselor Teachers**	**September 2023**	**Technology Links on school website Usatestprep.com login codes**	**Access to computers** **Purchase more iPads and chromebooks**	

Outcome: Decrease the percentage of freshmen in MS colleges taking remedial courses.
Outcome: Increase the number of students participating in and passing advanced coursework.

LMSD High School
Action Plan

Design Principle: **#3 Personalization**

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?*
3.4 Affective (Personal/Social) and Academic Support	**Early Steps**: Some academic supports are in place such as a summer bridge program and tutoring session times available before and after school.	**Growing Innovation**: Academic support programs are in place during the summer and before, during, and after the school day such as tutoring sessions and academic support labs.

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?*	
Assign tutorial/remediation/enrichment for all students during the school day. **Discuss student progress at PLC meetings.**	**Administrators Counselor Teachers**	**January 2024**	**Time Supplemental resources Enrichment activities**	**Teacher and student buy-in Time** **Incentives Set calendar during the summer**	
Make before and/or after school tutorials available to students **Review grades every four weeks for progress.**	**Administrators Teachers**	**September 2024**	**Time Supplemental resources**	**Student participation Transportation** **Incentives**	
Summer school (4-6 weeks) **Review grades every week for progress.**	**Administrators Teachers Counselor**	**June 2024**	**Funds Teachers Students**	**Teacher participation Funding** **Financial support**	

Outcome: <u>**Decrease the percentage of freshmen in MS colleges taking remedial courses.**</u>

Outcome: <u>**Increase the number of students participating in and passing advanced coursework.**</u>