

# Greenville Public School District Dropout Restructuring Action Plan



Dr. Debra Dace Ph.D.: Superintendent

Dr. Loretta Shannon Ph.D.: School Board President

Mrs. Latanya Calhoun Ed.S.: Academic Director

**MOTIVATE! EDUCATE! GRADUATE!**

Board Approval Date

10.22.19

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**2019-2020**

**MOTIVATE! EDUCATE! GRADUATE!**

**In compliance with Mississippi Code 37-13-80 mandated statewide dropout prevention program the Greenville Public School District will implement the identified strategies within the 6 Design Principles with the intent as mandated by statute is to increase graduation rate to 85% by school year 2019-2020**

**High schools with a graduation rate below 80% are to submit a restructuring plan that meets the following goals identified by MDE**

- Increase graduation rates; decrease number of dropouts
- Involve innovation at multiple grade levels with goal of improving graduation rate
- Show collaboration between schools and community to provide evidence-based solutions
- Document use of educational strategies that increase graduation rates
- Yield information regarding programs, policies and collaborations that work
- Reduce the retention rates in grades kindergarten, first and second
- Targeting subgroups that need additional assistance to meet graduation requirements
- Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

**High School Graduation Restructuring Team Members as required by MDE Restructuring Plan**

*Superintendent*

*Academic Director*

*Strategic Programs Coordinator*

*Greenville High School Principal*

*Greenville High School Counselors*

*Coleman Middle School Principal*

*Coleman Middle School Counselor*

*T. L. Weston Middle School Principal*

*T. L. Weston Middle School Counselor*

*Six Elementary Representatives (One per School)*

*Greenville Technical Center Director*

*Greenville Technical Center Counselor*

*Greenville Alternative School Director*

*Greenville School District Sped Director*

*Greenville School District Federal Programs Director*

### Statement of Assurance

On behalf of the Greenville Public 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:

- Increasing the state graduation rate to 85% by 2019-2020
- Reduce the state dropout rate by 50% by 2019-2020
- Reducing the statewide truancy rate by 50% by 2019-2020

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 taken into account relevant, scientifically based research, strategies and best practices indicating services most 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 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 this plan has been presented to our District School Board and they have reviewed and approved this plan for submission to the Mississippi Department of Education.

#### High School Graduation Restructuring Dropout Prevention Team Leader:

**Name:** Mrs. Latanya Calhoun, Academic Director

**Mailing Address:** 412 S. Main St. Greenville, MS 38701

**Telephone #:** 662.334.8106 **Fax#:** 662.334.3480

**Superintendent:** *Dr. Debra Dace*

**School Board Chair:** *Dr. Loretta Shannon*

**Academic Director:** *Mrs. Latanya Calhoun*

Signature: *Dr. Debra Dace*  
Signature: *Loretta M. Shannon, Ed.D.*  
Signature: *Latanya Calhoun*

**District Name: Greenville Public School District**

**District Profile**

**Greenville Public School District** is located in a rural community, Washington County. The district currently houses four thousand two hundred forty- nine (4,249) students in prekindergarten through twelfth grades. The district has one prekindergarten academy, one kindergarten preparatory school, six elementary schools serving grades 1-5, two middle schools serving grades 6-8, and one high school serving grades 9-12. In addition to these, the district is also home to one technical center and one alternative program. The district serves primarily the city of Greenville and the surrounding areas. Approximately 100% of our students are qualified for free and/or reduced lunch and come from a socio-economically disadvantaged environment.

	Elementary School		Middle School		High School	
<b>School Data</b>						
<b>Number of Schools</b>	8		2		1	
<b>Cumulative Enrollment</b>	2247		996		1006	
<b>Counselor / Student Ratio</b>	1:373		1:324		1:361	
<b>Student Demographic Data</b>						
	<b>Number</b>	<b>Percentage</b>				
	<b>District Total</b>	<b>District Total</b>				
<b>Female</b>	2090	49%				
<b>Male</b>	2159	51%				
<b>Asian</b>	10	0%				
<b>Black</b>	4173	98.21%				
<b>Hispanic</b>	4	0%				
<b>Native American</b>	4	0%				
<b>White</b>	58	1.79%				
<b>Staff Demographic Data (Teachers / Administrators)</b>						
	Elementary School		Middle School		High School	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
<b>Female</b>	154	92%	57	73%	56	72%
<b>Male</b>	13	8%	21	27%	22	28%
<b>Asian</b>	0	0%	6	8%	6	7%
<b>Black</b>	145	87%	70	90%	63	81%
<b>Hispanic</b>	1	0.6%	0	0%	0	0%
<b>Native American</b>	1	0.6%	0	0%	0	0%
<b>White</b>	20	12%	21	27%	9	12%

