

**FY 2015/FY 2016 School Improvement Grant
(SIG) 1003(g)
LEA Application
Round 2**



**Mississippi Department of Education
Office of School Improvement
359 North West Street, Suite 213
Jackson, Mississippi 39201**

**Contact: Dr. Sonja J. Robertson
Phone: 601-359-1003
Fax: 601-576-2180**

Issue Date: March 27, 2017

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INSTRUCTIONS

Overview of the School Improvement Grant Application

The Federal FY2015/FY2016 School Improvement Grant (SIG) Local Education Agency (LEA) Application consists of four parts: the LEA Plan Overview, the School Proposal, SIG Budgets, and requested appendices. An LEA applying for multiple schools will submit for each applicant school an LEA Plan Overview, a *unique* School Proposal, SIG Budgets, and appropriate appendices. (For example, if an LEA is going to apply for three schools, the LEA will submit 3 identical LEA Plan Overviews, 3 unique School Proposals, 3 unique SIG Budgets, and 3 sets of appendices.) With every LEA Application, an LEA must provide a completed Mississippi Department of Education (MDE)-formatted cover page, the FY 2015/2016 1003(g) checklist, and a signed copy of the LEA Assurances. All of these documents can be found in the LEA Application.

Overview of LEA Application Toolkit

The LEA Application Toolkit has been created to assist LEAs in developing high-quality applications. Some tools in the Toolkit should be attached to the LEA Application as appendices. Other tools are for planning or information only. The following tools should be completed and submitted with the LEA Application in the appendices:

- ✓ SIG Stakeholder Consultation Sign-In
- ✓ Request for Proposal
- ✓ Memorandum of Understanding
- ✓ Performance Framework

APPLICATION PROCESS AND TIMELINE

The School Improvement Grant application process is as follows:

- *Application Released*—MDE will release the final LEA application upon approval of the application by the U.S. Department of Education.
- *Informational Webinar*—MDE will host an informational webinar for school board members, superintendents, principals, and other district leaders of eligible LEAs of the School Improvement Grant funding opportunity and grant requirements.
- *School Improvement Grant Requirements and LEA SIG Application Training*—MDE will provide training to LEAs on the SIG requirements and the LEA Application.
- The ***Intent to Submit Proposal Form*** is due on **Friday, April 7, 2017**. Failure to submit the form will not prevent applicants from submitting proposals in response to the Request for Proposals. **However, given the source of the funds supporting this competition, each superintendent of eligible schools is asked to submit a letter of intent for documentation.** The intent to submit proposal should be sent via email to Sonja Robertson at SIG@mde.k12.org
- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted by summarizing and attaching the needs assessment information from the Mississippi Comprehensive Automated Performance-Based System (MCAPS), the online tool used to complete the Consolidated Federal Programs Application.
- *Application Submission*— The LEA must submit five (5) typed applications and five (5) electronic copies saved individually to a CD or a USB Flash drive in “read only” PDF format. Each CD or USB Flash drive must be clearly labeled to indicate the district name, application name, and the due date of the application. By submitting each CD or USB Flash drive, the district is assuring that the information contained in the application and the electronic version are one in the same and the MDE may use either for evaluation purposes. The LEA must submit the application by 3:30 P.M., **Monday, May 8, 2017**, to the following address:

Deliver Proposals to:

Lorraine Wince
Office of Procurement
Mississippi Department of Education
FY 2015/2016 School Improvement Grant
Central High School Building, Suite 307
359 North West Street
Jackson, MS 39201
(DO NOT OPEN)

Mail Proposals to:

Lorraine Wince
Office of Procurement

Mississippi Department of Education
 FY 2015/2016 School Improvement Grant
 Post Office Box 771
 Jackson, MS 39201-0771
(DO NOT OPEN)

Ship Proposals to:
 (FedEx, UPS, etc.)

Lorraine Wince
 Office of Procurement
 Mississippi Department of Education
 FY 2015/2016 School Improvement Grant
 359 North West Street
 Jackson, MS 39201
(DO NOT OPEN)

- *Application Review*—MDE will recruit a panel of qualified internal and external reviewers to evaluate applications based on MDE-created rubrics. These reviewers will determine which school proposals qualify for a final interview round.
- *Interview Round*—A small team of MDE staff and external reviewers will interview school teams with qualifying proposals from the application review. Based on the results of the interview round, interviewers will determine which school proposals should be recommended for funding. Recommended school proposals will then be prioritized based on the SEA prioritization criteria.
- *Grant Awards*—Using the prioritized list of recommended school proposals, MDE will award grants to LEAs based on a funding methodology approved by the Mississippi State Board of Education.

This grant process will align with the following timeline:

Month	Action
March 27, 2017	<ul style="list-style-type: none"> • LEA Application Released
April 7, 2017	<ul style="list-style-type: none"> • Letter of Intent Due
May 8, 2017	<ul style="list-style-type: none"> • Applications submitted to MDE
May 2017	<ul style="list-style-type: none"> • District applications reviewed/Interviews
June 2017	<ul style="list-style-type: none"> • Grant awards recommended to State Board of Education for approval • LEAs will be notified about their award status • LEA grants awarded for up-to-four years
July 1 – December 2017	<ul style="list-style-type: none"> • Planning/Pre-Implementation
January 2018	<ul style="list-style-type: none"> • LEAs begin Year 1 of full implementation
August 2018	<ul style="list-style-type: none"> • LEAs begin Year 2 full implementation
August 2019	<ul style="list-style-type: none"> • LEAs begin Year 3 full implementation
August 2020	<ul style="list-style-type: none"> • LEA begins Year 4 and Sustainability Year

RESPONSIBILITY OF THE APPLICANT

The LEA is responsible for ensuring that the proposal is delivered by the deadline and assumes all risks of delivery.

At the time of receipt of the proposal, the proposals will be date stamped, and recorded in Suite 307 of Central High School Building.

Incomplete proposals will not be evaluated and will not be returned for revisions. No late, faxed, or e-mailed copies or attachments will be accepted.

Proposals and modifications received after the time set in the proposal will be considered **late** and will not be accepted or considered for an award.

Proposals that do not include the required signatures, copies and CD or USB Flash Drive will not be evaluated.

The proposal transmittal form must be signed by an authorized official to bind the applicant to the proposal provisions.

QUESTIONS

Questions concerning the RFP should be sent to SIG@mdek12.org. The deadline for submitting **written** questions by email is **April 7, 2017**. Responses will be provided **only to written questions**. Copies of all questions submitted and responses will be posted to MDE's website under the Public Notice section and the Office of School Improvement homepage: <http://www.mdek12.org/OSI> which will be available to the general public on **April 14, 2017**. **No individual responses will be sent.**

ACCEPTANCE OF PROPOSALS

The MDE reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation from the RFP that does not affect the proposal, give one applicant an advantage or benefit not enjoyed by other applicants, or adversely impact the interest of the MDE. Waivers, when granted, shall in no way modify the RFP requirements or excuse the party from full compliance with the RFP specifications and other grant requirements if the party is awarded the grant.

REJECTION OF PROPOSALS

The MDE may reject proposals that do not conform to the requirements of this RFP. Proposals may be rejected for reasons that include, but are not limited to, the following:

- The proposal does not contain the required eligibility components;
- The proposal contains unauthorized amendments to requirements of the RFP;
- The proposal is conditional;
- The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous;
- The proposal contains false or misleading statements or references;
- The proposal does not meet all requirements of the RFP;
- The proposal is submitted and does not include five (5) typed, printed copies

- The proposal is submitted without an electronic copy saved individually to five (5) CDs or USB Flash Drives in a PDF format;
- The proposal is not submitted by the designated deadline;
- The proposal's Cover Page and LEA Assurances are not signed by authorized representative(s) of the applicant; or
- The applicant has previously been cited with major and or significant deficiencies by the MDE in one or more programs.

DISPOSITION OF PROPOSALS

All proposals become the property of the State of Mississippi.

CRITERIA FOR EVALUATION OF PROPOSALS

Proposals submitted by the specified time in the specified format and containing the parts described in the application process and timeline section shall be evaluated by an Evaluation Committee selected by the MDE. Evaluation will be according to the FY 2015/FY2016 1003(g) School Improvement Grant (SIG) RFP Rubric which will be released at the same time as this application.

Application review will take place in three (3) stages.

Stage 1: The first part of each application will be reviewed for eligibility according to the rubric. If applicants are deemed not eligible, the application will not be reviewed by the team of reviewers and will be disqualified.

Stage 2: Reviewers will score each eligible application using the rubric. Rubric scores for the LEA Plan Overview, each of the three parts, and the budget will be added to determine which applicants will make it to the interview round.

Stage 3: Finalists will be invited to an interview round. Interview scores will be added to the rubric scores to determine a final ranking. MDE will fund applications in the order of their rank until funds are exhausted. ***The MDE reserves the right to examine proposed expenditures and request modifications to proposals that make it to the interview round.***

(Must be completed for each district with eligible schools).

Please complete and submit this form which allows the MDE to appropriately plan for the evaluation process.

PHONE NUMBER: 662-455-0667

If the response is no, please provide explanation: _____

DATE OF SUBMISSION: March 30, 2017

601-576-2180

Questions regarding the School Improvement Grants (SIG) should be directed to:
SIG@mde.k12.ms.us.

COVER PAGE

District Name:
Greenwood Public School District
District State Code:
4220
District NCES Identification Code:
2801650

Address: 401 Howard Street, Greenwood, MS 38930

District Contact: Dr. Jennifer Wilson, Superintendent

Phone: 662-644-0667

Email: jenniferwilson@greenwood.k12.ms.us

Fax: 662-455-7409

School(s) Served— Official School Name and School Code:	NCES Identification Code:	Intervention Model:	Total Allocation Request:
Greenwood High School	280165000256	Transformation	\$1,507,652.00 \$1,258,907
Greenwood Middle School	280165001005	Transformation	\$1,578,292.00 \$1,329,547
Threadgill Elementary	280165000259	Transformation	\$1,513,578.00 \$1,264,833
		Select one...	
		Select one...	
		Select one...	
LEA-Level Allocation Request			\$ 746,235 ⁶⁹¹
TOTAL LEA REQUEST			\$4,599,522

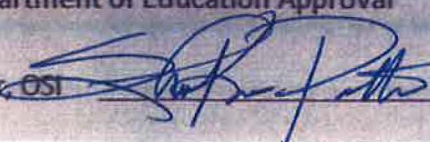
For MDE use only

Date Received: May 8, 2017

Mississippi Department of Education Approval



Executive Director, OSI



APPROVED
 Bureau Director, OSI

JUL 26 2017

COVER PAGE

By my signature below, I hereby represent that I am authorized to and do bind the applicant to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with the provisions set forth in the Request for Proposal (RFP). Furthermore, the undersigned fully understands and assures compliance with the Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the contract.


Authorized Representative Signature

5/5/2017
Date

FY2015/FY2016 1003(g) CHECKLIST

INSTRUCTIONS: Complete a checklist for each applicant school. Failure to include items marked with "*" will cause the application to be rejected. Failure to include items marked with "+" will negatively affect the application's score.

District: Greenwood

School: Greenwood High

Intervention Model: Transformation

Item	For LEA use	For MDE use
Cover Page* Five (5) CDs or five (5) USB Flash Drives (5) Copies of the completed paper application	<input checked="" type="checkbox"/> Completed and attached. <input checked="" type="checkbox"/> CDs or USB Flash Drives with saved PDF copy of completed proposal included and each one labeled. <input checked="" type="checkbox"/> Copies of the complete Application	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
LEA Assurances* <i>Include all pages 12-17</i>	<input checked="" type="checkbox"/> Signed copy attached.	<input type="checkbox"/> Signed copy attached. <input type="checkbox"/> Copy not signed or not attached.
LEA Plan Overview* <i>Complete and attach identical copy of the LEA Plan Overview for each applicant school.</i>	<input checked="" type="checkbox"/> Copy attached.	<input type="checkbox"/> Copy attached. <input type="checkbox"/> Copy not attached.
School Proposal* <i>Complete and attach a unique School Proposal for each applicant school.</i>	<input checked="" type="checkbox"/> Unique proposal attached.	<input type="checkbox"/> Unique proposal attached. <input type="checkbox"/> Attached proposal is not unique (for a different school). <input type="checkbox"/> Proposal not attached.
Appendices† <i>Complete and attach the checklist of appendices within the LEA Application. Also, attach all relevant appendices in the order appearing on the checklist.</i>	<input checked="" type="checkbox"/> Checklist completed and attached. <input checked="" type="checkbox"/> All relevant appendices attached.	<input type="checkbox"/> Checklist completed and attached. <input type="checkbox"/> All relevant appendices attached. <input type="checkbox"/> Some or all appendices are missing.
SIG Budgets* <i>Complete and attach the SIG Budget pages for each applicant school.</i>	<input checked="" type="checkbox"/> Completed and attached.	<input type="checkbox"/> All budget pages completed and attached and relevant. <input type="checkbox"/> Missing one or more budget years. <input type="checkbox"/> Budget pages attached do not correspond to school proposal.
FY2015/FY2016 1003(g) Checklist	<input checked="" type="checkbox"/> Completed and attached.	<input type="checkbox"/> Completed and attached.

FOR MDE USE ONLY

Notes: _____

LEA ASSURANCES

Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Mississippi Department of Education (MDE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA must sign and return a copy of the following assurances as part of its application.

School Improvement Grant (SIG) 1003(g) Assurances

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in each priority and focus school that the LEA commits to serve consistent with the final requirements. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<https://www.gpo.gov/fdsys/pkg/FR-2015-02-09/pdf/2015-02570.pdf>).
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority and focus school that it serves with school improvement funds.
3. The LEA will report to the SEA the school-level data that is required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
 - Number of minutes within the school year and school day;
 - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - Dropout rate;
 - Student attendance rate;
 - Discipline incidents;
 - Chronic absenteeism;

- Distribution of teachers by performance level on the LEA teacher evaluation system;
- Teacher attendance rate;
- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup;
- Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- Percentage of limited English proficient students who attain English language proficiency;
- School improvement status and AMO targets met and missed;
- College enrollment rates; and
- Graduation rate.

MDE will make grant renewal decisions for each school based on whether the school has satisfied requirements for meeting its annual performance targets for leading and achievement goals. Schools must meet the following:

- *Leading Indicators*—A school must meet 5 of 9 leading indicator goals.
- *Achievement/Lagging indicators*—The school must meet or make progress towards meeting achievement goals.

MDE may grant exceptions to this rule only if highly unusual, extenuating circumstances occur.

4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

State Assurances and Other Federal Assurances:

The LEA will establish an LEA-based School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified priority school to be served by the application and for coordinating with the SEA.

The LEA commits that School Improvement Grant (SIG) funds will not be used to support district-level activities for schools that are not receiving SIG funds.

The LEA/grantee assures that it will adhere to all grant requirements and monitor the status of school level grant implementation.

The LEA grantee understands that future funding opportunities may be hindered if this or any grant or contract with MDE has not been fulfilled and/or if required reports are not submitted in a timely fashion.

The LEA/grantee will adhere to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.

The LEA /grantee will adhere to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.

The LEA /grantee will adhere to 2 CFR Part 200 and Part 225, Office of Management and Budget (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards).

The LEA /grantee will assure that salary and wage charges will be supported by proper time reporting documentation to meet the requirements of 2 CFR part 225, OMB Circular A-87.

The LEA/ grantee will assure the use of fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under this program.

The LEA/ grantee will assure that it recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable state and federal requirements.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

Termination

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Mississippi Department of Education may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorizes their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

Laws

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Mississippi.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the Mississippi Department of Education shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the Mississippi Department of Education to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the Mississippi Department of Education (MDE), the MDE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Mississippi Ethics

It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations and the participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Dr. Jennifer Wilson

Superintendent (Typed Name, and Signature)

5/5/2017

Date

Ms. Deirdre Mayes

LEA Board President (Typed Name, and Signature)

5/5/2017

Date

Mr. Charles Johnson

Federal Programs Coordinator (Typed Name, and Signature)

5/5/2017

Date

Ms. Temeka Jones

Business Manager (Typed Name, and Signature)

5/5/2017

Date

Include all pages 12-17 in application.

about the Eligible Schools

Complete the following chart for every eligible school. If the LEA does not intend to apply for a school, select "Not served" in the Selected Intervention column.

SCHOOL NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-2016 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority School</i>	<i>A – F</i>	<i>Turnaround</i>
Greenwood High School	4220-012	28016500-0256	<i>Focus</i>	F	Transformation
Greenwood Middle School	4220-022	28016500-1005	<i>Focus</i>	F	Transformation
Threadgill Elementary School	4220-020	28016500-0259	<i>Focus</i>	F	Transformation
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...

B. Consultation with Stakeholders

Describe the process by which the LEA consulted with relevant stakeholders regarding the LEA's application and the LEA's proposed implementation of school improvement models in its served school(s). ***The LEA must, in particular, demonstrate a robust process for engaging families and the community in the selection of the intervention model and design of the application.***

Upon learning of the eligibility for our schools to apply for SIG, the Greenwood Public School District held district and school level consultation meetings to gather input and feedback from as many stakeholders as possible. Eight district level meetings were held and schools met weekly with their stakeholder groups. Over 200 stakeholders across three schools attended these meetings. The initial meetings focused on understanding the grant opportunity and the various intervention models. Then questions, suggestions, and concerns were addressed. Surveys were also administered to parents to collect additional information regarding their perceptions of the school needs and possible usage of the SIG funds. Each administrator met with his/her individual faculty, staff, and student body to gather input regarding the SIG opportunity.

All stakeholders were given the opportunity to provide input via an open forum as well as through surveys which included the following questions:

1. What are the school's greatest strengths?
2. What are the school's greatest needs?

1. What are the school's greatest strengths?
2. What are the school's greatest needs?
3. Based on your understanding of the intervention models, which model best meets the needs of the school?
4. Why did you choose this model?
5. If awarded SIG funds, how will they improve the school?

For detailed information pertaining to the district and individual school meetings, please see Appendix A.

SIG STAKEHOLDERS' MEETINGS
(SEE APPENDIX A FOR MEETING MINUTES, AGENDAS, AND SIGN-IN SHEETS)

Greenwood Public School District	Greenwood High School
March 31 (Administrative Meeting)	April 3 (Administrator's Meeting)
April 3 (SIG Webinar/Administrative Meeting)	April 4 (Faculty & Staff)
April 3 (School Board Notification)	April 6 (Administrator's Meeting)
April 6 (Administrative Meeting)	April 6 (Parent & Community Stakeholders)
April 13 (School Board Meeting)	April 11 (Faculty & Staff)
April 26 (Administrative Meeting)	April 13 (Parent & Community Stakeholders)
May 1 (Administrative Meeting)	
May 3 (Administrative Meeting)	
Threadgill Elementary School	Greenwood Middle School
April 3 (School Leadership Team)	April 4 (School Leadership Team)
April 3 (Faculty & Staff)	April 4 (Instructional Staff)
April 4 (Parent & Community Stakeholders)	April 6 (Administrator's Meeting)
April 5 (Administrator's Meeting)	April 7 (Parent & Community Stakeholders)
April 6 (Parent & Community Stakeholders)	April 20 (Faculty & Staff)
April 7 (Parent & Community Stakeholders)	April 21 (Parents, Students, Teachers, & Community Stakeholders)
April 13 (Parent & Community Stakeholders)	April 22 (Students)

-In **Appendix A**, attach the agenda, minutes, and sign-in form (see LEA Application Toolkit) from the stakeholder consultation.

C. Disclosure of External Party Application Assistance

LEAs must guard against conflicts of interest in cases where grant dollars may later be used for contracts with external parties who assisted in the grant-writing process. In the FY2015/FY2016 application, LEAs must list the names and job titles of all persons who contributed to the grant application. If the LEA collaborated with external parties in the development of this application, the LEA must also list these external parties and their involvement in this application. For this item, external parties are defined as any person who is not a regular employee of the district or

of MDE and who may have collaborated on the development of the grant in whole or in part. External parties may be for-profit or non-profit organizations, including institutions of higher education or educational consultants. Even if the external party was not paid for the collaboration, the relationship must still be disclosed.

1. Grant-Writing Team

Describe the make-up of the team writing the grant, including the names and job titles of each person who contributed to the grant application.

The grant writing team consisted of the following individuals: Dr. Jennifer Wilson, Superintendent; Mrs. Chiquita Daniels, Greenwood Middle School Principal; Dr. Kenneth Pulley, Greenwood High School Principal; Mrs. Lachada Robie-Purnell, Threadgill Elementary School Principal, Mrs. Mary Brown, Director of Curriculum and Instruction; Mr. Charles Johnson, Director of Federal Programs; Mrs. Sabrina Tanner-Moore, Greenwood High School/Assistant Principal; Mr. Monroe Golden, Threadgill Elementary School/Assistant Principal; Ms. Jeneveri Cation, Greenwood High School/Instructional Coach; Ms. Yolanda Greer, Threadgill Elementary School/Instructional Coach; Mrs. Linda Payne, Director of Special Education; Mr. Clell Ward, Greenwood Middle School Assistant Principal; Mr. Carl Brinkley, Director of Personnel; Ms. Tara Harris, SSIP Literacy Coach; and Dr. Michael Johnson, Curriculum Specialist.

2. External Parties Involved in Grant Writing

Did the LEA work with external parties on any part of the LEA Plan Overview or any of the LEA's school proposal(s)?

☒ YES

☐ NO

If the LEA marked "YES," please complete the chart below.

External Party	Role in Application Development
If Then Solutions, LLC	Trainings/Consultations were held to facilitate the grant writing team's understanding of the process. Sessions centered around helping the grant writing team develop an understanding of the needs assessment process, the SIG intervention models, and the various grant requirements. Onsite sessions and one webinar were held for participants to develop an understanding of the SIG application and to provide feedback on the school proposal and the LEA plan overview. Conference calls were held as the grant writing team continued exploring the opportunities available through SIG.

PART II: DISTRICT LEADERSHIP

A. District Governance

1. Policy Analysis and Timeline

Complete the chart below to demonstrate that the LEA has reviewed its policies and eliminated, or has plans to eliminate, any barriers which would prevent the full and effective implementation of the selected intervention models. Examples of relevant policies are provided beneath important policy areas; however, depending on the intervention model chosen, not all policy areas may require a policy change. If a policy does not require a change, please note “no change needed” or “not applicable.” In some cases, an LEA may need to create policies to address new procedures. Any new policies necessary for the SIG process should also be described below. Blank lines are provided for this purpose at the bottom of the chart.

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>School Zones:</u> ✓ Student assignment ✓ Student attendance areas/ school boundaries	<p>As per MS Code 37-7-311 (1987), School Board Policy AC entitled School District Organization Plan states that the Greenwood Public School District School Board shall organize a school so as to avoid unnecessary duplication and shall determine what grades shall be taught at each school and shall have the power to specify attendance areas and to designate the school each pupil shall attend.</p> <p>This policy does not create a barrier to reform because it allows the board at its discretion to configure the district as it deems appropriate for the proper implementation of this reform effort.</p>	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A
<u>Time:</u> ✓ School year ✓ School calendar ✓ Extended school year/ summer school ✓ School day	<p>School Board Policy AE School Year (Academic Year) states that except as otherwise provided, all public schools in the state shall be kept in session for at least one hundred eighty (180) days in each scholastic year.</p> <p>Policy AEA – School Calendar states that the local school board shall have the power and authority to fix the date for the opening and closing of the school term, subject to the minimum number of days which school must be in session during the scholastic year, as prescribed under</p>	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> ✓ Student arrival and departure time ✓ Administrative personnel time schedules ✓ Instructional personnel time schedules 	<p>Section 37-13-63. However, local school boards are authorized to keep school in session in excess of the minimum number of days prescribed in Section 37-13-61. Except as otherwise provided, all public schools in the state shall be kept in session for at least one hundred eighty days in each scholastic year.</p> <p>School Board Policy AEBA- Extended School Year/Extended Day states that the Greenwood Public School District shall maintain and operate all of the schools under their control for such length of time during the year as may be required.</p> <p>School Board Policy AF- School Day states that it shall be the policy of this school district to provide sufficient instructional time to give students the opportunity to master specific learning objectives at all instructional levels. The number of hours of actual teaching which shall constitute a school day shall be determined and fixed by the school board of this school district at not less than five and one half hours. The portion of the calendar day includes the teaching day, intermissions, and any additional time included in the employee contract. A day in which a minimum of 330 minutes of instruction an/or evaluation and/or district approved group testing is provided. Exceptions are days with fewer than 330 instructional minutes that are part of an instructional week of at least 27.5 hours.</p> <p>School Board Policy CCPF - Administrative Personnel Time Schedules states that principals and other professional employees shall be on duty the number the days shown on the face of their current employment contract less and except those days granted by the board for illness, personal business, earned vacation and emergencies. School Board Policy GBRB- Professional</p>		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>Personnel Time Schedule (Length of Work Day) states that the work day shall be set within the legal parameters with consideration of the instruction and activity schedules established by the principal. The number of hours of actual teaching which shall constitute a school day shall be determined and fixed by the board of trustees of the school district at not less than five and one half hours. Elementary, junior high, and senior high school teachers are expected to be on duty at their respective schools at 7:30 a.m. each day. Except when carrying out assignments of the principal, teachers are expected to remain at school or on duty during the designated hours. Time is provided at the end of each day for instructional preparation and planning. Principals are expected to be on duty from 7:00 a.m. to 4:00 p.m.</p>		
<p><u>Curriculum:</u></p> <ul style="list-style-type: none"> ✓ Curriculum development ✓ Summer school programs 	<p>Curriculum Development of the district is governed by board policy IC and in part states that the school district is in compliance with state and/or federal requirements.</p> <p>School Board Policy IDCA - Extended School Year states that the school board shall maintain and operate all of the schools under its control for such length of time during the year as may be required. Miss Code § 37-7-301(m) (1993).</p> <p>School Board Policy IC- Curriculum Development states that the school board directs the superintendent and administration to provide a curriculum of instruction that meets the academic needs of all children in the school district.</p>	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>Instruction:</u> <ul style="list-style-type: none"> ✓ Instructional programs ✓ Multi-tiered system of supports ✓ Class size ✓ Grading ✓ Assessment ✓ Use of test results ✓ Lesson plans 	<p>School Board Policy ID- Instructional Management Plan states that Greenwood Public School District has policies in place which describe the Instructional Management Plan. The description includes the instructional model, strategies, activities, and other efforts that the district takes to achieve instructional success. Embedded within this policy is the Multi-Tiered System of Supports, which addresses the three tier model. It also exists is designed to ensure each classroom meets the needs of every student. The district's instructional management plan also includes the district's lesson plan template, curriculum pacing guides, and other instructional materials used to effectively implement the curriculum. Other policies which help define the context of curriculum development in the Greenwood Public School District are Policies: IB, IC, ICA, ICF, ICHI.</p> <p>School Board Policies IEA and IDB, states that GPSD has a policy for the Multi-tiered system of supports (Policy IEA & IDB) which meets state and federal regulations and requires the district to implement an instructional mode which meets the need of every students and consists of three tiers of instruction.</p> <p>School Board Policy IHA states that the district also has a policy for an established grading system which communicates to parents a periodic evaluation summarizing significant factors in the student's adjustment in the total education program. The grading system is based upon student achievement and performance bearing in mind that any system incorporates both subjective and objective consideration in student evaluation. The grading system adopted is a modified 10 point grading scale. The grading policy for</p>	<p>No changes are needed . The current policies will not prohibit full, effective implementation of the transformation model.</p>	<p>N/A</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>students with disabilities with current Individualized Education Plans (IEPs) will be consistent with Policy IHFA.</p> <p>School Board Policy IEC Class Size/ Enrollment Requirements states that it is the intent of the Board of Education to allocate staff in a manner that will be educationally sound, instructionally appropriate, and fiscally responsible. Conditions which impact class size decisions include classroom, facility, or supply constraints; funding and financial crisis, availability of licensed staff, curriculum and instructional consideration; and student enrollment and demographics. The superintendent, or designee, shall keep the Board informed of elementary and secondary class sizes and learner/teacher ratio through regular reports. Standard 34 states: Student teacher ratio do not exceed the following: MMS Code 37-151-77; 34.1- student teacher ratio do not exceed 22 to 1 in kindergarten, except in instances in which a full-time assistant teacher is in the classroom; 34.2- student teacher ratio do not exceed 27 to 1 in classroom serving grades 1 through 4 unless approved by the State Board of Education. 34.3- student teacher ratio do not exceed 30 to 1 in self-contained classes serving grades 5-8; 34.4- student teacher ratio do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. 34.5- the total number of students taught by an individual teacher in an academic core subject at any time during the school year shall not exceed 150.</p> <p>The district also has a policy which addresses class size and enrollment requirements for students (Policy IEC).</p>		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	Lesson Plans: Adequate time is provided at the end of each school day and during planning periods of each school day for instructional preparation and planning. Teachers are expected to plan lessons for instruction.		
<u>Employment (Hiring):</u> ✓ Administrative personnel hiring ✓ Teacher/other staff hiring	<p>School Policy GGE – Professional Personnel Assignment allows the school district to employ licensed staff on a professional basis without regard to age, race, gender or national origin. Every school teacher employed in this school system must possess a valid license and shall execute a written contract with the Board of Education. The school board has the power and authority to hire all school district personnel in the manner provided by law, and to provide for the employee fringe benefit programs including accident reimbursement plans, as may be deemed necessary and appropriate by the board 37-7-301 (p) (1993).</p> <p>In employing professional staff, the Greenwood Public School District works to ensure compliance with all applicable provisions of the No Child Left Behind Act (NCLB) and Every Student Succeeds Act (ESSA).</p> <p>School Board Policy Code: GBC, Recruitment and Selection, states that the Greenwood Public School District is an equal opportunity employer and shall employ licensed staff (administrators and teachers) on a professional basis, without regard to age, race, color, gender, or national origin. Every administrator and school teacher employed in the GPSD must possess a valid license.</p> <p>Staffing patterns are reviewed annually by the Personnel Department and Federal Programs to ensure that poor and minority students are not, at rates higher than are other districts, taught by inexperienced, unqualified, or out-of-field teachers. Each school year, the district</p>	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>develops a Highly Qualified Teacher's Plan to have all teachers be highly qualified (5 year license) and develops a plan to have all teachers teaching in core academic subjects be highly qualified teachers to be in compliance with the Mississippi Public School Accountability: Standard #1 and #2.</p> <p>The Greenwood Public School District, in accordance with its Personnel Goals and Objectives, is committed to employ personnel of the highest quality, both licensed and unlicensed.</p>		
<u>Employment (Compensation):</u> <ul style="list-style-type: none"> ✓ Administrative and teacher compensation guides ✓ Compensation for advanced degrees ✓ Compensation guides/ salary schedules 	<p>School Board Policy Code, GBA, Professional Personnel Compensation Guides and Contracts states that the district attempts to pay its licensed employees at a level which is competitive and rewarding in hopes of attracting and retaining top personnel with abilities that can exercise exceptional professionalism and vertical growth within the school district.</p> <p>If a full-time school administrator returns to actual teaching in the public schools, the term "year of teaching experience" shall include the period of time he or she served as a school administrator.</p> <p>According to Policy Code: GBA-E, Teacher Salary Scale, states all teachers employed on a full-time basis shall be paid a minimum salary in accordance with the teacher salary schedule established by law in the Mississippi Code of 1972, including but not limited to Section 37-19-7, 37-151-87, 37-151-89. No teacher shall be paid less than the state minimum salary.</p> <p>The school district seeks to maintain all qualified professional staff and encourages its teachers to improve</p>	<p>This policy will need to be revised to address the issue of personnel compensation/incentives. The district will work closely with MDE and the MS School Boards Association to develop a policy that complies with all required legislation. While MDE does not require or provide a uniform financial incentive package, the district will examine financial incentives practices employed by other agencies and will work closely with MDE and the MS School Boards Association to develop such policy.</p>	<p>July 2017</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>their individual competence through appropriate continuing education programs. The superintendent is responsible for developing continuing education guidelines for professional staff.</p> <p>The GPSD does not pay any teacher less than the stated minimum salary. The district pays teachers according to the State Pay Scale and continues a payment plan whereby teachers are paid varying salaries according to the state salary scale, teaching ability, classroom performance and other similar standards across the state.</p> <p>If, at the commencement of a scholastic year, any licensed employee (teacher) shall present the superintendent a license of a higher grade than that specified in such individual's contract, such individual may, if funds are available from minimum education program funds of the district, or from district funds, be paid from such funds the amount to which such higher grade license would have entitled the individual, had the license been held at the time the contract was executed.</p> <p>Currently, no policy exist for certified and non-certified staff and administrative incentives-</p>		
<u>Employment (Placement):</u> <ul style="list-style-type: none"> ✓ Administrative personnel assignment/ re-assignment ✓ Teacher/other staff assignment 	School Board Policy Code: CGD, Administrative Personnel Hiring states that the Greenwood Public School District Superintendent has the authority and duty to enter into contracts in the manner provided by law for each principal and teacher of the public schools under his/her supervision after such principal and teachers have been selected and approved in the manner provided by law.	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	In keeping with the district's General School Administration Policy Code: CGE, Administrative Personnel Assignment, the GPSD Superintendent makes assignments to the various district schools of all non-instructional and unlicensed employees and all licensed employees (administrators and teachers) as well as has the authority to make reassignments of such employees from time to time. However, a reassignment of a licensed employee may only be to an area in which the employee has a valid license issued by the State Department of Education. Upon request from any employee transferred, such assignment shall be subject to review by the school board.		
<u>Employment (Career Ladder):</u> ✓ Administrative/supervisory personnel ✓ Organization charts ✓ Instructional personnel—others	Administrative Supervisory Personnel Policy CBG states that all administrative and supervisory position in the district are established initially by the board of trustees, or by MS School laws, or by regulations of the State Board of Education, or by a combination thereof. School Board Policy CC Organizational Chart. The district does operate with an organizational chart. The school district does encourage career enhancement and higher certifications for all employees.	This policy will be revised to create procedures for a career ladder for professional personnel which will be based, in part on student achievement.	July 2017
<u>Employment (Evaluation):</u> ✓ Administrative personnel evaluation	As stated by school board policy, General School Administration Policy Code: CGI, Administrative Personnel Evaluation, Greenwood Public School District's administrative personnel (principals and teachers) are evaluated annually with the Mississippi Department of Education's accepted Professional Growth Model, a multi-level evaluation system based on student outcomes and subjectivity, for meaningful, ongoing	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> ✓ Teacher/staff evaluation 	<p>assessment and evaluation. The School Board and Superintendent endorses that student growth should be considered a significant factor in determining educator effectiveness.</p> <p>The school district uses PGM as an educator (goal-based) evaluation system as a primary mechanism for school improvement. All components of the PGM are directed towards increasing student achievement in Greenwood Public School District. The use of the district's adopted evaluation system does not create an undue burden on personnel, but addresses educator's needs and levels of effectiveness to the greatest extent possible be objective rather than subjective in nature. The goal is that these evaluations be utilized to improve the practices of teachers and administrators, and to in due course increase student achievement in the district.</p>		
<u>Employment (Termination):</u> <ul style="list-style-type: none"> ✓ Personnel—suspension ✓ Administrative personnel separation and dismissal ✓ Teacher/ staff separation and dismissal 	<p>Administrative Separation and Dismissal Policy GCM states that it shall be the policy of the school district to provide the highest possible quality of education for the students enrolled in the schools of the district. In order to achieve this goal, it is recognized that it is necessary, from time to time, to release from future employment principals and other administrative personnel and all certified personnel where their performance fails to meet the standards established by the State Department of Education and/or this board or where their services are no longer needed. Any non-reemployment decision of this school district shall be rationally related to the legitimate educational interest and not arbitrary and capricious or based upon some constitutionally impermissible reason such as race, sex, religion, handicap, or exercise of First Amendment Rights.</p>	<p>No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.</p>	<p>N/A</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>Professional Development:</u> <ul style="list-style-type: none"> ✓ Opportunities—all employees ✓ Administrative personnel professional development 	<p>School Board Policy CK entitled Professional Development states that the school board recognizes its particular responsibility to provide the opportunity for the continual professional growth of its professional staff. To this end, professional personnel may be granted leave by the superintendent, within budget considerations, to take part in such opportunities. Additionally, in School Board Policy ID requires the district to provide a plan which describes the instructional model, strategies, activities, and other efforts that the district takes in order to achieve instructional success with regard to the state and federal accountability model. This policy also states that the district may illustrate a differentiated professional learning model for teachers.</p>	<p>Because of the general nature of the policy there is no accountability for completion of a school designed and directed professional development plan. The policy will be revised to reflect professional development being based on the LEA's needs assessment.</p>	July 2017
<u>Student Climate:</u> <ul style="list-style-type: none"> ✓ Attendance ✓ Truancy ✓ Student involvement in decision-making ✓ Student conduct 	<p>School Board Policy JCB entitled Student Code of Conduct states that a student code of conduct will be developed under the leadership of the district administration, and in cooperation with staff, will be made available and distributed to parents and students outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, as required by the No Child Left Behind Act. In addition, each school may publish a student/parent handbook detailing additional rules specific to that school. All rules that apply to student conduct shall be posted in a prominent place in each school building. Board Policy JBD entitled Attendance, Tardiness and Excuses does not include any issues which would create a barrier to the successful implementation of this grant.</p> <p>Student conduct -Policy JCB- NO barrier to reform</p>	<p>School Board policy clearly sets forth the process for maintaining a safe and orderly climate. However, it is noted that students have not been involved in the decision making and that may be a barrier to reform efforts. Board mandated student code of conduct will be reviewed by the student council of the school with student recommendations being made to the Board of Trustees.</p>	July 2017

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>Family and Community Engagement:</u> <ul style="list-style-type: none"> ✓ School-community relations ✓ Family involvement ✓ Community involvement in decision-making ✓ Federal programs procedure with complaint resolution ✓ Visitors to schools 	<p>School Board Policy KCB- School Community relations and Community involvement in decision-making are written in a way to meet the legal standards which guide implementation. However, the policy does not specifically outline a plan that guarantees community involvement.</p> <p>Policy KN - Federal program with complaint resolution presents no barriers to reform.</p> <p>Policy KM entitled Visitors to Schools states that parents are encouraged to visit the schools. The classroom teacher shall be informed as to the day and time of visits so as to avoid any conflicts with the school schedule. This policy does not create a barrier to school reform.</p>	<p>Policy KCB will be amended with specific actions that the district staff will implement to ensure that community involvement is included in the decision making of the district</p>	<p>July 2017</p>

2. School Board Approval

Provide evidence of school board approval by attaching as Appendix B the Board's agenda and/or minutes from the relevant meeting. Remember, the signature of the Board President should also appear on the Assurances.

LEAs are not required to contract with external providers as part of the SIG process. If the LEA plans to contract with external providers (educational consultants) as part of any of its school proposal(s), please answer the following questions to demonstrate a rigorous, evidence-based screening process for external provider (educational consultant) contracting. *Before completing this section, please see the "External Provider (Educational Consultant) Guidance" in the LEA Application Toolkit for important information.*

a) Recruitment of External Providers

How will the LEA recruit external providers (educational consultants)?

The LEA will select external providers through a rigorous screening and recruitment process that has been approved by the Board of Education for the Greenwood Public School District and is in alignment with state and federal rules of procurement. The LEA will use MDE's model Request for Proposals (RFP). If awarded a SIG, the district will begin working in July 2017 to draft RFPs for any applicable services. Scope of work, goals, and evaluation criteria will be developed consistent with the detailed process listed in Part I.3.c of this application. RFPs will be advertised in the local newspaper and posted on the district's website. The LEA will post any RFPs to <http://agencybidbank.mississippi.org/> in accordance with State Purchasing Law. The district will use the MDE's Lead Partner Interview Protocol to evaluate the external partner's ability to fulfill the required scope of work. Once the external providers have been selected, the district will use the MDE sample Memorandum of Understandings (MOU) with the selected external providers. Selection of the external providers and development of the MOUs will be finalized prior to the beginning of the 2017-2018 school year.

b) Model Request for Proposal

Will the LEA use MDE's model Request for Proposal? Check one.

☒ YES

☐ NO

If not, attach the LEA's model RFP in Appendix C. The RFP must include the proposed scope of work potential external provider (educational consultants) must address.

c) Screening, Evaluating, and Selecting External Providers

Describe in detail the LEA's process for screening, evaluating, and selecting external provider (educational consultant) applicants, beginning with the process for developing and releasing the Request for Proposal to finalizing contracts. Include responsible parties and a timeline.

Upon approval of this grant, the superintendent will meet with the district leadership team to create the district's RFP Selection Team. This team will be comprised of members from both the school and district leadership teams. This team will write the RFPs based on the needs identified in the needs assessment process.

The Greenwood Public School District will utilize the following process for screening, evaluating, and selecting external providers. This outline has been adapted from Partnership for Improvement in Teaching and Learning (2012), A Guide To Working with External Partners, 3rd Edition.

Action Steps	Persons Responsible	Timeline
Creating a Framework for the Selection Process	Superintendent	
Step 1: Put together a RFP Selection Team <ul style="list-style-type: none"> Decide who should be on the team Decide what role various team members will have on the selection team Decide what input other key stakeholders who are not on the selection team will have Determine the logistics of selection team meetings 	Superintendent; District Leadership Team	July 2017
Step 2: Develop a Request for Proposal (RFP) <ul style="list-style-type: none"> Review the school's most pressing needs Identify the budget, timeline, and logistical concerns Identify the expected outcomes as a result of hiring an external provider Identify the services the external provider needs to deliver Identify selection criteria Write an RFP outlining the school's needs, the outcomes, services expected, and the selection criteria 	RFP Selection Team	July- August 2017

Step 3: Recruit Potential Providers <ul style="list-style-type: none"> • Issue an RFP, publish RFP on the district's website and all other required websites, and in the local newspaper • Consider various types of providers • Examine the provider's track record of success 	RFP Selection Team	July – August 2017
SCREENING EXTERNAL PROVIDERS		
Step 4: Score Proposals <ul style="list-style-type: none"> • Establish a meeting date, time and place for reviewing proposals from potential external providers submitted in response to the RFP • Examine carefully each proposal with the selection team • Complete an evaluation matrix on each provider to evaluate the proposals received • 	RFP Selection Team	August 2017
Step 5: Conduct initial conversations <ul style="list-style-type: none"> • Discuss selection criteria with the potential provider, using the interview protocol from the LEA Application Toolkit • Discuss the cost of services with the potential provider • Discuss the expected outcomes and timetable with the potential provider <p>Discuss the provider's evaluation strategy</p>	RFP Selection Team	August 2017
Step 6: Check References <ul style="list-style-type: none"> • Ask the provider for references • Contact schools or districts similar to ours that have worked with the provider 	RFP Selection Team	August 2017

Step 7: Reach an Agreement on an External Provider <ul style="list-style-type: none"> • Conduct due diligence on each potential provider • Ask key stakeholders to review the team's choice • Build support for the choice among the wider school community 	RFP Selection Team	August – September 2017
Step 8: Negotiate a Contract <ul style="list-style-type: none"> • Clarify the scope of services and materials supplied by the provider • Identify gaps between what the school or district requires and what the provider's standards are • Discuss school-level policies that are required for effective implementation • Discuss district-level policies that are required for effective implementation • Agree upon a contract length acceptable to both parties • Agree on formative and summative outcomes measures • Agree on a timetable for measuring outcomes • Create implementation plan, in partnership with external provider • Work with the district attorney to draw up the best possible outcome 	Superintendent	August – September 2017
<p>The district will use the interview protocol found in the LEA Application Toolkit.</p> <p>If the LEA has interview protocols or evaluation rubrics, <u>attach</u> these in Appendix C. An example of an interview protocol can be found in the LEA Application Toolkit.</p>		

d) Model Memorandum of Understanding

Will the LEA use MDE's model Memorandum of Understanding (MOU) for external providers (educational consultants)?

☒ YES

☐ NO

If not, attach the LEA's model Memorandum of Understanding as part of **Appendix C**. The MOU must include the following components:

- details of how the LEA will regularly review and evaluate the services provided by external providers (educational consultants), including holding quarterly meetings with external providers at a minimum, and
- the criteria which the LEA will use in determining whether to re-hire the external provider (educational consultant) for continued services.

B. District Capacity for Selected Interventions

Answer the following questions to demonstrate that the LEA has the capacity to support its portfolio of proposed school reforms.

1. Experience Successfully Managing and Implementing Competitive Grants

Describe the LEA's previous successful experience managing and implementing competitive grants. Provide evidence that the grant produced positive student outcomes.

The Greenwood Public School District has a long history of receiving, successfully managing, and implementing numerous large scale competitive grants, which have produced positive student outcomes.

- In 2014-2015, the district received a two year **United States Department of Education Innovative Approaches in Literacy (IAL)** grant. This grant was aimed at improving student literacy skills and building community partnerships. During the grant award period, the district's 3rd grade ELA proficiency rates on the end of year state assessment increased by 9.8 percentage points from 16.9% to 26.7%.
- The district was a **21st Century** grant recipient for two-five year cycles (2006-2015) totaling ten years of implementation. The grant provided after-school enrichment and remedial activities for all students in the district. During that period of implementation, several recognitions for improving student achievement were bestowed upon schools within the district:
 - Davis Elementary School was recognized as a National Title I Distinguished School (2013).
 - Bankston Elementary School was named a National Blue Ribbon School (2012).
 - Birdette Hughey, a high school Algebra I teacher, was selected as the Mississippi Teacher of the Year (2013).

- Williams Elementary School increased its achievement rating from an F to a C (2013).
- The district achieved a successful “C” rating for multiple years in a row during the grant award years.
- The district was awarded two, six-year **Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP)** grants. These grants assisted the district in increasing the number of low income students who were prepared to enter and succeed in post-secondary institutions. Grant implementation was 2003-2008 (first grant awarded) and 2008-2014 (second grant awarded). The district served two cohorts of students beginning in 7th grade and following the students through high school. One hundred seventeen (117) students graduated in the first cohort and one hundred fifty-three (153) students graduated in the 2nd cohort. During grant implementation, the percentage of students who visited college campuses increased from 25% to 75% and the percentage of students who enrolled in post-secondary institutions increased by 20%.
- The district was awarded two **Project Fit America** grants through Blue Cross-Blue Shield of America. Bankston Elementary and Threadgill Elementary School each received a \$26,000 grant to improve the physical fitness of its students. The grant included indoor and outdoor P.E. equipment, training for teachers, curricula and lesson plans to support program implementation. Students’ BMIs were measured at the beginning and at the end of the program. Body mass index (BMI) is a measure of an individual’s body fat based on height and weight. At Bankston School, 84% of the students tested showed improvements in their BMIs while at Threadgill Elementary, 73% of the students showed improvements.
- The district was the recipient of three **Reading First** grants. All elementary schools in the district were awarded Reading First competitive grants, and the district was awarded a **Reading Sufficiency** grant. These grants focused on increasing the literacy skills of elementary students. Through the implementation of researched-based instructional practices, literacy coaches, instructional materials, and professional development, students across the district improved their oral reading fluency, comprehension, and phonemic awareness skills. All elementary schools improved their accreditation ratings: Bankston Elementary was rated Star; Davis was rated High Performing; and Threadgill and Williams were rated Successful.
- The district was awarded a **Foundation for the Midsouth** grant. In 2011, this competitive grant was awarded to the district to build teacher capacity by providing high quality professional development in core content areas and using data to drive instructional improvements. All schools benefited from the implementation of this \$250,000 grant. During the grant implementation, the schools improved their performance ratings: Bankston Elementary was rated STAR; Davis was rated High Performing; and Threadgill and Williams were rated Successful.

2. District Leadership on SIG

Explain the role that district executive leadership, i.e., the Superintendent or Conservator, will have in implementing the intervention model.

The Superintendent is a seasoned administrator having most recently served as the Executive Director of the Delta Area Association for the Improvement of Schools. Prior to serving in that role, she served as the Assistant Superintendent for Academic Education for Greenwood Public Schools and provided leadership to administrators, teachers, and support staff. While serving in this capacity, the district had one school named a National Blue Ribbon School (Bankston Elementary), one teacher named the Mississippi Teacher of the Year (Birdette Hughey), one school named a Title I Distinguished School (Davis Elementary), and the district maintained a "Successful" rating for three (3) consecutive years. The superintendent will use the combination of these experiences to provide a focused vision, ongoing guidance, and timely support to achieve a successful school transformation. District level structures will be instituted to guide the district's awarded SIG schools to achieve and sustain a rating of C or higher. At the district level, the SIG will be monitored by the **District Leadership Team**, which consists of integral positions needed to support and monitor the implementation. The district leadership team will include the following individuals:

1. Superintendent of Schools
2. Director of Curriculum and Instruction (will serve as the district transformation officer)
3. Director of Federal Programs
4. Director of Special Services
5. Director of Personnel

This team will meet monthly with the principal and School Improvement Specialist and will be responsible for reviewing progress, monitoring implementation, and providing assistance in removing barriers to implementation.

The superintendent will work with each school in setting clear goals and expectations for increasing student achievement; ensuring that time and resources are maximized to support instructional improvement; and providing the principal, school leadership team, and teachers with flexibility and autonomy to meet their goals. To provide all necessary resources and supports to the school, the superintendent will delegate a **Core SIG Team**, led by her to keep a focused attention on all intended outcomes. The superintendent remains easily accessible and is structuring the **Core SIG Team** to eliminate any possible barriers to implementation. This team will meet bi-monthly to review data, discuss school needs and implementation plans, and to address issues, concerns, and challenges that may hinder effective school-wide implementation. The superintendent has identified a district-level person to serve as the district transformation officer and, in collaboration with the district leadership team, has identified clear roles and responsibilities for all personnel designated to support the implementation of SIG. The **Core SIG Team** will be comprised of the superintendent, district transformation officer, principals, and the school improvement

specialist. The district transformation officer will be a direct liaison between the superintendent and the principal.

The superintendent will move quickly to eliminate any barriers to implementation and keep the board and community abreast of the school's progress in implementing the transformation intervention model as well as to address and eliminate any barriers that hinder full effective implementation. As indicated earlier, a district-level position that is critical to the successful implementation of the transformation model will be the district transformation officer. The director of curriculum and instruction, Mrs. Mary Brown, will serve in this position and will serve as the direct liaison between the school and the district. In addition to the bi-monthly meetings with the superintendent, this person will meet weekly with the principal and School Improvement Specialist to monitor SIG implementation.

3. LEA Role in Supporting and Monitoring Implementation

How will the LEA establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics?

The Greenwood Public School District's Board of Trustees and Superintendent of Schools, in collaboration with the school administrators, teachers, parents, and community members, developed the district's strategic plan that outlines achievement goals, including interim and annual student achievement goals, over the next five years. The Strategic Planning Team analyzed data for the past three years to determine strengths and weaknesses across the district. Based upon the review of district-wide data, growth and proficiency targets were established for the next five years for reading/language arts, and math. The Strategic Planning Team will meet annually to review progress and make necessary adjustments. In addition, the superintendent will meet with the district leadership team quarterly to review progress towards meeting the goals outlined in the strategic plan and to make internal adjustments as needed. Data presentations by the school's leadership team will be conducted showing each school's progress towards meeting the established goals, growth, and proficiency targets.

What policies and procedures will be instituted to enable the LEA to provide adequate resources and related support and internally monitor implementation, specifically the school's progress in meeting the leading indicators?

In order to monitor the implementation of the school's reform efforts, the district will hire a School Improvement Specialist to track and monitor all aspects of the SIG improvement model. This person will be housed at the school site and will report to the district transformation officer. The district transformation officer will oversee the school's SIG implementation from the district level and provide direction and guidance to the principal, School Improvement Specialist, and school's SIG Leadership Team.

The district will utilize its District Leadership Team (DLT) and will meet monthly to review leading indicator data, discuss action steps, implementation milestones, and determine areas of progress and areas needing improvement. The District Leadership Team will consist of the Superintendent and key district administrators as listed in the LEA Plan Overview of this

application. The district leadership team (DLT) will discuss and review the action steps that have been taken by the school leadership team and external providers. The DLT will work with the district transformation officer in developing a plan for monitoring implementation that includes data collection, data analysis, observation of the program as implemented, and plans to address “off target” results. Additionally, the DLT will review the budget to ensure that purchases are being made and utilized in a timely and appropriate manner. Monthly updates on SIG progress will be presented to the Board of Trustees and other key stakeholders, including community members.

Who at the district-level will be responsible for monitoring implementation?

The Director of Curriculum and Instruction will serve as the District Transformation Officer and will be responsible for monitoring implementation. The District Transformation Officer will be under the supervision of the Superintendent in roles and responsibilities related to the grant management, supervision, and reporting. The District Transformation Officer will meet with the principal and School Improvement Specialist to monitor program implementation on a weekly basis.

How often will internal monitoring take place, especially in regards to evaluating the school’s progress in meeting the leading indicators?

Internal monitoring will occur on a bi-monthly, and monthly basis:

- **Monthly:** The District Leadership Team is comprised of the Superintendent, District Transformation Officer, the School Improvement Specialist, and district leadership team members.
- **Bi-Monthly:** The Core SIG Team is comprised of the Superintendent, District Transformation Officer, School Improvement Specialist, and Principals.
- **Bi-Monthly:** The School SIG Team is comprised of the principal, assistant principal, School Improvement Specialist, Department Chairs of Content Areas, School Interventionist, Instructional Coach, and Parent Liaison.

The School SIG Team will meet bi-weekly to discuss and monitor SIG implementation, including progress towards meeting leading indicators and achievement goals. They will also monitor and track data points, including but not limited to, student and staff attendance, discipline, course pass rates, classroom observations, TST referrals, classroom walkthroughs and track all aspects of the grant. Minutes, reports, and recommendations will be provided to the Core SIG Team.

The Core SIG Team will meet bi-monthly to review the School SIG Team reports, analyze school data, discuss school needs and implementation plans, and address issues, concerns, and challenges that may hinder effective schoolwide implementation. The district transformation officer will report the results of these meetings to the District Leadership Team.

The District Leadership Team will meet monthly to review the school SIG and Core team reports, review and evaluate implementation progress (leading indicator data), and to identify and discuss barriers, successes, and challenges.

What corrective actions will be taken if the LEA's internal monitoring shows that the school is not on-track to meet its leading indicators?

Through administrator observations, district monitoring, collection of leading indicator data, and site visit reports from the MDE, the district and school will be able to quickly ascertain whether or not the school is on track to meet its goals. If the school is not on track to meeting its leading indicator goals, the superintendent will meet with School SIG Team and the district transformation officer to determine where the breakdown occurred. If a corrective action plan either in program implementation or leading indicators is required, the district transformation officer and the School Improvement Specialist will create a written plan of action that will be reviewed and monitored weekly by the superintendent until the areas of deficiency are corrected. This plan will also be monitored by the District Leadership Team. District level support will be intensified to assist remedying all barriers to implementation. The superintendent will directly intervene if it is determined that the school is not making progress towards meeting its goals.

4. District-Level Personnel with a Track Record of Success in School Improvement

Name and describe school- or district-level personnel who will be involved with the SIG process who have a track record of success in improving student achievement. *At least one district-level staff member must serve as the School Turnaround Officer to provide oversight of implementation.* Include the most recent accountability label of any school under the direct management of school- or district-level personnel listed here. For personnel without prior administrative experience, include the criteria in which the district will measure their track record of success in improving student achievement.

Jennifer Wilson serves as the Superintendent of Greenwood Public Schools. Most recently, Dr. Wilson served as the Executive Director of the Delta Area Association of the Improvement of Schools. Prior to that position, she served as the Assistant Superintendent for Academic Education for Greenwood Public Schools, where she provided leadership to administrators, teachers, and support staff. While serving in this capacity, the district achieved success. One school was named a National Blue Ribbon School, one teacher was named the Mississippi Teacher of the Year, one school was named a National Title I Distinguished School, and the district maintained a "Successful" rating for 3 consecutive years. Dr. Wilson also served for four years as an assistant professor of educational leadership at Delta State University. Delta State University's Educational Leadership Master's Program prepared principals and assistant principals to assume leadership roles and improve educational outcomes for students. While serving in this capacity, Delta State University's Educational Leadership Preparation program was named "one of country's exemplary principal preparation programs" based on a case study conducted by Stanford University (Darling-Hammond, Lapointe, Myerson, Orr, & Cohen, 2007; Lapointe, Davis, & Cohen, 2007). As superintendent, Dr. Wilson will use the combination of these experiences to assist in building district and school level support structures to guide the awarded SIG schools to achieve and sustain a rating of C or higher. Dr. Wilson leads the district leadership team which will directly support the implementation efforts of the awarded SIG schools by providing the necessary resources for success. A native of Greenwood, MS, Dr.

Wilson graduated Magna Cum Laude from Mississippi State University in Math Education, has a Master's Degree in Math Education and a Specialist Degree in Administration and Supervision from Delta State University, as well as a Doctor of Philosophy Degree in Educational Leadership from Mississippi State University. She has participated in the Harvard University Principal's Academy, the Harvard University Superintendent's Academy, and most recently the MDE's Superintendent's Academy. She was named the Delta Area For Improvement of Schools' Administrator of the Year.

Mary Brown serves as the Director of Curriculum and Instruction and will serve as the district's transformation officer. Mrs. Brown has established a successful track record of demonstrated educational leadership. She has served in an administrative capacity since 2007 in the field of education. Mrs. Brown began her administrative career serving as an assistant principal of East Middle School (4th – 8th grade) from 2008-2009. In 2009, , she was promoted to the role of principal and served in this capacity until 2011. According to the District's Report Card for year 2008-2009, East Middle School had a QDI of 95, the AYP was not met in Reading-Language or Mathematics, and the school's accountability status was "Failing." During the 2009-2010 school year, with hard work and the determination of a focused, data-driven, and strong leader, the school's QDI increased to 117, the AYP was met in Reading-Language and Mathematics, and the school's accountability status moved up to Academic Watch. During the 2010-2011 school-year, Mrs. Brown and her instructional team continued to use data to drive the instructional practices throughout the school which resulted in the school's QDI increasing to 137. The school's AYP was met in Reading, Language Arts , and Mathematics, and the school's accountability status was Successful. Mrs. Brown took the position of Principal at W. C. Williams Elementary school, where she inherited an accountability rating of "Failing" in 2012. Once again Mrs. Brown worked to build capacity in teachers, students, parents, and other stakeholders to increase student achievement which ultimately resulted in the school's accountability rating increasing from "Failing" to "Successful." Mrs. Brown's experiences in turning around low performing schools will be invaluable in providing effective mentorship and coaching support for the administrative staff of the awarded SIG schools.

Charles Johnson serves as the Director of Federal Programs. He has successfully written, secured, and administrated the district's current state and federal grants ranging from Consolidated Federal Programs grants, to 21st Century Community Learning Center grants , to United States Department of Education's Innovative Approaches to Literacy grants. Mr. Johnson has undergone various successful MDE district and program audits in his current position. Through his leadership and guidance, federal and grant funding has provided supplemental educational resources and services in order to enhance teaching and learning throughout the district. He has a Bachelor's and a Master's Degree in Business Administration, and has 15 years of experience in the field of education.

Linda Payne serves as the Director of Special Education. She will serve on the district leadership team (DLT) offering expertise in the areas of students with disabilities, behavioral interventions, Multi-Tiered System of Supports, and differentiated instruction. She has served as a Special Education Director for four (4) years. She holds a Master's and a Specialist's Degree in Special Education. While serving as a SPED teacher and more recently the SPED Director, her

efforts, in collaboration with teachers and support staff, have resulted in several noteworthy accomplishments, including the following:

Eight (8) students who were currently in self-contained classrooms for the 2016-2017 school year will be full-time students in the general education classroom for the 2017-2018 school year.

In the past five years, the Special Education Department had students who tested out of the Special Education Program. These students are on track to graduate with a General Education Diploma.

For the past five years, ninety percent (90%) of students diagnosed with significant cognitive disabilities have scored “proficient” or “advanced” on state assessments.

For the 2016-2017 school term, four out of the five SPED seniors (80%) on the general education track will graduate with a General Education Diploma.

For the 2016-2017 school year, the district has decreased the number of students aged 3-5 who have been placed in developmental delayed self-contained Classrooms from 26 students to 12 students.

One SPED student from Greenwood High School was accepted into the Mississippi School of Arts. This student will graduate in May 2017, and her art work is currently being showcased at the Mississippi School of Arts.

For the past three years, the graduation rate for students who receive special education services has increased from 6.6% to 28.8%.

For the last five years, the special education department increased the percentage of student with disabilities who score proficient on their reading state assessment from 12.5% to 20.5% and on the math assessment from 15.9% to 20.5%.

For the past three years, 100% of student with disabilities who are at least 14 years old have successfully achieved their transition goals on their IEP.

Michael Johnson serves as a District Curriculum Specialist. He serves as the district-level secondary mathematics coach where he provides support for Threadgill Elementary School and Greenwood Middle School in the Greenwood Public School District. Dr. Johnson has been in the field of education for 16 years. He has experience at the elementary, middle, secondary, alternative, and post-secondary levels (undergraduate and graduate). He has served as a teacher, a grade-level leader, and a coach for at-risk youth in an urban middle school setting. He has also served as an administrator for elementary, middle, high, and alternative schools. Under Dr. Johnson’s leadership from 2009 to 2012, South Delta Elementary School maintained

an accountability label of “Successful” (QDI of 168) or a “High Performing Rating” (QDIs of 178 & 192). In 2012, his school was recognized as an “Exceed School” by the Mississippi Center for Public Policy for having the second highest QDI (192) for schools in Mississippi having poverty rates of 90% or higher. He received the following awards while there: PREPS Value Added Award (2010-2011 & 2011-2012), Title I Distinguished School Award Recipient (2009 & 2011), South Delta School District Service Award (2010-2012), and America Reads Mississippi (ARM) Administrator of the Year (2009-2010). In 2012, Dr. Johnson was selected as the first principal of Tupelo’s High School Advancement Academy, an extension of Tupelo High School that focused on students who were two or more years behind in middle and high school to help them earn a diploma or GED. One hundred percent (100%) of those students were able to re-enter Tupelo High School and pursue their diplomas. In 2015, Dr. Johnson was selected to lead Woolfolk Middle School in Yazoo City, MS, a chronically failing Priority School. The school was ranked in the bottom five failing schools from 2011-2014. Under his leadership, the school’s rating moved from an F to a D for the 2014-2015 school year under the current accountability model. In addition, he was selected by Mississippi State University’s Research & Curriculum Unit as part of a small cohort of educators providing policy recommendations to MDE on governing practices, methods of support, and providing information on how to rise above the “Priority School” status. He also serves as an adjunct professor for Jackson State University’s College of Education where he has teaches classes on educational leadership and statistics.

Tara Harris is the State Systematic Improvement Plan Literacy Coach (SSIP) for the district’s Office of Special Education. She will serve on the District’s Leadership Team and will observe and collaborate with elementary principals, general education teachers, and special education teachers to discuss ways to improve instruction in the classroom for struggling readers, especially students with IEPs. She will focus on utilizing data to drive instructional practices. As a former classroom teacher, Ms. Harris understands the importance of using data to drive instructional improvements. She has been employed as a teacher at Bankston Elementary School since August 2001. While working at Bankston she served in the capacities of a first grade teacher, third grade teacher, and instructional coach. As a third grade teacher from August 2010 to May 2013, Ms. Harris’s MCT2 assessment results contributed to the success of the school. More than 65% of her students scored proficient and advanced each year. Her classroom’s ELA QDI for 2010-2011 was 201 (Star), 2011-2012 was 185 (High Performing), and 2012-2013 was 210 (Star). During this time frame, Bankston Elementary was named a Blue Ribbon School. As the Instructional Coach during the 2014-2015 and 2015-2016 school years, she assisted the principal with analyzing school, classroom and individual student data and progress monitoring students scoring in the bottom quartile. She also assisted the principal in creating, implementing, and monitoring improvement plans and strategies aimed at increasing student growth and proficiency targets. She was responsible for providing Tier 3 evidence-

based strategies to the instructional interventionists, who were responsible for providing interventions to students who were not meeting their academic targets. She also provided classroom teachers with Tier 2 evidence-based strategies during professional development, PLC and TST meetings.

Carl Brinkley serves as the Director of Personnel. He will serve on the district leadership team (DLT) and will use available district and MDE supports and recruiting strategies to reach the SIG personnel goals. Prior to his current position as personnel director, Mr. Brinkley was a Grants Specialist and Special Projects Consultant for Delta State University's College of Business, where he performed comprehensive research on government programs, foundations and corporations to evaluate funding prospects that helped the College of Business bolster and leverage its resources for advancement. One of his many successes in this role at DSU's College of Business was helping to secure the renewal of a \$250,000 USDA Rural Development Grant; he was also chosen to implement programmatic strategies, afterwards, for future grant renewals. Before DSU, Mr. Brinkley served as the School Improvement Officer in Sunflower County School District where he managed, coordinated and implemented a \$3 million-dollar SIG grant, for a Title I, Priority 1, middle school, with at-risk students, to reach its turnaround goals. He produced, monitored and reconciled all SIG expenditure reports against budgeted items. He managed bids for procurement and contract activity as well as recorded and uploaded journal entries to the State Department of Education financial system. He monitored the school's planning, execution and compliance with all applicable state and federal regulations in a SIG Turnaround School Model also. Furthermore, in retrospect, Mr. Brinkley has served as a Grants Manager while in Sunflower County Schools where he provided planning, budgeting, and coordination of the daily operations of a \$3 million dollar (USDOJ) COPS grant prior to his SIG responsibilities. As such, he was responsible for contracts, programs and projects execution, drawdowns, reimbursements, carryover and time distribution records, implemented internal controls and prepared financial reports for the school board in accordance with GAAP. As GM, he scheduled, allocated, reconciled, and monitored allowable/necessary budget expenditures for seven schools and worked with school-based teachers and principals to implement research-based programs after-school reading and math programs/GED program for overaged students and dropouts. Above all, Mr. Brinkley assisted targeted communities with comprehensive direct/indirect services and interventions along with program evaluations. Here to, he served over 3,000 students/800 families with school-based health and mental health services as the Grants Manager. In other job titles, Mr. Brinkley has been a Charter-School Business Manager, Federal Grants Reviewer, and Grants Writer. Educationally, he holds a AA from MDCC, and a BBA and MBA from DSU. In August 2017, Mr. Brinkley will be considered for the Jackson State University's Executive PhD in Urban Higher Education to advance his core competencies.

5. History of Conservatorship and/or Failing Schools

Is the LEA currently under conservatorship?

☐ YES

☒ NO

Has the LEA recently (within the last 5 years) emerged from conservatorship?

☐ YES

☒ NO

Has the LEA or any school within the LEA been rated as "F" for two consecutive years?

☐ YES

☒ NO

If the LEA or any school within the LEA has been rated as "F" for two consecutive years, list the LEA's 2014-2015 accountability label and each applicant school that has been rated as "F" for two consecutive years.

6. Schedule of Findings and Questioned Costs

Attach the LEA's Schedule of Findings and Questioned Costs from the most recent audit as Appendix D.

The Schedule of Findings and Questioned Costs has been attached. Also included is a letter of explanation.

7. Schoolwide Plan and Priority or Focus School Action Plan, As Applicable

Attach a copy of the relevant Schoolwide Plan as well as a copy of your aligned Priority or Focus School Action Plan from MS-SOARS, if applicable, as part of Appendix D.

Copies of the Schoolwide Plan and Focus School Action plan are included.

8. Previous SIG Experience

Has any school in the LEA previously received a School Improvement Grant?

☐ YES

☒ NO

List the schools in the LEA that previously received a School Improvement Grant as well as the number of years awarded and the amounts.

An important consideration for MDE is whether the LEA will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the LEA, from a *district-level perspective*, will support the sustainability of reforms.

The Greenwood Public Schools is committed to building processes and implementing systems that build capacity in current staff members. To this end, more focus will be placed on refining systems and processes which will result in a reduction for the need and dependence on additional long term support from external providers. Specifically, as the GPSD engages external support to assist in building capacity, model lessons will be recorded and placed in the Professional Learning Lab so that when new teachers are on board, resources will be available to assist the administrative team in building their capacity to meet students' needs. Additionally, the district strategically built in positions that can be sustained and/or repurposed after SIG funds expire. As a district, we will focus the SIG funds as an investment in mission-critical areas - such as building human capital to ensure a transformation leader and high-quality teams of teachers are in place that can create a culture of achievement. This culture of achievement and transformed school climate will remain in place after the funding has expired. In previous years, our district has operated like many others by allowing teachers to transfer from one school to another based on seniority. On occasion, this has resulted in more experienced teachers often choosing to move to higher performing schools. In an effort to sustain the reforms made through SIG, we will discontinue this practice and make teacher placements based on the needs of the school and students first and foremost . We will also continue the recruitment efforts to attract high quality teachers, staff, and administrators to our schools. The district will be working during this grant period to identify and support district leaders, school leaders, teacher leaders, and community leaders to support the goals and measures of success of the school. The successes will be determined by both short-term results and long- term results which may not be realized until after the grant has ended. Capacity for district, school, and community leadership must be built during the three years of the funding in order to sustain all efforts after the funding period ends. Key staff members at the district and school levels will ensure quality implementation of the grant and develop over the three years a philosophy built on a foundation of success building upon success. As the school is transformed, a new mindset will be developed among school staff that will guide further determinations of ensuring a successful school. Through extensive professional development, staff members will be able to completely understand student progress through data. Incremental changes will be noted and addressed and all personnel will be able to access both individual and group data so that planning for growth will become the focus of the implementation of the grant. Teachers will experience the intrinsic rewards that impact human capacity to continue to build upon success beyond the immediate grant period. The school staff will be participating in professional training that will guide successful implementation over the three-year life of the grant. Teachers will be trained and empowered to address the needs of the students by making data based decisions on a daily basis and providing differentiated instruction so that all students have access to grade level instruction with high expectations. From the district-

level, we will examine teacher schedules and class size to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions. We will also maintain the maximum amount of learning time possible in each school throughout the district. One of the major expected outcomes of this reform work is increased accountability by all staff. As we move forward, after funding expires, the district superintendent will continue to clarify accountability through the frequent and transparent use of data in staff meetings and leadership team meetings.

COMMUNITY ENGAGEMENT

Research shows that schools, often with the active support of community-based nonprofit organizations, have used community engagement as a key strategy for making school turnaround more effective and sustainable. When successful, the many approaches to community engagement create a continuum of interaction that builds trust, respect and a sense of purpose. The entire District Leadership Team (DLT) will assist in developing strong community involvement. The following steps will be used: 1. Communicate Proactively in the Community. The first step in reaching out to families and community members is to inform them about the impending changes through a variety of outreach materials and events. The transparency and authenticity of these early messages will set a foundation for the community and families to trust and actively engage in the transformation reform. That trust will be sustained by the district leadership team (DLT) regularly informing the community stakeholders of progress as the initiative moves forward. 2. Listen to the Community and Respond to its Feedback. Members of the DLT will inquire, both informally and formally, through public forums, focus groups, surveys and conversations, about the views of families and other community members. Listening and responding to community feedback by taking action communicates to parents and community members that their participation and their hopes for their children are valued, deepening their trust in the transformation initiative and its key players. 3. Offer Meaningful Opportunities to Participate. When transformation leaders involve community members in meaningful ways, such as training and serving on advisory councils, participants begin to "own" the work. They become more open to learning about and shaping key reforms and to valuing their own contributions to schools and students. The DLT will set up classes and workshops to help parents support their children academically at home. Teachers and school leaders will add to these formal opportunities through building relationships and holding events to celebrate student success. The DLT members will collaborate with community partners to find creative routes to involve them in the academic mission. 4. Turn Community Supporters into Advocates and Leaders. The Superintendent and Transformation Officer with assistance from the entire District Leadership Team will: develop an engagement plan, establish a school/family council, help parents access training, build community partnerships and assist with school/family communication. In addition, the transformation office will provide guidance to schools and include training for parents and school staff. The transformation office will monitor parent engagement and track school responsiveness to parent feedback. The District Transformation Officer and Superintendent will respond to concerns or complaints from parents or the

general public. The district will maintain a parent and community advisory board that will advise the Superintendent and Transformation Officer about community engagement.

How will the district sustain the components of the proposal that are paid for primarily through SIG funds after the end of the grant term? Please include a more specific strategy than “we will shift resources” or “we will rely on philanthropic support.”

The Greenwood School District will sustain all proposed reforms through support for quality implementation, human capital development, and on-going community engagement through and alignment of district and other federal goals, plans and funds.

