

**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  
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**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](mailto: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	• LEA Application Released
April 7, 2017	• Letter of Intent Due
May 8, 2017	• Applications submitted to MDE
May 2017	• District applications reviewed/Interviews
June 2017	• 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	• Planning/Pre-Implementation
January 2018	• LEAs begin Year 1 of full implementation
August 2018	• LEAs begin Year 2 full implementation
August 2019	• LEAs begin Year 3 full implementation
August 2020	• 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](mailto: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).**

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# 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**

<b>School(s) Served— Official School Name and School Code:</b>	<b>NCES Identification Code:</b>	<b>Intervention Model:</b>	<b>Total Allocation Request:</b>
Greenwood High School	280165000256	Transformation	<del>\$1,258,907</del> <sup>\$1,507,452.00</sup> <i>OK</i>
Greenwood Middle School	280165001005	Transformation	<del>\$1,329,547</del> <sup>\$1,578,292.00</sup> <i>OK</i>
Threadgill Elementary	280165000259	Transformation	<del>\$1,264,833</del> <sup>\$1,513,578.00</sup> <i>OK</i>
		Select one...	
		Select one...	
		Select one...	
<b>LEA-Level Allocation Request</b>			<b>\$ 746,235</b> <i>OK</i>
<b>TOTAL LEA REQUEST</b>			<b>\$4,599,522</b>

**For MDE use only**

**Date Received:**

*May 8, 2017*

**Mississippi Department of Education Approval**

*[Signature]*

Executive Director, OSI

*[Signature]*

Bureau Director, OSI

**APPROVED**

**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
<b>Cover Page*</b> 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.
<b>LEA Assurances*</b> <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.
<b>LEA Plan Overview*</b> <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.
<b>School Proposal*</b> <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.
<b>Appendices†</b> <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.
<b>SIG Budgets*</b> <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.
<b>FY2015/FY2016 1003(g) Checklist</b>	<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.***

## LEA PLAN OVERVIEW

### **PART I: INTRODUCTION**

#### **A. Descriptive Information 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 **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?
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)

<b>Greenwood Public School District</b>	<b>Greenwood High School</b>
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)	
<b>Threadgill Elementary School</b>	<b>Greenwood Middle School</b>
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.

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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	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.  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.	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	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.  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	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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"> <li>✓ Student arrival and departure time</li> <li>✓ Administrative personnel time schedules</li> <li>✓ Instructional personnel time schedules</li> </ul>	<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>		

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>		
<u>Curriculum:</u> ✓ 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

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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"> <li>✓ Instructional programs</li> <li>✓ Multi-tiered system of supports</li> <li>✓ Class size</li> <li>✓ Grading</li> <li>✓ Assessment</li> <li>✓ Use of test results</li> <li>✓ Lesson plans</li> </ul>	<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 &amp; 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>

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>		

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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.		
<b><u>Employment (Hiring):</u></b> ✓ 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 Pubic 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

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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><b>Employment (Compensation):</b></u> <ul style="list-style-type: none"> <li>✓ Administrative and teacher compensation guides</li> <li>✓ Compensation for advanced degrees</li> <li>✓ Compensation guides/ salary schedules</li> </ul>	<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>

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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> ✓ 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

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>
✓ 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> ✓ Personnel— suspension ✓ Administrative personnel separation and dismissal ✓ Teacher/ staff separation and dismissal	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.	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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"> <li>✓ Opportunities— all employees</li> <li>✓ Administrative personnel professional development</li> </ul>	<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"> <li>✓ Attendance</li> <li>✓ Truancy</li> <li>✓ Student involvement in decision-making</li> <li>✓ Student conduct</li> </ul>	<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

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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"> <li>✓ School-community relations</li> <li>✓ Family involvement</li> <li>✓ Community involvement in decision-making</li> <li>✓ Federal programs procedure with complaint resolution</li> <li>✓ Visitors to schools</li> </ul>	<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, 3<sup>rd</sup> Edition.

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

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

<b>Step 7: Reach an Agreement on an External Provider</b> <ul style="list-style-type: none"> <li>• Conduct due diligence on each potential provider</li> <li>• Ask key stakeholders to review the team's choice</li> <li>• Build support for the choice among the wider school community</li> </ul>	RFP Selection Team	August – September 2017
<b>Step 8: Negotiate a Contract</b> <ul style="list-style-type: none"> <li>• Clarify the scope of services and materials supplied by the provider</li> <li>• Identify gaps between what the school or district requires and what the provider's standards are</li> <li>• Discuss school-level policies that are required for effective implementation</li> <li>• Discuss district-level policies that are required for effective implementation</li> <li>• Agree upon a contract length acceptable to both parties</li> <li>• Agree on formative and summative outcomes measures</li> <li>• Agree on a timetable for measuring outcomes</li> <li>• Create implementation plan, in partnership with external provider</li> <li>• Work with the district attorney to draw up the best possible outcome</li> </ul>	Superintendent	August – September 2017

**The district will use the interview protocol found in the LEA Application Toolkit.**

If the LEA has interview protocols or evaluation rubrics, attach these in **Appendix C**. An example of an interview protocol can be found in the LEA Application Toolkit.

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 3<sup>rd</sup> 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 **21<sup>st</sup> 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 7<sup>th</sup> 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 2<sup>nd</sup> 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 montly 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.

Three full time and three part-time position are proposed to be funded through SIG. The four full-time positions will be with a combination of district and Title funds. **Positions will be repurposed to support district-wide reform efforts.** The part-time instructional coach and School Improvement Specialist will transition to a full-time role using district Title I funds. Their roles will be expanded to support teachers across the district. Funding for the reading interventionist and math coach positions will be also be sustained through the use of Title funds by expanding their roles to support teachers and students at the middle school.

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 High School	4220-012	28016500-0256	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: 1
- Number of Full Implementation Years: 2
- 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><b>DATA</b> <u><i>Greenwood High School is the home of the Mighty Bulldogs.</i></u> We pride ourselves in having a strong athletic program which exemplifies the discipline and commitment of our students when they are engaged in extracurricular activities. Although we have established a strong and productive culture in the athletic arena, we hope to find a balance and boost our academic status as we work to improve student achievement. The School Improvement Grant (SIG) funds will greatly assist us in enhancing our systems and supports as we, the “Mighty Bulldogs,” work to meet our growth and proficiency goals.</p> <p>Our data over the last two years reveal that student proficiency rates decreased in all areas in all subject areas with no area attaining a 41% proficiency rate or higher. This means that over 59% of our students did not meet grade level proficiency. Additionally, our ACT scores have been significantly lower than the state’s average. The lowest performing area is Algebra I.</p> <table><tr><th colspan="4">Proficiency Rates for Past Two Years</th></tr><tr><th>Subject-Area/Category</th><th>14-15</th><th>15-16</th><th>Percent Increase/Decrease</th></tr><tr><td>English II</td><td>35.6</td><td>29</td><td>-6.6</td></tr><tr><td>Algebra I</td><td>27.9</td><td>27</td><td>-0.9</td></tr><tr><td>Biology I</td><td>40.8</td><td>35.4</td><td>-5.4</td></tr><tr><td>US History</td><td>33.6</td><td>31.9</td><td>-1.7</td></tr><tr><td>ACT</td><td>15.8</td><td>16.1</td><td>0.3</td></tr></table> <p>For 2015-2016, only 29% of our students scored at the highest two levels on the English II state assessment; likewise, only 27% of the students scored a level 4 or 5 on the Algebra I state assessment. This is extremely alarming because if students do not pass the subject-area tests, they will not graduate. No subgroups at the</p>	Proficiency Rates for Past Two Years				Subject-Area/Category	14-15	15-16	Percent Increase/Decrease	English II	35.6	29	-6.6	Algebra I	27.9	27	-0.9	Biology I	40.8	35.4	-5.4	US History	33.6	31.9	-1.7	ACT	15.8	16.1	0.3	<p>Subject-Area Assessment Data</p> <p>ACT Score Report</p> <p>Staff Surveys</p> <p>Administrative Observations</p> <p>Student Discipline Data</p> <p>Graduation Rate</p> <p>Student Attendance Data</p> <p>Teacher Attendance Data</p> <p>MTSS Documentation</p>
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ACT	15.8	16.1	0.3																											

school performed at or above the state's average. Females performed higher than the males at 35% in English II compared to 22% for males. Algebra I scores were equally low with 25% of the females scoring at the highest two levels compared to 21% for males. All other subgroups except for economically disadvantaged did not have a percent scoring above the state's required 5% minimum. Other tested areas were dismal as well with 34.1% proficient on the Biology I exam, and 31.9% proficient on the U.S. History exam.

Although the graduation rate improved from 71.1 to 72.4 from the 2014-2015 and 2015-2016 school year, the rate is still below the desired 85% or higher.

**Current Data: 2016-2017**

The Greenwood Public School District administered comprehensive exams at Greenwood High School in the following areas: English II, Algebra I, U. S. History, and Biology I.

Performance Level Summary					
Subject-Area/Category	PL1	PL2	PL3	PL4	PL5
English II	5.1%	20.9%	39.2%	27.2%	7.6%
Algebra I	0%	21.3%	45.7%	29.8%	3.2%
Biology I	10.8%	39.2%	42.5%	7.5%	n/a
US History	31.7%	15.8%	42.4%	10.1%	n/a

The data reveal:

**English II:** Although over 50% of the students scored PL3 and PL4, less than 26% of the students scored a PL1 or PL2. There is a need for professional development to assist teachers with providing the appropriate student interventions, implementing Explicit Direct Instruction effectively, and utilizing student data to guide instructional practices.

**Algebra I:** Although none of the students scored a PL1, less than 4% of the students scored PL5.

	<p>There is a need for professional development which addresses providing quality enrichment activities.</p> <p><b>Biology I:</b> Although 42.5% of the students scored a PL3, less than 8% of the students scored PL4. There is a need for professional development which addresses providing quality enrichment activities. Additionally, a science laboratory would add value to and enhance instruction which will increase the number of students performing in the PL4 category.</p> <p><b>US History:</b> Over 50% of the students scored PL3 and PL4. Moreover, 47% of the students scored a PL1 or PL2. There is a need for professional development to assist teachers with providing the appropriate student interventions, implementing Explicit Direct Instruction effectively, and utilizing student data to guide instructional practices.</p> <p><b>American College Testing (ACT)</b>  ACT scores reflect a minimal increase from the 2014-2015 to 2015-2016 school year; however, the scores are still well below the state and national averages. The greatest increase was realized in science, with a 1.4 improvement, but other sub-scores do not reflect the same progress. Moreover, if the school maintained the same rate of improvement from the 2015-2016 school year, GHS will never meet or exceed the state and national average. Challenges to improving ACT scores have been a lack of robust advanced learning opportunities for students as well as the teachers who teach them. The high school has added a new ACT preparatory class this year and also included more advanced learning opportunities for students through dual enrollment and AP courses. While we have added an additional course, of important note is that no AP students scored higher than a 2 on AP exams. Hence, there is an immense need to</p>	
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	<p>increase the capacity of our teachers who teach these courses.</p> <p><b>MORALE</b></p> <p>One of the greatest issues that plagued GHS in the past was student and staff morale. The high instances of out-of-school suspension have led to low teacher morale because teachers were having to spend a significant amount of instructional time focusing on student behavior. As a result, teacher absences increased from 396.5 to 650, which means substitutes were frequently in the building. With teachers not being present to teach, student achievement suffered. Although teachers had received Positive Behavior Interventions and Supports (PBIS) training, the process was not implemented with fidelity. In addition, there were no behavioral interventions created to offset negative behavior.</p> <p>According to needs assessment surveys and staff feedback, teachers indicated that additional, effective, and evidence based training and support at all three tiers and the Early Warning System are needed. There is a dire need for an Multi-Tiered Systems of Supports Interventionist and a PBIS Specialist. These individuals will be able to actively and consistently monitor major and minor behavioral and academic infractions, as well as provide the appropriate evidence based interventions.</p> <p><b>Multi-Tiered Sytems of Supports</b></p> <p>Within the school, students were universally screened and referrals were made to the Teacher Support Team (TST). The teacher support team met monthly to review the referrals, made decisions about placement, and drafted interventions when necessary. Although we had a process in place, more training on Tier 2 interventions was needed because too many students were being referred to Tier 3. The majority of these referrals were due to academic deficiencies in English</p>	
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	<p>Language Arts (ELA) and Math, as well as student misbehavior and truancy. There is an urgent need for a Multi-Tiered Systems of Supports interventionist and a PBIS Specialist. These individuals will be able to actively and consistently monitor major and minor behavioral and academic infractions, as well as provide the appropriate evidence based interventions.</p> <p>The MTSS/Interventionist will be able to actively and consistently provide consistent guidance and training on appropriately selecting and implementing student interventions.</p> <p><b>PROFESSIONAL LEARNING COMMUNITIES (PLCs)</b></p> <p>During the past two school years, all halls in the building lacked consistent administrative presence. However, this year the school has been restructured to ensure a high degree of administrative visibility on each hall. Teachers have been strategically positioned to promote a more cohesive learning community. For example, all ELA teachers are housed on the same hall and have the same planning period, which is utilized to conduct PLC's. However, teacher teams and administrators are in need of an area in which they can meet collaboratively to access the necessary resources and technology needed to plan across grade levels and subject areas, as well as participate in professional development sessions. There is not a common working area for teachers, nor is there a space within the school large enough to accommodate the entire staff for school-wide professional development sessions. In order to be effective, it is imperative that a professional development laboratory is provided to support to meet the needs of the school.</p> <p>Given all these pieces of data, more support is needed in the following areas:</p> <ul style="list-style-type: none"> <li>• increasing student proficiency</li> </ul>	
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	<ul style="list-style-type: none"> <li>• closing the achievement gap with focus on differentiating instruction</li> <li>• targeting, job-embedded professional development designed to build teacher capacity and improving student outcomes</li> <li>• fully implementing a multi-tiered system of support</li> <li>• improving graduation rate</li> <li>• increasing advance learning opportunities for students</li> <li>• improving parental and community engagement</li> </ul>	
Curriculum and Instruction	<p>Greenwood High has experienced a continued decline in student proficiency and growth over the past few years. A primary reason for the decrease has been the inconsistency in district and school leadership. <b><u>Greenwood High has had 3 principals in the past three years; likewise, the district has had 3 superintendents in the past three years.</u></b> Consequently, no processes or protocols were in place to ensure effective instruction aligned to state standards was occurring.</p> <p>Along with the constant leadership transitions, the school experienced high teacher turnover, high volume of teacher absences, and student suspensions. The school reported 396.5 teachers' absences in 2014-2015 and 650 teacher absences were recorded for the 2015-2016 school year.</p> <p>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 does not align to those responses. As a result, it is critical that the school has systems and personnel in place to rapidly analyze and</p>	<p>Subject-Area Assessment Data</p> <p>ACT Score Report</p> <p>Staff Surveys</p> <p>Administrative Observations</p> <p>Student Discipline Data</p> <p>Graduation Rate</p> <p>Student Attendance Data</p> <p>Teacher Attendance Data</p> <p>MTSS Documentation</p> <p>Lesson Plans</p>

	<p>disaggregate data and to make the data available to principal and staff to make informed instructional decisions on a timely basis.</p> <p>The school's organizational structure was not conducive to cross-collaboration or professional learning communities. Consequently, teachers planned in isolation and primarily used the textbook as their primary source for planning. A standard instructional delivery system was not in place. While the school had pacing guides in place, rigorous high quality instruction was inconsistent across the grade levels and within a department. Although 80% of the staff reported that they had time to collaborate and operate in a Professional Learning Community, student data does not substantiate that the PLC was implemented effectively, as roughly one third of the school's population scored in the bottom three levels on the state's assessment for English II and Algebra I. Almost forty percent (114) of the students are in danger of not graduating with their ninth grade cohort because of failure to pass the state's English II exam, and nearly 30% of these students are in danger of not graduating because of Algebra I scores. It is important to have systems and personnel in place to support these students and their families with strategies and plans to successfully complete high school and participate in post-secondary opportunities. Moreover, ACT scores reflect a minimal increase from 2014-2015.</p> <p>Additionally, given that more than 1/3 of the student population at GHS perform in the lowest three performance levels on state assessments; the school also provides the following computer-based curriculum platforms:</p> <p>This is the school's third year using <i>Learning Odyssey</i>, a research-based intervention program designed for Tier 2 and Tier 3 academic interventions. Impact on student achievement</p>	
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	<p>at Greenwood High has been minimal the past couple of years due to lack of adequate training for staff on how to effectively use the system and fidelity of implementation.</p> <p><i>According to the <u>What Works Clearinghouse</u> Odyssey® Math was found to have potentially positive effects on mathematics achievement for primary students.</i></p> <p><i>Reading Plus</i> is a K-12 reading intervention program designed to support struggling readers. Greenwood High will use this program exclusively for students identified for tier 3 reading intervention. This is the first year of implementation. The program was selected using the district's screening process for instructional resources and materials. Additionally, the program is research-based with evidence of effectiveness in demographics similar to Greenwood High School.</p> <p><i>According to the <u>What Works Clearinghouse</u> Reading Plus® was found to have potentially positive effects on comprehension for adolescent learners.</i></p> <p><i>Accelerated Reader</i> is a K-12 reading program that is designed to assess and improve reading comprehension skills. Students are assigned books according to their grade and interest level. Accelerated Reader is a proven, research-based program. This year, Greenwood High has assigned a staff member to coordinate the program and monitor the fidelity of implementation.</p> <p><i>The <u>What Works Clearinghouse (WWC)</u> 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>	
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	<p><i>Education Leadership Solutions (ELS)</i> provides a test item bank for subject tested areas that is aligned to the state standards and in a similar format as state assessments. Teachers receive real time data that can be disaggregated in granular form to help improve student achievement. The system generates individualized student reports and tracks progress over time. ELS also provides a lesson plan template that will be used to standardize planning across the school. Teacher feedback on their lesson plans will be provided through this platform. This is the first full year for lesson plan and item banks.</p> <p>Given all these pieces of data, more support is needed in the following areas:</p> <ul style="list-style-type: none"> <li>• increasing student proficiency</li> <li>• closing the achievement gap with focus on differentiating instruction</li> <li>• targeting, job-embedded professional development designed to build teacher capacity and improving student outcomes</li> <li>• fully implementing a multi-tiered system of support</li> <li>• improving graduation rate</li> <li>• increasing advance learning opportunities for students</li> <li>• improving parental and community engagement</li> </ul>	
School Context and Organization, Including School Leadership	<p><b>DISCIPLINE</b></p> <p>In previous years, the <i><b>Mighty Bulldogs</b></i> had received out-of-school suspension as a first course of action for most offenses. Students were sent home for infractions as serious as fighting and as minor as excessive tardies and not following directions. Although in-school detention was used as an alternative to out-of-school suspension in some cases, it did not</p>	<p>Subject-Area Assessment Data</p> <p>ACT Score Report</p> <p>Staff Surveys</p> <p>Administrative Observations</p>

	<p>prove to be an effective deterrent to student misbehavior.</p> <p>As a result in 2015-2016, approximately 1142 out of school suspensions occurred. Of that number, there were students who had multiple offenses. Yet, an overwhelming majority of the staff, students, and parents report the school is committed to improving student learning. The high volume of out of school suspensions last year suggested that the school needs alternative means to suspending students, as when students are out of school, valuable instruction is lost. According to guidance on an Early Warning System published by the Mississippi Department of Education, students who miss five or more days of instruction per quarter are predicted to not graduate with their four year cohort.</p> <p><b>OUT-OF-SCHOOL SUSPENSIONS (OSS)</b></p> <table> <tr> <th></th><th><b>2014-2015 Total # of Days &amp; Percentages</b></th><th><b>2015- 2016 Total # of Days &amp; Percentages</b></th></tr> <tr> <td>All</td><td>1969</td><td>1142</td></tr> <tr> <td>IEP</td><td>19 (7.95%)</td><td>30 (10.87%)</td></tr> <tr> <td>Black</td><td>239 (100%)</td><td>276 (100%)</td></tr> <tr> <td>White</td><td>0 (0%)</td><td>0 (0%)</td></tr> </table> <p>There is a dire need for an Multi-Tiered Systems of Supports Interventionist. This person will be able to actively and consistently monitor academic progress, as well as major and minor behavioral infractions. The behavioral interventions will be provided based upon the results from the Functional Behavioral Assessment (FBA) which will be completed by the school psychometrist.</p> <p>According to the <u><i>What Works Clearinghouse</i></u></p>		<b>2014-2015 Total # of Days &amp; Percentages</b>	<b>2015- 2016 Total # of Days &amp; Percentages</b>	All	1969	1142	IEP	19 (7.95%)	30 (10.87%)	Black	239 (100%)	276 (100%)	White	0 (0%)	0 (0%)	<p>Student Discipline Data</p> <p>Graduation Rate</p> <p>Student Attendance Data</p> <p>Teacher Attendance Data</p> <p>MTSS Documentation</p> <p>Lesson Plans</p>
	<b>2014-2015 Total # of Days &amp; Percentages</b>	<b>2015- 2016 Total # of Days &amp; Percentages</b>															
All	1969	1142															
IEP	19 (7.95%)	30 (10.87%)															
Black	239 (100%)	276 (100%)															
White	0 (0%)	0 (0%)															

	<p><i>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.</i></p>	
Professional Development	<p>A deep dive into the data revealed the following priority needs: effective instructional strategies; writing effective interventions; strategies for implementing interventions; standards-based instruction; data analysis; and, classroom management.</p> <p>In short, there is a grave need for professional learning opportunities for our staff.</p> <p>Core area teachers shared common planning time last year; however, the structure was not successful in that teachers continued planning in isolation and primarily used the textbook as their sole source for planning and instruction. While 70% of the teachers perceived the training opportunities as meaningful, data show a disconnect between what was learned and what was implemented. Seventy-seven percent of the staff also felt that they collaborated and operated as a professional learning community. However, a structured approach was not followed for consistency across all PLCs in the building. With twenty-five percent of the school's population scoring a level 4 or 5 on the state's English II exam, 27% scored at levels 4 and 5 on the Algebra I, 34.1% were proficient on the Biology I exam, and 31.9% were proficient on the U.S. History exam. There is a grave need for content coaching support to build teacher capacity for providing standards-based instruction, for using effective instructional strategies, data analysis, and writing effective interventions for students needing Tier 2 or Tier 3 support.</p>	<p>Subject-Area Assessment Data</p> <p>ACT Score Report</p> <p>Staff Surveys</p> <p>Administrative Observations</p> <p>Student Discipline Data</p> <p>Graduation Rate</p> <p>Student Attendance Data</p> <p>Teacher Attendance Data</p> <p>MTSS Documentation</p> <p>Lesson Plans</p>

	There is also a need to address culture and climate with all staff, but it also signifies that strategies in managing student behavior are needed.	
Family and Community Involvement	<p>In the past, the <b>Mighty Bulldogs</b> had monthly parent meetings organized through the parent center coordinator; however, attendance was dismal. Greenwood High has also scheduled events after hours, but attendance at these events have also been poor. Yet, 76.9% of the parents surveyed reported that the school provides sufficient opportunities for community involvement, and 76.9% they feel that their opinions are considered when school decisions are made. The school must continue exploring opportunities and developing paths to actively engage parents and the community in the school.</p> <p>The P-16 Community Engagement Council was established but was not organized or functioning according to the MDE guidelines. The school and district are working to reorganize this council in accordance with guidelines and as a support mechanism for engaging families and the community in supporting transformation efforts of Greenwood High School. More support is also needed for parents and the community on the different ways they can engage in their child's learning process.</p>	Needs Assessment Survey Data

## 2. Intervention Model Selection

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

The data analyzed through the comprehensive needs assessment demonstrates the glaring deficiencies in proficiency of our students in all state tested areas and the ACT. A new principal was hired to lead GHS on July 1, and a new superintendent with a strong track record of success was hired to lead the district in late April 2016. Upon the transition of the new superintendent, reformative strategies were implemented, beginning with a review of the district's 5 year strategic plan. Bold goals were established for school and district leaders. A comprehensive plan for reform has been implemented and the transformation model with embedded components from the pathways model serves as the best fit for Greenwood High at this time.

Furthermore, Greenwood is located in the Mississippi Delta, a depressed region of the state. The district continually struggles to find new teachers to hire who are already highly effective; 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 to compete for the best talent to serve our students.