Site Name	2016-17 Graduation Rate	2017-18 Graduation Rate	2018-19 Graduation Rate	3 Year Average
<b>GPSD</b>	63.9%	72.7%	70.8%	69.1%
<b>Greenville High</b>	63.9%	72.7%	70.7%	69.1%

**Summary of Data:** Data listed below was used to develop district and school plans. Data came from the evaluation of past performance, predictive indicators and needs of the district based on student indicators.

1. **Early Warning System Data-** focuses on the ABC indicators of student engagement in school  
**Attendance** -Students who are chronically absent – use a 10% (18/180 days) absentee rate to identify  
**Behavior** – Students who have behavioral issues that are disrupting his/her learning patterns are at-risk of dropping out.  
**Course Performance** – Students who are not performing at a C or better in core high school classes are at-risk for dropping out.
2. Graduation Rates
3. Dropout Rates
4. Discipline
5. Grades
6. Test Scores
7. Screening Data
8. Course Offerings (AP, Dual Enrollment, Online)
9. Needs Assessments
10. PLC Team/Meeting Data (Results from teacher recommendations)

#### **School /Student Protection Factors**

1. Pre-K Program (McBride Academy) -Pre-K program serving 4-year olds
2. Early Childhood Assessment (MKAS)- Early prevention of school failure
3. Intervention Periods that focus on student deficits in reading and math
4. Counselors at the school sites
5. Monthly Parent Academy Workshops
6. Over 50% of GPSD’s staff have advanced degrees; Nationally Board-Certified Teachers (3)
7. After school programs for students
8. Overage Program for Elementary students
9. Dual Enrollment/Dual Credit Partnerships with MDCC, MVSU and DSU

#### **Needs Assessment and a Search of the Literature- Reasons for Dropping Out**

School Factors that Contribute:

- School Retentions
- Suspensions as Punishment
- Parents unaware of suspensions or absences
- Teachers not understanding diverse student needs

Home/Community Factors:

- Drugs, Alcohol Abuse, Teen Pregnancy, Neglect, Financial
- No role models
- Parent does not value education
- Juvenile Delinquency
- Gang affiliation

Personal Factors that May Contribute:

- Caring for child, siblings or elderly parent
- Work
- Student feels overwhelmed/unmet mental health needs
- Sexual, Alcohol and Drug Abuse
- Lack of vision to achieve goals
- Poor academic performance (learning disability)
- Absent parent (divorced or deceased)

**Prioritized List of Targeted Students**

- Students who are one or more years behind their peers (over-aged)
- Students who fail state exams
- Students who are academically gifted and need challenging opportunities
- Students who are truant
- Students considered homeless
- Students who transition from the juvenile detention center back to home school\*
- Students with a history of emotional and/or behavioral issues
- Students with children
- Students with learning disabilities

**2019-20 Indicators for Focused Improvement**

**Priorities and Goals**

Short Term Goals

- Increase the attendance rate by 2%. Principals, counselors and teachers will work to reduce the number of unexcused absences by working with students and families. Students with excessive absences will be referred to the RtI team for interventions as well as the school attendance officer.
- Reduce the number of retentions in grades K-2 by 50%
- 50% more students will pass the State Subject area assessments
- GHS students will have opportunities for dual enrollment through MDCC, MVSU and DSU
- Improve GPA in core subject areas

Long Term Goals

- GPSD will provide support, rewards and incentives for good attendance with students and teachers.



