



**Laurel School District's
Dropout Restructuring Plan
2015-2016**

Laurel School District Dropout/Restructuring Plan

The Laurel School District will focus on the two indicated of the six *Design Principles* below:

Ready for College and Career

Require Powerful Teaching and Learning

Personalization

Redefine Professionalism

Leadership

Purposeful Design

Design Principle 1: Ready for College and Career

Indicator	Current Status	Goal: Next Status Level on Continuum
1.1 High School Course of Study	Early Steps	Growing Innovations
1.2 College Ready Skills	Early Steps	Growing Innovations
1.3 College Credit	Beginning	Early Steps/Growing Innovations
1.4 College Going Culture	Early Steps	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Meet with 6 th students to Start Graduation Plan (1.1)	Counselors	August 2015	PD on Pathways to Graduation	Time	
Identify and Orientate 6 th -8 th students for Pre-AP Program (1.1, 1.2)	Counselors, AP Coordinator,	July 2015	AP Curriculum Training, Vertical Alignment PD Pre-AP Content Resources	Funding, On-going, Embedded PD	
Meet with 6 th -12 th Grade students to review ICAP Plans (1.1)	Counselors,	August 2015	ICAP Software, PD on Using ICAP Software	Students Transferring	
Schedule at least 1 college visit for all	Principals,	April	Transportation,	Schedule	

students grade 6 th -12 th (1.4)	Counselors, Lead Teachers	2016		Conflicts, Funding	
Ensure that all Middle School Students take the PLAN ACT (1.2)	Counselors, ACT Coordinator	April 2016	Scheduling Conflicts		
Offer ACT Prep Classes for all student 10 th - 12 th (1.1, 1.2)	Counselor, Principal	August 2015- May 2016	PD of ACT Coaching Strategies,	Funding, Personnel, Resources	
Offer Dual Enrollment/Dual Credit for 12 th Grade Students (1.3, 1.4)	Counselors, Principal, Local Colleges	August 2015- May 2016	PD and Cooperative Compact between high school and local colleges	ACT Entrance Requirements, Tuition Costs, Transportation	
Integrate ACT skills across the curricula (1.2)	Principal, Teachers	August 2015- May 2016	PD on ACT test Taking Strategies, PD on College and Career Anchor Standards, Literacy Coaching PD	Funding, Resource materials,	

Design Principle 2: Powerful Teaching and Learning

Indicator	Current Status	Goal: Next Status Level on Continuum
2.1 Curriculum	Early Steps	Growing Innovations
2.2 Instruction	Early Steps	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Teachers will integrate, weekly, authentic problems that are cross disciplines through	Principal, Lead	August 2015-	Ongoing Embedded Professional Development	Funding, Outside	

which students will have to apply multi-faceted skills and skill sets to solve problems both individually and collectively. (2.1)	teachers, Outside consultants, Teachers	June 2016	Focus	Instructional Coach	
Teachers will participate in embedded professional development weekly to share, researched based strategies, and best practices. (2.2)	Principal, Lead Teachers, teachers	August 2015- June 2016	Time, Monies for Occasional substitutes.	Time, Funding	
Teachers will participate in self-progress monitoring by creating Professional Growth Goals as part of an overall Teaching Portfolio. (2.2)	Principal, Lead Teachers, Teachers	August 2015- June 2016	Binders, flash drives	Attitudes	
Teachers will video a minimum of two lessons per 6 weeks to share with colleagues for feedback. An observation rubric based off of the MSTAR and the growing innovations and new paradigms criteria of the Powerful Teaching Rubric. (2.2)	Principals, Lead Teachers, Teachers	August 2015- June 2016	Video Camera's, Flash Drives, Time	Schedule Conflicts, Funding	
Teachers will integrate cooperative learning structures into weekly learning in order to foster students' abilities to organize and manage working in teams. (2.2)	Principals, Lead Teachers, Teachers	August 2015- June 2016	Time, Professional Development using Kagan Structures, Instructional Coaching	Funding, Time	