During Year 4 of the SIG grant, the district will **develop a SIG Sustainability Council**. This Sustainability Council will have membership from both schools, District Office, parents/community members and statewide representatives from organizations that may be able to provide ongoing support for our students. **The Sustainability Council will meet to discuss potential opportunities and create plans for sustaining specific aspects of the SIG program after the funding has concluded.** We anticipate being extremely successful in the implementation of these SIG grants. We know that, because of our commitment to make difficult decisions through courageous leadership, our students will benefit and student learning and teacher performance will soar. When this happens, we anticipate opportunities to work with organizations that our district has not previously known. Through these connections, strategic partnership opportunities will arise. **As a former faculty member at Delta State University, our superintendent has strong relationships with various partners, potential funders, and researchers throughout the Southeast region.** We hope to align with an organization that can assist with our sustainability efforts through providing fiscal support for teacher recruitment, teacher retention, and student incentives. By identifying these areas early in our planning process, our leadership team will seek opportunities for partnership early and often throughout the SIG implementation.

Specific strategies to ease funding that we will implement include:

1. We will use incremental funding, from sources such as Title I or Mississippi At-Risk funds to increase student time in key academic areas and provide struggling learners with the instructional support they need.
2. We will also examine our district’s previous budget to avoid investing in less leveraged areas like across-the-board class size reduction and add-on programs that are not integrated with the core instructional programs.
3. We will also utilize the opportunity presented by these SIG funds to **create in-district “subject matter experts”** on a variety of areas – School Improvement, Leadership, ELA, Mathematics, Positive Behavior Instructional Strategies (PBIS), Data Analysis, and Technology Integration. These subject matter experts will gain a solid understanding of each area through in-classroom coaching, professional development, and mentoring opportunities. Once the SIG grant concludes, these staff members will be utilized throughout the district to provide training and support to other schools and teachers.

4. We will ensure that the best strategies identified through the SIG program will be implemented in other schools throughout our district to sustain these transformative efforts.

Six (6) full time positions are proposed to be funded through SIG. These include the following: 1. School Improvement Specialist. 2. PBIS Specialist. 3. Math Interventionist (Greenwood Middle School). 4. Multi-Tiered System of Supports Coordinator/Interventionist (Threadgill Elementary). 5. Multi-Tiered System of Supports Coordinator/Interventionist (Greenwood Middle School). 6. Multi-Tiered Systems of Support Coordinator/Interventionist (Greenwood High School). All positions will be sustained with a combination of district and Title funds. **Positions will be repurposed to support district-wide reform efforts.** For example, the School Improvement Specialist and the PBIS Specialist will be sustained using district and Title I funds. Their roles will be expanded to support teachers and schools across the district. Funding for the Multi-Tiered System of Supports Coordinator/interventionist and the subject area interventionist positions will be also be sustained through the use of Title funds by expanding their roles to support teachers and students districtwide. Because of the continuous challenge of recruiting and retaining high quality teachers, the math interventionist position can be converted to a district funded teacher position at the middle or high school, if needed.

The other components of the proposal that are paid for primarily through SIG funds are mostly one-time cost initiatives and will be supported and maintained by proper planning and alignment with the district and other federal budgets. The district is currently funding professional development and community engagement reforms through a combination of district and other federal funds and will continue with these initiatives once SIG funding has ended. Additionally, at the district level, **we will use incremental funding, from sources such as Title I to increase student time in key academic areas and provide struggling learners with the instructional support they need.**

We will also examine our district's previous budget to avoid investing in less leveraged areas like across-the-board class size reduction and add-on programs that are not integrated with the core instructional programs. **Each principal who receives Title I funds for their school will have to align the Title funds back to improving common core instructional programs and common core standards for the students in their building.**

Another important step to sustaining the school reform efforts provided through these school improvement funds will be focusing on ongoing community engagement strategies. After funds expire, we will continue community engagement opportunities through inviting parents and community members to serve as mentors for at risk students and volunteers in the school to assist classroom teachers. **In addition, we will continue our efforts to garner a broad base of community support** by having open forum meetings frequently to garner input from our community members. Federal funds and district funds will be used to sustain any programs, maintenance, and teachers or other positions used to make improvements during the SIG. The district will continue to seek available grants for building strong educational opportunities.

SCHOOL PROPOSAL

INSTRUCTIONS: Complete a *unique* school proposal for each applicant school.

- Part I of the application contains information required by every intervention model.
- Complete the appropriate Parts II and III corresponding to the intervention model selected for the school.

PART I: INTRODUCTION

To be completed regardless of intervention model selected.

A. Descriptive Information about the Eligible School

1. School Information

Complete the chart below.

NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-16 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority</i>	<i>A-F</i>	<i>Turnaround</i>
Greenwood Middle School	4220-022	28016500-1005	Focus	F	Transformation

2. Total Number of Grant Years

For the FY2015/FY2016 SIG funds, LEAs may apply for funding for up-to-five years, which must include three years of full implementation. How many grant years does the LEA propose for this school?

- Total Number of Years: 4
- Number of Planning Years: 0
- Number of Full Implementation Years: 3
- Number of Sustainability Years: 1

B. Alignment with the Needs Assessment

1. Comprehensive Needs Assessment

To be eligible for SIG funds, all schools must complete a Comprehensive Needs Assessment.

Schools should use their Comprehensive Needs Assessment results that are part of MCAPS and should take into account school needs as identified by parents, families, and community members. Summarize the results from MCAPS in the following chart. Attach the information from needs assessment portion of MCAPS as part of [Appendix E](#).

Dimension	Areas of Improvement /Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement	<p>DATA</p> <p>The Greenwood Middle School Tigers have a rich and long standing legacy of academic success. Our motto is <i>"CAN'T SUBSIDE THAT GMS TIGER PRIDE!"</i></p> <p>At Greenwood Middle, our faculty and staff are committed to creating and maintaining high levels of academic achievement for our students. When notified of the School Improvement Grant (SIG) opportunity, we were ecstatic and envisioned the positive impact these resources could make in helping our school achieve its goal of becoming an "A" or "B" middle school.</p> <p>Although we are currently experiencing academic challenges, we have a heightened sense of urgency, are committed to improving student achievement and believe that we can restore our school to its position of academic excellence because <i>"NO ONE CAN SUBSIDE THAT GMS TIGER PRIDE!"</i></p> <p>As an indication of our commitment to excellence, in November 2016, Greenwood Middle School was designated as a MS Banner School in Financial Readiness by the MS Council on Economic Education. This award is given to Mississippi schools for demonstrated success in achieving students who are economically and financially prepared to participate in the real world. Greenwood Middle School is proud of this accomplishment because <i>"NO ONE CAN SUBSIDE THAT GMS TIGER PRIDE!"</i></p>	<p>State Assessment Data</p> <p>Staff Surveys</p> <p>Administrative Observations</p> <p>MTSS Documentation</p> <p>STAR Data</p>



Greenwood Middle School's annual enrollment averages 400 students. An examination of accountability data for the last two academic years reveal that our students are struggling in meeting proficiency targets in ELA, math and science and struggling in meeting growth in ELA and math. Although our school fell short of meeting state proficiency targets, when we closely examine the data, significant improvements were made from one year to the next.

2015 Accountability Results			
	ELA	Math	Science
Proficiency	22.6	14.0	28.8
Growth of All	32.4	25.4	
Growth Lower Quartile	37.9	41.8	
2016 Accountability Results			
	ELA	Math	Science
Proficiency	16.9	15.7	36.1
Growth of All	45.8	47.9	
Growth Lower Quartile	47.2	59.1	

Specifically, the chart shows that from 2014-15 to 2015-16 :

- Student proficiency in science increased by 7.3 percentage points
- The growth of all students in math increased by 22.5 percentage points
- Student growth in the bottom quartile in math increased by 17.3 points
- The growth of all students in ELA increased by 13.4 percentage points
- Student growth in the bottom quartile for ELA increased nearly 10 percentage points

- Student proficiency in ELA decreased by 5.7 percentage points

Although gains were achieved in all areas with the exception of ELA proficiency, we realize that there is still much work to be done! However, we believe that with adequate resources, our school can continue this upward trend in improving student achievement because **“NO ONE CAN SUBSIDE THAT GMS TIGER PRIDE!”**



STAR UNIVERSAL SCREENING DATA

Greenwood Middle School uses STAR as its universal screener. The data collected from STAR offer information concerning our students' grade equivalency levels and their ability to perform on grade level in Reading and Math. Listed below is the average performance range of the approximately 400 GMS students during the 2015-2016 school year.

STAR Performance Spring 2016			
Subject/Grade	N-Count	Average Scale Score	Average Grade Equivalency
Reading 7 th	220	552	4.8
Reading 8 th	179	520	4.7
Math 7 th	220	683	5.2
Math 8 th	179	696	5.5

As reflected in the table,

- Greenwood Middle School's seventh graders had an average grade equivalency of 4.8 and an average scale score of 552, scoring well below grade level standards.

- Greenwood Middle School's eighth grade students had comparable scores to the seventh graders in both reading and math.
- Our eighth grade students performed only marginally better in math when compared to their 7th grade level peers, with an average grade equivalency of 5.5 and average scale score of 683. The data clearly demonstrate that students at Greenwood Middle School are not performing at or near grade level. However, we believe that with intensive and targeted professional development to build teacher capacity and intervention support in ELA and math, we can reverse this trend because **"NO ONE CAN SUBSIDIE THAT GMS TIGER PRIDE!"**

STAR PERCENTILE RANKING DATA

A deeper dive into the STAR student percentile ranking data further confirms the fact that our students are behind academically in reading and math.

STAR Percentile Rating 2016		STAR Percentile Rating 2016	
Percentile Reading	Percent Reading	Percentile Math	Percent Math
Below 25 th	66%	Below 25 th	45%
25 th to 49 th	24%	25 th to 49 th	27%
50 th to 74 th	8%	50 th to 74 th	21%
75 th and above	2%	75 th and above	7%

Schoolwide more than 66 percent of our students scored below the 25th percentile in reading and more than 45% in math. Only 2% of students scored above the 75th percentile in reading and 7% in math. Although the data are alarming, we believe that by building teacher capacity to provide high quality instruction, implementing academic support systems, and engaging parents and community members, we can improve student achievement because **"NO ONE CAN SUBSIDIE THAT GMS TIGER PRIDE!"**

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

At Greenwood Middle School, we have implemented the Multi-Tiered System of Supports (MTSS). Our students were universally screened and referrals were made to the Teacher Support Team (TST) for academic and behavioral interventions. The teacher support team met monthly to review the referrals, make decisions about placement, and draft intervention plans when necessary. Although Tier 3 processes were in place, more training on the MTSS process is still needed. In the Tier 2 process, classroom teachers are responsible for developing and implementing the intervention strategies. However, a lack of intensive and ongoing training rendered this intervention tier not as effective as it should have been. As a result, excessive numbers of students were referred to Tier 3. The majority of these referrals were due to academic deficiencies in English Language Arts (ELA) and Mathematics. There were also referrals for negative behavior and truancy.

Evidence Based Research:

According to the **What Works Clearinghouse** *FBA-based interventions were found to have potentially positive effects on school engagement and potentially positive effects on problem behavior for children identified with or at risk for an emotional disturbance based on evidence from single-case design studies.*

“TIGER TALK” PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Greenwood Middle School has been working to implement with fidelity **“Tiger Talk” Professional Learning Communities (PLCs)**. Although master schedules have been created allowing subject area teachers to have common planning times, there is limited access to the necessary resources and technology needed to successfully plan across grade levels and subject areas, as well as participate in professional development sessions.

Effective “Tiger Talk” Professional Learnings Communities would help us in the following areas:

- Increase student proficiency
- Increase student growth
- Close the gap between actual grade level and performance grade level

	<ul style="list-style-type: none"> • Build the capacity of the teachers to differentiate instruction • Fully implement a Multi-tiered system of supports • Improve parental and community engagement • Decrease dropout rates <p>At GMS, we believe that the PLC process will enhance the effectiveness of the individual teacher. Research has proven that the classroom teacher remains the most important factor in student learning. One of our challenges is identifying and implementing effective strategies aimed at building and sustaining teacher capacity to implement research-based instructional practices. We believe that through the effective implementation of PLCs, and providing adequate resources for building teacher capacity, we will systematically improve the instructional process. We understand that one of the most powerful strategies is consistently presenting teachers with irrefutable evidence of better results and providing them with time to analyze and reflect on those practices that led to those improved student outcomes. By obtaining a SIG, we will have the necessary resources to have these deep, rich conversations and opportunities for data analysis.</p> <p><u>Evidence Based Research:</u></p> <p>According to The What Works Clearinghouse, increasing professional learning opportunities was the most common improvement strategy reported in our core sample schools during the first year of SIG (Le Floch et al., 2014), and is consistently cited as an improvement strategy in low-performing schools more generally (Opfer & Pedder, 2011) (Accessed https://ies.ed.gov/ncee/pubs/20164002/pdf/20164002.pdf).</p>	
Curriculum and Instruction	<p>At Greenwood Middle School, all of our core curriculum classes have curriculum textbooks and are using them as their main curriculum resource. In addition, every teacher has a copy of the Mississippi Curriculum Framework in his/her classroom as well as other MDE curriculum resources, such as the MS CCR Scaffolding Documents and MAP aligned practice test items, for the subject areas they teach. We also make sure our teachers are using the most</p>	<p>Assessment Data</p> <p>Staff Surveys</p> <p>Administrative Observations</p>

	<p>current curriculum pacing guides and have ongoing opportunities to review and revise these guides as necessary.</p> <p>Unfortunately, too many of our teachers are still using very traditional instructional methods, which include using lecture-based and textbook-driven teaching strategies.</p> <p>While gathering data from needs assessments, it was noted that many teachers perceive their instructional deficiencies to include differentiating instruction, implementing the Three Tier Instructional Model/TST process, enhancing technology usage in the classroom, increasing rigor in their instruction, effective classroom management, and implementing PBIS.</p> <p>STUDENT AND TEACHER SURVEYS</p> <p>Greenwood Middle School's students and teachers were surveyed on the instructional practices found at our school. Adding to the challenges is the distinct difference between teacher perceptions and student outcomes. In a teacher survey administered at the end of last school year, nearly 80% of the teachers reported having high expectations for student learning; however, the data do not align to those responses (See table below). As a result, it is critical that the school has systems and personnel in place to rapidly analyze and disaggregate data and to make data available in a timely manner to principal and staff in order to make informed instructional decisions.</p> <p>GMS SURVEY RESULTS</p> <table border="1"> <thead> <tr> <th>Question in Survey</th><th>Teachers Agree</th><th>Students Agree</th></tr> </thead> <tbody> <tr> <td>The education offered to students at our school is of high quality.</td><td>80%</td><td>72%</td></tr> <tr> <td>Teachers hold high expectations for student learning.</td><td>82%</td><td>75%</td></tr> <tr> <td>Training opportunities are provided to staff members on a regular basis.</td><td>86%</td><td>58%</td></tr> <tr> <td>Teachers collaborate and operate as professional learning communities.</td><td>80%</td><td></td></tr> </tbody> </table>	Question in Survey	Teachers Agree	Students Agree	The education offered to students at our school is of high quality.	80%	72%	Teachers hold high expectations for student learning.	82%	75%	Training opportunities are provided to staff members on a regular basis.	86%	58%	Teachers collaborate and operate as professional learning communities.	80%		<p>Student Discipline Data</p> <p>Student Attendance Data</p> <p>Teacher Attendance Data</p> <p>MTSS Documentation</p> <p>Lesson Plans</p>
Question in Survey	Teachers Agree	Students Agree															
The education offered to students at our school is of high quality.	80%	72%															
Teachers hold high expectations for student learning.	82%	75%															
Training opportunities are provided to staff members on a regular basis.	86%	58%															
Teachers collaborate and operate as professional learning communities.	80%																

The school's schedule did offer opportunities for teachers to collaborate; however, due to staff constraints there were few times that optimal collaboration occurred. Professional Learning Communities were attempted, but not implemented with fidelity. Consequently, teachers planned in isolation and primarily used the textbook as their primary source for planning. A standard instructional delivery system needs to be implemented and support needs to be provided for teaching practices to evolve.

Although 80% of the staff reported that they had time to collaborate and operate in a **"Tiger Talk Professional Learning Communities**, student data do not substantiate that the PLCs were implemented effectively, as roughly 66% the school's population scoring in the bottom percentile in reading according to STAR data.

Greenwood Middle School had limited educational software options available for Tier 2 and Tier 3 student interventions. One such option was Learning Odyssey. Learning Odyssey is a research-based intervention program designed for Tier 2 and Tier 3 academic interventions. However, the program's impact on student achievement at Greenwood Middle School has not met expectations. The major reason for the inconsistency of Learning Odyssey results was the lack of adequate training for staff on how to effectively use the system and the lack of fidelity in the software implementation.

According to the **What Works Clearinghouse** *Odyssey® Math was found to have potentially positive effects on mathematics achievement for primary students.*

Accelerated Reader is a K-12 reading program that is designed to assess and improve reading comprehension skills and to encourage reading for students in all grades. Students choose books according to their grade, reading and interest level. Accelerated Reader is a proven, research-based program. In previous years, Greenwood Middle School had not implemented Accelerated Reader with fidelity; however, this year, a staff member has been assigned to monitor the full implementation of this

	<p>program. As a result, we are seeing promising results with AR.</p> <p><i>The What Works Clearinghouse (WWC) identified two studies of Accelerated Reader™ that both fall within the scope of the Beginning Reading topic area and meet WWC group design standards. Both studies meet WWC group design standards without reservations.</i></p> <p>Given all these pieces of data, more support is needed in the following areas:</p> <ul style="list-style-type: none"> • Full implementation of PLCs • Professional Development in planning standard aligned lessons • Computer based software for differentiation • Fully implementing Accelerated Reader • Increasing student achievement 										
<p>School Context and Organization, Including School Leadership</p>	<p>Through this needs assessment process, we examined several school-wide contextual factors including organization and school climate. We currently have 407 minutes of instruction daily. The school day is divided into a minimum of 67 minute class periods. We are planning to increase the school day and year to include 10,890 minutes of instruction time, which adds 181.5 hours per school year.</p> <p>STUDENT AND TEACHER ATTENDANCE Greenwood Middle School's enrollment was approximately 400 students during the 2014-2015 and 2015-2016 school years. The school had an average daily attendance rate of 92% each of those years. The reason for most absences were illness; however, discipline was also a major contributor to the low daily attendance.</p> <table border="1"> <thead> <tr> <th>Year</th><th>Student ADA</th><th>Teacher Absences</th></tr> </thead> <tbody> <tr> <td>2014-2015</td><td>92.1</td><td>448</td></tr> <tr> <td>2015-2016</td><td>92.7</td><td>193</td></tr> </tbody> </table>	Year	Student ADA	Teacher Absences	2014-2015	92.1	448	2015-2016	92.7	193	<p>Subject-Area Assessment Data</p> <p>Staff Surveys</p> <p>Administrative Observations</p> <p>Student Discipline Data</p> <p>Student Attendance Data</p> <p>Teacher Attendance Data</p> <p>MTSS Documentation Lesson Plans</p>
Year	Student ADA	Teacher Absences									
2014-2015	92.1	448									
2015-2016	92.7	193									

In addition to student attendance, teacher attendance was also a concern. In 2014-2015, the total number of teacher absences was 448. As a result, the administration made improvement in teacher attendance an area of focus for the 2015-16 school year. The teacher attendance rate improved by more than 50% with only 193 total teacher absences in 2015-16. As a school, we clearly understand that teacher attendance is critical to providing consistent instruction and improving student learning and will continue to place a focus on improving both student and teacher attendance rates for upcoming school terms.

DISCIPLINE

Office Discipline 2015-2016	
Office Discipline Referrals 7 th	939
Office Discipline Referrals 8 th	751
Out of School Suspensions	468
Office Discipline Referrals Total	1680

Student discipline is an area of concern for our teachers and administration. For the 2015-16 school year, we realized that too many students were suspended because of discipline infractions. In-school detention was used as an alternative to out-of-school suspension in some cases. In 2015-2016, Greenwood Middle School had approximately 468 out of school suspensions. We believed that student behavior negatively impacted student learning and subsequently, we have developed a plan for improvement going forward as part of the SIG implementation. This plan includes hiring a Positive Behavior Interventions and Supports (PBIS) Specialist and implementing PBIS with fidelity.

MORALE

One of the greatest issues that has affected our school's climate was student and staff morale. Behavior issues resulting in high instances of out-of-school suspension have led to low teacher morale. The teachers become weary of the significant amount of instructional time addressing student behavior. Whenever instructional time is used to address behavior issues, student achievement will suffer. Our school has made numerous attempts to implement Positive Behavior Interventions and Supports (PBIS); however, we have not had adequate resources to create a consistent program that has a significant, systematic impact on the overall school climate. With the implementation of the SIG, we plan to hire a full-time PBIS Specialist and implement PBIS with fidelity.

SCHOOL LEADERSHIP

Greenwood Middle School is led by an administrative team of a principal, Mrs. Chiqueta aniels, and assistant principal, Mr. Clell Ward. Our administration has set forth the following goals as part of our District's Strategic Plan for Improvement:

- Goal 1:** All students will demonstrate proficiency and show growth in all assessed area.
- Goal 2:** All students will graduate from high school college and career ready.
- Goal 3:** All schools will have high-quality teachers, leaders, and support staff.
- Goal 4:** All schools will effectively use technology and data systems to improve student achievement and outcomes.
- Goal 5:** All schools will maintain a positive, safe, disciplined, and respectful environment.
- Goal 6:** All schools will increase parent and community involvement.

	<p>Goal 7: All schools will maintain fiscal and operational accountability</p> <p>Mrs. Daniels, the GMS principal, has served in this role since 2010. The assistant principal, Mr. Clell Ward, has served in this capacity for less than one year. During the principal's tenure, Greenwood Middle School was rated "Successful" or a "C" every year except the 2015-2016 school year.</p> <p><u>However beginning in 2013-2014, significant changes at the district and school level occurred. First of all, a new superintendent was hired. Greenwood Middle School lost 4 of its 8 ELA teacher positions as well as one math teacher positions These positions were not filled for the upcoming school term. Of the positions that were filled, the principal did not have the autonomy to hire personnel. Because of these abrupt and drastic changes, class sizes increased, teacher morale plummeted, and GMS suffered in the area of teaching and learning.</u></p>	
Professional Development	<p>At Greenwood Middle School, professional development has not been connected to academic needs in a consistent manner. Teachers have received training in Explicit Direct Instruction, Multi-Tiered Systems of Support, Learning Odyssey, and the MS CCR Curriculum Framework, more indepth, targeted, and sustained professional development is needed.</p> <p>As we further examine the data, the following areas of need for building staff capacity are needed:</p> <ul style="list-style-type: none"> • Effective instructional strategies • Writing and implementing effective interventions • Standards-based instruction • Data analysis • Effective Classroom management <p>Professional Learning Communities must be fully implemented and supported through targeted professional</p>	<p>Assessment Data</p> <p>Staff Surveys</p> <p>Administrative Observations</p> <p>Student Discipline Data</p> <p>Student Attendance Data</p> <p>Teacher Attendance Data</p>

	<p>development. Teachers must be trained in collaboration and guided in identifying areas where instruction can be improved. Once those areas are identified, professional development should be planned, conducted and new instructional strategies implemented to increase student achievement. While 86% of the teachers perceived the training opportunities as meaningful, data show a disconnect between what was learned and what was implemented. With student proficiency below 20%, meaning that more than 300 students were below proficiency, there is a great need to improve teacher capacity and the quality of instruction. There is a great need for content coaching support to build teacher capacity in understanding and implementing standards-based instruction, for using effective instructional strategies, for data analysis, and for writing effective Tier 2 and Tier 3 interventions.</p> <p><u>Evidence Based Research:</u></p> <p>According to The What Works Clearinghouse, increasing professional learning opportunities was the most common improvement strategy reported in our core sample schools during the first year of SIG (Le Floch et al., 2014), and is consistently cited as an improvement strategy in low-performing schools more generally (Opfer & Pedder, 2011) (Accessed https://ies.ed.gov/ncee/pubs/20164002/pdf/20164002.pdf).</p>	MTSS Documentation Lesson Plans																
Family and Community Involvement	<p>Greenwood Middle School has been largely lacking in engaging parents and the community in the educational process. The data on parental involvement were collected as a result of a review of parent sign-in sheets. The results were:</p> <table><tr><th>Event</th><th>Month</th><th>No of Parents</th><th>Percentage Involved</th></tr><tr><td>Open House</td><td>August</td><td>170</td><td>43%</td></tr><tr><td>Title I Meeting</td><td>September</td><td>5</td><td>1%</td></tr><tr><td>Parent Teacher Organization</td><td>September</td><td>12</td><td>3%</td></tr></table>	Event	Month	No of Parents	Percentage Involved	Open House	August	170	43%	Title I Meeting	September	5	1%	Parent Teacher Organization	September	12	3%	Needs Assessment Survey Data
Event	Month	No of Parents	Percentage Involved															
Open House	August	170	43%															
Title I Meeting	September	5	1%															
Parent Teacher Organization	September	12	3%															

Parent Teacher Conference	October	248	62%
Monthly Parent Meeting	November	0	0
Christmas Program	December	24	6%
Awards Day	February	58	15%
Parent Computer Training	February	2	<1%

Open House and Parent Teacher Conference Day, when report cards are issued, are the largest parental involvement days. The district has a volunteer policy; however, parents rarely volunteer in the school. Through SIG, the school will focus on this problem and seek to better engage parents as active supporters in the school. This engagement need not be simply superficial; our parents need to be involved in meaningful ways. Parental involvement must support the fulfillment of the school vision and serve to increase student achievement.

Question from Title I Needs Assessment	Parents Agree
Effective procedures are in place to support communication with parents, family & community.	51%
Parents and community member's opinions are considered when school decisions are made.	53%
Our school provides sufficient opportunities for community involvement.	51%

Evidence Based Research:

According to **The What Works Clearinghouse**, Parents' involvement in their children's schooling can be an important component of a school's improvement efforts. For example, correlational studies have found a significant association between parents' involvement and positive student outcomes³³ and that efforts to strengthen parents' involvement are frequently a component of successful

school improvement efforts. The SIG requirement that districts of transformation schools “provide ongoing mechanisms for family and community engagement” reflects this view that parents can play an important role in their children’s schooling (Accessed from <https://ies.ed.gov/ncee/pubs/20144013/pdf/20144013.pdf>)

In 2016, Mrs. Lora Evans, parent of a middle school student, was named the 2015-16 Mississippi Parent of the Year



2. Intervention Model Selection

Based on the needs assessment data, describe how the Transformation model best meets the school’s needs.

Greenwood Middle School has selected the Transformation model as the best model to meet its needs based on a comprehensive analysis of its needs assessment data. As a school, we spent a significant number of hours analyzing our needs assessment data and gathering input, feedback, and suggestions from our stakeholders, which included faculty, staff, students, parents, and community members. In April 2016, a new superintendent with a strong track record of success was hired to lead the district. Upon the transition of the new superintendent, reformatory strategies were implemented, beginning with a review of the district’s 5 year strategic plan. Bold goals were established for school and district leaders and a comprehensive plan for reform was created. **THE TRANSFORMATION MODEL FITS PERFECTLY WITH THE PLAN FOR GREENWOOD MIDDLE SCHOOL.** If awarded a School Improvement Grant, we are committed to implementing the Transformation school reform model with fidelity because it truly “TRANSFORM” Greenwood Middle School. Greenwood, MS is located in the Mississippi Delta, an impoverished area of the state. The district continually struggles to

attract highly qualified teachers; therefore, the district must build structures in place to develop teacher and leader capacity. The transformation model allows a stronger blending of the staff rewards/incentives for student achievement/growth, which allows for Greenwood Middle School to compete and attract the best talent to serve our students because **“NO ONE CAN SUBSIDE THAT GMS TIGER PRIDE!”**

3. Baseline Data and Performance Goals

Attach the school’s baseline data and performance goals. Complete the Performance Framework in the LEA Application Toolkit and attach as **Appendix E**.

See Performance Framework in Appendix E.

C. Alignment with Intervention Requirements

All funded proposals must address every intervention requirement for the selected model.

Complete the appropriate chart below to demonstrate that the school proposal adequately addresses each requirement. If the LEA proposes to take advantage of the Rural Flexibility allowed for the Turnaround or Transformation models, the LEA should specify this in summary in this table.

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for any requirement so as not to lose points.

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)		
• Replacement of the Principal	N/A; Principal Hired July 1	150
• Recruitment, Placement, and Retention Strategies	District develop policies ranging from signing bonuses and financial incentives to recruit and retain staff	147-152
• Job-Embedded Professional Development	The district will utilize and implement professional learning communities to facilitate job-embedded professional development.	57, 60-61, 64-65, 71-76, 147-152

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
<ul style="list-style-type: none"> Research-Based, Vertically Aligned Curriculum Aligned to State Standards 	Teachers meet in vertical team meeting to ensure learning is taking place across the grades	58, 109-118, 183-184
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <i>FOR EARLY LEARNING ONLY:</i> Curriculum and standards inclusive of all 5 early learning domains 	N/A	N/A
<ul style="list-style-type: none"> Data-Driven Decision-Making 	The district utilizes a data system in order to inform instruction and make data driven decisions.	53-56, 59, 61-63, 67-68, 132-136
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Formative, interim, and summative assessment data 	Formative, interim, and summative assessment data are administered on a weekly, monthly basis in order to monitor student progress	53-56, 129-130, 132-136, 148-150, 154-155
TURNAROUND/TRANSFORMATION ONLY		
<ul style="list-style-type: none"> Increased Learning Time 	Instructional days have been lengthen to 385 minutes and extended learning time will be provided during and after school	70, 127-128
<ul style="list-style-type: none"> School Autonomy 	The school has been provided autonomy in key decision making such as hiring, termination in order to fully implement the transformational model.	171-174
TRANSFORMATION/EARLY LEARNING ONLY		
<ul style="list-style-type: none"> Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement 	The school has been provided autonomy in key decision making such as hiring, termination in order to fully implement the transformation model.	147-150, 153, 178-183
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Use of student growth as a significant factor 	Student growth will be a primary achievement indicator in order to measure learning outcomes and teacher effectiveness and increase proficiency level.	147-150, 178-182

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
<ul style="list-style-type: none"> Identify and Reward School Leaders, Teachers, and Other Staff 	Financial and other incentives are provided as a means to recruit, retain and attract.	154-155, 157
<ul style="list-style-type: none"> Termination process 	Termination procedures are provided for staff members who do not demonstrate effectiveness.	165-167
TRANSFORMATION ONLY		
<ul style="list-style-type: none"> Family and Community Engagement Strategies 	Effective family and community engagement strategies have been provide to support student learning and enhance implementation of the transformation model.	65-67, 186-190, 193-196
<ul style="list-style-type: none"> On-Going Technical Assistance and Support 	On-Going technical assistance and support is provided to advance technological support and facilitate effective implementation of the transformation model.	190-191

D. Foundation Laid through Priority/Focus Schools Process or Previous SIG Process

Answer the following questions to demonstrate that the school has the commitment to reform.

1. Priority or Focus School Actions Taken

Provide a description of the school improvement measures that have been instituted since the school has been designated as a Priority or Focus school.

Upon being informed of the school's designation as a Focus school, Greenwood Middle School has implemented several changes aimed at increasing student achievement and building teacher capacity including the following:

Increasing student achievement by:

- Implementing **"Tiger Block"**-an increased amount of instructional time for students scoring in the bottom quartile in both ELA and math
- Assigning an instructional interventionist to work with these students during the **"Tiger Block"**
- Purchasing and implementing with fidelity instructional software aimed at improving the reading comprehension skills of struggling students

d. Hiring a part-time math interventionist to assist students struggling with achieving basic math skills and meeting grade-level standards

Building teacher capacity by:

- a. Developing a school leadership team comprised of teachers, support staff, and administrators that meets bi-weekly to review data including academic, discipline, teacher and student attendance, and to discuss issues and concerns of the school. Because leadership team members are grade-level chairpersons, they serve as a direct communication link between the school leadership team and the grade-level teams.
- b. Implementing **"Tiger Talk"** professional learning communities aimed at having a more systematic approach to continuous professional collaboration and learning among all instructional staff. **"Tiger Talk"** PLC's meet weekly to review student data and to guide decisions to improve student outcomes.
- c. Conducting weekly grade-level team meeting to foster collaborative planning among grade levels. During these meetings, team members identify, discuss, and refine research-based strategies for improvement in classroom instruction. Grade-level chairpersons share information discussed during leadership team meetings. Administrators attend these meetings to facilitate the professional learning process. As a result of these meetings, a more data-driven instructional culture has been established in the school.
- d. Hiring a full-time ELA instructional coach who works directly with ELA teachers to support the school administrators in building teacher capacity in order to improve student achievement in ELA and literacy. The instructional coach also works with students scoring in the bottom quartile during **"Tiger Block"**.

2. Teams Supporting School Improvement

Complete the chart below to describe the new teams in place for supporting the improvement process.

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
<i>List the teams that were created to support school improvement</i>	<i>Describe what the team does to assist the improvement process.</i>	<i>List the names and titles of all members of the team.</i>	<i>Provide a meeting schedule for each team, e.g. every Monday from 9-10 AM. List the dates of the last three meetings.</i>	<i>Describe the most recent outcomes or actions taken arising from team meetings.</i>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
District Leadership Team	The district's leadership team meets weekly to discuss the improvement efforts of all schools within the district, including Greenwood Middle School. The focus of these meeting is to discuss overall progress as evidenced by data and identify any issues which may need to be addressed by the DLT. The following data points are discussed in detail: teacher and student attendance, behavior, interim assessment data and benchmark data. Teacher observation data is discussed as warranted.	<p>Dr. Jennifer Wilson, Supt.</p> <p>Mr. Charles Johnson, Director of Federal Programs</p> <p>Mrs. Mary Brown, Director of Curriculum</p> <p>Mrs. Linda Payne, Director of Special Services</p> <p>Ms. Temeka Jones, Director of Business Management</p> <p>Mr. Carl Brinkley, Director of Personnel</p> <p>Mrs. Yvette Totten, Director of Food Services</p> <p>Mr. David Taylor, Director of Maintenance & Operations</p>	<p>Weekly for one hour</p> <p>August 2016</p> <p>September 2016</p> <p>September 2016</p> <p>October 2016</p> <p>October 2016</p>	<p>District level administrator assigned to support each school.</p> <p>Analyzed the midterm data to determine progress towards meeting interim school goals</p> <p>Collaborated with School Leadership Team members to further analyze school needs of Greenwood Middle School to develop School Improvement Grant application</p> <p>Analyzed the 9 week test data to determine schools' progress towards meeting their interim goals that are outlined in the district's strategic plan</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
School Leadership Team	Collects and analyzes school data to improve academic achievement and overall school operations	<p>Mrs. Chiqueta Daniels, Principal</p> <p>Mr. Clell Ward, Assistant Principal</p> <p>Mrs. Precious Redmond, Instructional Coach</p> <p>Mrs. Traci Sanders, Science Teacher</p> <p>Mrs. Elizabeth Hinckley, Math Teacher</p> <p>Mr. Nicholas Onyshko, Math Teacher</p> <p>Mrs. Rosetta Washington, Librarian</p> <p>Mr. Tremenis Sanders, Extra-Curricular Teacher</p> <p>Ms. Jennifer Alderson, ELA Teacher</p> <p>Ms. Raven Ray, Counselor</p> <p>Anthom Ahanonu, Student</p> <p>Jimmy Moreno, Student</p>	<p>Second Wednesday of each month</p> <p>August 2016</p> <p>September 2016</p> <p>October 2016</p> <p>Note: The first meeting will occur during the summer as the new leadership team</p>	<p>Reviewed upcoming plans for academics and school operations; discussed expectations for first days of school</p> <p>Discussed School Improvement Grant opportunity and began reviewing data to address instructional issues and school culture; analyzed midterm data</p> <p>Reviewed school's progress towards meeting annual student achievement goals outlined in the district's strategic plan; reviewed nine week test data to develop action plans and set goals for each subject area.</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			transitions and discusses plans for the new school year.	
Professional Learning Community	Departmental PLCs provide teachers with an opportunity to collaborate on lesson planning, and share ideas about instructional strategies to assist in improving student achievement, discuss data, and develop plans of action based on data for the improvement of instructional practices.	All Teachers are assigned to the PLC group based on their content area.	Meetings will occur weekly on Mondays during teachers' planning time.	<p>October 2016</p> <p>Focus: Reading and Writing in the Content Areas</p> <p>PLC teams researched and discussed evidence-based strategies to implement to improve literacy skills (reading fluency, comprehension, and writing) in their respective disciplines, thus improving overall student success.</p> <p>Oct. 10, 2016</p> <p>Focus: Common Assessments and Constructed Response Items</p> <p>PLC teams in core (English, Math, and Science), non- MAP courses created 4 ½ week common</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
				<p>assessments for the 2nd 9 Week period to be administered the week of Nov. 07 – 11, 2016. Tested subject areas identified and/or developed constructed response items/performance tasks to use as student instructional activities and/or assessment items.</p> <p>Oct. 2016</p> <p>Focus: Revisit Reading and Writing in the Content Areas</p> <p>PLC teams created an action plan and lesson plan to implement strategies identified at the Oct. 2016, meeting into student learning activities.</p>
Other: School Level Multi-tiered System of Support Team	The team collaborates to make decisions pertaining to students	Mr. Clell Ward, Assistant Principal	First Tuesday of the month for a minimum of one hour,	

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	referred for tier 3 intervention as well as develop and progress monitor tier 3 interventions; provide guidance and support as requested by teachers implementing tier 2 interventions	Ms. Rosetta Washington, Librarian Ms. Raven Ray, Counselor Ms. Joyce Broadnax, Secretary/Attendance Clerk Mrs. Elizabeth Hinckley, Math Teacher Ms. Jennifer Alderson, ELA Teacher	often longer depending on the number of referrals and students receiving tier 3 interventions August 8, 2016 (adjusted based on start school) August 16, 2016 September 6, 2016	Reviewed data on 20 day students who automatically populated in MSIS and made decisions regarding appropriate placement in the tier process Met with parents, teachers, and students of all 20 day students to notify them of the committee's decision regarding placement and to discuss next steps Reviewed 20 day roster again to ensure no additional students populated 20 day file; discussed interventions for ELA, mathematics, and behavior; reviewed progress of students who were continuing

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			October 4, 2016	<p>tiers 2 and 3 from the previous school year; reviewed universal screening data to determine students who may be at risk</p> <p>Reviewed progress monitoring data for students in the tier process from the previous school year</p>
Other: District Multi-tiered System of Support Team	<p>The District's MTSS Team provides guidance and support to schools to ensure effective implementation and monitoring of student support and interventions.</p> <p>The team monitors the school's MTSS process to ensure</p>	<p>Dr. Jennifer Wilson, Superintendent</p> <p>Ms. Mary Brown, Curriculum and Instruction</p> <p>Ms. Shemica Pitts, Curriculum Specialist</p> <p>Ms. Linda Payne, Director of Special Services</p> <p>Ms. Tara Harris, Special Education Literacy Coach</p> <p>Mr. Charles Johnson, Director of Federal Programs</p>	<p>Monthly</p> <p>August, 2016</p>	<p>Met to review the MDE updated Multi-Tiered Systems of Support Guidelines and Procedures and began drafting the district's MTSS manual and discussed the district's strategy for implementing, disseminating and training on the district's MTSS manual and processes</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	effective implementation of interventions. The team also identifies the interventions to be used across the district.		September 28, 2016 October 20, 2016 October 25, 2016	Discussed newly released early warning system guidance published by the MDE, continued updating the district's MTSS manual and training and implementation plan for MTSS Provided training to the district and school level MTSS teams on the district's MTSS process Provided district wide training to all staff of the GPSD on the MTSS processes

3.

4. Previous SIG Experience

Has the school received or implemented a 1003(g) School Improvement Grant since the 2010-2011 school year?

☐ YES

☒ NO

If yes, was the school's grant terminated at any point? Why?

If yes, what were the results of the School Improvement Grant on student achievement, including state assessment data and graduation rate data, if applicable?

How have these results been sustained?

E. Implementation Milestones

1. Pre-Implementation and/or Planning Year

In the chart below, delineate important activities which will enable the school to implement, fully and effectively, the requirements of the selected intervention model on the first day of the first school year of full implementation. The milestones in this chart should encompass all pre-implementation and/or planning year activities.

E. Implementation Milestones

2. Implementation and Sustainability Years

In the chart below, delineate important milestones which demonstrate the school is implementing the chosen model fully and effectively throughout the grant term. The milestones in this chart should encompass work that takes place from the start of year one of implementation to the time at which the grant term concludes.

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 Implementation Notification of Grant Approval	Superintendent	Distribution of grant approval notification to Board of Education	By informing the Board of Education regarding grant approval, this provides ongoing communication and support for reform model, which is critical	July 2017	July 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			<i>to the full and effective implementation of the model</i>		
Year 1 Implementation Inform school's staff, parents, community and media about the grant award	Superintendent	Formal announcement of SIG award via press release, meeting with faculty and staff, letters to parents/families, community-wide meeting	Providing an official notification of SIG award to teachers, parents, students, and community stakeholders will enable all stakeholders to gain further understanding of the SIG award, ask questions, and have input into the implementation. This promotes ownership of all stakeholders which is critical for successful reform implementation	June 2017	June 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 Implementation Finalize District Transformation Team	Superintendent	List of members on the district transformation team	The district transformation team is responsible for monitoring the full and effective implementation of the reform model at the district level	<i>June 2017</i>	<i>July 2017</i>
Year 1 Implementation Select District Transformation Officer	Superintendent	District level person named District Transformation Officer	The district transformation officer is responsible for working with the principal, School Improvement Specialist, and School SIG Team and monitoring the implementation of the reform model at the school level	<i>June 2017</i>	<i>June 2017</i>

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 Implementation Complete budget narrative	Complete Official Budget Narrative, with modifications, if required	Superintendent; District Business Manager; Principal; District Transformation Team; District Transformation Officer	A finalized budget ready for school board review	June 2017	July 2017
Year 1 (Implementation) Hire School Improvement Specialist	Superintendent; Principal; District Transformation Officer	Contract issued to School Improvement Specialist	Hiring a School Improvement Specialist is critically important to the successful implementation of the reform model. The School Improvement Specialist is responsible for monitoring the day to day implementation of the reform model	July 2017	July 2017
Year 1 Implementation Create School SIG Team	Superintendent; Principal;	List of School SIG Team members	Creating a School SIG Team is critical to the	June 2017	July 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
	District Transformation Officer		full and effective implementation of the reform model because this team is responsible for monitoring the day to day implementation		
Year 1 Implementation Revise school board policies	GPSD Board of Education, Superintendent, District Transformation Team Principal; School Improvement Specialist	Board minutes	Revising board policies that impede the effective, full implementation will enable the school to successfully implement the transformation model.	June 2017	July 2017
Year 1 Implementation Determine the District RFP Selection Team	Superintendent	Advertise RFP	Creating a district RFP selection team will allow for greater involvement and input from key stakeholders	June 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			and help to ensure the successful implementation of transformation model.		
Year 1 (Implementation) RFP Development and Issuance	Superintendent; District RFP Selection Team	Publish RFP	The transformation model places a strong emphasis on job-embedded content coaching. As Threadgill Elementary School works to build teacher capacity, external content experts are needed to assist in these efforts	July 2017	August 2017
Year 1 Implementation Contract with external service providers	Superintendent; Principal, District Transformation Officer; Federal Programs Director; Business Manager	Contracts issued to external service providers	By contracting with external service providers, the district will be able to provide high quality job embedded professional	July 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			development which supports the full implementation of the reform model		
Year 1 Implementation Schedule external service providers	Principal; District Transformation Officer; School Improvement Officer	Schedule of external service providers completed	By creating a schedule for external service providers, the school will be able to provide and monitor high quality job embedded professional development. Allows for the effective implementation of high quality job embedded professional development, which supports the full implementation of the	July 2017	September 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			transformation reform model		
Year 1 Implementation Engage parents and community in school improvement efforts	Superintendent; Principal; District Transformation Officer; School Improvement Specialist	Meetings held with parents and community members	By engaging in ongoing two-way communication with parents and the community, the promotes ownership and buy-in which is critical for the full and effective implementation of the reform model	July 2017	May 2018
Year 1 Implementation Review performance objectives for the school	Superintendent; District Transformation Team; Principal, School Improvement Specialist; School SIG Team	Performance Objectives reviewed and finalized	By reviewing and finalizing the performance objectives, this creates a common understanding and expectations for accountability	June 2017	September 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 Implementation Create a system to identify and reward staff	District Leadership Team; School SIG team	A documented and board approved reward system	By providing a system for identifying and rewarding staff promotes and supports accountability, which is critical for successful reform implementation	June 2017	August 2017
Year 1 Implementation Order instructional materials and supplies	School Improvement Specialist; Principal	Requisitions created and purchased orders issued for materials and supplies	These materials and supplies will enhance classroom instruction and support the full implementation of the reform model	June 2017	December 2017
Year 1 Implementation Provide remediation and enrichment for core content areas	School Improvement Specialist; Principal;	Sign-in sheets, consultants' meetings, student progress reports; daily debriefing sessions with principals; with written consultants' reports;	By providing remediation and enrichment sessions, the school will support student achievement, which is a critical component of the reform model	August 2017	May 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 Implementation Purchase equipment and materials for professional development lab	School Improvement Specialist; Principal;	Requisitions and purchase orders for equipment and materials for the labs	The PD lab will enable the school to provide coaching, modeling, and build teacher and administrator capacity, promoting sustainability	July 2017	October 2017
Year 1 Implementation Provide extended year school services	School Improvement Specialist; Principal; Teachers	Schedule and daily attendance rosters; student academic progress reports	Increased learning time will improve student achievement, which supports the outcomes of the reform model ,	June 2018	June 2018
Year 1 Implementation Advertise for SIG funded positions	Director of Personnel	Vacancy postings/listings	Positions outlined in the SIG are critical to the successful implementation of the reform model	June 2017	August 2017
Year 1 Implementation Develop Interview Protocols	Superintendent and School SIG Team	Development and use of protocols	The protocols allows for a structured process to determine applicants' who	June 2017	July 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			possess the competencies for transformation/reform		
Year 1 Implementation Interview for SIG funded positions	Principal and School SIG Team	Recommendations submitted for SIG personnel positions	SIG funded positions included in the application are necessary for full, effective implementation of the transformation model proposed by Greenwood High School	July 2017	August 2017
Year 1 Implementation Begin providing professional development opportunities	District Curriculum Coordinator; Principal, School Improvement Specialist	Professional development plan developed and approved and professional development opportunities scheduled and started	By providing job-embedded professional development aligned with the school goals and reform model, this builds teacher capacity and support the full and effective	July 2017	June 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			implementation of the reform model		
Year 1 Implementation Determine vacancies for faculty and staff for the 2018-19 school year, based on terminations, transfers, or openings due to retirements, moving, etc. Advertise and interview candidates	Principal, District Transformation Officer; School Improvement Specialist; School SIG Team	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff are hired to fill vacancies	Hiring highly qualified faculty and staff is critical for the full and effective implementation of the transformation model	January 2018	June 2018
Year 1: Implementation Purchase data system	Superintendent, Principal, and District Transformation Officer	Purchase order for data system	One of the requirements of the transformation model is continuous use of data to improve student outcomes. Having a data system in place that quickly disaggregates data will	August 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			give staff and school SIG team members an opportunity to look at data from a granular level in order to make decisions that impact all students at an individualized level		
Year 1 Implementation Conduct training on the new data system	Principal	Training schedules, agendas, and evaluations	Provide training on the new platform during the planning year will allow teachers and administrators to be prepared to fully launch the new data system in advance of the school year. Student assessment data can be input into the system at the end of the current school	August 2017	December 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			year and be in position to enter the state assessment data once it is received by districts across the summer. This will allow administrators and teachers the opportunity to conduct a thorough data analysis to inform instructional decisions for the upcoming year.		

3. Full Implementation and Sustainability Years

In the chart below, delineate important milestones which demonstrate the school is implementing the chosen model fully and effectively throughout the grant term. The milestones in this chart should encompass work that takes place from the start of year one of implementation to the time at which the grant term concludes.

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 2 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; School SIG Team; School Improvement Specialist;	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2018	September 2018
Year 2 Full Implementation Continue to interview personnel for faculty and staff vacancies for the upcoming school year	Principal, District Transformation Officer; School Improvement Specialist; School SIG Team	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff are hired to fill vacancies	July 2018	August 2018
Year 2 Full Implementation Contract with External service providers	Superintendent	External providers are selected and contracts are in place;	August 2018	May 2019
Year 2 Full Implementation District Leadership Team meetings scheduled and held	Superintendent	Schedule of District Leadership Team Meetings; Minutes, Agendas	August 2018	May 2019
Year 2 Full Implementation School SIG Team meetings scheduled and held	Principal, School Improvement Specialist; District Transformation Leader	Schedule of School SIG Team Meetings; Minutes; Agendas	August 2018	May 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 2 Full Implementation Develop a system to evaluate teachers and staff; Train faculty and staff on system;	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Evaluation system that aligns with the Mississippi Educator and Administrator Professional Growth System	July 2018	May 2019
Year 2 Full Implementation Create a system to reward teachers and staff; Communicate system to teachers and staff, build stakeholders support and accountability Provide performance based incentives using valid data on whether performance indicators have been met.	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Reward System disseminated to all faculty and staff	September 2018	May 2019
Year 2 Full Implementation Create a system to reward students for academic and behavioral performance; Communicate system to all students, building support, expectations, and accountability	Principals; School SIG Team; District Transformation Officer; School Improvement Specialist, Student Representatives	Copy of Reward System disseminated to all students	September 2018	May 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 2 Full Implementation Continue providing high-quality, job-embedded staff development	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Evaluation system that aligns with the Mississippi Educator and Administrator Professional Growth System	July 2018	June 2019
Year 2 Full Implementation Develop and implement a system to remove teachers and staff who are not performing to standard after training, feedback, and support	Principal with final approval by Superintendent	Full implementation of a system to remove teachers and staff who are not performing to standard after training, feedback and support; Documentation of process	September 2018	May 2019
Year 2 Full Implementation Provide rigorous professional development	Principals; School SIG Team; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	August 2018	May 2019
Year 2 Full Implementation Reform and Enhance Classroom Instruction <ul style="list-style-type: none"> Establish a structure among teachers with specific duties and time for instructional planning; 	School SIG Team; Principal; Director of Curriculum and Instruction;	Classroom observations that evidence increased rigor and student engagement	August 2018	May 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
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<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> • Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction • Align professional development with classroom observations and teacher evaluation criteria • Ensure that teachers align instruction with standards and benchmarks • Monitor and assess student mastery of standard-based objectives to make appropriate curriculum adjustments • Differentiate and align learning activities • Assess student learning frequently using standards-based classroom assessments 				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
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<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> • Prepare standards- aligned lessons and differentiated activities • Provide sound instruction in a variety of modes, i.e., teacher directed, whole group, small group, student directed, etc... Employ effective classroom management				
Year 2 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan, discuss areas that need adjustments. Examine qualitative and quantitative data to determine if program goals are being met	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2018	May 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Years 3 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; School SIG Team; School Improvement Specialist;	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2018	September 2020
Years 3 Full Implementation Continue to interview personnel for faculty and staff vacancies for the upcoming school year	Principal, District Transformation Officer; School Improvement Specialist; School SIG Team	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff are hired to fill vacancies	July 2018	August 2020
Years 3 Full Implementation Contract with External service providers	Superintendent	External providers are selected and contracts are in place;	August 2018	May 2020
Years 3 Full Implementation District Leadership Team meetings scheduled and held	Superintendent	Schedule of District Leadership Team Meetings; Minutes, Agendas	August 2018	May 2020
Years 3 Full Implementation School SIG Team meetings scheduled and held	Principal, School Improvement Specialist; District Transformation Leader	Schedule of School SIG Team Meetings; Minutes; Agendas	August 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Years 3 Full Implementation Review and refine system to evaluate teachers and staff; Train faculty and staff on system;	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Evaluation system that aligns with the Mississippi Educator and Administrator Professional Growth System	July 2018	May 2020
Years 3 Full Implementation Review and refine system to reward teachers and staff; Communicate system to teachers and staff, building stakeholders support and accountability. Provide performance based incentives using valid data on whether performance indicators have been met.	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Reward System disseminated to all faculty and staff	September 2018	May 2020
Years 3 Full Implementation Review and refine a system to reward students for academic and behavioral performance; Communicate system to all students, building support, expectations, and accountability	Principals; School SIG Team; District Transformation Officer; Student Representatives	Copy of Reward System disseminated to all students	September 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Years 3 Full Implementation Continue providing high-quality, job-embedded staff development	Principal; School SIG Team; District Transformation Officer; Director of Curriculum and Instruction	Professional Development plan; Sign- In Sheets; agendas; Student Achievement Reports	July 2018	June 2020
Years 3 Full Implementation Review, refine, and implement system to remove teachers and staff who are not performing to standard after training, feedback, and support	Principal with final approval by Superintendent	Full implementation of a system to remove teachers and staff who are not performing to standard after training, feedback and support; Documentation of process	September 2018	May 2020
Years 3 Full Implementation Provide rigorous professional development	Principals; School SIG Team; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	August 2018	May 2020
Years 3 Full Implementation Reform and Enhance Classroom Instruction <ul style="list-style-type: none"> Review and revise among teachers with specific duties and time for instructional planning; 	School SIG Team; Principal; Director of Curriculum and Instruction;	Classroom observations that evidenced increased rigor and student engagement	August 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> • Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction • Align professional development with classroom observations and teacher evaluation criteria • Ensure that teachers align instruction with standards and benchmarks • Monitor and assess student mastery of standard-based objectives to make appropriate curriculum adjustments • Differentiate and align learning activities • Assess student learning frequently using standards-based classroom assessments 				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
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<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> • Prepare standards- aligned lessons and differentiated activities • Provide sound instruction in a variety of modes, i.e. teacher directed, whole group, small group, student directed group, etc... Employ effective classroom management				
Years 2 and 3 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan Discuss areas that need adjustments Examine qualitative and quantitative data to determine if program goals are being met	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 3 Full Implementation Sustainability Plan Review and revise sustainability plan for next year's sustainability	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Completed sustainability plan	August 2019	May 2020
Year 4 Sustainability Conduct staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; School SIG Team; School Improvement Specialist;	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2020	September 2020
Year 4 Sustainability Continue to interview personnel for faculty and staff vacancies for the upcoming school year	Principal, District Transformation Officer; School Improvement Specialist; School SIG Team	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff are hired to fill vacancies	July 2020	August 2020
Year 4 Sustainability Contract with External service providers	Superintendent	External providers are selected and contracts are in place;	August 2020	May 2021
Year 4 Sustainability District Leadership Team meetings scheduled and held	Superintendent	Schedule of District Leadership Team Meetings; Minutes, Agendas	August 2020	May 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 4 Sustainability School SIG Team meetings scheduled and held	Principal, SIG Coordinator; District Transformation Leader	Schedule of School SIG Team Meetings; Minutes; Agendas	August 2020	May 2021
Year 4 Full Implementation Review and refine system to evaluate teachers and staff; Train faculty and staff on system;	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Evaluation system that aligns with the Mississippi Educator and Administrator Professional Growth System	July 2020	May 2021
Years 4 Full Implementation Continue providing high-quality, job-embedded staff development	Principal; School SIG Team; District Transformation Officer; Director of Curriculum and Instruction	Professional Development plan; Sign- In Sheets; agendas; Student Achievement Reports	July 2020	June 2021
Year 4 Sustainability Review, refine, and implement system to remove teachers and staff who are not performing to standard after training, feedback, and support	Principal with final approval by Superintendent	Full implementation of a system to remove teachers and staff who are not performing to standard after training, feedback and support; Documentation of process	September 2020	May 2021
Year 4 Sustainability Provide rigorous professional development	Principals; School SIG Team;	Professional Development Schedule; Improved results on classroom observation;	August 2020	May 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
		Increased student achievement		
Year 4 Sustainability Reform and Enhance Classroom Instruction <ul style="list-style-type: none"> • Review and revise among teachers with specific duties and time for instructional planning; • Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction • Align professional development with classroom observations and teacher evaluation criteria • Ensure that teachers align instruction with standards and benchmarks • Monitor and assess student mastery of 	School SIG Team; Principal; Director of Curriculum and Instruction;	Classroom observations that evidenced increased rigor and student engagement	August 2020	May 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<p>standard-based objectives to make appropriate curriculum adjustments</p> <ul style="list-style-type: none"> • Differentiate and align learning activities • Assess student learning frequently using standards-based classroom assessments • Prepare standards- aligned lessons and differentiated activities • Provide sound instruction in a variety of modes, i.e. teacher directed, whole group, small group, student directed group, etc... • Employ effective classroom management 				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
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<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 4 Sustainability <ul style="list-style-type: none"> • Evaluate SIG Implementation • Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan • Discuss areas that need adjustments • Examine qualitative and quantitative data to determine if program goals are being met. 	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2020	May 2021

PART II: TEACHING AND LEARNING—TURNAROUND, TRANSFORMATION, EARLY LEARNING, and PATHWAYS TO SUCCESS

To be completed if the LEA is proposing a Turnaround, Transformation, Early Learning, or Pathways to Success model.

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for any requirement so as not to lose points.

A. Curriculum

1. Use of State Standards

Certify below that the school uses the state-adopted *Mississippi Early Learning Standards for 3- and 4-Year-Olds*, the *Mississippi College and Career Ready Standards*, and the *Mississippi Curriculum Frameworks*, as applicable, as the basis of the school's curriculum.

☒ YES

☐ NO

2. Research-Based Materials

a) Current and Proposed Research-Based Materials

Complete the chart to describe the school's current and proposed research-based curricular materials that are aligned to state standards. If the school is satisfied with its curricular materials, it does not have to propose new materials. If the school intends to discontinue programs or materials, please note what will be discontinued in the "proposed" column.

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
<i>Subject</i>	<i>Ex. textbooks, software, manipulatives, centers, etc.</i>	<i>SIG curricular materials; specify whether items are additions, substitutions, or deletions</i>
Mathematics	7th grade Math Textbook: Digits Grade 7 2012 (5-year student package) Prentice Hall 7 th grade Ready Practice and Problem Solving Workbooks	Additional Resources: Ready CCSS Math Instruction Practice Problem Solving Student Books: Grades 7-8 Ready CCSS Math Instruction: Teacher Toolbox-Grades 7-8

	<p>ELS Item banks and online assessments</p> <p>8th grade Math Textbook:</p> <p>Digits Grade 8 2012 (5-year student package) Prentice Hall</p> <p>8th grade Ready Practice and Problem Solving Workbooks</p>	<p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
Compensatory mathematics	<p>Learning Odyssey (Compass Learning) is an intervention software program designed for blending learning, intervention, and inquiry-based personalized learning. The program assists in pinpointing causes of skills and concept gaps in students that prevent students from being successful in their current grade.</p>	<p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
English Language Arts (ELA)	<ul style="list-style-type: none"> 7th grade ELA Textbook: <p>Prentice Hall Literature Grade 7 (2012)</p> <p>Glencoe Writer's Choice McGraw Hill (2005)</p> <p>7th grade Ready Practice Workbooks</p> <ul style="list-style-type: none"> 8th grade ELA Textbook: <p>Prentice Hall Literature Grade 8 (2012)</p> <p>Glencoe Writer's Choice</p>	<p>Additional Resources:</p> <p><i>Thinking Maps</i></p> <p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p> <p><i>Write for the Future</i></p> <p><i>Thinking Maps</i></p>

	<p>McGraw Hill (2005)</p> <p>8th grade Ready Practice Workbooks</p>	<p>Class sets of novels for novel studies</p> <p>Supplemental materials</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Vocabulary Workshop Workbooks</p>
Remedial English Language Arts (ELA)	<p>Reading Plus is a software program that is designed to build fluency, comprehension, and vocabulary skills for struggling learners.</p>	<p><i>Thinking Maps</i></p> <p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
Science	<p>7th Grade science Textbook:</p> <p>Mississippi Science Explorer Blue Level 7th grade Prentice Hall (2011)</p> <p>8th Grade science Textbook:</p> <p>Mississippi Science Explorer Green Level 8th grade Prentice Hall (2011)</p> <p>USA Test Prep Software</p>	<p>Addition Resources:</p> <p>Pre-AP Biology Textbooks</p> <p>Pre-AP Biology</p> <p>Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
Social Studies/History	<p>7th Grade Social Studies Textbook:</p> <p>My World History-Early Ages Pearson Education-Prentice Hall (2014)</p> <p>USA Test Prep Software</p>	<p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p>

	Pro Guide to My World History Workbooks 8th Grade Social Studies Textbook: America: History of Our Nation for Mississippi Beginning 1877 Pearson Education-Prentice Hall (2014) Pro Guide to My World History Workbooks	Educational Leadership Solutions (ELS) Test Item Banks Kirkland Online Assessment Tool (KOATS) Test Items Supplementary Materials
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b) Monitoring the Effectiveness of Materials

How will the school monitor the effectiveness of adopted curricular materials?

Greenwood Middle School's administration and staff are committed to making data driven decisions with regard to the adoption of materials for teaching and learning. Before the year begins the staff will collaborate to:

1. Ensure all school level documents are updated to reflect any state or district changes.
2. Ensure data on student achievement are being reviewed and used to evaluate curriculum and related program effectiveness.
3. Ensure all new curriculum and related programs are effective and any needed adjustments are made to maximize student needs.
4. Ensure strategies are being implemented with fidelity and that the curriculum and any related programs are being effectively utilized.

Monitor and Management

During the year, teachers and administrators will:

1. Continue to analyze student and teacher data while ensuring that implementation of the curriculum is effective. The team will also ensure that related programs are being used effectively to impact student learning.

Partnerships/Organization

1. Greenwood Middle school will use curriculum development committees that will include grade level, exceptional education, parent and student representatives. We will engage community representatives for special presentations related to careers as those careers relate to the courses.
2. We will have a minimum of one parent and at least one student to meet with the committee during each of the implementation years and during the sustainability year. GMS partners will act as advisors throughout the curriculum and materials implementation process.

3. Greenwood Middle School values collaboration so grade level representatives are provided with several full day work sessions spreaded throughout the year for implementation and program evaluation discussions. Administrators will meet with teachers to share ideas and get input.
4. Evaluation and assessment are essential; therefore, work sessions will be completed for curricula materials and programs.

Continual Review

1. Regular "Tiger Talk" Professional Learning Community meetings will provide time for subject and program area teachers to have time to review relevant data and monitor the effectiveness of the program or curriculum.
2. Greenwood Middle School will schedule annual content area workdays to be held each summer to review data, curriculum, and assessments and set goals for the next year.
3. It is important for teachers to monitor their progress toward goals; therefore, teacher academic goals are tied to district academic goals.
4. Greenwood Middle School teacher professional goals are focused around best practice options targeted at meeting district academic goals.

Curriculum Documents

- 1) The Greenwood Middle School Curriculum is based on state standards and includes observable and measurable descriptions of what will be taught at each grade level.
- 2) Greenwood Middle School is composed of Grades 7 and 8 and focuses on objectives essential to each subject area and grade-level.
- 3) Greenwood Middle School's curriculum guides outline enduring understandings, guiding questions, assessments, suggested and required instructional strategies, suggested and required lessons, and research-based materials.
- 4) Greenwood Middle School's Pacing Guide or Curriculum Map offer a general instructional timeline.

Greenwood Middle School values the input of all stakeholders in the educational process; therefore, throughout the process we will communicate with parents, staff and students about purpose and effectiveness of the curriculum.

The school uses quantitative and qualitative processes to monitor the effectiveness of adopted curricular materials.

c) Alignment of Materials to State Standards

How does the school ensure that curricular materials in each subject-area/grade-level are aligned with the state standards?

The Greenwood Public School District's school board policy IFCA outlines the process for ensuring curricular materials are aligned to state standards. The school will follow a similar model for ensuring new curricular materials or programs align with state standards.

1. The *Curriculum* –based on state standards and including observable and measurable descriptions of what will be taught at each grade level,
2. *Essential Learnings*- 10-12 focused objectives essential to that subject area and grade-level,
3. A *Curriculum Guide* – including enduring understandings, guiding questions, assessments, suggested and required instructional strategies, suggested and required lessons, materials, and
4. A *Pacing Guide or Curriculum Map*- provides a general instructional timeline.

3. Vertical Alignment

Answer the following questions to describe the current or proposed process of vertically aligning the curriculum in each core subject.

a) Pacing Guides

Provide the school's website link to pacing guides in each core subject in each grade-level:
http://www.greenwood.k12.ms.us/Curriculum/pacing_guides.php

If the school does not have pacing guides for core subjects in all grade levels, please describe how the school will develop pacing guides in core subjects for all grade levels for use during the intervention model.

Greenwood Public School District has a collaborative process for developing pacing guides and school curriculum. During the summer, teachers and administrators meet to discuss data related to the previous school year. This team works to develop the pace for the upcoming year to ensure alignment with Mississippi College and Career Readiness Standards. Once the pace is set, the pacing guides are written and disseminated to the remainder of the subject area staff for review and critique for further modification.

b) Reviewing and Revising Pacing Guides

Describe the school's process for reviewing and revising pacing guides to keep them current in each core subject in each grade-level.

The process for reviewing and revising pacing guides begins at the school level.

Greenwood Middle School teachers review their assessment data to determine if any adjustments need to be made to instruction and/or pacing guides. Using assessment data and class data, subject area teachers analyze instructional materials, instructional practices and instructional strategies used during the previous year. The teachers only retain those strategies that were proven to be effective. After reviewing the data, the teachers meet in subject area teams and plan for any revisions that need to be made and these revisions are submitted to the school's Instructional Coach and administrators for review. If necessary, the

Instructional Coach and administrators discuss the changes with the subject area teams prior to submitting the changes to the District Curriculum Director for approval. Teachers then develop instructional timelines for the upcoming year. After approval of the pacing guide is granted, teachers then meet weekly to discuss any necessary adjustments as the year progresses. In addition to ongoing modifications, at the end of the year, pacing guide teams collaborate to develop a set of proposed guides for the coming year with added instructional strategies that have proven to be effective at providing high quality classroom instruction.

c) Cross-Grade Planning

Describe the process for cross-grade planning to ensure that the curriculum in each successive grade builds on previous learning.

Greenwood Middle School's subject area teams meet weekly. Subject area teams consist of both 7th and 8th grade subject area teachers. The teachers have an opportunity to review grade level data relevant to student performance and growth along with projected shortfalls for the upcoming school year. During these meetings teachers can plan to adjust instruction to mitigate those shortcomings in learning. Team leaders along with administrators and instructional coach review MDE scaffolding documents, pacing guides, lesson plans and instructional resources to ensure alignment with state standards and succession alignment. Prerequisite skills and re-teaching competencies not mastered are included in instructional routines to ensure continued progression of mastery grade-level standards. Teachers participate in subject specific and grade-level team planning and Professional Learning Communities (PLC's) sessions on Mondays and Wednesdays every week to develop instructional units plans and routines for the week. Furthermore, cross-grade planning occurs district-wide one to two times per semester, giving middle and high school teachers an opportunity to discuss high impact standards that transcends across grade level, curricular materials, and prerequisite skills required for mastery at the next grade level or subject area.

B. Instruction

1. Instructional Improvements

Answer the following questions to demonstrate that instructional improvement will be embedded into the school improvement process.

a) Instructional Design

Describe the school's current instructional design, including teaching methods.

Greenwood Middle School's former instructional design was primarily comprised of teacher lecture and student note taking, lacking substantial student interaction. However, Greenwood Middle School has developed instructional routines for all classrooms. Greenwood Public Schools adopted EDI (Explicit Direct Instruction) as its district-wide instructional model. **EDI is a research-based instructional design and delivery model .** Greenwood Middle school implements this model which encompasses the following components: Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Guided Practice, Relevance, and Closure. EDI delivery strategies include explaining, modeling, demonstrating, checking for understanding, and engagement norms. The current instructional design also includes adopted textbooks, Ready resources, district adopted novels and various other reading resources to increase reading levels **due to 66% of the students being in the lowest performance percentile on STAR.** Greenwood Middle School hired an instructional coach for ELA in August 2016 to assist in the implementation of the EDI model as well as modeling and coaching on how to utilize instructional routines with consistency and fidelity. Likewise, Greenwood Middle School employed a math coach to work with math 7th and 8th grade math teachers in using the newly adopted instructional routines and resources **to address the 80% of middle school students who were not proficient in math.** The math team was reorganized adding an interventionist to work with the students in the bottom quartile and those who were still not showing growth. **However, they are expected to master grade-level standards.** To increase skill development and standard mastery, interventionists in math and ELA were necessary. Student growth and mastery in both math and ELA is increasing. It will be necessary to continue utilizing the interventionist and instructional coach to maintain continued progress in both areas. **EDI is the primary instructional delivery model for all subjects, including Social Studies, ICT 1 & 2, Science and activity classes. The EDI model promotes an 80% mastery of skills which will greatly enhance instruction and mastery of the standards in these subject areas.**

b) Enhancements through SIG

How will instruction be enhanced through the School Improvement Grant model, including the use of evidence-based strategies?

Greenwood Middle School has begun the process of improving teaching and learning; however, funding afforded through SIG will allow the school to strengthen the practices that have been implemented this year as well as expand efforts to fully implement effective reform strategies. More specifically, the school will:

- **Implement and sustain a comprehensive data system:** The school does not have an effective system of collecting, analyzing and disseminating data by content, strand, objective, teacher, and student across all subgroups. We lack any methodology to effectively collect behavioral data and use it to inform interventions. In order to effect rapid, sustained change, the school must have a data system that allows for quick disaggregation in order to make critical decisions that affect teaching and learning. SIG funding will enable the school to be able to designate a staff member to quickly

disaggregate data by teacher, student, strand, and objective for all subgroups of students. **The School Improvement Specialist will import and track the data in a data management system within three days of collection.** This person will synthesize the data, work with the school leadership team and teachers in understanding their data to make data driven decisions. Additionally, this person will aggregate data, for the Greenwood Middle School team, across all metrics to capture a comprehensive snapshot of the school. This data will be used to inform decisions and improve teaching and learning.

- **Provide Targeted Interventions for Struggling Students:** Nearly two thirds of Greenwood Middle School students are performing below grade level in Reading and over half are performing below grade level in Math per STAR data. The school must strengthen its MTSS processes and improve the implementation of effective interventions. We must target those students who are struggling, identify their area of deficiency in order to design targeted interventions that will help them reach grade level proficiency in Reading and Math. This will be done through research based computer instructional systems and specialized interventionists who can deliver direct instruction designed to speak to the specific need of the student.
- **Provide Extended Day and Year Services:** Greenwood Middle School students will have the opportunity to participate in extended-school remediation and enrichment activities. The school will also offer extended-year services during the school year. The school will have specific learning activities before and after regular school hours.
- **Institute a Professional Development Lab:** A Professional Development Lab will be created for staff use in an effort to build staff capacity. The Professional Development Lab will be a designated area that will be equipped with subject and grade area content specific training materials that include model lessons videos, instructional focused books, and an interactive displays for teachers. This will not only facilitate collaboration with peers within their school, but also connect with virtual learning opportunities with successful turnaround schools that have similar demographics. Only the awarded SIG school personnel will have access and can use the Professional Development Lab.
- **Job-Embedded Professional Development:** Greenwood Middle School believes that the key components of transforming instruction through the SIG include:
 - Embedding professional development within the school day with a focus on improving effectiveness classroom instruction
 - Strengthening instructional objectives, measurable goals, and curriculum offerings for special education students
 - Training on a research-based writing curriculum that includes reading and writing strategies and thinking maps
 - Emphasizing differentiation across all grades and more cooperative learning in the upper grades

- Augmenting learning opportunities through the use of science labs
- Teaching strategies embedding project based learning and inquiry will be developed,
- Identifying students early who are struggling through STAR testing and evaluating their areas of weakness in ELA and Math against the prior year's MAP data
- Increasing rigor in the curriculum through research-based programs that offer appropriate scope and sequence aligned to the Mississippi College and Career Readiness Standards
- Providing teachers with external coaches for ELA, Mathematics, and Science who will assist teachers in effective Tier I and II instruction with infusion of technology. Intense efforts will be placed on supplemental small group instruction matched to the needs of the learners, as evidenced by data.

3. Multi-Tiered System of Supports Instructional Model/Intervention Process (IP)

State Board of Education Policy Part 3, Chapter 41 requires all schools in Mississippi to use a Multi-Tiered System of Supports Instructional Model. Complete the chart below to describe how the personalized academic and non-academic support services which support the school's intervention process will be improved through the SIG process.