- Provide professional development geared towards PBS, instructional strategies, classroom management and special populations
- Increase graduation rate to 85%
- Decrease the dropout rate to <5%
- Engage students in instruction to prevent truancy and dropping out
- Support quality teaching that inspires students to achieve at their highest potential
- Ensure a safe, healthy, and drug free educational environment
- Promote community involvement and support the GPSD vision and mission
- Implement and sustain comprehensive programs that address the needs of all students

### **Dropout Prevention Initiatives**

- Provide principals and district administrator's professional training and support that focuses on dropout prevention strategies, identifying and meeting the needs of special populations and support with instructional coaching.
- Develop professional communities to allow teachers regular opportunities to meet in subject areas, grade levels and interdisciplinary teams.
- Provide teachers with research-based ongoing professional development tied to the needs of students.
- Provide instruction on MCCRS (Deconstructing the Standards)
- Provide instructional strategies based on the student learning styles
- Provide early literacy instruction focused on the 5 components of reading specifically in language, phonic awareness and phonic skills
- Provide direct, explicit, systematic teaching of comprehension strategies
- Provide regular guided oral reading with a focus on fluency
- Provide early interventions for struggling readers focused on multi-sensory methods, early prevention of school failure and instructional technology
- Implement proven research-based Tier II and Tier III academic and behavior interventions strategies that promote academic success, decrease inappropriate behaviors and increase student engagement.
- Develop school cultures that are caring and have common rules and expectations that are positively reinforced.
- Schedule additional time for students in the secondary levels (middle and high) to receive deliberate instruction in Reading/English
- Provide in-school and after school tutoring for students to maintain passing grades
- Offer credit recovery and credit accrual
- Develop district level MTSS/RtI teams to monitor building level teams to ensure that process and timelines are being followed.
- Collect data such as diagnostic assessments, common assessments, progress monitoring data, benchmark assessments to determine if student progress is being met.
- Develop appropriate academic supports for ELL and homeless students, SPED students, 504 students, dyslexia students and low achieving students.
- Foster respectful relationships among youth and adults
- Build communication lines with families and the community

### **Support System Involved**

- Superintendent
- Principals/Administrators



- GTC Director
- Alternative School Director
- Academic Director
- Federal Program Director
- Special Education Director
- ELL Coordinator
- MTSS Coordinator (s)- Elementary and Secondary
- School-Based RtI Teams
- Teachers
- Professional Learning Communities
- Parents
- Students Pre-K - 12

### **Expected Outcomes for Students**

- Students in grades 9-12 will score proficient or above on all subject area tests
- Elementary students will score proficient or above in ELA and Math as measured on the MAAP assessment
- Kindergarten students will score at least moderately above grade level as measured by common assessments
- Students will attend school regularly and participate in extracurricular and curricular activities
- Students will receive timely and needed interventions to support academic and behavior growth in school
- The number of students referred for disciplinary action will be reduced by 30% as reported by SAM 7
- Students will be rewarded/acknowledged for appropriate behavior

# Greenville High School Action Plan

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.1</b>	<b>Beginning</b>	<b>Early Steps</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Advance Placement courses will be offered to all students. Students are placed in AP courses as a part of maintaining a progressively rigorous curriculum. As well as the number of students who pass AP examination. It will be monitored through the scheduling process and outcomes will be measured by the number of students enrolled in AP courses.	Director of Curriculum Principal Counselors	Ongoing	Pre-registration and registration packets; Counselors	Student resistance to AP course because of success rate on AP exams.  Meet with potential students and parents to communicate educational advantage of advanced placement courses.	In progress
Transitioning 8 <sup>th</sup> grade students will be offered the opportunity to apply for the Greenville Public Schools Early College High School Program. The program provides the opportunity for students to earn both high school and college credit on the campus of Mississippi Valley State University.	Director of Curriculum HS Principal ECHS Principal Counselors	Ongoing	ECHSP Application; Interview Team; MS & ECHS Counselor(s)	Parent concerns on travel to university campus for high school freshmen.  Meet with potential students and parents to highlight advantages of early college high school program.	In progress (Year 2)

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

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<b>1.2</b>	<b>Early Steps</b>	<b>Growing Innovation</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Students are provided the opportunity for academic support during, after school, and Saturday school. Tutorial support is scheduled on an individual basis and is determined by student performance and data. This will be monitored by student sign-in sheets, Objective Mastery List and monthly growth checks.	Principals Teachers MTSS Team Success Coaches	Ongoing	State test data Snapshot Data Classroom assessment data Teachers' Lesson plans	Student attendance is a potential barrier but can be overcome by persistent parental contact.	In progress

