

Louisville High School Restructuring Plan 2015-2016

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>
1.3 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
<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>	
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 2015	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 2015	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 2015	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.

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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
<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 have multiple opportunities to take practice ACT tests per subject area. Follow-up with review sessions.	Administrators PLC groups	September 2015	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 2015	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.

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Design Principle: #3 Personalization

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
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
<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>	
Assign tutorial/remediation/enrichment for all students during the school day. Discuss student progress at PLC meetings.	Administrators Counselor Teachers	January 2016	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 2015	Time Supplemental resources	Student participation Transportation Incentives	
Summer school (4-6 weeks) Review grades every week for progress.	Administrators Teachers Counselor	June 2016	Funds Teachers Students	Teacher participation Funding Financial support	

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

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