### 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.

<b>For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS</b>		
<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<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>
<b>ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)</b>		
• Replacement of the Principal	N/A; Principal Hired July 1	147
• Recruitment, Placement, and Retention Strategies	District develop policies ranging from signing bonuses and financial incentives to recruit and retain staff	27-28, 150-159
• Job-Embedded Professional Development	The district will utilize and implement professional learning communities to facilitate job-embedded professional development.	31, 57,63-64,71, 102, 116, 176-182
• Research-Based, Vertically Aligned Curriculum Aligned to State Standards	Teachers meet in vertical team meeting to ensure learning is taking place across the grades	103, 106-112
○ <i>FOR EARLY LEARNING ONLY:</i> Curriculum and standards inclusive of all 5 early learning domains	N/A	N/A
• Data-Driven Decision-Making	The district utilizes a data system in order to inform instruction and make data driven decisions.	133-137
○ 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	130-132

<b>For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS</b>		
<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<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>
<b>TURNAROUND/TRANSFORMATION ONLY</b>		
<ul style="list-style-type: none"> <li>Increased Learning Time</li> </ul>	Instructional days have been lengthened to 385 minutes and extended learning time will be provided during and after school	102
<ul style="list-style-type: none"> <li>School Autonomy</li> </ul>	The school has been provided autonomy in key decision making such as hiring and termination in order to fully implement the transformational model.	26-27, 30, 170
<b>TRANSFORMATION/EARLY LEARNING ONLY</b>		
<ul style="list-style-type: none"> <li>Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement</li> </ul>	The school has been provided autonomy in key decision making such as hiring, termination in order to fully implement the transformation model.	29-30, 102, 179
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Use of student growth as a significant factor</li> </ul> </li> </ul>	Student growth will be a primary achievement indicator in order to measure learning outcomes and teacher effectiveness and increase proficiency level.	53-55, 134
<ul style="list-style-type: none"> <li>Identify and Reward School Leaders, Teachers, and Other Staff</li> </ul>	Financial and other incentives are provided as a means to recruit, retain and attract.	153-159
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Termination process</li> </ul> </li> </ul>	Termination procedures are provided for staff members who do not demonstrate effectiveness.	160-166
<b>TRANSFORMATION ONLY</b>		
<ul style="list-style-type: none"> <li>Family and Community Engagement Strategies</li> </ul>	Effective family and community engagement strategies have been provide to support student learning and enhance implementation of the transformation model.	32, 49-51, 64, 185-190
<ul style="list-style-type: none"> <li>On-Going Technical Assistance and Support</li> </ul>	On-Going technical assistance and support is provided to advance technological support and facilitate	114, 140, 172-174

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>
	effective implementation of the transformation model.	

#### **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.

Greenwood High School has instituted several measures to ensure the academic success for all students, teachers, and the school. Our goal is to ensure all students are achieving at high levels. Therefore, we have created an environment which is conducive to learning and one that will ensure academic excellence.

Since the school has been designated as a focus school, the implementation of the following measures have been instituted:

The development and implementation of a School-level Leadership team (SLT). Under the new leadership for this school year, the leadership team has been reconstituted to place a laser-like focus on data and the PLCs have undergone changes to have a more systemic approach to continuous professional collaboration and learning among all instructional staff. The team meets bi-monthly to review implementation progress and challenges of reform efforts. The team reviews student data to guide decisions that improve student outcomes.

With the development and implementation of Professional Learning Communities (PLC's) GHS hired a full-time instructional coach who works directly with teachers to support the school administrators in building teacher capacity.

A Parent Advisory Council was formed; however, the council was not functioning with a focus on school improvement. The council is being reorganized and instituted for the purpose of collaborating to accomplish goals that will enhance our school for the benefit of the children's needs and to build on relations. These goals include: increasing parental involvement, increasing communication, planning parent engagement activities for the year, and increasing parental involvement in the overall schoolwide decision-making process.

Grade-Level/Subject-Area Team meetings are held weekly to foster collaborative planning among department levels. During these meetings, team members meet to identify, discuss,

and refine research-based strategies for improvement of instruction. Administrators attend each of these meetings to facilitate the professional learning process. As a result of these meetings, a more data-driven instructional atmosphere will be evidenced in the school.

## 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>
District Leadership Team	The district's leadership team meets weekly to discuss the improvement efforts of all schools within the district, including Greenwood High 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	Dr. Jennifer Wilson, Supt. Mr. Charles Johnson, Director of Federal Programs Mrs. Mary Brown, Director of Curriculum Mrs. Linda Payne, Director of Special Services Ms. Tara Harris, SSIP Literacy Coach Mr. Carl Brinkley,	Weekly for one hour August 1, 2016 April 18, 2017  April 25, 2017   April 6, 2017	District level administrator assigned to support each school.  Analyzed the comprehensive assessment data to determine whether students met their growth targets which are outlined in the district's strategic plan  Collaborated with School

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	points are discussed in detail: teacher and student attendance, behavior, interim assessment data and benchmark data. Teacher observation data is discussed as warranted.	Director of Personnel Mrs. Yvette Totten, Director of Food Services Mr. David Taylor, Director of Maintenance & Operations		Leadership Team members to further analyze school needs of Greenwood High School to develop School Improvement Grant application
School Leadership Team	Collects and analyzes school data to improve academic achievement and overall school operations	Dr. Kenneth Pulley, Principal Mr. Clinton Gatewood, Asst. Principal Mrs. Sabrina Tanner-Moore, Asst. Principal Ms. Jeneveri Cation, Instructional Coach Ms. Natessia Jackson, Teacher Mr. Stephen Mirabito, Teacher Mr. Larry McCluney, Teacher Ms. Torri Thomas, Teacher	Second Wednesday of each month (unless scheduling conflict) from 2:15 p.m. to 3:30 p.m.  April 5 2017          April 19, 2017	Reviewed upcoming plans for academics and school operations; discussed expectations prior to EOY testing          Discussed School Improvement Grant opportunity and began reviewing data to address

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
		<p>Mrs. Rena Price, Librarian</p> <p>Mr. Sriram Nallani, Teacher</p> <p>Ms. Loria Gardner, Counselor</p> <p>Trasity Totten, Student</p> <p>Jacolby Gilmore, Student</p>	<p>April 26, 2017</p> <p>transitioned and discussed plans for the new school year.</p>	<p>instructional issues and school culture; analyzed Spring comprehensive assessment results</p> <p>Reviewed school's progress towards meeting annual student achievement goals outlined in the district's strategic plan</p>
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 occur weekly on Mondays during teachers' 55 minute planning time.	<p>Began Oct. 03, 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</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
				<p>overall student success.</p> <p>April 19, 2017</p> <p>Focus: Revisit Reading and Writing in the Content Areas</p> <p>PLC teams revisited implementing effective instructional routines prior to Spring</p> <p>April 26, 2017</p> <p>Focus: Comprehensive Assessments and Constructed Response Items</p> <p>PLC teams in core (English, Math, Science, Social Studies), non-SATP2/MAP Analyzed and discussed Spring comprehensive assessment results</p>
Other: School Level Multi-	The team collaborates to	Ms. Sabrina Tanner-Moore,	First Tuesday of the month for a	Reviewed data on 20 day

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
tiered System of Support Team	make decisions pertaining to students 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	Assistant Principal Ms. Rena Price, Librarian Ms. Dorothy Randle, Counselor Ms. Loria Gardner, Counselor Ms. Trimeka Peoples, Attendance Clerk Mr. Sriram Nallani, Teacher Ms. Catherine Jones, Teacher	minimum of one hour, often longer depending on the number of referrals and students receiving tier 3 interventions  August 8, 2016 (adjusted based on start school)  August 23, 2016          February 2017	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

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			March 2017	<p>were continuing 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 semester</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 effective implementation</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>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</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	of interventions. The team also identifies the interventions to be used across the district.	Mr. Charles Johnson, Director of Federal Programs	<p>September 28, 2016</p> <p>October 20, 2016</p> <p>October 25, 2016</p> <p>February 2017</p> <p>March 2017</p>	<p>MTSS manual and processes</p> <p>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</p> <p>Provided training to the district and school level MTSS teams on the district's MTSS process</p> <p>Provided district wide training to all staff of the GPSD on the MTSS processes</p> <p>Provided district support and follow-up school for school level MTSS teams on the district's MTSS process</p> <p>Provided district support and follow-up school for school level</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			April 2017	MTSS teams on the district's MTSS process  Provided district support and follow-up school for school level MTSS teams on the district's MTSS process

### 3. 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. 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 to the full and effective implementation of the model	July 2017	July 2017
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	Providing an official notification of SIG award to teachers, parents, students, and community	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>	
		parents/families, community-wide meeting	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		
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>

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 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	June 2017	June 2017
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

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) 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; District Transformation Officer	List of School SIG Team members	Creating a School SIG Team is critical to the full and effective implementation of the reform model because this team is responsible for monitoring the day to day implementation	June 2017	July 2017
Year 1 Implementation	GPSD Board of Education,	Board minutes	Revising board policies that impede 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>	
Revise school board policies	Superintendent, District Transformation Team Principal; School Improvement Specialist		effective, full implementation will enable the school to successfully implement the transformation model.		
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 and help to ensure the successful implementation of transformation model.	June 2017	August 2017
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	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>	
			coaching. As Threadgill Elementary School works to build teacher capacity, external content experts are needed to assist in these efforts		
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 development which supports the full implementation of the reform model	July 2017	August 2017
Year 1 Implementation Schedule external service providers	Principal; District Transformation	Schedule of external service providers completed	By creating a schedule for external service providers, the school	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>	
	Officer; School Improvement Officer		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 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	July 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>	
			critical for the full and effective implementation of the reform model		
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
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		Requisitions created and purchased orders	These materials and supplies will enhance	June 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>	
Order instructional materials and supplies	School Improvement Specialist; Principal	issued for materials and supplies	classroom instruction and support the full implementation of the reform model		
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
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

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 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 possess the competencies for transformation/reform	June 2017	July 2017
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,	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>	
			effective implementation of the transformation model proposed by Greenwood High School		
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 implementation of the reform model	July 2017	June 2018
Year 1 Implementation Determine vacancies for faculty and staff for the 2018-19 school year, based on terminations,	Principal, District Transformation Officer; School Improvement	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff	Hiring highly qualified faculty and staff is critical for the full and effective	January 2018	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>	
transfers, or openings due to retirements, moving, etc. Advertise and interview candidates	Specialist; School SIG Team	are hired to fill vacancies	implementation of the transformation model		
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 give staff and school SIG team members an opportunity to look at data from a granular level in order to make decisions that impact	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>	
			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 year and be in position to enter the state assessment data once it is received by districts across the summer. This will	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>	
			allow administrators and teachers the opportunity to conduct a thorough data analysis to inform instructional decisions for the upcoming year.		

## 2. 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"> <li>Establish a structure among teachers with specific duties and time for instructional planning;</li> </ul>	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	
			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"> <li>• Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction</li> <li>• Align professional development with classroom observations and teacher evaluation criteria</li> <li>• Ensure that teachers align instruction with standards and benchmarks</li> <li>• Monitor and assess student mastery of standard-based objectives to make appropriate curriculum adjustments</li> <li>• Differentiate and align learning activities</li> <li>• Assess student learning frequently using standards-based classroom assessments</li> </ul>				

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"> <li>• Prepare standards- aligned lessons and differentiated activities</li> <li>• Provide sound instruction in a variety of modes, i.e., teacher directed, whole group, small group, student directed, etc...</li> </ul> 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"> <li>Review and revise among teachers with specific duties and time for instructional planning;</li> </ul>	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"> <li>• Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction</li> <li>• Align professional development with classroom observations and teacher evaluation criteria</li> <li>• Ensure that teachers align instruction with standards and benchmarks</li> <li>• Monitor and assess student mastery of standard-based objectives to make appropriate curriculum adjustments</li> <li>• Differentiate and align learning activities</li> <li>• Assess student learning frequently using standards-based classroom assessments</li> </ul>				

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"> <li>• Prepare standards- aligned lessons and differentiated activities</li> <li>• Provide sound instruction in a variety of modes, i.e. teacher directed, whole group, small group, student directed group, etc...</li> </ul> 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"> <li>• Review and revise among teachers with specific duties and time for instructional planning;</li> <li>• Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction</li> <li>• Align professional development with classroom observations and teacher evaluation criteria</li> <li>• Ensure that teachers align instruction with standards and benchmarks</li> <li>• Monitor and assess student mastery of</li> </ul>	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"> <li>• Differentiate and align learning activities</li> <li>• Assess student learning frequently using standards-based classroom assessments</li> <li>• Prepare standards- aligned lessons and differentiated activities</li> <li>• Provide sound instruction in a variety of modes, i.e. teacher directed, whole group, small group, student directed group, etc...</li> <li>• Employ effective classroom management</li> </ul>				

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 <ul style="list-style-type: none"> <li>• Evaluate SIG Implementation</li> <li>• Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan</li> <li>• Discuss areas that need adjustments</li> <li>• Examine qualitative and quantitative data to determine if program goals are being met.</li> </ul>	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	<b>ALGEBRA I TEXTBOOK &amp; FOUNDATIONS OF ALGEBRA:</b> <ul style="list-style-type: none"> <li>Algebra I Common Core Prentice Hall 2015</li> </ul> <b>ALGEBRA II TEXTBOOK:</b> <ul style="list-style-type: none"> <li>Algebra II Common Core Pearson (2012)</li> </ul>	<b>Additional text for DUAL ENROLLMENT COLLEGE ALGEBRA</b> <ul style="list-style-type: none"> <li>DUAL ENROLLMENT COLLEGE ALGEBRA 2<sup>ND</sup> EDITION TEXTBOOK: Hawkes Learning System</li> </ul>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
	<p><b>ALGEBRA III TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Pre-Calculus with Limits Cengage Learning (2014)</li> </ul> <p><b>AP CALCULUS:</b></p> <ul style="list-style-type: none"> <li>• Calculus of a Single Variable Pearson (2006)</li> </ul> <p><b>COLLEGE ALGEBRA</b></p> <p><b>DUAL-ENROLLMENT TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• College Algebra 2<sup>nd</sup> Edition Hawkes Learning System (2008)</li> </ul> <p><b>GEOMETRY TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Geometry Common Core Pearson (2015)</li> </ul>	<p>(2008)(This is the textbook required by our local community college partner.)</p> <p>Mastery Connect Test Item Banks</p> <p>Supplementary Materials</p>
Remedial 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>PLATO Learning is the software program that is used for credit recovery for mathematics courses.</p>	<p>Mastery Connect Test Item Banks</p> <p>Supplementary Materials</p>
English/Language Arts (ELA)	<p><b>ENGLISH I TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Literature Common Core Pearson (2012)</li> </ul> <p><b>ENGLISH II TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Literature Common Core Pearson (2012)</li> </ul>	<p><i>Additional Resources:</i></p> <p><i>Write for the Future</i></p> <p><i>Thinking Maps</i></p> <p>Class sets of novels for novel studies</p> <p>AP English Textbooks and supplemental materials</p>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
	<p><b>ENGLISH III TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>Literature Common Core Pearson (2012)</li> </ul> <p><b>ENGLISH IV TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>Literature Common Core: The British Tradition Pearson (2012)</li> </ul>	<p>Mastery Connect Test Item Banks</p> <p>Vocabulary Workshop Workbooks</p>
Remedial ELA	<p>Reading Plus is a software program that is designed to build fluency, comprehension, and vocabulary skills for struggling learners.</p> <p>PLATO Learning is the software program that is used for credit recovery for English/Language Arts courses.</p>	<p>Mastery Connect Test Item Banks</p> <p>Supplementary Materials</p>
Reading	<p><b>ENGLISH I TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>Literature Common Core Pearson (2012)</li> </ul> <p><b>ENGLISH II TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>Literature Common Core Pearson (2012)</li> </ul> <p><b>ENGLISH III TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>Literature Common Core Pearson (2012)</li> </ul> <p><b>ENGLISH IV TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>Literature Common Core: The British Tradition Pearson (2012)</li> </ul>	<p><i>Additional Resources:</i></p> <p><i>Write for the Future</i></p> <p><i>Thinking Maps</i></p> <p>Class sets of novels for novel studies</p> <p>AP English Textbooks and supplemental materials</p> <p>Mastery Connect Test Item Banks</p> <p>Vocabulary Workshop Workbooks</p>
Remedial reading	Reading Plus, a software program that is designed to build fluency,	Mastery Connect Test Item Banks

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
	comprehension, and vocabulary skills for struggling learners.	Supplementary Materials
Science	<p><b>BIOLOGY I, BIOLOGY II, INTRODUCTION TO BIOLOGY TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Miller Levine Biology Pearson (2011)</li> <li>• SATP2 Review Guide</li> </ul> <p><b>CHEMISTRY TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Modern Chemistry HRW (2009)</li> </ul> <p><b>AP CHEMISTRY TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Modern Chemistry HRW (2009)</li> </ul> <p><b>HUMAN ANATOMY &amp; PHYSIOLOGY TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Hole's Human A&amp;P 12<sup>th</sup> Edition McGraw-Hill (2010)</li> </ul> <p><b>ENVIRONMENTAL SCIENCE TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Environmental Science</li> </ul> <p><b>PHYSICAL SCIENCE TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Physical Science: Concepts in Action Pearson (2011)</li> </ul> <p><b>PHYSICS TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Physics HRW (2009)</li> </ul> <p><b>ZOOLOGY TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>• Integrated Principles of Zoology McGraw Hill (2008)</li> </ul>	<p><b>AP Chemistry Textbook:</b></p> <ul style="list-style-type: none"> <li>• Chemistry The Central Science AP Edition Pearson (2015)</li> </ul> <p>Mastery Connect Test Item Banks</p> <p>Supplementary Materials</p>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
	<b>CONTEMPORARY HEALTH TEXTBOOK:</b> <ul style="list-style-type: none"> <li>MGH (2014)</li> </ul>	
Social Studies/History	<b>U. S. History Textbook:</b> <ul style="list-style-type: none"> <li>U.S. History Reconstruction to Present Pearson (2016)</li> </ul> <b>World History Textbook</b> <ul style="list-style-type: none"> <li>World History: Modern Era Prentice Hall (2014)</li> </ul> <b>World Geography and Advanced World Geography Textbook</b> <ul style="list-style-type: none"> <li>World Geography: Building a Global Society; Prentice Hall (2009)</li> </ul> <b>U. S. Government Textbook</b> <ul style="list-style-type: none"> <li>Magruder's American Government; Pearson (2013)</li> </ul> <b>Economics Textbook</b> <ul style="list-style-type: none"> <li>Economics</li> </ul> <b>Mississippi Studies Textbook</b> <ul style="list-style-type: none"> <li>Mississippi the Magnolia State; Clairmont Press (2005)</li> </ul> <b>AP Government Textbook</b> <ul style="list-style-type: none"> <li>Government Institutions and Policies, AP Edition; Cengage Learning (2016)</li> </ul> <b>Psychology Textbook</b> <ul style="list-style-type: none"> <li>Psychology: Principles in-Action HRW (2010)</li> </ul> <b>Sociology Textbook</b> Sociology: The Study of Human HRW (2010)	Mastery Connect Test Item Banks  Supplementary Materials

## b) Monitoring the Effectiveness of Materials

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

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

Quantitative methods include the collection of formative, Interim, and benchmark data across the year. These data pieces will be entered and tracked in a data management system by the data clerk for immediate review and analysis by the school's leadership team to make curricular and instructional decisions to determine if the school is on track towards a path of success. The team will measure this against the anticipated teacher growth goal. If goals are not on track to be met, coaching conversations will be conducted and action plans will be developed and monitored by the principal and district transformation officer. Usage reports from all instructional programs will also be generated every two weeks and provided to the school's leadership team.

Qualitative measures include scheduled and unscheduled monitoring visits by the administrative team, district transformation officer, and the instructional coaches will be utilized to ensure curriculum materials are being implemented effectively. Teachers are also observed at least once per week by a school administrative team member and the transformation officer. Observations are followed up with feedback on practices, including effective use of instructional resources. In addition, teachers are required to document instructional strategies and resources in their lesson plans which are submitted and reviewed weekly. Review of these plans includes a check to ensure plans and resources align to state standards. During observations, the observer (i.e. the school administration, instructional coaches, or district transformation officer) will ensure alignment between lesson plan and instruction. Through the continuous monitoring of instruction, review and feedback of lesson plans, and post-observation conferences, the school's administrative team and district transformation officer will be able to determine effective use of adopted materials as well as staff needs.

## 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. New instructional programs or materials will be vetted by the school's leadership team to determine whether or not the materials are aligned with the state standards and are the best fit for Greenwood High.

2. Once the team determines that the materials meet the alignment criteria, the materials will be presented to the applicable teachers for their feedback and approval.

Once the impacted teachers review and approve, the school principal will move forward with seeking approval from the superintendent.

### 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](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.

N/A

#### 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. Teachers review their assessment data to determine if any adjustments need to be made to instruction and/or pacing guides. Teachers make recommendations for revisions to the school's instructional coach who serves as a member of the district's curriculum team. The Director of Curriculum meets with the curriculum team bi-weekly. During these meetings, teacher recommendations are reviewed for consideration. If adjustments are warranted within the school year, the curriculum team makes the changes and disseminates information to all teachers who are impacted. Updates are posted on the district's website. Additionally, at the end of the year, after state testing, teachers are provided opportunity to review their pacing guide and make suggestions for revisions for the upcoming school year. Specific times are set aside for teachers to meet together to discuss, provide input, and make revisions to the pacing guides as needed. The Director of Curriculum and all instructional coaches are present during these sessions. After all suggestions have been made, the Director of Curriculum schedules a meeting with the instructional coaches to review the changes. Once there has been a consensus as to whether such changes are warranted, each instructional coach is assigned the task of revising the pacing guide for a specific grade level(s). In the past, once the pacing guides have been revised, teachers will be able to review them in August of the next school year. This year, during the summer, those teachers who are teaching during extending school are allowed to review the revised pacing guides and provide additional input. Once all pacing guides have been revised, the Curriculum Director

will post the pacing guides on the district's webpage in draft mode and email all teachers to solicit additional input. Beginning the first three days of August 2017, teachers will be presented with a copy of the pacing guide(s) in their teaching area to provide their final input before the students are scheduled to begin school. After being provided this opportunity to provide input, the Curriculum Director will meet with all instructional coaches to finalize the pacing guides and disseminate the completed/final copy to all teachers. These copies will also be posted on the district's webpage to ensure teachers and parents have access to the pacing guides.

c) Cross-Grade Planning

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

The school has a clear, high-quality process for cross-grade planning that involves all content area teachers to ensure that the curriculum builds on successive grades. All teachers in a particular content area share common planning time. During this time, teachers collaborate across grade levels (e.g., all English teachers meet to map instructional units across grade levels.) Additionally, across the district, cross-grade planning occurs 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. This process is significant for GHS, particularly in assisting in planning for the 9th graders who are transitioning from the middle school. In ensure effective articulation of standards, the MDE scaffolding documents are provided for English and mathematics courses. Curriculum frameworks are used for all subject areas.

Additionally, PLC Departmental teams meet weekly for one hour to discuss research-based instructional practices, to identify gaps in student learning, to analyze data, and to review the curriculum standards from grade to grade and subject to subject. PLC Departmental teams are comprised of all teachers within a content area and across grade levels (i.e. all 9-12 English teachers). During these cross-grade level PLC Departmental meetings, teachers identify and discuss key learning objectives that students must master in order to be successful in the subsequent courses. Any request for changes are submitted to the school's instructional coach who in turn shares with the curriculum team for consideration. This collaborative process enables teachers to be reflective and to ensure students have the prerequisite skills to be successful as they matriculate through high school and beyond.

## 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.

Prior to the beginning of this school year, Greenwood High School utilized a traditional instructional design. Courses were classroom-based with lecture serving as the prevalent mode of instruction. Teachers are using the district adopted textbooks as the primary source for curriculum and instruction. Classroom instruction is primarily provided in whole group setting format, and differentiated instruction, however strongly encouraged, was not consistently implemented across all grade levels and subject areas. Teachers were attempting to provide a strong focus on remediation; however, intervention schedules and strategies were not evident. Technology such as Mondo and Promethean Boards was purchased for instructional support and enhancement, but use was limited. For the most part, classroom instruction has been teacher-centered rather than student-centered resulting in an extremely low level of active student engagement and rigor in the delivery of instruction. The school and district clearly recognized that dramatic changes were needed. As a result, the Board of Education hired a new superintendent and a new principal was hired July 1, 2016. Under the guidance of the new school and district leadership, Greenwood High school staff has received training in an instructional design model that is evidence-based, effective, promotes active student engagement. Explicit Direct Instructional (EDI) is a compilation of proven research-based practices to actively engage students in the teaching and learning process. The strategies are not content specific; however, research shows that effective implementation has improved outcomes in all content areas. The EDI model identifies design and delivery strategies. Design strategies include: learning objectives, activating prior knowledge, content development, skill development, guided practice, relevance, and closure. Delivery strategies are embedded throughout each of the aforementioned design strategies and include an intentional focus on checking for understanding and other student engagement strategies. All teachers have received initial training on the EDI model. Teachers meet weekly during PLC Departmental meeting time to discuss, refine, and reflect upon implementation successes and areas needing improvement. To further the collaboration, the school has been reorganized to place all content area teachers on the same hallway. The school operates on a seven period day with 55 minutes for each instructional period. One AP course is offered in each of the four content areas with an enrollment of 104 students. Five dual enrollment courses are offered onsite at the high school with an enrollment of 56 students.