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

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<b>1.4</b>	<b>Early Steps</b>	<b>Growing Innovation</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
<p>Students will be made aware of college, career, and post-secondary opportunities and resources by participating in college tours. This will be measured by the number of seniors who request official final transcripts to be sent to colleges and universities.</p>	<p>Principals Counselors Assistant Principals</p>	<p>Ongoing</p>	<p>College and university recruiters Transportation requests Parent permission Transportation cost</p>	<p>Funding for transportation costs Scheduling due to limited drivers and buses</p>	<p>May 2020</p>

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

## Greenville High School Action Plan

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.6</b>	<b>Growing Innovation</b>	<b>Early Steps</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
<p>Students meeting college dual enrollment criteria will be enrolled in college classes. This will be monitored through the dual enrollment list of active students. This will be measured by the number of students passing dual enrollment classes and earning college credits.</p>	Principal Counselors AP	August 2019 and Jan 2020 (Ongoing)	Registration Packets; College admission applications Counselors	Scheduling Pre-planning students Progress Toward Graduation	May 2020

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

# Greenville High School Action Plan

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<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.8</b>	<b>Beginning</b>	<b>Early Steps</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Families are invited to several presentations and registration for FAFSA and the college admissions process during College Goal Sunday. The number of students and parents who participate in FAFSA days will be reported and compared to transcript requests.	Counselors	Spring 2020	Computer and internet access Counselors Stakeholder participation	Student and Parent attendance with necessary information, which can be overcome by high efforts in publicity and notification to students and parents	On going

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

# Greenville High School Action Plan

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.10</b>	<b>Early Steps</b>	<b>Growing Innovation</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers post information about their Colleges and discuss their college experiences with their students. Frequent conversations exist between students and teachers with a focus on attending and graduating college as a part of the class conversations.	Teachers Counselors Administrators	Ongoing	Staff College literature Internet access College websites	none	

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



## Greenville High School Action Plan

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.1</b>	<b>Early Steps</b>	<b>Growing Innovation</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers plan instruction around, essential questions that are aligned to multiple standards and to 21st century skills which are focused on leadership, ethics, accountability, adaptability, initiative, communication, collaboration, social responsibility, wellness and entrepreneurship.	Teachers Principal Content Specialist Assistant Principals Professional Learning Coordinators	Ongoing	Differentiation of Instruction PD Integration of 21 <sup>st</sup> Skills in to lesson planning and presentation PD College and Career Readiness Standards Training on development and execution of thematic units	Lack of prior training in the use of thematic units is a potential barrier that c be overcome by effective PD and follow-up. Time management in lesson presentation, which can be overcome by pre-assigning time to components in the lesson agenda. Plurality of new and novice teachers with little to no pedagogical background	

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

## Greenville High School Action Plan

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.5</b>	<b>Early Steps</b>	<b>New Paradigms</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
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. This will be monitored through lesson planning, classroom observations and technology/software usage logs.	Teachers	Ongoing	Ipads Smartboards Document cameras Student computer stations PDC-provide PD on technology integration into the lesson cycle	Teacher resistance, which can be overcome by ongoing training on technology integration.	
Staff provides exposure and opportunity to various careers and pathways. Staff partners with a variety of businesses, medical providers, and scientists.	Teachers Administrators	Ongoing	Stakeholder Agreements Transportation Pacing Guides Schedules	None	

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

# Greenville High School Action Plan

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.13</b>	<b>Growing Innovation</b>	<b>New Paradigms</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes through Active Parent. This will be monitored by weekly SAMS check for grade & comment posting.	Teachers Administrators Parents	Ongoing	Teachers Counselors	Time management	

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

# Greenville High School Action Plan

**Design Principle:** Personalization

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>3.6</b>	<b>Beginning</b>	<b>Early Steps</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The school hosts a welcome and orientation session for all incoming students and families. This will be measured by student and parental signatures.	AP Counselors	September 2019	Student Schedules PPT Agendas Sign in Sheets	Student/Parent attendance	October 2019

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

# Greenville High School Action Plan

**Design Principle:** Redefine Professionalism

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>4.13</b>	<b>Early Steps</b>	<b>Growing Innovation</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
All teachers are keep abreast of current research on student learning and national standards in their content area and consider them in planning and delivering instruction. This will be monitored through the professional development plan throughout the year via agendas and sign-in sheets.	Teachers Principal Assistant Principals Content Specialists Professional Learning Coordinators	Ongoing	Agendas Presentations (by topic) Presenters (when needed)	Attendance and participation which can be overcome through sign-in sheets	Ongoing

