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Greenwood Student Population Demographics

Total School District Population 2014-2015

2864

Total Middle School Population 2014-2015

386

Total High School Population 2014-2015

676

Students with Disabilities

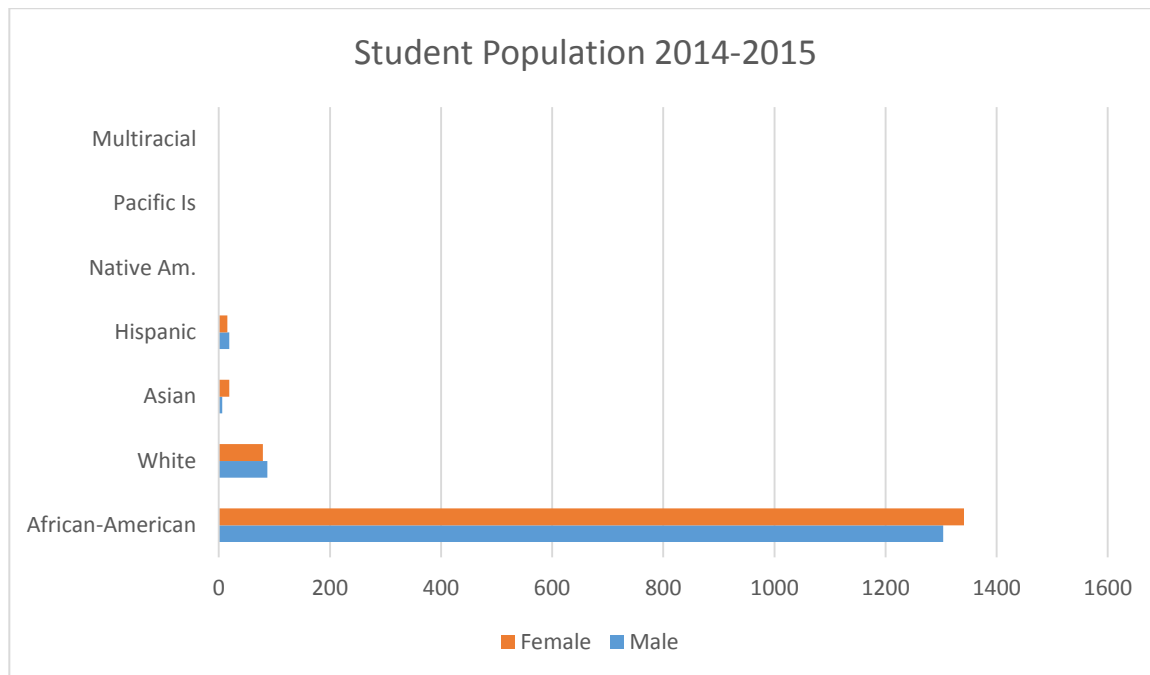
304

Economically Disadvantaged 2014

2599

English Learners

34



Female- 1441

White- 166

Male- 1423

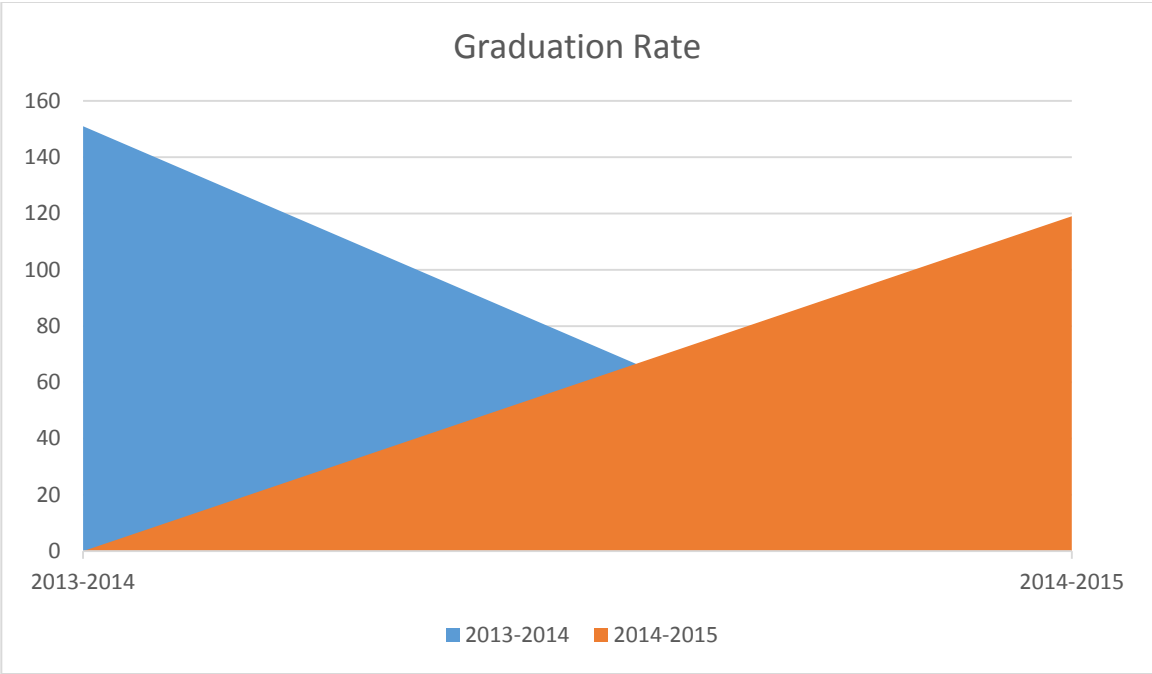
English Learners- 34

Asian- 19

Multi-Racial *

African-American- 2645

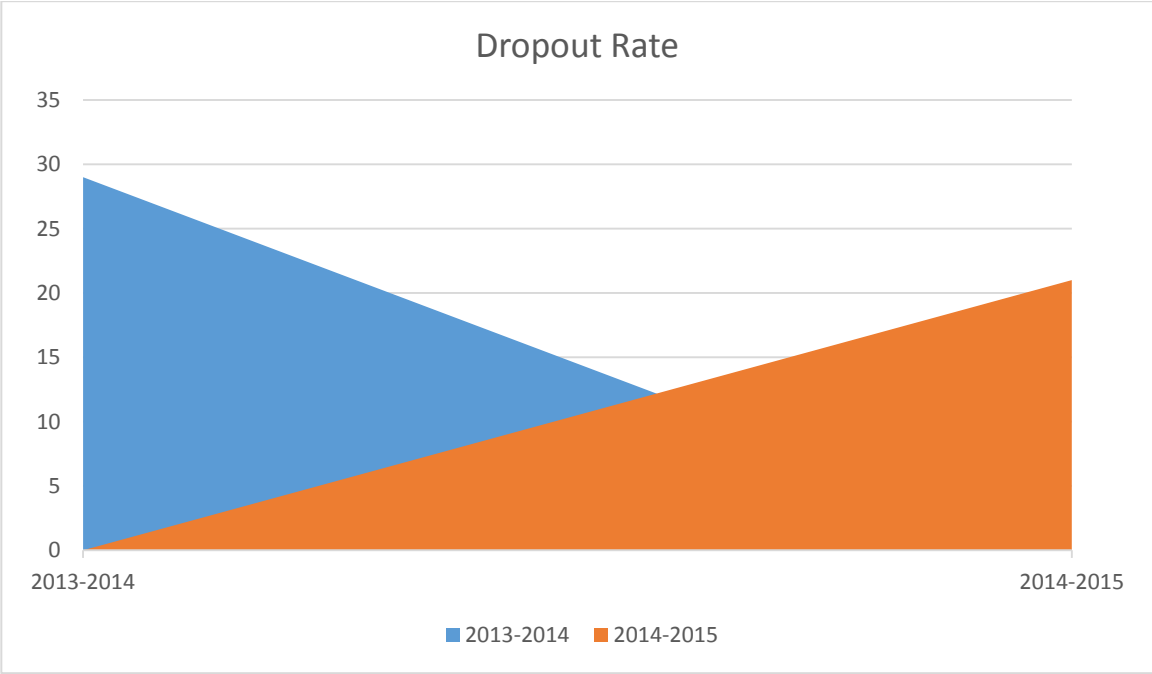
Hispanic- 34



Graduation Rate

2013-2014 = 151

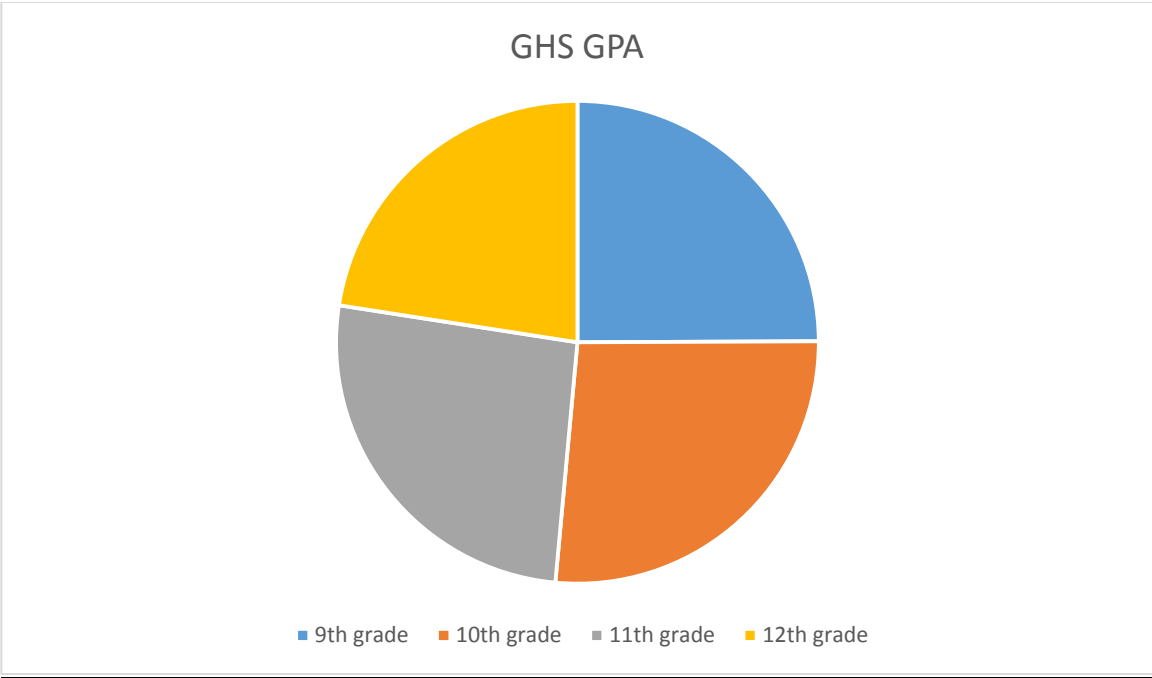
2014-2015 = 119



Dropout Rate

2013-2014 = 29

2014-2015 = 21