Type of Service	Current Services	Proposed Services
	<i>What services are currently available to students who have been identified through the school's multi-tiered model?</i>	<i>How will the school enhance available services under the SIG program?</i>
Academic	<p>Currently at Greenwood Middle School, students who are in tiers receive supplemental support for academic through interventions, computer-based programs and assessments.</p> <p>Tier 1 students are provided accommodations to classroom instruction and differentiated assignments when appropriate.</p> <p>Tier 2 students receive 30 minutes of supplemental instruction, usually through the intervention period and computer-based instruction two days a week.</p>	<p>Greenwood Middle School data across the last two years reveal that student proficiency is below 20% per MAP test scores. Corporal punishment during those years were used as a first recourse of action but has been ineffective at deterring repeated behavior allowing the behavior to escalate to more severe punishments. Students were sent home for infractions as serious as fighting to minor ones such as not going to class, excessive tardies, and not following directions. An in-school detention was used as an alternative to out-of-school</p>

	<p>Tier 3 students receive 30 minutes of intense supplemental instruction daily, some of which is administered through the intervention period daily.</p>	<p>suspensions; however, it did not prove to be an effective deterrent to student behavior issues.</p> <p>Consequently student and school morale was impacted negatively. In 2015-2016, approximately 468 out of school suspensions occurred. Teacher absences were 193 which means substitutes were frequently in the classrooms. Often, there were not enough assistants to cover all classes; therefore, other teachers were used to assist with supervision. With teachers not being present to teach students and the lack of morale, student achievement suffered.</p> <p>The SIG will dramatically enhance the student achievement at Greenwood Middle School. The Three-Tier model is designed to ensure a systematic approach for providing student interventions and serve students who require occasional and additional instructional support as well as those students who require long-term support. The SIG Coordinator will meet with the principal, data coach, interventionist, and building-level staff to review and discuss disaggregated data which will be populated through a new data system. Through SIG funding, Greenwood Middle School will be able to implement an enhanced data system with the ability disaggregate data by:</p> <ul style="list-style-type: none"> • teacher • student
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		<ul style="list-style-type: none"> • strand • objective for all subgroups of students. <p>Greenwood Middle School's data will be imported and tracked into this data management system within three days of collection. The School Improvement Specialist will synthesize the data, work with the school leadership team and teachers in understanding their data to make data driven decisions. Additionally, this person will aggregate data across all metrics to capture a comprehensive understanding of the school's performance based upon the available data.</p> <p>With the support of subject area interventionists, Greenwood Middle School will be able to enhance the quality of work and support being provided to both teachers and students as it pertains to the three tier process. Once these supports are added, we will have the personnel to implement, oversee and adjust our goals as needed. The MTSS coordinator and content area interventionists' roles will be critical in assisting with developing teacher understanding of the importance of using data to drive instructional practices and building a stronger foundation in math to increase student growth and proficiency. The MTSS coordinator and interventionists will meet regularly with the principal and teachers to ensure that every child is quickly identified and receives appropriate interventions.</p>
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		<p>Additionally, the MTSS coordinator and interventionists will work with Tier 3 students daily in the areas where the student is struggling.</p> <p>Tier 2 students will receive at least 30 minutes of supplemental instruction daily, provided by the teacher and other systems of supports. Classroom teachers will have Chromebooks so that students will have ready access to multiple technology-based interventions.</p> <p>Tier 3 students will receive at least 30 minutes of intense, one-on-one or small group instruction daily provided by the interventionists and a combination of direct instruction and computer based instruction.</p> <p>Greenwood Middle School's plan will meet all the requirements of the MDE's Multi-Tiered Systems of Supports requirements. We will ensure that there are Chromebooks and other resources available to the staff who are working with Tier 2 and 3 students to ensure that each student receives, at minimum, the required number of minutes of supplemental instruction. Classroom teachers will also document all adjustments to their lesson plans, including differentiated lessons, remediation, and additional support. The MTSS coordinator and interventionists provided through SIG funds will support teachers by helping them understand how to better plan differentiated lessons designed to increase the achievement of struggling students.</p>
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Non-academic	Greenwood Middle School staff has organized a Positive Behavior Intervention Systems Team to reward students for positive behavior, and hold others accountable for unacceptable behavior. The PBIS team will be responsible for the oversight of activities for an improved PBIS model program.	<p>Due to the high volume of out-of-school suspensions during the past two years, inconsistency in implementing behavioral strategies, and the inconsistent meetings held to address student behavior during the MTSS meetings, proper interventions and strategies using research-based best practices were not effectively used at Greenwood Middle School.</p> <p>The principal will work with the middle school's MTSS team, which will consist of teachers from each department, the school counselor, and PBIS Specialist to assist the PBIS team in developing a building wide discipline plan and PBIS model. The PBIS Specialist, in collaboration with the school counselor, will be charged with ensuring that students with behavior problems are properly identified, and that teachers are trained on the various issues related to student behaviors.</p> <p>The principal, PBIS Specialist, and counselor will also work with teachers to develop behavior modification plans for each student that are research based and proven to be effective in other schools with similar demographics. The principal and counselor will develop a schedule for each student to ensure that the proper number of minutes is received in supplemental behavior support.</p>
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Attach the school's Multi-Tiered System of Supports process as part of **Appendix G**.

4. Special Populations

Complete the chart to describe how the SIG process will enhance services, including personnel or supplemental curricular resources, for special populations.

Group	Current Services	Proposed Services
Students with Disabilities	<p>Students at Greenwood Middle School with disabilities are identified for special education through a comprehensive process which includes:</p> <ul style="list-style-type: none"> ➤ Documentation that the child was provided appropriate instruction in general education setting delivered by qualified personnel ➤ Implementation of the MTSS process and the MDE Special Education Eligibility Determination Guidelines ➤ Evaluation which assures that lack of instruction, limited English proficiency or cultural differences are not a determinant factor <p>The current services provided to students with disabilities are based on consideration of a student's least restrictive environment and an individual education plan (IEP). For many students, supplemental or tutorial services are sufficient. For some students, extensive support is needed and supplementary aides and services are identified that would need to be provided for the student to be successful in the educational environment</p>	<p>Services provided to students with disabilities through the implementation of the SIG program will include access to Reading Plus is a research-based intensive reading program designed to support struggling readers as well as one-on-one intervention support.</p> <p>In addition to classroom teachers, the addition of the content area interventionists, the PBIS Specilist and the MTSS coordinator will positively impact students with disabilities. These adults will work with students who are struggling with academics and support their IEPs through a well-planned system of supports. The intervention teacher will work with each student identified daily.</p> <p>In addition, through on-site job-embedded professional development, teachers will receive coaching on how to differentiate instruction in their particular content area. Each teacher will also be coached on th proper use of data to inform instructional decisions. This training and support will in turn enhance the instruction provided to students with disabilities.</p>

	<p>places. Academic and behavioral growth goals are aligned with students' IEPs and services are identified and provided to increase student performance and the rate of growth. Assistive technology services will be maximized to efficiently support students' academic growth and decrease the impact of students' disabilities. The current school services and support staff will be reviewed to determine possible schedule changes, training, additional services or staff which might be needed to successfully serve students with disabilities.</p> <p>Students with disabilities are identified and served from ages 3-21 although they do not reach Greenwood Middle School until the age of 12. The district employs speech therapists, and contracts with a psychometrist, and physical and occupational therapists to provide services to student.</p> <p>Our Special Education staff provides support and assistance to parents of special needs students as well as develops Individualized Educational Plans for our Special Needs Students. Greenwood Middle School students with disabilities are afforded accommodations and modifications which allow them to be successful academically, socially, and attain skills to maximize their</p>	
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	potential as adults. The district will continue to review and revise services for special populations which will be enhanced through school improvement (SIG) funds.	
English Language Learners	Greenwood Middle School students who are classified as English Language Learners are identified through a Home Language Survey during the registration process. ELL students and their families are supported through translation services and English language acquisition materials and software. Students are tested to determine their level of English proficiency. Each year the students are assessed using the LAS LINKS assessment, as required by MDE.	Greenwood Middle School has a very low ELL population; however, our existing ELL students need reading support. Through SIG funds, our ELL students will benefit from having an on-site interventionist to assist the district ELL staff with identifying and using the reading programs and software to increase student comprehension and fluency. Also, the new reading intervention materials will be designed to support both struggling native speakers and ELL students.
Academically Behind	Greenwood Middle School students who are academically behind are often identified through the STAR universal screening assessment taken between August, September and April. Teachers also make note of students who are experiencing academic difficulties through the course of the school year. Students have opportunities for remediation and instructional support through curriculum software programs, such as Accelerated Reader, Reading Plus, and Learning Odyssey.	<ul style="list-style-type: none"> Greenwood Middle School will provide services to students who are academically behind through the implementation of the SIG program will include access to reading instructional materials through a new, research-based intense reading program, Reading Plus, designed to support struggling readers. Students will also benefit from the improved utilization of assessments to identify early students who are

	<p>Students also receive tutoring supports from either their classroom teacher or other instructional staff during non-core academic time after school.</p> <p>The Three Tier Instructional Model is designed to provide intervention and support for all students. Tier I include quality instruction for all students. Tier II is intensive instruction for students who are struggling in general education and involves the use of supplemental instruction. These students may “catch up” with tutoring or extra help which utilizes a different strategy. Tier III interventions are additional focused activities based on data are implemented by the teacher support team (TST). District-level and school-level interventionists coordinate the Response to Intervention (RTI) process.</p>	<p>struggling. Also, the addition of the MTSS Coordinator and content area interventionists will have a positive impact on all students with academic difficulties. The interventionist will meet regularly with the principal and teachers to ensure that every child is quickly identified and receives appropriate services.</p> <p>Assisting teachers with behavior management Additionally, the interventionist will work with Tier 3 students daily. These adults will work with students who are struggling with academics through a well-planned Multi-Tiered system of support. The interventionist will work on a regular basis with every student identified. In addition, through on-site job- embedded professional development, teachers will receive coaching on how to differentiate instruction at varying levels, conduct formative assessments and use data to drive instructional decisions.</p>
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5. **TURNAROUND/TRANSFORMATION ONLY:** Increased Time for Students

The Turnaround and Transformation interventions require that schools increase the length of the instructional year in minutes by lengthening the instructional day, adding instructional days to the calendar, or using both methods. The intervention models require that ***all*** students are included in the increased time. Research suggests that increasing the instructional year by at least 300 additional hours can have a positive impact on student achievement.

Complete the following chart to demonstrate that the school will increase the length of the instructional year. If SIG Year 1 is a planning year, please write "planning" in the first column.

YEAR	Length of Instructional Day (in minutes)	Number of Instructional Days	Length of Instructional Year (in minutes)
Current (2016-17)	407 203.5	178 2 180	$407 \times 178 = 72,446$ $203.5 \times 2 = 407$ 72,853
SIG Year 1 (Implementation)	407 203.5	178 2 180	$407 \times 178 = 72,446$ $203.5 \times 2 = 407$ 72,853
Extended Year Extended Day Teacher PD Total	210 90 110	21 50 36	$210 \times 21 = 4,410$ $90 \times 50 = 4,500$ $110 \times 36 = 3,960$ 85,723
SIG Year 2 (Implementation)	407 203.5	178 2 180	$407 \times 178 = 72,446$ $203.5 \times 2 = 407$ 72,853
Extended Year Extended Day Teacher PD Total	210 90 110	21 50 36	$210 \times 21 = 4,410$ $90 \times 50 = 4,500$ $110 \times 36 = 3,960$ 85,723
SIG Year 3 (Implementation)	407 203.5	178 2 180	$407 \times 178 = 72,446$ $203.5 \times 2 = 407$ 72,853
Extended Year Extended Day Teacher PD Total	210 90 110	21 50 36	$210 \times 21 = 4,410$ $90 \times 50 = 4,500$ $110 \times 36 = 3,960$ 85,723
SIG Year 4 (Sustainability)	407 203.5	178 2 180	$407 \times 178 = 72,446$ $203.5 \times 2 = 407$ 72,853
Extended Year	210	21	$210 \times 21 = 4,410$

Extended Day	90	50	$90 \times 50 = 4,500$
Teacher PD	110	36	$110 \times 36 = 3,960$
Total			85,723

Attach as part of **Appendix G** the school's proposed schedule and school calendar which reflects increased time/time for educator joint planning across grade levels.

C. Data for Instructional Decision-Making

1. Current and Proposed Assessments

Complete the charts to describe how the school proposes to measure student progress in core subjects using formative, interim, and summative assessments.

a) Current Internal and External Assessments (List only those to be continued as part of the SIG process; *if any assessments will be discontinued, do not list them.*)

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Internal or External	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment. Multiple choice or free response? Is it paper and pencil or adaptive?</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>An internal assessment is created by district or school staff; external assessments are created by vendors or the state.</i>	<i>How often is this assessment given?</i>
STAR Math	Fall, Winter, Spring Administration – Adaptive multiple choice assessment STAR Math will reveal which students need help to reach benchmark, and will help group students by proficiency levels.	Formative	7 th and 8 th	Mathematics	External	3 times a year
STAR Reading	Fall, Winter, Spring Administration – Adaptive multiple choice assessment STAR Reading will: • Monitor students' progress toward	Formative	7 th and 8 th	ELA	External	3 times a year

	<p>mastery of Mississippi College and Career Readiness Standards</p> <ul style="list-style-type: none"> • Personalize and guide independent reading practice. • Develop lifelong readers and learners. • Tap into unlimited access to all quizzes and enjoy online support. <p>Increase parental support with web-based, school-to-home communications</p>					
Kirkland Online Assessment Tool	Assessments are multiple choice with some multiselect responses designed to assess student mastery of grade level content at the 4 ½ and Nine Week mark throughout the school year.	All	7 th and 8 th	ELA and Math	External	4 ½ and 9 weeks
Mississippi Assessment Program		Summative	7 th and 8 th	ELA, Math and 8 th Grade Science	External	Annually
ELS	Assessments are multiple choice with some multiselect responses designed to assess student mastery of grade level content at the teacher level throughout the school year.	All	7 th and 8 th	ELA, Math, Science	Internal	Weekly

b) Proposed Assessments

(1) External Assessments

[NOTE FOR PATHWAYS MODEL: Pathways to Success applicants *must administer the ACT, the ACT Aspire Series, or an approved institutions of higher education (IHE) entrance/college placement exam to students as early as eighth grade.* The budget must reflect how the school will offer these tests free-of-charge to students.]

(2) Internal Assessments

If the school plans to develop new formative, interim, or summative assessments, describe how the school will develop and approve new internal assessments.

N/A

2. Data-Driven Decision-Making

Please answer the following questions to demonstrate that this assessment plan can enable data-driven decision-making.

a) Instructional Decisions

What instructional decisions will be informed by student data?

As part of the strategic school improvement efforts, Greenwood Middle School and the district analyzed data as part of the instructional decision making process. District leadership and school administration understand that student achievement must be driven by data. **Across the district, we must have systems in place to collect, disaggregate and disseminate relevant data within three days of the assessment.** With the support of SIG funding, we will dramatically expand our efforts to capture this critical data and support administration and teachers in using data to inform decisions on teaching and learning. The Greenwood Middle School will utilize data from multiple data sources and the reports generated from the data will provide our instructional staff with immediate and more holistic student profiles which will serve as the basis for differentiated instruction. We believe that data collection and analysis are critical and that there is a need to provide ongoing training to teachers. The data must be disaggregated at the the student, classroom, grade and school level to drive transformational school reform. To this end, we would plan to create an implement a comprehensive data tracking system that improve our methodologies for data collection, analysis, and utilization of the data. This will allow our teachers to make data driven decisions for all activities related to instructional strategies and student-level interventions.

As part of the School Improvement Model, our instructional staff will learn how to use effective strategies for using data to:

- Collect applicable data
- Analyze all available data
- Develop plans using relevant data
- Implement data driven decisions
- Differentiate instruction based data

Greenwood Middle School's principal along with the superintendent, Director of Curriculum & instruction, the Director of Federal Programs, and the School Improvement Coordinator will oversee and work with our school personnel. This team will work to build capacity of all staff through the formation of site-based "Data Coaching Teams." Thee teams will conduct regular data meetings to monitor and adjust instructional practices based on student progress, multiple data points, and growth measures. The subject area teams, with the assistance of the administration and instructional coach, will design individual learning plans, group and schedule students for effective learning. We will work with all instructional personnel, our administrators, and the data team to change the school's culture through Seven Transformational Practices:

7 Transformational Practices for Using Data:

- Develop a plan of action for using data effectively
- Establish growth targets for individual students and classrooms
- Integrate data systems and instructional technology
- Navigate data tools efficiently
- Improve differentiated and performance level instruction
- Monitor student performance and support transparency
- Communicate performance and achievement data to students, parents, teachers and administrators

b) Immediate Analysis, Feedback, and Targeted Instruction

How do the current and proposed assessments permit immediate analysis, feedback, and targeted instruction?

The Greenwood Middle School currently uses formative assessment platforms that facilitate the collection of immediate data analysis feedback and targeted instruction. District level assessments use an assessment platform that gives analytic data the moment the student submits the test. Once the cohort has completed testing, data is available concerning performance and trends on that assessment. This platform also tracks student and cohort performance across assessments. The school uses ELS for formative assessments on the school level and district level. **Once the testing cohort has completed an assessment, immediate results are available on student performance against the standards being assessed.** Having immediate access to data allows teachers to design their own formative assessment using test item banks or assessment programs that are informed by previous assessments. Results will be used to adjust teaching – reteach (provide targeted instruction to small groups) where needed and challenge higher level learners.

Teachers will use all noted test item banks and assessment programs to provide rigorous, grade level appropriate assessments aligned to the state standards. These formative assessments will be given weekly, every four weeks and quarterly for immediate analysis, feedback, and targeted instruction. Instructional focus will be intensified as the data indicates. The effectiveness and/or continuation of external partners secured with SIG funds will prove invaluable.

c) Academic Growth of Students

How do these assessments allow the school to track academic growth of students?

The assessments used at Greenwood Middle School will allow the school to track academic growth of students by their alignment with State Standards and the baseline assessment that will be given at the start of each school year to set students growth targets for the school year. **Student growth will be tracked by subject area individual teachers, subject area teams and by the instructional coach continuously through the school year. Assessments will be conducted using Chromebook computers or computer labs for immediate scoring of assessments. STAR**

will be used as the school's universal screener and will collect data in the early fall, winter and spring to report a growth calculation. Student growth will also be assessed using district level assessments. This data will be reported in terms of individual students, classrooms, competencies, and grade levels and will track growth and performance. Each teacher will have access to his/her classroom level and individual student performance data through detailed reports. Reports will demonstrate academic growth performance at the student, classroom and grade level. The assessments used will allow teachers and administrators to track student growth and progress over multiple years as well.

d) Achievement Gaps

How do these assessments allow the school to track achievement gaps in both proficiency and growth between major student subgroups?

Greenwood Middle School has a substantial achievement gap especially in proficiency. The school uses STAR as its universal screener along with Mississippi Assessment Program Results. The school's leadership uses this data to track achievement gaps in both proficiency and growth between student subgroups through the analyzing of all district assessments reports that will be generated according by requested categories. This administration team gives this information to the teachers. Teachers then analyze all of their own assessments by class and use that information for guiding instructions and for grouping purposes when necessary. Also, this information helps to identify targeted students who need to be monitored.

STAR Performance 2016			
Subject/Grade	N-Count	Average Scale Score	Average Grade Equivalency
Reading 7 th	220	552	4.8
Math 7 th	220	683	5.2
Reading 8 th	179	520	4.7
Math 8 th	179	696	5.5

Greenwood Middle School houses 7th and 8th grade students and the STAR data demonstrates that these students are performing on the 4th and 5th grade level. Individual student data will direct instructional needs for the individual student to address this achievement gap. Our school improvement plan is built completely around the student-centered concept that for teachers to improve student learning. We must first know what students already know how to do well and what areas they still need instruction in to develop mastery. Quite simply, we need data on student learning to be detailed, authentic, accurate and timely. Each of the curriculum components (new reading program, instructional data and assessment coaching, and data warehousing) that we have included in our plan were specifically selected not only because of they fit our instructional needs, but also because of the powerful data systems that are included as a part of each component. In addition to the student data provided by state standardized tests, student data will be collected through:

- Computer-based assessment throughout the school year
- Formative classroom assignments given by the teacher
- Progress monitoring data and reports used for intervention
- Summative Mississippi Curriculum State Standards and given at the classroom level.

Once this data is collected, teachers will work closely with a data coach to learn how to analyze and utilize the data to inform instructional decisions that will move students toward mastery of curriculum and skills. Teachers will learn how to use the reports, charts, and graphs produced during these data sessions to make decisions on the appropriate next instructional steps by integrating classroom formative assessment data with progress monitoring data collected through intervention programs. Detailed records will be kept on each student so that teachers, parents, and even students themselves can see the path toward improvement literacy and achievement.

e) Support for Data Analysis and Use

What school structures (e.g., committees, software, dedicated staff, or schedules) will support data analysis and use?

Greenwood Middle School has structures that will support data analysis and use will include the effective implementation of Data Coaching Teams and the onsite support and consultation of an experienced Data Coaches, i.e... external providers and district level administrators. District and school level software will be used to support the implementation of a comprehensive data-driven system for analysis by teachers. Student achievement will take place only if all instructional staff and administrators engage in the active use of data at all levels within Greenwood Middle School. This data-based system of instructional improvement will be the center of all discussions concerning school reform in Greenwood Middle School. To ensure that these conversations lead to lasting change, we will create implement effective Professional Learning Communities who will study and discuss data both from a subject and grade level view.

The school will work to develop a site-based Data Coaching Team that will conduct regular PLC meetings to monitor and adjust learning paths based on student progress, multiple data points, and growth measures. The instructional coach will additionally guide our teachers in how to design individual learning plans, group and schedule students for optimal learning time.

The Greenwood Middle School Data Team will examine data from the STAR universal screener, as well as assessments through instructional software components for reading, math, and science. The Data Team will also analyze classroom assignments/tests, district common assessments, attendance, discipline and other forms of data which may impact student performance. The Data Team will examine data from the online data both in terms of individual assessment results and in longitudinal results to determine trends or gaps in student learning by individual students, class, grade level, and school. **The instructional coach will conduct onsite, job-embedded professional development on data analysis/planning sessions, workshops, and team meetings.** Professional development

opportunities will be aligned to the school's school improvement plan and student performance needs and will be based on data analysis. Professional development opportunities will guide teachers in developing an action plan for using data effectively, establishing growth targets for students, and monitoring student performance to improve instruction. **This professional development that will be provided is fully research-based and focused on increasing the teacher's capacity to deliver high quality instruction.** Teachers will be given the opportunity for professional growth and learning through onsite data sessions, in-classroom coaching, and Data Team meetings. The goal of our professional development will be to encourage effective use and integration of data by all teachers in daily decision-making to improve student academic growth and performance.

D. Instructional Leadership and Staff

Please complete the charts below to demonstrate that the school will have the human capital to implement the school proposal.
Only school-level positions should be listed in this chart.

1. Current Instructional Staff (List only those to be continued during SIG.)

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Principal	1	District Funds	Greenwood Middle School's principal is the instructional leader for the building. The principal will cultivate a culture of high expectations for all stakeholders. The principal will analyze all available data to develop schedules, assign teachers, manage resources, and modify the instructional processes of the school to ensure effectiveness and efficacy to ensure student and school growth and success. The principal, along with the leadership team and staff develops a school vision and mission. The principal develops and perpetuates a standard of success for all faculty, staff and students of the school. The principal ensures	Superintendent

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			that all classroom teachers have the resources and support needed to teach the state standards and facilitate student learning of state standards. The principal maintains an accurate account of fiscal resources while also monitoring effective use and management of facilities and physical resources. The Greenwood Middle School principal also ensures a safe and orderly teaching and learning environment for students and faculty and staff through managing a standard of discipline that ensure such. The principal is also responsible for the school meeting attendance and accreditation standards set by MDE and the district's school board, meeting growth in all academic areas and student average daily attendance. The principal is leading the school with an accountability goal of a "C" or higher.	

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Assistant Principal	1	District Funds	The Greenwood Middle School assistant principal, likewise, assists the principal in day-to-day operations perpetuating a standard of excellence through classroom observations, staff development and other areas designated by the principal to ensure effective implementation of instructional practices and routines per the adopted instructional model. The assistant principal also assists in maintaining an accurate account of fiscal resources.	Principal
Guidance Counselor	1	District Funds	The guidance counselor assists students with transition to middle school through small group sessions. The guidance counselor also assists student in developing strategies of self-discipline with academic and personal issues that might inhibit learning and or academic or personal growth.	Principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Instructional Coach	1	Title I Funds	The instructional coach will serve in a support and collaboration role. The instructional coach will assist teachers with implementing effective, research-based instructional strategies. The instructional coach will also assume leadership roles in mentoring novice teachers, helping teachers plan lessons, analyzing data, and leading professional learning sessions, all to improve student learning.	Principal
Secondary Teachers	26	District Funds	These teachers will deliver high quality standards based instruction which promotes student learning; to establish effective rapport with pupils and motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation in accordance with each pupil's ability; to establish good relationships with parents and with other staff members.	Principal or assistant principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Instructional Technology Coach	1	Title II	Addresses the professional development needs of specific groups of teachers, support staff and administrators district-wide in the area of instructional technology; speaks to the needs of specific groups of students who	Director of Federal Programs
Curriculum Specialist	1	Title I	Works with the Department of Curriculum and Instruction to coordinate Multi-Tiered Systems of Supports, Professional Development, and provide appropriate data-driven services to schools so that there can be a cohesive, sustained, intensive, and classroom-focused approach that is rigorous, engaging, and relevant for students. The (DCS) District Curriculum Specialist will provides a non-threatening, open, professional, and collaborative work relationship with district-level personnel, school-based instructional coaches, principals, and teachers in order to build capacity.	Superintendent

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			is required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve proficiency and growth targets.	

2. Proposed Instructional Staff (List new positions during SIG implementation.)

[NOTE FOR PATHWAYS: Pathways to Success schools must reflect a **commitment to counseling through an adequate number of trained counselors.**]

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
SIG Coordinator	1	SIG	Under the general supervision of the school principal, the School Improvement Grant (SIG) Coordinator, will guide and monitor Greenwood Middle School implementation of SIG goals and activities. Ensure that professional development support is planned, implemented and monitored to directly support the middle school staff and affect student achievement. To ensure school and district support for the academic achievement a low-performing school site and implementation of all intervention requirements and/or to serve as a key member of the school leadership team (SLT) and district leadership team (DLT), which is responsible for overseeing school level and district-level accountability and/or performance-based monitoring interventions.	Principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Interventionist	1	SIG	The intervention teacher or specialist, will work under the auspice of the Principal to provide data-driven, intensive instruction to struggling students and provide strategies for teaching and supporting students in the deficient skills needed; will coordinate and facilitate the school's intervention program; collaborate with teachers individually to identify the needs of students, set learning goals and targets, problem solve with teachers to develop best practices for continuous academic growth of students; and teach targeted skills to small groups of students daily using research-based strategies and resources.	Principal
MTSS Coordinator / Interventionist			The MTSS Coordinator will train staff on effective implementation of Tier 2 and 3 interventions. This team member will monitor the implementation of the interventions and ensure that all	

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			documentation is completed correctly and in a timely manner. Data driven decisions will drive the interventions used. The MTSS coordinator will also support students by performing interventions.	

PART III: OPERATIONS AND SUPPORT SYSTEMS—TURNAROUND, TRANSFORMATION, and EARLY LEARNING

To be completed if the LEA is proposing a Turnaround, Transformation, or Early Learning model.

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for a requirement so as not to lose points.

A. Allocation of Financial Resources

Complete the chart to describe how additional resources available to the school will be allocated to support the SIG proposal.

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	\$376,368.12	Funds are being used to provide a variety of school initiatives to improve teaching and learning (e.g. Professional Development for staff, instructional materials and resources, Parent liaison, parental resources and opportunities to complete pre- AP courses).
Title II	\$64,754.60	Funds are being used to provide a variety of school initiatives to improve teaching and learning (e.g. Research-Based high-quality professional development for staff, recruitment, hiring and retention of highly qualified teachers and principals, purchasing supplies or instructional materials used as part of professional development activities, and carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths)
Title III (ELL)	N/A	N/A
Title IV (21 st Century)	N/A	N/A
Title VI (Rural Schools)	\$10,771.20	Funds are being used to provide a variety of school initiatives to improve teaching and learning (e.g. instructional technology equipment and instructional software programs, and professional development

		on the use of instructional technology in the classroom).
McKinney-Vento Homeless Grant	N/A	N/A
State Literacy Target School	N/A	N/A
State Dyslexia Grant	N/A	N/A
State Pre K Collaborative Grant	N/A	N/A
Innovative High Schools	N/A	N/A
State AP Funds	N/A	N/A
Other Special Revenue:	N/A	N/A
Other Special Revenue:	N/A	N/A

B. Human Resource Systems

1. Recruitment and Hiring

a) School Leader

Schools are ***required to replace the principal as part of the Turnaround, Transformation, or Early Learning models, unless the school qualifies for an exception.*** Schools should complete parts (1), (2), or (3), as applicable.

(1) Newly Hired Principal Exception

N/A

(2) **TURNAROUND/TRANSFORMATION ONLY:** Rural Flexibility Exception

If the LEA is eligible for the Rural Education Assistance Program and is choosing to modify this element of the turnaround or transformation model by not replacing the principal, please describe how the LEA will meet the intent and purpose of this element to ensure the principal provides strong leadership.

Greenwood Middle School is requesting an exception for replacing the principal due to exceedingly unusual circumstances, which we believe have been significantly addressed with a new superintendent. Our new superintendent, Dr. Jennifer Wilson, was hired in June

2016. Prior to her arrival, massive personnel changes were imposed on the staff at Greenwood Middle School during the 2014-15 school year. Huge reductions in staff resulted in deficiencies in content experts, increased class size, and reduced student and teacher support systems. As a result, Greenwood Middle School was rated as an “F” school for the first time in the 2015-16. Previously, Greenwood Middle School had received a “C” rating. The school’s leadership team and administration were stripped of local autonomy to make school-based decisions around instruction, class schedules, staffing and programmatic concerns. The data from that school year demonstrate lower staff morale, poor teacher attendance, increased discipline and lower student achievement.

Dr. Wilson, the superintendent, committed to ensuring the returning principal provides strong leadership for the school. As the former Executive Director for the Delta Area Association for the Improvement of Schools and a professor of educational leadership, she understands how to effectively implement the turnaround strategies required for positive school transformation.

While at Delta State University, she served for four years as an assistant professor of educational leadership at Delta State University. Delta State University’s Educational Leadership Program prepared principals and assistant principals to assume leadership roles and improve educational outcomes for students. While serving in this capacity, Delta State University’s Educational Leadership Preparation program was named “one of country’s exemplary principal preparation programs” based on a case study conducted by Stanford University (Darling-Hammond, Lapointe, Myerson, Orr, &Cohen, 2007; Lapointe, Davis, & Cohen, 2007).





As part of Delta State University leadership program curriculum, pre-service administrators were trained in **Kouze and Posner’s Five Practices of Exemplary Leadership**. These practices are:

1. **Inspiring a Shared Vision**
2. **Challenging the Process**
3. **Modeling the Way**
4. **Encouraging the Heart**
5. **Enabling Other to Act**

In a similar manner, Public Impact for the Center for Comprehensive School Reform and Improvement has identified four (4) success competencies for School Turnaround Leaders. These competency clusters are:

1. **Driving for Results**- This competency cluster focuses on achieving outstanding results and the task-oriented actions required for success
2. **Influencing for Results**-This competency cluster focuses on motivating others and influencing their thinking and behavior to obtain results.
3. **Problem Solving**- This competency cluster focuses on the leader’s thinking applied to organizational goals and challenges
4. **Showing Confidence to Lead** – This competency cluster focuses of staying visibly focused, committed, and self-assured during the turnaround process.

School Turnaround Leader's Competencies and Kouzee and Posner's Five Practices of Exemplary Leadership have similarities and align in the following ways

SCHOOL TURNAROUND LEADERS: COMPETENCIES FOR SUCCESS Public Impact for the Center for Comprehensive School Reform and Improvement (2006)	Aligns With	KOUZEE AND POSNER'S FIVE PRACTICES OF EXEMPLARY LEADERSHIP Kouzee and Posner (2007)
Driving for Results		Inspiring a Shared Vision
Influencing for Results		Enabling Others to Act ; Encouraging the Heart
Problem-Solving		Challenging the process
Showing Confidence to Lead		Modeling the Way

Because the superintendent has extensive training and experience in preparing principals to assume leadership positions, training, mentoring, and coaching the Greenwood Middle School principal in developing school turnaround leader competencies will be tasks and responsibilities within her existing skill set.

Additionally in 2017, all district and school level administrators began participating in the National Institute for School Leadership (NISL) Executive Development Program. The NISL program develops and emphasizes the role of principals as strategic thinkers, instructional leaders and creators of a fair, just, and caring culture in which all students meet high standards.

The NISL curriculum and course content include the following modules:

Unit 1: The Educational Challenge

- Unit 2: The Principal as Strategic Thinker
- Unit 3: Elements of Standards-Aligned Instructional Systems*
- Unit 4: Foundations of Effective Learning
- Unit 5: Leadership in the Instructional Core: English Language Arts and History
- Unit 6: Leadership in the Instructional Core: Science and Mathematics
- Unit 7: Coaching for High-Quality Teaching

Dr. Wilson also serves as a trainer for Mississippi's Professional Growth System for administrators and teachers.

When assuming the superintendent position in June 2016, the superintendent began implementing changes to support and sustain school reform efforts. When the superintendent came on board, the accountability rating had not been released for the past two years (2014-2015 and 2015-2016). Prior to the recent release of test scores, the school had not received lower than a C accountability rating.

In the interest of understanding the needs and underlying causes for the school's F accountability rating, the superintendent conducted a deep dive into multiple data points in

order to effectively address the reasons for the failure. In review, the data revealed that there were no routine structures for effectively collecting, monitoring, and responding to data, and no systems were in place to project student performance on growth. Additionally, the district had not provided teachers or leaders support to assist in the transition.

Personnel evaluations were not based on Mississippi's robust evaluation system or something comparable. Given this information, the superintendent, a former professor for educational leadership, immediately began taking action to intervene and support. Internal monitoring and controls around curriculum, instruction, and assessment have been implemented. In addition, the superintendent has taken measures to provide targeted, job-embedded support to the principal of Greenwood Middle School. Specifically, the superintendent has taken the following actions to intervene to implement processes to ensure the principal is providing the strong leadership required to transform the school:

1. Conducted a series of formal and informal observations to assess strengths and weaknesses
2. Reviewed the school's available data to determine patterns in gaps of achievement, strengths and weaknesses
3. Assumed direct supervision of the school
4. Began meeting weekly with the principal and assistant principal to analyze data, address issues, challenges, and concerns related to effective implementation.
5. Used the principal's evaluation results to develop, in collaboration with the principal, a professional growth plan
6. Began providing job-embedded support geared around needs and evidence-based practices.

Given the superintendent's experiences in coaching, mentoring, and guiding leaders for turnaround and coupled with intense oversight, the superintendent is confident that Greenwood Middle will transform into a success story. To further support the efforts, all central office administrative support has been coordinated to align resources and supports that Greenwood Middle will need to effectively and efficiently implement SIG.

(3) Replace the Principal

Answer the following questions to describe how the school will recruit and evaluate applicants to select a ***strong leader with a proven track record of success in raising student achievement*** and, if applicable, increasing graduation rates.

(i) Recruitment

How will the LEA or school recruit a pool of qualified applicants for the position of School Leader?

The principal was hired July 1, 2010. The district is eligible for Rural Flexibility Option and is requesting to modify the element to replace the principal. A description of how the LEA will meet the intent of that element is outlined in Part III.B.2.

Will the LEA or school use an external provider to recruit a pool of qualified applicants for the position of School Leader?

☐ YES

☒ NO

If so, please describe how the external provider will be involved in recruitment.

N/A

Attach as part of Appendix H the School Leader job description that the school will use when it markets the position.

(ii) Applicant Evaluation

Describe the process by which the school will evaluate applicants to select for a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates.

If the school has interview protocols or applicant evaluation forms, attach these in Appendix H.

The school will develop an interview protocol based on a specialized researched-based technique called Behavioral Event Interview.

b) Instructional Staff

Please answer the following questions to describe how the school will recruit and evaluate applicants to select effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the intervention school environment.

(1) Instructional Staff Recruitment

How will the LEA or school recruit a pool of qualified applicants for instructional staff positions?

Recruiting and hiring personnel who are committed to improving student achievement is critical to the transformation of Greenwood Middle School. We have identified the following recruitment strategies to assist in this objective:

1. Strengthening partnerships with Delta State University, Teach for America and the Mississippi Teacher Corp to find quality teaching candidates for open position.
2. Creating an attractive value proposition including financial incentives for moving expenses, hard-to-staff positions, and differentiated pay scale based on certifications, education levels, and experience.
3. Developing an employment outreach plan including new advertising techniques, web-based recruitment, and job fairs.

4. Offering a compelling mission based on the needs of our students and core values.

The Greenwood Public School District will use a variety of sources and recruitment strategies to recruit and hire qualified teachers and other instructional staff.

1. First of all, Greenwood Middle School is in close proximity to a great source of teacher education candidates from Delta State University. The current superintendent of schools is a former Delta State University College of Education faculty member. As a result, she has direct contacts with the Dean of the College of Education, Elementary and Secondary program coordinators, and the Director of Field Experiences. She will utilize these contacts to recruit a pool of qualified applicants for instructional staff positions.

2. For the 2016-17 school year, Greenwood Middle School has signed an MOA with Mississippi State University to serve as a host district for student teaching. By serving in this capacity, the district will have the opportunity to recruit high quality teaching candidates.

3. The school district will send representatives to all major teacher recruitment fairs.

4. The Teacher Center at the MS Department of Education will be contacted when vacant positions are available so the positions can be posted on its website as well as the district's website.

5. The district will partner with organizations such as Teach for American (TFA) and the MS Teacher Corp to find quality alternate route candidates for teaching positions.

6. The district will develop an employment outreach plan that will include new advertising techniques and strategies, web-based recruitment, recruitment banners, brochures and materials, and will participate in out-of-state and in-state job fairs.

7. The district will create an attractive proposition that includes financial incentives based on student growth, on hard to staff positions, and differentiated pay scale based on certifications, educational levels, and experiences.

Prospective candidates will be interviewed by a team and decisions will be made based on the needs of the school and the qualifications of the candidates.

This process will differ from current practices in that applicants will not only be considered based on the Mississippi Department of Education's requirements for certification, but also on their abilities, beliefs and desires to meet the needs of all students in the classroom and to ensure their success. Teachers must hold high expectations for all students and exert the required time and effort needed to address the various ability levels within the classroom.

Will the LEA or school use an external provider to recruit a pool of qualified applicants for any available instructional staff positions?

☐ YES

☒ NO

If so, please describe how the external provider will be involved in recruitment.

N/A

(2) Applicant Evaluation

TRANSFORMATION and EARLY LEARNING ONLY: Describe the process by which the school will evaluate applicants to select effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the transformation environment.

Our staff has collaborated with district leadership and other partners to develop a process for evaluating applicants to select effective teachers and other instructional staff with a proven track record of success in raising student achievement and who also possess the knowledge, skills, and dispositions that equip them to succeed in the transformation/school reform environment. This process will ensure that candidates with a track record of success in raising student achievement receive priority in employment with the district.

The overall process of evaluating applicants for instructional staff positions will include:

- Training interview committee on new applicant evaluation model
- Selecting interview questions and designing interview protocol
- Conducting the interview according to a standard interview protocol
- Scripting responses during the interview
- Rating/scoring candidates after the interview
- Comparing applicants to determine selection

The interview protocol that the district will utilize is based on a specialized research-based technique called Behavior Event Interview. In Behavior Event Interview, candidates are asked to describe in detail past work events. The interview team has pre-planned well developed questions and will script the candidates responses. Throughout the interview, candidates are asked to further explain or will be redirected with additional questions. The purpose of this interview model is to discover what candidates have done to achieve success at work and what they are thinking during their previous experience to determine how they will achieve success in this new job. Of particular importance is the fact that the current superintendent of schools has received extensive training in the use of this interview protocol. As a former professor of educational leadership, she trained and coached cohorts of educational leadership candidates at Delta State University in this interview protocol. She will use her knowledge and experiences in coaching school and district personnel in using this research-based interview protocol.

How will this process differ, if at all, from current practice?

In previous years, the district maintained an employment application that did not request evidence of improving student achievement, but rather focused primarily on previous work experience and certifications. As stated earlier, our job application will be revised to include student achievement data. Additionally, the previous interview process focused on educational philosophy, training, and previous teaching experience. Through this new

interview protocol, applicants will have the opportunity to share past achievements- specifically related to improving student learning. For teachers new to the profession, their past achievements can be related to their student teaching and other field experiences.

The purpose of this newly interview model is to discover what candidates have done to achieve success at work and what they were thinking during their previous experience to determine how they will seek success on this new job.

If the school has interview protocols or applicant evaluation forms, please attach these in [Appendix H](#).

The school will develop an interview protocol based on a specialized researched-based technique called Behavioral Event Interview.

c) Financial Incentives for Principal and/or Instructional Staff

(1) SIG-Funded

Describe any SIG-funded financial incentives (such as signing bonuses, moving reimbursement, or loan repayment) that the LEA or school will use to recruit staff for the school.

Based on research in *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*, LEAs or schools that implement a transformational model, containing specific component, such as professional development, instructional reform, teacher evaluation and REWARDS SYSTEMS, extended learning time, and community involvement have MODERATE (2) ESSA Level of Evidence.

Greenwood Middle School plans to recognize and reward exceptional performance and contributions that enable excellent student outcomes through a performance incentive plan in which faculty and staff will have access to a bonus between \$150 and \$800, depending on their role and achievement of performance goals. Performance goals are focused on meeting student growth and proficiency on externally created End-of-the-Year comprehensive assessments that are aligned to the Mississippi Department of Education College-and-Career Readiness Standards. ***Faculty and staff will also receive a bonus based on the achievement of their targeted annual School Improvement Performance Framework goal. Greenwood Middle has set the reduction of the number of discipline incidents school-wide (Metric 15-Discipline Rates) as its Year 1 targeted goal from the school improvement performance framework.*** For example, an 8th grade ELA teacher could earn \$550 if 65% of his/her students meet their growth goals, plus \$250 for the school meeting their targeted annual performance framework goal, with a maximum of \$800 possible. Similarly, a principal can earn \$275 (one subject) or \$550 (two subjects) for 65% of students school-wide meeting their growth in Reading and/or Math, plus \$250 for the school meeting their targeted annual performance framework goal, with a maximum of \$800 possible. By tying its performance incentive plan to rigorous, objective, holistic, and state-aligned metrics, Greenwood Middle will reward its faculty and staff for

working together to improve their instructional and professional practices and achieve school and performance goals for students.

Assignment	Category	Description and Bonus Goal	Bonus amount
7 th thru 8 th Teachers	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	65% of students who met their Reading and Math Growth goal (\$550 per subject) *Growth targets will be based on previous level obtain on the MAP State assessment*	\$550 (Per Person)
8 th Grade Science teacher	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	60% of students who score at a level of proficient or above *Proficiency will be based on the percentage levels set by State assessment*	\$550 (Per Person)
Non-Tested Teachers and staff	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	65% of students school-wide who met their Reading and Math Growth goal (\$150 per subject) *EEYCA (7 th - 8 th Staff) *Growth targets will be based on previous level obtain on the MAP State assessment*	\$150-\$300 (Per Person)
School Administration	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	65% of students school-wide who met their Reading and Math Growth goal (\$275 per subject) *Growth targets will be based on previous level obtain on the MAP State assessment*	\$550 (Per Person)
All Faculty and Staff	School Improvement Performance Framework Metric Goal	Faculty and staff will also receive a bonus based on the achievement of their targeted annual performance framework goal. *Year 1 Targeted Goal: Metric 15 (Discipline Rates) – reduce the number of discipline incidents school-wide	\$250 (Per Person)

(2) Non-SIG-Funded

Are there additional state-funded, federally funded, or privately funded financial incentives available to instructional staff or administrators who chose to work at the school?

☒ YES

☐ NO

If additional incentives are available, please describe.

As the Greenwood Public School District began the process of planning for the SIG program, we immediately realized that these SIG funds could have a significant impact on our schools. However, not all schools are eligible. Therefore, in order to maintain a positive and collegial district climate, we have researched a variety of incentive programs that are available to teachers through the MS Department of Education. These include:

- 1) The Federal Loan Forgiveness Program, which pays up to \$ 17,500 towards the repayment of student loans for qualifying individuals.
- 2) The state-funded Mississippi Teacher Loan Repayment Program, which repays student loans for qualifying individuals who teach in critical shortage areas.

- 3) The state funded Mississippi Critical Shortage Act, which offers scholarships, loan forgiveness, moving expenses, housing assistance and administrator sabbaticals for qualifying individuals with conditions related to working in critical shortage areas.
- 4) National Board Certification Incentive offers a \$10,000 incentive for five (5) years for individuals obtaining national board certification in selected critical shortage areas funded through the state legislation.

Our District Leadership Team will make sure that each principal and non-SIG funded school staff are aware of these programs and additional funding opportunities. The programs vary from loan forgiveness to merit-based incentives, but in total, can have a significant impact on a teacher's salary and retirement package.

3. Employment Policies

a) Placement

At the school level, what is the process for assigning highly effective teachers to work with specific grades, subjects, and/or groups of students in order to ensure equity of learning opportunities for all students?

We believe that the classroom teacher has the greatest impact on student achievement. As such, Greenwood Middle School understands that recruiting, hiring, and maintaining highly effective teachers are critically important. At GMS, we will attempt to maximize the effectiveness of highly effective teachers by assigning them to classes for which they are best suited and through which provides the most benefit to the school. Greenwood Middle School administration, in collaboration with the District will:

1. Develop local competencies to define "highly effective teachers." This list of competencies will be used when interviewing prospective teacher applicants.
2. Examine each teacher's certification areas- not simply their preferred and/ or previous teaching assignments.
3. Analyzing value-added student data indicators on the teachers' track record of performance with improving student performance, student academic growth, discipline, and attendance
4. Assigning those teachers, within their areas of certification, who have proven to improve value-added student indicators, to the student/grade levels/subject areas with the most need.
5. We will also immediately implement a process from removing underperforming teachers out of the school. As the principal makes staff replacements, we hope to reach a level of having the majority of the instructional staff meeting the definition of "highly effective."

b) **TRANSFORMATION/EARLY LEARNING ONLY:** Evaluation Policies

Will the school adopt and use the rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed by the Mississippi Department of Education in conjunction with teachers and principals?

☒ YES

☐ NO

If no, describe the process that the district will use to develop rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed in conjunction with teachers and principals and that will be fully and effectively implemented upon receipt of the grant.

c) **TRANSFORMATION/EARLY LEARNING ONLY: Financial Rewards**

What, if any, financial rewards (e.g., individual, team, or school-wide salary bonuses, raises, or loan repayment) are available to staff who demonstrate gains in student achievement?

Greenwood Middle School will provide financial rewards in the form of: 1) classroom materials and resources for teachers who demonstrate gains in student achievement and have been utilizing new instructional materials; 2) opportunities for off-site professional development and travel expenses; and 3) performance stipends for gains made in student achievement

Using the universal screener tests, state test data and district benchmark assessments, students will be assessed in the fall of the year for baseline data. Throughout the year, faculty and staff will work with students to improve proficiency. Students will be assessed with a post-test and gains will be determined. If appropriate gains were made showing improvement of more than one year's expected growth, Greenwood Middle School administrative team and school leadership will identify staff with the highest gains in student achievement. Staff members will be provided with options for incentives – additional materials, additional professional development and/or additional financial stipends based on the performance gains made. We will award each individual non-licensed staff member with \$150 each and each certified staff member with \$300. Using the state assessments as our benchmarks, staff will be rewarded \$500 per non-licensed staff member, \$1,000 per non-tested subject area teachers, and \$1,500 per tested subject area teachers and \$2,000 per administrator if the school moves up an accreditation level or achieve a "C" or higher performance rating. This plan will continue to be developed by the school and district leadership teams once the SIG funding is awarded with support and direction from MDE.

a) **Opportunities for Promotion and Career Growth**

Providing teachers with avenues for career advancement is critical to retaining highly effective teachers. Please complete the following chart to describe opportunities for promotion and career growth available to teachers.

Question	Formal	Informal
<p>What leadership opportunities are available to teachers?</p>	<p>For many teachers who want to take on leadership roles but do not want to move into administration or leave the classroom, the career options available to them are usually limited to informal duties; such as committees, teams, building representatives, etc. However, new types of teacher leadership roles are emerging, which are listed below:</p> <ul style="list-style-type: none"> • Mentor teacher • PLC Chairperson • Grade Level Chair • Instructional Specialist • Model Classroom Teacher <p><u>Mentor:</u></p> <p>A teacher may serve as a mentor to a beginning teacher to provide guidance and support.</p> <p><u>Professional Learning Community Chairperson:</u></p> <p>Teachers will have the opportunity to serve as PLC Chairperson and lead PLC discussions and data analysis throughout the school year.</p> <p><u>Grade Level Chairperson:</u></p> <p>In addition to classroom teaching responsibilities, a teacher may be selected to serve as Grade Level Chair to lead grade level meetings,</p>	<p>The following lists or committees provide informal opportunities for teachers to serve in a leadership capacity:</p> <ul style="list-style-type: none"> • School Leadership Team • Data Team • Assessment Development Team • Curriculum Committee • Textbook selection committee • MTSS Team • PLC Team Leader

	<p>guide curriculum and instruction pacing, lead assessment reviews, coordinate special department projects, and serve as a resource to all teachers in the department and principal.</p> <p><u>Instructional Specialist:</u></p> <p>The role of Instructional Specialist is reserved for educators with specific content and instructional practice proficiency. This position will support teachers with curriculum, instruction, and assessment planning and development, as well as providing in classroom modeling, coaching, and school-based in-service.</p> <p><u>Model Classroom Teacher:</u></p> <p>Teachers who become experts in various instructional models or classroom resources will have the opportunity to serve as model classroom teachers. We anticipate this SIG program being so successful that it will serve as a national model and attract visitors to GMS. These classrooms will be designed to host visitors and demonstrate the highly effective instruction provided by the model teacher.</p>	
What opportunities, particularly decision-making	At GMS, we will have structured teams or	Teachers will have countless informal opportunities to

<p>roles, exist for highly effective teachers to help shape the reform effort?</p>	<p>committees that serve a critical role in our school reform efforts. They include:</p> <ul style="list-style-type: none"> • School Leadership Team • Data Team • Grade Level Team • MTSS Team • PLC Team <p>Highly effective teachers will be involved in significant decision-making roles on these committees. These teams will work to develop action plans and ensure that the implementation of the SIG grant is met. Teachers will have an active voice on these teams. Their decision-making actions will include:</p> <ul style="list-style-type: none"> • Agenda setting efforts. • Articulating the beliefs of the school in regards to their team assignment. • Shaping the work of the 3 years of SIG grant and beyond. 	<p>shape the direction of the reform efforts. They will be involved daily in conversations with other faculty and staff. Teachers will interact with one another on a daily basis, and most of this interaction will involve issues which are focus areas of the SIG program.</p> <p>Highly effective teachers will be encouraged to mentor other faculty members. These interactions, along with committee roles, professional development partners and other types of leadership (point person for various activities – drug free school, healthy school, etc.) will have a significant impact on the school’s climate and culture.</p>
<p>How would a teacher receive access to these opportunities?</p>	<p>At Greenwood Middle, the administration will ensure that any teachers who are performing at expected levels will receive opportunities to serve the school in this manner. Teachers who demonstrate exceptional practice will be encouraged and invited to participate in certain roles. The principal will announce these opportunities during school faculty meetings and PLC team meetings.</p>	<p>Informal leadership opportunities will occur organically throughout the school year – as teachers talk with one another and become “natural” experts in various areas. In addition, classroom observations will provide opportunities for the school’s leadership team to encourage highly effective teachers to spend time working with teachers who may need additional support.</p>

b) **TRANSFORMATION/EARLY LEARNING ONLY:** Termination

(1) Please describe the school's current process for terminating ineffective teachers and leaders by completing the chart below.

Employee	Definition of "ineffective"	Process for identifying "ineffective" staff	Definition of "Ample Opportunities"	Termination	
				Dismissal	Non-Renewal
	<i>What is the school's definition of an "ineffective" employee?</i>	<i>What is the school's process for identifying "ineffective" employees?</i>	<i>How does the school define "ample opportunities for employees to improve their professional practice" prior to termination?</i>	<i>What is the school's process for dismissing "ineffective" employees mid-contract?</i>	<i>What is the school's process for non-renewing "ineffective" employees?</i>
Leader	Has low expectations for teaching and learning and accepts excuses from teachers and students. Receives a rating of "1" the MS Professional Growth System Rubric. Does not meet all set student achievement goals.	The superintendent will use a comprehensive, value-added system for identifying ineffective leaders. This system will include, but is not limited to formal evaluations, informal observations by district instructional leadership staff, school performance reports from assessments and feedback from faculty, community and parent engagement activities. Through this wealth of information, the superintendent will identify who the ineffective leaders	Ample opportunities are defined by the district as weekly coaching sessions, informal observations and feedback from the district leadership team a minimum of twice per week, opportunities to observe an effective leader, a written growth	Leaders whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Leaders who are chronically underperforming will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After	Leaders whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Leaders who are chronically underperforming will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After

	<p>Inadequately works with teachers whose data is below targets to improve teaching and learning.</p> <p>Ineffective leader does not demonstrate high expectations for all students and cannot demonstrate evidence of ensuring that students are learning at expected as a school.</p>	are and begin developing a plan of support and professional growth with the person identified as ineffective	plan and professional development assessments targeted toward improved effectiveness.	<p>six weeks, if the leader's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any leader placed on an improvement plan will receive ample opportunities for improvement. The district's leadership team will continue providing consistent, meaningful, support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning. A leader who receives an unsatisfactory rating for performance, and refuses to participate in the support and growth opportunities for improvement provided, will be</p>	<p>six weeks, if the leader's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any leader placed on an improvement plan will receive ample opportunities for improvement. The district's leadership team will continue providing consistent, meaningful, support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning. A leader who receives an unsatisfactory rating for performance, after receiving and participating in ample opportunities for improvement will be</p>
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				recommended for termination.	recommended for nonrenewal. .
Teacher	The superintendent will use a comprehensive, value-added system for identifying ineffective teachers. This system will include, but is not limited to, formal evaluations, informal observations by school and district instructional leadership staff, school performance reports from assessments and feedback from faculty, community and parent engagement	Ample opportunities are defined by the district as weekly coaching sessions, informal observations and feedback from the district leadership team a minimum of twice per week, opportunities to observe an effective teacher, a written growth plan and professional development assignments targeted toward improved effectiveness.	Teachers whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Teachers chronically underperforming will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After six weeks, if the leader's performance is not improved by the next formal	Teachers whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Teachers chronically underperforming will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After six weeks, if the leader's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any teacher placed on an improvement plan will receive ample opportunities for improvement. The district's leadership	The superintendent will use a comprehensive, value-added system for identifying ineffective teachers. This system will include, but is not limited to formal evaluations, informal observations by school and district instructional leadership staff, school performance reports from assessments and feedback from faculty, community and parent engagement activities. Through this wealth of information, the transformational principal will identify teachers who the ineffective teachers and begin developing a plan of support and professional growth with the person

	<p>activities. Through this wealth of information, the transformational principal will identify teachers who the ineffective teachers and begin developing a plan of support and professional growth with the person identified as ineffective</p>		<p>evaluation, he/she will be placed on a plan of improvement. Any leader placed on an improvement plan will receive ample opportunities for improvement. The district's leadership team will continue providing consistent, meaningful support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning. A leader who receives an unsatisfactory rating for</p>	<p>team will continue providing consistent, meaningful support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning. A leader who receives an unsatisfactory rating for performance, after receiving and participating in ample opportunities for improvement will be recommended for nonrenewal. .</p>	<p>identified as ineffective</p>
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			performance, and refuses to participate in the support and growth opportunities for improvement provided, will be recommended for termination.		
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(2) What, if any, changes will the school make in order to enhance the usefulness of the termination process for SIG?

The principal and district administrative team will provide consistent, meaningful support geared toward improving teacher effectiveness. Each teacher will be observed four to six times a year during formal and drop-in observations by trained administrators. Prior to a formal evaluation, an administrator will meet with the teacher for a pre-conference to discuss the upcoming evaluation. All evaluations will be followed up with a post-conference between the teacher observed and the administrator. Teachers will be continuously informed of progress or lack of progress being made toward instructional improvement.

A district level support team will be established to include district administrators who are familiar with the rules and regulations which govern staff dismissals. This team will provide guidance and support to the school principal. Additionally, several changes that will be implemented by the school's leader(s) are listed. The school leader will: communicate a vision, including non-negotiable goals and strategies, which may, in turn, lead to voluntary employee exit among staff who are unwilling or unable to meet new goals, gather a variety of data about staff members' skills and performance, hold frequent and transparent problem-solving sessions with all employees focused on multiple data sources as evidence of employee proficiency or lack thereof, which may lead to voluntary exit of employees who are uncomfortable with increased transparency, implement an intense schedule of targeted meeting and evaluations to fill in the gaps and answer questions about employee performance, and make formal employment decisions which may lead to involuntary exit of employees who are underperforming.

A vision of improving student learning has been shared with staff. Non-negotiable goals and strategies have not been linked to performance evaluations. Examples may include - all teachers will be expected to monitor hallways during transition time or every teacher will post daily the lesson's objective in student-friendly terms. Teachers who do not follow these clear directives

will be given the opportunity to comply. If they choose not to, their non-compliance will be documented as part of the performance evaluation. This new process will be clearly explained to the staff by the principal, with the support of the district office - including the superintendent. Non-negotiable actions and goals will be set early in the school year, prior to students' arrival. Teachers who traditionally have been unwilling to follow directives may see a clear picture of how the school will operate and may choose to resign if they feel they cannot comply with the new directives.

Data will be used as part of the performance evaluation system, which may lead to more expedited dismissals of underperforming teachers. Data will be collected more frequently and will include items such as: student performance, classroom assignments, common assessments and computer-based software reports, teacher attendance, tardiness, attendance at meetings/grade level planning sessions, teacher responses to administrative requests, lesson plan submissions, presence at duty post assignments, and timely submission of reports/feedback on student performance

The school principal will hold frequent and transparent meetings that require the faculty and staff to share data and problem solve. During these meetings, issues will be openly discussed surrounding student performance and achievement. Teachers will be asked to provide strategies to solve these issues. Student work will be examined to determine if the assignment was clear, appropriate, rigorous, and matched to curriculum goals. Many times, underperforming teachers are willing to remain isolated from the scrutiny - and help that can be offered - of their peers. Through these meetings, issues surrounding teacher performance will be clearly seen by others. Again, this may be uncomfortable for those professionals who are not willing to accept support in order to improve performance. This may lead to voluntary resignations by some staff.

At each point throughout the school year, staff who are marginal or underperforming will be provided ample opportunities for improvement and will be placed on an improvement plan. Improvement plans will be developed collectively by the marginal staff member, the principal, and other district office administrator if requested. Improvement plans will include clear performance measures, benchmarks for improvement, timeframes, and methods of evaluation. The improvement plan will be implemented immediately and will remain in place until the marginal staff member has demonstrated proficiency or is removed. Evaluating the outcomes of the improvement plan will be critical to the process of improvement. In order to evaluate the outcomes of improvement, the principal will conduct at minimum 6 formal classroom teaching evaluations and 6 informal evaluations of teacher effectiveness and participation in school actions.

Additionally, the principal will use targeted meetings and classroom evaluations to fill in the gaps for underperforming staff. The burden of proof will be placed on the teacher or staff member to demonstrate their proficiency in identified areas. Once an area of weakness is identified and the teacher has received training and support, the teacher will then need to demonstrate during evaluations that he/she has improved in this area. For those individuals who do not demonstrate proficiency, the principal will make a recommendation to the district support team. This team will be knowledgeable about the dismissal process, the

responsibilities of the district to provide adequate support and guidance to underperforming staff and the legalities of non-renewal and termination. The team will provide the school principal with support and guidance, and will make a recommendation to the superintendent regarding employment decisions. As has been the previous practice, the superintendent makes recommendations on employment to the School Board. The School Board will take action on any and all employment decisions.

C. Organizational Structures and Management

1. Governance

a) Proposed Governance Structure

Attach as **Appendix I** an organization chart that clearly presents the school's proposed governance structure. This chart should clearly represent **lines of authority and reporting between the school, district-level staff, any related bodies** (such as advisory bodies or family and teacher councils), and **any external provider** that will play a role in managing the school.

b) District-Level Staff

Complete the chart below to describe district-level staff who will provide services to, or will oversee, the intervention school.

[NOTE FOR TRANSFORMATION: If the LEA plans to fulfill the requirement that the school receive on-going technical assistance and support through district-level staff, please note that within the “roles/responsibilities” section of the chart below.]

Position	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>How will a person in this position support SIG implementation? Describe briefly.</i>	<i>Who does a person in this position report to? (Must align with lines of reporting in the organization chart)</i>
Superintendent	District Funds	<ul style="list-style-type: none"> Serves as the chief executive on all school improvement efforts for district-wide implementation Oversees the District Leadership Team Regularly monitors school improvement activities to ensure 	Board of Education

		<p>action plans are followed and timelines are met</p> <ul style="list-style-type: none"> • Manages the time and district resources for school improvement activities • Monitors the school leadership team to ensure milestones and performance goals are being met. • Supervises and Evaluates the District's Transformational Officer, Principal and SIG Coordinator • Leads change efforts in a positive, visible manner • Evaluates school administrator performance to include student growth and school improvement • Analyzes student achievement and assessment data throughout the school year • Assists with program evaluation 	
District Transformation Officer/Director of Curriculum and Instruction	District Funds	<ul style="list-style-type: none"> • Updates the Superintendent regarding SIG school progress and performance • Oversees the process of pacing guide revisions and curriculum mapping to support instruction • Assists in the selection of instructional materials and supplies to support the instructional staff • Provides support in selecting and implementing various assessments to 	Superintendent

		<p>track student progress and gaps in achievement</p> <ul style="list-style-type: none"> • Supports the principal in areas of classroom observation, teacher mentoring, and selection as requested • Serves on District Leadership Team • Monitors the school leadership team to ensure milestones and performance goals are being met. 	
Director of Federal Programs	Title I	<ul style="list-style-type: none"> • Serves on District Leadership Team • Monitors the school leadership team to ensure milestones and performance goals are being met. 	Superintendent
Business Manager	District Funds	<ul style="list-style-type: none"> • Serves on District Leadership Team • Monitors the school leadership team to ensure milestones and performance goals are being met. • Works with the Federal Program Director, SIG Coordinator, and Principal on the SIG Budget 	Superintendent
Director of Personnel	District Funds	<ul style="list-style-type: none"> • Serves on District Leadership Team • Monitors the school leadership team to ensure milestones and performance goals are being met. • Works with the SIG Coordinator, and Principal to secure appropriate staff for the school 	Superintendent
Director of Special Education	State/District Funds	<ul style="list-style-type: none"> • Serves on District Leadership Team 	Superintendent

		<ul style="list-style-type: none"> • Monitors the school leadership team to ensure milestones and performance goals are being met. 	
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c) **TURNAROUND/TRANSFORMATION ONLY:** School Autonomy

Answer the questions below to describe the school's autonomy—i.e., authority, not merely input—in making decisions.

How will the principal/leadership team at the school building have autonomy in the following:		How will this autonomy be dependent on the results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data?
Staffing decisions, such as hiring, placement, and termination	<p>The Greenwood Public School District will ensure that principals at SIG schools have the necessary autonomy to select their faculty, allocate resources for the improvement of their school and authority to select professional development that is aligned with their school's reform goals.</p> <p>The Superintendent will give the principal the autonomy, flexibility and support to lead their own school. Our principal at GMS will have autonomy over hiring and placement of staff. Recommendations for terminations will be accepted for staff that do not improve.</p> <p>Additionally, as part of the school reform culture, the district emphasis on building capacity and providing support to principals and their school leadership teams will be highly visible.</p>	<p>In order for sustainable growth to take place, all Greenwood schools will be provided with meaningful accountability. Administrators will be given flexibility and autonomy to make important school level decisions. As a result, all staff evaluations include student growth as a significant factor. Administrator evaluations, as well as the district transformation officer's evaluation results include 50% for student growth/achievement. Our intent will be to have a relentless focus on improving student learning and this focus will require that all positions in the district are held accountable for growth and performance.</p>
School time, such as school calendar, schedules for the school day, etc.	The principal will be given more autonomy to adjust school and class schedules to help students succeed and stay	The District Leadership Team and Transformation Officer will examine the school schedules, calendar and classroom

	<p>on course to achieve stated goals.</p> <p>The school's master schedule will be set by the school principal and school leadership team. Additionally, the principal will have the flexibility to made changes to the extended learning time and school year. This flexibility will allow principals the autonomy to find the solutions that will best meet the needs of their students at our school.</p>	<p>schedules to ensure that these items are meeting stated requirements. In addition, interim and benchmark data will be reviewed to determine the progress towards meeting achievement indicators. The superintendent will use this data to determine progress towards meeting the achievement indicator goals.</p>
<p>School procedures, such as course offerings, curriculum materials, discipline, etc.</p>	<p>The school's procedures for obtaining additional curriculum materials, discipline procedures, course offerings and other procedural changes will be determined by the principal and the school's leadership team. As issues arise, the school will have the ability and autonomy to make the modifications needed to ensure the proper implementation of the SIG program and meet the needs of the school.</p> <p>School principals and teachers will be provided opporutnities to work through problems themselves, with support from the district administration. Research has proven that they will be more motivated to implement a solution they developed than one that was imposed. Dennis Sparks of the National Staff Development Council has observed, "the solutions to most problems of teaching</p>	<p>We believe that systemic, sustained school reform will be difficult without increased autonomy at the school level. However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the authority over school procedures will include increased student achievements, lowered discipline referrals, etc.</p> <p>The district leadership team will review these factors and compare increased student performance measures to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team.</p>

	<p>and learning require creation and invention rather than prescription or duplication.”</p> <p>With this added autonomy, the District administration will ensure that all local, state and federal policies are followed.</p>	
Budgeting	<p>The SIG budget will be overseen and managed by the Principal, SIG Coordinator and the District Transformation Officer. The Federal Program’s Director will help ensure all expenditures meet federal guidelines.</p> <p>The school's budget will be managed by the principal to ensure that resources are allocated based on the needs of the school. The principal will have the flexibility, within the SIG guidelines, to expend funds in a manner that is best for the school. In addition to the SIG funds, the principal will also have budgetary authority over additional federal and local funds which are allocated for the school's use.</p>	<p>Increased autonomy at the school level will be critical for school transformation.</p> <p>However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the authority over the school's budget will include increased student achievement and academic growth, lower percentage of carryover in the budget, and satisfaction surveys of teachers and staff.</p> <p>The district leadership team will review these factors and compare increased student performance measures to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team.</p>
Other important operations	<p>In order to ensure that the school is best managed and ready for lasting transformation, the school principal will be given decision-making authority over all aspects of the school's</p>	<p>Increased autonomy at the school level will be critical for school transformation.</p> <p>However, this decision-making will be dependent upon the school meeting implementation</p>

	<p>operations. While the principal traditionally does not direct all actions encompassed at the school, increased importance and flexibility will be given to the school's requests. This includes issues such as maintenance, building and ground, facilities, janitorial services, transportation, and child nutrition. The superintendent will make a clear mandate to all directors and district staff that the SIG school will be given priority in meeting their needs.</p>	<p>milestones and achievement benchmarks. These accountability measures regarding the increased authority for the school principal will include improved school climate, cleaner facilities, and improved response time for requests for maintenance, transportation and nutrition services. The district leadership team will review these factors to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team.</p>
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2. External Providers

LEAs are not required to contract with external providers to support schools. However, an LEA may fulfill the Transformation requirement to provide on-going technical assistance and support to a school using an external provider; if this is the case, please note that in the boxes below. ***Any applicant that proposes using external providers must complete this section.***

a) Contract for Daily Management and Operations

Describe any plans to contract with an external provider to oversee the school's daily operations. Remember that these plans must align with the school proposal.

N/A

b) Contract for Specific Services

Describe any plans to contract for specific services with an external provider. Remember that these plans must align with the school proposal.

The Greenwood Public School District (GPSD) will solicit proposals from consulting firms to provide expert services to include but not limited to strategic planning, transformational leadership, curriculum implementation, improving student academic achievement and improving teacher and administrator quality.

Consultants would provide services during 2017-2018 school year in GPSD to support schoolwide reforms. These reforms include:

- Improving Teacher Quality
- Differentiation of Instruction through lesson planning
- Classroom Management (PBIS)
- Curriculum Implementation and Supervision
- Best Practices in Instruction to implement Mississippi College and Career Readiness State Standards (MCCRS)
- Creating Assessments aligned to the MCCRS Standards
- Improving Leadership Effectiveness
- Using Data to Guide/Drive Instructional Practices
- Parental Engagement
- Administrative Support
- Reading Literacy
- Multi-Tiered System of Supports
- Student Support/Counseling Services

c) Scope of Work

Insert below the scope of work to be included in the Request for Proposal for each external provider proposed.

Multi-Tiered System of Supports (MTSS) External Provider— Provide intense coaching support with clear expectations in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: early intervention and supports (RtI/TST), understanding and implementing the Multi-tiered System of Supports (MTSS), and progress monitoring for student success.

ELA External Provider – Provide intense coaching support with clear expectations in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: research-based ELA instructional strategies, data analysis and data-driven instruction (Data-Based Teaching), effective planning and instructional delivery in ELA and scientifically based supplemental teaching to improve reading comprehension of complex text for “at risk” students.

Math External Provider - Provide intense coaching support with clear expectation in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: data analysis and data-driven instruction (Data-Based Teaching), effective planning and delivery of instruction in Math and scientifically based supplemental teaching to improve fluencies and problem-solving for ‘at risk’ students (Strategies for Small Group Instruction).

Science External Provider - Provide intense coaching support with clear expectations for students in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: data analysis and data-driven instruction (Data-Based

Teaching), effective planning and instructional delivery (M-STAR), hands-on science labs to promote the inquiry competency, and scientifically based supplemental teaching to improve reading comprehension of informational science texts of all students, including 'at risk' students

Social Studies External Provider - Provide intense coaching support to begin the school year with clear expectations for students in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: data analysis and data-driven instruction (Data-Based Teaching), effective planning and instructional delivery (M-STAR), hands-on instruction to promote the inquiry competency, and scientifically based supplemental teaching to improve reading comprehension of informational texts for all students, including 'at risk' students

Reading and Writing Across the Curriculum Specialist-Provide intense coaching support with clear expectations in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: Thinking Maps, Writing Across the Curriculum, hands-on instruction to improve reading comprehension, fluency, understanding of various modes of writing, and writing in response to reading for all students.

Low 25% External Provider – Draft protocol for the bottom 25% group, and provide coaching support for internal and external instructional staff teaching these at risk students. Clearly communicate the RTI protocol and train on the protocol for responding to students in the bottom 25% in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: identifying deficits, matching interventions to deficits, progress monitoring success of the interventions, and adjusting intervention instruction as indicated by the data

PBIS Specialist – Work with Leadership Team and teachers to refine school-level rules, develop a school-wide system of positive rewards and assist teachers in classroom-level management plans consisting of appropriate rules, procedures, rewards, and consequences

Specialist in Classroom Observation/Supervision of Instruction- Work with administrators and instructional coaches on effective classroom observation, scripting lessons, and providing constructive feedback to teachers.

Instructional Strategies and Intervention Specialist- External provider conducts training on research-based instructional strategies, differentiated instruction, and targeted academic interventions.

3. School Climate

a) Needs

What, if any, needs were identified by the needs assessment that related to school climate?

Greenwood Middle School has some substantial issues with regard to school culture. Students, though it is mostly only with selected staff, routinely are disrespectful. Although many teachers reported no issues related to school climate on the needs assessment survey, it is clear through teacher attendance data, conversation with teachers, classroom observations, data findings in each subject area, leading and lagging indicators, and the overall accountability rating of the school that the school climate is negatively impacting student achievement and must to be addressed. Teachers report on the survey that they were being supported; however, in individual conversations teachers reported differently. Student discipline points to a problem with school culture.

The school climate at Greenwood Middle School has been positive. The newly assigned assistant principal, students, faculty and staff are adapting to the new and more positive climate that the principal is implementing. Discipline is a primary issue affecting middle school culture and climate. The principal has implemented several procedural changes to enhance the Greenwood Middle School's current discipline procedures. All administrators and teachers are working to implement the expectations for student behavior which has positively impacted student behavior. Students are constantly reminded of these expectations in the classrooms, cafeteria and even during dismissal time.

b) Addressing School Climate Needs through SIG

How will the school address identified climate issues (discipline, truancy, teacher morale/attrition) through the SIG program?

Changing a school's culture requires adjusting the established norms, some of which have been in place for years. The first step, in making these adjustments, is setting high expectations. Students must know that what they have to offer and what the school has to offer them is important. Students need to feel wanted by the school and each member of the school's staff and when they don't they resist acceptance of the school culture. The cooperation of everyone in our school community is essential to establish and maintain a positive school climate and learning environment. The principal and staff of Greenwood Middle School believes that to ensure learning occurs, rules and regulations must be established so that everyone has an opportunity to learn. The leadership team has implemented a discipline plan which reflects a balance between the rights and responsibilities of an individual student and those of the entire school community.