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

## Greenville High School Action Plan

Design Principle: Leadership

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>5.12</b>	<b>Beginning</b>	<b>Early Steps</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
<p>The principal actively encourages teacher leadership through school leadership teams. This will be monitored by leadership team meeting agendas, sign-in sheets, and meeting summaries</p>	Principal	ongoing	School leadership teams	<p>A lull in veteran teacher retention Focus on pertinent issues</p>	

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

# Greenville High School Action Plan

**Design Principle: Purpose Design**

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>6.1</b>	<b>Beginning</b>	<b>Early Steps</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Adequate instructional and support staff members have been hired.	Principal	Ongoing	Teacher recruitment	Lack of qualified candidates in the area, which can be overcome with teacher retention packages and growing our own.	

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



## Greenville High School Action Plan

**Design Principle: Purpose Design**

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>6.5</b>	<b>Early Steps</b>	<b>Growing Innovation</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The school/program schedule reflects seat-time requirements and individual teacher planning needs. MAAP/SATP teachers have been given additional planning time, smaller classes and extra support to ensure student success.	Principal Counselors Assistant Principals Leadership Team	Ongoing	Master Scheduling Student Scheduling Curriculum Map Data Tracking System	none	

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

## Coleman and Weston Middle School Action Plan

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.6</b>	<b>Early Steps</b>	<b>Growing Innovation</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Review student transcripts to determine which students may be eligible for advanced classes.	Counselors	June 2020	Transcripts, Counselors	none	August 2020
Provide rising 9 <sup>th</sup> grade students with presentations and smart talks concerning advanced courses for students who plan on attending college.	Counselors, Administrators	Spring 2020	Announce the event, invite parents, students, etc. select location, date, time	Scheduling Pre-planning	May 2020

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

## Coleman and Weston Middle School Action Plan

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.5</b>	<b>Early Steps</b>	<b>Growing Innovation</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers are provided with multi-step trainings on how to integrate technology within their lesson plans as well as in their lesson presentations.	IT Department Vendors YouTube Videos	Fall 2019	Resources Trainers Date, Time, Location Presenter Evaluations	none	August 2019

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

## Coleman and Weston Middle School Action Plan

**Design Principle:** 3: Personalization

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>3.5</b>	<b>Beginning</b>	<b>Early Steps</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Career Fairs will be held at the middle school level to assist students in selecting careers. Students will be provided with access to review the Occupational Outlook Handbook to determine the duties, education, training, pay, and outlook for each of their careers.	Counselors, Community Stakeholders, College Representatives Administrators Parents	Feb 2020	Resources Trainers Plan date time	availability of college representatives  pre-planning/ scheduling	

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

## Coleman and Weston Middle School Action Plan

**Design Principle:** 4: Redefine Professionalism

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>4.12</b>	<b>Growing Innovation</b>	<b>New Paradigms</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Capacity Building – School level staff members have the opportunity to observe colleagues in other buildings and districts to learn best practices for educating children on varying topics. (Job shadowing)	Teachers Administrators Content Specialists	On-going	High Qualified Teachers Date and Time	none	In Progress

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

# Coleman and Weston Middle School Action Plan

**Design Principle: 5.14: Collaborative Work Environment**

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
5.14	Growing Innovation	New Paradigm

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>	
Schedule focused departmental and grade level meetings to address staff needs to ensure the needs of the students are being meet.	Teachers Administrators Trainers	On-going	Resources Trainers Survey to determine staff needs Plan date time	scheduling  pre-planning	

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

## Greenville Technical Center School Action Plan

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

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	Goal: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
Indicator 1.3	Growing Innovation	New Paradigms