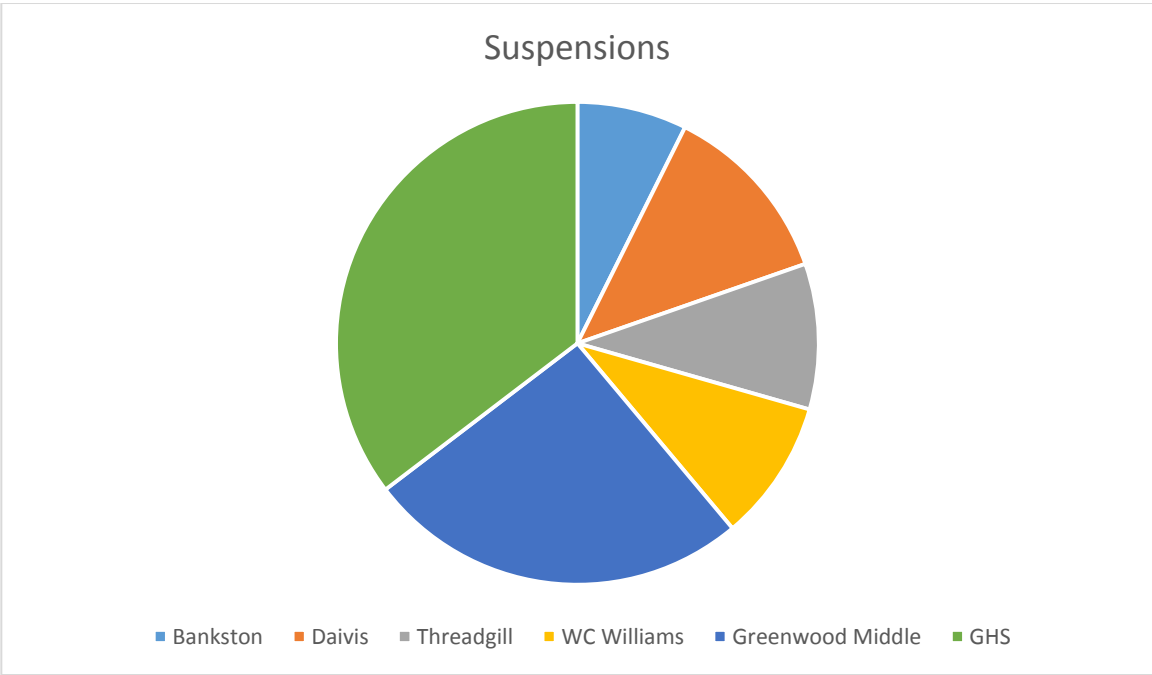
GHS Grade Point Average

9th grade- 2.82

10th grade- 3.00

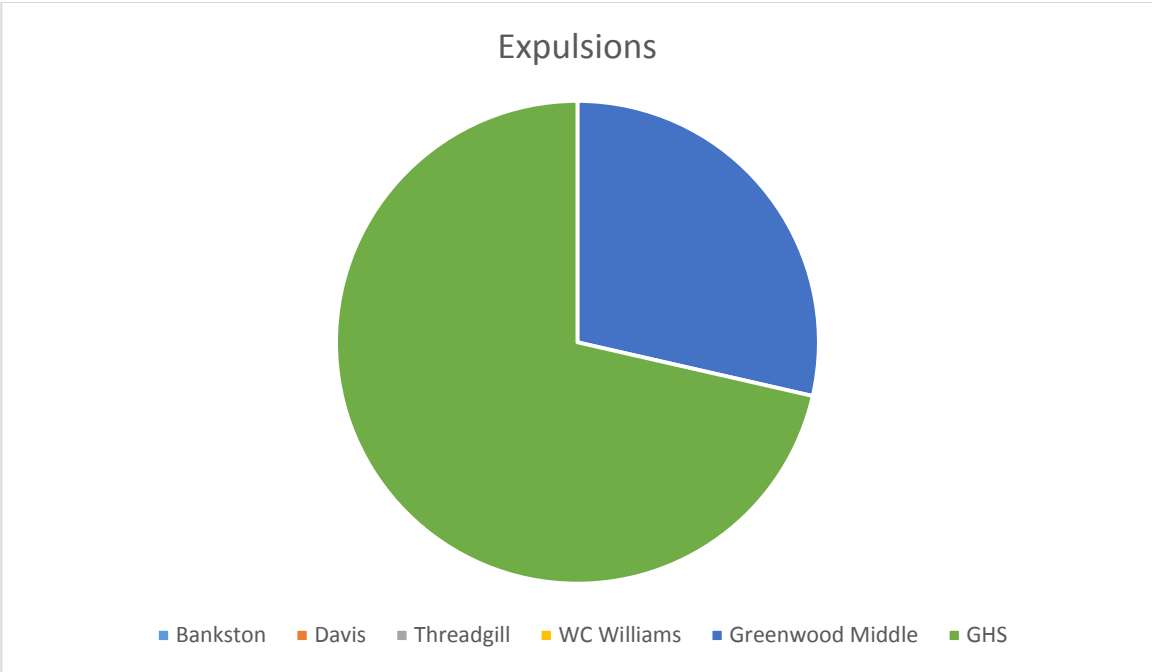
11th grade- 2.94

12th grade- 2.55



Suspensions

Bankston- 52 Davis- 87 GHS- 250 Threadgill- 69 Middle- 182 WC Williams- 67



Expulsions

Bankston- 0

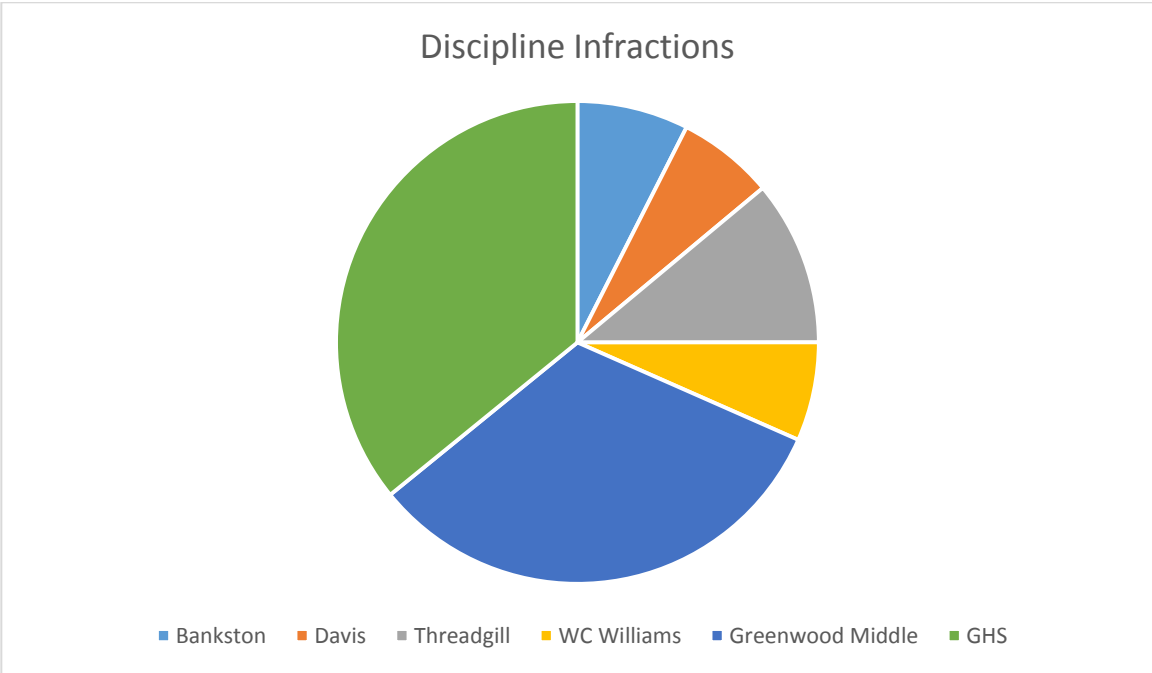
Davis- 0

GHS- 5

Threadgill- 0

Greenwood Middle- 2

WC Williams- 0



Discipline Infraction Rate

Bankston- 263

Davis-228

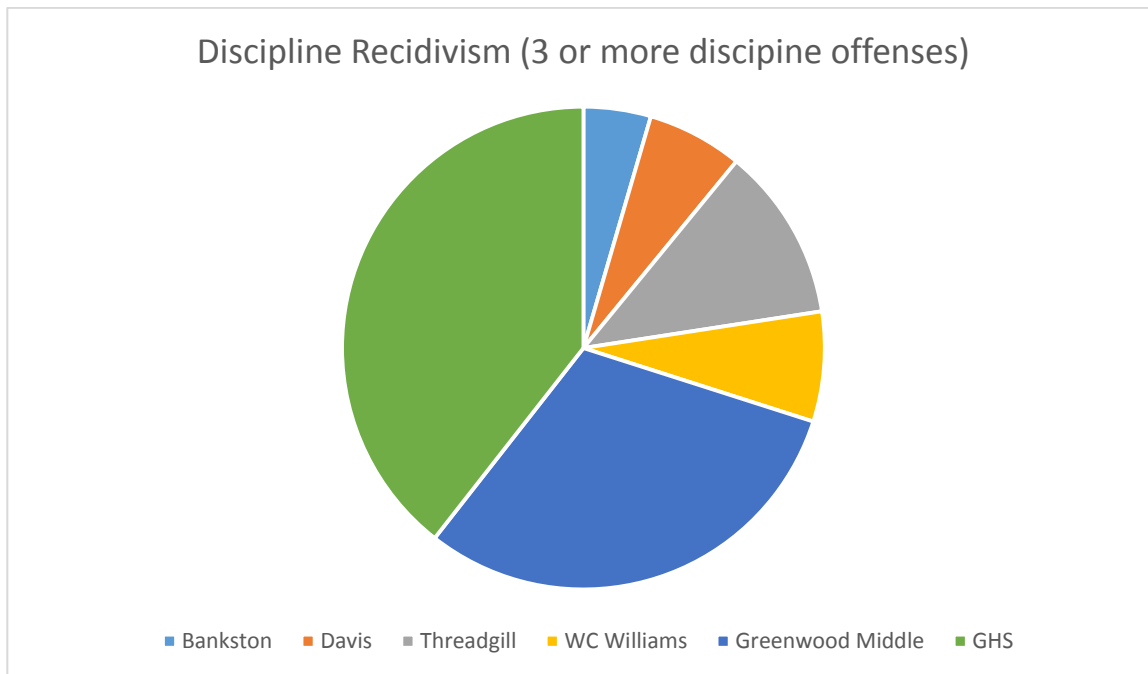
Threadgill- 389

WC Williams- 233

Greenwood Middle- 1145

GHS- 1263

District Total- 3521



Discipline Recidivism Rate (3 or more discipline offenses)

Bankston- 19

Davis- 27

Threadgill- 49

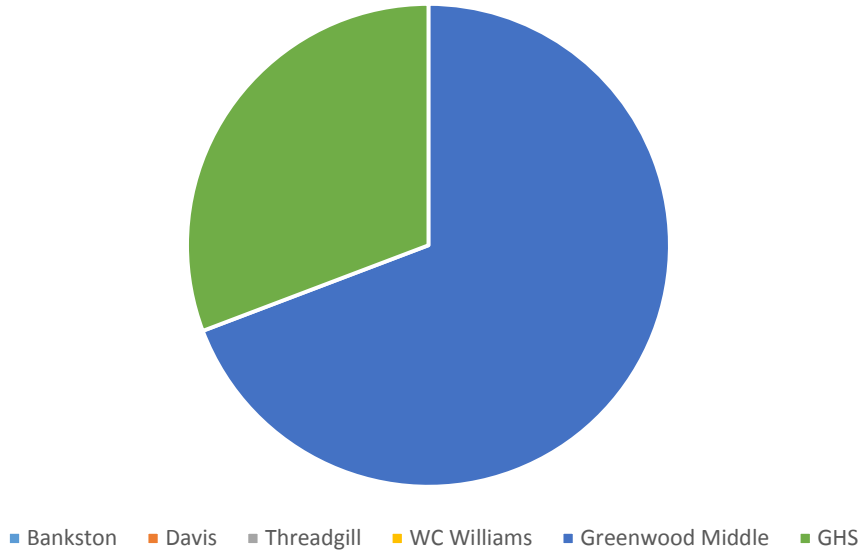