Data across the last two years show a decrease in all areas with none of our tested areas course demonstrating 50% proficiency or higher. A deeper look at our data shows an inconsistency in growth for all our state subject tested areas. Although we have offered AP courses in three content areas have been offered for the past three years, no student has

scored higher than a 2 on the AP exit exam. This year, the school added AP Chemistry as another option for students. The school also provides an ACT preparatory course.

70% of the incoming ninth graders scored in the bottom three proficiency levels on the state's eighth grade mathematics MAP assessment. Similarly, While the school offers advanced learning opportunities, there is a grave need to provide targeted, intensive interventions and remediation in order to ensure student success. As a result, we need to build teachers' capacity in differentiating instruction in order to meet the needs of all students. This year, the school is providing external coaching support, ongoing training in effectively implementing high quality differentiated instructional strategies, but more is needed.

Almost forty percent (114) of the students are in danger of not graduating with their ninth grade cohort because of failure to pass the state's English II exam, and nearly 30% of these students are in danger of not graduating because of Algebra I scores. It is important to have systems and personnel in place to support these students and their families with strategies and plans to successfully complete high school and participate in post-secondary opportunities.

The school is staffed with two assistant principals. One instructional coach is also on staff to help with building teacher capacity. The school also has two guidance counselors. Forty-eight teachers provide instruction in the core content areas. Of that number, 25% are new to the profession or new to Greenwood High School. Eighty percent of the science teachers have less than two years of experience. Adding to that barrier is that our students do not have an opportunity for real world life applications as required in the Next Generation Science Standards. These standards require lab and performance-based tasks. Our school currently does not have the necessary equipment, materials, or supplies to provide our students with authentic inquiry-based lab experiences

#### b) Enhancements through SIG

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

While the school has started implementing transformational practices, 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:

- **Create, implement, and utilize a comprehensive data system:** The school currently does not have a platform to rapidly analyze data by content, strand, objective, teacher, and student across all subgroups. Additionally, the school does not have a tool to analyze behavioral data. 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. Hence, there a need to access real time data and use based on assessment and behavior results. Through SIG funding, the school will be able to purchase an enhanced data system with the ability 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 two to three days of collection. The School Improvement Specialist will synthesize the data, work with the school leadership team and teachers in understanding their data in order to make data driven decisions. Additionally, this person will aggregate data across all metrics to capture a comprehensive snapshot of the school across all data points in content areas.

- **Provide Targeted Reading Interventions for Struggling Students:** A little more than 69% of our incoming freshmen scored in the bottom three performance levels on our state's language arts MAP assessment. Eighty-five percent of our students are below benchmark according to STAR reading data. Results from previous years are about the same; hence, there is a need to target reading intervention and more importantly literacy across all grades. Less than 10 % of students with IEPs graduated with a regular diploma. A reading interventionist will be hired to provide targeted, intensive reading interventions to students identified as academically behind as well as our IEP students who are in need of those supports.
- **Provide Extended Day and Year Services:** Students will have the opportunity to participate in after-school remediation and enrichment activities. The school will also offer extended-year services during the summer months.
- **Institute a New Science Lab:** A new science lab will be added to provide students the opportunity for real-world life applications as required in the Next Generation Science Standards. These standards require lab and performance-based tasks. Our school currently does not have the necessary equipment, materials, or supplies to provide our students with authentic inquiry-based lab experiences. A newly designed lab that is equipped with the necessary tools, materials, and supplies will afford students the opportunity to participate in these required performance-based tasks.
- **Institute a Professional Development Lab:** A Professional Development Lab will be instituted for staff use in order to continue building staff capacity. The school was reorganized this year so that all content area teachers were placed on the same hall to promote professional collaboration. However, our teachers still need access to proven, research-based resources and a place where all staff can assemble for professional learning. The PD Lab will be a designated area equipped with content specific training materials that include model lesson videos, instructional focused book, and an interactive display for teachers to not only collaborate with peers within their school but also connect with virtual learning opportunities with successful turnaround schools that have similar demographics. Connecting for a virtual field trip for teachers allows staff to glean the same information but minimizing the days missed for instruction
- **Job-Embedded Professional Development:** Key components of transforming instruction through the SIG include:
  - a. increasing rigor in the curriculum through research-based programs that offer appropriate scope and sequence aligned to the benchmarks,

- b. training on a research-based writing curriculum that includes reading and writing strategies and thinking maps.
- c. emphasizing differentiation across all grades and more cooperative learning in the upper grades;
- d. embedding professional development within the school day with a focus on improving effectiveness of lesson plan design and ability to deliver explicit, adaptive instruction;
- e. augmenting learning opportunities through the addition of math and science labs;
- f. strengthening the specificity of objectives, measurable goals, and curricular offerings for special education students.
- g. teaching strategies embedding project based learning and inquiry will be developed,
- h. identifying students early who are “at risk” through analysis of the low 25% for ELA and Math based on prior year’s MAP/SATP2 data, along with school-wide literacy efforts, will ensure students are receiving supports for foundational deficits that may impede GHS’ success.
- i. providing teachers with external coaches for ELA, Mathematics, and Literacy across the curriculum 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.

- **Implement a Positive Behavioral Interventions & Supports (PBIS):** A PBIS Specialist will work with the school’s leadership team, faculty and staff to refine school-level rules, develop a school-wide system of positive rewards, and create classroom-level management plans consisting of appropriate rules, procedures, rewards, and consequences. A PBIS Specialist will lead the efforts in implementing these initiatives.

### 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 High 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 daily.</p> <p>Tier 3 students receive 45 minutes of intense supplemental instruction daily, some of which is administered through the intervention period.</p>	<p>The data across the last two years reveal that student proficiency decreased in all areas with no areas attaining a 50% proficiency rate or higher. Suspensions during those years were used as a first recourse of action instead of a last one or as a consequence for more serious offenses. 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 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 1142 out of school suspensions occurred. Teacher absences increased from 396.5 to 650, which means substitutes were frequently in the building. Often, there were not enough substitutes to cover all classes; therefore, other teachers were used to assist with supervision. With teachers not being present to teach students and</p>

		<p>the lack of morale, student achievement suffered.</p> <p>The SIG will dramatically enhance the three tier model at Greenwood High 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 School Improvement Specialist will meet with the principal, and MTSS/interventionist, and building-level staff to review and discuss disaggregated data which will be populated through a new data system. Through SIG funding, the school will be able to purchase an enhanced data system with the ability disaggregate data by:</p> <ul style="list-style-type: none"> <li>• teacher</li> <li>• student</li> <li>• strand</li> <li>• objective for all subgroups of students.</li> </ul> <p>Through the use of SIG funds, a data clerk will import and track the data into this data management system within three days of collection. A data coach will synthesize the data, work with the school leadership team and teachers in understanding their data in order to make data driven decisions. Additionally, this person will aggregate data across all metrics to capture a comprehensive snapshot of the school across all data points in content areas.</p>
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		<p>With the support of a reading interventionist at Greenwood High 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. We feel that our plan will now become a reality in our school. With the addition of these supports, we will have the manpower to implement, oversee and adjust our goals as needed. The data and math coaches' roles will be critical in assisting with developing teacher understand of the importance of using data to drive instructional practices and building a stronger foundation in math to increase student growth and proficiency. The reading interventionist will meet regularly with the principal and teachers to ensure that every child is quickly identified and receives appropriate services. Additionally, the reading interventionist will work with Tier 3 students daily.</p> <p>Tier 2 students will receive at least 40 minutes of supplemental instruction daily, provided by the teacher and other systems of supports at Greenwood High School.</p> <p>Tier 3 students will receive at least 45 minutes of intense, one-on-one or small group instruction daily provided by the Reading Interventionist.</p> <p>Our new plan will meet all of the requirements of the MDE's MTSS/ Tiered Instructional Model. We will develop a rotating schedule</p>
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		<p>between the computer lab and the Reading Interventionist 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 math coach and Reading Interventionist provided through SIG funds will support teachers by helping them understand how to better plan for differentiated instruction and accommodate students' learning.</p>
Non-academic	<p>The principal will implement a PBIS Team as a means 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>	<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 Teacher Support Team meetings, proper interventions and strategies using research-based best practices were not effectively used at Greenwood High School.</p> <p>The principal will work with the school's MTSS team, which will consist of teachers from each department, and the school counselor to assist the PBIS team in developing a building wide discipline plan and PBIS model. 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 and counselor will also work with teachers to develop</p>

		behavior modification plans for each student such as check in and out systems for small group behavior classes or classes offered during lunch for students will be implemented to support these issues. 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.
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Attach the school's Multi-Tiered System of Supports process as part of **Appendix G**. (See the attached manual of GPSD Procedures). Summarized briefly, we operate with a District Leadership Team for MTSS/EWS that ensures we are carrying out MDE SBE Policy Chapter 3 – Part 41. Each school has its own Teacher Support Team that is continuously studying student data and identifying the students who require intervention in the academic or behavioral area. We have an instructional program that includes three tiers of instruction – Tiers I, II, and III. We also have another caveat to that structure which is our Multi-Disciplinary Evaluation Team which ensures that we are carrying out Child Find (under IDEA) when the first three tiers have not been sufficient to ensure student success.

#### 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 with disabilities are identified for special education through a comprehensive process which includes:</p> <ul style="list-style-type: none"> <li>• Documentation that the child was provided appropriate instruction in general education setting delivered by qualified personnel</li> <li>• Implementation of the MTSS process and the MDE Special Education</li> </ul>	<p>Services provided to students with disabilities through the implementation of the SIG program will include access to new reading materials through a new research-based intense reading program designed to support struggling readers.</p> <p>Also, the addition of the reading intervention teacher will impact students with disabilities. This adult will work with students who are struggling with academics and</p>

	<p>Eligibility Determination Guidelines</p> <ul style="list-style-type: none"> <li>• Evaluation which assures that lack of instruction, limited English proficiency or cultural differences are not a determinant factor</li> </ul> <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 in order for the student to be successful in the educational environment 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</p>	<p>support their IEP through a well-planned system of support. The reading intervention teacher will work with every student identified on a daily basis.</p> <p>In addition, through on-site job-embedded professional development, teachers will receive coaching on how to differentiate instruction at varying levels, conduct formative and diagnostic assessments and use data to drive instructional decisions. This training and support will in turn enhance the instruction provided to students with disabilities.</p>
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	<p>successfully serve students with disabilities.</p> <p>Students with disabilities are identified and served from ages 3-21. The district employs speech therapists, and contracts with a psychometrist, and physical and occupational therapists to provide services to student. Other staff members include a director, case manager, and others.</p> <p>Our Special Education staff assists with parents and students with special needs or disabilities to develop 504 or Individual Educational Programs. Students with disabilities are afforded accommodations and modifications which allow them to be successful academically, socially, and attain skills to maximize their potential as adults. The district will continue to review services for special populations which will be enhanced through school improvement (SIG) funds.</p>	
English Language Learners	<p>Students who are classified as English Language Learners are identified through a Home Language Survey during the registration process. Students and their families are provided support through translation services and English language acquisition materials and software. Students are testing to determine their level of English proficiency annually</p>	<p>The ELL student count is low; however, our existing ELL students are in need of reading support. Through SIG funds, our ELL students will benefit from having an on-site reading interventionist to assist with identifying and using the reading programs and software to increase student comprehension and fluency. Also, the new reading</p>

	using the LAS LINKS assessment, as required by MDE.	intervention materials will be designed to support both struggling native speakers and ELL students.
Academically Behind	<p>Students who are academically behind are often identified through the universal screening assessment taken between mid-August and early-September. 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 Mastery Connect.</p> <p>Students also receive tutoring supports from either their classroom teacher or other instructional staff during non-core academic time after school.</p> <p>Greenwood High School and district administrators also recognize the services provided to students who are academically behind through the implementation of the SIG program will include access to new reading instructional materials through a new, research-based intense reading program designed to support struggling readers. Students will also benefit from the improved utilization of assessments to identify early students who are struggling.</p>	<p>Services provided to students who are academically behind through the implementation of the SIG program will include access to new 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 struggling. Also, the addition of the Reading Interventionist will have an impact on all students with academic difficulties. The reading interventionist will meet regularly with the principal and teachers to ensure that every child is quickly identified and receives appropriate services. Additionally, the reading interventionist will work with Tier 3 students daily. This adult will work with students who are struggling with academics through a well-planned Multi-Tiered system of support. The Reading interventionist will work with every student identified on a daily basis. The new software will be supported by our Technology Instructional Coach, who will plan with teachers on how to integrate technology into the classroom. This technology will be directed</p>

	<p>Also, the addition of the Reading Interventionist will have an impact on all students with academic difficulties. This adult will work with students who are struggling with academics through a well-planned system of support. The Reading Interventionist will work to provide “safety nets,” including those for students with special needs.</p> <p>The Three Tier instructional Model is designed to provide intervention and support for all students. Tier I includes 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>toward all students, but will significantly impact those who are academically behind by increasing reading comprehension and fluency. 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>
Gifted or Advanced	<p>Greenwood High School continues to offer services and opportunities to meet the needs of our students. Approximately 7.9 percent of the district’s students have been identified and are being serviced as intellectually gifted. Statistics indicate that the national average is three to five</p>	<p>Services will be provided through the SIG model to ensure that gifted and advanced students are appropriately challenged and provided with quality instruction.</p>

	<p>percent. Gifted students participate in and individualized instruction designed for academically gifted and talented students. Additionally, for advanced students, classroom teachers ensure that students' instructional needs are met by providing differentiated instruction on various lessons.</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 (2015-16)	330	178	$330 \times 178 = 58,740$
	198	2	$198 \times 2 = 396$
TOTAL		180	59, 136
SIG Year 1 (Planning)	385	178	$385 \times 178 = 68,530$
	231	2	$231 \times 2 = 462$
Extended Year	210	16	$210 \times 16 = 3,360$
Extended Day	90	50	$90 \times 50 = 4,500$
Total		246	76,852
SIG Year 2	385	178	$385 \times 178 = 68,530$
Extended Year	231	2	$231 \times 2 = 462$
Extended Day	210	16	$210 \times 16 = 3,360$
Total	90	50	$90 \times 50 = 4,500$
		246	76,852
SIG Year 3	385	178	$385 \times 178 = 68,530$
Extended Year	231	2	$231 \times 2 = 462$
Extended Day	210	16	$210 \times 16 = 3,360$
Total	90	50	$90 \times 50 = 4,500$
		246	76,852
SIG Year 4	385	178	$385 \times 178 = 68,530$
Extended Year	231	2	$231 \times 2 = 462$
Extended Day	210	16	$210 \times 16 = 3,360$
Total	90	50	$90 \times 50 = 4,500$
		246	76,852

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	9th - 12th	All Mathematics Subjects	External	3 times a year
STAR Reading	Fall, Winter, Spring Administration – Adaptive multiple choice assessment	Formative	9th -12th	All English Subjects	External	3 times a year

	<p>STAR Reading will:</p> <ul style="list-style-type: none"> <li>• Monitor students' progress toward MCCRS expectations</li> <li>• Personalize and guide independent reading practice.</li> <li>• Develop lifelong readers and learners.</li> <li>• Tap into unlimited access to all quizzes and enjoy online support.</li> </ul> <p>Increase parental support with web-based, school-to-home communications</p>					
Benchmark 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	9th - 12th	All Tested Subject Areas	External	9 weeks
Mississippi Assessment Program		Summative	9th -12th	All Tested Subject Areas	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	9th - 12th	All Subjects	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.]

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment (e.g., multiple choice or free response; paper and pencil or adaptive; etc.)</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>How often is this assessment given?</i>
Mastery Connect	<ul style="list-style-type: none"> <li>Utilized to create bi-weekly for each assessments subject areas</li> <li>These assessments will assess student learning/ progress throughout the year in order for teachers and staff to analyze student data.</li> </ul>	Formative	9th - 12th	All subject areas	Weekly

(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 of Greenwood High School and the district uses the analyzation of the data in the instructional decision making process. School and district leaders recognize that in order to significantly improve student achievement levels, our teachers and administration needs to have a systematic monitoring process of multiple sources of student information and assessment data. With the support of SIG funding, we will dramatically expand our efforts to capture this critical data in a more efficient and time saving method (3-day cycle from Day-1 students assessed, Day-2 assessments are scored and Day-3 reports provide to teachers and SLT). The reports generated from the data will give our instructional staff an immediate and more holistic student profile which will serve as the basis for differentiated instruction. We believe that data is needed at the student, classroom, grade and school level to drive the transformational school reform. To this end, we would like to utilize a system which will use existing assessment tools we currently have on campus, yet improve our efforts for data collection, analysis, and utilization. This will allow our teachers to drive decision-making 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 powerful strategies for using data to:

- Analyze and interpret all available data
- Plan and implement data driven decisions
- Differentiate instruction based on performance data to customize for all learners

The Principal along with the Superintendent, Director of Curriculum & Instruction, the Director of Federal Program, and the School Improvement Coordinator will oversee and work with our school personnel to build capacity through the formation of site-based "Data Coaching Teams" who will conduct regular data meetings to monitor and adjust learning paths based on student progress, multiple data points, and growth measures. The Director of Curriculum and School Improvement Specialist will assist the Principal in designing individual learning plans, group and schedule students for optimal learning time, and monitor and adjust instructional pathways based on the triangulation of all available data. 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 school's current and proposed formative assessments will permit immediate, analysis feedback and targeted instruction through 1-Day or 3-Day assessment model. In the 1-Day model teachers will be able to design their own formative assessment through the use of test item banks or assessment programs, the test their student and have results score by School Improvement Specialist for the immediate generating of score reports in the format request by the teachers to be analyzed. In the 3-Day model school or district administration will be able to design formative assessments through the use of test item banks or assessment programs, Day 1 test students in a mass group, Day 2 assessments are score by School Improvement Specialist and reports are submitted to School Improvement Specialist and SLT for analyzation, and Day 3 reports and feedback are provided to teachers to assist with targeted instruction. 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 results/trends will determine the effectiveness and/or continuation of external partners secured with SIG funds.

#### c) Academic Growth of Students

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

The assessments used at Greenwood High 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. Students will be tracked and monitored by their individual teachers and by the SLT continuously through the school year to ensure growth targets are being met. A scantron-reader program will be used to electronically score each assessment and immediately store the data. The assessments will compare data collected in the early fall, winter and spring to report a growth calculation. A growth calculation will be provided for each individual student in English II, Algebra I, Biology I, and U.S. History. 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?

Currently, the district's superintendent, curriculum coordinator, federal program director, principals, and assistant principals 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 information is given to the principal to pass on 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. For aggregate growth model reporting, class and school level growth reports can be provided by reporting the median SGP for all students in the class or school with valid scores on the assessments used as a basis for the growth measure. Medians are more appropriate to use than mean scores when summarizing a set of percentile scores. The class or school median growth percentile represents the average growth of the students compared to parallel classes (or schools). In this case, parallel means classes (or schools) with students whose scores on the prior test were similar to those of the students in the class (or school) of interest. 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:

- the universal administration of an adaptive, computer-based assessment three times throughout the school year,
- formative classroom assignments, activities, and inventories given by the teacher on a daily basis, modeled and supported by instructional teacher coaches/consultants,
- progress monitoring data and reports from curriculum intervention programs on a weekly basis, and
- summative or end-of-unit assessments which are aligned to the 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?

The school 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 School Improvement Specialist, i.e... external providers and district level administrators.

Also, new curriculum software and an online data warehousing program will be used to support the implementation of a comprehensive data-driven system for analysis by teachers. We believe that the improvements we desire in student achievement will take place only if we – all instructional staff and administrators – engage in the active use of data at all levels within our school. This data-based system of instructional improvement will be the foundation for nearly all conversations on school reform within our building. To ensure that these conversations lead to lasting change, we will create implement effective PLC teams who will study and discuss data both vertically (throughout grade levels and subject areas) and horizontally (across grades and subjects).

An experienced data coach will work with our school personnel to build capacity through the formation of site-based "Data Coach Teams" that will conduct regular PLC meetings to monitor and adjust learning paths based on student progress, multiple data points, and growth measures. The data coach will additionally guide our teachers in how to design individual learning plans, group and schedule students for optimal learning time, and monitor and adjust instructional pathways based on the triangulation of all available data.

The Data Teams will examine data from the newly implemented universal screener, as well as, newly purchased adaptive assessments through instructional software components for reading, math, and other content areas. Data Teams will also analyze classroom assignments/tests, district common assessments, truancy/attendance/discipline and other forms of data which may impact student performance. The Data Teams will examine data from the online data warehouse 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 data coach will offer onsite, job-embedded professional development in the form on data analysis/planning sessions, workshops, and team meetings. All professional development opportunities will be aligned to the school's school

improvement plan and student performance needs - based on current 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 instruction. Teachers will be involved in countless hours of 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.)

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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	The principal provides 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.	Superintendent
Assistant Principal	2	District Funds	Assistant principals provide assistance to the school principal in the total school program, with particular responsibility in the area of general administration; To provide leadership for the school staff in the development, implementation, and evaluation of an effective, comprehensive	Principal

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>
			educational program and to administer the program in accordance with School board policies and administrative regulations.	
Guidance Counselors (1 National Board Certified)	2	District Funds	Guidance counselors help students overcome problems that impede learning and to assist them in making educational, occupational and life plans that hold promise for their personal fulfillment as mature and responsible young men and women	Principal
Instructional Coach	1	Title I Funds	Works with classroom teacher and other school leaders to bring evidence-based practices into the classroom	Principal
Secondary Teachers	48	District Funds	To create a flexible education program and class environment that's favorable to learning and personal growth; to establish effective rapport with pupils: to motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation in accordance with each pupil's	Principal or assistant principal designee

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>
			ability; to establish good relationships with parents and with other staff members.	
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 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 in the area of instructional technology; and works closely with the District's Director of Curriculum and Instruction as well as a community advisory board on data-driven solutions.	Principal
Curriculum Specialist	1	Title I	Works with the Department of Curriculum and Instruction to coordinate Multi-Tiered Systems of Supports, Professional	Superintendent

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>
			<p>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.</p> <p>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. The DCS 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.</p>	

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>	<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>
District School Improvement Specialist	1/3	SIG	Under the general supervision of the school principal, the School Improvement Grant School Improvement Specialist, will guide and monitor school site implementation of SIG goals and activities. Ensure that professional development support is planned, implemented and monitored to directly support the 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	Superintendent

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>
			district-level accountability and/or performance-based monitoring interventions.	
Multi-Tiered Systems of Supports/Interventionist	½	SIG	Under the supervision of the District School Improvement Specialist and the principal, the Multi-Tiered Systems of Supports/Interventionist will provide data-driven staff support that will improve teaching and learning for all students-including: teaching strategies, assessment of math skills, interpretation, and use of assessment results. Also, the Multi-Tiered Systems of Supports/Interventionist will provide information and guidance regarding a range of effective and innovative instructional practices through various activities such as: individual (informal and formal-non-evaluative) discussions, coaching sessions, demonstration lessons with pre-	District School Improvement Specialist Principal

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>
			and post-discussion/analysis, and professional development support. The MTSS/Interventionist, will work under the auspice of the District School Improvement Specialist and Principal to provide data-driven, intensive instruction to struggling readers and provide strategies for teaching and supporting students in the literacy skills needed to learn to read, read to learn, and comprehend better; will coordinate and facilitate the school's literacy intervention program; collaborate with teachers individually to identify the literacy needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth of students in literacy; and teach targeted literacy intervention to small	

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>
			groups of students daily using research-based strategies and resources.	