When we look at academics we find that, curriculum and other academic structures are usually detailed and set based upon tradition with a small mix of the "new" and "innovative". Because of the effort that goes into curriculum development, schools and districts are loath to change them and include behavior in them. Through the SIG program,

we will implement PBIS which will promote character development education that will impact and improve the issue of students' negative behaviors. PBIS will help with students not respecting the peers, positive behavior traits, and assist students who need guidance with appropriate behavior. The implementation of PBIS will directly target school discipline to boost student morale and lower discipline referrals. Additionally, during the 2015-2016 school year, teacher absences were 193 primarily due to student discipline and morale issue. The school will address this issue by involving teachers during leadership team meetings monthly on how to most appropriately address this school issue. Data will be presented in meetings and action plans will be created to address issues regarding discipline, truancy, teacher morale, and attrition.

D. Support for Teaching and Learning

1. Professional Development

a) Create Professional Development

How will the school create targeted, job-specific professional development?

If Greenwood Middle School is to provide high quality classroom instruction we must increase the capacity of our instructional staff. Research clearly shows the importance of professional development in sustaining high quality teachers and improving student performance. Greenwood Middle School has access to Learning Forward Standards which offers effective professional development that is intensive, ongoing, and connected to practice. Learning Forward advocates professional development that focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers. Teachers must be supported in the implementation of any strategies gained through professional development. The Learning Forward Standards indicate that the most effective in-service development activities are site-based, rigorous, sustained, designed and directed by teachers. **All professional development designed in this proposal will be evidence based, meet these standards and be guided by available data.** The professional development plan we have developed was designed to meet the needs of the teachers to affect positive change in the classroom. We will seek partners to support our professional development efforts. There will be a support service provider that offers onsite professional development through leadership training and teacher/data coaching in the areas of:

- Literacy

- Mathematics
- Science
- Data analysis and implementation
- Standards based formative and summative assessments
- Instructional leadership
- Tier 2 MTSS

Additionally, our teachers will receive training on how to best utilize and implement the intervention programs. Greenwood Middle School administration will support the staff through the implementation process.

Instructional Leadership

Greenwood Middle School's administrative team will have an experienced leadership coach to ensure that they are prepared to facilitate school growth through the effective utilization of teacher observations to provide corrective feedback, and to implement strategies that can be used to guide differentiated instructional practices.

7 Transformational Practices for Instructional Leadership

- Implement a plan of action to ensure the alignment between curriculum, instruction and assessment
- Engage teachers in instructional decision making
- Identify research-based best practices to improve student learning
- Implement a plan of action for teacher observations
- Effectively communicate instructional data and growth targets
- Correlate all available student growth data to instructional practices
- Monitor student performance and support transparency

Data Team

Greenwood Middle School's administration and staff will work with the District's Transformational Officer, SIG Coordinator, Principal, and Data Coach to provide training, coaching, and consultation needed to effectively utilize disaggregated data to drive instruction and to maximize student growth. They will work to develop customized data reports and differentiate instructional plans designed to maximize academic growth for all students. Professional development will be provided focusing on data analysis and interpretation, growth targets and goal settings, target lagging sub-skills, and designed to improve teacher effectiveness, in the classroom. The data team will work with other middle school personnel to change the school's culture through Seven Transformation Practices:

7 Transformational Practices for Using Data

- Develop a plan of action for using data effectively
- Establish growth targets for individual student and classrooms
- Integrate data systems and instructional technology
- Navigate data tools efficiently
- Improve differentiated and performance level instruction
- Monitor student performance and support transparency
- Communicate performance and achievement data to students, parents, teachers and administrators

Instructional Coach and External Providers

Greenwood Middle School's instructional coach along with a SIG funded interventionist and consultants will provide ongoing, onsite job-embedded professional development. The professional development will be designed to positively impact classroom management, knowledge of the Mississippi College and Career Readiness Standards and performance level descriptors, use of data, planning, and differentiated instruction and over all teacher capacity to deliver high quality lessons. The instructional coach and external providers will partner with teachers to reflect on existing classroom practices, materials, and resources. There will be professional development sessions directed toward the effective use of data to inform classroom practices. Teachers will also receive training in the proper implantation of interventions and effective use of MTSS. There will be instruction on PBIS and effective classroom and student management. Teacher coaches will teach and model effective instruction and classroom management, as well as, demonstrate research-based strategies designed to maximize student learning. Onsite work will allow the consultants to work with the teaching staff to develop a customized action plan that focuses on specific teacher needs. The instructional coach and external providers will work with teachers in teams to change the school's culture through Transformation Practices for assessment, instructional effectiveness, and literacy.

7 Transformational Practices for Assessment

- Implement a plan of action to ensure the alignment between curriculum, instruction and assessment
- Analyze and interpret all assessment data with integrity
- Align teacher assessment for students to the Mississippi Curriculum Frameworks
- Monitor teacher formative assessment levels at regular intervals
- Use assessment data to determine student performance levels
- Use assessment to drive instruction and determine individual learning paths for students
- Use multiple data points to determine instructional data for individual students

7 Transformational Practices for Instructional Effectiveness

- Develop and implement a plan of action to ensure student engagement through data driven decision making
- Provide coaching and modeling opportunities for all teacher
- Embrace formative assessments to provide corrective feedback
- Implement research-based learning strategies to increase student growth rates
- Correlate student achievement to teacher evaluations
- Effectively implement the three-tier instructional model
- Develop and implement a plan to address special populations

The instructional coach and external providers will use the following framework to provide professional development in each subject area:

- The instructional coach and external providers will train on new instructional strategies.
- The instructional coach and external providers will model the new instructional strategy in the classroom while teachers observe.
- The instructional coach and external providers will co-teach with the teacher using the new strategy.
- The instructional coach and external providers will support the teacher through lesson planning and resource development as the teacher plans to implement the new strategy.
- The instructional coach and external providers will observe the teacher implementing the new instructional strategy.
- The instructional coach and external providers will provide the teacher with feedback based on the observation.

7 Transformational Practices for Literacy

- Engage students in the reading process;
- Implement a plan of action for improving vocabulary and fluency across the curriculum;
- Establish reading goals for individual students, classrooms, and school;
- Monitor and assess to determine current levels of reader ability;
- Use instructional technology to differentiate for reading and performance levels;
- Provide guided reading practice across the curriculum.

Who is responsible for the design and implementation of professional development?

Greenwood Middle School believes that education is a collaborative process; therefore the Director of Curriculum and Instruction will be responsible for the implementation of professional development district-wide but will be supported by every staff member. Additionally, at Greenwood Middle School, the principal, assistant principals, instructional coach, and SIG coordinator will be responsible for the implementation of professional development.

b) Embed Professional Development

How will the school embed professional development into the work routine of staff?

Greenwood Middle School will embed professional development into the work routine of the staff through the strategic use of teacher's planning periods, classroom modeling and co-teaching sessions, and in after school training sessions. We will fully implement Professional Learning Communities and use those teams to identify needs for professional development where it relates to improvement of classroom instruction. As we implement the Transformational Model, our school will be fully engaged in comprehensive professional development model. **By using the job-embedded coaching model, which is heavily reliant upon in classroom modeling and co-teaching by consultants, our demand for high-quality professional development will be met.** We will monitor external providers to ensure that they effectively and intensely work with our teachers during their planning periods and during after-school training sessions. In addition, extra time has been allotted to in-classroom modeling and co-teaching sessions. We understand that there will be the occasional need for teachers to attend training and professional development sessions outside of the school and district.

c) Link Professional Development to Evaluation Results

How is professional development tied to administrator and staff evaluation results?

Professional development will be designed to increase the capacity of the educators. These professional development efforts will be supported to ensure full and effective implantation. The process of implantation will be monitored to ensure that high quality classroom instruction is delivered. The monitoring process will be aligned with the Mississippi Educator and Administrator Professional Growth System which includes a Teacher Growth Rubric and an Administrator Growth Rubric. They will be guided by formative teacher evaluation data as well as formative and summative student assessment data to create individualized professional development that will address a teacher's specific challenge areas. The principal, district leadership team, and external providers will identify each teacher's areas of need through the professional growth system. Greenwood Middle School's administrative team and external providers will be provided a scaffolded system of training, in-classroom modeling, co-teaching and observation support. Immediate feedback will be provided to the teacher at each step throughout this process.

Professional development will also be linked to opportunities for career advancement and provide opportunities for teachers to be involved in its selection and delivery.

d) Staff Involvement

How are staff involved in the design of professional development?

Greenwood Middle School believes that education is collaborative; therefore a comprehensive needs assessment will be conducted to seek teacher input on their individual needs. Professional Learning Communities will be fully implemented and these teams will work to identify specific areas of need for professional development for subject areas and grade areas. School leadership teams will also contribute to the identification of necessary professional development sessions. Teacher observations and post-conference discussions of teacher evaluations will allow individual teachers to identify individual professional development needs. Selected teachers will serve on the professional development committee to represent each grade level and/or subject area to share needs.

Staff will be involved in the design of professional development through comprehensive needs assessments conducted prior to training activities. Through initial surveys and focus group meetings, teachers will be able to provide direction. Greenwood Middle School will use information gained from the comprehensive needs assessment and the survey to craft professional development opportunities which are focused on our teachers' needs and requests: classroom management, differentiated instruction, EDI strategies, flexible grouping strategies, integration of technology, and other requested services.

If issues should arise, Greenwood Middle School's administrative team, along with external providers will train teachers on the seven transitional practices for each area – leadership, data, assessment, instructional effectiveness and literacy. Teachers will identify at least three, and no more than five, practices in which they would like to receive training. These transformational practices will be demonstrated to teachers through in-classroom modeling and planning sessions. Training will be crafted based on both group and individual needs. Throughout the school year, teachers will be given opportunities to adjust and modify the pace and content of the training sessions by requesting specific strategies or lessons to be modeled in their classroom. Greenwood Middle School's administrative team and external providers will use the classroom teacher's curriculum materials and resources in an effort to demonstrate how these items can be leveraged.

e) Alignment with Instructional Program

How does the school ensure that professional development is aligned with the school's instructional program?

The key to improving student achievement is to deliver high quality classroom instruction. The single most important factor at being able to systematically deliver high quality instruction is to have a staff of highly trained educators. To reach this goal we must increase

the capacity of our educator and this is facilitated through professional development. We understand the importance of aligning professional development through this SIG program with our school's instructional program. We will use data gathered from assessments of student progress to help guide the job-embedded professional development. Since a large portion of the training is through in-classroom modeling, much of the school's professional development will be encompassed in the SIG program. We will continue to conduct any training sessions which are required by state or federal regulations, or mandates. We feel these decisions will provide our instructional staff with a cohesive and unified professional development plan.

2. Time for Faculty Collaboration

Complete the chart below to demonstrate that the school has scheduled adequate time for faculty collaboration. Remember that school schedules must align with the answers.

Type of Meeting	Leader	Frequency	Length	Purpose
<i>Group of faculty to meet</i>	<i>Who will facilitate this meeting?</i>	<i>How often does this team meet?</i>	<i>How long does each meeting last?</i>	<i>What is the focus of the meeting?</i>
Grade-level	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and SIG Coordinator	Weekly	45 minutes	To plan lessons, develop assessments, examine data and use that data to inform classroom instructional needs. Make adjustment, and to build collaboration and offer opportunities for mentoring. Minutes will be taken for each meeting and reviewed for the team's effectiveness.
Department-level (if applicable)	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and SIG Coordinator	Monthly, Weekly, Bi-weekly	45 minutes	To plan lessons, develop assessments, examine data and use that data to inform classroom instructional needs. Make adjustment, and to build collaboration and offer opportunities for mentoring. Minutes will be taken for each meeting and reviewed for the team's effectiveness.

Special services	Director of Special Education, MTSS Chair/Designee, Assistant Principals, Special Education Literacy Coach, and Special Education Lead Teachers	Monthly	45 minutes	To examine data to determine if students need adjustments to their intervention plan. Teachers will meet with the interventionist informally, and will conduct formal meetings monthly to document decisions made regarding students who may need to move up or down the Three Tier Model. Minutes will be taken for each meeting and reviewed for the team's effectiveness.
All faculty	Principal, Assistant Principals, Instructional Coach, SIG Coordinator, and District Transformational Officer	Monthly and bi-monthly	1 hour	To garner input from teachers, share procedural issues or concerns, celebrate successful strategies and receive training. Review data and recommend instructional changes based on that data. Recommend professional development based on data. Minutes will be taken for each meeting and reviewed for the team's effectiveness.
Professional Learning Communities	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and SIG Coordinator, Subject Area	Weekly	45 minutes	To set forth a strategy to promote change and improvement in the culture and academic performance of the school. Teams of educators will analyze data and work in meaningful, collaborative groups in which members work interdependently to achieve common, results-oriented

				goals for which members are mutually accountable in addition to sharing best practices. Minutes will be taken for each meeting and reviewed for the team's effectiveness.
Cross-Grade Level Collaborative Meetings	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and SIG	Monthly	1 Hour	To develop assessments, analyze data and examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer suggestions to improve instructional practice. Minutes will be taken for each meeting and reviewed for the team's effectiveness.

E. Family and Community Engagement

1. Community-School Relations

a) Family and Community Satisfaction

Describe current efforts to determine family and community satisfaction with the school (e.g., satisfaction surveys, town hall meetings).

Greenwood Middle School conducts an annual needs assessment to gather information on the parents' feelings toward their involvement in education. There is also an annual Title I meeting that encourages parents to come and offer suggestions on how best to utilize Title I funds in education. Greenwood Middle School has a Parent-Teacher Organization which allows parents a means of communicating their feelings about the school and district. Parents regularly meet with administrators, teachers and staff to discuss matters related to education. With each of these forms, settings and circumstances, parents are encouraged to suggest ways we can improve education at Greenwood Middle School.

We have endeavored to increase the opportunities for parents and community members to come to the school and engage with the staff and each other. We are working to engage parents in our school activities and in ways they can help prepare their child for school. In addition, we give satisfaction surveys which ask questions regarding several different areas of the school, including the parent's satisfaction with instruction and leadership. We also host an Annual Title I Meeting, Open House Night, two Parent Teacher Conferences, and Monthly

Parent Meetings where parents can ask questions and share concerns about our school. Informally, all our teachers are asked to contact parents through notes home or telephone calls to share information about their child or the school's upcoming activities. These communications are documented through the parent contact log. Through these methods of communication, we collect information from parents - concerns or their level of satisfaction with the school or classroom in general. The principal and district leadership staff also makes concerted efforts to talk with parents through committee meetings, school activities and when parents are attending school programs.

What new or additional efforts, if any, will be made under the SIG program?

The school will develop two committees for the upcoming school year; parent advisory committee and community involvement committee. The purpose of the parent advisory committee is to actively work to create opportunities to engage every parent meaningfully. The community involvement committee will work to foster community partnerships with the school and organized opportunities for community members to work in the school. Both committees will be composed of staff, parents, students and community members.

Special informational sessions will be developed for parents, community, and school board members, so that the supporters of education can understand the rigorous academic standards that students must now meet and the components of the School Improvement Model. Greenwood Middle School has a fulltime school-based parent center where parents attend meetings, workshops and utilize resources because of the convenience and proximity. Teachers will communicate weekly through newsletters and on-line parent communication tools to share with parents what work students are being assigned, what they are expected to learn and any behavior concerns.

b) Complaint Procedures

How are complaints from families or community members currently addressed?

Greenwood Middle School administration and staff understand that there will be times when parents are displeased with something that occurs at the school. We encourage parents to try to resolve these complaints with the classroom teacher, with the understanding that the classroom teacher has more detailed information and better means of correcting any problem. If the parent / community member and the teacher cannot reach a consensus, the administrative team will work to ensure that there is an amicable resolution to the matter. In most situations, there is not a need for the parents to contact the district office for a problem to be resolved; however, if a matter cannot be resolved at the school this is the next step. The Superintendent first requests that the parent follow the proper protocol (classroom - principal - district office) in resolving a situation. If the parent is not satisfied at that point, then the complaint is addressed by the superintendent. We firmly believe that

proper communication includes listening to voices that may disagree with our procedures or decisions. Most parents want to feel that their concerns are heard

What changes, if any, will the school make to complaint procedures to make them more effective?

Greenwood Middle School utilizes this standard complaint resolution procedure that applies to all programs administered by the Department of Elementary and Secondary Education under the Goals 2000 Educate America Act and the Improving America's Schools Act (IASA). A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department personnel. A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied, or misinterpreted. Any parent or guardian, surrogate parent, teacher, administrator, school board, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. The Greenwood Public School District contact person for Federal Programs complaints is the Federal Programs Director.

2. Services for Families and Community Members

Complete the chart below to describe services the school provides to families and community members.

Activity	Current	Proposed
Coordination with local social and health service providers	The district nurse and the school counselor work to provide information on local social and health service providers for parents. When the classroom teacher feels the child needs an evaluation for these services, the district nurse or the counselor.	The district nurse and the school counselor work to provide information on local social and health service providers for parents. When the classroom teacher feels the child needs an evaluation for these services, the district nurse or the counselor.
Parent/family education classes	The district staff and teachers on each campus provide parenting classes across the district on various topics such as homework help and computer usage.	The district staff and teachers on each campus provide parenting classes across the district on various topics such as homework help and computer usage.

1. Engagement in School Improvement

a) Parent/Family Groups

What organized family groups does the school offer?

Greenwood Middle School currently has a Parent Teacher Organization which meets a few times a year. The organization is not very effective, so the school will take steps to increase this team's effectiveness. The PTO will work to raise support for our school, teacher and administrators. Greenwood Middle School has increased conversations with parents through monthly bulletins, parent/teacher conferences, phone calls, robo-calls, and other communication media.

If family groups are available, what activities do these family groups take part in?

Greenwood Middle School's administration and staff understand the importance of providing activities designed to keep parents engaged in the education of their children. We will work this year to offer opportunities for parents to meet with one another and collaborate on ways to improve student achievement. They will be able to support one another in methods to help their children succeed in their education.

How will family groups be improved through the SIG program?

The PTO will be engaged in the implementation of the community and parental involvement efforts of the SIG program. We will ask the PTO to partner with us to promote parent technology classes and school activities. The Greenwood Middle School staff and administration have already established strong relationship with parents in the community. We will continue to share all relevant information concerning activities and events. The faculty and staff will also include the PTO in our efforts to improve classroom instruction. We will garner input from parents and community as we grow and develop our school improvement efforts. Additionally, we will implement a highly structured, research-based school-wide plan to engage parents and community members. We will utilize parenting materials which have been designed to increase parental and community engagement in low-performing schools.

b) Opportunities for Families and Community to Engage in the School Improvement Process

What opportunities will families and community members have to review school performance and meaningfully engage in the implementation of the intervention model, including participating in decision-making about school improvement plans throughout the life of SIG?

Greenwood Middle School values the opinions of the parents and community members. We understand that every stakeholder can offer insight and ideas for improving the school. We will provide parent and community member opportunities to review school performance through information sent home, parent teacher conferences, and school parent meetings. We will share relevant data with the PTO for dissemination to all stakeholders on

our progress to success. We will also add this school performance information to our school district's website each year and update our progress throughout the year. In addition, we make sure that parents are included in decision-making and school improvement plans through parent/community meetings, committee.

Also, through the Annual Title I meeting and school-wide planning committee meeting, parents and the community will have the opportunity to review school performance and participate in decision-making about school improvement plans.

These opportunities will be enhanced through the SIG program. Greenwood Middle School will hold information meetings to assist parents in understanding the state's academic content. We will review achievement standards and results of state assessments will be shared at the appropriate time. The school will do a better job informing parents of upcoming planning committee meetings so that we can reach more parents and increase participation at these meetings. We believe that the inclusion of parents, community members, and business leaders in committee membership, communication, and decision making, will improve academic achievement.

The external partners contracted through the SIG program will work with parents and designated teachers to increase parental involvement. The addition of the parental involvement external partner will assist our efforts to ensure that parents and community members are well informed about the performance level of students, grade levels, the school and district. We will also host parent/community meetings on a quarterly basis and invite all parents and interested community members. During these meetings, attendees will have opportunities be engaged in decision-making by sharing ideas and concerns, making suggestions for program activities and budget expenditures, as well as participating in online satisfaction surveys

To monitor parent/community members' satisfaction with the transformation program at Greenwood Middle School, a parent survey will be sent home before the end of the school year asking the parents and community members to rate the administration, teachers, academic programs, and school. The survey will also ask for recommendations and suggestions.

F. Sustainability

If the school plans to use SIG funds for sustainability years, please describe what those funds will support and how those plans will increase long-term sustainability.

Greenwood Middle School is committed to building processes and implementing systems that build capacity in the school and that can be sustained for years. The funds used for the sustainability year is primarily staff positions that will be transitioned into other school wide or district wide programs once SIG funded has ended. Additionally, the district strategically built in positions that can be sustained and/or repurposed after SIG funds expire for long sustainability. Some other funds will be used in conjunction with Title I funds to support pre AP courses.

The school will also transition those programs to be supported by Title I and other district funds for long term sustainability. Our plans to sustain the reform efforts provided through SIG involve :

- Creating a train the-trainer model for professional development,
- Developing partnerships with university and community partners,
- Utilizing non-consumable materials purchased through the SIG program,
- Maximizing professional development opportunities through web-based video conferencing options
- Leveraging other federal funds such as Title I, II, or VI
- Offering volunteer opportunities for parents and community members to support intervention, arts-based and library media programs.

An important consideration for MDE is whether the school will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the school's plans in these three areas support the sustainability of reforms after the funding period ends.

Greenwood Middle School is committed to building processes and implementing systems that build capacity in the school and that can be sustained for years. Sustaining school improvement initiatives after SIG funding ends is a key component of how we will evaluate the overall success of this program. In our research, this quote about sustainability from the Southeast Educational Development Laboratory has resonated with our planning team:

“Those who are able to sustain the improved outcomes they have attained under a specified program will be those who see the program not as a funding stream but as a different way of thinking about teaching and learning and see the management of change as a systems-level process”

As a district, we will focus the SIG funds as an investment in mission-critical areas, such as building human capital to ensure high-quality teams of teachers are in place that can create a culture of achievement. Through the transformation of these schools, we will be creating a new environment, culture, traditions, and expectations of students, teachers, and administrators. This culture of achievement and transformed school climate will remain in place after the funding has expired.

District and School Level Strategies for Sustainability

1. We have also made the determination to utilize subject matter expert consultants, rather than hire additional full-time staff through the SIG grant who may not have a position after the grant ends.
2. We will examine teacher schedules and class size to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions.
3. We will maintain the maximum amount of learning time possible in each school throughout the district.
4. The District Superintendent will continue to clarify accountability through the frequent and transparent use of data in staff meetings and leadership team meetings.

Community Engagement Strategies for Sustainability

1. We will create a District SIG Sustainability Council, with representation from not only our Greenwood community, but also the larger Delta region and State of Mississippi.
2. We will continue inviting parents and community members to serve as mentors for at-risk students and volunteers in the school to assist classroom teachers.
3. We will garner a broad base of community support by having open forum meetings frequently to garner input from our community members.

In addition, we will focus the SIG funds as an investment on mission-critical areas - such as building human capital - to ensure a transformational leader and high-quality teams of teachers are in place that can create a culture of achievement. This culture of achievement and transformed school climate will remain in place after the funding has expired. Key staff members at the district and school levels will ensure quality implementation of the grant and develop over the three years a philosophy built on a foundation of success. As the school is transformed, a new mindset will be developed among school staff that will guide further determinations of ensuring a successful school.

Quality Implementation

Much of the initial grant funds will be utilized to provide items that have a one-time cost: classroom resources, instructional software, and new curriculum materials. We can continue to maintain a quality implementation by using these non-consumable resources to ensure that the curriculum and instruction students receive are value-added. To sustain the professional development component, we will focus other funding sources (Title I, Title II, and local funds) to provide continued consultants as needed. Sustainability action steps will include:

- (1) Providing professional development to district and school leadership teams on implementing standards-based instruction and sharing and accepting responsibility of student achievement,
- (2) Providing professional development on having a standards-based culture and reemphasizing the role of time in helping students to meet and exceed performance standards,
- (3) Providing professional development to school leaders in developing high performance instructional leadership teams that promote the ideal teaching and learning environment, understand accountability, and prescribe interventions and strategies that help all students meet or exceed performance standards,

(4) providing professional development to district and school leaders on a four step, data driven model involving, development of quarterly pacing guides, analyzing pretest data, providing differentiated instruction, and analyzing posttest data,

(5) Providing training to district and school leadership teams on progress monitoring,

(6) Conducting internal evaluations each quarter, and

(7) Conducting external evaluations annually.

Staff members will be able to completely understand student progress through data. Data Banks will be implemented to track summative and formative data. Incremental changes will be noted and addressed and all personnel will be able to access both individual and group data so that planning for growth will become the focus of the implementation of the grant. The program utilized for this purpose will provide information on individual and group growth through highly developed, well organized statistical models. The percentile comparisons will be utilized and mapped by grade and content area. Teachers will be able to determine student progress on Mississippi Standards.

Once teachers, students, and community stakeholders have tasted the success of student achievement, sustainability becomes a requirement in the minds of all involved. We will examine teacher schedules and class size to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions. Another important step to sustaining the school reform efforts provided through these school improvement funds will be focusing on ongoing community engagement strategies. After funds expire, we will continue community engagement opportunities through inviting parents and community members to serve as mentors for at-risk students and volunteers in the school to assist classroom teachers. In addition, we will continue our efforts to garner a broad base of community support by having open forum meetings frequently to garner input from our community members.

Ongoing Community Engagement

Research shows that schools, often with the active support of community-based nonprofit organizations-have used community engagement as a key strategy for making school turnaround more effective. When successful, the many approaches to community engagement create a continuum of interaction that builds trust, respect and a sense of purpose. The entire District Leadership Team (DLT) will assist in developing strong community involvement. The following steps will be used:

1. Communicate Proactively in the Community.

The first step in reaching out to families and community members is to inform them about the impending changes through a variety of outreach materials and events The

transparency and authenticity of these early messages will set a foundation for the community and families to trust and actively engage in the transformation reform. That trust will be sustained by the district transformation team (DLT) regularly informing the community stakeholders of progress as the initiative moves forward.

2. Listen to the Community and Respond to its Feedback.

Members of the DLT will inquire, both informally and formally, through public forums, focus groups, surveys and conversations, about the views of families and other community members. Listening-and responding to community feedback by taking action-communicates to parents and community members that their participation and their hopes for their children are valued and deepens their trust in the transformation initiative and its key players.

3. Offer Meaningful Opportunities to Participate

When transformation leaders involve community members in meaningful ways, such as training and serving on advisory councils, participants begin to "own" the work. They become more open to learning about and shaping key reforms and to valuing their own contributions to schools and students. The DLT will set up classes and workshops to help parents support their children academically at home. Teachers and school leaders will add to these formal opportunities through building relationships and holding events to celebrate student success. The DLT members will collaborate with community partners to find creative routes to involve them in the academic mission.

4. Turn Community Supporters into Advocates and Leaders

The Superintendent and Transformation Officer with assistance from the entire District Leadership Team will: develop an engagement plan, establish a school/family council, help parents access training, and build community partnerships and assist with school/family communication. In addition, the transformation office will provide guidance to schools and include training for parents and school staff. The transformation office will monitor parent engagement and track school responsiveness to parent feedback. The District Transformation Officer and Superintendent will respond to concerns or complaints from parents or the general public. The district will maintain a parent and community advisory board that will advise the Superintendent and Transformation Officer about community engagement. To sustain the community engagement component, the school will continue to operate with programs that engage the community in school activities. The school will ask community leaders to serve on committees as school partners. Also, opportunities will be provided to support students by providing mentoring, homework help, tutorial assistance, or a "study buddy" to identified students. Meetings will be planned to engage the community and parents through open, town hall-type forums. Additionally, efforts will be made to involve key leaders in the community and ensure that they are kept abreast of the school's needs,

successes, and areas of focus for the coming school year. Through the partnerships developed, the School Transformation Team will share the positive outcomes of our school reform efforts with community and business leaders, as potential school partners. We will demonstrate the significant impact of the SIG program as evidenced by increased academic performance and teacher recruitment and retention, as well as an enhanced school climate and community involvement. We will share this plan for sustainability through support for quality implementation, human capital development, and ongoing community engagement.

Human Capital Development

Additionally, to ensure the investment in human capital continues through the onsite professional development provided by consultants, teachers will be identified who possess the characteristics to serve as a mentor/lead teacher for the grade level or subject area. During years two and three of the SIG program, these lead teachers will be provided with additional resources and supports using a "train-the-trainer" type model. We hope to "grow" our best teachers into mentors for other teachers who may need additional support at the end of this SIG program. In addition, in-classroom mentoring and support will be sustained through no cost video-conferencing using LiveMeeting and communication via email. Teachers and administrators will have the opportunity to schedule and participate in LiveMeeting video conferences with the consultants from our lead partner, after the grant has been expended. This will allow the collaboration and support to continue in a fluid and unobtrusive manner, yet ensure that those individuals who need additional mentoring can receive it.

BUDGET

Instructions

On the budget pages that follow, an LEA will find a 5-year summary budget page, LEA annual budget page, and school-level annual budget page. An LEA should complete the *LEA cover page* and the *LEA and school-level annual budget pages*. The information from these pages will automatically populate the 5-year summary budget page.

Remember, the LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each school that the LEA commits to serve. Though a school may request up to \$2,000,000, only expenses that are reasonable and necessary will be funded. LEAs should only request funds that they can realistically spend in the timeframe.

As **Appendix K**, attach the budgets for the LEA and school for each of the 5 years.

*PICTURES PROVIDED FOR EXAMPLE PURPOSES. Please use the Budget .pdf file.

APPENDICES CHECKLIST

Use this document as a checklist to verify that each requested appendix has been attached. Additional appendices (any not appearing in this list) will NOT be accepted for review.

A. Consultation with Stakeholders (LEA Plan Overview, Part I., B.)

- ☒ Agenda and/or meeting minutes from stakeholder consultation
- ☒ Sign-in form

B. School Board Approval (LEA Plan Overview, Part II., A.2.)

- ☒ Agenda and/or meeting minutes from the Board meeting at which the application was approved

C. External Provider Contracting Process (LEA Plan Overview, Part II., A.3.)

- ☐ LEA's model request for proposal, if different from MDE's
- ☒ External provider interview or evaluation tools, if applicable
- ☐ LEA's model memorandum of understanding, if different from MDE's

D. District Capacity for Selected Interventions (LEA Plan Overview, Part II., A.6.-7.)

- ☒ LEA's Schedule of Findings and Questioned Costs from most the recent audit
- ☒ Schoolwide Plan
- ☒ Current Priority/Focus School Action Plan, if applicable

E. Needs Assessment (School Proposal, Part I., B.1. & B.3.)

- ☒ MCAPS needs assessment data
- ☒ Performance Framework (baseline data and performance goals)

F. PATHWAYS ONLY: Pathways of Success Partners (School Proposal, Part II. for Pathways, A.4., A.6., & A.7.)

- ☐ College and career ready competencies
- ☐ Signed memorandum of understanding with partnering institution of higher education
- ☐ Signed memoranda of understanding with any work-based learning opportunities partners

G. TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS ONLY: Instruction (School Proposal, Part II., B.3. & B.5.)

- ☒ TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS: Multi-Tiered System of Supports process
- ☒ TURNAROUND/TRANSFORMATION ONLY: School calendar and school schedule

H. TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: Recruitment and Hiring (School Proposal, Part III. for Turnaround, Transformation, and Early Learning, B.1.a.(3)., B.1.b.(2)., B.2.b.)

- ☒ TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader job description
- ☐ TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader interview protocols or evaluation forms
- ☐ TRANSFORMATION/EARLY LEARNING ONLY: Interview protocols or evaluation forms
- ☐ TURNAROUND ONLY: Interview protocols or evaluation forms, including for hiring and/or re-hiring

I. ALL MODELS EXCEPT CLOSURE: School Governance (School Proposal, Part III., for Turnaround, Transformation, Early Learning, Pathways, and Whole-School Reform, C.1.)

- ☒ ALL MODELS EXCEPT CLOSURE: Organization chart

J. PATHWAYS/WHOLE-SCHOOL REFORM ONLY: MDE-Approved Technical Assistance Provider or Whole-School Reform Developer (School Proposal, Part III. for Pathways, C.2.d.; Part III. for Whole-School Reform, C.2.)

- ☐ PATHWAYS/WHOLE-SCHOOL REFORM ONLY: Signed memorandum of understanding with required partner

K. Budget

- ☒ Budgets for each of the five years for the LEA and school

GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

Box 1497, 401 Howard Street Greenwood, MS 38935-1497
Phone: 662.644.0682 / Facsimile: 662.455.7493

SIG Opportunity: Informative Meeting

March 31, 2017

10:00 a.m.

MINUTES OF MEETING

Upon learning of the school's eligibility for the grant opportunity, the superintendent met with district administration, and school level administration to discuss the possibilities and benefits this School Improvement Grant would offer Threadgill Elementary School, Greenwood Middle School, and Greenwood High School. The school's administration included each principal of the schools eligible to apply for the grants. Along with the superintendent, the district's administration consists of the Director of Federal Programs, Director of Curriculum and Instruction, Director of Personnel, Director of Finance, and the Director of Special Education. The Superintendent provided a brief overview of each model and then asked each principal whether he/she would like to move forward with the process to apply for a grant.

GREENWOOD PUBLIC SCHOOL DISTRICT
SCHOOL IMPROVEMENT GRANT
SIGN-IN SHEET
FRIDAY, MARCH 31, 2017

Print Your Name

Signature

Charles Johnson

Geoffrey Wilson

Linda Payne

Lachada Robie

Kenneth Palko

Carle

Chiqueta Daniels

Temeka Jones

Charles Johnson

Geoffrey Wilson

Linda Payne

Lachada Robie-Turnell

Kenneth Palko

Carle

Chiqueta Daniels

Temeka Jones

GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497
Phone: 662.644.0682 / Facsimile: 662.455.7493

Administrative Meeting SIG Opportunity: Webinar

April 3, 2017

9:00 a.m.

MINUTES OF MEETING

The superintendent, district administration, and school level administrators met to listen to the School Improvement Grant Training webinar conducted by the Mississippi Department of Education, in an effort to gain an understanding of the models, timelines, and SIG process.

After the webinar, the administrators present, discussed and highlighted were the various models and the feasibility of the features of each model: Transformation Model, Turnaround Model, Closure Model, Restart Model, Evidenced Based Whole School Reform Model, Early Learning Model, and Pathways to Success. All, the superintendent, principal, and other administrators present, agreed the most suitable models for Threadgill Elementary School were the Transformation Model or the Turnaround Model. Discussions were held on the timelines for grant completion. The group decided on the next steps in moving forward with sharing the school improvement grant with all stakeholders (teachers, parents, and community members). They also identified ways to gather stakeholder input.

GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P. O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497

Office 662.644.0682 / Facsimile: 662.455.7493

School Board Notification

April 3, 2017

5:00 p.m.

MINUTES OF MEETING

The superintendent informed school board members of the grant opportunity and the benefits the SIG would offer the eligible schools. She discussed the plans for holding meetings with various stakeholder groups, including families and the community in order to engage them in the selection of the intervention model and the design of the application. An overview of this process is provided below through the descriptions of each meeting.

GREENWOOD PUBLIC SCHOOL DISTRICT
SCHOOL IMPROVEMENT GRANT
SIGN-IN SHEET
MONDAY, APRIL 3, 2017

Print Your Name

Signature

Charles Johnson

Jennifer Wilson

Tara Harris

Linda Payne

Sabrina Tanner-Moore

Mary Brann

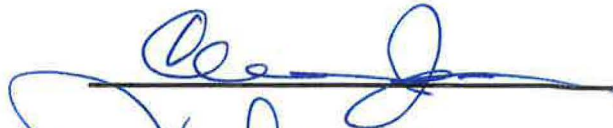
Lachada Robie - Purnell

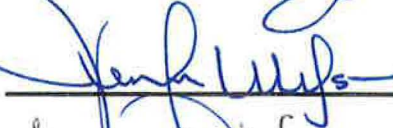
Yolanda Greer

Ozell Ward

Kenneth Pulley

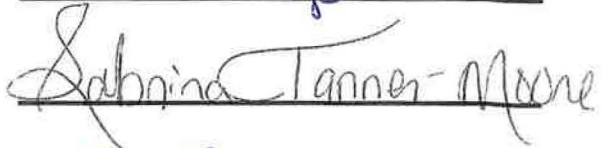
Chiqueta Daniels











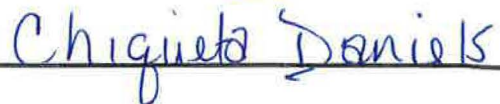












GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P. O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497

Office 662.644.0682 / Facsimile: 662.455.7493

District Administrative Meeting

April 6, 2017

9:00 a.m.

MINUTES OF MEETING

An administrative meeting with the district's leadership team, which included the Superintendent, Director of Curriculum and Instruction, Director of Federal Programs, Director of Special Education, Director of Maintenance and Operations, Director of Personnel, all school principals, assistant principals and TES instructional coach were held in order to gather input from key staff members within the district. The superintendent shared information regarding various models included in the SIG process: Transformation Model, Turnaround Model, Closure Model, Restart Model, Evidenced Based Whole School Reform Model, Early Learning Model, and Pathways to Success. The superintendent informed the everyone of the decision regarding the Transformational and Turnaround Models, which were agreed upon during a previous meeting to be most suitable for Threadgill. Guidance was also provided on the timelines for grant completion. Since the faculty and staff had already provided input regarding the SIG, the group decided on the next steps in moving forward with sharing the school improvement grant with all stakeholders (students, parents, and community members). They also identified ways to gather stakeholder input. A parent and community stakeholder meeting was scheduled for that afternoon at Threadgill Elementary.

GREENWOOD PUBLIC SCHOOL DISTRICT
SCHOOL IMPROVEMENT GRANT
SIGN-IN SHEET
THURSDAY, APRIL 6, 2017

Print Your Name

Signature


Jennifer Wilson

Tara Harris

Linda Payne

Sabrina Tanner-McCune

Mary Brown

Lachada Robie

Yolanda Greer

DAVID TAYLOR



Cell Ward

Chiqueta Daniels


Jennifer Wilson

Tara Harris

Linda Payne

Sabrina Tanner-McCune



Robie Purcell

Yolanda Greer

David Taylor



Cell Ward

Chiqueta Daniels

GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

Box 1497, 401 Howard Street Greenwood, MS 38935-1497
e 662.644.0682 / Facsimile: 662.455.7493

School Board

April 13, 2017

5:00 p.m.

MINUTES OF MEETING

The superintendent requested and received school board approval to apply for the School Improvement Grant (SIG) for all eligible schools within the district. She again discussed the benefits this opportunity would provide to the eligible schools and reviewed the timelines for submission .

GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497
; 662.644.0682 / Facsimile: 662.455.7493

District Administrative Meeting: SIG Follow-up

April 26, 2017

4:00 p.m.

MINUTES OF MEETING

The superintendent met with the Director of Federal Programs, Director of Curriculum, and each principal of Threadgill Elementary, Greenwood Middle, and Greenwood High School to discuss their progress on completing the SIG application and its process.

GREENWOOD PUBLIC SCHOOL DISTRICT
SCHOOL IMPROVEMENT GRANT
SIGN-IN SHEET
WEDNESDAY, APRIL 26, 2017

Print Your Name

Signature

Charles Johnson

Jenny Wilson

Mary Brown

Lachada Robie Purnell

Yolanda Greer

Cell Ward

Kenneth Pully

Chiqueta Daniels

Charles Johnson

Jenny Wilson

Mary Brown

Lachada Robie Purnell

Yolanda Greer

Cell Ward

Kenneth Pully

Chiqueta Daniels

GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497
Phone: 662.644.0682 / Facsimile: 662.455.7493

SIG Administrative Meeting

May 1, 2017

9:00 a.m.

MINUTES OF MEETING

The superintendent met with the district and school administrators to review the progress in completing the SIG application. Each school discussed its progress as well as additional information that was needed from the district. The team was very excited about the progress made and looked forward a successful submission.

GREENWOOD PUBLIC SCHOOL DISTRICT
SCHOOL IMPROVEMENT GRANT
SIGN-IN SHEET
MONDAY, MAY 1, 2017

Print Your Name

Signature

Charles Johnson

Charles Johnson

Jennifer Wilson

Jennifer Wilson

Tara Harris

Tara Harris

Linda Payne

Linda Payne

Mary Brown

Mary Brown

Temeka Jones

Temeka Jones

DAVID TAYLOR

David Taylor

Kenneth Puley

Kenneth Puley

GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497

Phone: 662.644.0682 / Facsimile: 662.455.7493

SIG Administrative Meeting

May 3, 2017

3:45 p.m.

MINUTES OF MEETING

The grant writing team met to discuss final logistics such as: binding, copying, last minute edits, and uploading to USB drives. Each team reread the LEA section of the application to ensure accuracy and continuity. All team members agreed to assist each other with grant completion as needed. The team members believed that had successfully addressed each component, and adequately aligned the district's proposal to the RFP.

GREENWOOD PUBLIC SCHOOL DISTRICT
SCHOOL IMPROVEMENT GRANT
SIGN-IN SHEET
WEDNESDAY, MAY 3, 2017

Print Your Name

Signature

Charles Johnson

Jennifer Wilson

Tara Harris

Linda Payne

Sabrina Tanner-Moore

Mary Brown

Lachada Robie Purnell

Yolanda Greer

Mell Ward

Kenneth Potts

Chiqueta Daniels

Charles Johnson

Jennifer Wilson

Tara Harris

Linda Payne

Sabrina Tanner-Moore

Mary Brown

Lachada Robie Purnell

Yolanda Greer

Mell Ward

Kenneth Potts

Chiqueta Daniels

Agenda of Special Called Meeting

The Board of Directors Greenwood Public School District

A Special Called meeting of the Board of Directors of Greenwood Public School District will be held April 3, 2017, beginning at 5:00 PM at 401 Howard Street.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda and placed under discussion / action, items identified within the consent agenda will be acted on at one time with no discussion.

1. CALL TO ORDER AND INVOCATION.
2. APPROVAL OF THE AGENDA
3. REGULAR AGENDA
 - A. Approval of 2017-2018 Teacher Salary Scale
4. PERSONNEL RECOMMENDATIONS
5. ADJOURN.

GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

MONDAY, APRIL 3, 2017

Name

Name

Blowers
Milton

William

May
Ellis

George Ellis

Logan
Jeff

Barry C. H. R.

Greenwood Middle School

1200 Garrard Avenue
Greenwood, MS 38930

(662) 455-3661 (phone)

(662) 455-5559 (fax)

Mrs. Chiqueta Daniels, Principal
Mrs. Precious Redmond, Instructional
Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant Principal
Ms. Raven Ray, Counselor
Mrs. Joyce Broadnax, Secretary

Agenda (Leadership Team) Tuesday, 04 April 2017 9:30am

- School's Current Performance (Benchmark Assessment Results)
- School Improvement Grant (SIG)
 - model overview and discussion
- Transformation
- Turnaround
- Pathways to Success
- Whole School Reform
- Distribution of the RFP
- Administration of SIG Survey questions, suggestions and input
- Next steps for stakeholder input

Just a reminder, TEACHING AND LEARNING is of the essence. Make certain that your classrooms reflect our mission.



"Nothing Less than Success"



Greenwood Middle School

1200 Garrard Avenue
Greenwood, MS 38930

(662) 455-3661 (phone)

(662) 455-5559 (fax)

Mrs. Chiqueta Daniels, Principal
Mrs. Precious Redmond, Instructional
Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant. Principal
Ms. Raven Ray, Counselor
Mrs. Joyce Broadnax, Secretary

Minutes from Stakeholder Meeting (Leadership Team) Tuesday, 04 April 2017

Summary:

The school's leadership team met to discuss the school's current performance and the identification of Greenwood Middle School's eligibility to apply for a School Improvement Grant. The team discussion focused on how best to impact school improvement holistically.

Mrs. Daniels reviewed the various models and the team held a detailed discussion about each model and each one's strengths and weaknesses and which one best met the needs of Greenwood Middle School. Mr. Ward at that time provided each team member with a copy of the Request for Proposal (RFP). Then School Improvement Grant(SIG) Survey was administered and results were tabulated. The team agreed that the next steps should be to meet with other stakeholders including instructional staff, parents and community, and students.

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Mrs. Precious Redmond, Instructional
Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant, Principal
Ms. Raven Ray, Counselor
Mrs. Joyce Broadnax, Secretary

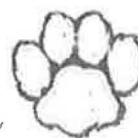
Leadership Team Sign-in Sheet Tuesday, 04 April 2017 9:30am

Printed Name	Signature
Chiqueta Daniels	Chiqueta Daniels
Tremeris Sanders	Tremeris Sanders
Traci Sanders	Traci Sanders
Karen Haun	Karen Haun
Jennifer Alderson	Jennifer Alderson
Elizabeth Hinckley	Elizabeth Hinckley
Denise Pitchford	Denise Pitchford
Clell Ward	Clell Ward

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Greenwood, MS 38930

(662) 455-3661 (phone)

(662) 455-5559 (fax)

Mrs. Chiqueta Daniels, Principal
Mrs. Precious Redmond, Instructional
Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant Principal
Ms. Raven Ray, Counselor
Mrs. Joyce Broadnax, Secretary

Agenda (Teachers) Tuesday, 04 April 2017 3:45pm

- School's Current Performance (Benchmark Assessment Results by grade and subject)
- School Improvement Grant (SIG)
 - model overview and discussion
- Transformation
- Turnaround
- Pathways to Success
- Whole School Reform
- Distribution of the RFP
- Discussed potential committees needed for grant writing application submission
- Administration of SIG Survey questions, suggestions and input
- Next steps for stakeholder input

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(662) 455-5559 (fax)

Mrs. Chiqueta Daniels, Principal
Mrs. Precious Redmond, Instructional
Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant Principal
Ms. Raven Ray, Counselor
Mrs. Joyce Broadnax, Secretary

Minutes from Stakeholder Meeting (Teachers)

Tuesday, 04 April 2017

3:45

Summary:

Mrs. Daniels, Mr. Ward and the instructional staff met to discuss the school's latest academic performance on the benchmark assessment. A PowerPoint presentation was shared to inform teachers of the results. As the conversations progressed Mrs. Daniels took the opportunity to inform the staff of the identification of Greenwood Middle School's eligibility to apply for a School Improvement Grant. Mr. Ward reviewed the various models and explained the strengths and weaknesses of each. Mr. Ward led the staff in a discussion on which one best met the needs of Greenwood Middle School. Mrs. Lowe shared that she was excited about the opportunity and that she would be more than happy to assist with writing the grant. Mrs. Daniels talked about the committees that would be needed to make the grant writing successful. She then provided each staff member with a copy of the Request for Proposal (RFP) and the SIG Survey was administered and results were tabulated. The teachers agreed that the next steps should be to meet with parents, community members and students. The meeting was then adjourned.

Just a reminder, TEACHING AND LEARNING is of the essence. Make certain that your classrooms reflect our mission.



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**Greenwood Middle School
School Improvement Grant (SIG)
Informational Meeting
Tuesday, 04 April 2017**

Name	Signature
1. Daniels, Chiqueta	Chiqueta Daniels
2. Ward, Clell	Clell Ward
3. Ahanonu, Ijeoma	Ijeoma Ahanonu
4. Alderson, Jennifer	Jennifer Alderson
5. Anderson, Jennifer	Jennifer Anderson
6. Barrett, Ted	Bus Driver
7. Bradley, Linda	Classified
8. Broadnax, Joyce	Classified
9. Brown, Courtney	Courtney Brown
10. Carter, Diane (Assistant Manager)	Classified
11. Chiavaro, Joseph	Joseph Chiavaro
12. Cox, Ken	Ken Cox
13. Davis, Joe Nathan	Joe Davis
14. Doss, Rosie	
15. Ervin, Tekanya	
16. Gibson, Marilyn	Classified
17. Glass, Linda	Left Before Meeting
18. Hancock, Renee	Classified
19. Harris, Yolanda	Yolanda Harris
20. Haun, Karen	
21. Hemphill, Diane	Classified
22. Hinkley, Elizabeth	Elizabeth Hinkley
23. Johnson, Marques	Bus Driver Marques Johnson
24. Johnson, Tamalashes	Classified
25. Johnson, Trena	Trena Johnson
26. Johnson, Tyrone	Classified
27. Jones, Linda	Classified
28. Lacy, Latoya	Latoya Lacy
29. Lee, Curtis	SRO
30. Littleton, Jacqueline	Jacqueline Littleton
31. Lowe, Cora	Cora Lowe
32. McDaniels, Georgetta	Georgetta McDaniels
33. Miller, Kenyona	Kenyona Miller
34. Moore, Tracie	Classified
35. Onyshko, Nicholas	Nicholas Onyshko
36. Pitchford, Denise	Denise Pitchford
37. Ray, Raven	Raven Ray
38. Redmond, Precious	Precious Redmond
39. Riley, Minnie	Classified
40. Rose, John	John Rose
41. Sanders, Traci	Traci Sanders
42. Sanders, Tremorus Tremor's	Tremorus Sanders
43. Scott, Sandra (Cafeteria Manager)	Classified
44. Smith, Marsha	Classified
45. Totten, Vadarrius	Classified Vadarrius Totten
46. Townsend, Bertha	Classified
47. Turnage, Carolyn	Carolyn Turnage
48. Ware, Latressia	Latressia Ware
49. Washington, Rosetta	Rosetta Washington

Greenwood Middle School

1200 Garrard Avenue

Greenwood, MS 38930

(662) 455-3661 (phone)

(662) 455-5559 (fax)

Mrs. Chiqueta Daniels, Principal

Mrs. Precious Redmond, Instructional

Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant. Principal

Ms. Raven Ray, Counselor

Mrs. Joyce Broadnax, Secretary

Agenda **(Parents and Community Stakeholders)** **Friday, 07 April 2017** **5:00pm**

- Greenwood Middle School's School Improvement Grant (SIG) Eligibility
- Model overview and discussion (pros and cons of each)
 - Transformation
 - Turnaround
 - Pathways to Success
 - Whole School Reform
- Distribution of the RFP
- Administration of SIG Survey questions, suggestions and input
- Next steps for stakeholder input

Just a reminder, TEACHING AND LEARNING is of the essence. Make certain that your classrooms reflect our mission.



"Nothing Less than Success"



Greenwood Middle School

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Greenwood, MS 38930

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(662) 455-5559 (fax)

Mrs. Chiqueta Daniels, Principal

Mrs. Precious Redmond, Instructional

Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant. Principal

Ms. Raven Ray, Counselor

Mrs. Joyce Broadnax, Secretary

Minutes from Stakeholder Meeting (Parents and Community Stakeholders)

Friday, 07 April 2017

5:00pm

Summary:

Mrs. Daniels, Mr. Ward and some instructional staff met with parents and community stakeholders to discuss Greenwood Middle School's eligibility to apply for a School Improvement Grant (SIG). Mrs. Daniels reviewed the various models and explained the strengths and weaknesses of each. Mr. Ward answered questions and lead a discussion on which one best met the needs of Greenwood Middle School. Terrance Craft, a local business owner, stated that he was thrilled to hear about the prospect of us getting such a grant. Mrs. Brock, the mother of Kambria Brock (8th grade student) asked what she and other parents could do to help. Mr. Ward stated that their input would be intricate for the success of the process. He then provided each stakeholder with a copy of the Request for Proposal (RFP) and the SIG Survey was administered and results were tabulated. They all agreed that the next steps should be to meet with students as well to get their feedback as well. The meeting was then adjourned.

Just a reminder, TEACHING AND LEARNING is of the essence. Make certain that your classrooms reflect our mission.



"Nothing Less than Success"



SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District	School
<i>Greenwood Public School District</i>	<i>Greenwood Middle School</i>
Date and Time of Meeting	Meeting Place
<i>Friday, 07 April 2017</i>	<i>Greenwood Middle School's Cafeteria</i>

[illegible]

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)[illegible]

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
9. Jacquelyn S. Phocas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Katoriya Sanders	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Debbie Carson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Samantha Gach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Rakemya Thomas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Rakemya Ross	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Nathan Brooks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Regina Wender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Al Bush	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Edw. Coen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. Michael Baldwin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. Jaqueline Craft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Greenwood Middle School

1200 Garrard Avenue
Greenwood, MS 38930

(662) 455-3661 (phone)

(662) 455-5559 (fax)

Mrs. Chiqueta Daniels, Principal

Mrs. Precious Redmond, Instructional

Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant. Principal

Ms. Raven Ray, Counselor

Mrs. Joyce Broadnax, Secretary

Agenda **(Teachers and Instructional Staff)** **Thursday, 20 April 2017** **3:45pm**

- Greenwood Middle School's School Improvement Grant Survey Results
 - Best Fit for GMS-Transformation Model overview and discussion
 - Recommendations and Concerns
-
- SIG application assignments
 - Next steps for more stakeholder input

Just a reminder, TEACHING AND LEARNING is of the essence. Make certain that your classrooms reflect our mission.



"Nothing Less than Success"



Greenwood Middle School

1200 Garrard Avenue
Greenwood, MS 38930

(662) 455-3661 (phone)

(662) 455-5559 (fax)

Ars. Chiqueta Daniels, Principal
Mrs. Precious Redmond, Instructional
Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant. Principal
Ms. Raven Ray, Counselor
Mrs. Joyce Broadnax, Secretary

Minutes from Stakeholder Meeting (Teachers) Thursday, 20 April 2017 3:45

Summary:

Mrs. Daniels, Mr. Ward and the instructional staff met to discuss the SIG Survey results. Mr. Ward stated that, based on the data presented and the consensus of the staff, parent and community, the Transformation Model would best fit the needs of Greenwood Middle School. Teachers were given another opportunity to make recommendations. Overall, teachers exhibited excitement. They showed overwhelming support. Mrs. Haun stated that she had served on various grant writing committees and that she would like to head the data team. Mrs. Lowe stated that she was an expert writer and she wanted to serve on the technical writing team. Mrs. Daniels and Mr. Ward then made assignments related to the completion of sections of the grant application. The teachers agreed that the next steps should be to meet with the remaining stakeholders to solicit concerns and input. The meeting was then adjourned.

Just a reminder, TEACHING AND LEARNING is of the essence. Make certain that your classrooms reflect our mission.



"Nothing Less than Success"



Greenwood Middle School
School Improvement Grant Informational Meeting
Thursday, 20 April 2017

Name	Signature
1. Daniels, Chiqueta	Chiqueta Daniels
2. Ward, Clell	Clell Ward
3. Ahanonu, Ijeoma	Ahanonu
4. Alderson, Jennifer	Jennifer Alderson
5. Anderson, Jennifer	Jennifer Anderson
6. Barrett, Ted	Ted Barrett
7. Bradley, Linda	Linda Bradley
8. Broadnax, Joyce	Joyce Broadnax
9. Brown, Courtney	Courtney Brown
10. Carter, Diane (Assistant Manager)	Diane Carter
11. Chiavaro, Joseph	Joseph Chiavaro
12. Cox, Ken	Ken Cox
13. Davis, Joe Nathan	Joe Nathan Davis
14. Doss, Rosie	Rosie Doss
15. Ervin, Tekenya	Tekenya Ervin
16. Gibson, Marilyn	Marilyn Gibson
17. Glass, Linda	Linda Glass
18. Hancock, Renee	Renee Hancock
19. Harris, Yolanda	Yolanda Harris
20. Haun, Karen	Karen Haun
21. Hemphill, Diane	Diane Hemphill
22. Hinkley, Elizabeth	Elizabeth Hinkley
23. Johnson, Marques	Marques Johnson
24. Johnson, Tamalashes	Tamalashes Johnson
25. Johnson, Trena	Trena Johnson
26. Johnson, Tyrone	Tyrone Johnson
27. Jones, Linda	Linda Jones
28. Lacy, Latoya	Latoya Lacy
29. Lee, Curtis	Curtis Lee
30. Littleton, Jacqueline	Jacqueline Littleton
31. Lowe, Cora	Cora Lowe
32. McDaniels, Georgetta	Georgetta McDaniels
33. Miller, Kenyona	Kenyona Miller
34. Moore, Tracie	Tracie Moore
35. Onyshko, Nicholas	Nicholas Onyshko
36. Pitchford, Denise	Denise Pitchford
37. Ray, Raven	Raven Ray
38. Redmond, Precious	Precious Redmond
39. Riley, Minnie	Minnie Riley
40. Rose, John	John Rose
41. Sanders, Traci	Traci Sanders
42. Sanders, Tremeris	Tremeris Sanders
43. Scott, Sandra (Cafeteria Manager)	Sandra Scott
44. Smith, Marsha	Marsha Smith
45. Totten, Vadarrius	Vadarrius Totten
46. Townsend, Bertha	Bertha Townsend
47. Turnage, Carolyn	Carolyn Turnage
48. Ware, Latressia	Latressia Ware
49. Washington, Rosetta	Rosetta Washington

Ruby Norley

Ruby Norley

Greenwood Middle School

1200 Garrard Avenue
Greenwood, MS 38930

(662) 455-3661 (phone)

(662) 455-5559 (fax)

Mrs. Chiqueta Daniels, Principal

Mrs. Precious Redmond, Instructional

Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant. Principal

Ms. Raven Ray, Counselor

Mrs. Joyce Broadnax, Secretary

Agenda **(Parents and Community Stakeholders Meeting)** **Friday, 21 April 2017** **4:30 pm**

- Greenwood Middle School's School Improvement Grant Survey Results
 - Best Fit for GMS-Transformation Model overview and discussion
 - Recommendations and Concerns from Parents and Community
-
- Next steps

Just a reminder, TEACHING AND LEARNING is of the essence. Make certain that your classrooms reflect our mission.



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Ms. Raven Ray, Counselor
Mrs. Joyce Broadnax, Secretary

Minutes from Stakeholder Meeting (Parent and Community Stakeholders) Friday, 21 April 2017 4:30pm

Summary:

Mrs. Daniels, Mr. Ward, parents and community stakeholders met to discuss the SIG Survey results. Mrs. Daniels explained that the consensus of the staff, parent and community, the Transformation Model would best fit the needs of Greenwood Middle School. She read aloud some of the survey responses. The parents and community members were given another opportunity to make recommendations. They showed overwhelming support and excitement about the opportunity. Mrs. Daniels and Mr. Ward explained the process for writing and again solicited concerns and input. Ms. Regina Henderson, parent of Clay Law, stated that she would be available to assist if needed. Al Bush, community member and food truck owner, stated that he would provide lunch during writing sessions for the grant writing team. The meeting was then adjourned.

Just a reminder, TEACHING AND LEARNING is of the essence. Make certain that your classrooms reflect our mission.



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SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
 (Attach to the LEA Application.)

School District	School
<i>Greenwood Public School District</i>	<i>Greenwood Middle School</i>
Date and Time of Meeting	Meeting Place
<i>Friday, 21 April 2017 4:30</i>	<i>Greenwood Middle School's Cafeteria/Common Area</i>

[illegible]

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District	School
<i>Greenwood Public School District</i>	<i>Greenwood Middle School</i>
Date and Time of Meeting	Meeting Place
<i>Friday, 21 April 2017 4:30</i>	<i>Greenwood Middle School's Cafeteria/Common Area</i>

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. <i>Kamryn Withers</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. <i>Robert J. Wilson</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. <i>Tymna Hudgins</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. <i>Cheryl Lacey</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. <i>Ta'quell Sanders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. <i>Lorenzo O'Neal</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. <i>Veronda Phillips</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. <i>Lukay Cook</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>Chandra Brown</i>	<input checked="" type="checkbox"/>							

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
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School District	School
<i>Greenwood Public School District</i>	<i>Greenwood Middle School</i>
Date and Time of Meeting	Meeting Place
<i>Friday, 21 April 2017 4:30</i>	<i>Greenwood Middle School's Cafeteria/Common Area</i>

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. <i>Mary Sanders</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Rebecca Johnson</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Regina Henderson</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Terrian Ross</i> <i>Rodney Ross</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Shonta Hudson</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Linda Bradley</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>Lynna Hudgin</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. <i>Cheryl Lewis</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
9. Denise Pitchford	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Monique Metcalf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Daylin Metcalf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Jaylin Metcalf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. NyTeanna Randolph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Darrin Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Nedelia Johnson (Kendall)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Athanorin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. C. Akman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18. N.B. Capron	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. Liberty Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. Edna C. C. C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
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SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
9. Daylin M. Alcatraz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Antwanette Regular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. DeUndre Givenis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Kalvin Bush Sr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Montrellis Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Nicole Cooper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Jiya Ware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. Ashanti Doreen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. Chondra Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18. [Signature]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. Howard Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. [Signature]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
 (Attach to the LEA Application.)[illegible]

Greenwood Middle School

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Greenwood, MS 38930

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Mrs. Chiqueta Daniels, Principal
Mrs. Precious Redmond, Instructional
Mrs. Marsha Smith, Secretary

Mr. Clell Ward, Assistant. Principal
Ms. Raven Ray, Counselor
Mrs. Joyce Broadnax, Secretary

Agenda

(Students)

Saturday, 22 April 2017

12:00pm

- School Improvement Grant Survey results
- Transformation Model details
- Grant benefits for Greenwood Middle School
- Student Question and Answer Session
- Student Recommendations
- Next Steps

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Mrs. Marsha Smith, Secretary

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Ms. Raven Ray, Counselor

Mrs. Joyce Broadnax, Secretary

Minutes from Stakeholder Meeting (Students)

Saturday, 22 April 2017

12:00pm

Summary:

Mrs. Daniels, Mr. Ward, met with students to discuss the SIG Survey results. Mrs. Daniels explained that the consensus of the staff, parent, students and community, the Transformation Model would best fit the needs of Greenwood Middle School. The students were given another opportunity to make recommendations. Jayla Lucas, an eighth grader, stated that she liked the part of the grant that would provide student incentives. Jessica Hunter, a seventh grader, said that she thought the grant would give students more resources. Steven Banks wanted to know when we would know if our application was approved. Mr. Ward shared more survey results and the students agreed that the grant was a great opportunity. Mrs. Daniels told the students that she would keep them posted on the progress of the grant. The meeting was then adjourned.

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(Attach to the LEA Application.)

School District	School
<i>Greenwood Public School District</i>	<i>Greenwood Middle School</i>
Date and Time of Meeting	Meeting Place
<i>Saturday, 22 April 2017 12:00</i>	<i>Greenwood Middle School's Cafeteria/Common Area</i>

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. <i>Jakeya Mays</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. <i>Jayla Lucas</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. <i>Tyanna Hudgins</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. <i>Jessica Hunter</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. <i>Syveon Foster</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. <i>Dezondria Brigh</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. <i>Taiquell Sanders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. <i>Labrodrick Gooch</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. <i>Chiqueta Daniels</i>								<input checked="" type="checkbox"/>

GREENWOOD PUBLIC SCHOOLS
BOARD OF TRUSTEES REGULAR MEETING
THURSDAY, APRIL 13, 2017, 5:00 PM

AGENDA

1. CALL TO ORDER AND INVOCATION
2. APPROVAL OF THE AGENDA
3. SUPERINTENDENT'S REPORT
4. SPECIAL RECOGNITION
 - A. Pre-Kindergarten Readers
 - B. Special Olympics - Gold Medal Winners
 - C. Employees, Parents, and Students of the Month
 - D. Accelerated Reader Student of the Month
5. PUBLIC COMMENT - Marsha Steward
6. REGULAR AGENDA
 - A. Approval of 2017-2018 School Calendar
 - B. Approval of Schools-at-Risk Action Plans April Updates - Threadgill Elementary School and Greenwood Middle School
 - C. Approval of the Submission of the School Improvement Grant (SIG) Application for Greenwood High School, Greenwood Middle School and Threadgill Elementary School
 - D. Approval of Requests to Release Students from Greenwood Public School District
 - E. Approval of the 2017-2018 Central Office Salary Scale and the 2017-2018 Principals, Directors, and District Curriculum Specialists Salary Scale
 - F. Approval of E-Rate Bid for 2017-2018
 - G. Claims Docket and Financial Information.
7. CONSENT AGENDA
 - A. Minutes of the Regular Board Meeting of Thursday, March 9, 2017.
 - B. Minutes of the Special Called Board Meeting of Monday, April 3, 2017.
 - C. Information Agenda
 1. School District Administrative Assistant & Board Clerk Appreciation Week - April 23-29, 2017
 2. MSBA Legislative Update & School Law Review - April 24-25, 2017
8. PERSONNEL RECOMMENDATIONS
 - A. 2016-2017 Recommendations
 - B. 2017-2018 Recommendations
9. ADJOURN

**GREENWOOD PUBLIC SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING**

SUPERINTENDENT'S RECOMMENDATION FORM

SUBJECT: Approval of the Submission of the School Improvement Grant (SIG) Application for Greenwood High School, Greenwood Middle School and Threadgill Elementary School

DATE PREPARED: April 3, 2017

BOARD MEETING DATE: April 13, 2017

EXECUTIVE SUMMARY:

The Mississippi Department of Education announced the release of the Round 2 2015-2016 School Improvement Grant (SIG) competition on March 27, 2017 for eligible **Focus** and **Priority** schools. This funding opportunity was made possible when the USDE granted approval of Mississippi's School Improvement Grant (SIG) program authorized under section 1003(g) of the Elementary and Secondary Education Act of 1965 as amended by No Child Left Behind. Greenwood High School, Greenwood Middle School and Threadgill Elementary School are currently listed as Focus Schools and are eligible to apply for this competitive grant. These funds will be used to provide school improvements and interventions through a variety of services such as, remediation and enrichment activities for students and professional development and instructional materials and supplies for teachers.

Prepared by: Charles Johnson

RECOMMENDATION AND ACTION REQUESTED:

The superintendent recommends school board acceptance of the submission of the School Improvement Grant Application for Greenwood High School, Greenwood Middle School and Threadgill Elementary School.

ACTION TAKEN

☐ Approved as Requested

☐ Approved with Changes

☐ Disapproved - Reason: _____

☐ Tabled - Additional Action Required: _____

GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

THURSDAY, APRIL 13, 2017

Name

Name

Shaunna Jones

Demetrius

Olivia Jones

Margaret Dean

Granda Smith

Adrian

Samantha J. Milton

Jenna Payne

Heather Lottens

Regal Brijn

David

W. M. A. H.

George Ellis

George Ellis

George Ellis

George Ellis

George Ellis

GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

THURSDAY, APRIL 13, 2017

Name

Latoria Little

LaTressia Ware

Antwaine Williams

Chiqueta Daniels

Althia

Catherine McCall

Tijwana Shaw (Madison Bata)

Kim Meeks

Denia Flowers

Anku Brock

Shanteria Robinson

Dorothy Griffin

Debra Johnson

Melvin Cook, Jr.

Shirley Jackson

April Smith

Monser Steward

Willie

Name

K. Thompson

Carla Woot

SAC

John M. Smith

John M. Smith

Arletta Allen

Jia Mole

Latoria Jenkins

Marayla Dem / Gloria Dem

Matessia Jackson

Quon Stamps-Wel

Daniel Smart

Doris P. Cheeks

Shannon Cheeks

Joseph L. Choke

Rachaela Polin

Sharon Barnes

Ilema Barnes

GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

THURSDAY, APRIL 13, 2017

Name

Name

Patricia Meek
Linda Hampton
Patricia Cane
CARASSIA MAYES
Georgetta McDaniel
Kirby Love
Joy Jackson
Bacardis Johnson



GREENWOOD PUBLIC SCHOOL DISTRICT

INTERVIEW PROTOCOL FOR PROSPECTIVE EXTERNAL PROVIDERS

Name of External Provider	School District
Contact Information	School District Contact

Questions	Notes
Financial Management System	
Describe the type of clients the contractor serves (e.g., schools vs. districts, large or small districts, rural or urban, low income).	
How many clients does the contractor currently serve?	
Does the organization obtain an annual financial audit? What was the outcome of the most recent audit? (Ask for documentation.)	
Has the contractor ever had to cancel a contract or contracts? If so, why?	

Management and Staffing Capacity

Who are the contractor's key leaders and what is their level of relevant professional experience?

How will the contractor staff this project?

Does the contractor's staff have K-12 education experience?
Provide a current resume of all staff members who will work in the district.

How does the contractor monitor the services of its staff?

What specific training and experience does the contractor's staff have in improving student performance, instructional coaching, state curriculum standards, data analysis, and turnaround strategies?

In the event that the school district is dissatisfied with the services of the contractor's staff, what is the process for changing contractual staff?