WC Williams- 31

Greenwood Middle- 129

GHS-166

District- 421

Judicial Interaction (Detention Center)



Judicial Interaction (Detention Center)

Bankston- 0

Davis- 0

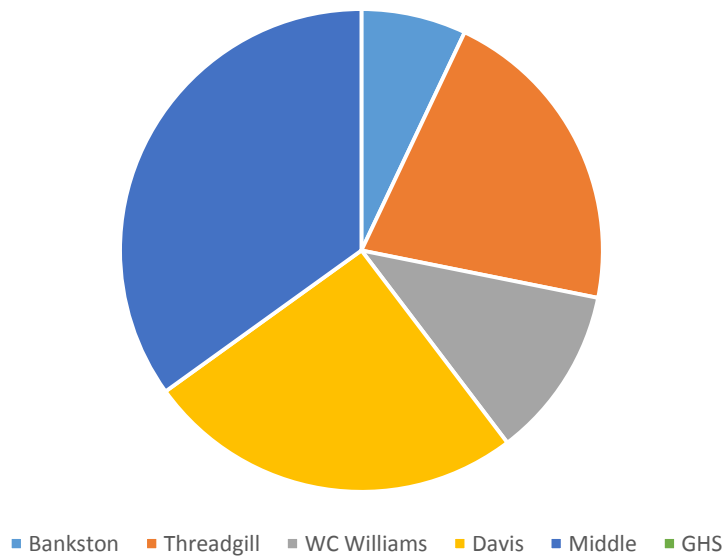
Threadgill-0

WC Williams-0

Greenwood Middle-27

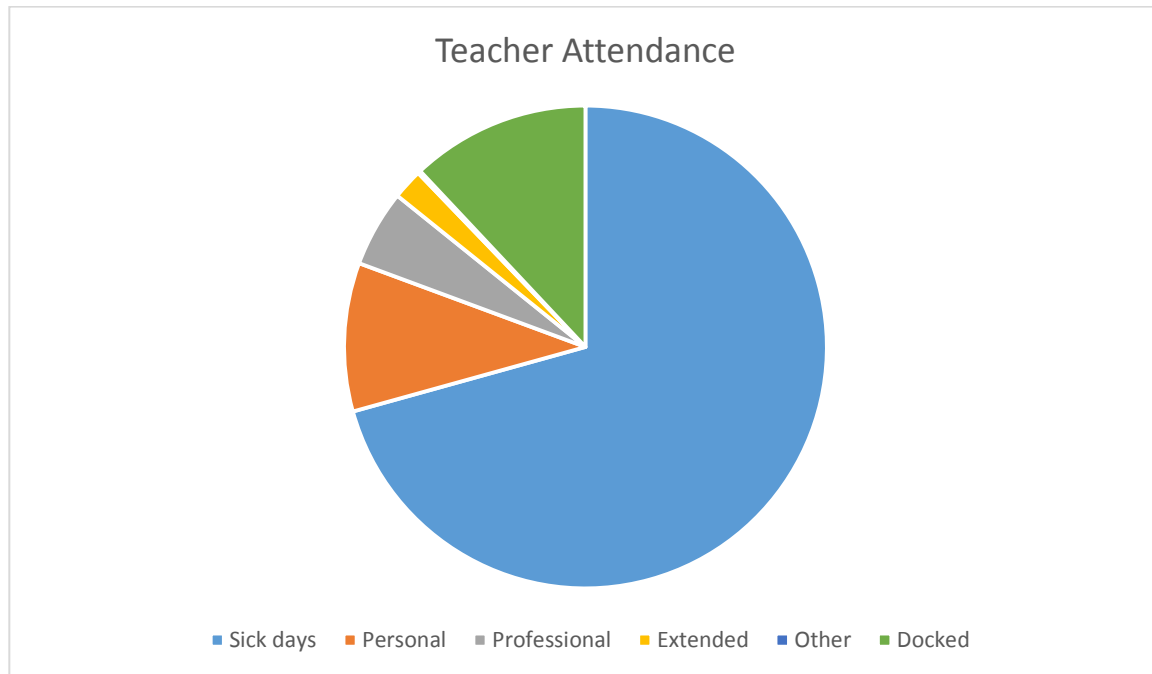
GHS- 12

Student Attendance



Attendance Rate

Bankston- 815 absences	249 students	3.27 average days missed
Threadgill- 2446 absences	622 students	3.93 average days missed
WC Williams- 1334 absences	302 students	4.42 average days missed
Davis- 2943 absences	592 students	4.97 average days missed
Greenwood Middle- 4065 absences	386 students	6.87 average days missed
Greenwood High- 8840 absences	676 students	13.08 average days missed