**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	\$293,572.93	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 AP and Dual Enrollment courses).
Title II	\$63,841.00	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 <sup>st</sup> Century)	N/A	N/A
Title VI (Rural Schools)	\$11,498.63	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

If the school's principal was newly hired in 2014-2015, the school does not have to replace the principal *IF* the principal is a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates. If the school cannot demonstrate this track record, then it may not retain the newly hired principal. If the school seeks to retain its newly hired principal, complete the following:

Date when the principal was hired: July 1, 2016

Quantitative evidence that the principal has a proven track record of success in raising student achievement:

During his first few months as principal, Dr. Pulley has already made an impact in improving student achievement at Greenwood High School. He has placed a high degree of his focus

on ensuring teachers and staff understand the MS College and Career State Standards. He has also set the stage for improving the culture and climate at Greenwood High School through implementing a system of teacher and student academic and behavioral accountability. He has also established systems to encourage input from all stakeholders, which allows them to have a voice in the decision-making process. This gives them a sense of ownership and increases their willingness to work together to create positive change. Prior to his assignment as principal, he served as the Assistant Principal of Greenwood High School within the district, where he positively impacted the Algebra I scores which he was responsible for overseeing. Dr. Pulley gladly accepted the arduous task of leading Greenwood High School towards exemplary achievement. Upon being named the principal, Dr. Pulley immediately committed himself to improving student achievement. Although this is Dr. Pulley's first assignment as a building Principal, he has extensive experience in delivering the instructional process, monitoring classroom instruction and management to ensure high quality teaching and learning is taking place, and conducting high-quality professional development sessions. He meets regularly with both his leadership and instructional teams, making ongoing improvement recommendations. Dr. Pulley works closely with his staff to ensure their understanding of data analysis. His commitment to improving Greenwood High School has had a positive impact on the classroom environment, reduced discipline referrals and improved staff morale and attendance. For Example:

- **Student attendance rates have reached 95%; whereas in previous years it hovered around 87 %**
- **Teacher attendance rates have increased by 20% from this time last year.**
- **The number of office referrals for student discipline problems has also decreased significantly from this time last year, with a 38%decrease**

The district will assign a District Transformation Officer, Mrs. Mary Brown, who has a proven track record in school transformation who will work closely with Dr. Pulley and his staff to ensure student achievement occurs.

## **(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.

The intent and purpose of this element is to ensure that the LEA has a strong leader with a proven track record of success. The principal was hired in July 2016 based on his previous classroom and administrative success. To continue building administrative capacity for improving student achievement, the district has enrolled in the National Institute for School Leadership (NISL) Institute. NISL's Executive Development Program emphasizes the role of principals as a strategic thinker, instructional leader, and creator of a just, fair and caring culture in which all students meet high standards. It ensures that school leaders can

competently and effectively set direction for teachers, support their staff, and design an efficient organization.

The program combines best practices in teaching and learning, subject-area content knowledge, and leadership knowledge and practices, including:

- Leadership knowledge and skills: Strategic thinking; strong school culture and team building; data-driven organization; importance of systems; turnaround leadership competencies.
- Best practices in teaching and learning: Coaching and teacher supervision; use of standards-based classrooms; formative assessment; instructional teams; compelling school vision; differentiated instruction; and professional learning communities.
- Subject-area knowledge: Creating excellent school-wide programs in English language arts, mathematics and science; identifying and coaching towards strong instruction in the content areas.
- Best practices for delivery of adult curriculum: 360° assessments; cohort-based; job-embedded learning; simulations; case studies; group discussion; and extended period of study.
- Additionally, all building-level administrators, principals and assistant principals, meet in weekly administrative meetings with the school superintendent. These meetings are designed to build administrator's capacity by improving instructional leadership skills, analyzing school level data, discussing instructional strategies, addressing problems of practice, and discuss issues and concerns. Prior to assuming the superintendency, Dr. Wilson served as a professor of educational leadership. In this role, she trained cohorts of masters and specialist level students in instructional leadership, organizational effectiveness, and building school and community relationships. During her tenure at Delta State, she, along with her colleagues, received national recognition for their Educational Leadership Preparation Program.
- Lastly, the district level person assigned to serve as the district transformational leader has a proven record of increasing student achievement. She will work with the principal in further developing her transformational and school improvement competencies and skills.

### (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, 2016. 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.

The new principal was hired July 1, 2016. The district is requesting the Rural Flexibility exception to modify this element of the requirements. See School Proposal Part III.B.2.

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 High School. 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 High 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 High 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 their 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 participating in out of state as well in state job fairs.
7. Creating 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 the fact 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 redirect 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, Dr. Wilson 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.

Greenwood High 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 has 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 High has set the goal of increasing the student attendance rate schoolwide (Metric 12-Student Attendance Rate) as its Year 1 targeted goal from the school improvement performance framework. For example, an English II 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 schoolwide meeting their growth in Algebra I and/or English II; 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 High 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
Algebra I and English II Teachers	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	65% of students who met their Algebra I and English II Growth goal *Growth targets will be based on previous level obtain on the MAP State assessment*	\$550 (Per Person)
Biology I and US History Teachers	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	60% of students who score at a level of proficient or above in Biology I or US History *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 who met their Algebra I and English II Growth goal or 60% of students who score at a level of proficient or above *Based on non-test teacher and staff direct contact and support with grade level or subject area grouping	\$150-\$300 (Per Person)
School Administration	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	65% of students schoolwide who met their Algebra I and English II Growth goal (\$275 per subject) or 60% of students who score at a level of proficient or above in Biology I or US History (\$275 per subject)	\$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 12 (Student Attendance Rate) – increase the schoolwide student attendance rate	\$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.

A variety of incentive programs are available to teachers through the MS Department of Education including:

The Federal Loan Forgiveness Program, which pays up to \$ 17,500 towards the repayment of student loans for qualifying individuals.

The state-funded Mississippi Teacher Loan Repayment Program, which repays student loans for qualifying individuals who teach in critical shortage areas.

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.

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.

### 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?

At Greenwood High School, recruiting, hiring, and maintaining highly effective teachers are critically important. Effective school transformation requires highly skilled and committed teachers to work with specific grades, subject areas, and/or groups of students in order to ensure equity of learning opportunities for all students. In order to make this a reality, the school 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 High 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 has 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 High has set the goal of increasing the student attendance rate schoolwide (Metric 12-Student Attendance Rate) as its Year 1 targeted goal from the school improvement performance framework. For example, an English II 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 schoolwide meeting their growth in Algebra I and/or English II; 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 High will reward its faculty and staff for working together to improve their instructional and professional practices and achieve school and performance goals for students.

This plan will continue to be developed by the school and 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
What leadership opportunities are available to teachers?	Teachers will be provided formal opportunities to serve in a leadership capacity through the following roles:  <b>MENTORING FOR BEGINNING TEACHERS:</b>	The following lists or committees provide informal opportunities for teachers to serve in a leadership capacity:  <ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Data Team</li> </ul>

	<p>In addition to classroom teaching responsibilities, a teacher may be selected to mentor at least one beginning teacher to provide on the job induction and support. This role should require between 1-2 additional hours per week. A minimum of 3 years of classroom teaching experience, with proven teacher effectiveness is required to serve as a mentor teacher.</p> <p><b>PLC LEADERS</b></p> <p>Teachers will have the opportunity to serve as PLC Leaders and lead PLC discussions and data analysis. This aligns with the Learning Forward Standards for Professional Learning.</p> <p><b>GRADE LEVEL CHAIRPERSON</b></p> <p>In addition to classroom teaching responsibilities, a teacher may be selected to serve as Grade Level Chair to lead grade level meetings, 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. This role should require 2-4 additional hours per week. A minimum of 3 years classroom teaching experience, with proven teacher effectiveness</p>	<ul style="list-style-type: none"> <li>• Assessment Development Team</li> <li>• Curriculum Committee</li> <li>• Textbook selection committee</li> <li>• MTSS Team</li> <li>• PLC Team leader.</li> </ul>
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	<p>and content/ curriculum expertise is required to serve as Grade level Chairperson. A Master's degree or additional graduate work is referred.</p> <p><b>INSTRUCTIONAL SPECIALIST</b></p> <p>A classroom teacher may be selected to serve in this school-based position. This position is designed to support teachers with curriculum, instruction, and assessment planning and development, as well as providing in classroom modeling, coaching, and school-based in-service. This is a full-time position. A minimum of five years of classroom teaching experience, with proven teacher effectiveness and content/curriculum expertise is required to serve as the Instructional Specialist. A Master's degree or equivalent is required.</p>	
<p>What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?</p>	<p>Several teams are and will be available to help shape the transformational reform effort. Highly effective teachers will play a critical role on these teams as they work to guide the direction and support the pace of actions taken by these teams. The teams will include Data Team School</p>	<p>The informal opportunities to shape the direction of the reform efforts will be through conversations with other faculty and staff. Teachers will interact with one another on a daily basis, and most of this interaction... Highly effective teachers will be encouraged to mentor other</p>

	<p>Leadership Team, and Grade level team chairpersons. Each of these teams will meet regularly to help select from a list of transformational practices that the school will employ. 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 through ongoing participation, agenda setting efforts, articulating the beliefs of the school in regards to their team assignment, and shaping the work of the 3 years of SIG grant and beyond.</p>	<p>through their insights, encouragement, and guidance. For example, a highly effective teacher may offer to model a lesson for a new teacher. These and other types of support will help shape the reform effort by building a school culture of collaboration and support.</p>
<p>How would a teacher receive access to these opportunities?</p>	<p>All teachers will be given an opportunity to serve on the aforementioned teams. However, the principal, School Improvement Specialist, and school leadership team may encourage particular teachers- based on their expertise and the school's need- to serve on specific teams. Teachers will receive access to these opportunities, committee assignments and additional leadership roles through information shared at faculty meetings and in grade-level meetings</p>	<p>Teachers will learn informally about opportunities for leadership through individual conversations and communication with the school's leadership and administration. During classroom observation or in brief hallway conversations, the school's leadership team may encourage highly effective teachers to spend time working with the certain teacher or engage in more direct and vocal guidance during the upcoming team meeting.</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>	<p>are and begin developing a plan of support and professional growth with the person identified as ineffective</p>	<p>plan and professional development assessments targeted toward improved effectiveness.</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, and refuses to participate in the support and growth opportunities for improvement provided, will be</p>	<p>six weeks, if the leader's performance e 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 central office staff will provide consistent, meaningful support geared toward improving teacher effectiveness. Each teacher will be evaluated 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 below. 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 Performance, school attendance, tardiness, attendance at meetings/grade level planning sessions. Teacher Responses to Administrative Requests lesson plan submission inclusion of non-negotiables in the classroom presence and working at duty posts 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, 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 six formal classroom teaching evaluations and six 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 1** 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"> <li>Serves as the chief executive on all school improvement efforts for district-wide implementation</li> <li>Oversees the District Leadership Team</li> <li>Regularly monitors school improvement activities to ensure</li> </ul>	Board of Education

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

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

Director of Special Education	State/District Funds	<ul style="list-style-type: none"> <li>• Serves on District Leadership Team</li> <li>• Monitors the school leadership team to ensure milestones and performance goals are being met.</li> </ul>	Superintendent
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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	The school's principal has autonomy over hiring and placement of staff. Recommendations for terminations will be accepted for staff that do not improve	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
School time, such as school calendar, schedules for the school day, etc.	The principal has been given autonomy to set the school's master schedule for the year. Additionally, the principal has been given the flexibility to determine extended learning time and year.	Interim and benchmark data are reviewed to determine the progress towards meeting achievement indicators. The superintendent uses these exams to determine progress towards meeting the achievement indicator goals.
School procedures, such as course offerings, curriculum materials, discipline, etc.	The principal and the school's leadership team will make decisions regarding the school's procedures for obtaining additional curriculum materials, procedures for dealing with discipline, course offerings and other procedural changes. 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. All requirements	Increased autonomy at the school level will be critical for a successful school transformation. 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... The district leadership team will

	as set by the MDE will have to be adhered to.	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.
Budgeting	<p>The SIG budget will be overseen and managed by the Principal, School Improvement Specialist 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	In order to ensure that the school is best managed and ready for lasting	Increased autonomy at the school level will be critical for school transformation.

	<p>transformation, the school principal will be given decision-making authority over all aspects of the school's 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>However, this decision-making will be dependent upon the school meeting implementation 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 2016-2017 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.

**At-Risk Student Support** – Draft protocol for the Low 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 Low 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?

Although many teachers reported no issues related to school climate on the needs assessment survey, it is clearly evident 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 an negatively impacting student achievement and needs to be addressed. Teachers report on the survey that they were being supported; however, in individual conversations teachers reported differently.

The school climate at Greenwood High School has been significantly enhanced. With the newly assigned principal, students, faculty and staff are adapting to the new and more positive climate that the principal is implementing. Discipline and attendance are core issues. The principal has implemented several procedural changes to enhance the Greenwood High School's current discipline and attendance rates. All administrators and teachers are working to implement the expectations for student behavior as well as the importance of attending school on a daily basis which has had a positive impact. During afternoon announcements, the principal sets a standard of expectations which must be adhered to at all times. 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?

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 High School believes that to ensure learning occurs, rules and regulations must be established so that everyone has an opportunity to learn that the behavior of one student or group of students does not adversely affect the learning program. The leadership team has implemented a discipline plan which reflects a balance between the rights and responsibilities of an individual and those of the entire school community.

Through the SIG program, we will implement positive behavior supports to promote character development, which will impact and improve the issue of 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 in order to boost student morale and lower discipline referrals sent to the main office. Additionally, during the 2015-2016 school year, teacher absences soared to 650 mainly due to discipline and morale issues. The school will address this issue by involving teachers during leadership team meetings on a monthly basis on how to most appropriately address this particular 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?

Research clearly shows the importance of professional development in sustaining high quality teachers and improving student performance. According to the Learning Forward Standards, effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers. The Learning Forward Standards also believes 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 meets these standards. The professional development plan we have developed was crafted out of the needs of our teachers. With this in mind, we will seek a lead partner and support service provider that offers onsite professional development through leadership training and teacher/data coaching in the areas of:

- Literacy
- Instructional leadership
- Instructional effectiveness
- Data analysis and use
- Assessment

Additionally, our teachers will receive training on how to best utilize and implement the intervention programs.

#### **Instructional Leadership**

An experienced leadership coach will work with school leaders to ensure that they are prepared to facilitate curricular and departmental meetings, to effectively utilize teacher observations to provide corrective feedback, and to implement assess to know 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**

The District's Transformational Officer, School Improvement Specialist, Principal, and Assistant Principals will work with the data team to provide training, coaching, and consultation needed to bring actionable data into classroom to maximize student growth. They will work to develop customized data and differentiate plans designed to maximize academic growth gains for all students. Professional development will be provided that focus on data analysis and interpretation, growth targets and goal settings, target lagging sub-skills, and improve teacher effectiveness. The data team will work with 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 High School has an experienced instructional coach and will hire another instructional coach and consultants to provide professional development designed to significantly improve classroom management, knowledge of the Mississippi Curriculum Standards and performance level descriptors, use of data, planning, differentiated instruction and over all teacher effectiveness. The instructional coach and external providers will partner with teachers to reflect on existing classroom practices, materials, and resources. 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?

The Director of Curriculum and Instruction will be responsible for the implementation of professional development district-wide. Additionally, at Greenwood High School, the principal, assistant principals, instructional coach, and School Improvement Specialist 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 High School will embed professional development into the work routine of the staff through careful planning, the strategic use of teacher's planning periods, classroom modeling and co-teaching sessions, and in after school training sessions. As we implement the Transformational Model, our school will be fully engaged in dynamic and comprehensive professional development model. In previous school years, many of our teachers have attended one-day workshops provided by local service providers, colleges and universities, or educational consortium. With the amount and type of quality professional learning with which our teachers will be involved, we have made the decisions to substantially limit any additional, outside professional development or training session. 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 require and monitor our administrative team and external providers to 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 efforts and requirements 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 of concern. The principal, district leadership team, and external providers will identify each

teacher's areas of need through the professional growth system. Greenwood High School's administrative team and external providers will provide 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?

Professional activities will be based on identified needs and reform efforts at the school. All teachers will complete a staff survey and a professional development survey in which they can express their individual professional development needs. During the post-conference of teacher evaluations, professional development needs will also be discussed. 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 High 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.

To address any concerns, the 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 High 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?

We understand the importance of aligning professional development through this SIG program with our school's instructional program. Because the training is job-embedded and conducted through in-classroom modeling, much of the school's professional development

will be encompassed in the SIG program. However, we will continue to operate 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 School Improvement Specialist	Weekly	55 minutes	To plan lessons, develop assessments, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer opportunities for mentoring
Department-level (if applicable)	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and School Improvement Specialist	Monthly, Weekly, Bi-weekly	55 minutes	To plan individual subject lessons, develop assessments, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer opportunities for mentoring
Special services	Director of Special Education, MTSS Chair/Designee, Assistant Principals, Special Education Literacy Coach,	Monthly	55 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 on a monthly basis to document decisions made

	and Special Education Lead Teachers			regarding students who may need to move up or down the Three Tier Model.
All faculty	Principal, Assistant Principals, Instructional Coach, School Improvement Specialist, 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
Professional Learning Communities	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and School Improvement Specialist	Weekly	55 minutes	To set forth a strategy to promote change and improvement in the culture and academic performance of the school. Teams of educators 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.
Cross-Grade Level Collaborative Meetings	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and School Improvement Specialist	Weekly	55 minutes	To develop assessments, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer

## **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).

Parent surveys are sent out each year as a means of gathering input from parents concerning decisions to be made at the school. Through the Parent Teacher Organization, and the school-wide planning committee, and informal conversations, parents and community members are given the opportunity to express satisfaction with the school and to offer suggestions for improvement.

Greenwood High School is using a variety of methods to determine parental and community satisfaction with the school. A partnership with the Parents who are members of the PTSA has assisted our communication efforts with parents through both formal and informal methods. We are working to engage parents in our school activities and in ways they can help prepare their child for school. The school counselor calls parents or makes home visits when necessary. 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 and Open House Night where parents can ask questions and share concerns about our school. Informally, all of 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?

Parents and the community will be encouraged to become involved in reform efforts at Greenwood High School. 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. With a school-based parent center, parents will be able to attend more meetings, workshops and utilize resources because of the convenience and proximity. Teachers will communicate weekly through newsletters and the on-line parent homework helper to share with parents what work students are being assigned, and what they are expected to learn.

b) Complaint Procedures

How are complaints from families or community members currently addressed?

Complaints are first handled at the classroom level, and then if the problem is not resolved, the parent may contact the principal's office. In most situations, there is not a need for the parents to contact the Superintendent's Office for a problem to be resolved. However, in rare cases, parents will contact the district office. 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?

This standard complaint resolution procedure 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, computer	The district staff and teachers on each campus provide parenting classes across the district on various topics such as homework help, computer
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# 1. Engagement in School Improvement

## a) Parent/Family Groups

What organized family groups does the school offer?

Greenwood High School is currently in the process of organizing a Parent-Teacher-Student Association (PTSA) which will meet on a monthly basis at the school. Recently, a parent has volunteered to begin the process of implementing the school's PTSA. This parent has agreed to assist in communication efforts with other parents through both formal and informal methods. We are also in the process of organizing a P-16 Advisory Council which will meet monthly at the school. The PTSA will work to raise support for our school, teachers and administrators. Greenwood High School has increased conversations with parents through monthly bulletins, parent/teacher conferences, phone calls, robo-calls, and other avenues of communications.

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

The administrative team at Greenwood High School understands the importance of providing activities which will keep parents informed, engaged and involved. Parents and community members are given numerous opportunities to participate in their child's school life at Greenwood High School. We hosted student and parent orientation prior to the beginning of the school year to provide students, parents, and community members with information regarding the 2016-2017 school year. Students also received class schedules, and parents were afforded an opportunity to provide input on the schedules. To solicit input from our parents and community about upcoming issues, procedures, upcoming programs, and funding opportunities, Greenwood High School hosted Open House, parent meetings, parent/teacher conferences, Annual Title I Meetings.

How will family groups be improved through the SIG program?

The PTSA will be engaged in the SIG program. We will ask the PTSA to partner with us to promote new parent technology classes and school activities. The principal has already established strong relationship with parents in the community. He will continue to share all relevant information of upcoming meetings, activities and events. The faculty and staff will also include the PTSA in our efforts to 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 actively 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 High School values the opinions of the parents and understands that they can offer valid suggestions and ideas for improving the school. We will provide parents and community members opportunities to review school performance through information sent home, parent-teacher conferences, and school parent meetings. Each year, performance information will be added to our school district's website. In addition, we will make sure that parents are included in the decision-making process and school improvement plans through parent/community meetings as well as by having them actively serve on a 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 pertaining to school improvement plans.

These opportunities will be enhanced through the SIG program. Informative meetings to assist parents in understanding the state's academic content and achievement standards and results of State assessments will be scheduled. Better advertisements of planning committee meetings will occur in order to reach more parents and increase participation at the meetings. We believe that the inclusion of parents, community members, and business leaders in committee membership, communication, and decision making is a proactive and wise step that will improve academic achievement.

Through the SIG program the district will contract with an external partner who 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 to 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 High 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.

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 High 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 AP and Dual Enrollment courses and ACT support.

The school will also transitioning 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.

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/technology equipment, 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 job -embedded coaching 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, 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, 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. Opportunities to support students by providing mentoring, homework help, tutorial assistance, or a "study buddy" to identify 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 develop partnerships, 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.

Greenwood High School with district support 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. Three full time and three part-time positions are proposed to be funded through SIG. The full time positions will be repurposed to support district-wide reform efforts and moved to a district or Title I funded position. The part-time positions will also be repositioned to support district-wide reforms and will be funded through district or Title I funds. For example, the Social Worker is a role that will continue to support Greenwood High but duties will be expanded to support all schools in the district and will be supported through Title I funds. Funding for the reading interventionist and math interventionist positions will be also be

sustained through the use of Title I funds by expanded their roles to support teachers and student at the middle school. 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 district and other federal budgets. The district is currently funding professional development and community engagement reforms for Greenwood High and other district schools through a combination of district and other federal funds and will to continue with these initiatives once SIG funding has ended.

## 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

P.O. 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  
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

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

## **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.

# **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

Shonals  
Milton

Andrew Williams

Alma  
Ellis

George Ellis

Ray Clark

Jerry

# **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 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-McCree

Mary Brown

Lachada Robie


Yolanda Greer

DAVID TAYLOR

Kent Fulk

Cell Ward


Chiqueta Daniels

  
Jennifer Wilson

Tara Harris

Linda Payne

Sabrina Tanner-McCree

  
Mary Brown

Yolanda Greer

David Taylor

Kent Fulk

Cell Ward

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

**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  
Phone: 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

Ell Ward

Kenneth Pulley

Chiqueta Daniels

Charles Johnson

Jenny Wilson

Mary Brown

Lachada Robie-Purnell

Yolanda Greer

Ell Ward

Kenneth Pulley

Chiqueta Daniels

# **GREENWOOD PUBLIC SCHOOL DISTRICT**

**Dr. Jennifer Wilson, Superintendent**

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

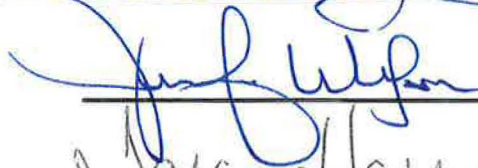
Print Your Name

Signature

Charles Johnson



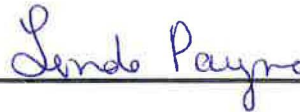
Jennifer Wilson



Tara Harris




Linda Payne



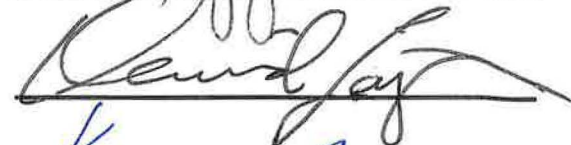
Mary Brown



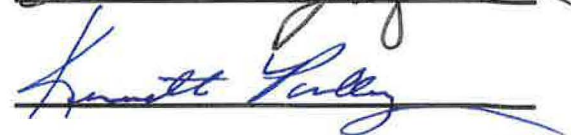
Temeka Jones



DAVID TAYLOR



Kenneth Pully



# **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



Linda Payne

Sabrina Tanner-Moore



Lachada Robie Purnell

Yolanda Greer

Mell Ward



Chiqueta Daniels

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

MS. LOREATHY ROBINSON  
*Office Clerk*

MS. LORIA GARDNER  
*Counselor*

MS. DOROTHY RANDLE  
*Counselor*

1209 Garrard Avenue  
Greenwood, MS 38930

*Achieving Excellence Together*

Phone: 662-455-7450  
Fax: 662-455-7468

## GHS Administrators Stakeholders' Meeting

4/3/17

2:00 p.m.