Greenwood Public School District



K-12 Literacy Plan

Table of Contents

Section 1	<u>Literacy Leadership Teams</u>
Section 2	<u>Effective Classroom Instructions</u>
Section 3	<u>Assessment & Data Monitoring</u>
Section 4	<u>Professional Development & PLCs</u>
Section 5	<u>Family and Community Engagement</u>
Section 6	<u>MTSS & Literacy Interventions</u>
Section 7	<u>Elementary School Literacy Plans (MDE Template</u>

GREENWOOD PUBLIC SCHOOL DISTRICT

LITERACY ACTION PLAN

Goal: Literacy Leadership Team (K-6th)

- Establish a K – 6th Site Based Literacy Leadership Team

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Establish a K – 6 th site-based Literacy Leadership Team to enhance effective literacy instruction and prevention of reading failures in all grades.	8/1/16 – ongoing	<p>Inform the staff of the purpose of the Site Based Literacy Leadership Team and elicit volunteers.</p> <p>Form a Literacy Leadership Team that will consist of the following members: Principal, reading interventionist, Special Education Teacher, Literacy Coach, Lead Teacher, MDE Literacy Coach, SSIP Literacy Coach, Title I teacher and general education teachers.</p> <p>Communicate with staff, students, and parents the work of the School Literacy Team to keep stakeholders informed.</p>	Administrative team Principal Site Literacy Coach MDE Literacy Coach	<p>Literacy team & Coaches will be available as a resource</p> <p>Information from MDE School Literacy Plan Template (Components 1-2)</p> <p>Schedules of meeting dates and times</p>	<p>Calendar</p> <p>Agendas</p> <p>Meeting minutes</p> <p>Completed MDE School Literacy Plan</p>
2. All Literacy Leadership teams will use data to identify student needs, set goals and to continuously monitor the progress of literacy instruction at the school.	8/1/16 - ongoing	<p>Each school will analyze MKAS2, 2015-2016 ELA Map data to identify students' strengths and needs.</p> <p>Meet regularly to analyze and summarize results from BOY, MOY, and EOY Diagnostic Screening.</p>	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	<p>MAP data</p> <p>Diagnostic & Screening Data from Universal Screener</p> <p>MDE School Literacy Plan Template (Components 3-4)</p>	Completed MDE School Literacy Plan (Components 3-4)

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
		<p>Create an action plan based on school's data to address literacy needs of each school.</p> <p>Identify the name of the assessments used at each site to address the literacy components in each school.</p>			
3. Establish a District Literacy Leadership team to review the implementation of all Site Literacy Plans, identify areas of strengths and weaknesses, and next steps at each individual school and as an entire district at least once each semester.	<p>August 2016</p> <p>January 2017 - ongoing</p>	<p>Form a District Leadership Team that will consist of the following members: Superintendent, Principals, Teachers, Coaches, Parents, and Interventionists.</p> <p>The team will create a rubric to identify if the literacy action plan is being implemented effectively at least twice a year for each school site and the district.</p>	<p>Administrative team</p> <p>School Principals</p> <p>School Literacy Coach</p> <p>SSIP Coach</p> <p>MDE Literacy Coach</p>	<p>Literacy Plan</p> <p>Time</p>	<p>Sign-in sheets</p> <p>School and district data</p> <p>Minutes</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Literacy Leadership Team (7th – 12th)

- Establish a middle school and high school Site Based Literacy Leadership Team

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Establish a middle school and high school site-based Literacy Leadership Team to enhance effective literacy instruction and prevention of reading failures in all grades.	8/1/16 – ongoing	<p>Inform the staff of the purpose of the Site Based Literacy Leadership Team and elicit volunteers.</p> <p>Form a Literacy Leadership Team that will consist of the following members: Principal, Reading interventionist, Special Education Teacher, Literacy Coach, Lead Teacher, MDE Literacy Coach, SSIP Literacy Coach, Title I and general education teachers.</p> <p>Communicate with staff, students, and parents the work of the School Literacy Team to keep stakeholders informed.</p>	Administrative team Principal	<p>Schedules of meeting dates and times</p> <p>Literacy "Look Fors"</p> <p>List of reading and writing strategies</p> <p>MDE resources</p> <p>Possible grant funding for: School Literacy Coach MTSS Coordinator Literacy Interventionist</p>	<p>Calendar</p> <p>Agendas</p> <p>Meeting minutes</p> <p>Completed MDE School Literacy Plan</p>
2. Literacy Leadership team will use data to identify student needs and to continuously monitor the progress of literacy instruction across at each school.	8/1/16 - ongoing	<p>Each school will Analyze 2015-2016 and 2016-2017 9th – 12th MAP data, High School ACT Data, discipline, and attendance to identify students' needs.</p> <p>Analyze and summarize results from BOY, MOY, and EOY Diagnostic Screening.</p>	Administrative team School Principals	<p>MAP data</p> <p>Diagnostic & Screening Data from Universal Screener</p> <p>Possible grant funding for: School Literacy Coach MTSS Coordinator Literacy Interventionist</p>	Completed School Literacy Plan

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
		<p>Create an action plan based on school's data to address literacy needs of each school.</p> <p>Identify the name of the assessments used at each site to address the literacy components in each school.</p>			
<p>3. Establish a District Literacy Leadership team to review the implementation of the Literacy Plan, identify areas of strengths and weaknesses, and next steps at for each individual school and as an entire district at least once each semester.</p>	<p>January 2017 - ongoing</p>	<p>Form a District Leadership Team that will consist of the following members: Superintendent, Principals, Coaches, Parents, Interventionist.</p> <p>The team will create a rubric to identify if the literacy action plan is being implemented effectively at least twice a year at each school and site.</p>	<p>Administrative team School Principals</p>	<p>Literacy Plan</p> <p>Schedule time for meetings</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	<p>Sign-in sheets</p> <p>School and district data</p> <p>Minutes</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Effective Classroom Instruction (K-6th)

- The district will adopt K-6th common reading materials for all elementary schools.
- The district will implement Thinking Maps in all areas of curriculum for all schools.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. The district has adopted and provided a common reading program for all elementary schools in grades	8/1/16 – ongoing	Teachers will use the adopted curriculum as the core reading program. Teachers will limit use of worksheets in the classroom. Teachers will be engaged in literacy conversations.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	Reading Street Possible grant funding for: Resources for additional Reading Street supplements	Data Classroom Observations Classroom Walk-throughs
2. Supplemental K-3 rd and 4 th – 6 th instruction programs will be analyzed and redefined to ensure they support the district reading plan and employ best evidence-based practices.	8/1/16 – ongoing	Train K-3 rd and 4 th – 6 th teachers on supplemental instructional programs. Teachers will limit use of worksheets in the classroom. Teachers will be engaged in literacy conversations on using supplemental instructional programs.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	Possible grant funding for: Additional Supplemental Programs (Ready)	Observations Lesson Plans Walk-throughs
3. Train all K-3 rd teachers on understanding and implementing MS College and Career English Language Arts Standards and MS College and Career Standards Scaffolding Document and connect to literacy instruction.	8/1/16 – ongoing	Train all teachers the MS College and Career Standards Train all teachers on implementing the MS College and Career Standards Scaffolding Document	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	Time Scaffolding Document MS College and Career ELA and Writing Standards	Observations Walk-throughs Lesson Plans

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
4. Accelerated reader will be used to promote independent reading and book selection for K-6 th , AR will not supplant instruction.	8/1/16 – ongoing	Librarians and teachers will assist in acquisition of books, tests, and AR tests.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach Librarians	Technology Accelerated Reader books	AR Reading Data
5. Provide at least 60/90 minutes uninterrupted block of time in K-3 rd schedule for literacy.	8/1/16 – ongoing	Teachers will be trained on implementing 90 minute uninterrupted block of time to include Comprehension, Fluency, Vocabulary, Phonics, and Phonemic Awareness. Principals will review schedule to identify and remove any obstacles during K-3 rd Literacy block.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	MDE Resources	Schedules Learning Walks Observations
6. Phonemic Awareness activities will be incorporated on a regular basis in grades K-2 for approximately 15-20 minutes per day. Grade 3 instruction is as needed.	8/1/16 – ongoing	K-3rd teachers will be trained on using <i>Phonemic Awareness: The Skills That They Need to Help Them Succeed!</i> By Michael Heggerty, Ed.D.	School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: Literacy Interventionist Phonemic Awareness Books for all K-2 nd grade teachers	Pre and Post Kindergarten Assessments Lesson Plans Informal Assessments

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
7. Phonics instruction will be taught as outlined in the district-adopted K-3 rd phonics series.	8/1/16 – ongoing	K-3 rd teachers will be trained on using district-adopted phonics series.	School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: Literacy Interventionist Phonics series (need to be purchased)	Observations Walk-throughs Lesson Plans
8. Fluency will be explicitly taught by repeated, monitored, oral reading practice for grades K-3 rd and 4 th – 6 th grades.	8/1/16 – ongoing	K-3 rd teachers will be trained on using	School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: Literacy Interventionist Fluency program	Observations Walk-throughs Lesson Plans Fluency sheets
8. K-3 rd teachers will demonstrate a conscious and on-going effort to systematically teach word study activities for phonics, vocabulary, and spelling instruction.	8/1/16 – ongoing	K-3 rd teachers will be trained on word study activities such as word walls, word sorts, reference aids and visuals to teach vocabulary.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: Literacy Interventionist Evidence-based word study activities	Observations Walk-throughs Lesson Plans
9. Comprehension strategies will be taught in order for 2 nd – 6 th grade students to: self-monitor, use visualization, answer text dependent questions and higher level questions, and generate questions.	8/1/16 – ongoing	K-3 rd teachers will be trained on implementing comprehension strategies.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: Literacy Interventionist Comprehension strategies	Observations Walk-throughs Lesson Plans

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
10. Incorporate opinion, informative, explanatory, and narrative writing styles across all content areas using "Thinking Maps" in grades K-6 th .	8/1/16 – ongoing	Train teachers on using Thinking Maps	School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: PD/PLC meeting Lab <u>Write from the Beginning and Beyond Manuals</u>	Observations Walk-throughs Lesson Plans
11. Implement Thinking Maps to enhance teaching the literacy skills of academic vocabulary development, reading comprehension skills, and writing in all content areas in grades K-6 th .	8/1/16 – ongoing	Teachers will use Thinking Maps to enhance literacy skills. Teachers will be trained in WTFB over a two year period. PLC discussions and planning	Thinking Map Consultant Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: TMLC subscriptions – dozens of practical targeted video-based modules	Observations Walk-throughs Lesson Plans
5. Implement Write from the Beginning, a developmental, vertically aligned K-12 curriculum over a three year period in grades K-6 th .	January 2018 ongoing	Year 1 – Write from the Beginning - emphasis will be placed on Narrative Writing Year 2 – Write from the Beginning emphasis will be placed on Expository/Informative Year 2 Write from the Beginning Emphasis will be placed on Response to text	Thinking Map Consultant Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: PD/PLC meeting Lab <u>Write from the Beginning and Beyond Manuals</u>	Observations Improvement of writing scores

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Effective Classroom Instruction (7th – 12th)

- Instruction will be comprehensive and balanced in all schools.
- The district will implement Thinking Maps in all areas of curriculum for Middle and High school.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Implement 7 th – 12 th MS College and Career English Language Arts Standards and MS College and Career Standards Scaffolding Document and connect to literacy instruction.	8/1/16 – ongoing	<p>Train all teachers on implementing the MS College and Career Standards Scaffolding Document</p> <p>Teachers will train with coaches on implementing ELA standards on lesson plans.</p>	Administrative team School Principals	<p>Time</p> <p>Scaffolding Document</p> <p>MS College and Career ELA and Writing Standards</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	<p>Observations</p> <p>Lesson Plans</p> <p>Agendas, sign-in sheets</p>
2. Middle and high school ELA, Social Studies, and Science teachers will collaborate and work with ELA teachers to implement MS ELA and Writing College and Career Standards across the content area.	8/1/16 – ongoing	<p>Train teachers how to ask Higher Order Thinking questions and text based questions that align with MS College and Career Standards.</p> <p>Coaches will train content area teachers how to implement ELA standards on lesson plans.</p>	Administrative team School Principals	<p>MS College and Career ELA and Writing Standards</p> <p>Resources on Text Dependent Questions</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	<p>Student sample tests</p> <p>Classroom observations</p> <p>Lesson plans</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
3. Monitor the implementation of authentic literacy to increase student reading and writing achievement in all middle and high school classrooms.	8/1/16 – ongoing	<p>Identify and implement common evidence based literacy strategies across curriculum areas</p> <p>Identify and implement reading and writing strategies specific to the thinking in the discipline.</p> <p>Develop a common writing rubric for all classrooms.</p> <p>Conduct literacy learning walks</p>	Administrative team School Principals	<p>Literacy "Look Fors"</p> <p>List of reading and writing strategies</p> <p>MDE resources</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	Notes from the Learning Walk and Observations
4. Comprehension strategies will be taught in order for students to self-monitor, use visualization, and answer text dependent questions.	8/1/16 – ongoing	Teachers will receive training in close reading and answering text dependent questions.	Administrative team School Principals	<p>Time Comprehension strategies</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	Observations Walk-throughs
5. Accelerated reader will be used to promote independent reading and book selection for middle and high school. AR will not supplant instruction.	8/1/16 – ongoing	<p>Librarians will be trained on AR.</p> <p>Librarians will be encouraged to promote AR when students are in the library.</p> <p>Librarians and teachers will assist in acquisition of books, tests, and AR tests.</p>	Administrative team School Principals Librarians	<p>Technology</p> <p>Accelerated Reader books</p>	AR Reading Data

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
6. Teachers will implement strategies on answering constructed response questions in all content areas.	8/1/17 - ongoing	Teachers will be trained on constructed response questions.	Administrative team School Principals	Time for training MDE Writing Prompts Constructed response questions Possible grant funding for: School Literacy Coach Literacy Interventionist	Agendas, sign-in sheets
7. Teachers will incorporate opinion, informative, explanatory, and narrative writing styles across the content using Thinking Maps.	8/1/17 – ongoing	Teachers will be trained on using Thinking Maps.	Thinking Map Consultants Administrative team School Principals	Time for training Possible grant funding for: School Literacy Coach Literacy Interventionist	Agendas, sign-in sheets
8. Implement Thinking Maps in every content area to enhance teaching the literacy of academic vocabulary, reading comprehension, and writing and connect Thinking Maps to MS College and career standards.	8/1/17 – ongoing	Trainings will be provided to teachers on using Thinking Maps to enhance literacy strategies for all learners. Teachers will be taught how to deconstruct prompts. Worksheets will be replaced with Thinking Maps activities.	Thinking Map Consultants Administrative team School Principals	Possible grant funding for: School Literacy Coach Literacy Interventionist Thinking Maps TMLC Plan of Action	TMLC Plan of Action Checklist Student work Lesson plans

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
9. Implement Write from the Beginning and Write for the Future (9-12) a developmental, vertically aligned K-12 curriculum across all content areas over a 3 year period.	January 2018 ongoing	Year 2 Write for the Future (9-12) English, History, Science, and Math teachers	Thinking Map Consultants Administrative team School Principals	Possible grant funding for: School Literacy Coach Literacy Interventionist <u>Write for the Future</u> manuals 9-12 Reading teachers will be WFTB Future (Year 2)	TMLC Plan of Action Checklist Student work samples

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Assessment and Data Monitoring (K-6th)

- Data will be reviewed and monitored using a variety of sources to improve student performance.
- Establish a district-wide assessment framework

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Data-analysis – common assessments benchmarks	8/1/16 – ongoing	Teachers will receive district and in-service training on interpreting data (MKAS2, ELA MAP, AR, STAR, Odyssey and District Assessments) Common planning between grade level and subject area teachers using data from formative and summative assessments.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Data Possible grant funding for: PLC and PD Lab for meeting	Data Reports
2. Classroom observations and Classroom Data Walkthroughs	8/1/16 – ongoing	Literacy Team will conduct Classroom Data walkthroughs every nine weeks to observe if data is used to drive literacy instruction.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Data	Notes from Classroom Data Walkthroughs and Observations
3. K-3 rd grade students will be administered STAR assessments BOY, MOY, and EOY.		Provide time for students to be given STAR tests.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Data	Star Reports

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Assessment and Data Monitoring (7th – 12th)

- Data will be reviewed using a variety of sources to improve student performance.
- Establish a district-wide assessment framework

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Data-analysis – common assessments benchmarks	8/1/16 – ongoing	Teachers will receive district and in-service training on interpreting data (MAP, AR, STAR, Odyssey, District Assessments, Reading Plus) Common planning between grade level and subject area teachers using data from formative and summative assessments.	Administrative team Principal	Data team Schedule of meeting dates and times Possible grant funding for: School Literacy Coach Literacy Interventionist	Student data
2. Classroom observations and Classroom Data Walkthroughs	8/1/16 – ongoing	Literacy Team will conduct Classroom Data walkthroughs every nine weeks to observe if data is used to drive literacy instruction.	Administrative team Principal	Schedule of dates and times set by principals or school literacy coaches Possible grant funding for: School Literacy Coach Literacy Interventionist	Notes from Classroom Data Walkthroughs and Observations
5. Identify common writing assessments at each grade level / content area that reflect MS College and Career writing standards.	8/1/16 – ongoing	Coaches will identify and develop writing assessments aligned with 4 th – 6 th , middle school and high school standards.	Administrative team School Principals	Teams at each school Possible grant funding for: School Literacy Coach Literacy Interventionist	District data

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Professional Development and Professional Learning Community (PLC)-(K-6th)

- All teachers and district staff will participate in staff developments and PLC meetings emphasizing evidence-based practices in literacy instruction.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Staff development opportunities will be provided in K-6 th evidence-based literacy instruction.	8/1/16 – ongoing	Leadership Literacy Team will assess building needs, choose from district approved topics, topics from MDE, staff surveys, and schedule professional development on literacy instruction.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	School Literacy Plan	Attendance sheets
2. Build capacity of all K-6 th grade teachers and support staff to provide appropriately challenging literacy instruction for all students across the curriculum.	8/1/16 – ongoing	<p>Conduct learning walks to identify literacy rich classroom environments.</p> <p>Provide collaborative meeting times in order for teams to develop high-quality plans that integrate reading, writing, and discussion.</p> <p>Provide support for planning through workshops, video links, and a literacy corner in staff newsletter.</p> <p>Schedule and encourage teachers to observe other classrooms and use peer coaching.</p>	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	<p>Needs assessment</p> <p>Professional readings</p> <p>Support from teaching and learning</p>	<p>Increase in assessment measures</p> <p>Summaries of Learning walk data</p> <p>Student work samples</p> <p>Peer observation forms</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
3. PLC meetings will be provided on K-6 th evidence-based literacy instruction and analysis of data.	8/1/16 – ongoing	<p>Provide collaborative meetings between general ed. and Sped teachers.</p> <p>Administrators and teachers will read and discuss current research on Literacy during PLC meetings.</p> <p>Literacy Coach or MDE Coach will assess PLC Topics based on data and needs of the school.</p> <p>Literacy Coach or MDE Coach will facilitate and encourage discussions.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>Professional Readings</p> <p>Support from teaching and learning</p> <p>Possible Grant Funding for: MTSS Coordinator</p> <p>Literacy Intervention Based Program</p> <p>Literacy Interventionist <u>Language for Learning</u> Manuals</p> <p>PD/PLC meeting Lab</p>	<p>Agendas Minutes</p>
4. Staff development and PLC meeting opportunities will be provided on implementing Thinking Maps to assist students with organizing their thinking and writing skills.	8/1/17 – ongoing	<p>Teachers will be introduced to Thinking Maps and their eight visual brain-based patterns and taught strategies for ownership.</p> <p>Teachers will be guided in the creation of grade and subject specific lessons that integrate Thinking Maps with required curriculum elements and content standards.</p> <p>Classroom visits will be conducted throughout the year.</p>	<p>Thinking Maps Consultant Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>Possible Grant Funding for: MTSS Coordinator</p> <p>Literacy Intervention Based Program</p> <p>Literacy Interventionist <u>Language for Learning</u> Manuals</p> <p>PL/PLC meeting Lab</p>	<p>Observation notes</p> <p>Principal, Literacy Coach, Instructional Coach Checklist</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
6. Advanced Thinking Maps training will be conducted for content specific areas (4-12 th).	8/1/17 – ongoing throughout years 2, 3, 4...	Thinking Maps Trainers will train teachers on using Thinking Maps.	Thinking Maps Consultant Administrative team School Principals	<p>Possible grant funding for: Literacy Interventionist</p> <p>Materials for Thinking Maps</p> <p><u>Draw/Show/Map Your Thinking</u> Manuals (DYT, SYT, MYT)</p> <p><u>Comprehension Strategies for Constructing Meaning</u> (Manual K-8th)</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist Materials for Thinking Maps</p>	<p>Classroom observations</p> <p>Agenda</p> <p>Sign-in sheets</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Professional Development and Professional Learning Community meetings (7th -12th)

- All High School teachers and district staff will participate in staff developments and PLC meetings emphasizing evidence-based practices in literacy instruction.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Staff development opportunities will be provided to high school and middle school staff on evidence-based literacy instruction.	8/1/16 – ongoing	<p>Leadership Literacy Team will assess building needs, choose from district approved topics, topics from MDE, staff surveys, and schedule professional development on literacy instruction.</p> <p>Train principals and teachers on implementing evidence-based literacy instruction.</p>	Administrative team School Principals	School Literacy Plan Possible grant funding for: School Literacy Coach Interventionist PD / PLC meeting Lab	Attendance sheets Agenda, sign-in sheets
2. Build capacity of middle school and high school teachers and support staff to provide appropriately challenging literacy instruction for all students across the curriculum.	8/1/16 – ongoing	<p>Conduct learning walks to identify literacy rich classroom environments.</p> <p>Provide collaborative meeting times in order for teams to develop high-quality plans that integrate reading, writing, and discussion.</p> <p>Provide support for planning through workshops, video links, and a literacy corner in the district newsletter.</p> <p>Schedule and encourage teachers to observe other classrooms and use peer coaching.</p>	Administrative team School Principals School Literacy Coach	<p>Needs assessment</p> <p>Professional readings</p> <p>Support from teaching and learning</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	<p>Increase in assessment measures</p> <p>Summaries of Learning walk data</p> <p>Student work samples</p> <p>Peer observation forms</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
3. PLC meetings will be provided on middle school and high school evidence-based literacy instruction and analysis of literacy data.	8/1/16 – ongoing	<p>Provide collaborative meetings between general ed. and Sped teachers.</p> <p>Administrators and teachers will read and discuss current research on Literacy during PLC meetings.</p> <p>Literacy Coach or MDE Coach will assess PLC Topics based on data and needs of the school.</p> <p>Literacy Coach or MDE Coach will facilitate and encourage discussions.</p>	Administrative team School Principals	<p>PLC</p> <p>Professional Readings</p> <p>Support from teaching and learning</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist PD / PLC meeting Lab</p>	Agendas Minutes
4. Identify common writing assessments at each grade level / content area that reflect middle school and high school MS College and Career writing standards.	8/1/16 – ongoing	Coaches will identify and develop writing assessments aligned with 4 th – 6 th , middle school and high school standards.	Administrative team School Principals	<p>Teams at each school</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	District data

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
5. Staff development and PLC meeting opportunities will be provided on implementing Thinking Maps to assist middle school and high school students with organizing their thinking and writing skills.	8/1/17 – ongoing throughout years 2, 3, 4...	<p>Teachers will be introduced to Thinking Maps and their eight visual brain-based patterns and taught strategies for ownership.</p> <p>Teachers will be guided in the creation of grade and subject specific lessons that integrate Thinking Maps with required curriculum elements and content standards.</p> <p>Classroom visits will be conducted throughout the year.</p>	<p>Thinking Maps Consultant</p> <p>Administrative team</p> <p>School Principals</p>	<p><u>Language for Learning</u> Manuals</p> <p>Possible grant funding</p> <p>Possible grant funding for:</p> <p>School Literacy Coach</p> <p>Literacy Interventionist</p> <p>Materials for Thinking Maps</p> <p>PD / PLC meeting Lab</p>	<p>Observation notes</p> <p>Agendas</p> <p>Sign-in sheets</p>
6. Advanced Thinking Maps training will be conducted for content specific areas (7-12 th).	8/1/17 – ongoing throughout years 2, 3, 4...	Thinking Maps Trainers will train teachers on using Thinking Maps.	<p>Thinking Maps Consultant</p> <p>Administrative team</p> <p>School Principals</p>	<p><u>Draw/Show/Map Your Thinking</u> Manuals (DYT, SYT, MYT)</p> <p><u>Critical Reading and Writing for the ACT</u> (9-12th Instructor's Guide)</p> <p><u>Critical Reading and Writing for the ACT</u> Student Workbook (9-12th Grade)</p> <p><u>Comprehension Strategies for Constructing Meaning</u> (Manual K-8th)</p>	<p>Classroom observations</p> <p>ACT score improvement</p> <p>Agenda</p> <p>Sign-in sheets</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT
LITERACY ACTION PLAN**

				Possible grant funding for: School Literacy Coach Literacy Interventionist Materials for Thinking Maps	
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GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Family & Community Engagement (K-6TH)

- Establish meaningful and purposeful academic opportunities in literacy to engage families and community members.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Schools will disseminate information in regards to literacy to all parents with focus on K-6 th grade students because of the literacy based promotion act.	8/1/16 – ongoing	<p>Communicate evidence based strategies and the importance of literacy to parents at "Open House"</p> <p>Provide K-3rd parents MDE "Read at Home" Plan at Open House and on Parent Conference Day.</p> <p>Meet with all 2nd and 3rd grade parents at the BOY, MOY, and EOY to discuss the student reading progress and the Literacy Based Promotion Act.</p> <p>Incorporate information about literacy in the District-wide parent Newsletter to be disseminated quarterly.</p>	<p>Administrative team</p> <p>School Principals</p> <p>School Literacy Coach</p> <p>SSIP Coach</p> <p>MDE Literacy Coach</p>	<p>Evidence based literacy strategies</p> <p>Read at Home Plan</p>	<p>Agendas</p> <p>Sign in sheets</p> <p>Newsletters</p> <p>Parent Contact Log</p>
2. Teachers will communicate student reading progress to parents on a regular basis.	8/1/16 – ongoing	<p>Use clear and regular communication tools and data to keep parents informed about STAR, Odyssey, District Assessments.</p>	<p>Administrative team</p> <p>School Principals</p> <p>School Literacy Coach</p> <p>SSIP Coach</p> <p>MDE Literacy Coach</p>	<p>District Resources</p> <p>MDE Resources</p> <p>STAR reports</p> <p>District assessment reports</p> <p>Literacy Strategies</p>	<p>Sign-in sheets</p> <p>Parent surveys</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
3. Schools will initiate support to parents who have children reading below grade level.	8/1/16 – ongoing	Encourage and support teachers in making contact with parents. Communicate resources from MDE	Administrative team Principal Librarians	MDE Resources	Parent contact log Sign-in sheets
4. Schools will provide parent information sessions on Literacy.	8/1/16 – ongoing	Schedule parent meetings at least 1 each semester. Provide speakers and resources for parent meetings. Support and encourage parents to attend meetings.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	District Resources MDE Resources	Parent surveys Parent Sign-in sheets Agenda

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: Family & Community Engagement (7TH -12TH)

- Establish meaningful and purposeful academic opportunities in literacy to engage families and community members.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Schools will disseminate information in regards to literacy in all content areas (ACT, English II) to all parents.	8/1/16 – ongoing	<p>Communicate evidence based strategies and the importance of literacy to parents at "Open House"</p> <p>Incorporate information about literacy in the District-wide parent Newsletter to be disseminated quarterly.</p>	Administrative team School Principals	<p>Evidence based literacy strategies</p> <p>MDE Resources</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	<p>Agendas</p> <p>Sign in sheets</p> <p>Newsletters</p> <p>Parent Contact Log</p>
2. Teachers will communicate student reading progress to parents on a regular basis.	8/1/16 – ongoing	Use clear and regular communication tools and data to keep parents informed about STAR, Odyssey, and District Assessments.	Administrative team School Principals	<p>Parent Portal</p> <p>District Resources</p> <p>MDE Resources</p> <p>STAR reports</p> <p>District assessment reports</p> <p>Literacy Strategies</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	<p>Sign-in sheets</p> <p>Parent surveys</p> <p>Parent contact log</p>
3. Schools will initiate support to parents who have children reading below grade level.	8/1/16 – ongoing	<p>Encourage and support teachers in making contact with parents.</p> <p>Communicate resources from MDE</p>	Administrative team Principal Librarians Counselors	MDE Resources	<p>Agenda, Sign-in sheets</p> <p>Letters</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
4. Schools will provide parent information sessions on Literacy in all content areas (ACT, English II).	8/1/16 – ongoing	<p>Schedule parent meetings at least 1 each semester/</p> <p>Provide speakers and resources for parent meetings.</p> <p>Support and encourage parents to attend meetings.</p>	Administrative team School Principals	<p>District Resources MDE Resources</p> <p>Possible grant funding for: School Literacy Coach Literacy Interventionist</p>	<p>Parent surveys Parent Sign-in sheets Agenda Minutes</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: MTSS and Literacy Interventions (K-6th)

- Establish a district wide system of tiered student support for literacy.
- Interventions will be provided for struggling students to include classroom strategies.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Establish a district-wide system of tiered student support that includes scheduled time and implementation of an intervention block at each school.	8/1/16 – ongoing	<p>Use knowledge gained tiered system of support at each school</p> <p>Investigate K-12 models that successfully provide tiered supports.</p> <p>Provide MTSS Training for all teachers and support staff.</p>	<p>Administrative team</p> <p>School Principals</p> <p>School Literacy Coach</p> <p>SSIP Coach</p> <p>MDE Literacy Coach</p>	<p>RTI Best Practices Handbook (2010)</p> <p>K-12 Models of Tiered Support</p> <p>District MTSS Manual</p> <p>Possible Grant Funding for: MTSS Coordinator</p> <p>Literacy Intervention Based Program</p> <p>Literacy Interventionist</p>	<p>Student data</p> <p>MTSS data</p> <p>Sign-in sheets and agenda</p>
2. Provide targeted review and evidence-based literacy interventions to students not demonstrating proficiency in ELA based on district, classroom, and state assessment data.	8/1/16 – ongoing	<p>During collaborative planning, teachers will discuss evidence-based strategies and appropriate text for struggling readers.</p> <p>Identify intervention programs that could be implemented in MS, HS, and elementary schools.</p>	<p>Administrative team</p> <p>School Principals</p> <p>School Literacy Coach</p> <p>SSIP Coach</p> <p>MDE Literacy Coach</p>	<p>MTSS documentation</p> <p>Possible Grant Funding for: MTSS Coordinator</p> <p>Literacy Intervention Based Program</p> <p>Literacy Interventionist</p>	<p>Student data</p> <p>MTSS data</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
3. The five components of Reading (Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency), will be included as part of the intervention plan for grades K-3rd.	8/1/16 – ongoing	District will provide staff development on the five components of Literacy instruction as needed to K-3 rd grade teachers.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: Literacy Intervention Based Program Literacy Interventionist	Student Records Assessment results
4. Explicit instruction in vocabulary, application of comprehension strategies, and fluency will be included as part of the intervention plan for grades 4-12 th .	8/1/16 – ongoing	District will provide staff development on explicit instruction in vocabulary, application of comprehension strategies, and fluency as needed to 4 th - 6 th grade, Middle School, and High school teachers.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	Possible Grant Funding for: Literacy Intervention Based Program Literacy Interventionist	Student Records Assessment results

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Goal: MTSS and Intervention (7TH – 12TH)

- Establish a district wide system of tiered student support for literacy.
- Interventions will be provided for struggling students to include classroom strategies.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Establish a district-wide multi-tiered system of support that includes scheduled time and implementation of an intervention block at each school.	8/1/16 – ongoing	<p>Use knowledge gained tiered system of support at each school</p> <p>Investigate K-12 models that successfully provide tiered supports.</p> <p>Provide MTSS Training for all teachers and support staff.</p>	Administrative team School Principals	<p>RTI Best Practices Handbook (2010)</p> <p>K-12 Models of Tiered Support</p> <p>District MTSS Manual</p> <p>Possible grant funding for: School Literacy Coach Behavioral Interventionist Literacy Interventionist MTSS coordinator</p>	<p>Student data</p> <p>MTSS data</p> <p>Sign-in sheets and agenda</p>
2. Provide targeted review and evidence-based literacy interventions to students not demonstrating proficiency in ELA based on district, classroom, and state assessment data.	8/1/16 – ongoing	<p>During collaborative planning, teachers will discuss evidence-based strategies and appropriate text for struggling readers.</p> <p>Identify intervention programs that could be implemented in MS, HS, and elementary schools.</p>	Administrative team School Principals	<p>MTSS documentation</p> <p>Interventionist needed</p> <p>Possible grant funding for: School Literacy Coach Behavioral Interventionist Literacy Interventionist MTSS coordinator</p>	<p>Student data</p> <p>MTSS data</p>

GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
4. Explicit instruction in vocabulary, application of comprehension strategies, and fluency will be included as part of the intervention plan for high school.	8/1/16 – ongoing	District will provide staff development on explicit instruction in vocabulary, application of comprehension strategies, and fluency as needed to 4th- 6 th grade, middle and high school teachers.	Administrative team School Principals	Literacy Intervention Based Program Possible grant funding for: School Literacy Coach Behavioral Interventionist Literacy Interventionist MTSS coordinator	Student Records Assessment results
5. Middle school high school will implement Reading Plus, a research based silent intervention that assist students with gaining proficiency by improving reading comprehension, reading rate, and vocabulary to students that are in the bottom 25%.	8/1/16 – ongoing	Train teachers and principals on implementing Reading Plus.	Administrative team School Principals	Reading Plus Possible grant funding for: School Literacy Coach Behavioral Interventionist Literacy Interventionist MTSS coordinator	Reading Plus Data



SCHOOL LITERACY PLAN

Threadgill Elementary School

Introduction

The School Literacy Plan (SLP) supports school personnel who are charged with implementing the *Literacy-Based Promotion Act* (2013). This plan should be used as a resource to enhance effective literacy instruction and prevention of reading failure in grades K- 3. Prevention of reading failure should be the focus of literacy efforts, with the goal of all students reading on grade level by the end of 3rd grade.

The SLP is required for MDE Literacy Support Schools and recommended for other schools. It is based upon the information included in the *Principal's Primer for Raising Reading Achievement* used in the Regional Literacy Trainings for Principals Serving K-3 Schools. The SLP is intended to be a public document outlining the school's commitment to literacy instruction in grades K-3. The MDE literacy coach will assist support schools with developing the SLP based on the MDE template. This should detail support from all internal and external service providers. The SLP should be an extension of the Federal Title I Language Arts Plan developed by schools that receive those federal funds. The SLP should serve as a blueprint to plan literacy instruction, as well as a measuring stick for determining and documenting how well the school is providing effective research-based literacy instruction to students. It should provide details, benchmarks, explicit data components, and instructional routines that must be present to increase student performance. In addition, this document outlines for parents and others that the school has a thoughtful plan where the adults in the school are working toward the same goals, using instructional techniques based upon rigorous research, and doing whatever it takes to ensure that every child learns to read on grade level by the end of 3rd grade.

Below are the components that must be addressed in a School Literacy Plan.

Component 1: School Literacy Plan Contact and Demographic Information – Requires school contact information and demographic data.

Component 2: School Literacy Leadership Team – Specifies the Literacy Leadership Team members and information about scheduled meetings.

Component 3: Analyzing Data and Informing Stakeholders– Captures state assessment data and local data, and specifies plan for informing the faculty and garnering parental support to address areas of concern.

Component 4: Survey of Assessments – Guides the process for surveying current assessments utilized by the school and determining the individual needs of students.

Component 5: Program/Materials – Provides guidance for selecting and evaluating core reading program and intervention materials to determine if the programs have alignment and address the core reading components: phonological awareness and/or phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Component 6: Professional Development – Provides guidance on training school staff in the area of literacy.

Component #1: School Literacy Plan Contact Information			
School Year: 2016-2017		District: Greenwood Public Schools	
School Name: Threadgill Elementary School		Principal: Lachada Robie-Purnell	
Address: 1001 Broad St.		E-mail:	
City: Greenwood, MS		Phone: 662-455-7440	
Zip: 38930		Fax:	
Indicate school's most recent Federal Accountability Designation:		State Accountability Designation:	
<input type="checkbox"/> Reward School <input type="checkbox"/> * Focus School		<input type="checkbox"/> A	
<input type="checkbox"/> On Target School <input type="checkbox"/> Priority School		<input type="checkbox"/> B	
<input type="checkbox"/> Approaching Target School		<input type="checkbox"/> C	
		<input type="checkbox"/> D	
		<input type="checkbox"/> * F	
Indicate if school is a Target School receiving MDE literacy coach support:			
<input type="checkbox"/> * Yes. The school receives literacy coach support from MDE.			
<input type="checkbox"/> No. The school does not receive literacy coach support from MDE.			
School Demographics			
Highly Qualified Teachers	%	Indicate Grades served:	
School Enrollment			
IEP Students	12 %	<input type="checkbox"/> Pre-K	
ELL Students	.001 %	<input type="checkbox"/> * K	
Migratory Students	0 %	<input type="checkbox"/> * 1	
Homeless Students	3 %	<input type="checkbox"/> * 2	
Economically disadvantaged	100 %	<input type="checkbox"/> * 3	
		<input type="checkbox"/> Other	
Ethnic / Racial Breakdown		Person responsible for implementation of the School Literacy Plan:	
White	.006 %	Name: <u>Mary Hammond</u>	
Black	99.2 %	Title: <u>Instructional Coach</u>	
Hispanic	.001 %		
Asian/Pacific Islander	0 %		
Native American	0 %		
Other	%		

Component #2: School Literacy Leadership Team**Enter first and last name of each school literacy leadership team member.**

Principal	Lachada Robie	Kindergarten Teacher	Patty Harris
Reading Interventionist		First Grade Teacher	Stephanie Smith
Special Educ. Teacher	Mrs. McIntyre	Second Grade Teacher	Arnetta Cruther
Literacy Coach/Lead Teacher	Mary Hammond	Third Grade Teacher	Uschi Swims
MDE Literacy Coach	Kasey Rather	Title I Teacher	
Library Media Specialist	Melinda Cook	Other Representative	

Indicate regular monthly meeting dates/times (at least one hour) for the literacy leadership team.

The Literacy Leadership Team meets every Tuesday during teachers planning period.

Indicate team members who will have the following roles:

Facilitator: Mary Hammond and Kasey Rather

Recorder: Patty Harris

Time Keeper: Stephanie Smith

Indicate how the minutes from each meeting will be recorded and archived.

- Meeting Agenda
- Minutes Taken by Recorder
- Minutes are saved as a word document and in three ring binder in room 34.

Internal Performance Analysis

Does the contractor internally review and assess the quality of services it delivers? How?

Does the contractor solicit information from clients to determine their satisfaction with the contractor's products or services? By what method, and how often?

What method(s) will the contractor use to communicate outcomes of weekly services to the school district?

Provide a list of clients and contact information.

Customer Service Orientation

Does the contract or memorandum of understanding provide specific details on the type and amount of services to be provided?

How flexible or customizable is the contract?

Provide evidence that the contractor has been successful in improving student performance outcomes in a short period of time.	
Provide evidence that the contractor has been successful in improving teacher/principal quality in low-performing schools.	
OTHER QUESTIONS:	

GREENWOOD PUBLIC SCHOOL DISTRICT

POST OFFICE BOX 1497

GREENWOOD, MISSISSIPPI 38935-1497

(662) 453-4231

FAX (662) 455-7409

TO: School Improvement Grant (SIG) Reviewers
FROM: Dr. Jennifer Wilson, Superintendent
DATE: October 24, 2016
SUBJECT: Audit Findings

LETTER OR EXPLANATION

The Greenwood Public School District recognizes the need to maintain fiscally accountable business operations. The former Business Manager who was employed at the time the audit findings occurred has been terminated.

The Greenwood Public School District under the new leadership of Dr. Jennifer Wilson, Superintendent, has hired Ms. Temeka S. Jones as Business Manager. Together, we have implemented a series of corrective action measures to ensure that the Audit Findings in questions do not occur again.

The Greenwood Public School District has competent, capable, and qualified professionals who are prudent stewards of taxpayers funding. The Greenwood Public School District makes every effort to ensure that quality, prompt, and efficient services are offered to the public, to students, and to families.

The Greenwood Public School District is presently the fiscal agent of a host of local, state, and federal funding. Moreover, the Greenwood Public School District has not had any known audit findings pursuant to the current and past grant programs that are managed and implemented. In particular, the district has successfully managed 21st Century grants, Title grants, and is currently managing a United States Department of Education Innovative Approaches to Literacy (IAL) Grant that includes multiple partners. See attachment for recent letter of support from the United States Department of Education and Business Manager's Resume.

If you have questions or need additional information, please do not hesitate to contact me at (662) 644-0667.



GREENWOOD PUBLIC SCHOOL DISTRICT

AUDITED FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2015

CUNNINGHAM CPAs, PLLC
Certified Public Accountants

GREENWOOD PUBLIC SCHOOL DISTRICT

Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2015

Section II: Financial Statement Findings

The results of our tests disclosed the following finding related to the financial statements that is required to be reported under *Government Auditing Standards*:

Material Weakness:

Finding 2015-001:

Management is responsible for establishing an internal control system that ensures strong financial accountability and safeguarding of assets. A critical aspect of financial management is the maintenance of accurate accounting records. During the audit, we noted multiple severe discrepancies with the information provided on the accounting records:

- (1) During our testing of cash and the bank reconciliation process, we noted the District Maintenance bank account and the Literacy Grant bank account were not properly reconciled to the general ledger. Adjustments to the general ledger made after the reconciliation date and interfund transactions were not properly accounted for. Failure to prepare accurate bank reconciliations could lead to misappropriation of assets that go undetected by management.
- (2) A search for unrecorded liabilities revealed approximately \$92,000 that the district failed to include in accounts payable at June 30, 2015. This understatement of liabilities was corrected by audit adjustment. In addition, we noted approximately \$154,000 of expenditures that were accrued by the district in fiscal year 2014 were again expensed in fiscal year 2015. This caused expenditures and accounts payable to be overstated. This overstatement was corrected by audit adjustment.
- (3) During our testing of invoices, we noted several instances where the purchase order was dated after the invoice date. The overriding of internal controls related to the purchasing function could lead to misappropriation of assets and non-compliance with state and federal regulations. In addition, the district was unable to locate four invoices selected in our sample for testing, which points further to a general weakness in internal controls as it relates to the purchasing function.

Recommendation

We recommend management implement policies or procedures to establish an internal control system that will ensure strong financial accountability, proper safeguarding of assets, and accurate accounting records. Greater care needs to be taken to ensure that all transactions of the district are captured, properly recorded, and that the account records agree to the subsidiary ledgers and reconciling schedules.

Section III: Federal Award Findings and Questioned Costs

The results of our tests did not disclose any findings and questioned costs related to the federal awards.

GREENWOOD PUBLIC SCHOOL DISTRICT

POST OFFICE BOX 1497

GREENWOOD, MISSISSIPPI 38935-1497

(662) 453-4231

Fax (662) 455-7409

AUDITEE'S CORRECTIVE ACTION PLAN AND SUMMARY OF PRIOR FEDERAL AUDIT FINDINGS

As required by Section .315(c) of OMB Circular A-133, the Greenwood Public School District has prepared and hereby submits the following corrective action plan for the findings included in the Schedule of Findings and Questioned Costs for the year ended June 30, 2015:

<u>Finding</u>	<u>Correction Action Plan Details</u>
----------------	---------------------------------------

- | | |
|---------|--|
| 015-001 | <p>a. Name of Contact Person Responsible for Corrective Action:</p> <p>Madalyn Johnson, Business Manager, 662-453-4231</p> <p>b. Corrective Action Planned:</p> <p>We will implement policies or procedures to establish an internal control system that will ensure strong financial accountability, proper safeguarding of assets, and accurate accounting records.</p> <p>c. Anticipated Completion Date:</p> <p>Immediately.</p> |
|---------|--|

As required by Section ____ .315(b) of OMB Circular A-133, the Greenwood Public School District has prepared and hereby submits the following summary schedule of prior audit findings as of June 30, 2015:

<u>Finding</u>	<u>Status</u>
014-01	Corrected

Temeka Jones

government entities. Supervises the management of the financial affairs of the schools. Supervises the collection, safekeeping and distribution of funds. Administers a budget control system for the district. Maintain inventory of all buildings and their contents. Assumes responsibility for correspondence relating to school district purchasing activities. Assist in recruiting, recommending, training, supervising and evaluation business office staff.

WEST TALLAHATCHIE SCHOOL DISTRICT – Webb, Mississippi November 2012- September 2014

- **Assistant Business Manager.** Provides monthly accounting of all income and expenditures. Reports on the accounting affairs of the District and recommend changes and improvements as necessary. Acts as payroll officer for the District. Supervise the management of payroll; assure proper accounting of pay funds, retirement issues, etc. Purchases by competitive bidding, informal quotations, and negotiation, and in compliance with Board policy, items of supply and equipment necessary for the operation of the school district. Assist with the Administering the employee benefit programs offered through payroll deduction to include medical, life, disability, dental and vision insurance, annuities, cafeteria plan, United Way, and employer management of medical and dependent care flexible spending accounts, but not limited to these. Prepare and input all payroll deductions and insurance accounts for each employee electing benefits, including credit union deductions, fingerprint charges, and additional tax withholdings. Acts for the Business Manager in his/her absence. Print checks for insurance, tax shelter annuities, garnishments, United Way, taxes, etc. during the payroll period when presented. Prepares and reports W-2 information to the Social Security Administration and Mississippi Bureau of Revenue.

WEST TALLAHATCHIE SCHOOL DISTRICT – Webb, Mississippi April 2012 -November 2012

Accounts Payable Clerk. Process invoices for payment. Print, process and mail approved accounts payable checks. Complete approved money transfers to bank. Prepare monthly claims dockets for Board and Superintendent's review prior to board meeting. Complete various employment forms. Receipt all cash, checks and revenue received in the business office. Post all employee leave. Input employee direct deposit information. Print monthly budgets/accounts payable reports and distribute to various departments. Consult with special program personnel to assure accounts are synchronized. Assist with completing monthly payroll (submitting, auditing and verifying data for accuracy). Assist with auditing schools' or departments' accounting procedures/records. Perform clerical related duties as needed, such as, keying in data, typing, filing, answering telephones, distributing incoming and outgoing mail or completing office related report. Perform duties as assigned by the Business Manager and/or Superintendent

WEST TALLAHATCHIE SCHOOL DISTRICT – Webb, Mississippi July 2011-April 2012

Federal Programs Secretary. Develop and analyze budgets to submit for approval to the Mississippi Department of Education. *During Fiscal Year 12, ten (10) budgets approved by MDE.* Responsible for monthly, quarterly and annual account reconciliation. Monitor budget reports and prepare close-out packages for state appropriated educational funds. *During Fiscal Year 12, successfully completed two (2) ARRA audits.* Ensure the integrity of financial statements by reviewing and monitoring financial transactions. Serves as Purchasing and Accounts Payable Clerk for Federal Programs department. After resignation of Business Manager, I performed dual roles until June 1, 2012 (*FPS & IAPC)

UNIVERSITY OF MEMPHIS—Memphis, TN

February 2010 – July 2011

Supervisor, Business Office. Coordinated the daily operation of work control, payroll, human resources, customer service, including the training of staff. Coordinated the payroll and verification of time and leave for over 300 Physical Plant employees; responsible for the reconciliation of the reported

Cont...

Temeka Jones

hours in Banner. Coordinated collection of daily labor information to ensure employees' hours are reported correctly. Coordinated and performed the employment activities for general hiring and clearance processing; such as announcing positions, hiring personnel and ending work assignments. Reviewed current processes for improvement and assisted in the development of system changes. Communicated with Asst. Vice President, Directors, Managers and Supervisors concerning issues involving customer service, payroll, billing, and work control. Supervised clerical staff and student workers. Monitored all performance evaluations prior to submission for accuracy; providing information as needed. Reviewed and certified I-9 Forms, verified W-4 and Direct Deposit Forms

UNIVERSITY OF MEMPHIS—Memphis, TN

June 2007- February 2010

Human Resources Assistant. Processed personnel, appointment, and clearance forms for responsible. Created, maintained and updated employees' personnel files in Banner HR. Entered people/pay records in Banner for new, temporary, and promoted employees. Assisted with employee payroll leave calculations. Reconciled trial payrolls prior to final submission. Requested manual and special checks. Requested creditable service, longevity and leave accrual transfers. Processed verification of employment. Cross-trained department contacts on HR forms, processes and procedures. Reviewed and certified I-9 Forms, verified W-4 and Direct Deposit Forms.

WEST TALLAHATCHIE SCHOOL DISTRICT – Webb, Mississippi

July 2001-June 2007

Federal Programs Secretary. Prepared and analyzed budgets to submit for approval to the Mississippi Department of Education. Processed and reviewed purchasing and travel requisitions. Responsible for monthly, quarterly and annual account reconciliation. Assisted with budget reports and close-out packages for state appropriated educational funds. Ensured the integrity of financial statements by reviewing and monitoring financial transactions. Acknowledged and addressed any questions and/or concerns from staff members. Served as Purchasing and Accounts Payable Clerk for department while maintaining office files, various logs and monthly status reports.

SKILLS AND PROFESSIONAL AFFILIATIONS

Windows 95, 98, 2000, NT, XP, Vista

Advanced in Microsoft Office (Word, Excel, Outlook, PowerPoint)

SunGard Banner 7.0 (University of Memphis - HR & Financial Software)

Integrity Accounting Software (West Tallahatchie - HR & Financial Software)

Kronos (U of M - Timekeeping System)

U of M WorkForUM (Employment System)

Hyperion (Financial Reporting/SQL)

Familiar with Generally Accepted Accounting Principles (GAAP)

Familiar with Human Resources/Payroll processes and procedures

Familiar with HIPPA, OSHA, and other Employment Laws

Strong analytical and written communication skills

Advanced with internet referencing

University of Memphis Alumni Association

University of Phoenix Alumni Association

REFERENCES

Mrs. Lorene Clinton
Courage Technologies
(662) 719-9659
lsclinton47@gmail.com
Financial Consultant

Chadwick White Director, Environmental Services
University of Memphis
(901)605-1347
Chadwick_white@lycos.com
Former Co-Worker

Eddie McCord Director, Curriculum and Testing
West Tallahatchie School District
(662)375-9291 ext. 212
emccord94@gmail.com
Co-Worker/Formal Supervisor

Diana Humphrey-McKee Manager, Business Processes & Support
University of Memphis
(901) 678-2658
dhumphry@memphis.edu
Former Supervisor

TEMEKA S. JONES

410 Lay Avenue • Webb, MS 38966

Mobile (901) 230-2240

Meeka46@hotmail.com

SUMMARY

Knowledgeable Manager with 15 years business-related experience. Proven experience collaborating with management at all levels to implement corporate initiatives and achieve business needs. *Expertise in:*

- Business Management
- Budget Development and Preparation
- Accounts Payable
- Purchasing
- Accounting
- Customer Service
- Auditing
- Payroll

EDUCATION

University of Phoenix, Phoenix, AZ

February 2015

Doctorate of Business Administration, Leadership Emphasis

University of Memphis, Memphis, TN

Bachelor of Professional Studies, Organizational Leadership

May 2011

Coahoma Community College, Clarksdale, MS

Associate of Arts Degree, Accounting

May 2006

CERTIFICATION/TRAINING

School District Business Administrator (420)

August 2014

Mississippi Association of School Business Officials

November 2013

PROFESSIONAL EXPERIENCE

WEST TALLAHATCHIE SCHOOL DISTRICT – Webb, Mississippi

Sept 2014 – June 2016

Business Manager. Develops and prepare the operating budget and assists in the development of all other budgets (e.g., Minimum Programs, District Maintenance, Title I and II, Vocational, Special Education, Cafeteria, Activity Funds, and other Federal programs.). Monitors all funds by means of budgetary reports with latest amended amounts. Administer and coordinates the internal and external reporting of financial transactions in accordance with state law, School Board Policy and administrative regulations. Supervises all accounting operations. Assumes responsibility for all tax, accounting, and other financial matters which may affect the District to make sure that the District complies with all known regulations that the financial records are in line with generally accepted accounting standards for

Cont.....



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF ACADEMIC IMPROVEMENT PROGRAMS

September 23, 2016

Dr. Jill Dent
Mississippi Department of Education
Office of Early Childhood Education

Dear Dr. Dent:

Greenwood Public School District has implemented its Innovative Approaches to Literacy Grant (grant number S215G140100) for the past two years in compliance with all Federal grant requirements. It has managed grant funds (\$863,475) as required and has implemented a variety of literacy-focused activities to serve its five schools as well as 450 Head Start students in the local Head Start Center (ages 3-5), and families. Activities have included training teachers in dialogic reading practices, training parents on literacy strategies to implement at home, upgrading digital resources in libraries, and conducting book distributions. Greenwood has developed partnerships with the Head Start Centers and has focused its efforts on improving reading readiness and early school success among high-need children. Greenwood set learning targets for children and has been measuring progress over the course of the past two years.

Please feel free to contact me at (202) 401-7949 or daphne.kaplan@ed.gov, with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Daphne Kaplan".

Daphne Kaplan
Program Officer
Innovative Approaches to Literacy Program

History Log

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Date	User	Status (S) / Comment (C)	S / C
10/7/2016 4:49:13 PM	Charles Johnson	Status changed to 'Revision Started'.	S

School Planning Team

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Please identify all planning team members, including title.

Chiqueta Daniels, Principal
Clell Ward, Assistant Principal
Precious Redmond, Instructional Coach
Raven Ray, Counselor
Linda Bradley, Parent Center
Charles Johnson, Title I Staff
Joyce Broadnax, secretary, Non-licensed staff
Marsha Smith, secretary, Non-licensed staff
Jennifer Anderson, Community Member/Parent
Denise Pitchford, 8th grade Science Teacher
Karen Haun, 8th grade Math Teacher

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Briefly describe the process the planning team used to develop the Schoolwide Plan.

The planning team reviewed the strengths and weaknesses of our current school-wide plan. Our goals were reviewed to ensure they were consistent with the district's beliefs and mission, addressed the data analysis of our instructional program, and addressed the desired results for student achievement. Copies of the plan were provided to the faculty, staff, parents, and community members for review. The planning team reviewed the suggestions and final revisions were completed. The planning instrument includes a comprehensive needs assessment of the entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards. It is administered through survey monkey, which tallies and categorizes the results. The need assessment indicated that the following areas:

Student achievement—teachers analyzed STAR (universal screening data) at the beginning of the year because the state did not release PARCC until December; teachers worked in teams, grades, and subject areas to disaggregate the data. As a result of the analyzed data, teachers decided on a focus area from the STAR reports and the pacing guide to drive instruction. Teachers collected data by giving pre-test, post-test, STAR, 9 Week Tests (ELS Assessments), computer based programs (IXL, Odyssey, and Accelerated Reader), and guided and independent practices.

School context & organization—teachers and students are given incentives when the school's vision and mission are achieved. Five components of the school's vision help to form the school's context and organization. They are safe and orderly schools, quality instruction (improve student achievement), increase the capacity and effectiveness of all stakeholders, fully integrate technology, and invest fiscal resources responsibly and effectively. On a quarterly basis, students and teachers are made aware of their progress or lack thereof as it relates to each component.

Professional development—Professional development began in June for this year. Continued training will occur the first and third Wednesdays of the month are used for professional development either from a district, school, or teacher, team, grade or subject area perspective. In addition, the beginning of the year, two full day professional development meetings, one full day following the Christmas break, and the end of the year district closing meeting are used to keep faculty and staff members abreast of recent trends and knowledge of the profession, the district, and the school. Teachers are also encouraged to attend workshops outside of the district when feasible to obtain knowledge of research-based solutions to identified school-wide problems.

Curriculum and instruction—teachers develop pacing guides, pre and post tests, and mastery checkpoints. The 9th Week Assessments are developed at the central office to document alignment between what is planned, taught, and assessed. Information gained from each of these sources is analyzed by individual teachers and grade level teams to drive instruction for students. Teachers are cognizant of the balance in curriculum, instruction, and assessment.

Family and community involvement —administrators and teachers call parents at the beginning of the year, send home letters , student handbooks on cd, and notes outlining student expectations of the class and/or school. Parents and community members also receive information through the district notifications via telephone, Greenwood Middle School's monthly newsletters, parent workshops, the local newspaper (The Commonwealth), the district website, district's web page, district's Facebook page, district ro-bo call system, and the local radio station (WGRM 93.9).

Timely Assistance-A universal screener will be given to all students. The data from the screener, in addition to the list of twenty-day students and Tier II and Tier III students served during the summer will be used to provide timely assistance to struggling students. When state test data becomes available, it will also be used to make decisions to improve the academic achievement of students.

Instruction by Highly Qualified Staff-Our goal is to use research-based strategies to provide instruction from highly qualified staff members. Our plan is to produce licensed teachers from the teacher assistants and instructional tutors already working within our school.

Attracting High Quality/Effective Teachers-Greenwood Middle School is located in the Mississippi Delta where there is a shortage of licensed teachers. Our plan is to produce licensed teachers from the teacher assistants and instructional tutors already working within our school.

Professional Development-The first and third Wednesdays of the month are used for professional development either from a district, school, or teacher, team, grade or subject area perspective. In addition, the beginning of the year, two full day professional development meetings, one full day following the Christmas break, and the end of the year district closing meeting are used to keep faculty and staff members abreast of recent trends and knowledge of the profession, the district, and the school. Teachers are also encouraged to attend workshops outside of the district when feasible to obtain knowledge of research-based solutions to identified school-wide problems.

Increase Parental Involvement-Administrators and teachers call parents at the beginning of the year, send home letters, student handbooks, and notes outlining student expectations of the class and/or school. Parents and community members also receive information through the district notifications via telephone, Greenwood Middle School's monthly newsletters, parent workshops, the local newspaper (The Commonwealth), the district website, and the local radio station (WGRM 93.9). The media named above will be used as a platform to inform parents of what is happening in our school as well as provide training/strategies to assist them with helping their children at home.

Transitions

Greenwood Middle School is the only middle school in the GPSD and is feed students from the three elementary schools in GPSD. When our sixth-grade students promote, they attend Greenwood Middle School. A transition visit is scheduled in April of each year and extended school is offered in June of each year at Greenwood Middle School. When our eighth-grade student promotes, they transition to Greenwood High School. An exit program is held for the students as well as transition visits to the high school to enable students to create schedules, develop a career path and to meet

with the administrators, counselors and some of the teachers. At these meeting, expectations are shared with both students and parents.

Coordination of Programs-Greenwood Middle School has a partnership with Mississippi Valley State University. College students do observation, practicum hours, and student teaching. The goal is to train and retain future teachers.

Greenwood Middle School also works closely with many community programs and agencies. These community organizations include: Mississippi Extension Services (health and good nutrition), Department of Health (Health Fair), Life Help (student assistance), Junior Auxiliary (Too Good for Drugs program, clothing closet), The Lions Club (dictionaries), Greenwood Utilities (electrical safety fair), doctors (health), and local merchants (student and staff incentives).

Use of Assessments for Improving Performance-Teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school in several ways to include serving on leadership teams that help to develop assessments, developing pacing guides that will drive instruction and assessments, input on the purchases of academic programs to assess students (i.e. STAR), and teacher made assessments for individual students.

Targeted Assistance Plan-Students will be identified in several ways. A universal screener will be given to all students. The data from the screener, in addition to the list of twenty-day students and Tier II and Tier III students served during the summer will be used to provide services for identified students, and students who have failed. When state test data becomes available, it will also be used to make decisions to improve the academic achievement of students.

Resources for Identified Students-Title I Funds will be used to provide professional development for teachers, additional staff such as instructional assistance to provide individualized instruction, and for the purchase of computer-based programs designed to address the needs of students.

Effective Instructional Strategies-The school's instructional plan includes the use of Explicit Direct Instructions (EDI) strategies developed by John Hollingsworth and Silvia Ybarra, co-founders of DataWorks. DataWorks is an educational research company that uses data to improve student achievement.

More time will be given to students who need as well as those who want additional time to learn. We offer extended school, summer school, and in-school tutorial.

Coordination with Regular Education Program:

Services provided for students who are struggling academically (Remediation, re-teaching, tutoring, interventions, etc.)

Additional support in curriculum and instruction is a major strength

Math instruction (teaching and learning process)

Testing~9th-week assessment and ELS (formal/informal)

Pacing Guide

Health Fair

STI (Parent Portal)

On-site instructional coach

Extended school (after school/summer school)

Strategic Planning

Clear mission, goal, and vision

Drug Education and Character Education implementation

Weekly Administrative Meetings

Technology education integration

Comprehensive professional development program

Computer-based instructional programs

Safe and healthy school environment

Extended day and year programs

Public relations

School nurses

Attendance Clerk

Improvement in classroom management

Instruction by Highly Qualified Staff

Greenwood Middle School is located in the Mississippi Delta where there is a shortage of licensed teachers. Our plan is to produce licensed teachers from the teacher assistants and instructional tutors already working within our school.

Professional Development-GreenwoodMiddle School will provide high quality comprehensive professional development to include coaching for teachers, instructional coaches, instructional assistants and administrators, through the use of direct instruction to enhance the leadership quality of administrators and the instructional quality of teachers.

Schools Not Meeting AMOs

Greenwood Middle School has not met AMOs for the last 2 years

The leadership team developed an action plan to include smart goals, strategies, identified responsible personnel, assigned a timeline, and identified the evidence of success. Professional development is provided based on our needs. It is proof of the support provided by the district. From the training, personnel will be held accountable for showing growth.

Baseline data (i.e. state test results and universal screeners) is used to make decisions at our school. From the data, we review and revise at least monthly (every 4-5 weeks) using the most current data to drive our decisions. To explain, data from Response to Intervention, district assessments, etc. are used to progress monitor to make improvements in our school.

All resources have to tie to our school wide plan and show how it will improve student achievement. Without the justification or reference to the school wide plan, the request for resources must show clear alignment before being granted, the assessment results indicates that the following are addressed.

School Plan - Demographics

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	391	211	180	3	370	8	0	10	0	391	40	6	0	0	2
2015-16	382	203	179	3	365	4	0	10	0	382	30	3	0	0	2

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	353.37	448	
2015-16	353.65	193.6	

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

The Greenwood Public School District is located in the heart of the Mississippi Delta in Leflore County which is in the northwestern section of Mississippi. The district serves 3,073 students. We have four elementary schools and one middle school, high school, and career and technical center. The racial makeup of the student population is 90% African-American, 9% Caucasian, and 1% other. One-hundred percent of the students receive free lunch. The median household income in 1997 was \$21,027 compared to \$28,527 statewide. Greenwood Middle School is a feeder school for the four elementary schools in the district. It has a tradition of bringing all of the elementary schools together with a true middle school concept where teams of teachers serve their students successfully. Greenwood Middle School is a relatively new school, having been built in 2001. The vision of the middle school is to achieve a level 4 or 5 accreditation status and meet AYP (adequate yearly progress) by way of high quality **instruction**, an inspired **culture**, parental and community **support**, and faculty, staff, and student **self-discipline**. The mission statement is to "Create Student Success and Nothing Less".

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

The Greenwood Public School District is located in the heart of the Mississippi Delta in Leflore County which is in the northwestern section of Mississippi. The district serves 3,073 students. We have four elementary schools and one middle school, high school, and career and technical center. The racial makeup of the student population is 90% African-American, 9% Caucasian, and 1% other. One-hundred percent of the students receive free lunch. The median household income in 1997 was \$21,027 compared to \$28,527 statewide. Greenwood Middle School is a feeder school for the four elementary schools in the district. It has a tradition of bringing all of the elementary schools together with a true middle school concept where teams of teachers serve their students successfully. Greenwood Middle School is a relatively new school. The vision of the middle school is to achieve a level 4 or 5 accreditation status and meet AYP (adequate yearly progress) by way of quality **instruction**, an inspired **culture**, parental and community **support**, and faculty, staff, and student **self-discipline**. The mission statement is to "Create Student Success and Nothing Less".

Greenwood sits at the eastern edge of the Mississippi Delta and has a small town feel but offers some very unique features including a world class hotel, Viking Range

Corp, one of the largest manufacturers of high-end kitchen appliances, the Yazoo River Trail, and a downtown fresh produce market, along with critically acclaimed restaurants and locally owned retail stores. Greenwood is located only 10 miles from one of the state's historically black colleges - Mississippi Valley State University- and 30 minutes from Mississippi Delta Community College.

School Plan - Accountability Data

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accountability Designation - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Grade : C

Total Points 403

Held harmless by the state

The test data revealed that most students at Greenwood Middle School scored Level 2 and Level 3 on a scale of 1 to 5. There was a very small percentage of students scoring proficient or advanced on ELA, Math, and Science Assessments. Whereas, more students met their growth targets, the challenge is moving our students from a basic understanding to high levels of proficiency.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency	22.6	16.9	14	15.7	28.8	36.1		
Growth All Students	32.4	45.8	25.4	47.9			98.8	
Growth Low 25%	37.9	47.2	41.8	59.1			98.8	
	2014-15				2015-16			
Accountability Grade	C				F			
Total Points	203				269			

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

The top strengths in Greenwood Middle School and Greenwood Public School District that were uncovered through deep examination of accountability, assessment, and other pertinent data

include:

- Growth of All Students in Math improved by 22.5% from 2014-2015 to 2015-2016
- Student growth in the bottom quartile for Math improved by 17.3% from 2014-2015 to 2015-2016
- Growth of All Students in ELA improved by 13.4% from 2014-2015 to 2015-2016
- Student growth in the bottom quartile for ELA improved nearly 10% from 2014-2015 to 2015-2016
- Student Attendance is averaging 93.3% this year compared to 92% last year
- Teacher Attendance currently averages above 95%

7th Grade ELA had the highest percentage of students scoring Level 3 in ELA than any other level.

Gaps that exist in Greenwood Middle School include the following:

84.62% of 8th grade students with disabilities scored Level 1 in ELA.

Zero percent of students with disabilities scored Level 4 or 5 on the ELA or Math MAP Assessments

- 50% of 8th graders scored Levels 1 or 2 on ELA MAP Assessment.
- 47% of 7th graders scored Levels 1 or 2 on ELA MAP Assessment.
- 58% of 8th graders scored Levels 1 or 2 on Math MAP Assessment.
- 55% of 7th graders scored Levels 1 or 2 on Math MAP Assessment.
- 63% of 7th graders scored Level 1 or 2 on the fall STAR Reading.
- 60% of 8th graders scored Level 1 or 2 on the fall STAR Reading.
- Nearly 50% of 7th graders scored Level 1 or 2 on the fall STAR Math.
- Growth improved in the bottom quartile from 2014-2015 to 2015-2016.
- Growth of All Students in ELA and Math improved from 2014-2015 to 2015-2016.
- Fewer than 20% of students scored a Level 4 or 5 on ELA and Math MAP Assessment.
- All 7th and 8th grade students with disabilities scored lower than Level 4 on the ELA or Math MAP Assessments.
- Roughly 53% of the students scored a Level 1 or 2 on the ELA and MAP Assessment.
- 8th grade had the highest percent of students scoring Level 2 in Math than any other level.

Learning Odyssey, a research-based intervention program, was purchased for all teachers and students; however, lack of training and time constraints for utilization presented barriers for effective implementation.

Students whose teachers had access to IXL for math and consistently used it for interventions and progress monitoring showed growth on the math MAP assessment.

Students whose teachers consistently used Star Reading for progress monitoring and used the results to drive instruction demonstrated the most growth on the MAP for ELA.

Previous training and support was not structured or aligned to teacher needs. Consequently, teachers need ongoing targeted training and support in understanding support how to effectively implement evidence-based practices, including instructional programs.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																
Growth All Students																
Growth Low 25%																
	2014-15								2015-16							
Accountability Grade	Select...								Select...							
Total Points																

High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	0%	0%	0%	0%	0%	0%	0%	89.06%	96.76%
2015-16									

Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Student promotion in all grades is 89% or better in both 7th and 8th grades. The promotion rate is lower in 7th grade because many 7th grade students enter middle school with reading and math skills well below 7th grade levels. With intense remediation, targeted interventions, and extended learning time, most 7th grade students are able to be promoted to the 8th grade. By the end of their eighth grade year, most struggling students have received enough remediation and support to maintain grades satisfactory enough to promote to 9th grade. However, we still have far too many students struggling during the school year. With increased interventions and supports, GMS students can achieve greater degrees of success.

Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

An 8th-grade exit program is implemented in May of every year. The high school counselors and principals visit the school to register the students for 9th grade; in addition, the principal has a brief orientation of the high school. Expectations are shared regarding student behavior, and students are allowed to ask questions about the high school. Greenwood Middle School hosts at least two college knowledge events where area colleges and universities visit classrooms to introduce students to college life and opportunities available to them. The student also participates in various programs hosted on college campuses to encourage student enrollment.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1**Out-of-School Suspensions**

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	1458		1050	
IEP	134	9.19%	98	9.33%
EL	5	0.34%	0	0%
Asian	0	0%	0	0%
BLK/AA	1413	96.91%	996	94.86%
His/Lat	5	0.34%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	40	2.74%	54	5.14%

What discipline issues if any impact student achievement/growth?

Because students enter GMS from three different elementary schools, tension and apprehension is sometimes high. As a result, an increase in disruptive behaviors occurred resulting in more out of school suspensions. Out of school suspension due to misbehavior had a negative impact on student achievement.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

Disciplinary issues are addressed immediately to protect instructional minutes. Positive Behavioral Interventions and Supports System (PBIS) and Character Education are some of the initiatives currently in place to address discipline issues and promote positive behavior. The district will implement the "Rethink Discipline" Initiative sponsored by the U.S. Department of Education with the assistance of the Supportive School Discipline Communities of Practice. At least one administrator from each school in the district was trained June 7-8 in New Orleans.

Summarize other factors impacting climate and culture. (optional)

Extracurricular activities and events promoting school pride have impacted the climate and culture.

The Greenwood Public School District has a "No Pass- No Play" policy. This policy has had a significant impact of the climate and culture at the school, resulting in a greater focus on academic achievement. .

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Language Arts

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		SATP2/Eng. II	
2015	Select...		Select...		Select...		Select...		Select...		MAP	13	MAP	18.9	Select...	
2016	Select...		Select...		Select...		Select...		Select...		STAR	21	STAR	17	Select...	

*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

**SA - State Assessment

Language Arts - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

The top strengths in Greenwood Middle School and Greenwood Public School District that were uncovered through deep examination of accountability, assessment, and other pertinent data include:

- Growth of All Students in ELA improved by 13.4% from 2014-2015 to 2015-2016
- Student growth in the bottom quartile for ELA improved nearly 10% from 2014-2015 to 2015-2016
- Zero percent of students with disabilities scored Level 4 or 5 on the ELA or Math MAP Assessments,
- 84.62% of 8th grade students with disabilities scored Level 1 in ELA.
- 50% of 8th graders scored Levels 1 or 2 on ELA MAP Assessment.
- 47% of 7th graders scored Levels 1 or 2 on ELA MAP Assessment.
- 63% of 7th graders scored Level 1 or 2 on the fall STAR Reading.
- 60% of 8th graders scored Level 1 or 2 on the fall STAR Reading.
- Learning Odyssey, a research-based intervention program, was purchased for all teachers and students; however, lack of training and time constraints presented barriers for effective implementation.

Students whose teachers consistently used Star Reading for progress monitoring and used the results to drive instruction demonstrated the most growth on the MAP for ELA.

Previous training and support were not structured or aligned to teacher needs. Consequently, teachers need ongoing targeted training and support in understanding support how to effectively implement evidence-based practices, including instructional programs.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	Select...		Select...		Select...		Select...		Select...		MAP	9.1	MAP	13.5	Select...	
2016	Select...		Select...		Select...		Select...		Select...		STAR	34	STAR	43	Select...	

*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

**SA - State Assessment

Mathematics - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

- Growth of All Students in Math improved by 22.5% from 2014-2015 to 2015-2016
- Student growth in the bottom quartile for Math improved by 17.3% from 2014-2015 to 2015-2016
- 58% of 8th graders scored Levels 1 or 2 on Math MAP Assessment.
- 55% of 7th graders scored Levels 1 or 2 on Math MAP Assessment.
- Nearly 50% of 7th graders scored Level 1 or 2 on the fall STAR Math.
- 8th grade STAR Math fall scores are significantly higher than fall STAR scores for math and reading.
- Growth improved in the bottom quartile from 2014-2015 to 2015-2016.
- Growth of All Students in Math improved from 2014-2015 to 2015-2016.
- 8th grade had the highest percent of students scoring Level 2 in Math than any other level.

Students whose teachers had access to IXL for math and consistently used it for interventions and progress monitoring showed growth on the math MAP assessment.

Previous trainings and support were not structured or aligned to teacher needs. Consequently, teachers need ongoing targeted training and support in understanding support how to effectively implement evidence-based practices, including instructional programs.

Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		Select...	

**SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

ESEA Annual Measurable Objectives

Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						

Blk/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Mathematics

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
Blk/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Annual Measurable Objectives - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Students are not meeting growth or attaining proficiency. While some gains were made in the bottom quartile, the growth and proficiency must be intensely supported to improve student outcomes.

A uniformed instructional delivery system was not in place to support effective instruction; thus, teachers were not providing instruction aligned to their grade level standard(s).

A systematic process needs to be implemented to address student discipline/behavior.

Students whose teachers consistently used Star Reading results to differentiate instruction showed growth on the ELA Map assessment, specifically in the bottom quartile. Learning Odyssey, a research-based intervention program, was another tool that all staff and students could use; however, due to lack of adequate training on how to effectively use the system and time constraints, an accurate determination could not be made regarding its effectiveness.

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Teacher Retention Trends

	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2014-15	4							
2015-16	5	23	5	23	5	23	2	9

Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.

Greenwood Middle School has a partnership with Mississippi Valley State University, Mississippi State University, and Delta State University. College students conduct classroom observations, practicum hours, and student teaching at Greenwood Middle School. The goal is to train and retain future teachers.

Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.

A standard license and college degree, college hours, or Work keys are required for employment in Greenwood Public School District.

Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.

Teachers receive ongoing job embedded professional development through weekly Professional Learning Communities, Subject Area Professional Development, Consultant and RESA designed professional development as needs assessments are completed through classroom observations, mentoring and coaching. Professional Learning Communities are in place to accelerate high-quality instruction from expert teachers to novice teachers.

Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.

Current supplemental instructional resources include computer based programs (i.e. Accelerated Reader, Odyssey Reading and Math, IXL, USA TestPrep, and Flocabulary). These programs are used for to impact the achievement of our Tier II and Tier III students.

Star 360 is our universal screener and progress monitoring tool to help differentiate instruction.

Rosetta Stone is used in enhancing literacy for our ELL students.

Additional staff to include an instructional coach and instructional assistants assists with interventions, tutoring, and progress monitoring with fidelity.

Describe the school's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic program of the school.

The school's instructional plan includes the use of Explicit Direct Instructions (EDI) strategies developed by John Hollingsworth and Silvia Ybarra, co-cofounders of DataWorks. DataWorks is an educational research company that uses data to improve student achievement.

Will federal funds be used to extend learning time? If yes, please explain.

Yes. Extended school and summer school will offered to extend learning time.

Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.

Teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school in several ways to include serving on leadership teams that help to develop assessments, developing pacing guides that will drive instruction and assessments, input on the purchases of academic programs to assess students (i.e. STAR), and teacher made assessments for individual students.

Professional Development Planning

Identified Priority Needs	Data Sources
Improving Educator effectiveness and Instruction	Learning Forward Standards

Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).

Our Professional Development Plan has 5 goals which include:

Goal #1: All students will demonstrate proficiency and show growth in all assessed areas

Goal #2: All students will exit 8th grade prepared to be successful at high

Goal #3: Greenwood Middle School will have high-quality teachers, leaders, and support staff

Goal #4: Greenwood Middle School will effectively use data systems to improve student achievement and outcomes.

Goal #5: Greenwood Middle School will achieve a “C” or higher performance rating

Greenwood Middle School will implement Standards for Professional Learning which are designed to increase educator effectiveness and permeate positive results for all students. These standards set clear expectations for professional learning which will guide the efforts of individuals, teams, schools, and school system staff in setting policies, organizing, providing, facilitating, managing, participating in, monitoring, or measuring professional learning, to increase educator effectiveness and results for all students.

Implementation of these standards, dialogue, discussion, and analysis will lead to increased effectiveness in professional learning and changes in instructional practices that are based on pedagogy, research, and data

Our professional development plan focusing on improving instruction and aligns to the learning forward standards by providing

job embedded, researched-based support in an effort to improve teacher effectiveness in learning communities, increasing the capacity of our teachers and leaders, utilizing resources to improve in specific areas, using data to drive instruction, implementation of the explicit direct instruction strategies with fidelity, and tying teacher performance to student outcomes (evaluating the plan).

Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.