Teacher Attendance

Teachers- 200

Sick days- 2070.50

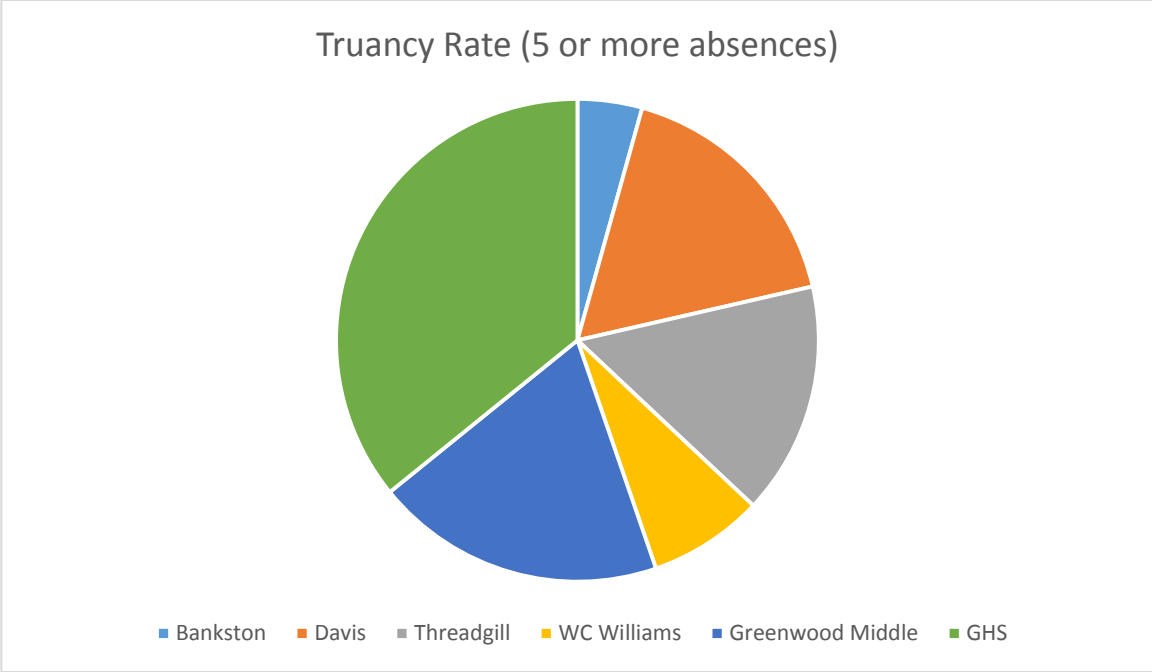
Personal days- 291.5

Professional (Education)-150.5

Extended sick leave- 59.5

Other- 5.5

Unpaid (Docked)-351.5



Truancy Rate (5 or more absences)

Bankston- 55

WC Williams- 98

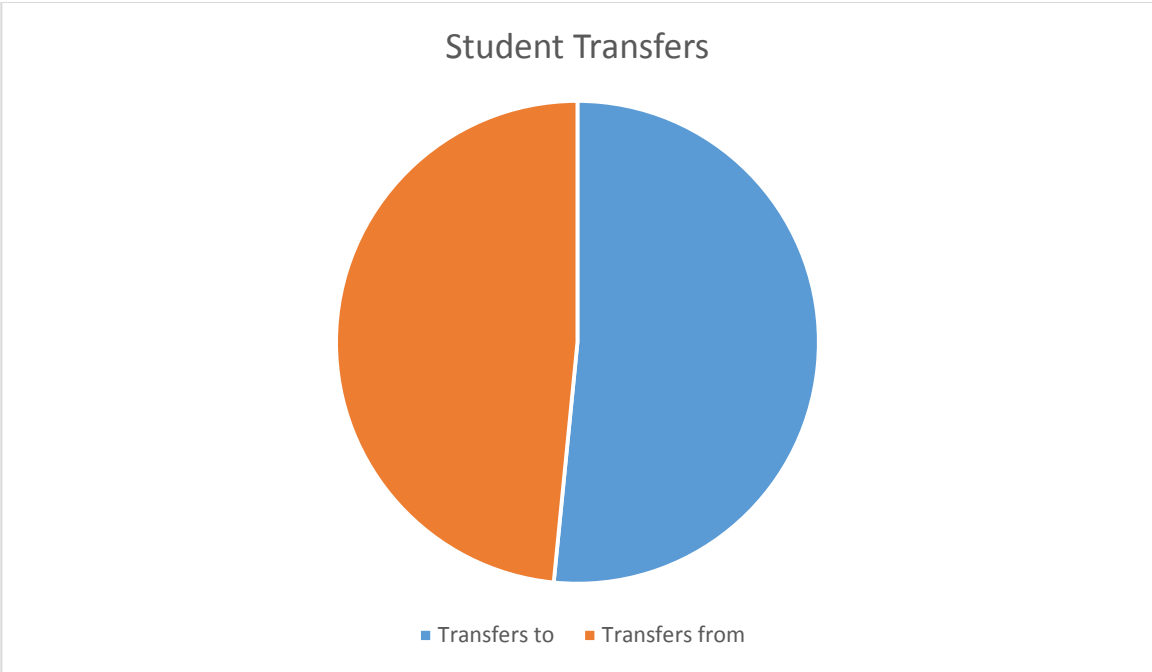
Davis- 217

Threadgill- 198

Greenwood Middle- 247

GHS- 455

District-Wide- 1271 (44.3%)



Mobility Rate/Number of Transfers

Student transfers to Greenwood Public School District- 395

Student transfers from Greenwood Public School District- 371

Education Level of Parents

High School graduate or higher 2009	≥ 25 years old	74.4%
Bachelor’s degree or higher 2009-2013	≥ 25 years old	19.1%

Source: US Census Bureau County and City Quickfacts

<http://quickfacts.census.gov/qfd/states/28/2829340.html>

Teen Pregnancy/Teen Parents

GHS- 10 pregnant 5 teen parents

Greenwood Middle- 2 pregnant

MKAS2 3rd Grade Summative Assessment Results

Greenwood Public Schools	74.15% passed	7.55% failed
Bankston Elementary	92.45%	24.69%
Davis Elementary	75.31%	24.69%
Threadgill Elementary	70.31%	29.69%
WC Williams Elementary	52.63%	47.37%

7th grade MCT2 Language Arts Scores Spring 2014

Advanced	2	1%
Proficient	96	51.6%
Basic	68	36.5%
Minimal	20	10.7%

7th grade MCT2 Math Scores Spring 2014

Advanced	21	11.3%
Proficient	81	43.7%
Basic	45	24.3%
Minimal	38	20.5%

8th grade MCT2 Language Arts Scores Spring 2014

Advanced	8	4.7%
Proficient	65	38.9%
Basic	74	44.3%
Minimal	20	11.9%

8th grade MCT2 Math Scores Spring 2014

Advanced	14	8.3%
Proficient	81	48.5%
Basic	55	32.9%
Minimal	17	10.1%

GHS Subject Area Testing Scores 2014

Algebra I	63% passing
Biology	66% passing
English II	54% passing

Extracurricular Activities Participation

Bankston Elementary- Intra-City football (30) and Intra-City basketball (25 boys and 20 girls)
Pep Squad (25) Jr. Beta Club (6)