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<b>What task will be done? How will progress monitor? How will you measure outcome?</b>	<b>Who will do it?</b>	<b>By when?</b>	<b>What do you need to complete this step? (People, money, tools, resources, etc.)</b>	<b>What could get in the way of task completion? How will you overcome them?</b>	
The Special Population Coordinators will schedule seminars for each program to include note taking skills, student skills, research skills, and time management skills.	SPC	Ongoing each month 19-20	Program Schedules, note taking, study skills, research skills, and time management skill materials and etc.	Scheduling Pre-planning Instructor's capabilities PLC's PD	
SPC will be trained on the implementation of the ACT Work Keys software.	Director SPC	Nov 2019	ACT Work Keys Software ACT Work Keys Curriculum	Scheduling Technology capabilities	
SPC will provide training to instructors in the implementation of the ACT Work Keys Software.	SPC Instructors	Nov 2019	ACT Work Keys Software ACT Work Keys Curriculum ACT Work Keys Resource Material	Scheduling Technology capabilities	



## Greenville Technical Center School Action Plan

Instructors will include ACT Work Keys activities in their Weekly Lesson Plans.	Instructor	November 2019	ACT Work Keys Curriculum Material	Instructors implementation	
The Vocational Counselor and SPC will provide information about graduation requirement, alternatives, and college requirements to students, parents and additional stake holders	Vocational Counselor	September 2019 & Ongoing Monthly	Gradation, and pathway requirements & Get to College Seminars	Scheduling	

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

## Greenville Technical Center School Action Plan

### 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>
Indicator 2.5	Early Steps	Growing innovation

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<b>What task will be done? How will progress monitor? How will you measure outcome?</b>	<b>Who will do it?</b>	<b>By when?</b>	<b>What do you need to complete this step? (People, money, tools, resources, etc.)</b>	<b>What could get in the way of task completion? How will you overcome them?</b>	
Instructors will receive PLC training(s) on creating rigorous lesson plans	CTE Director	Twice per month 19-2020	Computer, IPADs, Clear Touch, Projectors, Responders, Google Docs.	Advance Planning Instructor capabilities Showcase lessons	
Instructors will receive training on CTE necessary protocol and procedures	CTE Director	On Going each Month	Computer, IPADs, Clear Touch, Projectors, Responders, Google Docs.	Advance Planning Instructor capabilities Showcase lessons	

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

## Greenville Technical Center School Action Plan

### 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>
Indicator 3.6	Growing Innovation	New Paradigms

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<b>What task will be done? How will progress monitor? How will you measure outcome?</b>	<b>Who will do it?</b>	<b>By when?</b>	<b>What do you need to complete this step? (People, money, tools, resources, etc.)</b>	<b>What could get in the way of task completion? How will you overcome them?</b>	
A student-centered orientation and a parent centered open house will be provided to give information on college, career and testing information specifically related to Career and Technical Education.	CTE Director, CTE Counselor and Staff	Oct. 2019 & March	Flyers, Telephone call-outs, media outlets	Scheduling conflicts Advance Planning	

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

## Greenville Technical Center School Action Plan

### 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>
Indicator 4.1	Growing Innovation	New Paradigms

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<b>What task will be done?</b> <b>How will progress monitor?</b> <b>How will you measure outcome?</b>	<b>Who will do it?</b>	<b>By when?</b>	<b>What do you need to complete this step?</b> (People, money, tools, resources, etc.)	<b>What could get in the way of task completion? How will you overcome them?</b>	
Teachers will observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement.	CTE Instructors	May 2020	Peer Observation Checklist	Scheduling Efficiently using planning period	
Teachers will record one lesson per semester to utilization in review with the director of professional critique	CTE Instructors CTE Director	May 2020	Video Equipment CDs and Laptops	Scheduling	
CTE director will record a minimum of 1 classroom lesson per semester, which will be reviewed with the teacher to provide opportunities for coaching.	CTE Director	May 2020	Video Equipment CDs and Laptops	Scheduling	

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

## Greenville Technical Center School Action Plan

### 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>
Indicator 5.7	Growing Innovation	New Paradigms

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<b>What task will be done? How will progress monitor? How will you measure outcome?</b>	<b>Who will do it?</b>	<b>By when?</b>	<b>What do you need to complete this step? (People, money, tools, resources, etc.)</b>	<b>What could get in the way of task completion? How will you overcome them?</b>	
Monthly data meetings will be scheduled for instructors to discuss student progress including attendance, behavior, grades, and proficiency levels.	CTE Instructors & Director	Oct. 2019, Jan. 2020 March 2020, May 2020	Data charts, Midterm data, state assessment data, national certification data	Scheduling Instructor capabilities Use of planning periods efficiently Proper professional development of data interpretation	

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