The classroom instructional model used by the Greenwood Middle School is Explicit Direct Instruction developed by DataWorks Inc. This researched based instructional Model indicates an eighty percent mastery rate on the first teach of content. All certified teachers were trained in this instructional model and have received ongoing support in the form of Professional Learning Community training and classroom observations with feedback. Because of the design of this instructional model quality classroom instruction with mastery on the first teach will lead to higher student achievement.

Each instructional staff member has been trained on the proper implementation of the Multi-Tiered System of Supports. With proper implementation of this safety net and intervention system students who do not master content can be readily identified and strategies can be developed to remediate them before the student falls further behind. Instructional staff have been supported with ongoing PLC's and support from the MTSS Team.

Teachers have been trained in the new Teacher Growth Rubric. Through classroom observations and effective feedback, teachers can improve their instructional practice and thereby improve teaching and student learning.

Other professional development sessions are planned that have been identified as needed by staff to improve instruction and student learning.

The Greenwood Middle School instructional team is constantly evaluating data to identify professional development needs and as the data indicates we will seek out those professional development opportunities that are, based on best practices, most likely to positively impact student learning.

Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.

Silvia Ybarra, co-founder of DataWorks Educational Research, has dedicated her research to improving learning for low-income and minority children putting theory into practice. The activities/strategies of explicit direct instruction require that the teacher does something, the student does something, and through pair and sharing a reciprocation of learning takes place between the students.

GMS has one instructional coach who works to support building teacher capacity and one part-time

math tutor.

GMS utilizes title funds to provide targeted job embedded professional development to teachers based upon their needs and evaluation/observation results.

Support and implementation are monitored through weekly classroom observations

Weekly updates are provided to the superintendent and shared with the board during monthly meetings

Federal and district funds will be used to sustain any programs, maintenance, and teachers or other positions used to make improvements through the transitional process.

The district will continue to seek funds for building strong educational opportunities.

School leaders and member of the district leadership team will inquire, both informally and formally through public forums, focus groups, surveys and conversations about the views of families and other community members for the purpose of listening and responding to community feedback and taking action when needed.

How will the school evaluate the improvement of its instructional and leadership practices?

The school will use an ongoing evaluation process which includes: evaluate the improvement of its instructional and leadership practices using the data from monthly benchmark assessments, stakeholder needs assessments and lastly the state's assessment program and student achievement outcomes.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Family and Community Involvement

Identified Priority Needs	Data Sources
Family and Community Involvement	

Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.

The strengths of family and community involvement are high academic achievement and growth of students whose parents are involved, parents are well informed by the school/district, and parents and community members are present on campus at various times and days during the school year. Additionally, Greenwood Middle School ensures the effective communication of the district's mission, vision, and goals to all stakeholders. Challenges of family and community involvement include the high teacher and administrator turnover in the last three years that adversely affect relations between the school and community, and the college and career readiness standards require a shift in learning for the school and the family.

Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?

Assessment results are analyzed and communicated to stakeholders via the school and district leadership teams during meetings to include Annual Title I Meeting, Parent Conference Days, Response to Intervention Meetings, and meetings with smaller groups.

Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.

The parent compacts are developed and implemented using the norms for parents, students, and teachers that will assure the success of all students.

School Plan - Dimension 5: School Context and Organization

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)

Year	K	1	2	3	4	5	6	7	8
2014-15								25:1	25:1
2015-16								25:1	25:1

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input checked="" type="checkbox"/> Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input checked="" type="checkbox"/> Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input checked="" type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input checked="" type="checkbox"/> Yes	

Describe the need for class size reduction teachers.

According to Zyngier (2014), class size reduction teachers lead to higher achievement and narrows the opportunity gap. Students are afforded more one on one time with the teacher. Additionally, the management of the class is improved with more opportunities to work cooperatively.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Summarize what's working in your school and why?

Greenwood Middle School currently has an instructional coach who works with teachers in building their capacity and improving student achievement. We have adopted the state's framework as our curriculum framework in organized way by way of a pacing guide. We also provide common assessments and using the data to drive instructional improvements. Moreover, professional development is designed to increase the capacity of all instructional staff members to include, but not limited to, grade level team meetings to assist teachers in planning, address issues and concerns, and promote growth and development. Technology integration is also working well at Greenwood Middle School whereby the students are using the technology in the classrooms and for assessments. Computer-based programs support the delivery of instruction and the creating and the delivering of assessments. Proof was provided during state testing conducted online with no major issues or problems during administration as reported by teachers and students.

Summarize what's not working in your school and why?

We continue to struggle with improving student achievement. In the last three years, we have administered three different state assessments (MCT2, PARCC, MAP) in the last three years. Our goal is to be successful no matter the test and provide rigorous effective instruction that will yield successful results. We are also looking to improve our parental and community involvement whereby the support and funding is increased.

List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.

1. Increasing student achievement by increasing proficiency in ELA, Math and Science, and increasing growth in all areas.
2. Improve teacher and leadership effectiveness by providing job embedded professional development as needed
3. provide researched-based, effective instruction to all students
4. Providing student incentives and exposure/opportunities
5. Improve student discipline/character education

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Plan Items ()

1) District-Level: Literacy- Reading/Language Arts - School-Level: Progress Monitoring

Description:

District-Level: The number of students performing proficient and above in Language Arts and English II will increase greater than 5% from Spring 2016 to Spring 2017 as measured by the state assessments at each school site.

School-Level: Provide supplemental learning materials and software programs to be used for progress monitoring and student remediation. Monitoring assessments will be given each quarter. Assessment analysis will be used to guide and improve instructional strategies.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) The number of students performing proficient and above in Language Arts and English II will increase greater than 5% from Spring 2016 to Spring 2017 as measured by the state assessments.

School-Level: Purchase supplemental instructional and educational materials that support the college and career readiness standards.

1.1) District-Level: Data Collection & Analysis

Description:

District-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

1.2) District-Level: Extended day and year school activities

Description:

District-Level: Incorporate appropriate after school and summer activities to improve student academic achievement.

1.3) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by classroom observation and district and state assessment results.

§ 1.4) District-Level: Address teaching and learning needs related to academic problems of low achieving students

Description:

District-Level: Target specific academic deficiencies of students using disaggregated results from the needs assessments.

g 2) District-Level: Mathematics

Description:

District-Level: The number of students performing proficient and above in Mathematics and Algebra I will increase greater than 5% from Spring 2016 to Spring 2017 as measured by the state assessments at each school site.

Performance Measure:

District-Level: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).) The number of students performing proficient and above in Mathematics and Algebra I will increase greater than 5% from Spring 2016 to Spring 2017 as measured by the state assessments at each school site.

§ 2.1) District-Level: After school and summer school activities

Description:

District-Level: Incorporate appropriate activities during school, after school, and extended year to improve student academic achievement.

§ 2.2) District-Level: Data Collection & Analysis

Description:

District-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

§ 2.3) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

§ 2.4) District-Level: Address teaching and learning needs related to academic problems of low achieving students

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

§ 3) District-Level: Graduation

Description:

District-Level: For SY 2016-2017, 75% of senior cohort will graduate from high school as measured by the Senior Snap Shot verified by the Mississippi Department of Education.

Performance Measure:

District-Level: Graduation Rate: The percentage of students who graduate from high school--disaggregated by race, ethnicity, gender, disability status, English proficiency, and socio-economic status.

§ 3.1) District-Level: Prof Develop- Impact Student Achievement Gaps

Description:

District-Level: Provide ongoing, high-quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.

§ 3.2) District-Level: Instruments to Track Student Progress

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

§ 3.3) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus.

§ 3.4) District-Level: Prevention/intervention (Reading & Mathematics)

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

4) District-Level: Highly Qualified Teachers

Description:

District-Level: The district will retain 80% of the highly qualified staff as measured by the MDE HQ Status Report and district personnel data at the end of the 2016-2017 school year.

Performance Measure:

District-Level: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA). The district will retain 80% of the highly qualified staff as measured by the MDE HQ Status Report and district personnel data at the end of the 2016-2017 school year.

4.1) District-Level: Prof Develop- Impact Student Achievement Gaps

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement.

4.2) District-Level: Prof Develop- Understand Student Needs

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; and economically disadvantaged students.

4.3) District-Level: Prof Develop- Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance.

4.4) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

G 5) District-Level: Integrate Technology in Classroom Instruction

Description:

District-Level: Students will engage in one-to-one classroom instruction through the use of mobile devices, such as electronic tablets, notebooks, laptops, etc..

Performance Measure:

District-Level: The percentage of students' one-to-one engagement with technology will increase by 10% by spring 2017 as measured by the district pupil/device report.

S 5.1) District-Level: Technology that Impacts Teaching & Learning

Description:

District-Level: Use technology to impact the quality, content, and structure of teaching and learning focused on results.

G 6) District-Level: Safe and Drug-Free Learning Environments

Description:

District-Level: For SY 2016-17, all schools will decrease the number of out of school suspensions by 5%, based on the 2015-16 MSIS End of Year Discipline Deposition Summary Report for all listed subgroups.

Performance Measure:

District-Level: The number of out of school suspensions for the district will decrease by 5% by spring 2017 as measured by the MSIS End of Year Discipline Deposition Summary Report.

S 6.1) District-Level: Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

District-Level: A planned process of approaches and activities designed to preclude the onset of violence, alcohol, tobacco, and other drugs problems.

S 6.2) District-Level: Intervention (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

District-Level: A planned process of approaches and activities designed to change a person's or group's behavior that may be in the beginning stages of violence, alcohol, tobacco, and other drugs problems.

s 6.3) District-Level: Safety & Security

Description:

District-Level: Security efforts to enhance prevention, identification, and intervention as a means of ensuring a safe, drug-free environment for the student population.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Needs Assessment</p> <p>Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.</p> <p>Explanation</p> <p>The planning team reviewed the strengths and weaknesses of our current school-wide plan. Our goals were reviewed to ensure they were consistent with the district's beliefs and mission, addressed the data analysis of our instructional program, and addressed the desired results for student achievement. Copies of the plan were provided to the faculty, staff, parents, and community members for review. The planning team reviewed the suggestions and final revisions were completed. The planning instrument includes a comprehensive needs assessment of the entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards. It is administered through survey monkey, which tallies and categorizes the results. The need assessment indicated that the following areas: Student achievement- teachers analyzed STAR (universal screening data) at the beginning of the year because the state did not release PARCC until December; teachers worked in teams, grades, and subject areas to disaggregate the data. As a result of the analyzed data, teachers decided on a focus area from the STAR reports and the pacing guide to drive instruction. Teachers collected data by giving pre-test, post-test, STAR, 9 Week Tests (ELS Assessments), computer based programs (IXL, Odyssey, and Accelerated Reader), and guided and independent practices.</p> <p>2) School-wide Reform Strategies</p> <p>Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Describe how services will be provided to students that receive services from the Homeless Education and Migrant Education programs. Sec.1114(b)(1)(B)</p> <p>Explanation</p>	<p>✓</p> <p>✓</p>

Student achievement-teachers analyzed STAR (universal screening data) at the beginning of the year because the state did not release PARCC until December; teachers worked in teams, grades, and subject areas to disaggregate the data. As a result of the analyzed data, teachers decided on a focus area from the STAR reports and the pacing guide to drive instruction. Teachers collected data by giving pre-test, post-test, STAR, 9 Week Tests (ELS Assessments), computer based programs (IXL, Odyssey, and Accelerated Reader), and guided and independent practices. School context & organization-teachers and students are given incentives when the school's vision and mission are achieved. Five components of the school's vision help to form the school's context and organization. They are safe and orderly schools, quality instruction (improve student achievement), increase the capacity and effectiveness of all stakeholders, fully integrate technology, and invest fiscal resources responsibly and effectively. On a quarterly basis, students and teachers are made aware of their progress or lack thereof as it relates to each component.

3) **Timely Assistance**

Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

Explanation

A universal screener will be given to all students in August. The data from the screener, in addition to the list of twenty-day students and Tier II and Tier III students served during the summer will be used to provide timely assistance to struggling students. When state test data becomes available, it will also be used to make decisions to develop effective intervention strategies and schedules, development of instructional professional development for teachers to improve teacher effectiveness and to improve academic achievement of all students.

4) **Instruction by Highly Qualified Staff**

Address instruction by highly qualified staff (and effectiveness in MS).

Explanation

Our goal is improve teacher effectiveness through high quality research-based professional development for all teachers. We will also provide job embedded professional development to teachers to ensure that all are using the EDI instructional delivery system in all classrooms. Our plan is to produce licensed teachers from the teacher assistants and instructional tutors already working within our school district.

5) **Attracting High Quality/Effective Teachers**

Address strategies to attract high quality/effective teachers to high needs schools.

Explanation

Greenwood Middle School is located in the Mississippi Delta where there is a shortage of licensed teachers. Our plan is to produce

licensed teachers from the teacher assistants and instructional tutors already working within our school.

6) **Professional Development**

Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Explanation

The first and third Wednesdays of the month are used for professional development either from a district, school, or teacher, team, grade or subject area perspective. In addition, the beginning of the year, two full day professional development meetings, one full day following the Winter break, and the end of the year district closing meeting are used to keep faculty and staff members abreast of recent trends and knowledge of the profession, the district, and the school. Teachers are also encouraged to attend workshops outside of the district when feasible to obtain knowledge of research-based solutions to identified school-wide problems.

7) **Increase Parental Involvement**

Address strategies to increase effective parental involvement through means such as family literacy services.

Explanation

Administrators and teachers call parents at the beginning of the year, send home letters, student handbooks, and notes outlining student expectations of the class and/or school. Parents and community members also receive information through the district notifications via telephone, Greenwood Middle School's monthly newsletters, parent workshops, the local newspaper (The Commonwealth), the district website, and the local radio station (WGRM 93.9). The media named above will be used as a platform to inform parents of what is happening in our school as well as provide training/strategies to assist them with helping their children at home.

8) **Coordination of Programs**

Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.

Explanation

Greenwood Middle School has a partnership with Mississippi Valley State University. College students do observation, practicum hours, and student teaching. The goal is to train and retain future teachers. Greenwood Middle School also works closely with many community programs and agencies. These community organizations include: Mississippi Extension Services (health and good nutrition), Department of Health (Health Fair), Life Help (student assistance), Junior Auxiliary (Too Good for Drugs program, clothing closet), The Lions Club (dictionaries), Greenwood Utilities (electrical safety fair), doctors (health), and local merchants (student and staff incentives).

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a public school preschool program to local elementary school programs.

Explanation

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10) **Use of Assessments for Improving Performance**

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Explanation

Teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school in several ways to include serving on leadership teams that help to develop assessments, developing pacing guides that will drive instruction and assessments, input on the purchases of academic programs to assess students (i.e. STAR), and teacher made assessments for individual students. Targeted Assistance Plan-Students will be identified in several ways. A universal screener will be given to all students. The data from the screener, in addition to the list of twenty-day students and Tier II and Tier III students served during the summer will be used to provide services for identified students, and students who have failed. When state test data becomes available, it will also be used to make decisions to improve the academic achievement of students.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Plan for Identified Students Ensure that planning for participating students is incorporated into existing school planning.</p> <p>Explanation Students will be identified in several ways. A universal screener will be given to all students. The data from the screener, in addition to the list of twenty-day students and Tier II and Tier III students served during the summer will be used to provide services for identified students, and students who have failed. When state test data becomes available, it will also be used to make decisions to improve the academic achievement of students.</p>	<p>┐</p>
<p>2) Resources for Identified Students Address use Title I, Part A resources to help participating children meet the State's student performance standards expected for all children.</p> <p>Explanation Title I Funds will be used to provide professional development for teachers, additional staff such as instructional assistance to provide individualized instruction, and for the purchase of computer-based programs designed to address the needs of students.</p>	<p>┐</p>
<p>3) Effective Instructional Strategies Address instructional strategies which give primary consideration to providing extended learning time such as extended school year, before- and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum; minimize pull-outs removing children from the regular classroom during regular school hours for Title I, Part A instruction.</p> <p>Explanation The school's instructional plan includes the use of Explicit Direct Instructions (EDI) strategies developed by John Hollingsworth and Silvia Ybarra, co-cofounders of DataWorks. DataWorks is an educational research company that uses data to improve student achievement. More time will be given to students who need as well as those who want additional time to learn. We offer extended school, summer school, and in-school tutorial.</p>	<p>┐</p>

4) Coordination with Regular Education Program

Address coordination with and support of the regular education program which may include, counseling, mentoring and other pupil services; college and career awareness and preparation; services to prepare students for the transition from school to work; and services to assist preschool children's transition to elementary school.

Explanation

Services provided for students who are struggling academically (Remediation, re-teaching, tutoring, interventions, etc.) ☐
 Additional support in curriculum and instruction is a major strength ☐ Math instruction (teaching and learning process) ☐
 Testing~9th-week assessment and ELS (formal/informal) ☐ Pacing Guide ☐ Health Fair ☐ STI (Parent Portal) ☐
 On-site instructional coach ☐ Extended school (after school/summer school) ☐ Strategic Planning ☐ Clear miss
 goal, and vision ☐ Drug Education and Character Education implementation ☐ Weekly Administrative Meetings ☐
 Technology education integration ☐ Comprehensive professional development program ☐ Computer-based instructor
 programs ☐ Safe and healthy school environment ☐ Extended day and year programs ☐ Public relations ☐
 School nurses

5) Instruction by Highly Qualified Staff

Address instruction by highly qualified staff (and effectiveness in MS).

Explanation

Our goal is to use research-based strategies to provide instruction from highly qualified staff members. Our plan is to produce licensed teachers from the teacher assistants and instructional tutors already working within our school.

6) Professional Development

Provide professional development opportunities with Title I, Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating students.

Explanation

The first and third Wednesdays of the month are used for professional development either from a district, school, or teacher, team, grade or subject area perspective. In addition, the beginning of the year, two full day professional development meetings, one full day following the Christmas break, and the end of the year district closing meeting are used to keep faculty and staff members abreast of recent trends and knowledge of the profession, the district, and the school. Teachers are also encouraged to attend workshops outside of the district when feasible to obtain knowledge of research-based solutions to identified school-wide problems.

7) Increase Parental Involvement

Provide strategies to increase parental involvement such as family literacy services.

Explanation

Administrators and teachers call parents at the beginning of the year, send home letters, student handbooks, and notes outlining student expectations of the class and/or school. Parents and community members also receive information through the district notifications via telephone, Greenwood Middle School's monthly newsletters, parent workshops, the local newspaper (The Commonwealth), the district website, and the local radio station (WGRM 93.9). The media named above will be used as a platform to inform parents of what is happening in our school as well as provide training/strategies to assist them with helping their children at home.

8) Effective Implementation

How you will know the programs for identified students are being implemented effectively? Address effective means for improving achievement for children.

Explanation

The school's instructional plan includes the use of Explicit Direct Instructions (EDI) strategies developed by John Hollingsworth and Silvia Ybarra, co-cofounders of DataWorks. DataWorks is an educational research company that uses data to improve student achievement. More time will be given to students who need as well as those who want additional time to learn. We offer extended school, summer school, and in-school tutorial.

Preschool Programs

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

1. Provide a clear and concise statement of the goals and underlying philosophy of the LEA's proposed preschool program.
2. Describe how the preschool program will be coordinated and integrated with other preschool education services.
3. Describe the curriculum to be used and how it achieves a balance between large group, small group, and individual activities.
4. List the LEA's multiple educationally related, objective screening criteria developed to select children for its pre-kindergarten program.
5. Describe the LEA's provisions for ensuring the preschool participation of children who were: (a) enrolled in Head Start or migrant education programs in the previous two years; or (b) are homeless or (c) neglected or delinquent.
6. Describe how the LEA will comply with Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
7. Describe how the progress of preschool program children will be monitored, how often, and how results will be used.
8. Describe how support and professional development will be provided to parents and how this support will enable parents to be involved in the education of their children and how often the support will be provided.
9. Describe how preschool activities will be linked, coordinated with Head Start including children's records, system of communication, and meetings to discuss the development and other needs of individual children.
10. Describe the transition of children from preschool programs, including Head Start, to elementary school and how training will be provided to ensure smooth transition.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

1. How many years has the school not met AMOs?

2. Has the school leadership established a sense of urgency and shared accountability for meeting school improvement objectives? Explain process.

3. Has the LEA and school aligned professional development and evaluation systems to improve instructions? Explain process.

4. Does LEA and school monitor and respond to benchmark/interim data, including all leading and lagging indicators? Explain process with specific timelines.

5. Does the LEA and school align allocation of resources (money, time, personnel, etc.) to school improvement goals? Explain.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Required Documents

This page is currently not accepting Related Documents.

**Mississippi Department of Education
Schools At-Risk Action Plan
2016-2017**

District Name: Greenwood Public School District

School Name: Greenwood Middle School

District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
LEADERSHIP						
Goal(s): (1) All schools will have high quality teachers, leaders, and support staff						
District Action(s):	(1) Establish and maintain an active district leadership team to support implementation of the school improvement plan (2) Ensure that leadership practices emphasized through the National Institute for School Leadership (NISL) trainings, district administrative trainings, and district coaching supports are being utilized within the school. (3) Provide district-wide training sessions in Explicit Direct Instruction (EDI); Use EDI components as the focus of the instructional walkthroughs (4) Assign district administrators to specific schools based on their areas of strength. Administrators will provide support and onsite monitoring of the school improvement efforts (5) Implement a uniform instructional process (6) Assist and support the school administration in providing parent awareness opportunities to share:	Superintendent; District administrators NISL Trainers and Curriculum; Superintendent; District Administrators; school turnaround principles Superintendent; District Administrators; Principals; EDI resources Superintendent; District Administrators Curriculum Director; EDI resources; instructional and literacy coaches	Superintendent; District administrators Superintendent; District Administrators; Curriculum Coordinator; District Assigned Administrator Superintendent; District Administrators; Curriculum Coordinator Superintendent	January 2017 - ongoing January 2017 - ongoing January 2017 - ongoing	January Update: The District Leadership Team met weekly with the superintendent to review progress towards implementation and to identify and address barriers/challenges to implementation based on December benchmark data, attendance data, and office discipline referrals. The district assigned administrator and the school's administrative team conducted instructional walkthroughs and monitored the quality of instruction through classroom observations and student performance data. Instructional coaches followed their assigned schedule of support under the guidance of the curriculum coordinator and building level administrators February: The district leadership team met weekly with the superintendent to review progress towards implementation and to identify and address barriers/challenges based on the school's improvement goals. The district assigned administrator and school principal conducted instructional walkthroughs and shared the results from the walkthroughs with the district	(1) Leadership team will actively guide and monitor the school improvement efforts, e.g., leadership team meetings dates, agendas, and minutes (2) One hundred percent of administrators enrolled in NISL will attend all the training sessions as well as the district administrators' training sessions and will transfer the strategies and skills gained through the training into daily practice. Evidence will be collected through administrator observations. (3) One hundred percent of staff will utilize the EDI model for instruction as evidenced through classroom observations, building walkthroughs, lesson plan checks, and weekly PLC meeting minutes, agendas, and sign-in sheets (4) Increased use of research-based instructional strategies as reflected through lesson plan checks and classroom observations.

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	student progress, student growth targets, online and software resources that can be accessed at home, extended school and Saturday school opportunities, parent access to assessment information and resources, and to stress the importance of regular attendance and academic achievement	Parent involvement meetings, technology training workshops, parent resource workshops	District Level School Designee(s), Principal and Assistant Principal, Parent Liaison,		<p>March Update:</p> <p>April Update:</p> <p>May Update:</p> <p>June Update:</p>	<p>(5) Increase in percentage of students meeting growth and attaining proficiency</p> <p>(6) Increased parental participation and involvement with the school improvement process</p>
School Action(s):	<p>(1) Establish and maintain an active school leadership team to support implementation of the school improvement plan</p> <p>(2) Ensure that leadership practices emphasized through the PLC's and school-wide trainings, district administrative trainings, and school coaching supports are being utilized within the school</p> <p>(3) Utilize Explicit Direct Instruction (EDI) as the district's uniform instructional process.</p> <p>(4) Utilize EDI components as the focus of instructional walkthroughs and classroom observations</p> <p>(5) Ensure that leadership provides parent awareness opportunities to share: student progress, student growth targets, online and software resources that can be accessed at home, extended school and Saturday school opportunities, parent access to assessment information and resources, and to stress the importance of regular attendance.</p>	<p>Superintendent; School Principals, Instructional Coach</p> <p>NISL Trainers and Curriculum; District trainings and resources; District Administrators; School turnaround principles</p> <p>District Administrators, principals, instructional coach, Administrator Toolkit, EDI book</p> <p>Parent involvement meetings, technology training workshops, parent</p>	<p>Principal and Assistant Principal, Instructional Coach, District Level School Designee(s)</p> <p>Principal and Assistant Principal, Parent Liaison, District Level School Designee(s)</p>	<p>January 2017 - ongoing</p> <p>January 2017 - ongoing</p>	<p>January Update: The School Leadership Team led by the principal met bi-weekly to review progress towards implementation, to identify and address barriers/challenges to implementation based on December benchmark data, attendance data, and office discipline referrals; the principal and the District assigned administrator conducted instructional walkthroughs and monitored the quality of instruction through observations and student performance data. Instructional coaches followed the weekly assigned schedule of support and participated in the school's leadership team meeting</p> <p>March Update:</p> <p>April Update:</p> <p>May Update:</p> <p>June Update:</p>	<p>(1) Leadership team will actively guide and monitor the school improvement efforts, e.g., leadership team meetings dates and agenda</p> <p>(2) Apply knowledge, skills, and use of effective leadership practices gained through NISL, district trainings, and school coaching support to guide school improvement process</p> <p>(3) Increase the consistency among staff in providing explicit direct instruction to 100%; Increase the use of research-based instructional strategies with evidence documented through classroom observation and focused instructional walkthroughs</p> <p>(4) Increase in percent of students meeting growth and attaining proficiency</p> <p>(5) Leadership team will actively involve parents in school and student progress and guide and monitor the school improvement efforts, e.g., parent meetings dates and agenda</p>

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		resource workshops				(6) Increase parents' knowledge, participation and involvement with the school improvement process
District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
CURRICULUM AND INSTRUCTION						
Goal(s) (1) All students will demonstrate proficiency and show growth in all assessed areas.						
District Action(s):	(1) Assist schools in analyzing and identifying student growth and proficiency targets to monitor achievement and student progress (2) Review the scheduling of student intervention times to ensure students are receiving academic interventions without interfering with their attendance in their core courses. (3) Provide targeted professional development and instructional resources for all instructional coaches related to: effective literacy strategies, implementation of the district's instructional management plan, and effective coaching strategies. (4) Use district assessment data to determine reading and mathematics deficiencies as well as growth and proficiency targets, in order to provide and inform professional learning communities.	District Curriculum Director -District Federal Programs Director -Targeted Professional Development Sessions; -Mississippi Department of Education's Menu of Services - Mississippi Assessment Program (MAP) resources -District purchased assessment resources -External Providers	-Superintendent -Directors -Principals	January 2017 - ongoing	January Update: Superintendent met with district and school leaders to review progress towards meeting growth and proficiency targets based on benchmark data February Update: Superintendent met with district and school leaders to review progress towards plan implementation March Update: April Update: May Update: June Update:	(1) Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets. (2) School administrators will review and revise Tier 2 and Tier 3 student schedules and monitor teacher classroom practices to ensure students are receiving quality interventions. (3) Intensive professional development and instructional resources will be provided with implementation monitored with fidelity through observations

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		-Principals and Assistant Principals -MTSS resources				documentation, and effective feedback; All instructional coaches will participate in focused professional development and effectively implement the practices to support classroom teachers. (4) District and school administrators will meet with teacher teams to discuss student and teacher progress, monitor the school and improvement efforts, and evaluate progress towards the desired goals of the district.
School Action(s):	<p>(1) Determine and assign growth targets for students and teachers and administer 4th and 9 week assessments to monitor progress towards meeting targets.</p> <p>(2) Review the scheduling of student intervention times to ensure students are receiving academic interventions without interfering with their attendance in their core courses.</p> <p>(3) Provide targeted professional development and instructional resources for all instructional coaches related to: effective literacy strategies, implementation of the district's instructional management plan, and effective coaching strategies.</p>	<p>District Curriculum Director -District Federal Programs Director -Targeted Professional Development sessions; -Mississippi Department of Education's Menu of Services - Mississippi Assessment Program (MAP) resources -MTSS resources</p>	<p>Principal Assistant Principal Instructional Coach Teachers</p>	<p>January 2017 - ongoing</p>	<p>January Update: The Principal met with Superintendent, district assigned administrator, teachers and the school leadership team, to review progress towards meeting growth and proficiency targets based on benchmark data</p> <p>February Update: The principal met with the superintendent, teachers, and the school leadership team to review progress towards plan implementation and make any necessary adjustments to meet improvement objectives</p> <p>March Update:</p> <p>April Update:</p> <p>May Update:</p> <p>June Update:</p>	<p>(1) Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets</p> <p>(2) School administrators and the instructional coach will meet weekly with teacher teams to discuss student and teacher progress, monitor the school and improvement efforts, and evaluate progress towards the desired goals of the district.</p> <p>(3) School administrators will review and revise schedules and monitor teacher classroom practices to ensure students are receiving quality interventions.</p>

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						(4) GMS instructional coach will participate in focused professional development and effectively implement the practices to support classroom teachers. The instructional coach will be assigned targeted students to remediate and provide instructional support.
District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
PROFESSIONAL DEVELOPMENT						
Goal(s): (1) All schools will have high-quality teachers, leaders, and support staff. (2) All schools will achieve a "C" or higher performance rating. (3) All students will demonstrate proficiency and show growth in all assessed areas.						
District Action(s):	(1) Meet on a quarterly basis with principals and external providers to discuss and review provider's progress towards meeting performance goals, increasing student achievement, building staff capacity, and providing targeted professional development for teachers. (2) Provide focused and intensive professional development to teachers based on classroom observations and informal and formal evaluation results. (3) Use benchmark data, district/school common assessments, and state assessment data to determine 7 th -8 th grade reading and mathematics deficiencies, growth and proficiency targets, and to provide targeted support to teachers.	-District Curriculum Director -District Federal Programs Director -Targeted Professional Development -Mississippi Department of Education's Menu of Services - Mississippi Assessment Program (MAP) resources -District purchased assessment resources	-Superintendent -Directors -Principals	January 2017 - ongoing	March Update: April Update: May Update: June Update:	(1) District and school administrators will meet with external providers to discuss and review their benchmarks of progress towards meeting performance goals and expected outcomes as outlined by the district (2) Teachers will be provided job-embedded professional development based on instructional data and classroom observations. (3) Increase the growth of all students based on established growth targets (4) Intensive professional development and instructional

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		-External Providers -Principals and Assistant Principals				resources will be provided and implementation monitored through observation, documentation, and effective feedback.
School Action(s):	<p>(1) Meet on a weekly basis with teachers, instructional coach and external providers to discuss increasing student achievement, building staff capacity, and providing targeted professional development for teachers.</p> <p>(2) Provide focused and intensive professional development to teachers based on classroom observations and formal evaluation results.</p> <p>(3) Use benchmark data, district/school common assessments, and state assessment data to determine 7-8th grade reading and mathematics deficiencies, growth and proficiency targets, and to provide targeted support to teachers.</p>	<p>District Curriculum Director</p> <p>-District Federal Programs Director</p> <p>-Targeted Professional Development</p> <p>-Mississippi Department of Education's Menu of Services</p> <p>- Mississippi Assessment Program (MAP) resources</p> <p>-District purchased assessment resources</p> <p>-External Providers</p> <p>-Principals and Assistant</p>	<p>Superintendent</p> <p>-Directors</p> <p>-Principals</p> <p>-Assistant Principal</p> <p>-Instructional Coach</p>	January 2017 - ongoing	<p>March Update:</p> <p>April Update:</p> <p>May Update:</p> <p>June Update:</p>	<p>(1) School administrators and Instructional Coach will meet with external providers to discuss student and teacher progress, monitor the school and improvement efforts, and evaluate progress towards the desired goals of the district.</p> <p>(2) Teachers will be provided individualized professional development based on instructional data and classroom observations.</p> <p>(3) Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets</p> <p>(4) Intensive professional development and instructional resources will be provided and implementation will be monitored through observation, documentation, and effective feedback.</p>

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District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
CLIMATE AND SAFETY						
Goal(s): (1) Implement processes and procedures that ensure the consistency of the Positive Behavior Intervention and Support (PBIS) program. (2) Reduce the percentage of the number of suspensions for various subgroups of students with high suspension rates. (3) Increase student daily attendance percentage for all subgroups of statewide assessments participants.						
District Action(s):	(1) Assist in the development of a written school-wide Positive Behavior Intervention and Support plan and provide training to all staff members (2) Provide school with necessary resources and incentive strategies to support school-wide efforts to reduce suspensions and increase attendance (3) Provide school with progress monitoring resources and training to ensure the PBIS program is being used consistently and effectively	- District Operations Director - District Federal Programs Director - Targeted Professional Development - Positive Behavior Interventions and Supports (PBIS) Resources - STI data	- Superintendent - Directors	January 2017 - ongoing	March Update: April Update: May Update: June Update:	(1) Positive Behavior Intervention and Support Program will be implemented with fidelity and monitored through use of written processes and procedures, school level data and observations. (2) The percentage of out of school suspensions for all students will decrease by 10%. (3) Average daily attendance will be 95% or higher for all students.
School Action(s):	(1) Develop a school-wide PBIS plan (2) Implement PBIS strategies in all classrooms (3) Provide incentives for improved attendance and positive behavior	- Targeted Professional Development - Positive Behavior Interventions and Supports (PBIS) Resources - STI data	- Administrators - Teachers - Support Staff	January 2017 - ongoing	March Update: April Update: May Update: June Update:	(1) Positive Behavior Intervention and Support Program will be implemented and monitored with fidelity through use of written processes and procedures. (2) The percentage of out of school suspensions for all students will decrease by 10%. (3) The percentage of the average daily attendance will be 95% or higher for all students

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District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
ASSESSMENT						
Goal(s): (1) All students will demonstrate proficiency and show growth in all assessed areas. (2) All schools will achieve a "C" or higher performance rating. (3) All schools will effectively use data systems to improve student achievement and outcomes.						
District Action(s):	(1) Provide universal screener, intervention and enrichment resources, and training for school personnel (2) Provide school with resource tools for creating assessments, progress monitoring and analyzing of classroom, grade-level, and school-level data (3) Assist school in providing teachers support in analyzing student data to help make data-driven decisions in their instructional and assessment practices.	-District Curriculum Director -District Federal Programs Director -Targeted Professional Development -Mississippi Department of Education- Mississippi Assessment Program (MAP) resources -District purchased assessment resources	-Superintendent -Directors	January 2017 - ongoing	March Update: April Update: May Update: June Update:	(1) Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets
School Action(s):	(1) Administer universal screeners to identify students needing interventions, provide intervention and enrichment resources, and training for school personnel (2) Assist teachers and support staff in using resource tools for creating assessments, progress monitoring and analyzing of classroom, grade-level, and school-level data	District Curriculum Director -District Federal Programs Director -Targeted Professional Development -Mississippi Department of Education-	• Principal • Assistant Principal • Instructional Coach • Teachers Support Staff	January 2017 - ongoing	March Update: April Update: May Update: June Update:	(1) Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets

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	(3) Provide training and support for teacher in analyzing student data to help make data-driven decisions in their instructional and assessment practices	Mississippi Assessment Program (MAP) resources -District purchased assessment resources				
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Board President: _____
(Printed Name) (Signature)

Date: _____

Superintendent: _____
(Printed Name) (Signature)

Date: _____

Principal: _____
(Printed Name) (Signature)

Date: _____

School Board Approval Date: _____

	2015-2016 SCHOOL YEAR (MAP)					2014-2015 SCHOOL YEAR (PARCC)				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade 2 (OVERALL)										
IEPs	2	4				1				
ELLs										
Economically Disadvantaged	16	40	37	12		29	17	15	4	
Asian										
Black	16	40	37	12		29	17	15	4	
Hispanic										
Native American										
White										
Other										

NOTE: State assessment data 2015-2016 reflects MAP data; State assessment data 2014-2015 reflects PARCC data.

Provide a summary of Screening, Diagnostic, and Progress Monitoring assessment results for grades K, 1, 2, and 3 specifically in the area of reading and language arts. Indicate data source.

Kindergarten

Screening Assessment Data: The screening report for K at Threadgill Elementary shows that 38 percent of the students are Urgent Intervention , 34 percent of the students are in the category of Intervention , 7 percent of students are On Watch, and 21 percent of students are at or Above Benchmark.

Diagnostic Assessment Data: The data shows 72 percent of students in are in Intervention or Urgent Intervention in the Reading and Language Arts. It also shows the 28 percent are At or Above Benchmark.

Progress Monitoring Assessment Data: The progress monitoring data shows that students have shown growth in the area of Reading and Language Arts. The data shows 25 percent of students are in Urgent Intervention, 30 percent of students in intervention , 15 percent On Watch and 29 percent At Or Above Benchmark.

1st Grade

Screening Assessment Data: The screening report for 1st grade shows that 25 percent of students are Level 1, 26 percent of students are Level 2, 21 percent of students are Level 3, 12 percent of students are Level 4, and 17 percent of students are Level 5.

Diagnostic Assessment Data: The Diagnostic assessment data shows that 71 percent of all 1st graders are Below the Benchmark. 1st grade 29 percent of the students are at or Above the Benchmark.

Progress Monitoring Assessment Data: The progress monitoring data shows improvement. In 1st grade 11 percent of students are Level 1, 24 percent of students are Level 2, 23 percent of students are Level 3, 11 percent of the students are Level 4, and 32 percent of students are Level 5.

2nd Grade

Screening Assessment Data: The screening report for 2nd grade shows that 37 percent of the students are Level 1, 23 percent of the students are Level 2, 17 percent of the students are Level 3, 9 percent of students are Level 4, and 14 percent of students are Level 5.

Diagnostic Assessment Data: The diagnostic reports shows that 77 percent of the students are below the benchmark in Reading and 23 percent are At or Above the Benchmark in Reading.

Progress Monitoring Assessment Data: The Progress monitoring data shows that students improved in the areas of ELA and Reading. In 2nd grade 27 percent of students are Level 1, 24 percent of students are Level 2, 18 percent of students or Level 3, 8 percent of

students are Level 4, and 23 percent of students are Level 5.

3rd Grade

Screening Assessment Data: The screening report for 3rd grade shows that 36 percent of students are Level 1, 28 percent of students are Level 2, 13 percent of students are Level 3, 6 percent of students are Level 4, and 17 percent of students are Level 5.

Diagnostic Assessment Data: The Diagnostic Data shows that 77 percent of the 3rd grade students are Below the Benchmark and 23 percent are above the bench mark.

Progress Monitoring Assessment Data: The progress monitoring data shows the 3rd grade students improved in the areas of ELA and Reading. The report shows that 23 percent of students are Level 1, 28 percent of students are Level 2, 18 percent of students are Level 3, 14 percent of the students are Level 4, and 17 percent of the students are Level 5.

Explain how school administrators will share literacy data, as well as the school wide focus on literacy instruction with faculty, parents, community members, and other stakeholders.

Administrators will share literacy data through focused faculty meetings, PLCs, data meetings, and a one on one session with administration. Parents receive data through Star Reports, Parents Conferences, Progress Reports and monthly Parent and community meetings.

Target areas based on state and local assessment data.		
Indicate the areas of concern based on state assessment data and local assessment data.	Indicate the actions needed to resolve concerns.	Indicate the timeline for actions and who will be responsible.
<ul style="list-style-type: none"> • Vocabulary • Comprehension • Writing • Phonics/ Phonemic Awareness 	<ul style="list-style-type: none"> • Integrate vocabulary across the curriculum through the use of Flocabulary, Reading Street, introducing grade level vocabulary and Odyssey Learning. • Implement 20 minutes s of Reading Daily (Fiction and Non-Fiction Text) AR. Center Activities Daily • Incorporate writing across the curriculum across the curriculum. Teachers are 	<ul style="list-style-type: none"> • August 1, 2016 –ongoing • Administration, Teachers, Instructional Assistants, Consultants and Instructional Coaches • •

	<p>implementing the four square writing strategy.</p> <ul style="list-style-type: none">• Remediation and pullouts for all tier three students.• Implement daily phonics and phonemic awareness drills	
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Component # 4: Survey of Assessments

The School Literacy Leadership Team should complete the following table for each grade level below indicating the name of each assessment being used at the school to address the literacy components.

Grade Level(s): ☒ K ☒ 1st ☒ 2nd ☒ 3rd

Note: This page may be duplicated if needed. One page is sufficient if the same assessment is used across all grades.

		Tier 1 (Universal)	Tier 2 (Strategic Supplemental)	Tier 3 (Intensive)
Phonemic Awareness <i>(beyond grade 2 only reading-disabled students need assessment of phonemic awareness)</i>	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Progress Monitoring	Renaissance Learning Star	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
Phonics/ Morphology/ Spelling	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
Oral Passage-Reading Fluency	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
Oral Language and Listening Comprehension	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
Vocabulary <i>(apart from reading)</i>	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
Passage-Reading Comprehension	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels

Notes: _____

Describe who will administer the assessments.

The Classroom teacher and Instructional Assistants will administer assessments.

Describe the system that will be used to manage the assessment data and who will be responsible for data entry and management.

Diebels Next is administered by the Teachers and Instructional assistants who will enter the data and keep logs on weekly reports. The report is turned in to instructional coaches and teachers who checks and monitors data. Renaissance Learning Star is a computerized based program which that data is uploaded after students complete the test.

Describe the plan and timeline for analyzing the data and who will be responsible for data analysis.

The plan for testing Dibels is three times a year. The intervention plan for is done weekly by instructional assistants. Renaissance Learning Star is done monthly for all students. Bi-weekly for Tier 2 students and weekly for Tier 3 students. Teachers, Administrators, and instructional coaches are responsible for data analysis.

Describe the plan for how the data will be displayed and accessed by teachers (e.g., file folders, wall charts, and visual mapping software).

The teacher and instructional coaches will display data in classroom, student charts, data room and teachers can access all data online.

Describe the plan for reviewing student data with instructional staff, prioritizing needs, and setting goals. **The data is reviewed is by principal, teachers, students, and instructional coaches. After reviewing data it is analyzed by principal and individual teachers on strengths and weaknesses. Then plans are developed for growth goals for each student.**

Component #5: Programs/Materials

Complete the following chart to survey current core reading program and other materials.

K-3 Core Reading Program(s) (Tier I)

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level Reading Street	●	●	●	●
Publisher Name & Publication Year: Pearson 2011				
Who/how was the reading program selected?	The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches.			
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	●	●	●	●
• Phonics	●	●	●	●
• Fluency	●	●	●	●
• Vocabulary	●	●	●	●
• Comprehension	●	●	●	●

K-3 Tier II Supplemental Program(s)

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level Reading Street 2011	●	●	●	●
Odyssey Learning Computer Based Program				
Renaissance Learning Computer Based Program				
Publisher Name & Publication Year : Person 2011				
Who/how was the reading program selected?	The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches.			
Indicate if the core reading program addresses:				
Phonological awareness and/or phonemic awareness	●	●	●	●
Phonics	●	●	●	●
Fluency	●	●	●	●
Vocabulary	●	●	●	●
Comprehension	●	●	●	●

K-3 Tier III Intensive Intervention Program(s)

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level Reading Street 2011 Tiered Intervention Kits. Odyssey Learning Computer Based Program	●	●	●	●
Publisher Name & Publication Year: Pearson 2011				
Who/how was the reading program selected?	The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches.			
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	●	●	●	●
• Phonics	●	●	●	●
• Fluency	●	●	●	●
• Vocabulary	●	●	●	●
• Comprehension	●	●	●	●

<p>Describe the plan for selecting and purchasing the following:</p> <p>Additional instructional material The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches. The Consultants jobs are posted online and each consultant group does presentation to a District committee. The Kirkland Group helps in the areas of Third Grade ELA.</p>
<p>Additional interventions</p>
<p>Additional manipulatives (e.g., magnetic grapheme letters, syllable boards, response cards, vocabulary cards, sentence strips, graphing charts, reading timers, etc.)</p>

Additional equipment or classroom furnishings (e.g., tables, whiteboards, etc.) **The purchasing of equipment was done according to Threadgill Elementary Federal Program Needs Assessment.**



DAVIS ELEMENTARY SCHOOL LITERACY PLAN

State Template

Introduction

The School Literacy Plan (SLP) supports school personnel who are charged with implementing the Literacy-Based Promotion Act, 2013. This plan should be used as a resource to enhance effective literacy instruction and prevention of reading failure in grades K- 3. Prevention of reading failure should be the focus of literacy efforts, with the goal of all students reading on grade level by the end of 3rd grade.

The SLP is required for MDE Target Schools and recommended for other schools. It is based upon the information included in the *Principal's Primer for Raising Reading Achievement* used in the Regional Literacy Trainings for Principals Serving K-3 Schools. The SLP is intended to be a public document outlining the school's commitment to literacy instruction in grades K-3. The MDE literacy coach will assist target schools with developing the SLP based on the MDE template. This should detail support from all internal and external service providers. The SLP should be an extension of the Federal Title I Language Arts Plan developed by schools that receive those federal funds. The SLP should serve as a blueprint to plan literacy instruction, as well as a measuring stick for determining and documenting how well the school is providing effective research-based literacy instruction to students. It should provide details, benchmarks, explicit data components, and instructional routines that must be present to increase student performance. In addition, this document outlines for parents and others that the school has a thoughtful plan where the adults in the school are working toward the same goals, using instructional techniques based upon rigorous research, and doing whatever it takes to ensure that every child learns to read on grade level by the end of 3rd grade.

Below are the components that must be addressed in a School Literacy Plan.

Component 1: School Literacy Plan Contact and Demographic Information – Requires school contact information and demographic data.

Component 2: School Literacy Leadership Team – Specifies the Literacy Leadership Team members and information about scheduled meetings.

Component 3: Analyzing Data and Informing Stakeholders – Captures state assessment data and local data, and specifies plan for informing the faculty and garnering parental support to address areas of concern.

Component 4: Survey of Assessments – Guides the process for surveying current assessments utilized by the school and determining the individual needs of students.

Component 5: Program/Materials – Provides guidance for selecting and evaluating core reading program and intervention materials to determine if the programs have alignment and address the core reading components: phonological awareness and/or phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Component 6: Professional Development – Provides guidance on training school staff in the area of literacy.

Component #1: School Literacy Plan Contact Information		
School Year: 2016-2017	District: Greenwood Public School District	
School Name: Davis Elementary	Principal: Likisha Coleman	
Address: 400 Cotton Street	E-mail: likishacoleman@greenwood.k12.ms.us	
City: Greenwood	Phone: (662) 455-7425/455-7430	
Zip: 38930	Fax: (662) 455-7497	
Indicate school's most recent Federal Accountability Designation:		State Accountabilty Designation:
Reward School	Focus School	A
<u>X</u> On Target School	Priority School	<u>X</u> B
		C
Approaching Target School		D
		F
Indicate if school is a Target School receiving MDE literacy coach support:		
<u>X</u> Yes. The school recieves literacy coach support from MDE.		
_____ No. The school does not receive literacy coach support from MDE.		
School Demographics		
Highly Qualified Teachers	97%	Indicate Grades served:
School Enrollment		Pre-K
IEP Students	9%	<u>X</u> K
ELL Students	1%	<u>X</u> 1
Migratory Students	0%	<u>X</u> 2
Homeless Students	5%	<u>X</u> 3
Economically disadvantaged	100%	<u>X</u> Other
Ethnic / Racial Breakdown		Person responsible for implementation of the School Literacy Plan:
White	0%	Name: <u>Likisha Coleman</u>
Black	99%	Title: <u>Principal</u>
Hispanic	0%	
Asian/Pacific Islander	1%	
Native American	0%	
Other	0%	

(Note: We held a third grade transition class with students from all of the elementary schools in the district who failed Third Grade Gate.)	2015-2016 SCHOOL YEAR (MAP)					2014-2015 SCHOOL YEAR (PARCC)				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade 3 (OVERALL)										
IEPs	9	3	1	1	0	1	2	0	2	0
ELLs	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	17	46	30	11	1	25	27	16	12	0
Asian	0	0	0	0	0	0	0	0	0	0
Black	17	46	30	11	1	25	27	16	12	0
Hispanic	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0

NOTE: State assessment data 2015-2016 reflects MAP data; State assessment data 2014-2015 reflects PARCC data.

Provide a summary of Screening, Diagnostic, and Progress Monitoring assessment results for grades K, 1, 2, and 3 specifically in the area of reading and language arts. Indicate data source.

Kindergarten

Screening Assessment Data: Star Early Literacy Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi- Weekly

1st Grade

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi-Weekly

2nd Grade

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi-Weekly

3rd Grade

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi-Weekly

Explain how school administrators will share literacy data, as well as the school wide focus on literacy instruction with faculty, parents, community members, and other stakeholders. School administrators will train the staff in using the Renaissance Learning STAR Assessment site to retrieve data. Data reports will be shared with the staff through various PLCs. Teachers will send home assessment data to parents and other stakeholders. Accelerated Reader data will be viewed and discussed often as another strategy to increase literacy instruction.

***See Attached Data Analysis Sheets on the next page.

DAVIS ELEMENTARY SCHOOL
K& 1st Grade

	STAR EARLY LITERACY (K)	STAR READING (1st Grade)	STAR MATH (1st Grade)
At/Above Benchmark	14/63=22% Goal - 60%	29/80=36% Goal - 60%	54/83= 65% Goal - 60%
On Watch	9/63 =14% Goal - 20%	9/80 = 11% Goal - 20%	13/83 = 16% Goal - 20%
Intervention	19/63 = 30% Goal - 15%	23/80 = 29% Goal - 15%	10/83 = 12% Goal - 15%
Urgent Intervention	21/63 = 33% Goal - 5%	19/80 = 24% Goal - 5%	6/83 = 7% Goal - 5%

DAVIS ELEMENTARY SCHOOL
2nd Grade

		STAR READING (2nd Grade)	STAR MATH (2nd Grade)
At/Above Benchmark		33/74 = 45% Goal - 60%	35/77 = 45% Goal - 60%
On Watch		13/74 = 18% Goal - 20%	19/77 = 25% Goal - 20%
Intervention		14/74 = 19% Goal - 15%	17/77 = 22% Goal - 15%
Urgent Intervention		14/74 = 19% Goal - 5%	6/77 = 8% Goal - 5%

DAVIS ELEMENTARY SCHOOL

3rd Grade

	STAR READING	STAR MATH	
At/Above Benchmark	29/88 = 33% Goal - 60%	50/89 = 65% Goal - 60%	
On Watch	19/88 = 22% Goal - 20%	10/89 = 11% Goal - 20%	
Intervention	19/88 = 22% Goal - 15%	12/89 = 13% Goal - 15%	
Urgent Intervention	21/88 = 24% Goal - 5%	9/89 = 10% Goal - 5%	

Target areas based on state and local assessment data.

Indicate the areas of concern based on state assessment data and local assessment data.	Indicate the actions needed to resolve concerns.	Indicate the timeline for actions and who will be responsible.
<ul style="list-style-type: none"> • Literary Text • Informational Text • Vocabulary • Writing Expression • Knowledge and Use of Language Convention 	<ul style="list-style-type: none"> • Give assessments that mirror the state assessment (MAP items at least 15 minutes per day) • Increase oral reading fluency in the classroom by having students read aloud • Improve instruction in writing opinion pieces, informative/explanatory text, and narrative text using graphic organizers and rubrics as well as dissecting writing prompts • Actively engage students using Flocabulary, Kahoot, Newsela, Moby Max, etc. • Improve vocabulary instruction using the Frayer Model Modified, vocabulary.com, Book of List, etc. • Increase reading comprehension by including text dependent questions on all assessments • Provide extended school to the Top 25% and the bottom 25% • Provide enrichment to top 25% with Kimple to improve proficiency rate. • Use the EDI strategies with fidelity 	<p>Timeline: August 2016-May 2017</p> <ul style="list-style-type: none"> • Principals • Curriculum Director • Teachers • Kirkland Consultant (Kimple)

Component # 4: Survey of Assessments

The School Literacy Leadership Team should complete the following table for each grade level below indicating the name of each assessment being used at the school to address the literacy components.

Grade Level(s): ☐ K ☐ 1st ☐ 2nd ☐ 3rd

Note: This page may be duplicated if needed. One page is sufficient if the same assessment is used across all grades.

		Tier 1 (Universal)	Tier 2 (Strategic Supplemental)	Tier 3 (Intensive)
Phonemic Awareness <i>(beyond grade 2 only reading-disabled students need assessment of phonemic awareness)</i>	Screening	Star Early Literacy Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
Phonics/ Morphology/ Spelling	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
Oral Passage- Reading Fluency	Screening	Star Reading Assessment Dibels	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
Oral Language and Listening Comprehension	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
Vocabulary <i>(apart from reading)</i>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
Passage- Reading Comprehension	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		

Notes: _____

Describe who will administer the assessments.

STAR assessments will be administered by the Computer Lab Technician (Lynda Gordon). Teachers and assistants will monitor and assist with the BOY, MOY, and EOY testing. Progress monitoring will be administered by the instructional assistants bi-weekly.

Describe the system that will be used to manage the assessment data and who will be responsible for data entry and management.

Data will be monitored through the Grade Book and Reports system of STAR. Teachers are trained on how to retrieve the data. They also will receive data reports from the Instructional Coach, Principal, and Assistant Principal. Teachers will manage the data by checking it often and progress monitoring based on changes in the data.

Describe the plan and timeline for analyzing the data and who will be responsible for data analysis.

Analyzing data is done on a weekly basis. One week is STAR data with progress monitoring and the next week is DIBELS data with progress monitoring. Teachers are responsible for analyzing the data after their instructional assistants provide the bi-weekly Progress Monitoring Assessment.

Describe the plan for how the data will be displayed and accessed by teachers (e.g., file folders, wall charts, and visual mapping software).

Teachers will display a data wall in their classrooms. Data walls will be updated as students test. Data walls will reflect growth as well as non-growth. Students will be able to read the data wall and measure their own success.

Describe the plan for reviewing student data with instructional staff, prioritizing needs, and setting goals.

Groups are utilized for discussing data. Goals are set according to STAR data. Groups are also created based on the data. Needs are met through learning centers and remedial groups.

Component #5: Programs/Materials

Complete the following chart to survey current core reading program and other materials.

K-3 Core Reading Program(s) (Tier I)

Reading Street	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Publisher Name & Publication Year Pearson Education, Inc., 2011				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Phonics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Fluency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Vocabulary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Comprehension	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

K-3 Tier II Supplemental Program(s)

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
Phonological awareness and/or phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K-3 Tier III Intensive Intervention Program(s)

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please see K-3 Tier II Supplemental and Tier III Intensive Intervention Programs on the next page.

GREENWOOD PUBLIC SCHOOL DISTRICT

2016-2017

Greenwood Public School District uses a board-approved Instructional Management Plan (IMP) that offers explicit detail about what instruction must include. The chart below is in addition to our IMP and is a graphic representation of what instruction is expected to look like in each school/classroom in the district. GPSD employees have been provided professional development regarding each strategy. Ongoing professional development and support will continue to be offered to foster the effective use of each strategy.

Tier I	Tier II	Tier III
for all students EWS terminology = "On Track" used daily in each classroom	Supplemental, Small Group EWS Terminology= "Sliding Off Track" In addition to Tier I/provided at least 2 times each week for a prescribed time interval with a pre-determined rate of mastery	Intensive, Individual EWS terminology = "Off Track" provided daily for a prescribed time interval with a pre-determined rate of mastery
Standards Based Instruction	Learning Odyssey (all schools)	Learning Odyssey (all schools)
District Pacing Guides	Accelerated Math (all schools)	Accelerated Math (all schools)
Thinking Maps	Accelerated Reader (all schools)	Accelerated Math (all schools)
Explicit Direct Instruction (EDI)	Rosetta Stone (Bankston)	Rosetta Stone (Bankston)
Positive Behavior Intervention Supports (PBIS)	Imagine Learning (Bankston)	Imagine Learning (Bankston)
Technology Infusion (minimum of __ x weekly)	Measuring of Life (Bankston)	Measuring of Life (Bankston)
	iReady (all schools)	iReady (all schools)

Describe the plan for selecting and purchasing the following:

Additional instructional materials

Our school participates in Strategic Planning. During this time, instructional goals are set and suggestions are given for material to be purchased for literacy improvement.

Additional interventions

We have many technology interventions that are currently being using to improve literacy. Odyssey, Ready, Mobymax, Flocabulary, and Accelerated Reader are the most recently purchased and used programs.

Additional manipulatives (e.g., magnetic grapheme letters, syllable boards, response cards, vocabulary cards, sentence strips, graphing charts, reading timers, etc.)

Classrooms have access to an array of manipulatives. Teachers have ample supplies for teaching the 5 components of reading.

Additional equipment or classroom furnishings (e.g., tables, whiteboards, etc.)

Davis School is equipped with 2 Mondopads (one on the upper side and one on the lower side). Multiple classrooms have Promethean Boards. All teachers have access to projectors and white screens. Each classroom has a set of Chromebooks as well as a classroom computer. Furniture is safe and secure and meets the classroom needs of all of the students.

Component #6: Professional Development: Describe all literacy professional development for the school year.

SCHOOLWIDE PROFESSIONAL DEVELOPMENT PLAN

Specify Name of Training	Person(s) Responsible	Dates of Training	Type of Professional Development (PLC, district training, state training, vendor provided, etc.)
A. Training for Principals and Coaches			
Instructional Leadership	(D) Curriculum Coordinator		District (weekly) Held Tuesday 3:45-4:45
Literacy Content	(D) Curriculum Coordinator		District (weekly) Held Tuesday 3:45-4:45
CCSS for ELA	(D) Kirkland Consultants		*See PD Calendar
PARCC Assessment			
Instructional Strategies for Literacy	(D) Kirkland Consultants		*See PD Calendar
Other			
B. Training for Teachers			
Literacy Content	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
CCSS for ELA	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
PARCC Assessment			
Instructional Strategies for Literacy	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)

Other			
C. Training for Interventionist / Reading Specialists			
Literacy Content	N/A		
CCSS for ELA	N/A		
PARCC Assessment	N/A		
Instructional Strategies for Literacy	N/A		
Other			
D. Training for Paraprofessionals			
Interventions	Instructional Coach /Consultants		
Instructional Strategies for Literacy	Instructional Coach /Consultants		



BANKSTON ELEMENTARY SCHOOL LITERACY PLAN

State Template

Introduction

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Below are the components that must be addressed in a School Literacy Plan.

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Component 2: School Literacy Leadership Team – Specifies the Literacy Leadership Team members and information about scheduled meetings.

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Component 4: Survey of Assessments– Guides the process for surveying current assessments utilized by the school and determining the individual needs of students.

Component 5: Program/Materials – Provides guidance for selecting and evaluating core reading program and intervention materials to determine if the programs have alignment and address the core reading components: phonological awareness and/or phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Component 6: Professional Development – Provides guidance on training school staff in the area of literacy.

Component #1: School Literacy Plan Contact Information

School Year: 2016-2017	District: Greenwood Public School District
School Name: Bankston Elementary	Principal: Kirby Love
Address: 1312 Grand Boulevard	E-mail: kirbylove@greenwood.k12.ms.us
City: Greenwood	Phone: (662) 455-7421/455-7430
Zip: 38930	Fax: (662) 45

Indicate school's most recent Federal Accountability Designation:	State Accountabilty Designation:
Reward School	A
Focus School	<input checked="" type="checkbox"/> B
<input checked="" type="checkbox"/> On Target School	C
Priority School	D
Approaching Target School	F

Indicate if school is a Target School receiving MDE literacy coach support:

- ☐ Yes. The school recieves literacy coach support from MDE.
- ☒ No. The school does not receive literacy coach support from MDE.

School Demographics

Highly Qualified Teachers	96%	Indicate Grades served:
School Enrollment		
IEP Students	17%	Pre-K
ELL Students	1%	<input checked="" type="checkbox"/> K
Migratory Students	0%	<input checked="" type="checkbox"/> 1
Homeless Students	1%	<input checked="" type="checkbox"/> 2
Economically disadvantaged	100%	<input checked="" type="checkbox"/> 3
		<input checked="" type="checkbox"/> Other
Ethnic / Racial Breakdown		Person responsible for implementation of the School Literacy Plan:
White	30%	Name: <u>Kirby Love</u>
Black	63%	
Hispanic	5%	
Asian/Pacific Islander	2%	
Native American	0%	
Other	0%	
		Title: <u>Principal</u>

Component #2: School Literacy Leadership Team**Enter first and last name of each school literacy leadership team member.**

Principal	Kirby Love	Kindergarten Teacher	Elizabeth Hardin
Reading Interventionist	Needed	First Grade Teacher	Presley Elkins
Special Educ. Teacher	Tracy Woods	Second Grade Teacher	
Literacy Coach/Lead Teacher	Robin Halfacre	Third Grade Teacher	Karen Allen
MDE Literacy Coach		Title I Teacher	
Library Media Specialist	Carol Short	Other Representative	Sherri Toole

Indicate regular monthly meeting dates/times (at least one hour) for the literacy leadership team.

Weekly PLC meetings are held during grade level planning times. The time allotted is approximately 50 minutes. Additional Professional development meetings are also held each Tuesday afternoon from 3:45 to 4:45.

Indicate team members who will have the following roles:

Facilitator: Kirby Love, Dawn West, or Robin Halfacre

Recorder: Sherri Toole

Time Keeper: Presley Elkins

Indicate how the minutes from each meeting will be recorded and archived.

The minutes from PLC Meetings are recorded on the Team Meeting Sheet. They are completed by each grade level team leader and turned in to the principal and kept in her office.

The minutes from Professional Development meetings are recorded on the PLC minute sheet.

	2015-2016 SCHOOL YEAR (MAP)					2014-2015 SCHOOL YEAR (PARCC)				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade 3 (OVERALL)										
IEPs	2	2	1	0	0	4	1	0	0	0
ELLs										
Economically Disadvantaged	9	27	16	16	3	17	15	15	14	1
Asian										
Black	5	15	7	10	2	14	10	8	7	0
Hispanic		1	1	0	0			2	1	1
Native American	0	0	0	0	0					
White	4	9	8	5		3	4	4	4	0
Other		2		1	1	0	1	1	2	

NOTE: State assessment data 2015-2016 reflects MAP data; State assessment data 2014-2015 reflects PARCC data.

Provide a summary of Screening, Diagnostic, and Progress Monitoring assessment results for grades K, 1, 2, and 3 specifically in the area of reading and language arts. Indicate data source.

Kindergarten

Screening Assessment Data: Star Early Literacy Assessment

Diagnostic Assessment Data: Star Early Literacy

Progress Monitoring Assessment Data: Bi- Weekly

1st Grade

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Star Reading

Progress Monitoring Assessment Data: Bi-Weekly

2nd Grade

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Star Reading

Progress Monitoring Assessment Data: Bi-Weekly

3rd Grade

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Star Reading

Progress Monitoring Assessment Data: Bi-Weekly

Explain how school administrators will share literacy data, as well as the school wide focus on literacy instruction with faculty, parents, community members, and other stakeholders.

School administrators will train the staff in using the Renaissance Learning STAR Assessment site to retrieve data. Data reports will be shared with the staff through various PLCs. Teachers will send home assessment data to parents and other stakeholders. Accelerated Reader data will be viewed and discussed often as another strategy to increase literacy instruction.

***See Attached Data Analysis Sheets on the next page.

Bankston Elementary School

BOY Screening Results

Kindergarten (Early Literacy)	Early Emergent	Late Emergent	Transitional	Probable
Fall	22%	20%	7%	52%
Winter				
Spring				

1 st Grade STAR Reading	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Fall	14%	32%	10%	44%
Winter				
Spring				

1 st Grade (Early Literacy)	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Fall	93%	7%		
Winter				
Spring				

2 nd Grade STAR Reading	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Fall	16%	27%	19%	49%
Winter				
Spring				

3 rd Grade STAR Reading	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Fall	22%	37%	10%	31%
Winter				
Spring				

Target areas based on state and local assessment data.

Indicate the areas of concern based on state assessment data and local assessment data.	Indicate the actions needed to resolve concerns.	Indicate the timeline for actions and who will be responsible.
<ul style="list-style-type: none"> • Literary Text • Informational Text • Vocabulary • Writing Expression • Knowledge and Use of Language Convention 	<ul style="list-style-type: none"> • Give assessments that mirror the state assessment (MAP items at least 15 minutes per day). • Increase oral reading fluency in the classroom by having students read aloud. • Improve instruction in writing opinion pieces, informative/explanatory text, and narrative text using graphic organizers and rubrics as well as dissecting writing prompts. • Improve vocabulary instruction using the Frayer Model Modified, vocabulary.com, Book of List, etc. • Increase reading comprehension by including text dependent questions on all assessments. • Provide extended school to the bottom 25%. • ELL students will use Imagine Learning and Rosetta Stone. • Use the EDI strategies with fidelity. • Bottom 25% students will be assigned to instructional assistants for tutoring based on the data (STAR, MAP). • Comprehension strategies will be taught in order for students to self-monitor comprehension, use visualization, answer text dependent questions, and make inferences and summarize ideas. 	<p>Timeline: August 2016-May 2017</p> <ul style="list-style-type: none"> • Principals • Curriculum Director • Teachers • Kirkland Consultant (Kimple)

Component # 4: Survey of Assessments

The School Literacy Leadership Team should complete the following table for each grade level below indicating the name of each assessment being used at the school to address the literacy components.

Grade Level(s): ☐ K

☐ 1st ☐ 2nd ☐ 3rd

Note: This page may be duplicated if needed. One page is sufficient if the same assessment is used across all grades.

		Tier 1 (Universal)	Tier 2 (Strategic Supplemental)	Tier 3 (Intensive)
Phonemic Awareness <i>(beyond grade 2 only reading-disabled students need assessment of phonemic awareness)</i>	Screening	Star Early Literacy Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
Phonics/ Morphology/ Spelling	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
Oral Passage- Reading Fluency	Screening	Star Reading Assessment Dibels	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
Oral Language and Listening Comprehension	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
Vocabulary <i>(apart from reading)</i>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
Passage- Reading Comprehension	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		

Notes: _____

Describe who will administer the assessments.

AR assessments will be administered by the Computer Lab Technician. Teachers and assistants will monitor and assist with the BOY, MOY, and EOY testing. Progress monitoring will be administered by the instructional assistants bi-weekly.

Describe the system that will be used to manage the assessment data and who will be responsible for data entry and management.

Data will be monitored through the Grade Book and Reports system of STAR. Teachers are trained on how to retrieve the data. They also will receive data reports from the Instructional Coach, Principal, and Assistant Principal. Teachers will manage the data by checking it often and progress monitoring based on changes in the data.

Describe the plan and timeline for analyzing the data and who will be responsible for data analysis.

Analyzing data is done on a weekly basis. Teachers are responsible for analyzing the data after their instructional assistants provide the bi-weekly Progress Monitoring Assessment.

Describe the plan for how the data will be displayed and accessed by teachers (e.g., file folders, wall charts, and visual mapping software).

The Principal will display STAR data throughout the school. Teachers will display a data wall in their classrooms. Data walls will be updated as students test. Data walls will reflect growth as well as non-growth. Students will be able to read the data wall and measure their own success.

Describe the plan for reviewing student data with instructional staff, prioritizing needs, and setting goals.

PLCs are utilized for discussing data. Prioritizing needs and setting goals are based on district assessments and Star data.

Component #5: Programs/Materials

Complete the following chart to survey current core reading program and other materials.

K-3 Core Reading Program(s) (Tier I)

Reading Street	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Publisher Name & Publication Year Pearson Education, Inc., 2011				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Phonics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Fluency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Vocabulary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Comprehension	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

K-3 Tier II Supplemental Program(s)

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K-3 Tier III Intensive Intervention Program(s)

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GREENWOOD PUBLIC SCHOOL DISTRICT

2016-2017

Greenwood Public School District uses a board-approved Instructional Management Plan (IMP) that offers explicit detail about what instruction must include. The chart below is in addition to our IMP and is a graphic representation of what instruction is expected to look like in each school/classroom in the district. GPSD employees have been provided professional development regarding each strategy. Ongoing professional development and support will continue to be offered to foster the effective use of each strategy.

Tier I	Tier II	Tier III
for all students EWS terminology = "On Track" used daily in each classroom	Supplemental, Small Group EWS Terminology= "Sliding Off Track" In addition to Tier I/provided at least 2 times each week for a prescribed time interval with a pre-determined rate of mastery	Intensive, Individual EWS terminology = "Off Track" provided daily for a prescribed time interval with a pre-determined rate of mastery
Standards Based Instruction	Learning Odyssey (all schools)	Learning Odyssey (all schools)
District Pacing Guides	Accelerated Math (all schools)	Accelerated Math (all schools)
Thinking Maps	Accelerated Reader (all schools)	Accelerated Math (all schools)
Explicit Direct Instruction (EDI)	Rosetta Stone (Bankston)	Rosetta Stone (Bankston)
Positive Behavior Intervention Supports (PBIS)	Imagine Learning (Bankston)	Imagine Learning(Bankston)
Technology Infusion (minimum of __ x weekly)	Measuring of Life (Bankston)	Measuring of Life (Bankston)
	iReady (all schools)	iReady (all schools)

Describe the plan for selecting and purchasing the following:

Additional instructional materials

Our school participates in Strategic Planning. During this time, instructional goals are set and suggestions are given for material to be purchased for literacy improvement.

Additional interventions

Additional interventions in the five components of reading will be selected and purchased for grades K-3rd.

Additional manipulatives (e.g., magnetic grapheme letters, syllable boards, response cards, vocabulary cards, sentence strips, graphing charts, reading timers, etc.)

Additional manipulatives will be purchased for K-3rd grade classrooms to assist teachers with teaching phonemic awareness, phonics, and fluency.

Additional equipment or classroom furnishings (e.g., tables, whiteboards, etc.)

Additional equipment such as whiteboards and mondo-pads will be purchased for classrooms that do not have them.

Component #6: Professional Development: Describe all literacy professional development for the school year.

SCHOOLWIDE PROFESSIONAL DEVELOPMENT PLAN

Specify Name of Training	Person(s) Responsible	Dates of Training	Type of Professional Development (PLC, district training, state training, vendor provided, etc.)
A. Training for Principals and Coaches			
Instructional Leadership	(D) Curriculum Coordinator		District (weekly) Held Tuesday 3:45-4:45
Literacy Content	(D) Curriculum Coordinator		District (weekly) Held Tuesday 3:45-4:45
CCSS for ELA	(D) Kirkland Consultants		*See PD Calendar
PARCC Assessment			
Instructional Strategies for Literacy	(D) Kirkland Consultants		*See PD Calendar
Other			
B. Training for Teachers			
Literacy Content	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
CCSS for ELA	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
PARCC Assessment			
Instructional Strategies for Literacy	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
Other			
C. Training for Interventionist / Reading Specialists			
Literacy Content	N/A		
CCSS for ELA	N/A		
PARCC Assessment	N/A		
Instructional Strategies for Literacy	N/A		
Other			
D. Training for Paraprofessionals			
Interventions	Instructional Coach /Consultants		
Instructional Strategies for Literacy	Instructional Coach /Consultants		

School Plan - Demographics

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	391	211	180	3	370	8	0	10	0	391	40	6	0	0	2
2015-16	382	203	179	3	365	4	0	10	0	382	30	3	0	0	2

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	353.37	448	
2015-16	353.65	193.6	

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

The Greenwood Public School District is located in the heart of the Mississippi Delta in Leflore County which is in the northwestern section of Mississippi. The district serves 3,073 students. We have four elementary schools and one middle school, high school, and career and technical center. The racial makeup of the student population is 90% African-American, 9% Caucasian, and 1% other. One-hundred percent of the students receive free lunch. The median household income in 1997 was \$21,027 compared to \$28,527 statewide. Greenwood Middle School is a feeder school for the four elementary schools in the district. It has a tradition of bringing all of the elementary schools together with a true middle school concept where teams of teachers serve their students successfully. Greenwood Middle School is a relatively new school, having been built in 2001. The vision of the middle school is to achieve a level 4 or 5 accreditation status and meet AYP (adequate yearly progress) by way of high quality **instruction**, an inspired **culture**, parental and community **support**, and faculty, staff, and student **self-discipline**. The mission statement is to "Create Student Success and Nothing Less".

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

The Greenwood Public School District is located in the heart of the Mississippi Delta in Leflore County which is in the northwestern section of Mississippi. The district serves 3,073 students. We have four elementary schools and one middle school, high school, and career and technical center. The racial makeup of the student population is 90% African-American, 9% Caucasian, and 1% other. One-hundred percent of the students receive free lunch. The median household income in 1997 was \$21,027 compared to \$28,527 statewide. Greenwood Middle School is a feeder school for the four elementary schools in the district. It has a tradition of bringing all of the elementary schools together with a true middle school concept where teams of teachers serve their students successfully. Greenwood Middle School is a relatively new school. The vision of the middle school is to achieve a level 4 or 5 accreditation status and meet AYP (adequate yearly progress) by way of quality **instruction**, an inspired **culture**, parental and community **support**, and faculty, staff, and student **self-discipline**. The mission statement is to "Create Student Success and Nothing Less".