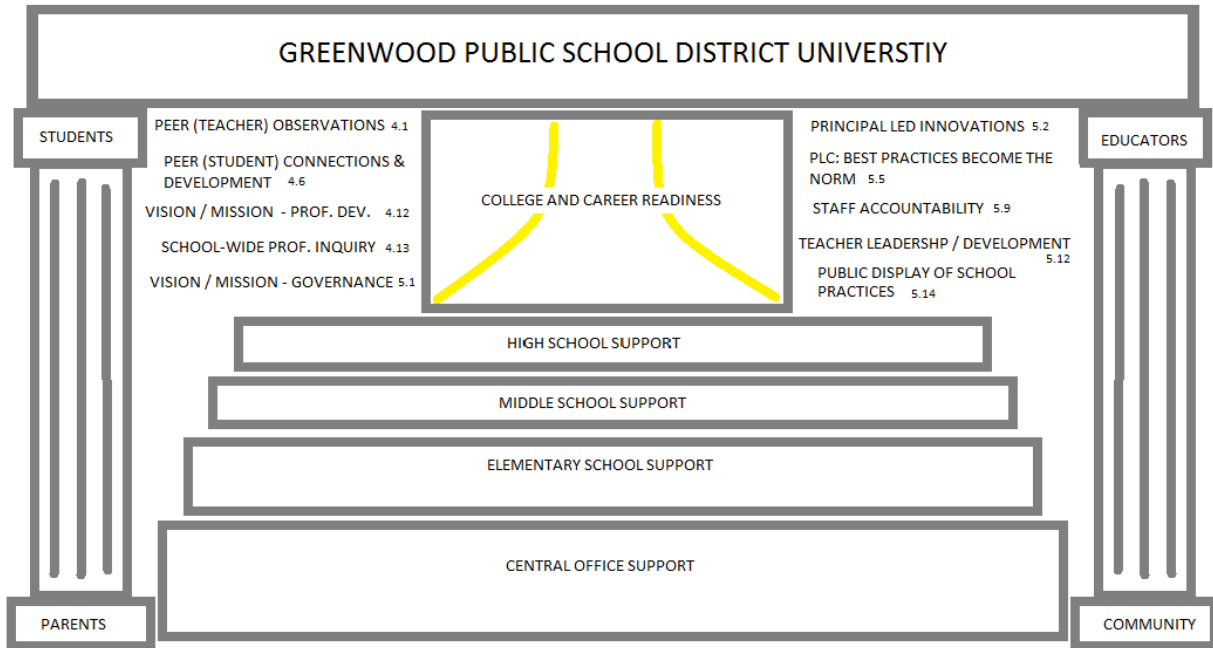
Threadgill Elementary- Football (30) Basketball: Girls (15) Boys (15) Cheerleaders (20)

Greenwood Middle- Band-80 Basketball-36 Football-80 Track-10(w/high school) Volleyball-
10(w/high school) Cross Country-8(w/high school) Garden Club-26 Tennis-16 (anticipated)
Golf-10 (anticipated) Baseball-6(w/high school) Softball-4(w/high school)

Career Technical Center- HOSA (Health Occupations Students of America) – 8 SkillsUSA- 15 in
2013-2014 school year/0 students 2014-2015

GHS- Band- 100, Basketball- 40, Football- 100, Track- 30, Volleyball- 20, Cross Country- 20,
Tennis- 20, Golf- 20, Baseball- 20, Softball- 20, Beta Club- 30, Math Club- 15, News Team- 10,
Cheerleaders- 15

Dropout Restructuring Graphic



Greenwood Public School District District Level Plans

- **Reducing the retention rates in grades kindergarten, first and second**

The following is a list of initiatives that Greenwood Public School District is using at the Pre-K, Kindergarten, 1st and 2nd grade levels:

Identification of English Language Learners

Identification of Migrant and Homeless

Identification of students at-risk of failing and dropping-out

Intracity Basketball and Football

Life Help - Provides a school-based counselor to assist with behavior modification for students having difficulties. Counselors assist families with strategies to improve behavior and quality of life.

Junior Auxiliary – This organization provides clothing and other basic needs for disadvantaged children. School officials discreetly submit names of needy children.

Crisis/Safety Management Plans - Each employee has been given a Crisis Management Plan that has been adopted by the school board. This plan is accessible and serves a guide to assist us in case an emergency arises.

Red Ribbon Week - This is a big week at elementary schools. We use the "Too Good for Drugs Curriculum" for drug education this entire week. We have themes for each day and prizes for the students. We also schedule an assembly where the Pride Team from the high school comes to entertain us as well as other speakers.

PTO - The meeting occurs monthly in which parents and teachers come out to support the school.

Family Center - The Family Center is open daily. It has loads of information for parents on all kinds of topics. Also, a speaker is scheduled monthly on various topics. These sessions are open to our parents. A newsletter is sent out from the Parent Center monthly.

Accelerated Reading – This program is on all computers. Teachers can take advantage of this program in the classroom or in the computer lab. It is also used as one of the TST interventions. The library also takes advantage of this program.

Extended Day - This is the after school tutoring program. It runs from 3:30 - 4:30 p.m. three days a week. Grades 2-6 are involved in this program.

Extended Year - This program runs during the month of June. It is used to help students keep the skills needed for the next school term.

Intracity Basketball - This is available to boys and girls grades 4-6. Each elementary school is very supportive of their boys' and girls' elementary teams. This program runs from November - February.

Cheerleaders - This program is available for girls in Grades 4-6. This is a special group of talented girls that love to support their boys' and girls' basketball teams during basketball games.

Health Fairs - Many agencies were present to help educate our students, teachers, and community on health issues. Blood pressure screens and sugar screens were also available.

Body Walk - This activity is held yearly at another site. Our students are transported there. Activities include our students having to literally walk through the human body in order to become informed on the various body system and discover how they work.

Computer Lab - All students are scheduled for computer lab time. The teacher attends the session with students. This is a time to use all computer based programs. The computers provide interactive lessons for our students. Lessons are in direct alignment with competencies and objectives.

- **Targeting subgroups that need additional assistance to meet graduation requirements**

Greenwood Public School District offers the following initiatives to target subgroups who need additional assistance to meet graduation requirements:

- Three-Tiered Interventions

- Dual-Enrollment

- Vocational work study

- Clubs and Organizations

- Credit Recovery

- GED option

- Career and Technical Center

- Cooperative Education

- Extended Day

- Extended Year

- 21st Century

- Compensatory Reading/Math

- Technology-based programs

- Extended Day/Extended Year

Greenwood High School Dropout Restructuring Plan

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>
<p>1.1 High School Course of Study</p>	<p>Students are tracked according to past performance into regular and advanced level course.</p>	<p>All students are given the option to take at least one advanced course. All students are given the option to take math and science courses beyond the minimum graduation requirements.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>During registration, students will be offered the opportunities to take Algebra III (common core of advanced algebra and trigonometry) and Human Anatomy and Physiology (higher than Biology II).</p>	<p>Counselors HS Principal</p>	<p>July 2015</p>			

Progress monitor through progress reports, report cards, and parent/teacher conferences.					
Counselors will talk to students about high level courses and dual enrollment. Principal will recruit students for courses through daily announcements.	Counselors HS Principal	August 2015			
All students at GHS will maintain seven classes and or DWIA/Co-op (CPE).	Counselors HS Principal	August 2015			

Outcome: _____

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	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.	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>	
GHS will integrate college and career ready skills on every Wednesday (one period) to focus on those skills.	Teachers	August 2015- May 2016	Obtaining ACT component to Odyssey		
It will be measured by college and career ready assignments.	Teachers Principal				

GHS will implement career industry guest speakers into the following classes: STEM, Algebra II, Biology II, English III, English IV, and elective courses (non-state tested courses).	Principal Teachers Central Office	August 2015- May 2016		Community Involvement	

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>
1.5 College Credit	Students review their four/five year iCAP occasionally with a staff member.	Each student has a well-defined four/five year iCAP that is continually monitored and updated to ensure graduation with a career credential or transferrable college credit.

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>	

High school counselors will work with students on ICAP's and ILP monthly.	Counselors	May 2016			
Measured by the number of ICAP's and ILP's.					
Career and Technical Center counselor will be involved with students on ICAPS, which has not been previously done.	Career and Technical Counselor	May 2016		Redesign of ICAP	

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>
1.10 College Going Culture	Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with a focus on attending and graduating college.	Students explore the internet and investigate possible colleges and careers based on their interests. Teachers and students talk daily about setting tangible goals in order to go to college or get a job. Conversations focus on which college to attend or career to plan for, not whether to go to college or work.

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>	
Every Friday, teachers and staff will participate in “college day”. Teachers will wear college paraphernalia and discuss their college major(s) and college environments. During the first week of school, faculty and staff will share collegiate experiences.	Teachers/Staff	August 2015		Some staff may not have a college degree and may have not completed a degree.	
Bulletin boards will be created with the colleges/universities represented by faculty and staff.	Teachers/Staff	August 2015			
Measured by participation.					

Outcome: _____

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

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>
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2.1 Curriculum	Teachers teach the Mississippi Curriculum Frameworks at an appropriate pace.	Teachers plan instruction around “big ideas” that are mapped to multiple standards and to 21st century skills (e.g. leadership, ethics, accountability, adaptability, initiative, communication, collaboration, social responsibility, wellness, entrepreneurship).
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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>	
GHS will integrate college and career ready skills on every Wednesday (one period) to focus on those skills.	Teachers	Ongoing	Obtaining ACT component to Odyssey	n/a	
It will be measured by college and career ready assignments	Teachers	Ongoing	Post college and career ready skills throughout building and classrooms	n/a	
GHS will implement career industry guest speakers into non-state tested courses.	Counselors Principal	Ongoing	Community buy-in	Community Involvement	

Outcome: _____

Indicator	Current Status on Continuum	GOAL: Next Status Level on Continuum
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<i>Design Principle: Indicator (Ex. 1.1)</i>	<i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
2.5 Instruction	There is limited use of technology for instruction.	Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling use of technology in ways similar to the working world.