### Agenda

1. Academic Achievement & System and Operations
2. School Improvement Grant (SIG)
3. Request for Proposal (RFP)
4. SIG Models (Transformation Model or Turnaround Model)
5. Timeline (Grant Completion)
6. Next Steps
7. Comments/suggestions

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MRS. SABRINA TANNER-MOORE  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

MS. LOREATHY ROBINSON  
*Office Clerk*

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*Counselor*

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## Administrators' Stakeholder Meeting

April 3, 2017

2:00 p.m.

The school's administrative team which consist of Dr. Kenneth Pulley, Principal, Mr. Clinton Gatewood, Assistant Principal, Mrs. Sabrina Tanner-Moore, Assistant Principal, and Ms. Jeneveri Cation, Instructional Coach met to discuss plans to improve academic achievement and the systems and operations at the school. One of the points on the agenda was the School Improvement Grant opportunity. The principal shared with the two assistant principals and key instructional staff an overview of the school improvement grant and provided copies of the Request For Proposal (RFP). Also discussed and highlighted were the various models and the feasibility of the features of each model. All agreed that the most suitable models for Greenwood High School were either the Transformation Model or the Turnaround Model. Discussions were held regarding 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). A faculty and staff stakeholder's meeting was planned for the next day, and the team of administrators worked to compile information for the presentation. They also revisited ways that were previously identified in an effort to gather stakeholder input.

Kenneth P.  
Genevieve N. Cation  
Deborah Planner Moore  
Clinton Walwood

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

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*Counselor*

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## GHS Faculty and Staff Stakeholders' Meeting

4/4/17

### Teachers' Planning Periods

#### Agenda

1. School Improvement Grant (SIG)
2. Discussion on various SIG Models
3. Suggestions
4. Data Presentation
5. Survey (Models)
6. Deadlines for Action Plans (Grant Application)
7. Comments/Suggestions

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MRS. SABRINA TANNER-MOORE  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

MS. LOREATHY ROBINSON  
*Office Clerk*

MS. LORIA GARDNER  
*Counselor*

MS. DOROTHY RANDLE  
*Counselor*

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## Faculty and Staff Stakeholder's Meeting

April 4, 2017

### During Teachers' Planning Periods

The opportunity for Greenwood High School to apply for the School Improvement Grant was explained to the teachers by the principal during each of their planning periods. The various models of school improvement were discussed at length, and the staff offered several suggestions. Staff members stated there was a need for technology and/or updated equipment, such as Mondo Boards, copiers, projectors, and science lab equipment. Science teachers suggested the need for more up-to-date science equipment to better convey instructional concepts to students through inquiry activities, lab experiences, and scientific research.

Additionally, various types of Greenwood High School's data were presented. Some included student achievement data, attendance data, and discipline data. Teachers were provided an opportunity to complete a survey regarding the selection of all of the models presented which would be a best fit for GHS. Based on the results, the Transformation Model was the model of choice. Overall, teachers were excited about the grant's possibilities and overwhelmingly supported the submission of the grant. Finally, administrators set deadlines for each subject area team to submit additional input for action plans related to the completion of the grant application.

# FACULTY AND STAFF SIGN IN SHEET

APRIL 4, 2017

Marie Peoples	Cadotte Walker
Constance Weaver	C. Armstrong
Ann Sisk	Gravis Johnson
<del>Ann Sisk</del>	Kathryn D. Fields
R. Sisk	Natasha Jackson
Thomas Long	Marbette She
Calhoun Jones	Clinton Gatewood
Iberia Randle	<del>Clinton Gatewood</del>
Patricia Nicks	<del>Clinton Gatewood</del>
Edna Helms	Ramona Coops
William H. H.	Elkel Rattiff
Ann Rife	Christina Mayes
Shirley Ann	<del>Shirley Ann</del>
Loreaty Robinson	Bertha Archer
Ruthie Garrow	

# FACULTY AND STAFF SIGN IN SHEET

APRIL 4, 2017

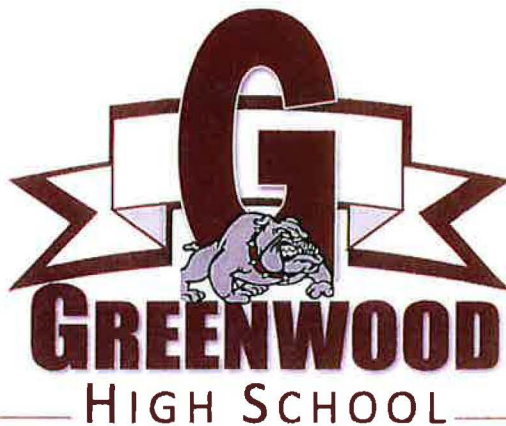
Lee	Theodore Davis
Gene Paul	L. Baker
Inez Dabbs	Mildred F. Wilson-More
Sharon Williams	
Jacky R. Hewitt	
Justice Thomas	
Birdie Green	
Lucy Blankenship	
Ruth Robinson	
Mervie Johnson	
<del>John Smith</del>	
Latoria Sanders	
Phyllis St. J.	
Vancegent	

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

MS. LOREATHY ROBINSON  
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*Counselor*

1209 Garrard Avenue  
Greenwood, MS 38930

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Phone: 662-455-7450  
Fax: 662-455-7468

## GHS Administrators Stakeholders' Meeting

4/6/17

2:00 p.m.

### Agenda

1. PowerPoint Presentation (SIG Models)
2. Review Benefits of Grant
3. Final Preparation for Parent and Community Meeting
4. Comments/Suggestions

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

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*Office Clerk*

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*Counselor*

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Greenwood, MS 38930

*Achieving Excellence Together*

Phone: 662-455-7450  
Fax: 662-455-7468

## SIG Administrative Meeting

April 6, 2017

2:00 p.m.

The school's administrative team which consist of Dr. Kenneth Pulley, Principal, Mr. Clinton Gatewood, Assistant Principal, Mrs. Sabrina Tanner-Moore, Assistant Principal, and Ms. Jeneveri Cation, Instructional Coach met to discuss plans regarding the PowerPoint Presentation about the SIG Models that would be presented to the parents and community stakeholders. Also, the principal reviewed the benefits of the grant and the positive impact it would have on the school with the team. To prepare for the parent and community stakeholders' meeting, the team made sure that surveys were available. This would help to involve the parents and community stakeholders in the process of selecting a suitable model that best fits Greenwood High School.

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

MS. LOREATHY ROBINSON  
*Office Clerk*

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*Counselor*

MS. DOROTHY RANDLE  
*Counselor*

1209 Garrard Avenue  
Greenwood, MS 38930

*Achieving Excellence Together*

Phone: 662-455-7450  
Fax: 662-455-7468

## ADMINISTRATORS MEETING APRIL 6, 2017

Clinton Gatewood

J. N. Cation

Sabrina Tanner Moore

Kenneth Pulley

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



Ms. DEBRA JOHNSON  
*Secretary*

MS. LOREATHY ROBINSON  
Office Clerk

Ms. LORIA GARDNER  
*Counselor*

Ms. DOROTHY RANDLE  
*Counselor*

1209 Garrard Avenue  
Greenwood, MS 38930

*Achieving Excellence Together*

Phone: 662-455-7450  
Fax: 662-455-7468

# ADMINISTRATORS MEETING

## APRIL 6, 2017

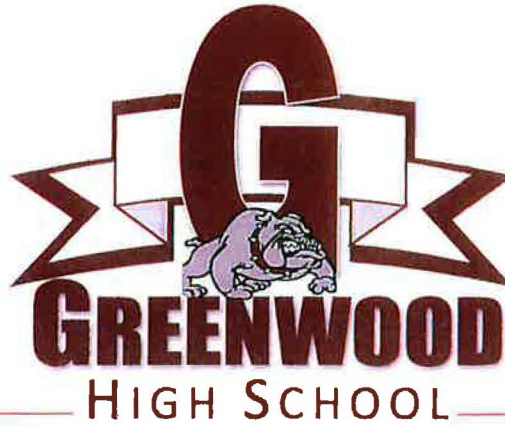
[illegible]

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

MS. LOREATHY ROBINSON  
*Office Clerk*

MS. LORIA GARDNER  
*Counselor*

MS. DOROTHY RANDLE  
*Counselor*

1209 Garrard Avenue  
Greenwood, MS 38930

*Achieving Excellence Together*

Phone: 662-455-7450  
Fax: 662-455-7468

## GHS Parents and Community Stakeholders' Meeting

4/6/17

5:30 p.m.

### Agenda

1. Overview on the SIG Models
2. Request for Proposal (RFP)
3. Benefits and Impact of the School Improvement Grant
4. Question/Answer Session
5. Administer Survey
6. Discussion on the select Model
7. Next Steps

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MRS. SABRINA TANNER-MOORE  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



MS. DEBRA JOHNSON  
*Secretary*

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## Parents and Community Stakeholders' Meeting

April 6, 2017

5:30 p.m.

During this meeting, administrators met with stakeholders. Using a PowerPoint presentation, an overview of each model was presented and the RFP was discussed. The principal shared with parents and community members the benefits of the grant and the impact it would have on the school. Everyone was allowed to ask questions for clarification purposes regarding each model. Parents, guardians, and community stakeholders completed anonymous surveys in an effort to obtain feedback regarding their input pertaining to the SIG. Stakeholders were allowed to discuss and select the model which they felt best fits Greenwood High School needs. The model selected was the Transformation Model. They determined the next meeting date would be April 13, 2017, and the next steps would include reviewing survey data and identifying the critical needs of the school.

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

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*Assistant Principal*

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## PARENT AND COMMUNITY SIGN IN SHEET

APRIL 6, 2017

Swendelyn Gellbert	Antonio Buech
Delmarly Sims	Tommy Langdon
Chris Adams	Imelda D...
Ahmed Ahmed	Angela White
Lakeria Johnson	Cingela Riley
Ulenessa Pleas	Freddie D...
Ether Ware	Samantha Lewis
Leslie Thomas	Roxie L...
Natasha Sanders	Flora Wood
Cassandra Smith	Jonis Stephens
Charlene Harris	Rinda Cain
Josephine Smith	
Myia Smith	
Sharon Harris	
Glenn Doss	
Jonis Stephens	
Amelia Cannon	

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

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Ms. DEBRA JOHNSON  
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PARENT AND COMMUNITY SIGN IN SHEET  
APRIL 6, 2017

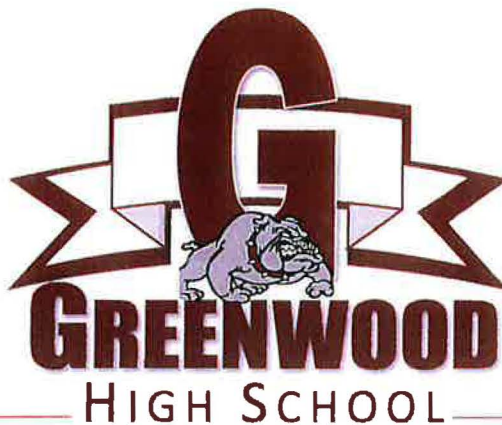
[illegible]

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
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MS. DEBRA JOHNSON  
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## GHS Faculty and Staff Stakeholders' Meeting

4/11/17

### Teachers' Planning Period

#### Agenda

1. Discussion on Survey Results
2. Concerns and Suggestions
  - \*Struggling Students
  - \*Graduation Rate
  - \*Rising 9<sup>th</sup> Graders
  - \*Discipline

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MRS. SABRINA TANNER-MOORE  
*Assistant Principal*

MS. JENEVERI CATION  
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## Faculty and Staff Stakeholder's Meeting

April 11, 2017

### During Teachers' Planning Periods

Administrators reviewed survey results from the previous meetings to refine the components to be included in the grant. Survey results revealed that teachers wanted more support for students struggling in reading and math. Additionally, teachers believe that in order to improve the graduation rate, it is best to assist rising 9th grade students who are transitioning from middle school to high school, by providing them an opportunity to become acclimated with high school by attending a summer academy. The data also revealed that teachers expressed concern regarding high school seniors graduating on time. Furthermore, the survey results showed that some teachers suggested that in order for students to become fully engaged in the teaching and learning process, more technology in the classroom is critical. Results from survey data also shed light on other aspects of the school environment such as student discipline. Some teachers wanted students to be more respectful of adults and taught character education. Other suggestions included providing students with immediate access to a counselor and other individuals who can help them with family and other issues they may have. (Copies of surveys and disaggregated results are available upon request).

# FACULTY AND STAFF SIGN IN SHEET

APRIL 11, 2017

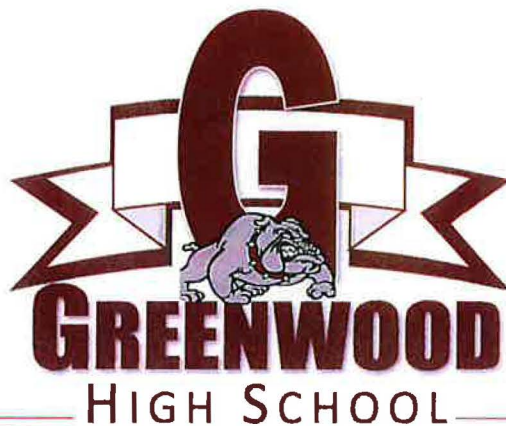
<del>Derrick S. Wells</del> <del>[Signature]</del>	Shirley Sanders Ruth Yarkin
Marie Peoples <del>[Signature]</del>	Conlypha Walker C. Furell
Thomson Shirley Randle	Travis Johnson Kathryn D. Fields
Calhoun Jones	Natessia Jackson
Patricia Nicks	Monkethy Th
Edna Nelson Albiston	<del>[Signature]</del> Daphne
<del>[Signature]</del>	Lanetta Cooper
Sharon Yip	Cheryl Rattis
<del>[Signature]</del>	Carissia Mayes
Clinton Haskins	Breitha Cavallin
<del>[Signature]</del>	

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MS. SABRINA TANNER  
*Assistant Principal*

MS. JENEVERI CATION  
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Fax: 662-455-7468

## GHS Parents and Community Stakeholders' Meeting

4/13/17

5:30 p.m.

### Agenda

1. School Improvement Grant
2. Features/Benefits of the Transformation Model
3. Survey Results
4. Concerns/Suggestions

DR. KENNETH PULLEY  
*Principal*

MR. CLINTON GATEWOOD  
*Assistant Principal*

MRS. SABRINA TANNER-MOORE  
*Assistant Principal*

MS. JENEVERI CATION  
*Instructional Coach*



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*Secretary*

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## Parents and Community Stakeholders' Meeting

April 13, 2017

5:30 p.m.

The opportunity for Greenwood High School to apply for the School Improvement Grant was communicated to the parents by the principal. Features of the Transformation model were discussed again to remind parents of the impact this model would have on the school. Survey data were reviewed by all parents and community stakeholders. Results from parent surveys revealed more technology in the classrooms and student incentives for performing well on state exams are needed.

Overall, the data show that parents were satisfied with the culture and climate of the school. However, they indicated that more activities for parents to get involved would be helpful for overall school improvement.

DR. KENNETH PULLEY  
Principal

MR. CLINTON GATEWOOD  
Assistant Principal

MS. SABRINA TANNER  
Assistant Principal

MS. JENEVERI CATION  
Instructional Coach



MS. DEBRA JOHNSON  
Secretary

MS. LOREATHY ROBINSON  
Office Clerk

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MS. DOROTHY RANDLE  
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Greenwood, MS 38930

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Fax: 662-455-7468

## PARENT AND COMMUNITY SIGN IN SHEET

APRIL 13, 2017

Robert Gims	Ahmed Ahmed
Chris Adams	Linda J. D.
Dwondolyn Belbert	Chunizha Chee
Ether Ware	Hyke Webb
Leslie Thomas	Arrela Wiley
Natasha Sanders	Joni & Stephen
Cassandra Smith	Rinda Carr
Orlana Harris	
Daphne Smith	
Nydia Smith	
Shepore Harris	
Erica Ross	
Joni & Stephen	
Antone Burroughs	
Tonye Langdon	
Samantha Lewis	
Kakesia Johnson	

# **Agenda of Special Called Meeting**

## **The Board of Directors Greenwood Public School District**

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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

Shamus  
Milton

William Miller

Mark May  
George Ellis

Ray Clark  
Barry Clark

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

Shauntana Jones

Demetrius

Alcega Jones

Margaret Dean

Grenda Smith

Adrian Hill

Samantha J. Milton

Demetrius

Angela Fattens

Rogel Brijal

David

W. Madon

John

George Ellis

John

GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

THURSDAY, APRIL 13, 2017

Name

Latoria Little  
LaTressia Ware  
Antwoine Williams  
Chiqueta Daniels  
Cathy  
Catherine McCall  
Tijwana Shaw (Madison Baxter)  
Kim Meeks  
Denia Flowers  
Anku Brock  
Shanteria Robinson  
Dorothy Griffin  
Debra Johnson  
Melvin Cook, Jr.  
Shirley Jackson  
April Smith  
Mansher Steward  
Maurice

Name

Kim  
Candice  
Sara  
Yul  
Arletta Allen  
Ja'Melle  
Latonia Jenkins  
Makayla Dean / Gloria Dean  
Natassia Jackson  
Dawn Stamps-Welch  
Daniel Smart  
Doris P. Cheeks  
Shannon Cheeks  
Jennifer L. Chaker  
Kachala Polun  
Sharonia 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 Jackson



## GREENWOOD PUBLIC SCHOOL DISTRICT

### INTERVIEW PROTOCOL FOR PROSPECTIVE EXTERNAL PROVIDERS

Name of External Provider	School District
Contact Information	School District Contact

Questions	Notes
<b>Financial Management System</b>	
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?

**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.	
<b>OTHER QUESTIONS:</b>	

**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 21<sup>st</sup> 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](mailto:lsclinton47@gmail.com)  
Financial Consultant

Chadwick White Director, Environmental Services  
University of Memphis  
(901)605-1347  
[Chadwick\\_white@lycos.com](mailto: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](mailto:emccord94@gmail.com)  
Co-Worker/Formal Supervisor

Diana Humphrey-McKee Manager, Business Processes & Support  
University of Memphis  
(901) 678-2658  
[dhumphry@memphis.edu](mailto:dhumphry@memphis.edu)  
Former Supervisor

# TENEKA S. JONES

410 Lay Avenue • Webb, MS 38966

Mobile (901) 230-2240

Meeks46@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](mailto: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

# Greenwood Public School District

## 2016-2017 Plan of Action

**School:** Greenwood High School

**Goal:** Principal, assistant principal, and Leadership will lead school improvement efforts. GHS will achieve a C or higher accountability rating for the 2016-2017 school year.

**Baseline:** 25% of strategies have been completed

**December Target:** 100%

**Reward:** Lunch provided for Leadership Team Members

Plan of Action (Strategies)	Timeline	Responsible Parties	Resources	Evidence of Success	Evaluation Methods
Principal and Leadership Team will develop the mission and vision for the school	Developed no later than October 28, 2016	Principal; Assistant Principal, Leadership Team	Copy of district's mission and vision	Copy of school's mission and vision disseminated and communicated to all	Copy of mission and vision through the school; Evidenced through written and verbal communication
Principal and Leadership Team will create a schedule for Leadership Team Meetings	Developed no later than October 28, 2016	Principal; Assistant Principal, Leadership Team	School and District calendar	Schedule of Leadership Team meetings	Copy of Leadership Team meeting schedule
Principal and Leadership Team will create an action plan for each subject area, teacher group, etc. For example: ELA, Math, Science, Non-tested,	Wednesday, October 26, 2016	Principal, Assistant Principal, Leadership Team, Teachers,	Action Plan Templates	Copies of action plans disseminated to all teachers	Completed and comprehensive action plans
Principal and Leadership Team will meet to analyze data at critical points, such as at 2 weeks, 4.5 week, and 9 week periods	October – December 2016	Administrators; Leadership Team	Test Data Results; Scantrons; Scantron machines	Copy of Data Analysis Reports	Data Analysis reports with next steps identified
Principal and Leadership Team will create data wall or data room evidencing progress in meeting identified goals	October – December 2016	Administrators; Leadership Team; Teachers	Data Reports	Data walls	Updated and current data walls
Principal and Leadership Team will meet with ENTIRE faculty to share progress in meeting goals and discuss next steps (at least monthly)	October – December 2-16	Principal; Leadership Team	Data/ Progress Reports	Faculty meeting agenda, minutes, copies of reports	Copies of Reports
Administrators will meet in grade level team to create lessons, discuss best practices, analyze data, create assessments, and determine next steps	October – December 2016	Principals; Assistant Principals, Instructional Coaches	Curriculum materials and resources	Schedule for grade level team meetings: Agenda and minutes of grade level team meetings	Copies of agendas, minutes, and other documentation from grade level team meetings.

## Greenwood Public School District 2016-2017 Plan of Action

Administrators will observe classroom teachers and provide feedback	October – December 2016	Principal and Assistant principals	Classroom Observation Template	Schedule for classroom observations; Copies of classroom observations	Classroom observation summary submitted to the superintendent at the beginning of each week that reflects observation conducted during the previous week
Principals and TST team members will create and monitor instructional interventions for TIER 3, bottom 25% and 20 day students and	October – December 2016	Principal, TST team	Schedule for TST meetings; List of Tier 3, bottom 25% and 20 day students;	Copies of instructional interventions for Tier III, bottom 25% and 20 day students	Copies of intervention and progress monitoring data
Administrators will check lesson plans and provide feedback	October – December 2016	Principals and assistant principals	Lesson plan template	Copies of lesson plans with feedback	Lesson plans with feedback

# Greenwood Pubuc School District

## 2016-2017 Plan of Action

**School:** Greenwood High School

**Subject:** Biology I

**Goal:** 65% of students will score proficient on the Biology I SATP2 in May, 2017.

**Baseline:** 34.5 % of students scored proficient on the Biology I SATP2 in May, 2016.

**December Target:** 45% Target Met/Not Met: \_\_\_\_\_ **February Target:** 55% Target Met/Not Met: \_\_\_\_\_ **April Target:** 65% Target Met/Not Met: \_\_\_\_\_

**Student Incentives:** Trip to movie in Greenville, April, 2016, for students scoring Proficient or Advanced on the Comprehensive District Assessment. Pizza Party/ Hot Dogs for students scoring Proficient or Advanced on District 4 ½ & 9 Weeks Assessments; Candy for bi-weekly assessments.

**Teacher Incentives:** Lunch away from campus or gift certificate from Websters, Crystal Grill, etc., for meeting December, February, or April targets. \$500 gift card for meeting 65% proficiency target on May, 2017 Biology I SATP2 Exam.

Plan of Action (Strategies)	Timeline	Responsible Party	Resources	Evidence of Success	Evaluation Methods
<b>Teachers will:</b>					
1. Submit lesson plans according to the lesson plan submission schedule by 8:00 a.m. each Monday.	Oct. - May, 2017	Teacher	Lesson Plan Template, Textbook, Internet, SATP2 Review Guide, etc.	Copies of Lesson Plans	Lesson Plan Review with Feedback
2. Follow the EDI lesson delivery format daily.	Oct. - May, 2017	Teacher	EDI Literature	Class Observation	Class Observation Post-Observation Conferences
3. Identify students targeted to score proficient, or above.	Due: Oct. 24, 2016	Teacher & Instructional Coach	Student Data Reports	List of Targeted Students	Student Performance Data
4. Develop and communicate individual growth targets to students.	Due: Oct. 24, 2016	Teacher, Instructional Coach	Student Growth Target/Progress Monitoring Sheets	Completed Target/Progress Monitoring Sheets	Student Performance Data
5. Track student progress toward desired goal on progress monitoring sheet after each testing cycle.	Oct. - April, 2017	Teacher	Instructional Coach, Student Data Reports, Consultant		Student Performance Data
6. Administer bi-weekly common assessments to monitor student progress.	Oct. - April, 2017	Teacher	Instructional Coach	Copy of Common Assessment	Student Performance Data
7. Analyze data from common assessments and other data points to differentiate and adjust lessons as needed.	Oct. - April, 2017	Teacher	Instructional Coach, Consultant, Student Data Reports	Disaggregated Data	Student Performance Data
8. Write and provide intervention activities for students scoring less than 65%.	Oct. - April, 2017	Teacher	TST, Instructional Coach, Consultant	List of Tier 2 & 3 Students	Student Performance Data

# Greenwood Public School District

## 2016-2017 Plan of Action

**School:** Greenwood High School

**Subject:** U. S. History

**Goal:** 60% of students will score proficient on the U. S. History SATP2 in May, 2017.

**Baseline:** 31.9 % of students scored proficient on the U. S. History SATP2 in May, 2016.

**December Target:** 50% Target Met/Not Met: \_\_\_\_\_ **February Target:** 55% Target Met/Not Met: \_\_\_\_\_ **April Target:** 60% Target Met/Not Met: \_\_\_\_\_

**Student Incentives:** Trip to movie in Greenville, April, 2016, for students scoring Proficient or Advanced on the Comprehensive District Assessment.  
Pizza Party/ Hot Dogs for students scoring Proficient or Advanced on District 4 ½ & 9 Weeks Assessments; Candy for bi-weekly assessments.