Greenwood sits at the eastern edge of the Mississippi Delta and has a small town feel but offers some very unique features including a world class hotel, Viking Range

Corp, one of the largest manufacturers of high-end kitchen appliances, the Yazoo River Trail, and a downtown fresh produce market, along with critically acclaimed restaurants and locally owned retail stores. Greenwood is located only 10 miles from one of the state's historically black colleges - Mississippi Valley State University- and 30 minutes from Mississippi Delta Community College.

School Plan - Accountability Data

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accountability Designation - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Grade : C
Total Points 403
Held harmless by the state

The test data revealed that most students at Greenwood Middle School scored Level 2 and Level 3 on a scale of 1 to 5. There was a very small percentage of students scoring proficient or advanced on ELA, Math, and Science Assessments. Whereas, more students met their growth targets, the challenge is moving our students from a basic understanding to high levels of proficiency.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency	22.6	16.9	14	15.7	28.8	36.1		
Growth All Students	32.4	45.8	25.4	47.9			98.8	
Growth Low 25%	37.9	47.2	41.8	59.1			98.8	
	2014-15				2015-16			
Accountability Grade	C				F			
Total Points	203				269			

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

The top strengths in Greenwood Middle School and Greenwood Public School District that were uncovered through deep examination of accountability, assessment, and other pertinent data

include:

- Growth of All Students in Math improved by 22.5% from 2014-2015 to 2015-2016
- Student growth in the bottom quartile for Math improved by 17.3% from 2014-2015 to 2015-2016
- Growth of All Students in ELA improved by 13.4% from 2014-2015 to 2015-2016
- Student growth in the bottom quartile for ELA improved nearly 10% from 2014-2015 to 2015-2016
- Student Attendance is averaging 93.3% this year compared to 92% last year
- Teacher Attendance currently averages above 95%
- 7th Grade ELA had the highest percentage of students scoring Level 3 in ELA than any other level.

Gaps that exist in Greenwood Middle School include the following:

84.62% of 8th grade students with disabilities scored Level 1 in ELA.

Zero percent of students with disabilities scored Level 4 or 5 on the ELA or Math MAP Assessments

- 50% of 8th graders scored Levels 1 or 2 on ELA MAP Assessment.
- 47% of 7th graders scored Levels 1 or 2 on ELA MAP Assessment.
- 58% of 8th graders scored Levels 1 or 2 on Math MAP Assessment.
- 55% of 7th graders scored Levels 1 or 2 on Math MAP Assessment.
- 63% of 7th graders scored Level 1 or 2 on the fall STAR Reading.
- 60% of 8th graders scored Level 1 or 2 on the fall STAR Reading.
- Nearly 50% of 7th graders scored Level 1 or 2 on the fall STAR Math.
- Growth improved in the bottom quartile from 2014-2015 to 2015-2016.
- Growth of All Students in ELA and Math improved from 2014-2015 to 2015-2016.
- Fewer than 20% of students scored a Level 4 or 5 on ELA and Math MAP Assessment.
- All 7th and 8th grade students with disabilities scored lower than Level 4 on the ELA or Math MAP Assessments.
- Roughly 53% of the students scored a Level 1 or 2 on the ELA and MAP Assessment.
- 8th grade had the highest percent of students scoring Level 2 in Math than any other level.

Learning Odyssey, a research-based intervention program, was purchased for all teachers and students; however, lack of training and time constraints for utilization presented barriers for effective implementation.

Students whose teachers had access to IXL for math and consistently used it for interventions and progress monitoring showed growth on the math MAP assessment.

Students whose teachers consistently used Star Reading for progress monitoring and used the results to drive instruction demonstrated the most growth on the MAP for ELA.

Previous training and support was not structured or aligned to teacher needs. Consequently, teachers need ongoing targeted training and support in understanding support how to effectively implement evidence-based practices, including instructional programs.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																
Growth All Students																
Growth Low 25%																
	2014-15								2015-16							
Accountability Grade	Select...								Select...							
Total Points																

High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	0%	0%	0%	0%	0%	0%	0%	89.06%	96.76%
2015-16									

Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Student promotion in all grades is 89% or better in both 7th and 8th grades. The promotion rate is lower in 7th grade because many 7th grade students enter middle school with reading and math skills well below 7th grade levels. With intense remediation, targeted interventions, and extended learning time, most 7th grade students are able to be promoted to the 8th grade. By the end of their eighth grade year, most struggling students have received enough remediation and support to maintain grades satisfactory enough to promote to 9th grade. However, we still have far too many students struggling during the school year. With increased interventions and supports, GMS students can achieve greater degrees of success.

Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

An 8th-grade exit program is implemented in May of every year. The high school counselors and principals visit the school to register the students for 9th grade; in addition, the principal has a brief orientation of the high school. Expectations are shared regarding student behavior, and students are allowed to ask questions about the high school. Greenwood Middle School hosts at least two college knowledge events where area colleges and universities visit classrooms to introduce students to college life and opportunities available to them. The student also participates in various programs hosted on college campuses to encourage student enrollment.

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Out-of-School Suspensions

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	1458		1050	
IEP	134	9.19%	98	9.33%
EL	5	0.34%	0	0%
Asian	0	0%	0	0%
BLK/AA	1413	96.91%	996	94.86%
His/Lat	5	0.34%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	40	2.74%	54	5.14%

What discipline issues if any impact student achievement/growth?

Because students enters GMS from three different elementary schools, tension and apprehension is sometimes high. As a result, an increase in disruptive behaviors occurred resulting in more out of school suspensions. Out of school suspension due to misbehavior had a negative impact on student achievement.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

Disciplinary issues are addressed immediately to protect instructional minutes. Positive Behavioral Interventions and Supports System (PBIS) and Character Education are some of the initiatives currently in place to address discipline issues and promote positive behavior. The district will implement the "Rethink Discipline" Initiative sponsored by the U.S. Department of Education with the assistance of the Supportive School Discipline Communities of Practice. At least one administrator from each school in the district was trained June 7-8 in New Orleans.

Summarize other factors impacting climate and culture. (optional)

Extracurricular activities and events promoting school pride have impacted the climate and culture.

The Greenwood Public School District has a "No Pass- No Play" policy. This policy has had a significant impact of the climate and culture at the school, resulting in a greater focus on academic achievement. .

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Language Arts

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		SATP2/Eng. II	
2015	Select...		Select...		Select...		Select...		Select...		MAP	13	MAP	18.9	Select...	
2016	Select...		Select...		Select...		Select...		Select...		STAR	21	STAR	17	Select...	

*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

**SA - State Assessment

Language Arts - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

The top strengths in Greenwood Middle School and Greenwood Public School District that were uncovered through deep examination of accountability, assessment, and other pertinent data include:

- Growth of All Students in ELA improved by 13.4% from 2014-2015 to 2015-2016
- Student growth in the bottom quartile for ELA improved nearly 10% from 2014-2015 to 2015-2016
- Zero percent of students with disabilities scored Level 4 or 5 on the ELA or Math MAP Assessments,
- 84.62% of 8th grade students with disabilities scored Level 1 in ELA.
- 50% of 8th graders scored Levels 1 or 2 on ELA MAP Assessment.
- 47% of 7th graders scored Levels 1 or 2 on ELA MAP Assessment.
- 63% of 7th graders scored Level 1 or 2 on the fall STAR Reading.
- 60% of 8th graders scored Level 1 or 2 on the fall STAR Reading.
- Learning Odyssey, a research-based intervention program, was purchased for all teachers and students; however, lack of training and time constraints presented barriers for effective implementation.

Students whose teachers consistently used Star Reading for progress monitoring and used the results to drive instruction demonstrated the most growth on the MAP for ELA.

Previous training and support were not structured or aligned to teacher needs. Consequently, teachers need ongoing targeted training and support in understanding support how to effectively implement evidence-based practices, including instructional programs.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	Select...		Select...		Select...		Select...		Select...		MAP	9.1	MAP	13.5	Select...	
2016	Select...		Select...		Select...		Select...		Select...		STAR	34	STAR	43	Select...	

*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

**SA - State Assessment

Mathematics - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

- Growth of All Students in Math improved by 22.5% from 2014-2015 to 2015-2016
- Student growth in the bottom quartile for Math improved by 17.3% from 2014-2015 to 2015-2016
- 58% of 8th graders scored Levels 1 or 2 on Math MAP Assessment.
- 55% of 7th graders scored Levels 1 or 2 on Math MAP Assessment.
- Nearly 50% of 7th graders scored Level 1 or 2 on the fall STAR Math.
- 8th grade STAR Math fall scores are significantly higher than fall STAR scores for math and reading.
- Growth improved in the bottom quartile from 2014-2015 to 2015-2016.
- Growth of All Students in Math improved from 2014-2015 to 2015-2016.
- 8th grade had the highest percent of students scoring Level 2 in Math than any other level.

Students whose teachers had access to IXL for math and consistently used it for interventions and progress monitoring showed growth on the math MAP assessment.

Previous trainings and support were not structured or aligned to teacher needs. Consequently, teachers need ongoing targeted training and support in understanding support how to effectively implement evidence-based practices, including instructional programs.

Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		Select...	

**SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

ESEA Annual Measurable Objectives

Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						

Blk/AA					
His/Lat					
NH/PI					
Multi-Racial					
White					
Female					
Male					
ED					
LEP					
IEP					

Mathematics						
Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
Blk/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Annual Measurable Objectives - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Students are not meeting growth or attaining proficiency. While some gains were made in the bottom quartile, the growth and proficiency must be intensely supported to improve student outcomes.

A uniformed instructional delivery system was not in place to support effective instruction; thus, teachers were not providing instruction aligned to their grade level standard(s).

A systematic process needs to be implemented to address student discipline/behavior.

Students whose teachers consistently used Star Reading results to differentiate instruction showed growth on the ELA Map assessment, specifically in the bottom quartile. Learning Odyssey, a research-based intervention program, was another tool that all staff and students could use; however, due to lack of adequate training on how to effectively use the system and time constraints, an accurate determination could not be made regarding its effectiveness.

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Teacher Retention Trends

	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2014-15	4							
2015-16	5	23	5	23	5	23	2	9

Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.

Greenwood Middle School has a partnership with Mississippi Valley State University, Mississippi State University, and Delta State University. College students conduct classroom observations, practicum hours, and student teaching at Greenwood Middle School. The goal is to train and retain future teachers.

Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.

A standard license and college degree, college hours, or Work keys are required for employment in Greenwood Public School District.

Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.

Teachers receive ongoing job embedded professional development through weekly Professional Learning Communities, Subject Area Professional Development, Consultant and RESA designed professional development as needs assessments are completed through classroom observations, mentoring and coaching. Professional Learning Communities are in place to accelerate high-quality instruction from expert teachers to novice teachers.

Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.

Current supplemental instructional resources include computer based programs (i.e. Accelerated Reader, Odyssey Reading and Math, IXL, USA TestPrep, and Flocabulary). These programs are used for to impact the achievement of our Tier II and Tier III students.

Star 360 is our universal screener and progress monitoring tool to help differentiate instruction.

Rosetta Stone is used in enhancing literacy for our ELL students.

Additional staff to include an instructional coach and instructional assistants assists with interventions, tutoring, and progress monitoring with fidelity.

Describe the school's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic program of the school.

The school's instructional plan includes the use of Explicit Direct Instructions (EDI) strategies developed by John Hollingsworth and Silvia Ybarra, co-founders of DataWorks. DataWorks is an educational research company that uses data to improve student achievement.

Will federal funds be used to extend learning time? If yes, please explain.

Yes. Extended school and summer school will offered to extend learning time.

Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.

Teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school in several ways to include serving on leadership teams that help to develop assessments, developing pacing guides that will drive instruction and assessments, input on the purchases of academic programs to assess students (i.e. STAR), and teacher made assessments for individual students.

Professional Development Planning

Identified Priority Needs	Data Sources
Improving Educator effectiveness and Instruction	Learning Forward Standards

Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).

Our Professional Development Plan has 5 goals which include:

Goal #1: All students will demonstrate proficiency and show growth in all assessed areas

Goal #2: All students will exit 8th grade prepared to be successful at high

Goal #3: Greenwood Middle School will have high-quality teachers, leaders, and support staff

Goal #4: Greenwood Middle School will effectively use data systems to improve student achievement and outcomes.

Goal #5: Greenwood Middle School will achieve a “C” or higher performance rating

Greenwood Middle School will implement Standards for Professional Learning which are designed to increase educator effectiveness and permeate positive results for all students. These standards set clear expectations for professional learning which will guide the efforts of individuals, teams, schools, and school system staff in setting policies, organizing, providing, facilitating, managing, participating in, monitoring, or measuring professional learning, to increase educator effectiveness and results for all students.

Implementation of these standards, dialogue, discussion, and analysis will lead to increased effectiveness in professional learning and changes in instructional practices that are based on pedagogy, research, and data

Our professional development plan focusing on improving instruction and aligns to the learning forward standards by providing

job embedded, researched-based support in an effort to improve teacher effectiveness in learning communities, increasing the capacity of our teachers and leaders, utilizing resources to improve in specific areas, using data to drive instruction, implementation of the explicit direct instruction strategies with fidelity, and tying teacher performance to student outcomes (evaluating the plan).

Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.

The classroom instructional model used by the Greenwood Middle School is Explicit Direct Instruction developed by DataWorks Inc. This researched based instructional Model indicates an eighty percent mastery rate on the first teach of content. All certified teachers were trained in this instructional model and have received ongoing support in the form of Professional Learning Community training and classroom observations with feedback. Because of the design of this instructional model quality classroom instruction with mastery on the first teach will lead to higher student achievement.

Each instructional staff member has been trained on the proper implementation of the Multi-Tiered System of Supports. With proper implementation of this safety net and intervention system students who do not master content can be readily identified and strategies can be developed to remediate them before the student falls further behind. Instructional staff have been supported with ongoing PLC's and support from the MTSS Team.

Teachers have been trained in the new Teacher Growth Rubric. Through classroom observations and effective feedback, teachers can improve their instructional practice and thereby improve teaching and student learning.

Other professional development sessions are planned that have been identified as needed by staff to improve instruction and student learning.

The Greenwood Middle School instructional team is constantly evaluating data to identify professional development needs and as the data indicates we will seek out those professional development opportunities that are, based on best practices, most likely to positively impact student learning.

Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.

Silvia Ybarra, co-founder of DataWorks Educational Research, has dedicated her research to improving learning for low-income and minority children putting theory into practice. The activities/strategies of explicit direct instruction require that the teacher does something, the student does something, and through pair and sharing a reciprocation of learning takes place between the students.

GMS has one instructional coach who works to support building teacher capacity and one part-time

math tutor.

GMS utilizes title funds to provide targeted job embedded professional development to teachers based upon their needs and evaluation/observation results.

Support and implementation are monitored through weekly classroom observations

Weekly updates are provided to the superintendent and shared with the board during monthly meetings

Federal and district funds will be used to sustain any programs, maintenance, and teachers or other positions used to make improvements through the transitional process.

The district will continue to seek funds for building strong educational opportunities.

School leaders and member of the district leadership team will inquire, both informally and formally through public forums, focus groups, surveys and conversations about the views of families and other community members for the purpose of listening and responding to community feedback and taking action when needed.

How will the school evaluate the improvement of its instructional and leadership practices?

The school will use an ongoing evaluation process which includes: evaluate the improvement of its instructional and leadership practices using the data from monthly benchmark assessments, stakeholder needs assessments and lastly the state's assessment program and student achievement outcomes.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Family and Community Involvement

Identified Priority Needs	Data Sources
Family and Community Involvement	

Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.

The strengths of family and community involvement are high academic achievement and growth of students whose parents are involved, parents are well informed by the school/district, and parents and community members are present on campus at various times and days during the school year. Additionally, Greenwood Middle School ensures the effective communication of the district's mission, vision, and goals to all stakeholders. Challenges of family and community involvement include the high teacher and administrator turnover in the last three years that adversely affect relations between the school and community, and the college and career readiness standards require a shift in learning for the school and the family.

Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?

Assessment results are analyzed and communicated to stakeholders via the school and district leadership teams during meetings to include Annual Title I Meeting, Parent Conference Days, Response to Intervention Meetings, and meetings with smaller groups.

Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.

The parent compacts are developed and implemented using the norms for parents, students, and teachers that will assure the success of all students.

School Plan - Dimension 5: School Context and Organization

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)

Year	K	1	2	3	4	5	6	7	8
2014-15								25:1	25:1
2015-16								25:1	25:1

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input type="text" value="Yes"/>	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input type="text" value="Yes"/>	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input type="text" value="Yes"/>	
Stakeholders take part in developing solutions to identified problems.	<input type="text" value="Yes"/>	

Describe the need for class size reduction teachers.

According to Zyngier (2014), class size reduction teachers lead to higher achievement and narrows the opportunity gap. Students are afforded more one on one time with the teacher. Additionally, the management of the class is improved with more opportunities to work cooperatively.

GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD MIDDLE SCHOOL (4220022) Public School - School Plan - Rev 1

Summarize what's working in your school and why?

Greenwood Middle School currently has an instructional coach who works with teachers in building their capacity and improving student achievement. We have adopted the state's framework as our curriculum framework in organized way by way of a pacing guide. We also provide common assessments and using the data to drive instructional improvements. Moreover, professional development is designed to increase the capacity of all instructional staff members to include, but not limited to, grade level team meetings to assist teachers in planning, address issues and concerns, and promote growth and development. Technology integration is also working well at Greenwood Middle School whereby the students are using the technology in the classrooms and for assessments. Computer-based programs support the delivery of instruction and the creating and the delivering of assessments. Proof was provided during state testing conducted online with no major issues are problems during administration as reported by teachers and students.

Summarize what's not working in your school and why?

We continue to struggle with improving student achievement. In the last three years, we have administered three different state assessments (MCT2, PARCC, MAP) in the last three years. Our goal is to be successful no matter the test and provide rigorous effective instruction that will yield successful results. We are also looking to improve our parental and community involvement whereby the support and funding is increased.

List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.

1. Increasing student achievement by increasing proficiency in ELA, Math and Science, and increasing growth in all areas.
2. Improve teacher and leadership effectiveness by providing job embedded professional development as needed
3. provide researched-based, effective instruction to all students
4. Providing student incentives and exposure/opportunities
5. Improve student discipline/character education

PERFORMANCE FRAMEWORK 5-YEAR GOALS

The Mississippi Department of Education is required to submit data for 18 metrics for each Priority or Focus school that implements one of the six required school intervention models and is served with SIG funds.

Schools are required to submit Baseline/Pre-data for the school year **prior** to the implementation of one of the six intervention models and for each subsequent year that the school implements the model. These goals will be updated once SY2016-2017 data becomes available.

5-YEAR GOALS

5-Year Goal - The goal to be achieved by the end of Year 5 of SIG implementation.

SIG Year 2 Goal - Goal for the end of Year 1 of full implementation.

SIG Year 3 Goal - Goal for the end of Year 2 implementation.

SIG Year 4 Goal - Goal for the end of Year 3 implementation.

SIG Year 5 Goal – Goal for the end of Sustainability Year. (Same as 5-Yr Goal)

METRIC 1 INTERVENTION MODEL

Identify the intervention model that the school is implementing - transformation, turnaround, restart, closure.

METRIC 2 AMO STATUS **N/A**

Identify the District and School's NCLB Adequate Yearly Progress (AMO) Status and indicate if growth was met or not met in reading/language arts, mathematics, and other academic indicators.

Was growth met or not met in the following areas?	Reading/ Language Arts		Mathematics		Other Academic Indicators		State Accountability Rating
	Met	Not Met	Met	Not Met	Met	Not Met	(notes)
Baseline/Pre-data							
5-Yr Goal							
SIG Year 1/ Full Implementation Year 1 Goal – FY 17-18							
SIG Year 2/ Full Implementation Year 2 Goal – FY 18-19							
SIG Year 3/ Full Implementation Year 3 Goal – FY 19-20							
SIG Year 4/ Sustainability Goal – FY 20-21							

METRIC 3 AYP TARGETS MET AND MISSED BY SUBGROUPS N/A

Identify by reading/language arts, mathematics, and other academic indicators whether AYP targets have been met or not met for each subgroup.

AMO Targets Mathematics	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 1/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 2/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 3/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 4/ Sustainability Goal – FY 20-21											

AMO Targets Mathematics	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 1/ Full Implementation Year 1 Goal – FY17-18															
SIG Year 2/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 3/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 4/ Sustainability Goal – FY 20-21															

AMO Targets English/Language Arts	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 1/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 2/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 3/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 4/ Sustainability Goal – FY 20-21											

AMO Targets English/Language Arts	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 1/ Full Implementation Year 1 Goal – FY															
SIG Year 2/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 3/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 4/ Sustainability Goal – FY 20-21															

AMO Targets Other Academic Indicators	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 1/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 2/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 3/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 4/ Sustainability Goal – FY 20-21											

AMO Targets Other Academic Indicators	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 1/ Full Implementation Year 1 Goal – FY															
SIG Year 2/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 3/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 4/ Sustainability Goal – FY 20-21															

METRIC 4 SCHOOL IMPROVEMENT STATUS

No longer applicable due to the ESEA flexibility waiver

METRIC 5 NUMBER OF MINUTES AND TYPES OF INCREASED LEARNING TIME OFFERED

EXAMPLE ONLY (results will vary for each school based on individual days and minutes):

The total minutes would be 78,780, calculated as follows:

- Full days: 176 days multiplied by 390 minutes = 68,640 minutes
- Partial days: 4 days multiplied by 195 minutes = 780 minutes
- Afterschool: 80 days multiplied by 90 minutes = 7,200 minutes
- Professional Learning Community: 60 minutes a week X 36 weeks = 2160 minutes
- Add the results: 68,640 + 780 + 7,200 + 2160 = **78,780 minutes**

NOTE: Additional learning time for which all students had the opportunity to participate.

Increased learning time is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before/after school, summer school, weekend school. Source: School Data Reports EXCLUDES **LUNCH PERIOD**.

Types: 1-Longer school year 2-Longer school day 3-Before/After school 4-Summer school 5-Weekend school
6-Other (re-directed time within the school day)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
5-Yr Goal	85,723	10,890			4,500	3,360	1,050		72,853		3,960
Baseline/Pre-data	74,833								72,853		1,980

Baseline:

Core -72,853 minutes =

(178 Full Days multiplied by 407 minutes = 72,446 minutes and 2- Partial days multiplied by 203.5 minutes = 407 mins)

Teacher PD - 1,980 minutes = 55 minutes a week X 36 weeks

5-Yr Goal:

Core -72,853 minutes =

(178 Full Days multiplied by 407 minutes = 72,446 minutes and 2- Partial days multiplied by 203.5 minutes = 407 mins)

Teacher PD - 3,960 minutes = 110 minutes a week X 36 weeks

Summer School - 3,360 minutes = 210 minutes a day X 16 days

Saturday School - 1,050 minutes = 210 minutes a day X 5 days

After School - 4,500 minutes = 90 minutes a day x 50 days

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 1 Actual	85,723	10,890			4,500	3,360	1,050		72,853		3,960

Core -72,853 minutes =

(178 Full Days multiplied by 407 minutes = 72,446 minutes and 2- Partial days multiplied by 203.5 minutes = 407 mins)

Teacher PD - 3,960 minutes = 110 minutes a week X 36 weeks

Summer School - 3,360 minutes = 210 minutes a day X 16 days

Saturday School - 1,050 minutes = 210 minutes a day X 5 days

After School - 4,500 minutes = 90 minutes a day x 50 days

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 2 Actual	85,723	10,890			4,500	3,360	1,050		72,853		3,960

Core -72,853 minutes =

(178 Full Days multiplied by 407 minutes = 72,446 minutes and 2- Partial days multiplied by 203.5 minutes = 407 mins)

Teacher PD – 3,960 minutes = 110 minutes a week X 36 weeks

Summer School – 3,360 minutes = 210 minutes a day X 16 days

Saturday School- 1,050 minutes = 210 minutes a day X 5 days

After School- 4,500 minutes = 90 minutes a day x 50 days

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 3 Actual	85,723	10,890			4,500	3,360	1,050		72,853		3,960

Core -72,853 minutes =

(178 Full Days multiplied by 407 minutes = 72,446 minutes and 2- Partial days multiplied by 203.5 minutes = 407 mins)

Teacher PD – 3,960 minutes = 110 minutes a week X 36 weeks

Summer School – 3,360 minutes = 210 minutes a day X 16 days

Saturday School- 1,050 minutes = 210 minutes a day X 5 days

After School- 4,500 minutes = 90 minutes a day x 50 days

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 4 Actual	85,723	10,890			4,500	3,360	1,050		72,853		3,960

Core -72,853 minutes =

(178 Full Days multiplied by 407 minutes = 72,446 minutes and 2- Partial days multiplied by 203.5 minutes = 407 mins)

Teacher PD – 3,960 minutes = 110 minutes a week X 36 weeks

Summer School – 3,360 minutes = 210 minutes a day X 16 days

Saturday School- 1,050 minutes = 210 minutes a day X 5 days

After School- 4,500 minutes = 90 minutes a day x 50 days

METRIC 6 PROFICIENCY ON STATE ASSESSMENTS

Identify the percentage (%) of students by each proficiency level (minimal, basic, passed, proficient, advanced) on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

Metric 6: Grade - 7

1=minimal 2=basic 3=pass 4=proficient 5=advanced

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	16	31	40	11	2	50	42	8	0	0	0	0	100	0	0	16	30	41	11	2
3 Yr Goal	10	15	40	20	15	25	30	35	10	0	0	0	0	50	50	10	15	40	20	15
Year 1 - Goal FY 17-18	13	25	35	15	7	40	38	17	5	0	0	0	50	50	0	13	25	35	15	7
Year 2 - Goal FY 18-19	11	23	38	18	10	30	35	27	8	0	0	0	25	50	25	11	23	38	18	10
Year 3 - Goal FY 19-20	10	15	40	20	15	25	30	35	10	0	0	0	0	50	50	10	15	40	20	15

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	0	0	100	0	0	16	32	39	11	2	0	0	100	0	0	n/a	n/a	n/a	n/a	n/a	40	20	40	0	0
3 Yr Goal	0	0	0	75	25	10	15	40	20	15	0	0	0	75	25	n/a	n/a	n/a	n/a	n/a	0	0	40	40	20
Year 1 - Goal	0	0	50	50	0	13	25	35	15	7	0	0	25	60	15	n/a	n/a	n/a	n/a	n/a	25	30	30	15	0
Year 2 - Goal	0	0	25	65	10	11	23	38	18	10	0	0	15	65	20	n/a	n/a	n/a	n/a	n/a	0	20	40	30	10
Year 3 - Goal	0	0	0	75	25	10	15	40	20	15	0	0	0	75	25	n/a	n/a	n/a	n/a	n/a	0	0	40	40	20

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	12	43	36	9	0	17	75	8	0	0	0	50	50	0	0	12	43	36	9	0
3 Yr Goal	0	25	35	30	10	5	50	40	5	0	0	0	0	75	25	0	25	35	30	10
Year 1 - Goal FY 17-18	10	35	30	20	5	10	65	25	0	0	0	25	50	25	0	10	35	30	20	5
Year 2 - Goal FY 18-19	5	30	30	27	8	8	60	30	2	0	0	0	30	60	10	5	30	30	27	8
Year 3 - Goal FY 19-20	0	25	35	30	10	5	50	40	5	0	0	0	0	75	25	0	25	35	30	10

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	0	0	0	100	0	11	44	36	8	0	0	50	50	0	0	n/a	n/a	n/a	n/a	n/a	40	20	40	0	0
3 Yr Goal	0	0	0	100	0	25	35	30	10	20	0	0	0	75	15	n/a	n/a	n/a	n/a	n/a	0	5	20	50	25
Year 1 - Goal	0	0	0	100	10	35	30	20	5	10	0	0	30	60	10	n/a	n/a	n/a	n/a	n/a	0	40	40	15	5
Year 2 - Goal	0	0	0	100	5	30	30	27	8	15	0	0	15	75	10	n/a	n/a	n/a	n/a	n/a	0	25	40	20	15
Year 3 - Goal	0	0	0	100	0	25	35	30	10	20	0	0	0	85	15	n/a	n/a	n/a	n/a	n/a	0	5	20	50	25

Metric 6: Grade – 8

1=minimal 2=basic 3=pass 4=proficient 5=advanced

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	26	24	31	17	2	85	8	8	0	0	25	0	25	25	25	26	24	31	17	2
3 Yr Goal	10	15	35	30	10	50	25	15	10	0	0	0	0	50	50	10	15	35	30	10
Year 1 – Goal FY 17-18	20	20	32	23	5	70	20	10	0	0	0	25	0	50	25	20	20	32	23	5
Year 2 – Goal FY 18-19	15	18	34	25	8	60	20	15	5	0	0	0	25	25	50	15	18	34	25	8
Year 3 – Goal FY 19-20	10	15	35	30	10	50	25	15	10	0	0	0	0	50	50	10	15	35	30	10

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	0	0	0	50	50	25	26	30	17	1	50	0	50	0	0	NA	NA	NA	NA	N/A	40	0	60	0	0
3 Yr Goal	0	0	0	50	50	10	15	35	30	10	0	0	30	60	10	n/a	n/a	n/a	n/a	n/a	0	0	55	40	5
Year 1 – Goal	0	0	0	50	50	20	20	32	23	5	0	25	30	40	5	n/a	n/a	n/a	n/a	n/a	20	20	30	30	0
Year 2 – Goal	0	0	0	50	50	15	18	34	25	8	0	10	30	50	10	n/a	n/a	n/a	n/a	n/a	0	15	50	30	5
Year 3 – Goal	0	0	0	50	50	10	15	35	30	10	0	0	30	60	10	n/a	n/a	n/a	n/a	n/a	0	0	55	40	5

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	14	44	28	12	1	31	54	15	0	0	25	0	25	25	25	14	43	29	13	1
3 Yr Goal	0	25	40	25	10	15	35	35	15	0	0	0	0	50	50	0	25	40	25	10
Year 1 – Goal FY 17-18	10	35	35	15	5	0	50	10	35	5	0	0	25	50	25	10	35	35	15	5
Year 2 – Goal FY 18-19	5	30	37	20	8	0	25	15	45	15	0	0	25	25	50	5	30	37	20	8
Year 3 – Goal FY 19-20	0	25	40	25	10	15	35	35	15	0	0	0	0	50	50	0	25	40	25	10

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	0	0	0	50	50	13	46	28	12	1	50	0	50	0	0	NA	NA	NA	NA	N/A	40	20	40	0	0
3 Yr Goal	0	0	0	50	50	0	25	40	25	10	0	0	0	50	50	n/a	n/a	n/a	n/a	n/a	0	0	20	50	30
Year 1 – Goal	0	0	0	50	50	10	35	35	15	5	0	50	25	25	0	n/a	n/a	n/a	n/a	n/a	0	25	35	20	20
Year 2 – Goal	0	0	0	50	50	5	30	37	20	8	0	0	25	50	25	n/a	n/a	n/a	n/a	n/a	0	15	20	40	25
Year 3 – Goal	0	0	0	50	50	0	25	40	25	10	0	0	0	50	50	n/a	n/a	n/a	n/a	n/a	0	0	20	50	30

METRIC 7 STUDENT PARTICIPATION RATE ON STATE ASSESSMENTS

Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

Metric 7: Grade – 7

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	97.2	n/a	n/a	97.2	n/a	n/a	n/a	n/a	n/a
3 Yr Goal	97	100	100	97	100	97	100	100	100
Year 1 – Goal FY 17-18	97	100	100	97	100	97	100	100	100
Year 2 – Goal FY 18-19	97	100	100	97	100	97	100	100	100
Year 3 – Goal FY 19-20	97	100	100	97	100	97	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	97.2	n/a	n/a	97.2	n/a	n/a	n/a	n/a	n/a
3 Yr Goal	97	100	100	97	100	97	100	100	100
Year 1 – Goal FY 17-18	97	100	100	97	100	97	100	100	100
Year 2 – Goal FY 18-19	97	100	100	97	100	97	100	100	100
Year 3 – Goal FY 19-20	97	100	100	97	1100	97	100	100	100

Metric 7: Grade – 8

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	97.2	n/a	n/a	97.2	n/a	n/a	n/a	n/a	n/a
3 Yr Goal	100	100	100	100	100	97	100	100	100
Year 1 – Goal FY 17-18	100	100	100	100	100	97	100	100	100
Year 2 – Goal FY 18-19	100	100	100	100	100	97	100	100	100
Year 3 – Goal FY 19-20	100	100	100	100	100	97	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	97.2	n/a	n/a	97.2	n/a	n/a	n/a	n/a	n/a
3 Yr Goal	97	100	100	97	100	97	100	100	100
Year 1 – Goal FY 17-18	97	100	100	97	100	97	100	100	100
Year 2 – Goal FY 18-19	97	100	100	97	100	97	100	100	100
Year 3 – Goal FY 19-20	97	100	100	97	100	97	100	100	100

METRIC 8 AVERAGE SCALE SCORE **N/A**

Identify the average scale score of students by each proficiency level on the State assessments for reading/ language arts and mathematics, by grade and by student subgroup.

Metric 8: Grade -- Grade - 7

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 17-18																
Year 2 – Goal FY 18-19																
Year 3 – Goal FY 19-20																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 17-18																
Year 2 – Goal FY 18-19																
Year 3 – Goal FY 19-20																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 8: Grade - 8

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 17-18																
Year 2 – Goal FY 18-19																
Year 3 – Goal FY 19-20																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 17-18																
Year 2 – Goal FY 18-19																
Year 3 – Goal FY 19-20																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

METRIC 9 ATTAINMENT OF ENGLISH LANGUAGE PROFICIENCY

Identify the percentage of English Language students who attain English proficiency. (Refer to Mississippi guidelines for ELL; link is on the MS Star dashboard under Other Documents.)

	Percentage of ELL students who attain English proficiency	N/A
Baseline/Pre-data	33.3	
3 Yr Goal	60	
Year 1 – Goal FY 17-18	40	
Year 2 – Goal FY 18-19	50	
Year 3 – Goal FY 19-20	60	

METRIC 10 GRADUATION RATE

Identify the percentage of students graduating from high school (4 Year NCLB Graduation Rate).

	Percentage of students graduating from High School (4 year NCLB Graduation Rate)	N/A
Baseline/Pre-data		N/A
3 Yr Goal		N/A
Year 1 – Goal FY 17-18		N/A
Year 2 – Goal FY 18-19		N/A
Year 3 – Goal FY 19-20		N/A

METRIC 11 DROPOUT RATE

Identify the percentage of students who fail to graduate from high school with their cohort group.

	Percentage of students who fail to graduate from High School with their cohort group	N/A
Baseline/Pre-data		N/A
3 Yr Goal		N/A
Year 1 – Goal FY 17-18		N/A
Year 2 – Goal FY 18-19		N/A
Year 3 – Goal FY 19-20		N/A

METRIC 12 STUDENT ATTENDANCE RATE

Identify the attendance rate. (Schools should attain data from MSIS.)

	Attendance Rate
Baseline/Pre-data	92
3 Yr Goal	95
Year 1 – Goal FY 17-18	93
Year 2 – Goal FY 18-19	94
Year 3 – Goal FY 19-20	95

METRIC 13 DUAL ENROLLMENT AND ADVANCED COURSEWORK

Schools will identify three data metrics for this indicator.

Advanced Coursework is defined as the **number** of students who **complete** advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school and received course credit in accordance with state or local requirements.

Dual Enrollment refers to the **number** of high school students who **complete** at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Advanced Coursework and Dual Enrollment is defined as the **number** of students who **complete** advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Example: If Chris is enrolled and completes an advanced placement class and dual enrollment class then his completion would be counted as completing 1) advanced coursework, 2) dual enrollment and 3) advanced coursework and dual enrollment.

If Deborah is enrolled in an advanced placement class and dual enrollment class but then only completes the advanced placement class, then she would only be counted as completing 1) advanced coursework.

If Linda is enrolled in a dual enrollment class but does not complete the class then she would not be counted.

If Elementary/Middle school and this does not apply to you, please check:	X
---	----------

Number of students who completed the following:	Students completing Advanced Coursework (AP or IB classes only)		Students completing Dual Enrollment		Students completing Advanced Coursework and Dual Enrollment	
	Number#	Percentage%	Number#	Percentage%	Number#	Percentage%
Baseline/Pre-data						
3 Yr Goal						
Year 1 – Goal FY 17-18						
Year 2 – Goal FY 18-19						
Year 3 – Goal FY 19-20						

METRIC 14 COLLEGE ENROLLMENT RATES

Identify the number and percentage of students who complete high school and enroll in post-secondary institutions.

	Number and percentage of students who completed high school and enrolled in postsecondary institutions	
	Number#	Percentage%
Baseline/Pre-data		
3 Yr Goal		
Year 1 – Goal FY 17-18		
Year 2 – Goal FY 19-20		
Year 3 – Goal FY 20-21		

METRIC 15 DISCIPLINE RATES

Identify the number of incidents of discipline data.

Discipline Rates	Weapons Offenses	Drug Offenses	Assaults / Fights	Bullying / Harassment	Thefts	Non-Violent Offenses
Baseline/Pre-data	1	2	30	0	0	719*
3 Yr Goal	0	0	15	0	0	360
Year 1 – Goal FY 17-18	0	0	25	0	0	619
Year 2 – Goal FY 18-19	0	0	20	0	0	485
Year 3 – Goal FY 19-20	0	0	15	0	0	360

***Non-Violent Offenses include the following:**

Failures to accept disciplinary action of the teacher
 Misbehavior on bus
 Rude and disrespectful behavior
 Disregard of directions or commands
 Disruption and interference with school

METRIC 16 CHRONIC ABSENTEEISM

Identify the number and percentage of students with absences equal to or greater than 10% of the total number of days in the regular academic school year.

	Number and percentage of students with 5 or more unexcused absences	
	Number#	Percentage%
Baseline/Pre-data	223	59.6
3 Yr Goal	75	20.0
Year 1 – Goal FY 17-18	130	34.7
Year 2 – Goal FY 18-19	95	25.4
Year 3 – Goal FY 19-20	75	20.0

METRIC 17 DISTRIBUTION OF TEACHERS BY PERFORMANCE LEVEL

Identify **number** of teachers. Identify the labels used in the district's evaluation system (e.g., unsatisfactory, needs improvement, meets standards, exemplary) on the LEA's teacher evaluation instrument and report the distribution of teachers and principals by performance levels.

Performance levels should be one of the following: Unsatisfactory, Needs Improvement, Meets Standards, Exemplary

Performance Levels used for the Teacher Evaluations	Level 1 - Number of teachers rated as (Lowest Performing) Unsatisfactory	Level 2 - Number of teachers rated as Needs Improvement	Level 3 - Number of teachers rated as Meets Standards	Level 4 - Number of teachers rated as (Highest Performing) Exemplary
Baseline/Pre-data	5	11	8	0
3 Yr Goal	0	4	10	10
Year 1 – Goal FY 17-18	2	8	12	2
Year 2 – Goal FY 18-19	1	6	13	4
Year 3 – Goal FY 19-20	0	4	10	10

METRIC 18 TEACHER ATTENDANCE RATES

Identify the number of FTE days teachers worked divided by the maximum **number** of FTE teacher working days. (A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.)

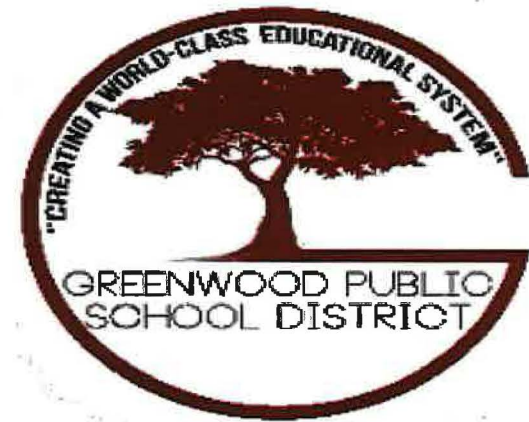
	Teacher Attendance Rates
Baseline/Pre-data	94.7
3 Yr Goal	96
Year 1 – Goal FY 17-18	95
Year 2 – Goal FY 18-19	96
Year 3 – Goal FY 19-20	96

The Multi-Tiered System of Supports (MTSS)



A Procedures Manual for
Staff & Administrators of

**Greenwood Public School
District**



2016-2017

Dr. Jennifer Wilson, Superintendent

Mrs. Mary Brown, Director of
Curriculum and MTSS

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Introduction

This manual has been developed to provide important information about the Multi-Tiered System of Supports (MTSS) and the Early Warning System (EWS) both relatively new programs that school districts in Mississippi are expected to implement to promote academic success. The Mississippi Department of Education implemented MTSS in the fall of 2015. The Early Warning System was implemented in the fall of 2016. While MTSS was a new term, the process the term applied Response to Intervention (RTI) was not new. It dated back to 2005 when Mississippi first began requiring that school districts used an instructional model consisting of three tiers of instruction. Response to Intervention had first been mentioned in the **Individuals with Disabilities Education Act (IDEA) of 2004**.

In the IDEA law, Rtl referred to the process of using research based interventions to aid in the identification of students with specific learning disabilities a category recognized under IDEA. During the 2016-2017 school year Mississippi schools are expected to be implementing MTSS and EWS. There are many similarities and overlapping areas of the two. This procedures manual defines the Greenwood Public School District's plan for integrating and successfully implementing both programs Linkages between MTSS and Rtl will be addressed throughout this manual. This manual's purpose is to streamline and summarize and clarify what GPSD will do for MTSS and EWS. Our overall goal is to ensure that we are using uniform practices and clearly conveying what GPSD expects of employees and students.

This manual is a work in progress. It will be reviewed, refined, and revised as requirements new MDE unfold or the need for changes becomes to the document become apparent.

Multi-Tiered System of Supports

MTSS refers to the process of systematically addressing and aligning the supports and resources for academics and behavior. MTSS encompasses a layered continuum of supports, collaborative and shared leadership, evidence-based instruction, intervention, and assessment practices, and data-based decision making. With the MTSS acronym Mississippi shifted from merely the Three Tier Intervention Model to a multi-tiered system of supports. The MTSS process incorporated the requirements/expectations of IDEA 2004, the Mississippi Literacy Based Promotion Act of 2013, Process Standard #20, MS House Bill 1031, and the Dyslexia Law.

Early Warning System (EWS)

The MS Department of Education developed the Early Warning System as a guide to assist school district in their effort to help students succeed academically and emerge from MS high schools well prepared for college and careers. The EWS program provides information on how to effectively use early warning data to identify, support, and monitor at-risk students in grades K-12.

Our Basic Approach

GPSD will immediately begin to use the MTSS and EWS terminology. GPSD will adopt all forms included in the MTSS AID Documentation Packet as the nucleus of our MTSS efforts. We will utilize district level and school level teams to direct the work related to MTSS and EWS. We will follow the guidance of MDE in the implementation of both efforts. We will use a district level coordinator to orchestrate our MTSS and EWS programs. We will use the support of an external provider to help us with systemic coordination and implementation.

GPSD's Commitment

The Greenwood Public School District (GPSD) is committed to ensuring that all children will learn. To attain that goal the district realizes that we must meet the individual needs of each student. For our district to grow and improve student performance, we know that we must make every effort to match instruction to students' learning styles so the curriculum is delivered in the most appropriate way. In order to do that, we realize that GPSD must have a skilled, well-trained, who is abreast of current methods proven to result in student success. It is GPSD's intent to be consistent in our practices and in the forms we use to document our efforts. This manual has been developed to ensure that we have a reference document to use as we carry out the requirements of expected of school districts as they intervene to assist struggling students.

Section I - Legal References

Multiple laws and policies govern the procedures to be used to "intervene" and assist struggling learners. Outlined below are the primary ones that dictate how MTSS and RtI are to be implemented.

Federal – IDEA 2004 - Response to Intervention is defined and further explained at the following link: www.idea.ed.gov (search RtI)

State - MS SBP Part 3 Chapter 41

House Bill 1031

MS Dyslexia Law – Mississippi's requirements for intervening to assist students who are struggling in school are addressed in the following links: www.mde.k12.ms.us (SBP Part3,Chapter 41) and (HB 1031)

Local - GPSD Board Policy # IDDK - Greenwood Public School District's local policy and expectations for local adherence to the federal and state law regarding RtI and MTSS are can be found at the following link: www.greenwood.k12.ms.us .

Section II

As a point of reference it is important to note how and why intervention became a focus of schools in the United States.

Definition of Response to Intervention (RtI)

When the Individuals with Disabilities Education Act of 2004 was implemented, we saw for the first time a reference to response to intervention (RtI) Response to Intervention is defined **as a scientifically research-based instructional intervention model that identifies students who are having difficulty achieving in the core curriculum.** RtI was intended to focus on elementary students but there was the recognition that more than elementary students may have difficulty learning. Thus intervention has expanded to all grade levels. Simply put, **RtI** is a way to:

- Work with students who are having trouble learning.
- Use data to make informed decisions regarding student instruction
- Accurately monitor individual progress.
- Make sure that all students can reach their potential.

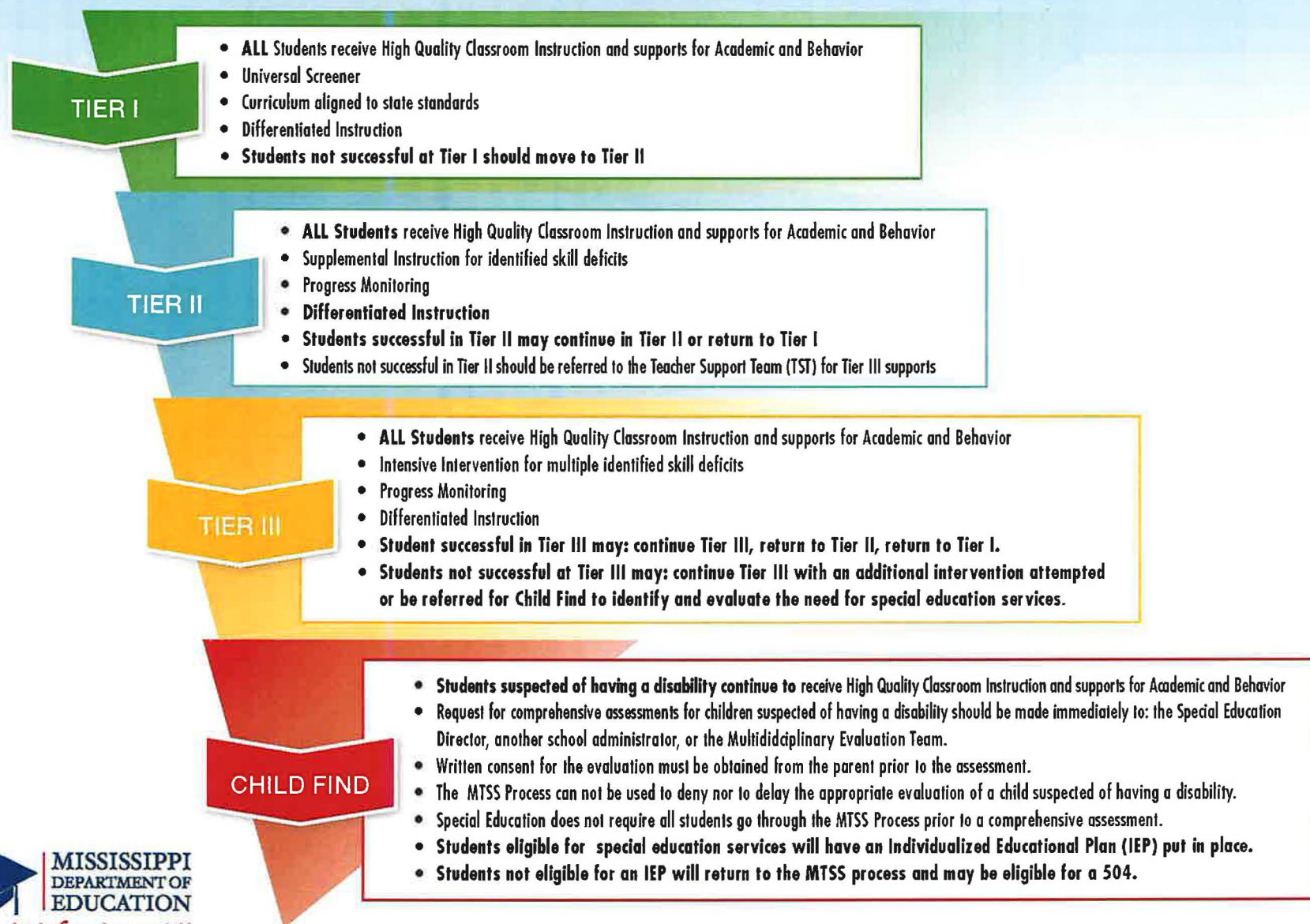
Rationale for RtI Implementation

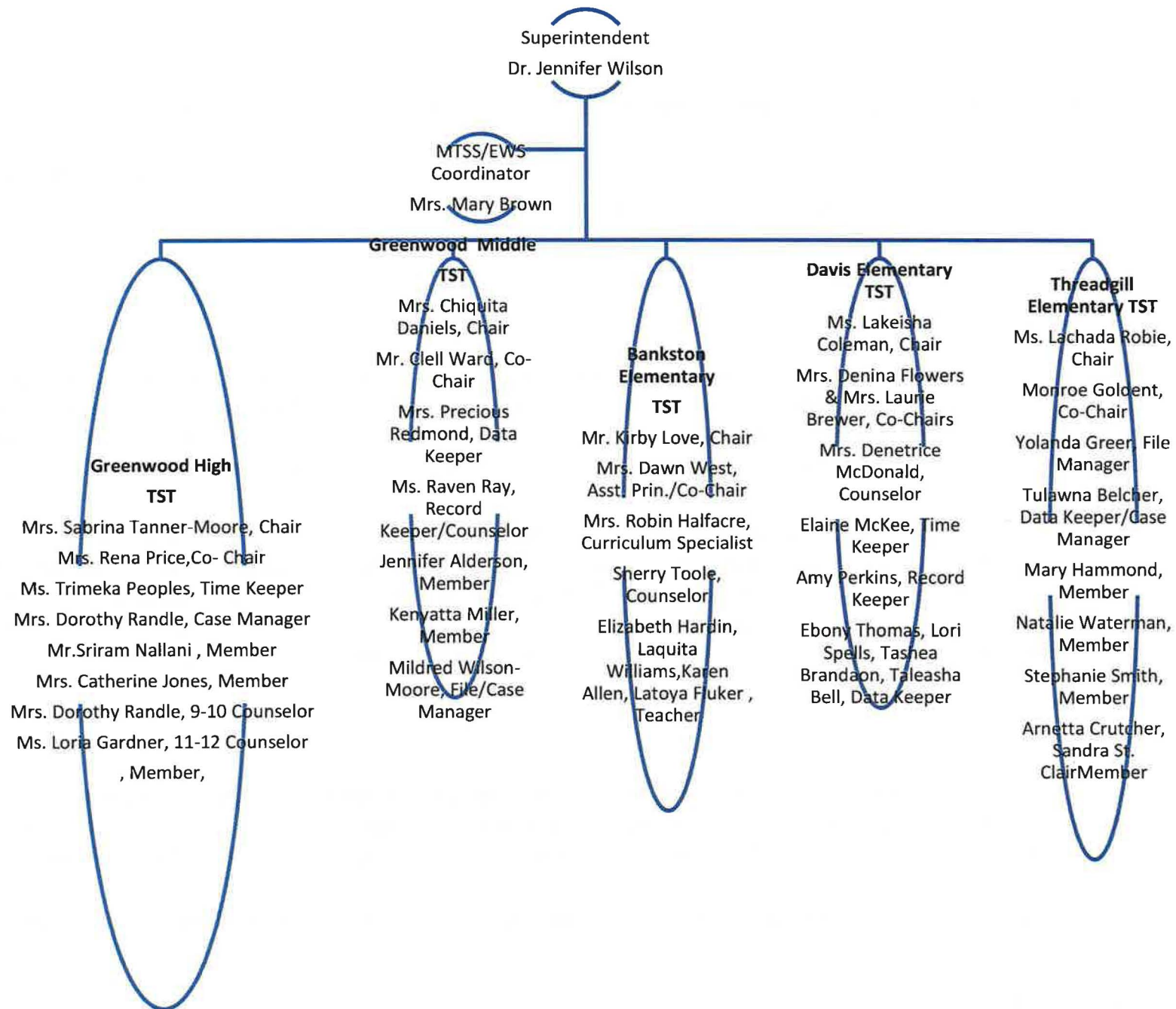
RtI was the result of:

- The need for earlier identification of the educational needs of diverse learners.
- The need to replace stop the usual "wait to fail" model of intervention.
- The need to implement effective interventions that are based on research and evidence.

On the following page is MDE's Flowchart for Pre-K – Grade 12 that summarizes the tiers and the expectations for each tier in the MTSS.

MTSS FLOWCHART FOR PRE-K - 12





District Leadership Team

The Greenwood Public School District uses a District Leadership Team to lead MTSS/EWS implementation intervention efforts district-wide. This team consists of:

- Dr. Jennifer Wilson - Superintendent
- Mrs. Mary Brown - MTSS Coordinator./Director of Curriculum
- Mrs. Linda Payne- Special Education Director
- Mr. Charles Johnson- Federal Programs Director
- Ms. Tara Harris, Special Education Literacy Coach
- Ms. Shemica Pitts, Elementary Curriculum Specialist

The District Leadership Team assesses the effectiveness of instruction at all levels as well as the varying needs of the students we serve. The District Leadership Team consists of members with expertise in many different areas. The team ensures that we match resources and professional development offerings to the needs of our students and our faculty/staff. GPSD recognizes that there are many reasons for learning problems in the classroom.

GPSD understands that it is essential to have a plan for studying children systematically and determining the quality of instruction before referring students for intensive evaluations. The District Leadership Team will **prior to each Multidisciplinary Evaluation Team (MET)** to review data in students' referral files. The MET Team is the team that makes the decision about whether a student is referred for a comprehensive assessment to see if the student has a disability that is recognized under the Individuals with Disabilities Education Act. Cases brought before the MET Team must have first been presented to the school level Teacher Support Team (TST).

Instruction

GPSD uses a board-approved instructional management plan that all teachers are required to consistently implement. The expectations for instruction in all schools and classrooms are detailed in the district's instructional management plan. The plan is found in the district's Board Policy Manual under Section I, Code ID and it is posted on the district website. The instructional program and how effective it is drives student success in school.

Instruction is to be differentiated based to address the ways students learn best which is a directly connected to the multi-tiered system of supports.

Instructional Resources

GPSD will commit resources to ensure that instructional resources that meet the needs of all types of learners are purchased and available for students and teachers. District and school level budgets will set aside line items for the

acquisition of testing materials for benchmarking and progress monitoring assessments as well as intervention materials, supplies, and personnel.

Internal Communication & Professional Development

- Personnel in attendance at District multi-tiered intervention (MTSS/Rtl) meetings will share the information and expectations with their colleagues at their schools for integration and implementation.
- The MTSS/EWS Plan of the district will be uploaded to the schools' and district's website with links that will provide information for parents, teachers, staff, students and other interested stakeholders..
- School Board meeting agendas provide a system for sharing ongoing district progress reports and outcome data. Both District and school level reports and information are provided to Board Members, local media, and members of the general public who are present at meetings.

Outline of GPSD Procedures for Instruction (including MTSS/ EWS/TST)

- Instruction in GPSD is based on best practices backed by research.
- Curriculum is determined through MDE requirements and by work performed by grade level, department, and administrative curriculum teams.
- Professional development and ongoing support are provided to all instructional staff to build content mastery and district-wide capacity and continuity.
- Building principals are responsible for ensuring the quality and fidelity of instruction.
- Teachers in the district are evaluated using the M-STAR instrument. Administrators are evaluated using MPES.
- Multi-tiered interventions are to be provided to all students who perform below established standards (cut scores) on assessments with the priority for intervention prioritized address those in greatest need first. Classroom instructional interventions are implemented by teachers as soon as there is indication that a student is not making the expected progress. When such intervention(s) have been tried without success, a student's case is brought to the school's Teacher Support Team.
- Interventions used in GPSD will be based on scientifically (evidence—based) research and must be implemented with fidelity.
- The District MTSS plan will be posted on the Greenwood Public School District website and included in student and staff handbooks.
- MTSS plans detailing additional, intervention practices unique to individual schools will be developed and also made available on the website.
- The MTSS/EWS Leadership Team and school TSTs will review data, instruction, and interventions as part of their regularly scheduled meetings.

- A self-assessment tool to assess the MTSS/EWS/TST will be conducted not less than annually. Results will be reviewed and used to improve the MTSS/EWS/TST program for GPSD. For all areas of identified weakness the district will devise a written plan for corrective action aimed to increase student achievement and performance.
- The District Dropout Prevention Plan, Strategic Plan, Instructional Management Plan, and all closely linked connected local board policies will be reviewed no less than annually.
- Ongoing analysis of implementation/fidelity of curriculum and instruction best practices alongside student outcome data will serve as the impetus for curriculum and instructional practice changes.

Section IV

MTSS/EWS

Roles and Responsibilities of Personnel

District Leadership Team

- Provide professional development, resources, and materials
- Oversee District Leadership Team and school TSTs
- Conduct Fidelity checks of consistent use of forms and approved processes
- Support all stakeholders
- Coordinate and assist in data analysis
- Communicate the Universal Screener (benchmarking) dates and data entry deadlines to the district
- Coordinate consistent, district-wide research and research -based instruction/curriculum/intervention

Building Principals

- Establish TST schedule and delegate responsibilities
- Set dates for meetings
- Organize the building team
- Communicate to teachers, families, participants
- Support implementation
- Provide and facilitate professional development/ resource distribution
- Ensure fidelity of instruction and interventions
- Coordinate and assist in data analysis

Classroom Teachers (General Education)

- Implement research and evidence-based instruction/curriculum/interventions
- Differentiate levels of instruction
- Initiate and maintain fidelity of instruction, assessment, and intervention
- Evaluate students for placement in tiers for instruction and develop flexible Tier II/Tier III assignments to meet student needs
- Establish performance goals for the student in the targeted area(s)
- Develop a plan that details specific interventions to address goals and determine how a student's progress will be monitored
- Monitor/assess/document data and student progress
- Communicate and collaborate with all appropriate stakeholders
- Monitor progress according to the ISBE established timelines
- Problem-solve with principal and School TST regarding case-by-case questions as they arise

Building Level TSTs

- Communicate and collaborate with teachers and administrators to disaggregate student data
- Function as a resource for student interventions at all levels
- Participate in Tier III problem solving, determining and providing interventions for students, and progress monitoring as appropriate
- Assist with staff development to support the MTSS/EWS process as needed
- Communicate and collaborate with all appropriate stakeholders
- Provide interventions for students and progress monitoring as appropriate
- Responsibilities merged with those of the School Improvement Teams
- Establish a structure of implementation of the tiers at each site
- Support respective school staff with implementation
- Analyze fall, winter, and spring universal screener implementation and school-wide data
- Ensure the fidelity of the implementation
- Relay strengths and needs of process to the district leadership team

Parents

- Be active participants in all meetings involving their child(ren)
- Be involved in the data sharing and decision-making
- Support their child(ren) at home with any interventions that have a home component
- Ask questions; express concerns and offer suggestions

Universal Screening

The Greenwood Public School District selected STAR 360 as its universal screener for reading and math.

Until a research-based intervention is selected for behavior, the district will use office discipline referrals ranked from highest to lowest and more severe to less severe offenses as the mechanism to screen/rank students in need of behavior intervention.

The primary purpose of universal screening is to determine which students need the most immediate help. Universal screening is to be a process that includes short, quick, and easy-to-administer probes that are aligned to the curriculum and measures specific skills a student has achieved.

The process of universal screening will occur **three times a year**--- at the beginning of the year in the fall, mid-year in December, and at the end of the year in late April or May.

Administration dates will be determined using the guidelines of the chosen screening instrument. GPSD has identified the following cut scores for decisions about which student need intervention.

Urgent (need for intervention)

Intervention

On Watch

At /above

below 10% score on screener

score between 10% and 24%

score between 25% and 39%

score at 40% and above indicates student is performing at or above grade level

Assessments for the purposes of screening/benchmarking

- Screening/Benchmarking assessments also include:
- High School - Explore, PLAN, Choices
- State assessment results (prioritized from lowest to highest identify which student are in most need for intervention)

Data Entry Schedule

All benchmark/screening data shall be entered **within one week of test administration** STAR scores are automatically populated as students are assessed.

Section IV

Procedures to Identify Tier I, Tier II, and Tier III Students

Students receiving scores below the target (cut) scores on benchmarking/screening assessments, those not meeting grade level or classroom expectations, those not meeting behavior expectations for the classroom or school will be considered for Tier II or Tier III Watch Lists. These students will be eligible to receive interventions and regular progress monitoring (by the assigned interventionist). Interventions can be provided by both the classroom teacher and/or other interventionists. Students (age-appropriate) and parents will be informed for Tier III placements. **The Building Principal (i.e., TST Chair) will take responsibility generating parent notifications.**

Tier III Students

- The list of Tier III students will be developed through the analysis of data during school level TST meetings with the highest priority going to the lowest performing students.
- Students who have repeated multiple grades, students returning from residential placements or hospitalizations, and student with chronic behavior issues
- 12th Grade students (seniors) will be monitored through use of the "Critical Seniors" list compiled by the high school guidance office. Considerations will include: grades, credits earned, and attendance.
- The school TST team will determine which intervention and interventionist will work with students. Interventions will be chosen from the approved research-based options the district has made available.

*Tier III students will be progress monitored on a **weekly basis**.

Tier II Students

Students who do not qualify for Tier III interventions (but are not successful in the classroom setting) who have scored below standards on benchmarking assessments, and/or are not meeting behavioral expectations should be Tier II students.

- Tier II students will receive interventions in small groups and receive regular progress monitoring (**not less than three times per grading period, administered by the staff member providing the intervention**).
- Interventions will be provided by classroom teachers, and/or interventionists and are to be in written form with intervention intervals and rates of expected progress pre-specified.

SCIENTIFICALLY RESEARCH-BASED/ EVIDENCE-BASED INTERVENTIONS

The use of scientifically research-based (evidence) interventions are a requirement of MTSS. Scientifically research-based intervention is an intervention that proves to be effective for the majority of the students for which it is used.

GPSD Adopted Approved Interventions (to be used at Tiers 2 & 3)

Instructional Areas: Reading/Language & Math

GPSD Approved Interventions - *Read Live Naturally, Academy of Reading, or Study Island*

- Tier II - **Small group** instruction with focus on specific skill area/need for a minimum of 2 times per week. At this time a specific research-based intervention for behavior has not been selected. Available options to choose from are under review.
- Tier III - **Individual instruction** with focus on specific skill area/need with focus on specific area/need with interventions to be done **daily during an identified intervention period**.
- Tier III - **Direct Instruction** (one on one) by trained professional in area of need and in specific intervention or classroom teacher.

Progress Monitoring

- Progress monitoring is a **scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction**. Progress monitoring can be implemented with individual students or an entire class.
- To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis. Progress monitoring will be conducted with the use of STAR. Tier III students will be progress monitored weekly, Tier II students will be progress monitored not less than three times per quarter or trimester. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Data Entry for Progress Monitoring

All progress monitoring data shall be entered into the student database **within one week of test administration**. Progress monitoring data will be reviewed periodically by the TST and adjustments to the child's interventions will be made accordingly. When the school TST has exhausted its resources for a child, the District Internal Review Team will be invited to collaborate to provide the next level of support and to consider further referral to the MET.

Problem Solving/Referral Process

There are many reasons for learning problems in the classroom. It is essential to have a plan for studying children systematically before referring them for intensive evaluations. The Problem Solving Process emphasizes a preventative approach with research/evidence-based interventions to help students who are experiencing difficulty. Prior to referring a child for a Case Study Evaluation, this process allows for the use of collaborative problem solving in developing alternative research/evidence-based intervention strategies for use in the school setting in order to increase student performance. The process takes advantage of existing professional skills and helps to address problems that may be related to factors other than disability conditions. This model is consistent with Federal and State mandates. The purpose of this problem solving process is to expand available assistance to students in the regular classroom in a timely manner, not to deny needed services. It is required that there be dated and documented evidence of intensive interventions that are research/evidenced-based and data driven indicating a discrepancy from the peer group performance. The results of these interventions should be used as the basis for making decisions regarding further educational interventions and/or establishing the need for initiating a referral for consideration of a comprehensive individual assessment.

District Leadership Team

The District Leadership Team will meet bi-monthly at the Central Office.

Teacher Support Teams/ Meeting Frequency

Each school in GPSD has a Teacher Support Team. TSTs meet at least monthly but meetings may occur more frequently as the need arises. Teacher Support Teams review, discuss, examine, and analyze the cases of students who are struggling academically or behaviorally. Teacher Support Teams are chaired by building principals or their designees who hold administrative authority. Case files are built on each student being considered. Teacher Support Teams are charged with prescribing research based interventions to try with students before they are referred to see if a disability exists. Dates and times of meetings are determined by each school with information about meeting dates/times shared with district administration, staff, and parents.

Procedures for School Teacher Support Teams

Principals or their designees will serve as school TST Chairpersons.

Principals will designate staff members to serve as TST members in the following capacities: co-chairman, data keeper/manager, record keeper, file/case manager. (Parents of each student being discussed by the TST are members of the TST for their child's case.)

By the end of the first week of August, the **MSIS 20 Day Timeline** students will be reviewed by the principal.

At least once per month TST chairpersons will print MSIS Student Intervention Reports to check for the names of new students added to the list.

Parents are to receive advance, written notifications of all TST meetings. Documentation of the contacts are to be included in the students' individual TST files.

By the end of the first week of August principals will designate their schools' Teacher Support Team.

By the end of the first week of August, designate grade/school level review team or individual who will be responsible for reviewing and ranking behavior screening results.

By the end of the first week of August designate the day and times for the Teacher Support Team Meetings and indicate the day and times below.

Meeting summary records of each meeting held are kept by TST Chairpersons in a binder in the office.

Each student considered by the TST will have an individual folder with specific contents. All documents in each student's file are to be completed fully.

Duplicates of each individual meeting summary record are inserted into the TST Folders of each student.

TST Referral Process

General education teachers, the MTSS Coordinator, building principals, counselors, parents, or others may refer a student who is struggling academically or behaviorally to the Teacher Support Team.

TST Referrals should be done in writing to the TST's chair person. If a referral is received verbally, the referral should be converted to a written referral by the member of the Teacher Support Team who is first informed of the referral. If a referral is warranted, the classroom teacher will obtain a referral cover sheet from the TST Chair and begin to complete the referral information.

Teacher Support Teams must meet within two (2) weeks of receiving a referral.

Parents must be notified of Teacher Support Team meetings even if the parents choose not to attend the meeting(s).

Documentation of TST meeting must be kept and must be readily available.

Every student met on the TST will have a TST folder developed that will contain multiple data sources to help determine the need for intervention and the progress made on interventions.

The documents to be included in students' TST Folders are identified below. To ensure a completed TST Folder is available multiple parties may need to assist in its compilation. It is important to have information regarding students' skill levels in all areas of academics, communication, social/emotional skills, motor skills, attention, information about work completion and content mastery, intervention data, and progress monitoring information.

Forms/Documents to Be Used in GPSD

GPSD has adopted all of the Mississippi Department of Education's required forms associated with MTSS and has added several additional local forms to ensure there is proper documentation of the district's efforts to notify and involve parents in the process. Outlined in the table below are the documents expected to be included in each student's TST folder:

Documents to be Included in Each Student's TST Folders

Name of Document/Form
TST Referral Form
Universal Screening Results
Benchmark Data (including graphs denoting starting point and progress)
Student Profile (appropriate for age/grade)
Prior Individualized Assessment (if any)
Copies of ALL Parent Notifications
Completed Vision/Hearing Form
Social/Emotional Worksheet
Dyslexia Checklist (appropriate for age/grade)
Literacy Based Promotion Documentation (if appropriate)
Current Year's Attendance Profile
Current Year's Discipline Profile (including Office Discipline Referrals and OSS Data)
Copy of cumulative records showing grades, historical attendance data reports, and grades ,

Language Survey (if appropriate)
Parent Interview Family and Medical History
Completed Intervention Form(s)
Completed Intervention Log (s)
Completed Intervention Fidelity Observation(s)
Completed Progress Monitoring Data
Listing of Individualized Classroom Accommodations/Strategies Used

GREENWOOD PUBLIC SCHOOL DISTRICT

Parent Notification for Hearing/Vision Follow-Up

Date: _____

Student: _____

School: _____

Dear Parent/Guardian:

A recent hearing /vision screening conducted at your child's school indicated that your child should have his/her hearing / vision further evaluated. The need for further screening may be impacting your child's ability to make adequate progress in school.

Please consult with your child's doctor to obtain the appropriate treatment or referral. Feel free to contact your school nurse if you need further assistance. Please let the principal, teacher or school nurse know the outcome of the evaluation.

Thank You,

TST Chair or School Nurse

Telephone

*Copy of notice is to be inserted in the student's TST Folder.

**GREENWOOD PUBLIC SCHOOL DISTRICT
REFERRAL FOR TEACHER SUPPORT TEAM CONSIDERATION**

(To be submitted to the TST Chair by person who believes student needs MTSS Interventions)

School: _____

Student Name: _____

Teacher: _____

Birthdate: _____ Grade: _____

Person Requesting Referral: _____

I request that data for the above named student be reviewed to assist in determining the need for MTSS interventions in an effort to improve his/her overall academic performance.

Consideration for supplemental support should be in the following area(s):

☐ Reading ☐ English ☐ Math ☐ Behavior/Emotional

I have observed problems that interfere with his/her educational progress in the following area(s):

☐ Academic performance

☐ Inappropriate Behavior – ☐ Inattention ☐ Hyperactivity ☐ Other

☐ Social/Emotional Problems – attach description

☐ Discipline Issues – ☐ Office Referrals ☐ Suspensions

☐ Language/communication

☐ Other, specify: _____

Data to support this request include the following *(place a checkmark by the items that support need for assistance; **Support data must be attached**)*:

<input type="checkbox"/>	Current grades	<input type="checkbox"/>	Medical information
<input type="checkbox"/>	Non-promotion in prior years	<input type="checkbox"/>	Psychological reports
<input type="checkbox"/>	Unit/Chapter Tests	<input type="checkbox"/>	Documented Behavior
<input type="checkbox"/>	Progress Monitoring Data	<input type="checkbox"/>	Discipline reports
<input type="checkbox"/>	Cumulative record insert information	<input type="checkbox"/>	Absenteeism
<input type="checkbox"/>	District Assessment Results	<input type="checkbox"/>	Observations
<input type="checkbox"/>	Results of Universal Screeners and comparison to peers		

Signature: _____

Date: _____

GREENWOOD PUBLIC SCHOOL DISTRICT

Notification of Parental Request for Evaluation

(to be submitted to MTSS Coordinator when parents initiate evaluation requests)

Date: _____

School: _____

Copy: _____, Special Education Director

From: _____, Principal/TST Chair

The parent(s) of the following student has requested an evaluation for special education services due to a suspected disability. Information regarding the request is as follows:

Name of Student: _____

Grade: _____ DOB: _____

Request made to: _____

Request was made in ☐ writing ☐ orally

(If request was made in writing attach the actual request this form and add to the TST Folder.)

Does the student currently receive Tier interventions? ☐ Yes ☐ No

If so, indicate the reason(s) for Tier interventions: ☐ Academic ☐ Behavior

(Attach all Tier data gathered)

Please attach the following information:

Current grades	Medical information
Non-promotion in prior years	Psychological reports
Unit/Chapter Tests	Documented Behavior
Progress Monitoring Data	Discipline reports
Cumulative record insert information	Absenteeism
District Assessment Results	Observations
Results of Universal Screeners and comparison to peers	

Note: This form must be forwarded to the Special Education Office and the MTSS Coordinator's Office within 2 days of receipt of such a request.

Protected Health Information

I authorize the following provider(s) to use and/or disclose educational and/or protected health information regarding my child.

(Student/Child's Name)

(Date of Birth)

(Other Names Used by Student/Child)

(School or Program Name)

**Name and address of health care provider authorized to:
Send/discard protected health information**

**Name and address of school program authorized to:
Receive/use protected health information**

2. I understand that this information will be used for the following purposes (Check all that apply.):

- | | |
|---|---|
| <input type="checkbox"/> Determining eligibility for Special Education or other services <input type="checkbox"/> Determining student/child's current levels of performance <input type="checkbox"/> Developing an individualized health plan | <input type="checkbox"/> Developing an appropriate Individualized Education Program, Section 504 plan or academic/behavior interventions
<input type="checkbox"/> Other (specify): _____ |
|---|---|

3. By marking the boxes below, I authorize the use/disclosure of the following specific medical and/or educational records:

- ☐ Physician's Eligibility
- ☐ Statement Health
- ☐ Assessment Statement
- ☐ History and physical exam
- ☐ Entire medical record
- ☐ Prenatal information

- ☐ Educational Information
- ☐ IFSP/IEP document
- ☐ Clinic records
- ☐ Communicable disease(s)
- ☐ Progress notes

- ☐ Psychological evaluations, Social work reports
- ☐ Other: _____

initialing the spaces below, I authorize the use/disclosure of the following information. Specific records requested must be listed below, e.g., assessment, treatment plan, discharge plan.