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>	
GHS will offer Itunes university which is a professional development based on remediation and courses on instruction.	Technology Department District level	August 2015	Technology Director, money for training and implementation.	Lifting firewalls Accessibility of technology	
GHS will offer more MS virtual classes (Blackboard)	Counselors	August 2015	Technology Department	Technology	
GHS will offer CANVAS (Blackboard) professional development for teachers.	Curriculum Director GHS principal Technology Director	August 2015	Funds	Technology	

Outcome: _____

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>
2.8 Instruction	Teacher talk dominates instruction. Teachers communicate effectively with all students. Teachers help student's articulate thoughts and ideas clearly and effectively.	Teachers teach students how to communicate effectively with each other and set up classroom practices that require them to do so. Collaboration and discussion among students is pervasive.

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>	
Expectation: All teachers will incorporate thinking, speaking and listening skills into their lesson plans no matter the discipline.	Teachers Instructional Coach Principal Assistant principals	September 2015	Professional development	n/a	
Measured by M-STAR	Teachers Instructional Coach Principal Assistant principals	September 2015	n/a	n/a	

Outcome: _____

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>
2.12 Assessment	Teachers primarily use assessments to assign grades and/or control behavior.	Teachers provide instructional interventions based on data from assessments.

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>	
GHS will utilized RTI with fidelity in all disciplines.	Principals Instructional Coaches Counselors	Quarterly	Professional development	Length of courses (half semester courses)	
Implementing STAR testing for assessment which is used for TST at High school and Career and Technical center.	Instructional Coaches Teachers Librarian Principals	September 2015	Funding for STAR	Technology	

Outcome: _____

Design Principle: 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>
3.1 Affective (personal/Social) and Academic Support	Some planning for implementation of advisories/seminars exists.	Advisory courses are provided for some grade levels.

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>	
GHS will offer a course called <i>Personal Leadership</i> which will focus on personal, social, and academic support for 11 th graders.	Counselors Teacher	August 2015	Counselors and Instructor for course	n/a	

Utilizing individual and group counseling and guidance curriculum (ASCA model)	Counselors	August 2015	Counselors	Counselor time/schedule	
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Outcome: _____

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>
3.9 Adult/Student Relationships	A school-wide survey of the student body indicates that at least 95% of students surveyed indicate that they feel known, respected, and cared for.	Data from surveys of students and parents indicate that at least 98% of both populations feel that the adults in the school care, know, and respect them.

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>	
During high school orientation, presentations will be given on what care, knowing, and respect mean by sharing expectations and role-modeling.	Principals Teachers	August 2015	Professional development on Capture the Heart	Cost of professional development	
Obtain survey monkey to create surveys to assess how students perceive/rate that adults in the school care, know and respect them.	Principal Assistant principals Instructional Coaches STEM teacher	November 2015 April 2016	Money for survey monkey services	Funds	

Outcome: _____

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>
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4.1 Collaborative Work Orientation	Teachers observe their peers in practice.	Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement.
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers
<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 observe a selected peer teacher each semester.	Teachers	2x yearly 1 st and 3 rd 9 weeks	n/a	Teacher buy-in
Will be measured by M-STAR.	Teachers	2x yearly 1 st and 3 rd 9 weeks	n/a	n/a
GHS will implement teacher-led professional development and share with the rest of faculty.	Teachers	Ongoing	Possible money for professional development.	Funds

Outcome: _____

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or</i>
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	<i>New Paradigms?</i>	<i>New Paradigms?</i>
4.6 Shared Responsibility & Collaborative Decision Making	Students are organized into advisory groups and/or project teams.	Peer connections are promoted through advisory groups and/or project teams

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>	
Student advisory groups will meet to discuss, problem solve, and share feedback on school issues.	Principal Students Counselors	September 2015	Organization of groups	Time	
Measured by surveys	Teacher Sponsors	October 2015	Technology for surveys	Lack of technology	
Student clubs and organization will meet on school issues.	Students Teacher sponsors	September 2015	Organized schedule of student club meetings	Time	

Outcome: _____

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>
4.12 Sustainability	Schools secure resources and professional development experiences aligned with the school's mission and vision and Design Principles.	Schools have a systematic, internal process for the on-boarding and development of new staff and cross- training, capacity building, and continued acculturation of existing staff aligned with Design Principles.

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>	
At GHS, every new teacher to the school district will be assigned a mentor teacher.	Principal	August 2015	n/a	Teacher buy-in	
Greenwood Public Schools will host a new staff orientation district-wide meeting.	Curriculum Department	August 2015	Central Office support	n/a	

Outcome: _____

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>
4.13 Professional Inquiry	All teachers participate in professional development in their content area.	All teachers keep abreast of current research on student learning and national standards in their content area and consider them in planning and delivering instruction.

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>	
Faculty and staff will participate in district-wide professional development once a month.	Curriculum Department	September 2015	n/a	Lack of professional development	
Measured by checking lesson plans	Lead teachers Principal Assistant principals	September 2015	n/a	n/a	

Outcome: _____

Design Principle 5: Leadership

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>
5.1 Shared Mission and Vision	Staff members work together to make decisions that advance the mission and Vision of the school and foster understanding among constituent groups.	Staff members engage in a dynamic process of continuous re-examination and refinement of the mission and vision of the school in order to develop the school’s direction based on previous successes and challenges.

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>	
During all faculty meetings and orientations, the mission and vision are shared and discussed in detail.	Principals Instructional Coaches Central Office	August 2015 ongoing	District-wide support	n/a	

Outcome: _____

<p style="text-align: center;">Indicator</p> <p style="text-align: center;"><i>Design Principle: Indicator (Ex. 1..1)</i></p>	<p style="text-align: center;">Current Status on Continuum</p> <p style="text-align: center;"><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p style="text-align: center;">GOAL: Next Status Level on Continuum</p> <p style="text-align: center;"><i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p>5.2 Change Agent</p>	<p>The principal ensures alignment of the school’s vision with the implementation of evidence-based strategies to improve student performance and meet the goals of the school’s action plan.</p>	<p>The principal acts as a catalyst to seek new solutions and encourages risk- taking in meeting individual student needs with potentially beneficial outcomes.</p>

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>	
GHS principal will take written suggestions on problems and solutions for students' needs from faculty and staff.	Principal	August 2015	n/a	Student participation and faculty and staff buy-in	
The leader of the PLC's (professional learning communities) will implement shared problem-solving for student related issues.	Faculty Staff	September 2015	n/a	Faculty and staff buy-in	
Measured by principal and assistant principal follow-up.			n/a	n/a	

Outcome: _____

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>
5.5 Focused on Powerful Teaching and Learning	The principal leads discussions about standards-based upon research and best practice.	Staff members assume ownership of problem identification, solution generation, and strategy implementation.

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>	
GHS principal will take written suggestions on problems and solutions for students' needs from faculty and staff.	Principal	August 2015	n/a	Student participation and faculty and staff buy-in	
The leader of the PLC's (professional learning communities) will implement shared problem-solving for student related issues	Faculty Staff	September 2015	n/a	Faculty and staff buy-in	
Measured by principal and assistant principal follow-up.	Principal Assistant principal	September 2015	n/a	n/a	

Outcome: _____

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>
5.9 Culture & High Expectations	The principal holds staff accountable for ensuring the success of each student.	Staff holds peers accountable for ensuring the success of each student.

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>	
GHS will implement PLC's to ensure teachers are exemplifying professional standards.	Teachers Assistant principals	September 2015	Funds for any professional development	n/a	
Measured by M-STAR	Teachers Assistant principals	September 2015	n/a	n/a	
GHS will initiate an accountability buddy. Teachers will be held accountable by other teachers for student success (behavior and academics)	Principal Teachers	September 2015	Teachers	Teacher buy-in	

Outcome: _____

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>
5.12 Shared Leadership	The principal actively encourages teacher leadership through traditional school-based leadership opportunities, including department/grade level leaders, school improvement team, etc.	The principal promotes staff participation in district and external leadership opportunities and enables staff to lead school-based conversations about those experiences.