**Teacher Incentives:** Lunch away from campus or gift certificate from Websters, Crystal Grill, etc., for meeting December, February, or April targets.  
\$500 gift card for meeting 60% proficiency target on May, 2017 U. S. History SATP2 Exam.

Plan of Action (Strategies)	Timeline	Responsible Party	Resources	Evidence of Success	Evaluation Methods
<b>Teachers will:</b>					
1. Submit lesson plans according to the lesson plan submission schedule by 8:00 a.m. each Monday.	Oct. - May, 2017	Teacher	Lesson Plan Template, Textbook, Internet, SATP2 Review Guide, etc.	Copies of Lesson Plans	Lesson Plan Review with Feedback
2. Follow the EDI lesson delivery format daily.	Oct. - May, 2017	Teacher	EDI Literature	Class Observation	Class Observation Post-Observation Conferences
3. Identify students targeted to score proficient, or above.	Due: Oct. 24, 2016	Teacher & Instructional Coach	Student Data Reports	List of Targeted Students	Student Performance Data
4. Develop and communicate individual growth targets to students.	Due: Oct. 24, 2016	Teacher, Instructional Coach	Student Growth Target/Progress Monitoring Sheets	Completed Target/Progress Monitoring Sheets	Student Performance Data
5. Track student progress toward desired goal on progress monitoring sheet after each testing cycle.	Oct. - April, 2017	Teacher	Instructional Coach, Student Data Reports, Consultant		Student Performance Data
6. Administer bi-weekly common assessments to monitor student progress.	Oct. - April, 2017	Teacher	Instructional Coach	Copy of Common Assessment	Student Performance Data
7. Analyze data from common assessments and other data points to differentiate and adjust lessons as needed.	Oct. - April, 2017	Teacher/Pulley	Instructional Coach, Consultant, Student Data Reports	Disaggregated Data	Student Performance Data
8. Incorporate practice test items daily.	Oct. - April, 2017	Teacher	MDE website/practice tests	Class observations	Student Performance Data

# Greenwood Public School District

## 2016-2017 Plan of Action

**School:** Greenwood High School

**Subject:** Algebra I

**Goal:** 75% of all 9<sup>th</sup> and 10<sup>th</sup> grade students will grow from one level to the next on the Algebra I MAP in May, 2017.

**Baseline:** 72 % of 9<sup>th</sup> grade students grew from one level to the next on the Algebra I MAP in May, 2016.

**December Target:** 75% Target Met/Not Met: \_\_\_\_\_ **February Target:** 75% Target Met/Not Met: \_\_\_\_\_ **April Target:** 75% Target Met/Not Met: \_\_\_\_\_

**Student Incentives:** Trip to movie in Greenville, April, 2016, for students scoring Proficient or Advanced on the Comprehensive District Assessment.  
Pizza Party/ Hot Dogs for students scoring Proficient or Advanced on District 4 ½ & 9 Weeks Assessments; Candy for bi-weekly assessments.

**Teacher Incentives:** Lunch away from campus or gift certificate from Websters, Crystal Grill, etc., for meeting December, February, or April targets.  
\$500 gift card for meeting 60% proficiency target on May, 2017 Algebra I MAP Exam.

Plan of Action (Strategies)	Timeline	Responsible Party	Resources	Evidence of Success	Evaluation Methods
<b>Teachers will:</b>					
1. Submit lesson plans according to the lesson plan submission schedule by 8:00 a.m. each Monday.	Oct. - May, 2017	Teacher	Lesson Plan Template, Textbook, Internet, SATP2 Review Guide, etc.	Copies of Lesson Plans	Lesson Plan Review with Feedback
2. Follow the EDI lesson delivery format daily.	Oct. - May, 2017	Teacher	EDI Literature	Class Observation	Class Observation Post-Observation Conferences
3. Identify students targeted to score proficient, or above.	Due: Oct. 24, 2016	Teacher & Instructional Coach	Student Data Reports	List of Targeted Students	Student Performance Data
4. Develop and communicate individual growth targets to students.	Due: Oct. 24, 2016	Teacher, Instructional Coach	Student Growth Target/Progress Monitoring Sheets	Completed Target/Progress Monitoring Sheets	Student Performance Data
5. Track student progress toward desired goal on progress monitoring sheet after each testing cycle.	Oct. - April, 2017	Teacher	Instructional Coach, Student Data Reports, Consultant		Student Performance Data
6. Administer bi-weekly common assessments to monitor student progress.	Oct. - April, 2017	Teacher	Instructional Coach	Copy of Common Assessment	Student Performance Data
7. Analyze data from common assessments and other data points to differentiate and adjust lessons as needed.	Oct. - April, 2017	Teacher/Pulley	Instructional Coach, Consultant, Student Data Reports	Disaggregated Data	Student Performance Data
8. Provide interventions on Mondays and Wednesdays for bottom 25% students (Mrs. Vinnie White)	Oct. - April, 2017	Teacher	Data reports/pacing guide	Class observations	Student Performance Data

# Greenwood Public School District

## 2016-2017 Plan of Action

**School:** Greenwood High School

**Subject:** English II

**Goal:** 30% of students will score proficient on the English II SATP2 in May, 2017.

**Baseline:** 27% of students scored proficient on the English II SATP2 in May, 2016.

**December Target:** 15% Target Met/Not Met: \_\_\_\_\_ **February Target:** 20% Target Met/Not Met: \_\_\_\_\_ **April Target:** 30% Target Met/Not Met: \_\_\_\_\_

**Student Incentives:** Trip to movie in Greenville, April, 2016, for students scoring Proficient or Advanced on the Comprehensive District Assessment.  
Pizza Party/ Hot Dogs for students scoring Proficient or Advanced on District 4 ½ & 9 Weeks Assessments; Candy for bi-weekly assessments.

**Teacher Incentives:** Lunch away from campus or gift certificate from Websters, Crystal Grill, etc., for meeting December, February, or April targets.  
\$500 gift card for meeting 30% proficiency target on May, 2017 English II SATP2 Exam.

Plan of Action (Strategies)	Timeline	Responsible Party	Resources	Evidence of Success	Evaluation Methods
<b>Teachers will:</b>					
1. Submit lesson plans according to the lesson plan submission schedule by 8:00 a.m. each Monday with weekly assessment attached.	Oct. - May, 2017	Teacher	Lesson Plan Template, Textbook, Internet, C3D Document, Pacing Guides, Test Blueprint	Copies of Lesson Plans w/assessment	Lesson Plan Review with Feedback
2. Follow the EDI lesson delivery format daily.	Oct. - May, 2017	Teacher	EDI Literature	Class Observation	Class Observation Post-Observation Conferences
3. Identify students targeted to score proficient or above.	Due: Oct. 24, 2016	Teacher, Asst. Principal	Student Data Reports	List of Targeted Students	Student Performance Data
4. Develop and communicate individual growth targets to students.	Due: Oct. 24, 2016	Teacher, Asst. Principal	Student Growth Target/Progress Monitoring Sheets	Completed Target/Progress Monitoring Sheets	Student Performance Data
5. Track student progress toward desired goal on progress monitoring sheet after each testing cycle.	Oct. - April, 2017	Teacher	Student Data Reports, Consultant, Asst. Principal	Copy of Common Assessment	Student Performance Data
6. Administer bi-weekly common assessments to monitor student progress.	Oct. - April, 2017	Teacher			Student Performance Data
7. Analyze data from common assessments and other data points to differentiate and adjust lessons as needed.	Oct. - April, 2017	Teacher	Asst. Principal, Consultant, Student Data Reports	Disaggregated Data	Student Performance Data
8. Write and provide intervention activities for students scoring less than 65%.	Oct. - April, 2017	Teacher	TST, Asst. Principal, Consultant, Reading Plus	List of Tier 2 & 3 Students	Student Performance Data

# Greenwood Public School District

## 2016-2017 Plan of Action

**School:** Greenwood High School

**Subject:** Dual Credit Courses

**Goal:** 100% of all students will receive a C or higher in dual enrollment courses.

**Baseline:** 87.9 % of students received a C or higher in dual enrollment courses in 2015-2016 school year.

**December Target:** 100% Target Met/Not Met: \_\_\_\_ **February Target:** 100% Target Met/Not Met: \_\_\_\_ **April Target:** 100% Target Met/Not Met: \_\_\_\_

**Student Incentives:** Pizza party, candy, homework passes

**Teacher Incentives:** Lunch away from campus or gift certificate from Websters, Crystal Grill, etc., for meeting December, February, or April targets.

### *Nothing Less Than Success!*

Plan of Action (Strategies)	Timeline	Responsible Party	Resources	Evidence of Success	Evaluation Methods
<b>Teachers will:</b>					
1. Submit lesson plans according to the lesson plan submission schedule by 8:00 a.m. each Monday.	Oct. - May, 2017	Teacher	Lesson Plan Template, Textbook, Internet, SATP2 Review Guide, etc.	Copies of Lesson Plans	Lesson Plan Review with Feedback
2. Follow the EDI lesson delivery format daily.	Oct. - May, 2017	Teacher	EDI Literature	Class Observation	Class Observation Post-Observation Conferences
3. Develop and communicate individual growth targets to students.	Due: Oct. 24, 2016	Teacher, Instructional Coach	Student Growth Target/Progress Monitoring Sheets	Completed Target/Progress Monitoring Sheets	Student Performance Data
4. Track student progress toward desired goal on progress monitoring sheet after each testing cycle.	Oct. - April, 2017	Teacher	Instructional Coach, Student Data Reports, Consultant		Student Performance Data
5. Administer bi-weekly common assessments to monitor student progress.	Oct. - April, 2017	Teacher	Instructional Coach	Copy of Common Assessment	Student Performance Data
6. Analyze data from common assessments and other data points to differentiate and adjust lessons as needed.	Oct. - April, 2017	Teacher/Pulley	Instructional Coach, Consultant, Student Data Reports	Disaggregated Data	Student Performance Data
7. Provide interventions for students not on track for meeting target.	Oct. - April, 2017	Teacher	Data reports/pacing guide	Class observations	Student Performance Data

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

Date	User	Status (S) / Comment (C)	S / C
10/7/2016 5:06:38 PM	Charles Johnson	Status changed to 'Revision Started'.	S

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

**Please identify all planning team members, including title.**

Kenneth Pulley, Principal  
Clinton Gatewood, Assistant Principal  
Sabrina Tanner, Assistant Principal  
Jeneveri Cation, Instructional Coach  
Rena Price, Librarian  
Nelson Howard, Teacher  
Marshethe Thomas, Teacher  
Doug Carthledge, School Resource Officer  
Charles Johnson, Director of Federal Programs  
Mary Brown, Director of Curriculum  
Tamia Sanders, Student  
Trasity Totten, Student  
Jacoby Gilmore, Student  
Lora Evans, Parent

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

**Briefly describe the process the planning team used to develop the Schoolwide Plan.**

A representative group of stakeholders met to discuss the previous year's plan and to evaluate the successful areas in the plan and those areas in need of improvement. Once the evaluation was complete, goals for the upcoming school year's plan were discussed and debated. After a consensus was reached, an item was placed on the school-wide plan for the academic year.

## GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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	693	346	347	2	677	8	0	6	0	693	64	2	0	261	1
2015-16	663	346	317	1	648	6	0	8	0	663	57	0	0	0	0

## School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	618.43	375	
2015-16	603.4	334.2	

## School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Greenwood High serves students in 9<sup>th</sup> – 12<sup>th</sup> grades. The school has an approximate enrollment of 650 students of which 100% Free lunch.

The following are the racial/ethnic demographics of the school:

African-American: 631

Caucasian/White: 9

Latino/Hispanic: 6

Asian: 4

## Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

In the Greenwood area, there are 15,205 people and 6,022 households in the city. The population density was 1,237.7 per square mile (771.6/km<sup>2</sup>). There were 6,759 housing units. The racial makeup of the city was 30.7% White, 67.2% Black, 0.1% Native American, 0.9% Asian, 0% Pacific Islander, and 0.7% from two or more races. Hispanic or Latino of any race were 1.1% of the population.

Among the 6,022 households 28.7% had children under the age of 18 living with them, 29.8% are married couples living together, 29.0% had a female householder with no husband present, 4.6% had a

male householder with no wife present, and 36.6% were non-families. 32.5% of all households were made up of individuals living alone and 10.7% had someone living alone who was 65 years of age or older. The average household size was 2.48 and the average family size was 3.16.

## GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input checked="" 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.

## 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								
Growth All Students								
Growth Low 25%								
	2014-15				2015-16			
Accountability Grade	Select...				Select...			
Total Points								

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

## 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	35.6	29.1	27.9	27	40.8	35.4	33.6	31.9								
Growth All Students	51.4	41.2	37.5	50.6							95.7		71.1	72.4		13.6
Growth Low 25%	40.4	56.6	69.9	55.5												

	2014-15	2015-16
Accountability Grade	D	F
Total Points	442	452

**High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

The data across both years reveal that student proficiency decreased in all areas with no areas attaining a 41% proficiency rate or higher. Only 29% of the students scored at the highest two levels on the state's English II and Algebra I assessments.

A deeper look also shows inconsistency in growth for English and Algebra I. While the growth of all students in English II was above 50% in 2014-2015, there was a 10 point decrease in the growth of all students for school year 2015-2016. However, the growth of the lowest 25% increased by 16.2 points. In Algebra I, overall student growth increased 13.1 points; however, the growth of the bottom 25% decreased by 14.4 points. Additionally, no subgroups performed at or above the state's average.

The graduation rate showed nominal increase; however, the rate is still well below the desired 85% or higher. Although ACT scores did show some gains, if the school maintained its same rate of improvement, GHS will never meet or exceed the state and national average.

A primary reason for the continued decrease in proficiency and growth has been the inconsistency in district and school leadership. Greenwood High has had 3 principals in the past three years; likewise, the district has had 3 superintendents in the past three years. Consequently, no processes or protocols were in place to ensure effective instruction aligned to state standards was occurring. Along with the constant leadership transitions, the school experienced high teacher turnover, teacher absences, and student suspensions.

Another contributing factor was the school's organizational structure was not conducive to cross-collaboration or professional learning communities. Consequently, teachers planned in isolation and primarily used the textbook as their primary source for planning. A standard instructional delivery system was not in place. To address the challenges at GHS, the school has been reorganized into departmental teams by halls, and all subject area teachers share common planning, not just those teaching the tested areas. Data has been analyzed and teachers have been reassigned based on their strengths and student needs. Teams have been provided a required structure for their PLC meetings. Additionally, the district has adopted pacing guides and revised the instructional management plan to address progress monitoring, common assessments, and instructional delivery.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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.**

14-15 Composite--15.1	15-16 Composite--15.8
Eng.--14	Eng.--14.6
Math--15.9	Math--16.2
Reading--15.3	Reading--15.5
Science--14.9	Science--16.3

While ACT scores reflect a minimal increase from 2014-2015 to 2015-2016 school year, the scores are still well below the state and national averages. The greatest increase was realized in science, with a 1.4 point improvement, but other sub-scores do not reflect the same progress. Moreover, if the school maintained the same rate of improvement from the 2015-2016 school year, GHS will never meet or exceed the state and national average. Challenges to improving ACT scores have been lack of advanced learning opportunities for students as well as the teachers who teach them. The high school has added a new ACT preparatory class and also included more advanced learning opportunities for students through dual enrollment and AP courses.

**Student Promotion Data (% Promoted)**

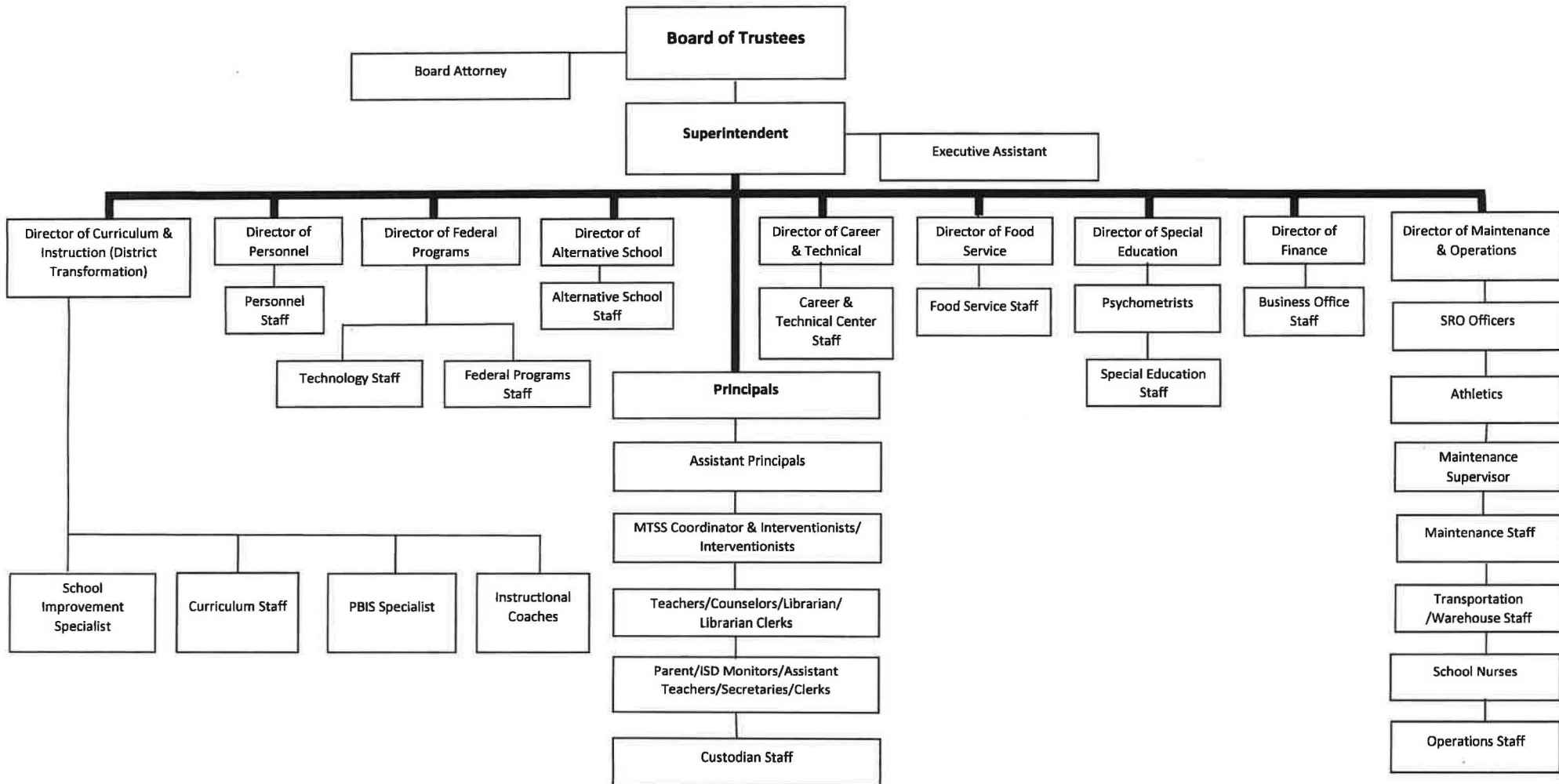
Year	K	1	2	3	4	5	6	7	8
2014-15									
2015-16									

**Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**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.**

GHS is a 9-12 campus that is positioned across the street from its feeder middle school. Over the past couple of years, student achievement scores from the middle school have declined. This year, the district (under new leadership) is making a concerted effort to align curriculum and instructional practices across all campuses. This year we will implement structured collaboration is taking place between the middle and high school to ensure a seamless transition from one campus to the next. The school leadership teams and counselors will meet to discuss student data and to help identify the best placement for student's in their 9th-grade year.

# Proposed Greenwood Public Schools Organizational Chart



## GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

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**POSITION TITLE:** Principal

**REPORTS TO:** Superintendent

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**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

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**POSITION TITLE:** Multi-Tiered System of Supports (MTSS)  
Coordinator/Interventionist

**REPORTS TO:** Principal; Director of Curriculum and Instruction  
Work Area Code: \_\_\_\_\_

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### **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

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

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### **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.

### School Level PBIS Teams and External School-Based Therapist

- 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

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.

Salary and work year to be established by the Board.

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

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**POSITION TITLE:** District School Improvement Specialist

**REPORTS TO:** Principal, Director Curriculum and Instruction, and Director Federal Programs

Work Course Code: \_\_\_\_\_

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### **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

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**POSITION TITLE:** Interventionist

**Work Area Code:** \_\_\_\_\_

**REPORTS TO:** Principal, Director of Curriculum and Instruction and Director of Federal Programs

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### **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.

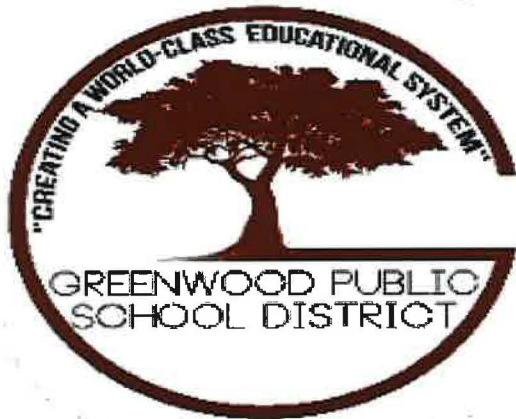
**Approved by:** Board of Trustees, Greenwood Public Schools

**Date** \_\_\_\_\_

**Reviewed and agreed to by:** \_\_\_\_\_

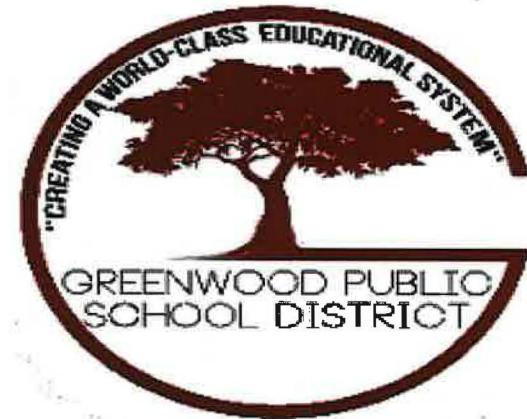
**Date** \_\_\_\_\_

# 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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Early Warning System  
Our Basic Approach  
GPSD's Commitment

### Section I - Legal References

**Federal** – Individuals with Disabilities Education Act (IDEA) 2004  
**State** - MS State Board Policy Part 3 Chapter 41, MS Literacy Based Promotion Act, MS Dyslexia Law  
**Local** - GPSD # ICHI – Literacy Based Promotion, IDDF – Special Education Programs, IDdfa – Students With Disabilities, IDDK – Functional Behavior Assessment and Behavior Intervention, IEBA – Dyslexia Policy

### Section II

MTSS  
MDE Flowchart for MTSS (PreK-12)  
Organizational Structure of GPSD MTSS  
District Leadership Team  
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### Section III

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MSIS 20 Day List - Data Entry Schedule  
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### Section IV

Procedures to Identifying Tier I (on track), Tier II (sliding off track), and Tier III (off track) Students

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### Forms

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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](http://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](http://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](http://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.