Drug/alcohol diagnosis, treatment or referral information requested: _____

HIV/AIDS related records requested: _____

Mental health related information requested: _____

Genetic testing information requested: _____

5. By initialing the space below, I agree that:

____ The _____ may communicate with MS Medical Assistance Programs to determine eligibility
(School/Program Name)
for Medicaid reimbursement for Medicaid-covered services my child may receive in the educational setting.

6. I understand that:

- a. This authorization is voluntary and I may refuse to sign it without affecting my child's health care.
- b. I have the right to request a copy of this form after I sign it as well as inspect or copy any information to be used and/or disclosed under this authorization (if allowed by state and federal law. See 45 CFR § 164.524).
- c. I may revoke this authorization at any time by notifying _____ in writing. However, it will not affect any actions taken before the revocation was received or actions taken based on the previously shared information.
- d. Federal privacy rules for protected health information apply only to health plans, health care clearinghouses or health care providers. If I authorize disclosure of medical information to other agencies or individuals the disclosed information may no longer be protected by federal privacy regulations.
- e. Federal privacy rules for education information apply only to schools programs. If I authorize disclosure of educational information

7. I consent to the use/disclosure of the above information. I understand that the use of this information for any reasons other than the expressed reasons stated above is prohibited. This consent is subject to revocation at any time, except to the extent that action has been taken based on information that has already been disclosed.

(Signature of Parent, Legal Guardian, Student/Child)

(Relationship)

(Date)

8. This authorization expires on _____ (not to exceed one year from date of signature above).
(Month/Day/Year)

GREENWOOD PUBLIC SCHOOL DISTRICT

District Leadership Team Meeting Documentation

Meeting Date: _____

Student Name: _____ **DOB:** _____

Age: _____ **Grade:** _____ **Race:** _____

School: _____

DECISION(S) REACHED:

- ☐ Data in the TST file supports further referral to MET. ☐ Data in the TST file is incomplete. _____
- ☐ Data does not support a referral to MET. ☐ Missing Items Include: _____
- ☐ The following data must be added and returned to the Internal District Review Team before the case may proceed further.

INSTRUCTIONAL ISSUES ADDRESSED _____

District Leadership Team Signatures

	Superintendent
	MTSS Coordinator
	Director of Curriculum
	Director of Special Education
	Other
	Other

GREENWOOD PUBLIC SCHOOL DISTRICT
Parent Notification of Intervention Services
(to be used when parent **does not attend** TST Meeting)

School _____

Date _____

Dear _____:

Throughout the school year, we review the classroom performance of each student. This review helps us to identify students who may need extra assistance at school. Based on your child's classroom performance, it has been determined he/she is in need of additional support to meet:

☐ Behavioral expectations

☐ Academic objectives in the area(s) of: ☐ reading ☐ math ☐ English

In addition to regular classroom assistance, your child will be receiving supportive strategies to assist him/her make progress in the area(s) marked above. These supportive strategies will target your child's weaknesses in performance, which is called a Tier II or III intervention. To ensure you have received this information, please complete the bottom of this form and return it to your child's teacher tomorrow. If you would like to meet and discuss the supportive strategies or your child's performance, please call me at _____ to set up a meeting time and date. If a meeting is not convenient for you, I will be glad to talk with you by telephone. I am sharing with you a copy of the MTSS Flowchart that explains what will be occurring with your child. I will keep you informed of your child's progress. Be sure and return this form to your child's teacher tomorrow. Feel free to call with any questions or concerns or to set up a conference.

Thank you for your support,

Teacher Support Team Chair

Verification of Parent Receipt of Notification of Intervention Services and the MTSS Flowchart

My signature below indicates that I have received notification of intervention services and a copy of the MTSS Flowchart.

Signature: _____ Date: _____

GREENWOOD PUBLIC SCHOOL DISTRICT

MTSS Parental Contact Documentation

*(to be maintained on file by each classroom teacher **and** TST Chair)*

Student: _____

School: _____

Date	Person Contacted	Reason for Contact	Results of Contact	Staff Member Who Made Contact

HELPFUL RESOURCES

Teacher Resources:

- CORE: Teaching Reading Sourcebook www.corelearn.com
- The Florida Center for Reading Research www.fcrr.org
- U.S. Department of Education Institute of Education Sciences: What Works Clearinghouse <http://ies.ed.gov/>
- Intervention Central- Response to Intervention Resources <http://www.interventioncentral.org/>
- Total RtI <http://thertisite.learningtodayonline.com/>
- National Center on Response to Intervention <http://www.rti4success.org/>
- The National Center for Learning Disabilities <http://www.ncld.org/>
- The IRIS Center: <http://www.iris.peabody.vanderbilt.edu/>
- National Association of State Directors of Special Education, Inc.: <http://www.nasdse.org/>
- The National Center on Student Progress Monitoring: <http://www.studentprogress.org/>
- National Reading Panel (NRP) <http://www.nationalreadingpanel.org/>
- RTI Action Network: <http://www.rtinetwork.org/>
- Reading Rockets: <http://www.readingrockets.org/>
- Texas Center for Reading and Language Arts <http://www.meadowscenter.org/vgc/>
- University of Kansas Center for Research on Learning <http://www.kucrl.org/>
- University of Oregon: http://oregonreadingfirst.uoregon.edu/inst_curr_review_si.html
- Khan Academy <http://www.khanacademy.org/>

Parent/Family Resources:

- MS Department of Education www.mde.k12.ms.us
- National Center on Response to Intervention <http://www.rti4success.org/>
- The National Center for Learning Disabilities <http://www.ncld.org/>
- Parenting <http://www.parenting.org/>
- Family Education <http://www.familyeducation.com/home/>
- The Starfall Store <http://www.starfall.com/>
- Reading Rockets <http://www.readingrockets.org/audience/parents/buildskills/>
- Math Online <http://www.math.com/>
- AplusMath <http://www.aplusmath.com/>
- Khan Academy <http://www.khanacademy.org/>

GREENWOOD PUBLIC SCHOOL DISTRICT

School Year 2016-2017

Greenwood Public School District uses a board-approved Instructional Management Plan (IMP) that provides specific details about what instruction must include at each tier of instruction in the Multi-Tiered System of Supports. The chart below displays a streamlined version of the components of our IMP. It does not replace our IMP. The chart below presents a graphic representation of what instruction is expected to include and look like in each school/classroom in the district. GPSD instructional staff will be provided ongoing professional development and support to foster the effective use of each strategy or program.

Tier I	Tier II	Tier III
for ALL students EWS terminology = <i>"On Track"</i> used daily in each classroom	Supplemental Instruction EWS Terminology = <i>"Sliding Off Track"</i> Provided in addition to Tier I; at least 2 times each week for a prescribed time interval (usually 30 minutes each) with a pre-determined rate of mastery	Intensive, Individualized EWS terminology = <i>"Off Track"</i> provided daily for a prescribed time interval with a pre-determined rate of mastery
Explicit Direct Instruction (EDI)		
STAR (Universal Screener)	STAR Interventions	STAR Interventions
Standards Based Instruction (all students)	Small Group Instruction (in addition to Tier I)	Individual Instruction (in addition to Tier I)
District Pacing Guides	Learning Odyssey/Compass (K-12)	Learning Odyssey/Compass (K - 12)
Learning Style Inventory/ies (all students)		
Differentiated Instruction	Instruction Matched to Students' Preferred Learning Styles	Instruction Matched to Students' Learning Preferred Learning Styles
Thinking Maps		
Positive Behavior Intervention Supports (PBIS)	Group Counseling (Functional Behavior Assessment and Behavior Intervention Plan)	Individual Counseling (Functional Behavior Assessment and Behavior Intervention Plan)
Technology Infusion	iReady (K-6)	iReady (K-6)
Reading Street (K-6)	Reading Street Intervention Kits(K-6)	Reading Street Intervention Kits (K-6)
	Reading Plus (8 -12; GMS and GHS only)	Reading Plus (8 – 12) GMS and GHS only)
Envision Math (1-12)	Envision Math Inventions (1-12)	Envision Math (1-12)
Highly Qualified Teachers (all schools and classes)	Instructional Aides (Interventionist)	Instructional Aides (Interventionist)
	Instructional Coaches (Interventionist)	Instructional Coaches (Interventionist)
	Math Interventionist (GMS and GHS)	Math Interventionist (GMS and GHS)
	Rosetta Stone (Bankston)	Rosetta Stone (Bankston)
	Imagine Learning (Bankston)	Imagine Learning (Bankston)
	Measuring Up Live (Bankston)	Measuring Up Live (Bankston)

GREENWOOD PUBLIC SCHOOL DISTRICT

2016-2017 SCHOOL CALENDAR



(President Day, 2 days for Fall Break and a week for Thanksgiving Holidays)

Month	Day of the Week	Activity
July 4 – 5, 2016	Monday - Tuesday	Holiday
August 1 - 3, 2016	Monday - Wednesday	Professional Development/Work Days
August 4, 2016	Thursday	Student Report (Full Day)
September 5, 2016	Monday	Labor Day Holiday
September 7, 2016	Wednesday	1 st Quarter Progress Reports Issued
October 5, 2016	Wednesday	End of 1 st 9 Weeks
October 12, 2016	Wednesday	Parent Conference Day (No Students) (Report Cards Will Be Issued)
October 13 - 14, 2016	Thursday-Friday	Fall Break
November 9, 2016	Wednesday	2 nd Quarter Progress Reports Issued
November 21 - 25, 2016	Monday – Friday	Thanksgiving Holidays
December 20, 2016	Tuesday	End of 1 st Semester (60% Day) Holidays Begin
December 21 – January 3	Wednesday – Tuesday	Christmas/New Year's Holiday
January 4, 2017	Wednesday	Professional Development (No Students)
January 5, 2017	Thursday	Class Resume
January 11, 2017	Wednesday	Report Card Issued
January 16, 2017	Monday	Martin Luther King, Jr. Holiday
February 8, 2017	Wednesday	3 rd Quarter Progress Reports Issued
February 20, 2017	Monday	President Day
March 8, 2017	Wednesday	End of Third Nine Weeks
March 13 – 17, 2017	Monday-Friday	Spring Break
March 20, 2017	Monday	Parent Conference Day (No Student) (Report Card Will Be Issued)
April 14, 2017	Friday	Good Friday
April 17, 2017	Monday	Easter Monday
April 19, 2017	Wednesday	4 th Quarter Progress Report Issued
May 19, 2017	Friday	Graduation
May 24, 2017	Wednesday	Last day for Students(60% Day)
May 25, 2017	Thursday	Last day for Teachers Mailed Report Cards
May 29, 2017	Monday	Holiday (Memorial Day)

180 Student Days

187 Teacher Days

Additional Parent Teacher Conference Days may be added for Pre-K

Board Approved & Revised – May 17, 2016

	7-1						7-2						8-2						8-1					
Period	ICT-I T. Johnson	History L. Glass	ELA K. Miller	Science K. Cox	Math N. Onyshko	Activity Band Art/PE	ICT-I M. Johnson	History L. Lacy	ELA J. Little	Science L. Ware	Math Y. Harris	Activity Band Art/PE	ICT-I R. Wash.	History J. Chivaro	ELA C. Lowe	Science T. Sanders	Math K. Haun	Activity Band Art/PE	ICT-I C. Turnage	History L. Glass	ELA J. Alderson	Science D. Pitchford	Math E. Hinckley	Activity Band Art/PE
1 7:45 8:52 67 mins.	Plan	7 th S. S. 23	7 th ELA 27	7 th Sci. 22	7 th Math 21	Band-0 Art-30 P.E.-37	Plan	7 th S. S. 28	7 th ELA 23	7 th Sci. 16	7 th Math 22	Band-0 Art-30 P.E.-37	Plan	8 th S. S. 25	8 th ELA 24	8 th Sci. 16	8 th Math 18	Band-0 Art-30 P.E.-37	Plan	7 th S. S. 23	8 th ELA 19	8 th Sci. 23	8 th Math 17	Band-0 Art-30 P.E.-37
2 8:55 10:02 67 mins.	7 th ICT-I 23	Plan	7 th ELA 22	7 th Sci. 23	7 th Math 23	Band-0 Art-24 P.E.-30	7 th ICT-I 23	Plan	7 th ELA 22	7 th Sci. 17	7 th Math 24	Band-0 Art-24 P.E.-30	8 th ICT-I 20	Plan	8 th ELA 19	8 th Sci. 18	8 th Math 22	Band-0 Art-24 P.E.-30	8 th ICT-I 21	Plan	8 th ELA 18	8 th Sci. 23	8 th Math 19	Band-0 Art-24 P.E.-30
3 10:05 11:28 83 mins.	7 th ICT-I 21	8 th S. S. 23	Plan	7 th Sci. 23	7 th Math 24	Band-0 Art-34 P.E.-45	7 th ICT-I 23	7 th S. S. 28	Plan	7 th Sci. 20	7 th Math 27	Band-0 Art-34 P.E.-45	8 th ICT-I 12	8 th S. S. 24	Plan	8 th Sci. 21	8 th Math 16	Band-0 Art-34 P.E.-45	8 th ICT-I 15	8 th S. S. 23	Plan	8 th Sci. 17	8 th Math 20	Band-0 Art-34 P.E.-45
4 11:32 12:55 83 mins.	7 th ICT-I 23	7 th S. S. 21	7 th ELA 16	Plan	7 th Math 13	Band31 Art-23 P.E.-43	7 th ICT-I 18	7 th S. S. 24	7 th ELA 15	Plan	7 th Math 18	Band31 Art-23 P.E.-43	8 th ICT-I 24	8 th S. S. 25	8 th ELA 22	Plan	8 th Math 17	Band31 Art-23 P.E.-43	8 th ICT-I 23	7 th S. S. 21	8 th ELA 19	Plan	8 th Math 16	Band31 Art-23 P.E.-43
5 1:00 2:07 67 mins.	7 th ICT-I 22	7 th S. S. 22	7 th ELA 23	7 th Sci. 26	Plan	Band24 Art-32 P.E.-40	7 th ICT-I 21	7 th S. S. 25	7 th ELA 22	7 th Sci. 22	Plan	Band24 Art-32 P.E.-40	8 th ICT-I 15	8 th S. S. 23	8 th ELA 13	8 th Sci. 16	Plan	Band24 Art-32 P.E.-40	8 th ICT-I 17	7 th S. S. 22	8 th ELA 13	8 th Sci. 15	Plan	Band24 Art-32 P.E.-40
6 2:10 3:15 65 mins.	7 th ICT-I 18	8 th S. S. 21	7 th ELA 22	7 th Sci. 23	7 th Math 21	Plan	7 th ICT-I 22	7 th S. S. 25	7 th ELA 22	7 th Sci. 22	7 th Math 21	Plan	8 th ICT-I 16	8 th S. S. 25	8 th ELA 16	8 th Sci. 18	8 th Math 15	Plan	8 th ICT-I 14	8 th S. S. 21	8 th ELA 14	8 th Sci. 13	8 th Math 17	Plan
Total Minutes 432 -25Meals 407min																								

Subject Area/Number of Sections

ELA	Math	Science	Social Studies	ICT
7 th -10	7 th -10	7 th -10	7 th -8	7 th -10
8 th -10	8 th -10	8 th -10	8 th -7	8 th -10

GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

POSITION TITLE: Principal

REPORTS TO: Superintendent

JOB GOAL:

To provide instructional leadership to ensure a successful or higher accreditation rating and meet AYP in Language Arts and Mathematics. Principals must also be responsible for building administration and ensure the safety and welfare of all students and staff.

Essential Duties and Responsibilities. (Other duties may be assigned)

1. Maintains a school QDI of successful or higher on all state, district, and school-level assessments.
2. Ensures that the school meets Annual Yearly Progress (AYP) in Language Arts and Mathematics.
3. Leads in the development and implementation of the district's focus, vision, mission, goal and strategies that emphasize student learning.
4. Leads the development and implementation of annual, data-driven school improvement plans, strategic plans and school-wide plans.
5. Advocates, nurtures, and sustains a school climate and culture conducive to teaching and learning.
6. Provides leadership in curriculum development and the instructional program.
7. Creates an environment of collaboration among all stakeholders.
8. Supervises and evaluates staff.
9. Monitors instruction on a daily basis.
10. Promotes and leads professional development of staff.
11. Maintains a safe, disciplined and respectful environment for staff and students.
12. Manages fiscal resources: budgets, activity funds.
13. Manages information technology.

14. Ensures that students meet their growth targets.
15. Uses information from various sources to improve programs and operations.
16. Leads faculty, staff, and others in evaluating school operations and activities.
17. Encourages school faculty and staff to provide input on school matters that affect them.
18. Ensures that faculty and staff are kept aware of the vision and mission of the school.
19. Ensures that faculty and staff are kept aware of the goal and strategies of the school.
20. Analyzes data and reports results in a timely manner.
21. Uses Data to improve school instruction, achievement and attendance.
22. Promotes the importance of measuring student growth.
23. Creates opportunities for faculty to share ideas.
24. Promotes and supports innovations and new practices in the school.
25. Ensures that faculty and staff know what is expected of them.
26. Promotes a positive environment for learning.
27. Celebrates school and student improvement and achievement.
28. Ensures that the school's accountability rating is successful or higher.
29. Sets high standards for faculty and student performance.
30. Takes an active role in improving curriculum and instruction.
31. Encourages, promotes and rewards student attendance.
32. Encourages and promotes parental and community involvement.
33. Keeps faculty and staff informed of school matters.
34. Maintains open, two-way communication with school staff.

35. Communicates the importance of focusing on the needs of students and parents.
36. Ensures teachers are evaluated on a regular basis.
37. Provides staff with opportunities for professional growth.
38. Delegates leadership to assistant principal or designee.
39. Interacts effectively with faculty, students, and parents.
40. Effectively implements the Response To Intervention (RTI) Tier Process.
41. Provides faculty and staff with information concerning current laws and policies which affect instruction.
42. Monitors programs and activities in this school.
43. Keeps classroom interruptions to a minimum.
44. Establishes routines and procedures that contribute to teaching and learning.
45. Expects teachers to keep students actively engaged in meaningful classroom activities.
46. Actively seeks resources for this school.
47. Promotes the use of technology in all aspects of the school.
48. Ensures that assistance is provided to faculty and others in utilizing technology.
49. Communicates information clearly and succinctly.
50. Performs duties in a professional manner.
51. Dresses appropriately.
52. Keeps Assistant Superintendent for Academic Education and Instruction and the Superintendent informed of the school's activities and problems.
53. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
54. Works cooperatively with members of the Central Office Staff: Personnel, Finance, Food Service, Maintenance and Transportation, Academic Education and Special Education.

55. Assumes responsibility for the implementation and observance of all board policies and regulations by the school's staff and students.
56. Schedules classes within established guidelines to meet student needs and state standards.
57. Assumes responsibility for his own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced courses and by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
58. Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.
59. Plans and supervises fire drills, tornado drills, and an emergency preparedness program.
60. Responds to written and oral requests for information in a timely manner.
61. Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
62. Attends Board Meetings.
63. Attends administrative staff meetings.
64. Punctual to work each day.
65. All principals must inform the Superintendent's office whenever leaving their building during the work day.
66. Principals will be responsible for all state testing in their buildings and will adhere to all guidelines and regulations as mandated by the State and the District.
67. Principals are expected to be on duty from 7:30 a.m. to 4:00 p.m. on a normal working day the entire period of their contract, in most cases July 1 through June 30. Principals are expected to stay beyond 4:00 p.m. if the need arises. (programs, extended school, athletic events, etc.)
68. Prepares and Supervises the preparation and maintenance of **all** required building records and reports: To include attendance and punctuality of all staff.
69. Maintains active relationships with students and parents.

70. Supervises the guidance program to enhance individual student education and development.
71. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.
72. Attends special events held to recognize student achievement, and attends school sponsored activities, functions, and athletic events.
73. Promotes the health and well-being of all students.
74. Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.
75. Works with the Personnel Director in the selection and supervision of all school building personnel except cafeteria.
76. Approves the master schedule and any special assignments.
77. Orientates newly assigned staff members.
78. Conducts meetings of the staff as necessary for the proper functioning of the school.
79. Recommends, according to established procedures, the removal of a teacher whose work is unsatisfactory.
80. Makes arrangements for special conferences between parents and teachers.
81. Supervises the daily use of the school facilities for both academic and nonacademic purposes.
82. Plans and supervises fire drills, tornado drills, and an emergency preparedness program.
83. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.
84. Provides for adequate inventories of property under his jurisdiction and for the security and accountability for that property.
85. Supervises all activities and programs that are outgrowths of the school's curriculum.
86. Supervises and evaluates the school's extracurricular programs.

87. Participates in principal's meetings, and such other meetings as are required or appropriate.
88. Serves as an ex officio member of all committees and councils within his school.
89. Cooperates with college and university officials regarding teacher training and preparation.
90. Assumes responsibility for all official school correspondence and news releases.
91. Serves as a member of such committees and attends such meetings as directed by the Superintendent.
92. Shall dress in an appropriate professional manner.
93. Meets daily with the Assistant Principal/designee to discuss plans and strategies for the total operation of the school.
94. Will assist in supervising athletic events.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATIONS: Evaluation will be based on performance on Job Description.

Approved by: Board of Trustees, Greenwood Public Schools **Date:** 04/15/1997

Reviewed and agreed to by: _____ **Date** _____

Revised August 9, 2011

GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

POSITION TITLE: Multi-Tiered System of Supports (MTSS)
Coordinator/Interventionist

REPORTS TO: Principal; Director of Curriculum and Instruction
Work Area Code: _____

JOB GOAL:

The MTSS Coordinator/Interventionist focuses on improving student performance through systemic change that emphasizes identifying and providing evidence-based intervention/prevention strategies supported by current research and best practices. This position is also responsible for assisting the Director of Curriculum with the seamless implementation of the Multi-Tiered System of Supports and the Early Warning System in compliance with MS State Board Policy Chapter 3 Part 41 - Intervention.

Knowledge, Skills, and Attributes

- Excellent interpersonal skills;
- Ability to articulate and present information, overviews and reports in both written and verbal form;
- Thorough knowledge of MTSS/EWS, intervention initiatives and trends;
- Thorough knowledge of implementing and sustaining Student Assistance Programs (SAP) in schools;
- Knowledge of STI, STAR, School Status, MSIS and their report frameworks along with other computer/technology skills that include, but are not limited to, Word, PowerPoint, Excel
- Knowledge of additional electronic data collection and graphing software;
- Ability to keep abreast of new guidelines, practices and regulations related to program compliance and quality assurance standards;
- Demonstrated organizational and leadership skills;
- Ability to work with and among diverse populations; and
- Demonstrated knowledge of state laws and district policies and procedures to ensure adherence to the rights and responsibilities of students, parents, and school system personnel.

Essential Duties and Responsibilities. (Other duties may be assigned)

1. Serve as the liaison between the Office of the Director of Curriculum and each school
2. Serve as the liaison between the Office of the Director of Curriculum and the district's Office of Special Education

3. Ensure that the MTSS/EWS frameworks are aligned with the district's Instructional Management Plan to achieve designated goals and objectives;
4. Coordinate and provide direct oversight of each school's Teacher Support Team operations
5. Coordinate the district's universal screening process for both academics and behavior
6. Coordinate and provide direct oversight of the Counseling - Student Assistance Program (SAP) in the district;
7. Coordinate and assist with the identification and coordination of student and family counseling services when behavioral intervention and/or social emotional support is necessary
8. Coordinate and provide professional development as needed on current state and local intervention policy, current trends in at-risk youth behavior, prevention and intervention;
9. Ensure that documentation required by district, state and federal authorities related to intervention is maintained and a clear and coherent form;
10. Ensure that each school's Teacher Support Team (TST) is using current, approved forms for TST folders
11. Attend relevant and required workshops/meetings that support acquisition of intervention program knowledge, proper use, and that provide information and data on trends in current national, state and local research
12. Provide annual, ongoing, coordinated training for the instructional coach(es), administrative, certified instructional staff, and paraprofessional support staff of the district or assigned schools
13. Provide support for Positive Behavior Intervention Support (PBIS) implementation; and,
14. Coordinate the services of external providers offering intervention support to ensure that there is no duplication of services and no contradictions of guidance given
15. Other duties and responsibilities as assigned that support the Office of Curriculum and the District
16. Adheres to all GPSD policies and procedures as well as the Mississippi Educator Code of Ethics.
17. Work with students, staff, parents and guardians for the purpose of evaluating situations, solving problems, resolving conflicts, referring to appropriate professionals, and enhancing student success in school.
18. Assist with professional development sessions as scheduled in the district professional development plan.
19. All certified employees are expected to work an 8-hour work day, usually 7:30 a.m. to 3:30 p.m. unless otherwise noted or as adjusted by supervisor.
20. Punctuality

21. Must clock in and out at the appropriate scheduled time assigned.
22. Shall dress in an appropriate professional manner.
23. All Central Office staff must inform their supervisor whenever leaving their office during the working day.

SUPERVISORY RESPONSIBILITIES:

Will oversee members of school-based MTSS (TST) teams;

Will oversee the work of external service providers used to further the implementation of MTSS facilitators that deliver the curriculum for the district's tobacco prevention initiative.

EDUCATION AND/OR EXPERIENCE:

- Minimum of a bachelor's degree from an accredited college or university (master's degree preferred)
- Minimum of three (3) years of successful teaching and/or counseling experience
- Successful experience facilitating adult learning and delivering professional development specific to literacy instruction (e.g., professional development feedback / surveys, letters from participants, etc.),
- Experience mentoring, coaching, and providing feedback about instruction to classroom teachers,
- Experience leading others in a collaborative process,
- Experience analyzing and using student achievement data for instructional purposes, and

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid K-12 Mississippi Educator's License

TERMS OF EMPLOYMENT:

Salary and work year to be established by the School Board Salary Schedule.

EVALUATIONS:

Performance of this job will be evaluated in accordance with the provisions of the Board's Policy on Evaluation of Certified Personnel.

Approved by: Board of Trustees, Greenwood Public Schools **Date** _____

Reviewed and agreed to by: _____ **Date** _____

GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

POSITION TITLE: District Positive Behavior Intervention and Support (PBIS) Specialist

REPORTS TO: Principal, Director of Curriculum and Instruction and Director of Special Education

Work Area Code: _____

JOB GOAL:

The District Positive Behavior Intervention and Support (PBIS) Specialist provides leadership and direction at the school level, working to design, implement, coordinate and evaluate a comprehensive behavior support program. In addition, the District Positive Behavior Intervention Specialist works directly and aggressively with identified students to adopt behaviors that substantially increase their academic performance. These students are the lowest achieving students who have been identified in Child Find as requiring substantial supplemental behavior intervention and support. Under the supervision of the building principal and district representative, the Positive Behavior Intervention Specialist will provide diversified strategies and activities specifically designed for targeted students.

Essential Duties and Responsibilities. (Other duties may be assigned)

1. Provide district leadership in sustaining the District level PBIS team.
2. Contribute to district level PBIS team and provide support for decision making and effective team functioning.
3. Coach and train school PBIS coordinators.
4. Meet with District administration to produce district level support and products for successful PBIS implementation within the schools.
5. Present quarterly report to District administration on the ongoing successes and barriers to PBIS implementation.
6. Maintain open and ongoing communication with district and building PBIS leadership teams.
7. Provide staff development to support successful implementation of PBIS.
8. Provide training and technical support for PBIS and SWIS.
9. Promote PBIS within the District through various modes (school board meetings, newsletter, website).
10. Work collaboratively with school level PBIS teams and coordinators.

11. Act as a liaison between school PBIS teams and the school district administration.
12. Maintain ongoing contact with each building PBIS team.
13. Attend building team PBIS meetings to assist with implementation as needed.
14. Connect teams to necessary resources for successful implementation of PBIS
15. Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
16. Facilitate team meetings with the identified student's teachers and parents for the purpose of completing a Functional Behavioral Assessment.
17. Facilitate team meetings that: design Behavior Interventions Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support; and factors that affect effectiveness including social validity and treatment integrity.
18. Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
19. Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
20. Use ongoing assessments to maintain a record of student progress.
21. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings.
22. Regard assessment as a joint venture through which both student and teacher understanding is enhanced.
23. Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.
24. Model good assessment processes that assist students in assessing their own work and behavior.
25. Provide recognition of a variety of student accomplishments and positive behaviors.
26. Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
27. Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.

28. Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
29. Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
30. Conduct conflict resolution and peer mediation sessions
31. Review behavior referrals and SWIS data reports
32. Consult with community social workers, school counselors, and teachers
33. Attend professional development opportunities to maintain high level of skill and knowledge of current research and practices
34. Serve as a consultant to administrators, teachers, and parents
35. Organize and schedule time commitments to meet demands of the job
36. Comply with all safety policies, practices and procedures; report all unsafe activities to supervisor and/or Human Resources.
37. Participate in proactive team efforts to achieve District, building, departmental and/or grade level goals
38. Provide leadership to others through example and sharing of knowledge/skill
39. Adheres to all GPSD policies and procedures as well as the Mississippi Educator Code of Ethics.
40. Serve as a bridge to connect students, parents, and teachers to a building level advocate for the purpose of monitoring and communicating student progress.
41. Work with students, staff, parents and guardians for the purpose of evaluating situations, solving problems, resolving conflicts, referring to appropriate professionals, and enhancing student success in school.
42. Attends professional development sessions as scheduled in the district professional development plan.
43. All certified employees are expected to work an 8-hour work day, usually 7:30 a.m. to 3:30 p.m. unless otherwise noted or as adjusted by the principal or supervisor.
44. Punctuality.
45. Must clock in and out at the appropriate scheduled time assigned.
46. Shall dress in an appropriate professional manner.
47. All District level staff must inform their supervisor whenever leaving their office during the working day.

SUPERVISORY RESPONSIBILITIES:

School Level PBIS Teams and External School-Based Therapist

EDUCATION AND/OR EXPERIENCE:

- Master's Degree in education, behavior, social work, counseling, psychology or related field and a minimum of three years of experience in related field.
- A minimum of five years of successful experience in planning and delivering behavioral interventions for school-based youth with significant behavioral challenges
- Must be knowledgeable regarding Positive Behavioral Intervention Support
- Expert knowledge of function-based intervention planning for developing behavior change strategies that focuses on reducing problem behavior and increasing more appropriate behavior.
- Expert knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function –based interventions, and Behavior Intervention Plans (BIP).
- Exceptional knowledge in the use of assessment and assessment data to inform instruction and prescribe work plans for individual students.
- Expert knowledge in research based instructional strategies and ability to implement them effectively
- Exceptional knowledge in the use of technology to support instruction
- Demonstrate ability to plan and evaluate strategies for improving instruction
- Ascribes to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Mississippi Professional License and/or Certification endorsed in counseling, social work, psychology and/or teaching.

Transcript and/or other information related to specific training and experience in behavior management and positive behavioral interventions in the educational setting.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board.

EVALUATIONS:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Certified Personnel.

Approved by: Board of Trustees, Greenwood Public Schools

Date _____

Reviewed and agreed to by: _____

Date _____

GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

POSITION TITLE: District School Improvement Specialist

REPORTS TO: Principal, Director Curriculum and Instruction, and Director Federal Programs

Work Course Code: _____

JOB GOAL:

The District School Improvement Specialist is a master teacher and a communication link for curriculum and instruction issues between District Curriculum and Instruction, other departments and the assigned School Improvement school sites. The specialist assists, supports, and coaches staff members in effective instruction with emphasis in the curriculum areas of reading, writing and mathematics to ensure student success and academic achievement. Specialists promote school improvement by facilitating training, providing professional development and ensuring the implementation of Mississippi College and Career Readiness ELA and Math Standards, district curriculum, and the school improvement plan including all ESEA compliance regulations. The goal of the school improvement specialist is to build capacity in the use of effective instruction by providing ongoing coaching, demonstration teaching, program monitoring, prescriptive intervention strategies for all identified school sites and teachers and to assist the principal in providing school-wide leadership in implementing program requirements and documentation.

Essential Duties and Responsibilities. (Other duties may be assigned)

1. Assists the principal in the overall administration of the School Improvement program.
2. Advise administrators of Accountability requirements.
3. Demonstrate understanding and proficient use of current software related to assessment and accountability.
4. Supervises the scoring of all assessments and conducts statistical analyses of results for all schools and areas of group testing conducted.
5. Develops and delivers professional development on the administration of assessments, use of data, and data analysis with teachers and administrators.
6. Creates documents that assist in the analyzation of school-level and District level data
7. Makes quarterly reports to the Board on benchmark assessment data
8. Attends and facilitates data sessions at schools upon request
9. Prepares informative reports, including graphic tabular and narrative forms, and instructional materials for all stakeholders.

10. Develops the annual assessment calendar for the district including benchmark, developmental, and summative assessments.
11. Maintains a data collection and reporting calendar
12. Evaluates on an ongoing basis the district's assessment programs.
13. Oversees the Program Evaluation Process
14. Oversees the creation and dissemination of District benchmark assessments
15. Identify strengths and challenges across the district and within schools based on student achievement data and share findings with Principals and Teachers after each major assessment round
16. Serves as instructional leader for the implementation of the program/grant.
17. Develops schedules of program/grant implementation and extracurricular activities.
18. Prepares schedules for the program/grant.
19. Works with program/grant staff in compiling the annual budget requests/reports.
20. Requisitions supplies, textbooks, and equipment, conducting inventories, maintaining records, and checking on receipts for such materials.
21. Reports and monitors student attendance and achievement in program/grant.
22. Monitors all operations and implementation of the overall grant/program.
23. Supervises, schedules, informs, trains, and evaluates instructional assistants
24. Assists with staff training and ensuring that Time and Effort logs are reviewed, maintained and enforced
25. Assists and/or coordinates the implementation and interpretation of a comprehensive needs assessment
26. Attends and leads appropriate ESEA/School Improvement related meetings at district and school site
27. Assists with coordination of parental involvement meetings, workshops, family academic events, curriculum nights
28. Assists with the development and distribution of Parent Involvement Policy and Parent-School Compact
29. Becomes aware and knowledgeable of current ESEA guidelines.
30. Punctuality.
31. Adheres to all GPSD policies and procedures as well as the Mississippi Educator Code of Ethics.
32. Project/Program Coordinators must inform their Principal and Program/Grant Director whenever leaving their building during the specified time and when he/she will be absent.
33. Will be responsible for monitoring and supervising Extended School and Extended Year.

SUPERVISORY RESPONSIBILITIES:

The School Improvement Specialist works in conjunction with district leadership and various departments to enhance teacher effectiveness and student achievement. The specialist • supports the goals, objectives, strategies and programs of the district • is a communication link between the district and school sites • develops and/or provides professional development • assists the alignment of standards/curriculum with related instructional materials, strategies and activities • assists the design and creation of materials and assessments to align with standards and performance objectives • is an active, participating member of district assigned curriculum committees • attends district-level meetings and trainings • completes other duties as assigned.

EDUCATION AND/OR EXPERIENCE:

- Master's Degree in Education with 5 years documented successful experience teaching reading -OR-
- Bachelor's Degree with 6 years documented successful experience teaching reading with a minimum of 4 years of literacy experience at the State, District, or School Level,
- Successful experience facilitating adult learning and delivering professional development specific to literacy instruction (e.g., professional development feedback / surveys, letters from participants, etc.),
- Experience mentoring, coaching, and providing feedback about instruction to classroom teachers,
- Experience leading others in a collaborative process,
- Experience analyzing and using student achievement data for instructional purposes, and
- Extreme knowledge of Accountability Model and Business Rules

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid K-12 Mississippi Administrative License

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board.

EVALUATIONS:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Certified Personnel.

Approved by: Board of Trustees, Greenwood Public Schools

Date _____

Reviewed and agreed to by: _____

Date _____

GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

POSITION TITLE: Interventionist

Work Area Code: _____

REPORTS TO: Principal, Director of Curriculum and Instruction and Director of Federal Programs

JOB GOAL:

The interventionist will provide systematic intervention to students in the assigned school. The school interventionist's primary purpose is to improve academic achievement of all students. Interventionists will provide leadership to classroom teachers in implementing intervention initiatives. They will also plan, implement, and assess intervention services to ensure fidelity. Interventionists will increase the staff's capacity to effectively implement identified core or universal practices to all students, by providing staff with ongoing and embedded professional development. School interventionist will address the needs of specific groups of students who were previously identified as requiring special education services, including students who have dropped out of school and those who are at risk for school failure due to academic, social, or behavioral issues; and work closely with the School Teacher Support Committee (TST) Committee as well as a community advisory board.

Essential Duties and Responsibilities. (Other duties may be assigned)

1. Assist the buildings and district in implementing Multi-Tiered Systems of Supports, Teacher Support Team (TST) and 504 process.
2. Direct services designed to assist students for the purpose of helping students successfully meet Mississippi College and Career Readiness Standards.
3. Assists in reviewing/revising curriculum documentations at the district and school level.
4. Assists the organization and administration of any district's academic/instructional initiative programs.
5. Analyze grade, class and individual student academic and behavioral data for the purpose of increasing student achievement and making informed decisions relative to instructional practices.
6. Review and evaluate student achievement information in order to place students in appropriate academic intervention and support services.

7. As an intervention team analyze district assessment data to understand students' needs in order to select and recommend evidence-based instructional interventions to implement.
8. Collaborate with other teachers for the purpose of increasing student achievement by ensuring core instructional best practices are implemented with fidelity and staff are differentiating instruction to meet the needs of students.
9. Utilize protocols to ensure that interventions have been implemented with fidelity
10. Serve as part of a team that assists classroom teachers in understanding and completing more in depth assessments in order to identify specific deficits/needs of a specific student or a group of students.
11. Use systematic and valid data collection procedures to measure effectiveness of their own services in order to evaluate the impact on student achievement.
12. Assist in developing a systematic and comprehensive process of data collection and effective decision-making and problem solving that permeates all aspects of the school and an MTSS model
13. Maintain up to date files related to student support and in accordance with any Board of Education Policies.
14. Participate in district professional development related to job and attend meetings, trainings and professional development as required outside of designated schedule.
15. Provide professional development opportunities in universal best practices and interventions for learning to school staff.
16. Assist in providing professional development opportunities and communicating pertinent information to staff as needed.
17. Keep informed of best practices and new developments related to literacy, math and other subject areas and share the information with appropriate staff.
18. Lead and participate in on-going and job-embedded professional development such as meetings, workshops, trainings, and seminars for the purpose of determining success of literacy/math and other subject areas content knowledge, pedagogy, and coaching.
19. Facilitate effective instruction that meets the individual needs of diverse learners by consulting with staff on individualized instruction, managing classroom behavior, monitoring student progress, evaluating classroom data

and adjusting intervention and instructional strategies to make content accessible to every student.

20. Mentor and coach staff for the purpose of building capacity to teach academic and behavioral skills in order to improve academic and behavior instruction at the schools.
21. Effectively communicate, collaborate and consult with staff, administrators and families on promoting positive peer relationships and social problem solving, school wide positive behavior systems, interventions, supports and programs to promote student wellness and reduce barriers to learning.
22. Use collaboration and communication skills to function as change agents to promote necessary change at the individual student, classroom, school and district level.
23. Communicate knowledge and experience by taking on a leadership role, district and/or school wide, when initiatives involve area of expertise..
24. Identify students with special education needs who have dropped out or are at risk of dropping out of school for the purpose of providing assistance to help students meet academic requirements for graduation.
25. Lead students to existing credit recovery programs for the purpose of helping students meet credit requirements for graduation.
26. Assist with monitoring drop out information required by the Mississippi Department of Education for the purpose of ensuring compliance with state legal reporting requirements.
27. Research evaluate, and present best practice in dropout prevention and recovery strategies for the purpose of re-engaging student dropouts.
28. Adheres to all GPSD policies and procedures as well as the Mississippi Educator Code of Ethics.
29. Work with students, staff, parents and guardians for the purpose of evaluating situations, solving problems, resolving conflicts, referring to appropriate professionals, and enhancing student success in school.
30. Attends professional development sessions as scheduled in the district professional development plan.
31. All certified employees are expected to work an 8 hour work day, usually 7:30 a.m. to 3:30 p.m. unless otherwise noted or as adjusted by the principal or supervisor.
32. Punctuality.

33. Must clock in and out at the appropriate scheduled time assigned.
34. Shall dress in an appropriate professional manner.
35. All staff must inform their supervisor whenever leaving their office during the working day.

SUPERVISORY RESPONSIBILITIES:

Assist as instructed by immediate supervisor.

EDUCATION AND/OR EXPERIENCE:

Bachelors of Arts Degree, Masters preferred.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Mississippi Teaching Certificate endorsed in a core subject teaching area.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board.

EVALUATIONS:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Certified Personnel.

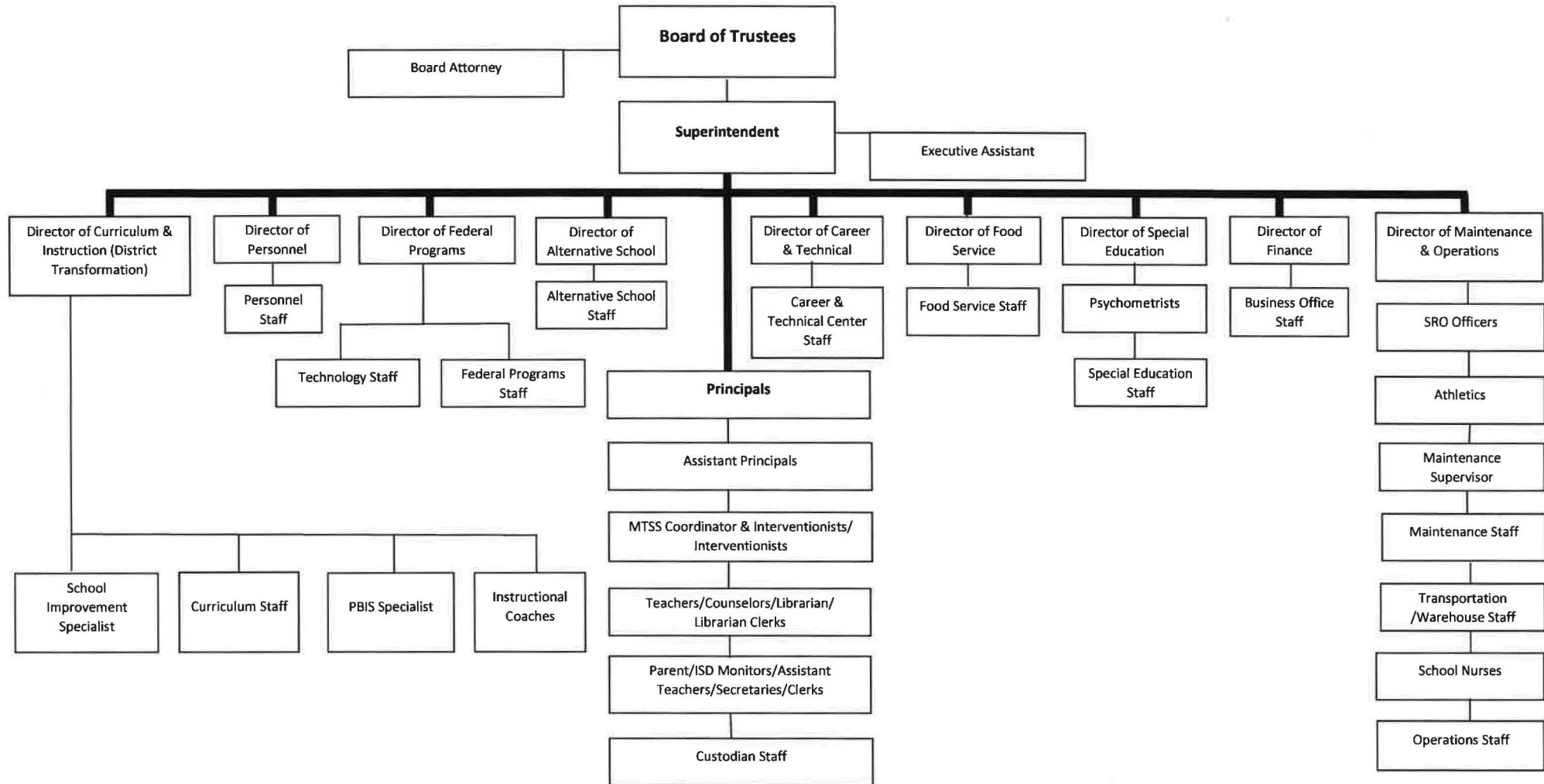
Approved by: Board of Trustees, Greenwood Public Schools

Date _____

Reviewed and agreed to by: _____

Date _____

Proposed Greenwood Public Schools Organizational Chart



RECEIVED
OFFICE OF PROCUREMENT

Revised 11/15/15

MDE Grant No. 18/1201058410/6000000999/3369/003

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MISSISSIPPI DEPARTMENT OF EDUCATION
GRANT SIGNATURE SHEET
P. O. BOX 771
JACKSON, MISSISSIPPI 39205

1. Grantee's Name and Address
Greenwood Public School District
(Greenwood Middle)
Post Office Box 1497
401 Howard Street
Greenwood, MS 38930

2. Grantee's Contact Person and Telephone No.

Dr. Jennifer Wilson, Superintendent 662-453-4231

3. CFDA No. 84.377

4. Title of Federal Program School Improvement Grant 1003(g)

5. Federal Award No. ES377A140025, ES377A150025, ES377A160025

6. Grant Beginning and Ending Dates: Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021

7. The following funds are obligated:

SY	GENERAL	FEDERAL/OTHER FUNDS	TOTAL
Year 1		\$496,068.34	\$496,068.34
Year 2		\$470,235.00	\$470,235.00
Year 3		\$376,735.00	\$376,735.00
Year 4		\$235,253.66	\$235,253.66
Grand Total		\$1,578,292.00	\$1,578,292.00

8. The grantee agrees to carry out tasks outlined in this grant in accordance with all provisions of this grant included herein. The following sections are attached and incorporated into this agreement:

☒ Statement of Work

☒ Budget Summary

☒ Budget Narrative

☒ Standard Terms and Conditions

☒ Reporting Requirements

☐ Special Condition

☒ Travel Policy

☐ Other: _____

9. Approved for Mississippi Department of Education

Kim S. Benton 7/25/17
Signature Date

Name: Kim S. Benton
Title: Chief Academic Officer

10. Approved for Grantee

Jennifer Wilson 7/12/17
Signature Date

Name: Jennifer Wilson
Title: Superintendent

Monique Corley 7/26/2017
Signature Date

Name: Monique Corley
Title: Director, Office of Procurement

INTRODUCTION

The grant agreement between the Mississippi Department of Education (hereinafter referred to as the "MDE") and Greenwood Public School District (hereinafter referred to as the "Grantee") is for the purpose of administering the School Improvement Grant Awards. The time period of the grant will be Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021.

STATEMENT OF WORK

The grantee, Greenwood Public School District, will fulfill all terms and conditions as outlined in the documents listed below. In the event of conflict between the documents, the terms contained in the later document will prevail over the terms contained in the earlier documents.

Attachment 1: The Mississippi Department of Education Request for Proposal for the FY15-FY16 School Improvement Grant 1003(G) dated March 27, 2017.

Attachment 2: Proposal submitted by Greenwood Public School District.

The above documents, as well as written interpretations and grant negotiations, will govern this grant.

The statement of work is outlined in detail in the attached Request for Proposal and the proposal. The grantee is expected to perform all specified tasks unless otherwise notified by the department or mutually agreed upon by the grantee and the Mississippi Department of Education.

PROGRAM REPORTING, COMPENSATION AND FINANCIAL REPORTS

The Mississippi Department of Education will grant Greenwood Public School District an amount not to exceed Year 1 (SY17-18) \$496,068.34; Year 2 (SY18-19) \$470,235.00; and Year 3 (SY19-20) \$376,735.00, Year 4 (SY20-21) \$235,253.66 for the purpose of cost reimbursement. School districts shall request reimbursement by submission of a Request for Funds form. Travel expenses will be reimbursed in accordance with MDE Travel Policy for Grantee.

STANDARD TERMS AND CONDITIONS

Availability of Funds

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Changes

This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

Termination

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorized their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the five year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

Laws

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law.

Copyrights

The Grantee: (i) agrees that the MDE shall determine the disposition of the title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Grantee's opinion be likely to become, the subject of any infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, the employees of grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner.

Surrender of Equipment

Grantee and the Mississippi Department of Education shall jointly conduct a closing inventory and grantee shall replace or repair all equipment lost, damaged, or destroyed to make up any deficiency between opening and closing inventories.

Assignment

Grantee shall not assign or subcontract in whole or in part, its rights or obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent will be void and of no effect.

Property, Equipment and Supplies

Property, equipment and supplies purchased, in whole or in part, with funds provided under this agreement shall be procured, accounted for and disposed of in accordance with applicable State and Federal laws and regulations. Title to any equipment and supplies purchased under this agreement shall be vested in the grantee.

Mississippi Ethics

It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

BUDGET NARRATIVE

The Mississippi Department of Education will reimburse an amount not to exceed Year 1 (SY17-18) \$496,068.34; Year 2 (SY18-19) \$470,235.00; and Year 3 (SY19-20) \$376,735.00, Year 4 (SY20-21) \$235,253.66 using the breakdown of expenses approved in the Grant Renewal Application for each school year. Travel expenses will be documented in accordance with the attached travel policy.

MISSISSIPPI DEPARTMENT OF EDUCATION
GRANT BUDGET SUMMARY
P. O. BOX 771
JACKSON, MISSISSIPPI 39205

2. Grantee's Name and Address Greenwood Public School District (Greenwood Middle) Post Office Box 1497 401 Howard Street Greenwood, MS 38930	2. Grantee's Contact Person and Telephone No. <u>Dr. Jennifer Wilson, Superintendent 662-453-4231</u> 3. CFDA No. <u>84.377</u> 4. Title of Federal Program <u>School Improvement Grant 1003(g)</u> 5. Federal Award No. <u>ES377A140025, ES377A150025, ES377A160025</u> 6. Grant Beginning and Ending Dates: <u>Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021</u>
COST CATEGORY	TOTAL FUNDS
1. Salaries, Wages, Fees, and/or Fringe Benefits	1. _____
2. Travel (see travel policy) a. in-state b. out-of-state	2. _____ a. _____ b. _____
3. Contractual Services a. postage b. telephone c. rental of buildings and floor space d. rental of EDP and computer equipment e. other contractual services	3. _____ a. _____ b. _____ c. _____ d. _____ e. _____
4. Commodities	4. _____
5. Equipment a. office machines, furniture, fixtures and equipment b. data processing and computer equipment c. other equipment	5. _____ a. _____ b. _____ c. _____
6. Administrative Fees	6. _____
GRAND TOTAL	\$ 1,578,292.00



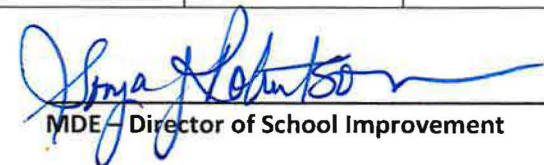
**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
FOUR YEAR BUDGET SUMMARY**

<small>DISTRICT NAME</small> Greenwood Public School District	<small>DISTRICT NUMBER</small> 4220	<small>SCHOOL CODE</small> 4220022			
<small>NCES LEA ID</small> 2801650	<small>NCES SCHOOL ID</small> 280165001005	<small>SUPERINTENDENT'S NAME</small> Dr. Jennifer Wilson			
<small>SIG 1003(G) PROGRAM CONTACT</small> Mr. Charles Johnson	<small>ADDRESS</small> 401 Howard Street				
<small>EMAIL ADDRESS</small> charlesjohnson@greenwood.k12.ms.us	<small>TELEPHONE NUMBER</small> 662-453-4231	<small>FAX NUMBER</small> 662-453-7423			
<small>MODEL SELECTION</small> Transformation Model					
<p>Directions: LEA Budget Amounts Years 1, 2, and 3 = provide the total of Attachment (Implementation Budget), based on projected costs LEA Budget Amounts Year 4 (Sustainability Activities) = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of Year 1</p>					
School Name	Year 1 Budget Implementation	Year 2 Budget Implementation	Year 3 Budget Implementation	Year 4 Budget Sustainability Activities	Four-Year Total
Greenwood Middle School	496,068.34	470,235	376,735	235,253.66	\$ 1,578,292.00

7/25/17
Date


MDE – Director of Fiscal Grants Management

7/25/2017
Date


MDE – Director of School Improvement

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 17-18)
☐ - Priority ☒ - Focus

FISCAL YEAR FY18	DISTRICT NUMBER 4220	SCHOOL CODE 4220-022	NCES LEA ID 2801650	NCES SCHOOL ID 280165001005
DISTRICT NAME Greenwood Public School			SCHOOL NAME Greenwood Middle School	
ADDRESS 401 Howard Street		SIG 1003(G) PROGRAM CONTACT Charles Johnson		SUPERINTENDENT NAME Dr. Jennifer Wilson
EMAIL ADDRESS charlesjohnson@greenwood.k12.ms.us		TELEPHONE NUMBER 662-453-4231		FAX NUMBER 662-453-7423



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)**

LEA FEDERAL BUDGET SUMMARY
Use whole dollars only. Omit Commas
and Decimal Places, e.g., 2536

MDE USE ONLY	PROGRAM APPROVAL DATE 7/25/17		INITIALS SJR
	TOTAL FUNDS \$1,578,292.00		
	CARRYOVER FUNDS		
	CURRENT FUNDS \$496,068.34		
	BEGIN DATE 7/1/17	END DATE 9/30/21	

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	30000	7033				\$ 1,500.03			\$ 38,533.03
7	1270	Remediation Extended School Year	32000	7731				2000			\$ 41,731
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services	21666.66	6503.33				1000			\$ 29,169.99
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	148000	52882	50000			32000	15000		\$ 297,882
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	26000	7519		833.33		7666.66	13333.33		\$ 55,352.32
18	2710 - 2799	Student Transportation Services	13400	3200							\$ 16,600
19	2800 - 2899	Central Support Services (Tech)	12000	2800				2000			\$ 16,800
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 0
22	Total Budget		\$ 283,067	\$ 87,668.33	\$ 50,000.00	\$ 833.33	\$ 0.00	\$ 46,166.69	\$ 28,333.33	\$ 0.00	\$ 496,068.34

Date **7/25/17**

Delisha Campbell
MDE - Director of Fiscal Grants Management

Date **7/25/2017**

Angie J. Roberts
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 17-18)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Professional Development: Provide Professional Development services to build teacher and administrator capacity in the form of modeling, coaching, training, tutoring, and observing for all subjects such as English, mathematics, science, social studies and etc...(for 41 days at \$1,200 per day)			50,000						\$ 50,000	60-61 .64-6 5,182 -183
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$19,725 Interventionist-100% -Salary-\$55,000/Benefits \$19,725	110,000	39,450							\$ 149,450	147- 152
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables instructional materials, student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), lab kits,microscopes, tables, chairs, copiers, cameras, interactive boards, computers, mobile devices, etc.,						32,000	15,000		\$ 47,000	146
2210	Financial Incentives: Stipends for staff members for achieving established school accountability goals	38,000	13,432							\$ 51,432	154- 155, 157
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 148,000	\$ 52,882	\$ 50,000	\$ 0	\$ 0	\$ 32,000	\$ 15,000	\$ 0	\$ 297,882	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 17-18)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended-Day and Saturday School Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School and Saturday School) includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, and 4 hours for 5 days instructional supplies to enhance and operate the programs	30,000	7,033				1,500.03			\$ 38,533.03	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 30,000	\$ 7,033	\$ 0	\$ 0	\$ 0	\$ 1,500.03	\$ 0	\$ 0	\$ 38,533.03	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 17-18)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1270	Extended Year: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development) includes salaries and benefits for 10 staff members working these programs @ 50.00 per hour, x 4 for 16 days instructional supplies to enhance and operate the programs	32,000	7,731				2,000			\$ 41,731	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 41,731	

- 

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

[illegible]

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 17-18)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME Greenwood Public School District		SCHOOL NAME Greenwood Middle School							DISTRICT CODE 4220		
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2832	Recruitment: Salary Bonuses for Perspective Secondary Education teachers (Tested areas) @ \$2,000 x 6 teachers = \$12,000 and \$2,000 for recruitment supplies and materials to include but not limited to display boards, paper and ink for pamphlets, posters, brochures and etc....	12,000	2,800				2,000			\$ 16,800	147-152
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 12,000	\$ 2,800	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 16,800	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 17-18)
☐ School Sustainability Budget



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Page 6 of 7

**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle								4220	
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2330	District Wide Staff for the School Improvement Implementation, Monitoring and Compliance : School Improvement Specialist 1/3- Salary-\$78,000 /Benefits-\$22,557 and \$3,000 for supplies and materials	26,000	7,519				1,000			\$ 34,519	39-42,51 ,82-84,8 7-91,94, 95,99,10 4,117,12 0
2330	Professional Development Center: Provide equipment, furniture and supplies to be used to create a professional development center for school professional development sessions and Professional Learning Community meetings. (Such as instructional books to be used in professional development sessions and PLC meetings, instructional resources to guide professional development and PLC meetings, Interactive display boards, white boards, tables, chairs and etc.)				833.33		6,666.66	13,333.33		\$ 20,833.32	48,8 9,11 7
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 26,000	\$ 7,519	\$ 0	\$ 833.33	\$ 0	\$ 7,666.66	\$ 13,333.33	\$ 0	\$ 55,352.32	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 17-18)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Greenwood Public School District	Greenwood Middle	4220

Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2111	District Wide Staff for the Behavior Interventions and Supports- Implementation, Monitoring and Compliance : Positive Behavior Interventions & Supports (PBIS) Specialist -1/3- Salary-\$65,000 /Benefits-\$19,510 and \$3,000 for supplies and materials	21,666.66	6,503.33				1,000.00			\$ 29,169.99	51,62,63,122,123,176
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 21,666.66	\$ 6,503.33	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 29,169.99	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 18-19)
☐ - Priority ☒ - Focus

FISCAL YEAR FY19	DISTRICT NUMBER 4220	SCHOOL CODE 4220-022	NCES LEA ID 2801650	NCES SCHOOL ID 280165001005
DISTRICT NAME Greenwood Public School			SCHOOL NAME Greenwood Middle School	
ADDRESS 401 Howard Street		SIG 1003(G) PROGRAM CONTACT Charles Johnson		SUPERINTENDENT NAME Dr. Jennifer Wilson
EMAIL ADDRESS charlesjohnson@greenwood.k12.ms.us		TELEPHONE NUMBER 662-453-4231		FAX NUMBER 662-453-7423



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MISSISSIPPI
DEPARTMENT OF
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FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)**

LEA FEDERAL BUDGET SUMMARY
 Use whole dollars only. Omit Commas
 and Decimal Places, e.g., 2536

MDE USE ONLY	PROGRAM APPROVAL DATE		INITIALS
	7/25/17		SKR
	TOTAL FUNDS \$1,578,292.00		
	CARRYOVER FUNDS		
	CURRENT FUNDS \$470,235.00		
	BEGIN DATE	END DATE	
	7/1/17	9/30/21	

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	30000	7033				1500			\$ 38,533
7	1270	Remediation Extended School Year	32000	7731				2000			\$ 41,731
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services	21666.66	6503.33				1000			\$ 29,170
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	148000	52882	45000			35000	10000		\$ 290,882
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	26000	7519				3000			\$ 36,519
18	2710 - 2799	Student Transportation Services	13400	3200							\$ 16,600
19	2800 - 2899	Central Support Services (Tech)	12000	2800				2000			\$ 16,800
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
Enter Indirect Cost Transfer Amount in the Total Column ONLY											
22	Total Budget		\$ 283,067	\$ 87,668	\$ 45,000	\$ 0	\$ 0	\$ 44,500	\$ 10,000	\$ 0	\$ 470,235

Date 7/25/17

Shirley Campbell
MDE - Director of Fiscal Grants Management

Date 7/25/2017

Shirley Robinson
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 18-19)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Professional Development: Provide Professional Development services from July to the end of December to build teacher and administrator capacity in the form of modeling, coaching, training, tutoring, and observing for all subjects such as English, mathematics, science, social studies and etc... (for 37 days at \$1,200 per day)			45,000						\$ 45,000	60-61, 64-65, 182-183
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$17,481 Interventionist-100% -Salary-\$55,000/Benefits \$17,481	110,000	39,450							\$ 149,450	147-152
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables instructional materials, student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), lab kits, microscopes, tables, chairs, copiers, cameras, interactive boards, computers, mobile devices, etc...						35,000	10,000		\$ 45,000	146
2210	Financial Incentives: Stipends for staff members for achieving established school accountability goals	38,000	13,432							\$ 51,432	154-155, 157
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 148,000	\$ 52,882	\$ 45,000	\$ 0	\$ 0	\$ 35,000	\$ 10,000	\$ 0	\$ 290,882	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 18-19)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME Greenwood Public School District		SCHOOL NAME Greenwood Middle School								DISTRICT CODE 4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended-Day and Saturday School Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School and Saturday School) includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, and 4 hours for 5 days instructional supplies to enhance and operate the programs	30,000	7,033				1,500			\$ 38,533	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 30,000	\$ 7,033	\$ 0	\$ 0	\$ 0	\$ 1,500	\$ 0	\$ 0	\$ 38,533	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 18-19)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME Greenwood Public School District		SCHOOL NAME Greenwood Middle School						DISTRICT CODE 4220			
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdck12.org/OSFS/AMD. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1270	Extended Year: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development) includes salaries and benefits for 8 staff members working these programs @ 50.00 per hour, x 4 for 16 days. instructional supplies to enhance and operate the programs	32,000	7,731				2,000			\$ 41,731	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 41,731	

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- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 18-19)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2832	Recruitment: Salary Bonuses for Perspective Secondary Education teachers @ \$2,000 x 6 teachers = \$12,000 and for recruitment supplies and materials to include but not limited to display boards, paper and ink for pamphlets, posters, brochures and etc....	12,000	2,800				2,000			\$ 16,800	147-152
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 12,000	\$ 2,800	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 16,800	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 18-19)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2330	District Wide Staff for the School Improvement Implementation, Monitoring and Compliance : School Improvement Specialist 1/3-Salary-\$78,000 /Benefits-\$22,557 and \$3,000 for supplies and materials	26,000	7,519				1,000			\$ 34,519	39-42,51 .82-84,8 7-91,94, 95,99,10 4,117,12 0
2330	Professional Development Center: Provide equipment, furniture and supplies to be used to create a professional development center for school professional development sessions and Professional Learning Community meetings. (Such as instructional books to be used in professional development sessions and PLC meetings, instructional resources to guide professional development and PLC meetings, interactive display boards, white boards, tables, chairs and etc..)						2,000			\$ 2,000	48,8 9,11 7
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 26,000	\$ 7,519	\$ 0	\$ 0	\$ 0	\$ 3,000	\$ 0	\$ 0	\$ 36,519	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 18-19)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2111	District Wide Staff for the Behavior Interventions and Supports- Implementation, Monitoring and Compliance : Positive Behavior Interventions & Supports (PBIS) Specialist -1/3- Salary-\$65,000 /Benefits-\$19,510 and \$3,000 for supplies and materials	21,667	6,503				1,000			\$ 29,170	51,62 ,63,1 22,12 3,176
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 21,667	\$ 6,503	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 29,170	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 19-20)
☐ - Priority ☒ - Focus

FISCAL YEAR FY20	DISTRICT NUMBER 4220	SCHOOL CODE 4220-022	NCES LEA ID 2801650	NCES SCHOOL ID 280165001005
DISTRICT NAME Greenwood Public School			SCHOOL NAME Greenwood Middle School	
ADDRESS 401 Howard Street		SIG 1003(G) PROGRAM CONTACT Charles Johnson		SUPERINTENDENT NAME Dr. Jennifer Wilson
EMAIL ADDRESS charlesjohnson@greenwood.k12.ms.us		TELEPHONE NUMBER 662-453-4231		FAX NUMBER 662-453-7423



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FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)**

LEA FEDERAL BUDGET SUMMARY
Use whole dollars only. Omit Commas
and Decimal Places, e.g., 2536

MDE USE ONLY	PROGRAM APPROVAL DATE		INITIALS
	7/25/17		SK
	TOTAL FUNDS \$1,578,292.00		
	CARRYOVER FUNDS		
	CURRENT FUNDS \$376,735.00		
	BEGIN DATE	END DATE	
	7/1/17	9/30/21	

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	30000	7033				1000			\$ 38,033
7	1270	Remediation Extended School Year	32000	7731				1000			\$ 40,731
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services	21666.66	6503.33				1000			\$ 29,170
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	148000	52882							\$ 200,882
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	26000	7519				3000			\$ 36,519
18	2710 - 2799	Student Transportation Services	13400	3200							\$ 16,600
19	2800 - 2899	Central Support Services (Tech)	12000	2800							\$ 14,800
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
Enter Indirect Cost Transfer Amount in the Total Column ONLY											
22	Total Budget		\$ 283,067	\$ 87,668	\$ 0	\$ 0	\$ 0	\$ 6,000	\$ 0	\$ 0	\$ 376,735

Date 7/25/17

Shirley Campbell
MDE - Director of Fiscal Grants Management

Date 7/25/2017

Senya J. Robinson
MDE - Director of School Improvement

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- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 19-20)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Greenwood Public School District	Greenwood Middle School	4220

Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended-Day and Saturday School Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School and Saturday School) includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, and 4 hours for 5 days instructional supplies to enhance and operate the programs	30,000	7,033				1,000			\$ 38,033	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 30,000	\$ 7,033	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 38,033	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 19-20)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME Greenwood Public School District		SCHOOL NAME Greenwood Middle School							DISTRICT CODE 4220		
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1270	Extended Year and Freshman Academy Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development/Credit Recovery) includes salaries and benefits for 8 staff members working these programs @ 50.00 per hour, x 4 for 16 days instructional supplies to enhance and operate the programs	32,000	7,731				1,000			\$ 40,731	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 40,731	

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- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 19-20)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2832	Recruitment: Salary Bonuses for Perspective Secondary Education teachers @ \$2,000 x 6 teachers = \$12,000 and \$2,000 for recruitment supplies and materials to include but not limited to display boards, paper and ink for pamphlets, posters, brochures and etc....	12,000	2,800							\$ 14,800	147-152
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 12,000	\$ 2,800	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 14,800	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 19-20)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2330	District Wide Staff for the School Improvement Implementation, Monitoring and Compliance : School Improvement Specialist 1/3- Salary-\$78,000 /Benefits-\$22,557 and \$3,000 for supplies and materials	26,000	7,519				1,000			\$ 34,519	39-42,51 .82-84,8 7-91,94, 95,99,10 4,117,12 0
2330	Professional Development Center. Provide equipment, furniture and supplies to be used to create a professional development center for school professional development sessions and Professional Learning Community meetings (Such as instructional books to be used in professional development sessions and PLC meetings, instructional resources to guide professional development and PLC meetings, interactive display boards, white boards, tables, chairs and etc.,)						2,000			\$ 2,000	48,8 9,11 7
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 26,000	\$ 7,519	\$ 0	\$ 0	\$ 0	\$ 3,000	\$ 0	\$ 0	\$ 36,519	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 19-20)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle								4220	
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FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2111	District Wide Staff for the Behavior Interventions and Supports- Implementation, Monitoring and Compliance : Positive Behavior Interventions & Supports (PBIS) Specialist -1/3- Salary-\$65,000 /Benefits-\$19,510 and \$3,000 for supplies and materials	21,667	6,503				1,000			\$ 29,170	51,62 ,63,1 22.12 3,176
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 21,667	\$ 6,503	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 29,170	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☒ - LEA Sustainability Budget ☐ - LEA Comprehensive Full Implementation Budget (Year _____)
☐ - Priority ☒ - Focus

FISCAL YEAR FY21	DISTRICT NUMBER 4220	SCHOOL CODE 4220-022	NCES LEA ID 2801650	NCES SCHOOL ID 280165001005
DISTRICT NAME Greenwood Public School			SCHOOL NAME Greenwood Middle School	
ADDRESS 401 Howard Street		SIG 1003(G) PROGRAM CONTACT Charles Johnson		SUPERINTENDENT NAME Dr. Jennifer Wilson
EMAIL ADDRESS charlesjohnson@greenwood.k12.ms.us		TELEPHONE NUMBER 662-453-4231		FAX NUMBER 662-453-7423



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MISSISSIPPI
DEPARTMENT OF
EDUCATION

FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)**

LEA FEDERAL BUDGET SUMMARY

**Use whole dollars only. Omit Commas
and Decimal Places, e.g., 2536**

MDE USE ONLY	PROGRAM APPROVAL DATE		INITIALS
	7/25/17		AK
	TOTAL FUNDS \$1,578,292.00		
	CARRYOVER FUNDS		
	CURRENT FUNDS \$235,253.66		
	BEGIN DATE	END DATE	
	7/1/17	9/30/21	

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>.
Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	12000	2814				1000.01			\$ 15,814.01
7	1270	Remediation Extended School Year	22400	5445				1000			\$ 28,845
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services	10833.33	3251.66				1000			\$ 15,084.99
12	2120 - 2129	Guidance Services									\$ 0
13	2130 -2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	110000	39450							\$ 149,450
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	13000	3759.66				1000			\$ 17,759.66
18	2710 - 2799	Student Transportation Services	6700	1600							\$ 8,300
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
Enter Indirect Cost Transfer Amount in the Total Column ONLY											
22	Total Budget		\$ 174,933.33	\$ 56,320.32	\$ 0.00	\$ 0.00	\$ 0.00	\$ 4,000.01	\$ 0.00	\$ 0.00	\$ 235,253.66

Date **7/25/17**

Debra Campbell
MDE - Director of Fiscal Grants Management

Date **7/25/2017**

Sonya Johnson
MDE - Director of School Improvement

- ☐ School Planning Budget
☐ School Full Implementation Budget (Year _____)
☒ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$19,425 Interventionist-100% -Salary-\$55,000/Benefits \$19,425	110,000	39,450							\$ 149,450	147- 152
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 110,000	\$ 39,450	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 149,450	

- ☐ School Planning Budget
☐ School Full Implementation Budget (Year _____)
☒ School Sustainability Budget



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Page 2 of 6

FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended-Day and Saturday School Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School and Saturday School) includes salaries and benefits for 4 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, and 4 hours for 5 days instructional supplies to enhance and operate the programs	12,000	2,814				1,000.01			\$ 15,814.01	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 12,000	\$ 2,814	\$ 0	\$ 0	\$ 0	\$ 1,000.01	\$ 0	\$ 0	\$ 15,814.01	

- ☐ School Planning Budget
☐ School Full Implementation Budget (Year _____)
☒ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME Greenwood Public School District		SCHOOL NAME Greenwood Middle School							DISTRICT CODE 4220		
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1270	Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development) includes salaries and benefits for 7 staff members working these programs @ 50.00 per hour x 4 for 16 days instructional supplies to enhance and operate the programs	22,400	5,445				1,000			\$ 28,845	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 22,400	\$ 5,445	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 28,845	

- ☐ School Planning Budget
☐ School Full Implementation Budget (Year _____)
☒ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle School								4220	
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2710	Extended-Day and Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School, Saturday School, and Summer Development) includes salaries and benefits for (1) Bus Drivers working these programs @ 13.19 per hour	6,700	1,600							\$ 8,300	117, 127, 128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 6,700	\$ 1,600	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 8,300	

- ☐ School Planning Budget
☐ School Full Implementation Budget (Year _____)
☒ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood Middle								4220	
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2330	District Wide Staff for the School Improvement Implementation, Monitoring and Compliance : School Improvement Specialist 1/3- Salary-\$39,000 /Benefits-\$11,278.50 and \$1,000 for supplies and materials	13,000	3,759.66				1,000			\$ 17,759.66	39-42,51 .82-84,8 7-91,94, 95,99,10 4,117,12 0
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 13,000	\$ 3,759.66	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 17,759.66	

- ☐ School Planning Budget
☐ School Full Implementation Budget (Year _____)
☒ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME Greenwood Public School District		SCHOOL NAME Greenwood Middle								DISTRICT CODE 4220-020	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2111	District Wide Staff for the Behavior Interventions and Supports- Implementation, Monitoring and Compliance : Positive Behavior Interventions & Supports (PBIS) Specialist -1/3- Salary-\$32,000/Benefits-\$9,755 and \$3,000 for supplies and materials	10,833.33	3,251.66				1,000			\$ 15,084.99	51,62,63,122,123,176
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 10,833.33	\$ 3,251.66	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 15,084.99	