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>	
GHS principal will choose various educational topics and assign teachers to lead discussions and initiatives in team meetings.	Principal Assistant principals	September 2015	Teachers and technology for presentations	Teacher buy-in	
Measured by minutes and sign-in sheets of meetings.	Principal Assistant principals	Ongoing	n/a	n/a	
GHS will allow teachers who participate in first action step, to attend workshops to greater enhance their leadership development and to facilitate those skills within the school	Instructional coaches Principal Interested teachers	Ongoing	Funds	n/a	

Outcome: _____

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>
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5.14 Collaborative Work Environment	Staff shares instructional practices, lessons learned, and current challenges with peers during common planning opportunities.	Practice is made public through the use of school-wide rounds and peer school review, including both internal and external peer observation and feedback.
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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 observed a selected peer teacher each semester.	Teachers	2x yearly 1 st and 3 rd 9 weeks	Teachers	Teacher buy-in	
Measured by M-STAR.	Peer teachers	2x yearly 1 st and 3 rd 9 weeks	Teachers	Teacher buy-in	
GHS will implement teacher-led professional development and share with the rest of faculty.	Teachers		Possible outside professional development	Funds for professional development.	

Outcome: _____

Design Principle 1: Ready for College and Career (Greenwood Middle School)

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>
<p>1.1 High School Course of Study</p>	<p>Students are tracked according to past performance into regular and advanced level course.</p>	<p>All students are given the option to take at least one advanced course. All students are given the option to take math and science courses beyond the minimum graduation requirements.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>Develop account & work through MS Choices Program for incoming 7th Grade Students to connect careers with interest to aid in College & Career Planning & Develop ILP'S (Individualized Life Plan)</p>	<p>Counselors ICT I</p>	<p>Aug. 2015 Ongoing</p>	<p>Professional Development Training on MS Choices</p>	<p>Computer Lab Availability</p>	
<p>All 8th Grade Students will work through MS Choices Program & Develop ILP'S (Individualized Life Plan) Activities designed for 8th Grade Students to connect careers with interest to aid in College & Career Planning</p>	<p>Counselors ICT II</p>	<p>Aug. 2015 Ongoing</p>	<p>Professional Development Training on MS Choices</p>	<p>Computer Lab Availability</p>	

All 8 th Grade students will develop & review their iCAPS & ILP'S to make sure they are on track to take advanced coursework.	Counselors ICT II	Jan. 2016 Ongoing	Professional Development Training on MS Choices	Computer Lab Availability Testing	
Meet with all 8 th Grade Parents on Exit Program Day to discuss/inform parents of Graduation Requirements/Pathways, Review iCAPS, ILP'S & Criteria for Advanced Courses	Counselor	May 2016	Course Selection	Testing Schedule	

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	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.	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>	
The teachers will introduce and implement the use of 21 st century skills in every class during the first 15 minutes each day (i.e. study skills, time management, oral and written communication skills)	Teachers	Ongoing Aug-May	All teachers in all classrooms Professional Development	Training	

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Outcome: _____

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>
1.5 College Credit	Students review their four/five year iCAP occasionally with a staff member.	Each student has a well-defined four/five year iCAP that is continually monitored and updated to ensure graduation with a career credential or transferrable college credit.

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>	
Meet with all rising 9 th graders to review their course selections to identify the total number of Carnegie Units they will receive at the end of their 8 th grade year	Counselor	January 2015	Report Cards to determine current status Progress Toward Graduation Form iCAPS	n/a	
Meet with all eighth graders and review their i-CAPS & ILP'S to ensure they are knowledgeable about their pathways	Counselor	Feb. 2016	Student iCAPS	n/a	
Meet with all eighth graders and review their Progress Towards Graduation Forms to ensure they are on track to take advanced level	Counselor			n/a	

Outcome: _____

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>

<p>1.10 College Going Culture</p>	<p>Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with a focus on attending and graduating college.</p>	<p>Students explore the internet and investigate possible colleges and careers based on their interests. Teachers and students talk daily about setting tangible goals in order to go to college or get a job. Conversations focus on which college to attend or career to plan for, not whether to go to college or work.</p>
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>All Teachers will create a College information Wall of a college of their choice (i.e. Alma Mata) to help foster a college going culture.</p>	<p>Teachers</p>	<p>Aug. 2015 Ongoing</p>	<p>Bulletin Board Paper,</p>	<p>Resources from the colleges.</p>	
<p>One day of each week (Wednesday) during 1st period, teachers will discuss their college experiences as well as allow students to have conversations about college.</p>	<p>All Teachers</p>	<p>Aug. 2015 Ongoing</p>	<p>Information about Colleges</p>	<p>Resources from the colleges</p>	

Each Grade visit at least two (2) colleges during the 2015-2016 School Year	Principal Counselor	Sept. 2015	Transportation & Funding	Funding	
Students/staff will wear a t-shirt representing colleges/universities, and/or Greek Organizations 2x per month.	Principal Counselor Teachers Staff	Aug. 2015 Ongoing	Money for T-shirts	Students may not have a t-shirt that bears a college/university's name.	

Outcome: _____

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

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>
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2.1 Curriculum	Teachers teach the Mississippi Curriculum Frameworks at an appropriate pace.	Teachers plan instruction around “big ideas” that are mapped to multiple standards and to 21st century skills (e.g. leadership, ethics, accountability, adaptability, initiative, communication, collaboration, social responsibility, wellness, entrepreneurship).
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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>	
All Teachers during 1 st Period will teach 21 st Century Skills from 7:30 -7:45 each day.	Principal All Teachers	Aug. 2015 Ongoing	Resources to Teach 21 st Century Skills	Money	

Outcome: _____

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>
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2.5 Instruction	There is limited use of technology for instruction.	Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling use of technology in ways similar to the working world.
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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 use various learning interventions (modified assignments, instructional software, electronic devices, etc.) to enhance and remediate the specific learning needs of their students.	Teachers	Ongoing Aug. 2015- May 2016	Instructional Software, electronic devices, Wi-Fi capability, learning styles inventories	Failure to administer learning styles inventory Failure to use technology with fidelity Failure to analyze and use data	
Teachers will incorporate the use of instructional software throughout the course of daily instruction to facilitate student use technology for student assignment completion	Teachers and students	Ongoing Aug. 2015- May 2016	Professional development and ongoing training for teachers, instructional technology, Wi-Fi capability, and electronic devices	Failure to integrate technology in daily lessons with student use	

Outcome: _____

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>
2.8 Instruction	Teacher talk dominates instruction. Teachers communicate effectively with all students. Teachers help student's articulate thoughts and ideas clearly and effectively.	Teachers teach students how to communicate effectively with each other and set up classroom practices that require them to do so. Collaboration and discussion among students is pervasive.

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>	
All teachers will facilitate student assignments that require oral and written communication (at least one assignment per week)	Teachers	Ongoing Aug 2015- May 2016	Teacher facilitation in every class Occasional guest speakers	n/a	
All teachers will incorporate collaborative student discussions in their lessons with students objective on persuasive topics	Teachers Students	Ongoing Aug 2015- May 2016	Teacher facilitation in every class	n/a	

Outcome: _____

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>
2.12 Assessment	Teachers primarily use assessments to assign grades and/or control behavior.	Teachers provide instructional interventions based on data from assessments.

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>	
Common Assessments will be provided	District/Principal	August 2015	Common Assessment	Software purchase	
Teachers will administer common assessments to establish baseline data to be used to monitor progress and implement instructional strategies based on student needs	Teacher	Ongoing Aug 2015- May 2016	Common Assessment, baseline data reports and analysis tools	Software purchase	

Outcome: _____

Design Principle: 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>
3.1 Affective (personal/Social) and Academic Support	Some planning for implementation of advisories/seminars exists.	Advisory courses are provided for some grade levels.

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>	
All homeroom teachers will serve as advisors for the students in their homeroom as it relates to, but not limited to attendance, behavior, grades, importance of school and etc.	Homeroom Teachers Principal	Aug. 2015 Ongoing	Professional Development	Funding	
All students will engage in small group and/or Individual Counseling Session to help students develop their personal and social skills.	Counselors	Aug. 2015 Ongoing	Classroom for Counselor to conduct small group sessions	Time	

Outcome: _____

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>
3.9 Adult/Student Relationships	A school-wide survey of the student body indicates that at least 95% of students surveyed indicate that they feel known, respected, and cared for.	Data from surveys of students and parents indicate that at least 98% of both populations feel that the adults in the school care, know, and respect them.

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>	
Develop a school-wide survey that indicate whether students feel known, respected and cared for.	Principal Counselor Counselor Advisory Team	Oct. 2015	Students, faculty and staff	Time constraints	
Disseminate survey to all Middle School students	Teachers	Dec. 2015	Students, faculty and staff	Time constraints	

Outcome: _____

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	Teachers observe their peers in practice.	Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement.

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>	
All Teachers will observe at least three (3) of their peers each month in the areas of classroom management, presentation, etc.	Teachers Principals	Aug. 2015 Ongoing	Peer observation form Peer observation schedule Peer observation analysis and feedback time	Scheduling	

Outcome: _____

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>
4.6 Shared Responsibility & Collaborative Decision Making	Students are organized into advisory groups and/or project teams.	Peer connections are promoted through advisory groups and/or project teams

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 be divided into project teams I.e. 7-1, 7-2, 8-1, & 8-2 and list devised for record purposes.	Teachers Principal	Aug. 2015 Ongoing	Computer, Paper		
Project Teams will meet 2 x per month to discuss concerns, problems, accomplishments and etc... w/ minutes of each meeting documented.	Teachers Principal	Aug. 2015 Ongoing 2x per month	n/a	Meeting Times	

Outcome: _____

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>
4.12 Sustainability	Schools secure resources and professional development experiences aligned with the school's mission and vision and Design Principles.	Schools have a systematic, internal process for the on-boarding and development of new staff and cross- training, capacity building, and continued acculturation of existing staff aligned with Design Principles.