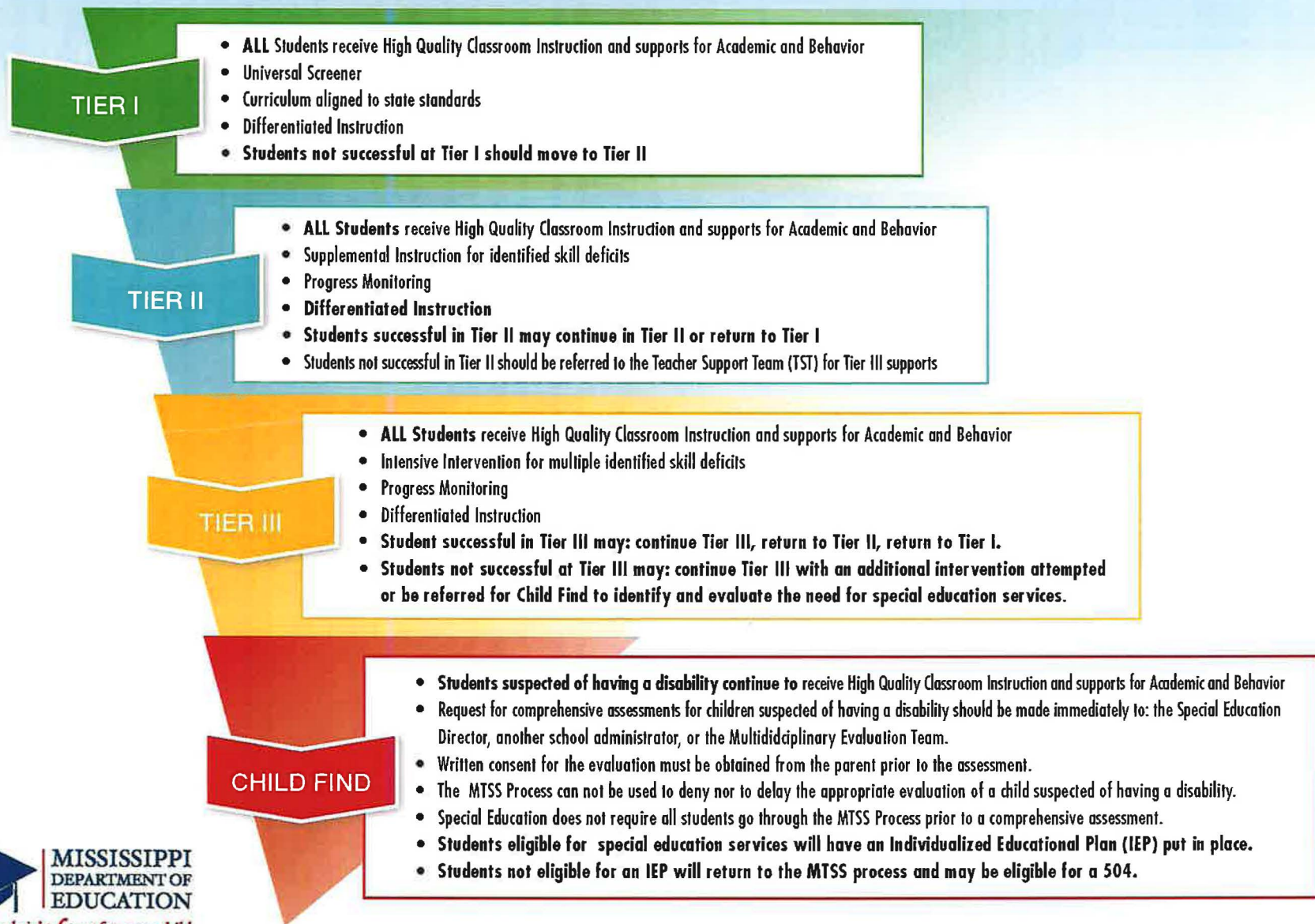
### **Rationale for RtI Implementation**

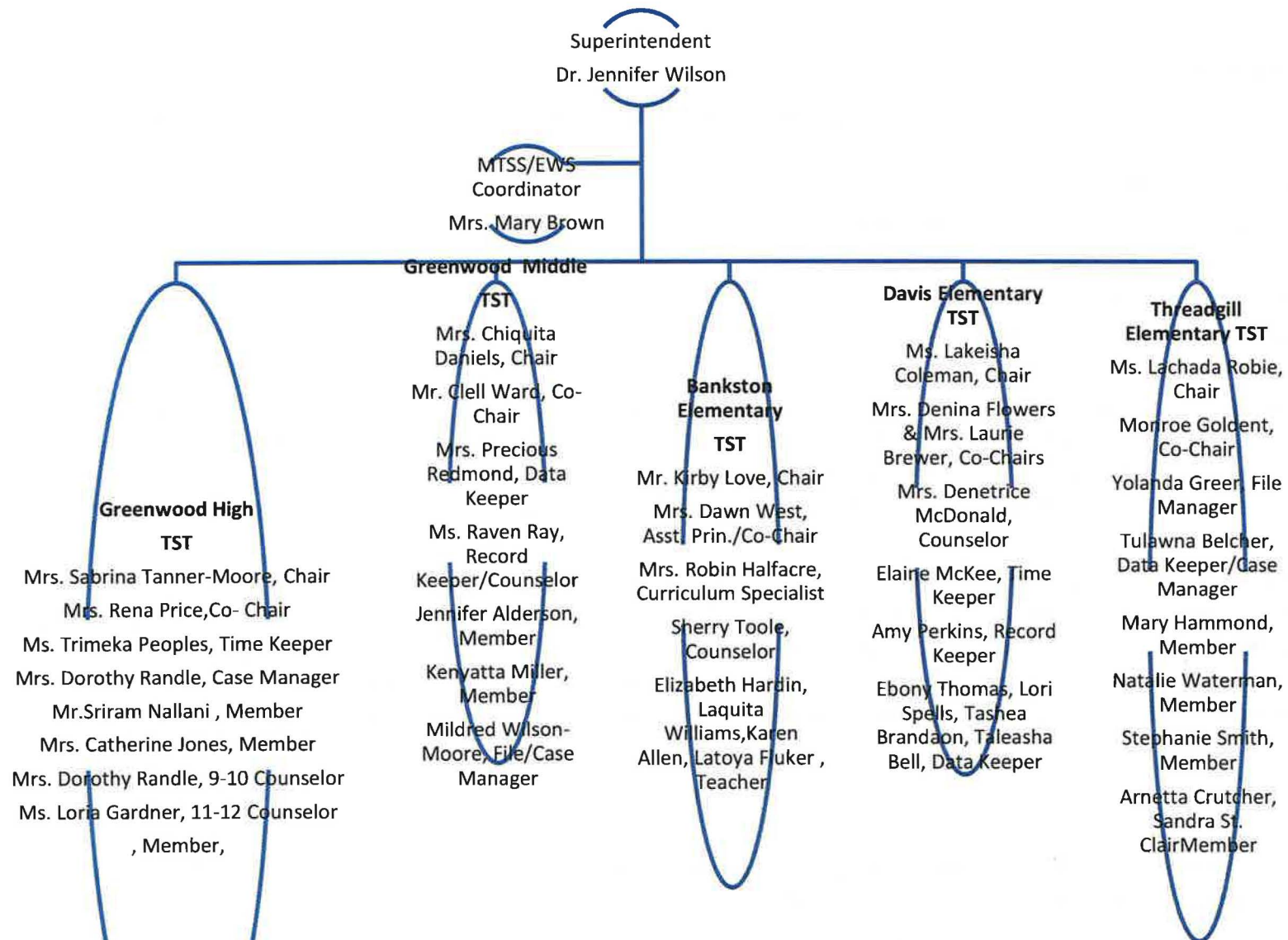
**RtI** was the result of:

- 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
- Ms. Shemica Pitts, Elementary Curriculum Specialist
- 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

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/RtI) 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
- C o n d u c t 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**

- E s t a b l i s h T S T s 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/disclose 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<br><input type="checkbox"/> Determining student/child's current levels of performance<br><input type="checkbox"/> Developing an individualized health plan | <input type="checkbox"/> Developing an appropriate Individualized Education Program, Section 504 plan or academic/behavior interventions<br><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 \_\_\_\_\_ (School/Program Name) may communicate with MS Medical Assistance Programs to determine eligibility 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](http://www.corelearn.com)
- The Florida Center for Reading Research [www.fcrr.org](http://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](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](http://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 <b>ALL</b> students EWS terminology = <b>"On Track"</b> used <b>daily</b> in each classroom	Supplemental Instruction EWS Terminology = <b>"Sliding Off Track"</b> Provided in addition to Tier I; <b>at least 2 times each week</b> for a prescribed time interval (usually 30 minutes each) with a pre-determined rate of mastery	Intensive, Individualized EWS terminology = <b>"Off Track"</b> provided <b>daily</b> 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 <sup>st</sup> Quarter Progress Reports Issued
October 5, 2016	Wednesday	End of 1 <sup>st</sup> 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 <sup>nd</sup> Quarter Progress Reports Issued
November 21 - 25, 2016	Monday – Friday	Thanksgiving Holidays
December 20, 2016	Tuesday	End of 1 <sup>st</sup> 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 <sup>rd</sup> 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 <sup>th</sup> 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

Terms: All; Days Met: All; Periods: All; Course Types: All

Term: S1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
ARROWSMITH, CHARLOTTE KATIE	MISS STUDIES 450705.08 24/33 Mo, Tu, We, Th, Fr/110	MISS STUDIES 450705.01 31/33 Mo, Tu, We, Th, Fr/110	MISS STUDIES 450705.04 30/33 Mo, Tu, We, Th, Fr/110	MS STU-EXC 300.01 14/33 Mo, Tu, We, Th, Fr/110	WORLD HISTOR 450835.01 29/33 Mo, Tu, We, Th, Fr/110	PLANNING 851001.05 0/0 Mo, Tu, We, Th, Fr/110	WORLD HISTOR 450835.08 21/33 Mo, Tu, We, Th, Fr/110		
BLACKMON, JANET K	CCR ENG II H 230110.15 16/33 Mo, Tu, We, Th, Fr/506	CCR ENG II 230110.22 16/33 Mo, Tu, We, Th, Fr/506	CCR ENG II 230110.23 19/33 Mo, Tu, We, Th, Fr/506	CCR ENG II 230110.24 16/33 Mo, Tu, We, Th, Fr/506	PLANNING 851001.25 0/0 Mo, Tu, We, Th, Fr/506	CCR ENG II 230110.26 12/33 Mo, Tu, We, Th, Fr/506	COM ENGLISH 320142.10 8/33 Mo, Tu, We, Th, Fr/506		
BURKS, MILDRED				MISS STUDIES 450705.07 24/33 Mo, Tu, We, Th, Fr/110					
COOPER, LANEETRA NAYSHAY	CHEMISTRY 400519.03 27/33 Mo, Tu, We, Th, Fr/304	PLANNING 851001.92 0/0 Mo, Tu, We, Th, Fr/304	CHEMISTRY 400519.04 28/33 Mo, Tu, We, Th, Fr/304	CHEMISTRY 400519.07 25/33 Mo, Tu, We, Th, Fr/304	CHEMISTRY 400519.16 25/33 Mo, Tu, We, Th, Fr/304	AP CHEMISTRY 400523.01 21/33 Mo, Tu, We, Th, Fr/304	CHEMISTRY 400519.17 23/33 Mo, Tu, We, Th, Fr/304		
DANIELS, DARYL	ADV W GEOG 450711.01 17/33 Mo, Tu, We, Th, Fr/107	ADV W GEOG 450711.001 26/33 Mo, Tu, We, Th, Fr/107	PSYCHOLOGY 420111.05 24/33 Mo, Tu, We, Th, Fr/107	ADV W GEOG 450711.03 30/33 Mo, Tu, We, Th, Fr/107	PSYCHOLOGY 420111.07 26/33 Mo, Tu, We, Th, Fr/107	PLANNING 851001.24 0/0 Mo, Tu, We, Th, Fr/107	WORLD HISTOR 450835.03 24/33 Mo, Tu, We, Th, Fr/107		
DAVIS, THEODORE	EMPL ENG I 132135.04 4/10 Mo, Tu, We, Th, Fr/504	EMP ENG IV 132138.04 7/15 Mo, Tu, We, Th, Fr/504	PLANNING 851001.23 0/0 Mo, Tu, We, Th, Fr/504	JB SK MATH I 132153.05 1/11 Mo, Tu, We, Th, Fr/504	LIFE SK SC I 132181.07 2/10 Mo, Tu, We, Th, Fr/504	CR PREP III 132172.01 1/15 Mo, Tu, We, Th, Fr/504	LEARNING STR 132204.9 10/33 Mo, Tu, We, Th, Fr/504		
	EMP ENG II 132137.04 3/10 Mo, Tu, We, Th, Fr/504	EMP ENG III 132136.01 5/10 Mo, Tu, We, Th, Fr/504		J SK MATH II 132154.05 1/10 Mo, Tu, We, Th, Fr/504	LK SK SCI IV 132184.01 6/10 Mo, Tu, We, Th, Fr/504	CAREER PRE I 132170.01 3/15 Mo, Tu, We, Th, Fr/504			
				JB SK MATH 3 132155.05 3/10 Mo, Tu, We, Th, Fr/504	LK SK SC III 132183.01 2/10 Mo, Tu, We, Th, Fr/504	CAREER PR 4 132173.01 6/10 Mo, Tu, We, Th, Fr/504			
				J SK MATH IV 132156.01 9/10 Mo, Tu, We, Th, Fr/504					
DEAN, MARGARET	ORAL COMM 231010.05 11/33 Mo, Tu, We, Th, Fr/202	FD JOURNALIS 270603.01 23/33 Mo, Tu, We, Th, Fr/202	ORAL COMM 231010.06 26/33 Mo, Tu, We, Th, Fr/202	CREATIVE WRI 230511.03 17/33 Mo, Tu, We, Th, Fr/202	PLANNING 851001.01 0/0 Mo, Tu, We, Th, Fr/A OFF				
DUNLAP, EMMA	PLANNING 851001.31 0/0 Mo, Tu, We, Th, Fr/VT	CUL ARTS I 996000.02 10/17 Mo, Tu, We, Th, Fr/VT	>>	CUL ARTS II 996001.04 4/13 Mo, Tu, We, Th, Fr/VT	>>	CUL ARTS I 996000.06 10/17 Mo, Tu, We, Th, Fr/VT	>>		

Term: S1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
EMMONS, OLANDER				GEN MUSIC 500971.04 31/33 Mo, Tu, We, Th, Fr/401	GEN MUSIC 500971.05 30/33 Mo, Tu, We, Th, Fr/401	PLANNING 851001.06 0/0 Mo, Tu, We, Th, Fr/401	BAND III-IV 703.07 26/60 Mo, Tu, We, Th, Fr/401		
							BAND I - II 509901.07 64/70 Mo, Tu, We, Th, Fr/401		
							BAND I - II 509901.98 10/20 Mo, Tu, We, Th, Fr/401		
							BAND III-IV 703.06 15/40 Mo, Tu, We, Th, Fr/401		
FIELDS, KATHRYN D	CCRS GEOMET 270408.02 23/33 Mo, Tu, We, Th, Fr/209	CCR GEOMETRY 270408.03 26/33 Mo, Tu, We, Th, Fr/209	PLANNING 851001.53 0/0 Mo, Tu, We, Th, Fr/209	CCRS GEOMET 270408.05 8/33 Mo, Tu, We, Th, Fr/209	CCR GEOMETRY 270408.10 26/33 Mo, Tu, We, Th, Fr/209	CCRS GEOMET 270408.11 17/33 Mo, Tu, We, Th, Fr/209	CCRS GEOMET 270408.13 8/40 Mo, Tu, We, Th, Fr/209		
GARDNER, LORIA DEAN	INTRO TO BIO 260128.04 13/33 Mo, Tu, We, Th, Fr/302		INTRO TO BIO 260128.03 17/33 Mo, Tu, We, Th, Fr/302	BIOLOGY II 260142.17 30/33 Mo, Tu, We, Th, Fr/306	INTRO TO BIO 260128.01 26/33 Mo, Tu, We, Th, Fr/306	BIOLOGY II 260142.07 29/33 Mo, Tu, We, Th, Fr/306	BIOLOGY II 260142.18 16/33 Mo, Tu, We, Th, Fr/306	MPV CCR Eng4 230355.01 1/10 Mo, Tu, We, Th, Fr/LIB	MPVS SPAN II 160968.01 7/20 Mo, Tu, We, Th, Fr/LIB
					STU ACTIVITY 12555555.001 1/2 Mo, Tu, We, Th, Fr/OFFIC			MPVS SPAN II 160968.02 2/10 Mo, Tu, We, Th, Fr/LIB	MPVS SPAN I 160967.01 5/25 Mo, Tu, We, Th, Fr/LIB
								MPVS SPAN I 160967.02 1/5 Mo, Tu, We, Th, Fr/LIB	
HARRINGTON, PHYLICIA	CCRS ENG I 230107.12 13/33 Mo, Tu, We, Th, Fr/501	CCRS EN I 230107.10 21/25 Mo, Tu, We, Th, Fr/501	CCRS ENG I 230107.13 12/33 Mo, Tu, We, Th, Fr/501	CCR EN III 230113.07 22/33 Mo, Tu, We, Th, Fr/504	PLANNING 851001.66 0/35 Mo, Tu, We, Th, Fr/501	CCRS EI H 230107.06 22/25 Mo, Tu, We, Th, Fr/501	CCRS ENG I 230107.14 7/33 Mo, Tu, We, Th, Fr/501		
	STEM 273.04 11/24 Mo, Tu, We, Th, Fr/311	STEM 273.01 18/24 Mo, Tu, We, Th, Fr/311	STEM 273.02 22/24 Mo, Tu, We, Th, Fr/311		STEM 273.05 22/24 Mo, Tu, We, Th, Fr/311	STEM 273.06 20/25 Mo, Tu, We, Th, Fr/311	STEM 273.07 9/24 Mo, Tu, We, Th, Fr/311		
HARRIS, JULIA BLEDSOE									
HENDERSON, GANINE	CONTEM HLTH 340133.01 8/33 Mo, Tu, We, Th, Fr/213	PHY EDUCATIO 340113.01 11/50 Mo, Tu, We, Th, Fr/GYM	CONTEM HLTH 340133.03 23/33 Mo, Tu, We, Th, Fr/213	CONTEM HLTH 340133.04 11/33 Mo, Tu, We, Th, Fr/213	CONTEM HLTH 340133.02 17/33 Mo, Tu, We, Th, Fr/213	PLANNING 851001.40 0/0 Mo, Tu, We, Th, Fr/213	INTR TO SPOR 340113.06 16/50 Mo, Tu, We, Th, Fr/GYM		

Term: S1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
HENDERSON, GANINE		PHY EDUCATIO 705.02 0/20 Mo, Tu, We, Th, Fr/GYM					INTRO TO SPO 201.26 2/40 Mo, Tu, We, Th, Fr/GYM		
HERRING, WALTER FRANK	NJROTC I 280311.01 9/15 Mo, Tu, We, Th, Fr/310	NJROTC I 280311.02 11/15 Mo, Tu, We, Th, Fr/310	NJROTC III 280313.05 12/15 Mo, Tu, We, Th, Fr/310	PLANNING 851001.14 0/0 Mo, Tu, We, Th, Fr/310	NJROTC II 280312.03 23/25 Mo, Tu, We, Th, Fr/310	NJROTC I 280311.06 12/22 Mo, Tu, We, Th, Fr/310	DRILL TEAM 1 474.07 6/25 Mo, Tu, We, Th, Fr/310		
					NJROTC IV 280314.05 4/10 Mo, Tu, We, Th, Fr/310				
HOLMES, THOMAS	ACT PREP I 110216.02 13/33 Mo, Tu, We, Th, Fr/TBA	CCR ALG II 270405.01 12/33 Mo, Tu, We, Th, Fr/TBA	PLANNING 851001.63 0/0 Mo, Tu, We, Th, Fr/304	ACT PREP I 110216.03 11/33 Mo, Tu, We, Th, Fr/TBA	CCR ALG II 270405.02 12/33 Mo, Tu, We, Th, Fr/TBA	CCR ALG II 270405.03 16/33 Mo, Tu, We, Th, Fr/TBA	ACT PREP I 110216.04 7/33 Mo, Tu, We, Th, Fr/TBA		
HOWARD, NELSON MANDELA	U S HISTOR 450811.06 20/33 Mo, Tu, We, Th, Fr/307	U S HISTOR 450811.05 32/33 Mo, Tu, We, Th, Fr/307	U S HISTOR 450811.07 23/33 Mo, Tu, We, Th, Fr/307	U S HISTOR 450811.12 10/33 Mo, Tu, We, Th, Fr/307	U S HISTOR 450811.04 10/33 Mo, Tu, We, Th, Fr/307	PLANNING 851001.41 0/33 Mo, Tu, We, Th, Fr/307	ADV W GEOG 450711.02 22/25 Mo, Tu, We, Th, Fr/307		
HOWARD, PAUL	ART I 500704.01 18/33 Mo, Tu, We, Th, Fr/305	ART I 500704.02 22/33 Mo, Tu, We, Th, Fr/305	ART I 500704.03 26/33 Mo, Tu, We, Th, Fr/305	PLANNING 851001.64 0/0 Mo, Tu, We, Th, Fr/305	ART I 500704.05 20/33 Mo, Tu, We, Th, Fr/305	ART I 500704.06 27/33 Mo, Tu, We, Th, Fr/305	ART I 500704.07 11/33 Mo, Tu, We, Th, Fr/305		
HUNTER, TRACY LYNN	CCR EN IV 230116.06 20/33 Mo, Tu, We, Th, Fr/505	CCR EN IV 230116.07 23/33 Mo, Tu, We, Th, Fr/505	CCR EN IV 230116.08 25/33 Mo, Tu, We, Th, Fr/505	COM ENGLISH 320142.07 13/33 Mo, Tu, We, Th, Fr/505	PLANNING 851001.75 0/0 Mo, Tu, We, Th, Fr/505	COM ENGLISH 320142.11 25/33 Mo, Tu, We, Th, Fr/505	COM ENGLISH 320142.05 4/33 Mo, Tu, We, Th, Fr/505		
JACKSON, NATESSIA	CCR ALGE I 270404.11 17/33 Mo, Tu, We, Th, Fr/206	ALG I EXCEL 210.01 14/33 Mo, Tu, We, Th, Fr/206	PLANNING 851001.33 0/0 Mo, Tu, We, Th, Fr/206	CCR ALGE I 270404.14 15/33 Mo, Tu, We, Th, Fr/206	CCR ALGE I 270404.39 23/33 Mo, Tu, We, Th, Fr/206	Foundat Alg 270390.03 15/33 Mo, Tu, We, Th, Fr/206	Foundat Alg 270390.15 10/25 Mo, Tu, We, Th, Fr		
JOHNSON, SHAVONDA	TECH FOUNDAT 110630.01 19/24 Mo, Tu, We, Th, Fr/309B	STEM 273.12 21/24 Mo, Tu, We, Th, Fr/309B	STEM 273.13 14/24 Mo, Tu, We, Th, Fr/309B	PLANNING 851001.51 0/0 Mo, Tu, We, Th, Fr/309B	STEM 273.15 11/24 Mo, Tu, We, Th, Fr/309B	TECH FOUNDAT 110630.02 24/33 Mo, Tu, We, Th, Fr/309B	STEM 273.17 4/24 Mo, Tu, We, Th, Fr/309B		
JOHNSON, TRAVIS L	CCR ALG II 270405.11 23/33 Mo, Tu, We, Th, Fr/204	CCR ALG II 270405.10 17/33 Mo, Tu, We, Th, Fr/204	PLANNING 851001.43 0/0 Mo, Tu, We, Th, Fr/204	ALG II-EXCEL 207.19 28/33 Mo, Tu, We, Th, Fr/204	CCR ALG II 270405.12 14/34 Mo, Tu, We, Th, Fr/204	CCR ALG II 270405.13 17/33 Mo, Tu, We, Th, Fr/204	CCR ALG II 270405.14 13/33 Mo, Tu, We, Th, Fr/204		
JONES, CATHERINE AUSTIN					PLANNING 851001.22 0/0 Mo, Tu, We, Th, Fr/501	WORK STUDY 132165.04 4/20 Mo, Tu, We, Th, Fr/501	WORK STUDY 132165.05 5/10 Mo, Tu, We, Th, Fr/509		
JONES, KRYSTAL DENISE	BIOLOGY II 260142.10 22/33 Mo, Tu, We, Th, Fr/TBA	PLANNING 851001.57 0/0 Mo, Tu, We, Th, Fr/TBA	PHY SCIENC 400700.03 27/33 Mo, Tu, We, Th, Fr/TBA	BIOLOGY II 260142.20 27/33 Mo, Tu, We, Th, Fr/202	ENVIR SCIENC 260611.03 27/33 Mo, Tu, We, Th, Fr/TBA	PHY SCIENC 400700.04 26/33 Mo, Tu, We, Th, Fr/TBA	ENVIR SCIENC 260611.05 16/33 Mo, Tu, We, Th, Fr/211		