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>	
The leadership team will meet with new employees to train them on school norms, rituals, routines, practices, and expectations (i.e. schedule of events, lesson plans, district software programs, RtI, TST, location of the time clock and teachers' lounge).	Leadership team New Employees	Ongoing Aug-may	Software, mentors, leadership team	Time constraints	
The leadership team will meet with new employees on a monthly basis to discuss progress, concerns and ongoing projects to provide support and to ensure systematic processes and procedures are reiterated.	Leadership team	Ongoing Aug 2015- May 2016	New employee, mentor for new employee, leadership team	scheduling	

Outcome: _____

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>
4.13 Professional Inquiry	All teachers participate in professional development in their content area.	All teachers keep abreast of current research on student learning and national standards in their content area and consider them in planning and delivering instruction.

Outcome: _____

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>	
All Teachers will implement at least 2 current search methods (their content area) in their planning and instruction as it relates to student learning	Teachers Principal	Aug.-Sept 2015 Jan. -Feb. 2016	None	None	
Principal will approve each research method to be used in planning and delivering instruction	Teachers Principal	Aug.-Sept 2015 Jan. -Feb. 2016	None	None	

Design Principle 5: Leadership

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>

5.1 Shared Mission and Vision	The principal ensures that the school's mission and vision actually drive decisions and informs the culture of the school.	Staff members engage in a dynamic process of continuous re-examination and refinement of the mission and vision of the school in order to develop the school's direction based on previous successes and challenges.
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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>	
Each morning during the announcements, students will read the school's & District's Mission.	Counselor Principal	Aug. 2015 Ongoing	None	None	
All teachers will visit the school & district Mission, Vision and Goals and allow students research, discuss and complete an activity on each one.	Teachers	Aug. 2015 Ongoing	None	Time to build into instruction	

Outcome: _____

Indicator	Current Status on Continuum	GOAL: Next Status Level on Continuum
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<i>Design Principle: Indicator (Ex. 1..1)</i>	<i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
5.2 Change Agent	The principal ensures alignment of the school’s vision with the implementation of evidence-based strategies to improve student performance and meet the goals of the school’s action plan.	The principal acts as a catalyst to seek new solutions and encourages risk- taking in meeting individual student needs with potentially beneficial outcomes.

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>	
The school’s mission, vision, goals will be stated daily during the morning announcements	Student representatives	7:45-8:00 Daily Ongoing Aug-May	Students and counselor	none	
Teachers will post and adhere to the school’s mission, vision and goals in every classroom lesson and activity	Teacher Students Administrators	Ongoing Aug-may	Postings, teachers, students, school leaders	none	

Outcome: _____

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>
5.5 Focused on Powerful Teaching and Learning	The principal leads discussions about standards-based upon research and best practice.	Staff members assume ownership of problem identification, solution generation, and strategy implementation.

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 administer common assessments to establish baseline data to be used to monitor progress and implement instructional strategies based on student needs	Teacher	Ongoing Aug 2015- May 2016	Common Assessment, baseline data reports and analysis tools	none	

Outcome: _____

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>
5.9 Culture & High Expectations	The principal holds staff accountable for ensuring the success of each student.	Staff holds peers accountable for ensuring the success of each student.

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>	
Administrators and Grade-Level teams and Professional Learning Communities (PLC's) will meet bi-weekly to discuss student progress and concerns. They will outline strategies to address any problems or concerns. The teams will also discuss and develop enrichment opportunities for those in need.	Grade-level team Leadership team	Ongoing Aug-May	Money for enrichment and remediation opportunities Grade-level team members Leadership team Students	none	

Outcome: _____

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>
5.12 Shared Leadership	The principal actively encourages teacher leadership through traditional school-based leadership opportunities, including department/grade level leaders, school improvement team, etc.	The principal promotes staff participation in district and external leadership opportunities and enables staff to lead school-based conversations about those experiences.

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>	
The results from interest or needs based surveys will be analyzed and utilized to identify and strengthen connections between students to foster a sense of shared leadership.	Administrators Teachers	Sept2015	Surveys, computers, Wi-Fi	none	

Outcome: _____

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>
5.14 Collaborative Work Environment	Staff shares instructional practices, lessons learned, and current challenges with peers during common planning opportunities.	Practice is made public through the use of school-wide rounds and peer school review, including both internal and external peer observation and feedback.

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>	
Provide faculty and staff member with a forum (meeting, surveys, etc.) to address their concerns things that they view as problematic. In addition to identifying problems, solutions, and strategies that can be utilized to achieve solutions will be provided.	School Leadership Team	Ongoing Aug 2015- May 2016	Faculty, Staff, Community members, student representatives, surveys, and meeting venues	Unwillingness to participate Inability to identify give effective feedback	

Outcome: _____

Developing Dropout Recovery Initiatives that focus on students age 17 through 21 who dropped out of school

- Guidance counselors who are at the high school will target students and give forward them to GED programs within the Career Technical Center.
- Guidance counselors will work with MS Delta Community College to work with students who have already dropped out to enter into their GED program.

Addressing how students will transition to the home school district from juvenile detention center.

- Depending on the infraction, students from the juvenile center will enter into the alternative school setting for a specified period of time.
- Guidance counselor will work with students on behavior, social-emotional issues, time management and adjustment issues.

GREENWOOD PUBLIC SCHOOLS
BOARD OF TRUSTEES REGULAR MEETING
THURSDAY, JULY 23, 2015, 5:00 PM

AGENDA

1. CALL TO ORDER AND INVOCATION
 2. SUPERINTENDENT'S REPORT/GENERAL UPDATES (GOALS 1-5)
 3. BUDGET
 4. REGULAR AGENDA
 - A. Monthly Financial Information and Claims Dockets (Goal 5)
 1. Cash Balance Statement
 2. Statement of Fund Balances
 3. Statement of Revenue and Expenditures
 4. Budget Status Statement
 5. Claims Docket
 6. Claims Docket Food Service
 7. Bank Reconciliations for May 2015
 8. Activity Funds Report - Bankston Elementary School
 9. Activity Funds Report - Davis Elementary School
 10. Activity Funds Report - Greenwood High School
 11. Activity Funds Report - Greenwood Middle School
 12. Activity Funds Report - Threadgill Elementary School
 13. Activity Funds Report - Vocational/Technical Center
 14. Activity Funds Report - W. C. Williams Elementary School
 - B. Adjustment to Inventory Items (Goal 1)
 - C. Homeless/Unaccompanied Youth Plan, ELL Plan, and Greenwood Public School Residency Information Form
 - D. Instructional Coach for Instructional Technology
 - E. 2015-2016 Consolidated Federal Programs Application
 - F. Instructional Management Plan
 - G. Professional Development Calendars
 - H. 2015 - 2016 Dropout Restructuring Plan
 - I. 2015 - 2016 School Calendar Revision
 - J. Blue Cross & Blue Shield of Mississippi Foundation Donation
 - K. Release of Students
 - L. Handbook
 - M. Procurement Plan
 - N. FY2015 - 2016 Supplement Scale
-

O. Request for Transfers for Employees' Children for 2015 - 2016

5. CONSENT AGENDA

A. Approval of Minutes for the Regular Board Meeting for Tuesday, June 9, 2015
(Goal 1)

B. Approval of Minutes for the Regular Board Meeting for Tuesday, June 25, 2015
(Goal 1)

C. Approval of Minutes for the Special Called Board Meeting Thursday, July 9,
2015 (Goal 1)

D. Approval of Minutes for the Special Called Board Meeting Friday, July 17, 2015
(Goal 1)

6. PERSONNEL(GOAL 5)

7. ADJOURN

**GREENWOOD PUBLIC SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
SUPERINTENDENT'S RECOMMENDATION FORM**

SUBJECT: **Approval of Greenwood Public School District
2015-2016 Dropout Restructuring Plan**

DATE PREPARED: **July 20, 2015**

BOARD MEETING DATE: **July 23, 2015**

EXECUTIVE SUMMARY:

The Dropout Restructuring Plan for the Greenwood Public School District has been completed and is available for review. School Board approval of the Greenwood Public School District Dropout Restructuring Plan is required.

Graduation Restructuring Plans

- Implemented in the SY 2015 - 2016
- Increase graduation rates; decrease number of dropouts

PREPARED BY: Robie Greene

RECOMMENDATION AND ACTION REQUESTED:

The Superintendent recommends the School Board approve the Greenwood Public School District 2015-2016 Dropout Restructuring Plan.

ACTION TAKEN

- Approved as Requested
 Approved with Changes
 Disapproved - Reason: _____

Tabled - Additional Action Required: _____