Term: S1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
KENT, NANCY	CCR EN IV 230116.01 15/33 Mo, Tu, We, Th, Fr/503	CCR EN IV 230116.02 20/33 Mo, Tu, We, Th, Fr/503	CCR EN IIIH 230113.05 20/33 Mo, Tu, We, Th, Fr/503	ENG LIT AP 230174.04 32/33 Mo, Tu, We, Th, Fr/503	PLANNING 851001.15 0/0 Mo, Tu, We, Th, Fr/503	CCR EN III 230113.02 25/33 Mo, Tu, We, Th, Fr/503	CCR EN III 230113.03 17/33 Mo, Tu, We, Th, Fr/503		
LITTLETON, JACQUELINE		TECHWKPL WR 230142.02 19/33 Mo, Tu, We, Th, Fr/502							
LOVE, CAROL C.	PLANNING 851001.71 0/0 Mo, Tu, We, Th, Fr/VT	HEALTH SCI 995100.02 11/20 Mo, Tu, We, Th, Fr/VT	>>	HLTHCR CL 995101.01 7/30 Mo, Tu, We, Th, Fr/VT	>>	HEALTH SCI 995100.06 7/20 Mo, Tu, We, Th, Fr/VT	>>		
MAYES, CARISSIA L					PLANNING 851001.96 0/0 Mo, Tu, We, Th, Fr/501	LEARN STRAT 132204.06 9/18 Mo, Tu, We, Th, Fr/501	Learning Str 132204.07 7/18 Mo, Tu, We, Th, Fr/501		
MCCLUNEY, LARRY	ECONOMICS 450601.04 25/33 Mo, Tu, We, Th, Fr/102	U S HIST HON 450811.17 25/40 Mo, Tu, We, Th, Fr/102	ECON-EXCEL 317.01 30/33 Mo, Tu, We, Th, Fr/102	U S HISTOR 450811.01 14/33 Mo, Tu, We, Th, Fr/102	U S HISTOR 450811.03 19/33 Mo, Tu, We, Th, Fr/102	PLANNING 851001.45 0/0 Mo, Tu, We, Th, Fr/102	ECONOMICS 450601.06 15/33 Mo, Tu, We, Th, Fr/102	DE US HIST 908354.01 25/25 Mo/102	
MCINTYRE, DAVID L	DRIVERS EDUC 340151.01 9/12 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.02 12/15 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.03 13/15 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.04 3/12 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.05 11/15 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.06 9/15 Mo, Tu, We, Th, Fr/303	PLANNING 851001.77 0/0 Mo, Tu, We, Th, Fr/303		
MCLAURIN, JAMIE JYLES	PLANNING 851001.21 0/0 Mo, Tu, We, Th, Fr/VT	BUS MKT FUND 992300.02 8/15 Mo, Tu, We, Th, Fr/VT	>>	BUS MKT FUND 992300.03 5/15 Mo, Tu, We, Th, Fr/VT	>>	BUS MKT FUND 992300.06 5/15 Mo, Tu, We, Th, Fr/VT	>>		
MIRABITO, STEPHEN	CCR ENG II H 230110.11 30/33 Mo, Tu, We, Th, Fr/507	CCR ENG II 230110.02 16/33 Mo, Tu, We, Th, Fr/507	CCR ENG II 230110.03 18/33 Mo, Tu, We, Th, Fr/507	CCR ENG II 230110.04 10/33 Mo, Tu, We, Th, Fr/507	PLANNING 851001.16 0/0 Mo, Tu, We, Th, Fr/507	CCR ENG II 230110.05 18/33 Mo, Tu, We, Th, Fr/507	COM ENGLISH 320142.1 9/33 Mo, Tu, We, Th, Fr/507		
NALLANI, SRIRAM	AP CALCULUS 279908.01 20/33 Mo, Tu, We, Th, Fr/203	COLLEGE ALGE 906401.01 13/20 Mo, Tu, We, Th, Fr/203	PLANNING 851001.13 0/0 Mo, Tu, We, Th, Fr/203	CCR ALG III 270441.01 20/30 Mo, Tu, We, Th, Fr/203	CCR ALG III 270441.02 27/30 Mo, Tu, We, Th, Fr/203	CCR ALG III 270441.03 26/33 Mo, Tu, We, Th, Fr/203	CCR ALG II 270405.04 18/33 Mo, Tu, We, Th, Fr/203		
NELSON, EDNA	GED PROGRAM 609906.01 3/16 Mo, Tu, We, Th, Fr/307	>>	>>	>>	ACT PREP I 110216.05 21/33 Mo, Tu, We, Th, Fr/307	ACT PREP I 110216.7 26/33 Mo, Tu, We, Th, Fr/300	PLANNING 851001.47 0/0 Mo, Tu, We, Th, Fr/307		
NOKES, JOE	CCR EN III 230113.01 27/33 Mo, Tu, We, Th, Fr/504	DE COMP I 903050.01 17/33 Mo, Tu, We, Th, Fr/504	CCR EN IIIH 230113.06 15/33 Mo, Tu, We, Th, Fr/504		PLANNING 851001.85 0/0 Mo, Tu, We, Th, Fr/504	CCR EN III 230113.13 25/33 Mo, Tu, We, Th, Fr/504	ACT PREP I 110216.10 8/33 Mo, Tu, We, Th, Fr/504		
NOKES, PATRICIA	WORLD HISTOR 450835.05 23/33 Mo, Tu, We, Th, Fr/106	WORLD HISTOR 450835.06 25/33 Mo, Tu, We, Th, Fr/106	WORLD HISTOR 450835.07 25/33 Mo, Tu, We, Th, Fr/106	W HIS-EXC 315.04 28/30 Mo, Tu, We, Th, Fr/106	COMMUNITY SE 459912.01 22/33 Mo, Tu, We, Th, Fr/106	PLANNING 851001.42 0/0 Tu, We, Th, Fr/106	COMMUNITY SE 459912.02 19/33 Mo, Tu, We, Th, Fr/106		

Term: S1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
PEOPLES, MARIE	STU ACTIVITY 12555555.12 0/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 12555555.11 1/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 12555555.15 0/5 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 12555555.13 0/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 12555555.14 1/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 12555555.17 0/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 12555555.16 0/2 Mo, Tu, We, Th, Fr/OFFIC		
PEOPLES, TRIMEKA	STU WK ACTIV 000100.40.12555 555.40 0/0 Mo, Tu, We, Th, Fr	>>	>>	>>	>>	>>	>>		
PRICE, RENA	LIBRARIAN 601007.01 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.02 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.03 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.04 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.05 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.06 0/0 Mo, Tu, We, Th, Fr/LIB	PLANNING 851001.65 0/0 Mo, Tu, We, Th, Fr/LIB		
						STU ACTIVITY 12555555.20 0/40 Mo, Tu, We, Th, Fr			
RANDIVE, PREETIKA		CCR GEOM - E 212.8 27/33 Mo, Tu, We, Th, Fr/510	PLANNING 851001.36 0/0 Mo, Tu, We, Th, Fr/512						
RANDLE, DOROTHY MEEKS	STEM 273.04 11/24 Mo, Tu, We, Th, Fr/311	STEM 273.01 18/24 Mo, Tu, We, Th, Fr/311	STEM 273.02 22/24 Mo, Tu, We, Th, Fr/311		STEM 273.05 22/24 Mo, Tu, We, Th, Fr/311	STEM 273.06 20/25 Mo, Tu, We, Th, Fr/311	STEM 273.07 9/24 Mo, Tu, We, Th, Fr/311		
RANDLE, IBERIA		PLANNING 851001.86 0/0 Mo, Tu, We, Th, Fr/510				LEARN STRAT 132204.05 8/12 Mo, Tu, We, Th, Fr/510			
REESE, RICHARD	CONSTR CORE 993101.01 4/25 Mo, Tu, We, Th, Fr/VT	>>	CONSTR CORE 993101.05 5/25 Mo, Tu, We, Th, Fr/VT	>>	CONSTR CORE 993101.03 8/25 Mo, Tu, We, Th, Fr/VT	>>	PLANNING 851001.07 0/0 Mo, Tu, We, Th, Fr/VT		
SANDERS, LATONYA Q	SELF HEL SKI 132188.01 14/20 Mo, Tu, We, Th, Fr/512	PLANNING 851001.32 0/0 Mo, Tu, We, Th, Fr/510	DAILY LIVING 132101.01 15/15 Mo, Tu, We, Th, Fr/512	PERSOC SK 132111.01 14/15 Mo, Tu, We, Th, Fr/512	FUNCT MATH 132145.01 14/15 Mo, Tu, We, Th, Fr/512	FUNC LANG/EN 132127.01 14/15 Mo, Tu, We, Th, Fr/511	COMM LIV SK 132105.01 15/15 Mo, Tu, We, Th, Fr/512		
			SPED SCIENCE 132177.01 0/20 Mo, Tu, We, Th, Fr/208						
SLATER, AMY ELIZABETH	CAREER PATHW 990001.01 3/15 Mo, Tu, We, Th, Fr/VT	CAREER PATHW 990001.02 7/15 Mo, Tu, We, Th, Fr/VT	CAREER PATHW 990001.03 7/15 Mo, Tu, We, Th, Fr/VT	PLANNING 851001.04 0/0 Mo, Tu, We, Th, Fr/VT	CAREER PATHW 990001.05 11/15 Mo, Tu, We, Th, Fr/VT	SUPERCO-OP E 990001.06 9/24 Mo, Tu, We, Th, Fr/VT	SUPERCO-OP E 990001.07 18/24 Mo, Tu, We, Th, Fr/VT		
THOMAS, MARSHETHE	Foundat Alg 270390.01 17/25 Mo, Tu, We, Th, Fr/207	Foundat Alg 270390.02 0/0 Mo, Tu, We, Th, Fr/207	PLANNING 851001.73 0/0 Mo, Tu, We, Th, Fr/207	CCR ALGE I 270404.05 19/33 Mo, Tu, We, Th, Fr/207	ALG I EXCEL 210.02 23/25 Mo, Tu, We, Th, Fr/207	Foundat Alg 270390.05 19/20 Mo, Tu, We, Th, Fr/207	Foundat Alg 270390.06 13/20 Mo, Tu, We, Th, Fr/207		

Term: S1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
THOMAS, MARSHETTE		CCR ALGE I 270404.40 19/25 Mo, Tu, We, Th, Fr/207							
THOMAS, TORRI BIANCA	BIOLOGY I 260131.06 29/33 Mo, Tu, We, Th, Fr/300	PLANNING 851001.62 0/0 Mo, Tu, We, Th, Fr/300	BIOLOGY I 260131.14 26/33 Mo, Tu, We, Th, Fr/300	BIOLOGY I 260131.15 16/33 Mo, Tu, We, Th, Fr/306	INTRO TO BIO 260128.05 28/33 Mo, Tu, We, Th, Fr/300	BIOLOGY II 260142.11 28/33 Mo, Tu, We, Th, Fr/300	BIOLOGY II 260142.15 18/33 Mo, Tu, We, Th, Fr/300		
VASSEL, JEFFREY	PLANNING 851001.11 0/0 Mo, Tu, We, Th, Fr/VT	AUTO SERV I 997000.02 6/12 Mo, Tu, We, Th, Fr/VT	>>	AUTO SERV I 997000.04 8/25 Mo, Tu, We, Th, Fr/VT	>>	AUTO SERV I 997000.06 8/12 Mo, Tu, We, Th, Fr/VT	>>		
WALKER, CARLISHA	DRUG EDUCATI 340142.01 18/33 Mo, Tu, We, Th, Fr/202	PLANNING 851001.17 0/0 Mo, Tu, We, Th, Fr/GYM	DRUG EDUCATI 340142.03 5/33 Mo, Tu, We, Th, Fr/213	DRUG EDUCATI 340142.02 17/33 Mo, Tu, We, Th, Fr/202	DRUG EDUCATI 340142.04 12/33 Mo, Tu, We, Th, Fr/213	DRUG EDUCATI 340142.05 27/33 Mo, Tu, We, Th, Fr/213	DRUG EDUCATI 340142.06 11/33 Mo, Tu, We, Th, Fr/213		
WEAVER, CARY D	PHY EDUCATIO 201.01 5/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 201.02 3/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 201.03 15/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 201.04 15/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 201.05 3/40 Mo, Tu, We, Th, Fr/GYM	PLANNING 851001.27 0/0 Mo, Tu, We, Th, Fr/GYM	INTRO TO SPO 340113.16 30/40 Mo, Tu, We, Th, Fr/GYM		
	PHY EDUCATIO 340113.11 8/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 340113.12 36/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 340113.13 21/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 340113.14 20/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 340113.15 16/40 Mo, Tu, We, Th, Fr/GYM		INTRO TO SPO 201.21 3/50 Mo, Tu, We, Th, Fr/GYM		
WILLIAMS, GIANNI	BIO-EXC 231.3 26/30 Mo, Tu, We, Th, Fr/302	PLANNING 851001.02 0/0 Mo, Tu, We, Th, Fr/306	BIOLOGY I 260131.04 21/33 Mo, Tu, We, Th, Fr/302	BIOLOGY I 260131.11 16/33 Mo, Tu, We, Th, Fr/306	HUMAN ANAT 260751.05 21/33 Mo, Tu, We, Th, Fr/302	HUMAN ANAT 260751.16 29/33 Mo, Tu, We, Th, Fr/302	PHY SCIENCE 400700.15 12/33 Mo, Tu, We, Th, Fr/302		
	INTRO TO BIO 260128.04 13/33 Mo, Tu, We, Th, Fr/302		INTRO TO BIO 260128.03 17/33 Mo, Tu, We, Th, Fr/302	BIOLOGY II 260142.17 30/33 Mo, Tu, We, Th, Fr/306	INTRO TO BIO 260128.01 26/33 Mo, Tu, We, Th, Fr/306	BIOLOGY II 260142.07 29/33 Mo, Tu, We, Th, Fr/306	BIOLOGY II 260142.18 16/33 Mo, Tu, We, Th, Fr/306		
WILSON, MILDRED	CCR ENG I 230107.01 16/33 Mo, Tu, We, Th, Fr/502		CCR ENG I 230107.02 20/33 Mo, Tu, We, Th, Fr/502	CCR ENG I 230107.07 23/33 Mo, Tu, We, Th, Fr/502	PLANNING 851001.35 0/0 Mo, Tu, We, Th, Fr/502	CCR ENG I H 230107.09 15/33 Mo, Tu, We, Th, Fr/502	CCR ENG I 230107.08 10/33 Mo, Tu, We, Th, Fr/502		
YARBROUGH, RUTHIE J	FAMILY DYNAM 200121.01 1/33 Mo, Tu, We, Th, Fr/201B	CHILD DEVELO 200122.02 15/33 Mo, Tu, We, Th, Fr/201B	FAMILY DYNAM 200121.04 9/33 Mo, Tu, We, Th, Fr/201B	PLANNING 851001.03 0/0 Mo, Tu, We, Th, Fr/201B	FAMILY DYNAM 200121.05 9/33 Mo, Tu, We, Th, Fr/201B	CHILD DEVELO 200122.06 23/33 Mo, Tu, We, Th, Fr/201B	CHILD DEVELO 200122.07 11/33 Mo, Tu, We, Th, Fr/201B		
YOUNG, THOMAS	U S GOVERN 451004.02 24/33 Mo, Tu, We, Th, Fr/108	MS STU-EXC 300.02 15/25 Mo, Tu, We, Th, Fr/108	U S GOVERN 451004.05 13/33 Mo, Tu, We, Th, Fr/108	MISS STUDIES 450705.16 26/33 Mo, Tu, We, Th, Fr/108	U S GOVERN 451004.13 22/33 Mo, Tu, We, Th, Fr/108	PLANNING 851001.67 0/0 Mo, Tu, We, Th, Fr/108	MISS STUDIES 450705.03 25/33 Mo, Tu, We, Th, Fr/108	DE World Geo 908356.01 11/33 Tu/108	

Term: S2	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
ARROWSMITH, CHARLOTTE KATIE	WORLD GEOG 450704.12 21/33 Mo, Tu, We, Th, Fr/110	WORLD GEOG 450704.16 23/33 Mo, Tu, We, Th, Fr/110	WORLD GEOG 450704.01 29/33 Mo, Tu, We, Th, Fr/110	GEOGRAPHY-EX 299.01 15/33 Mo, Tu, We, Th, Fr/110	WORLD HISTOR 450835.01 29/33 Mo, Tu, We, Th, Fr/110	PLANNING 851001.05 0/0 Mo, Tu, We, Th, Fr/110	WORLD HISTOR 450835.08 21/33 Mo, Tu, We, Th, Fr/110		
BLACKMON, JANET K	CCR ENG II H 230110.15 16/33 Mo, Tu, We, Th, Fr/506	CCR ENG II 230110.22 16/33 Mo, Tu, We, Th, Fr/506	CCR ENG II 230110.23 19/33 Mo, Tu, We, Th, Fr/506	CCR ENG II 230110.24 16/33 Mo, Tu, We, Th, Fr/506	PLANNING 851001.25 0/0 Mo, Tu, We, Th, Fr/506	CCR ENG II 230110.26 12/33 Mo, Tu, We, Th, Fr/506	COM ENGLISH 320142.10 8/33 Mo, Tu, We, Th, Fr/506		
COOPER, LANEETRA NAYSHAY	CHEMISTRY 400519.03 27/33 Mo, Tu, We, Th, Fr/304	PLANNING 851001.92 0/0 Mo, Tu, We, Th, Fr/304	CHEMISTRY 400519.04 28/33 Mo, Tu, We, Th, Fr/304	CHEMISTRY 400519.07 25/33 Mo, Tu, We, Th, Fr/304	CHEMISTRY 400519.16 25/33 Mo, Tu, We, Th, Fr/304	AP CHEMISTRY 400523.01 21/33 Mo, Tu, We, Th, Fr/304	CHEMISTRY 400519.17 23/33 Mo, Tu, We, Th, Fr/304		
DANIELS, DARYL	ADV W GEOG 450711.01 17/33 Mo, Tu, We, Th, Fr/107	ADV W GEOG 450711.001 26/33 Mo, Tu, We, Th, Fr/107	SOCIOLOGY 451121.05 24/33 Mo, Tu, We, Th, Fr/107	ADV W GEOG 450711.03 30/33 Mo, Tu, We, Th, Fr/107	SOCIOLOGY 451121.08 25/33 Mo, Tu, We, Th, Fr/107	PLANNING 851001.24 0/0 Mo, Tu, We, Th, Fr/107	WORLD HISTOR 450835.03 24/33 Mo, Tu, We, Th, Fr/107		
DAVIS, THEODORE	EMPL ENG I 132135.04 4/10 Mo, Tu, We, Th, Fr/504	EMP ENG IV 132138.04 7/15 Mo, Tu, We, Th, Fr/504	PLANNING 851001.23 0/0 Mo, Tu, We, Th, Fr/504	JB SK MATH I 132153.05 1/11 Mo, Tu, We, Th, Fr/504	LIFE SK SC I 132181.07 2/10 Mo, Tu, We, Th, Fr/504	CR PREP III 132172.01 1/15 Mo, Tu, We, Th, Fr/504	LEARNING STR 132204.9 10/33 Mo, Tu, We, Th, Fr/504		
	EMP ENG II 132137.04 3/10 Mo, Tu, We, Th, Fr/504	EMP ENG III 132136.01 5/10 Mo, Tu, We, Th, Fr/504		J SK MATH II 132154.05 1/10 Mo, Tu, We, Th, Fr/504	LK SK SCI IV 132184.01 6/10 Mo, Tu, We, Th, Fr/504	CAREER PRE I 132170.01 3/15 Mo, Tu, We, Th, Fr/504			
				JB SK MATH 3 132155.05 3/10 Mo, Tu, We, Th, Fr/504	LK SK SC III 132183.01 2/10 Mo, Tu, We, Th, Fr/504	CAREER PR 4 132173.01 6/10 Mo, Tu, We, Th, Fr/504			
				J SK MATH IV 132156.01 9/10 Mo, Tu, We, Th, Fr/504					
DEAN, MARGARET	DEBATE 231026.06 18/33 Mo, Tu, We, Th, Fr/202	FD JOURNALIS 270603.01 23/33 Mo, Tu, We, Th, Fr/202	DEBATE 231026.07 24/33 Mo, Tu, We, Th, Fr/202	SUR OF AA WR 230124.03 18/33 Mo, Tu, We, Th, Fr/202	PLANNING 851001.01 0/0 Mo, Tu, We, Th, Fr/A OFF				
DUNLAP, EMMA	PLANNING 851001.31 0/0 Mo, Tu, We, Th, Fr/VT	CUL ARTS I 996000.02 10/17 Mo, Tu, We, Th, Fr/VT	>>	CUL ARTS II 996001.04 4/13 Mo, Tu, We, Th, Fr/VT	>>	CUL ARTS I 996000.06 10/17 Mo, Tu, We, Th, Fr/VT	>>		
EMMONS, OLANDER				GEN MUSIC 500971.04 31/33 Mo, Tu, We, Th, Fr/401	GEN MUSIC 500971.05 30/33 Mo, Tu, We, Th, Fr/401	PLANNING 851001.06 0/0 Mo, Tu, We, Th, Fr/401	BAND III-IV 703.07 26/60 Mo, Tu, We, Th, Fr/401		
							BAND I - II 509901.07 64/70 Mo, Tu, We, Th, Fr/401		

Term: S2	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
EMMONS, OLANDER							BAND III-IV 703.06 15/40 Mo, Tu, We, Th, Fr/401		
FIELDS, KATHRYN D	CCRS GEOMET 270408.02 23/33 Mo, Tu, We, Th, Fr/209	CCR GEOMETRY 270408.03 26/33 Mo, Tu, We, Th, Fr/209	PLANNING 851001.53 0/0 Mo, Tu, We, Th, Fr/209	CCRS GEOMET 270408.05 8/33 Mo, Tu, We, Th, Fr/209	CCR GEOMETRY 270408.10 26/33 Mo, Tu, We, Th, Fr/209	CCRS GEOMET 270408.11 17/33 Mo, Tu, We, Th, Fr/209	CCRS GEOMET 270408.13 8/40 Mo, Tu, We, Th, Fr/209		
GARDNER, LORIA DEAN	INTRO TO BIO 260128.04 13/33 Mo, Tu, We, Th, Fr/302	STU ACTIVITY 12555555.02 4/40 Mo, Tu, We, Th, Fr/OFFIC	INTRO TO BIO 260128.03 17/33 Mo, Tu, We, Th, Fr/302	BIOLOGY II 260142.17 30/33 Mo, Tu, We, Th, Fr/306	INTRO TO BIO 260128.01 26/33 Mo, Tu, We, Th, Fr/306	BIOLOGY II 260142.07 29/33 Mo, Tu, We, Th, Fr/306	BIOLOGY II 260142.18 16/33 Mo, Tu, We, Th, Fr/306	MPV CCR Eng4 230355.01 1/10 Mo, Tu, We, Th, Fr/LIB	MPVS TECH FO 110630.03 1/24 Mo, Tu, We, Th, Fr/LIB
					STU ACTIVITY 12555555.001 1/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 12555555.05 0/5 Mo, Tu, We, Th, Fr/LIB	STU ACTIVITY 12555555.06 2/5 Mo, Tu, We, Th, Fr/LIB	MPVS Alg III 270552.01 1/10 Mo, Tu, We, Th, Fr/LIB	
								MPVS SPAN II 160968.02 2/10 Mo, Tu, We, Th, Fr/LIB	
								MPVS Eng IV 230355.02 1/10 Mo, Tu, We, Th, Fr/LIB	
								MPVS CCR Geo 270430.01 1/5 Mo, Tu, We, Th, Fr/LIB	
								MPVS SPAN I 160967.02 1/5 Mo, Tu, We, Th, Fr/LIB	
HARRINGTON, PHYLICIA	CCRS ENG I 230107.12 13/33 Mo, Tu, We, Th, Fr/501	CCRS EN I 230107.10 21/25 Mo, Tu, We, Th, Fr/501	CCRS ENG I 230107.13 12/33 Mo, Tu, We, Th, Fr/501	CCR EN III 230113.07 22/33 Mo, Tu, We, Th, Fr/504	PLANNING 851001.66 0/35 Mo, Tu, We, Th, Fr/501	CCRS EI H 230107.06 22/25 Mo, Tu, We, Th, Fr/501	CCRS ENG I 230107.14 7/33 Mo, Tu, We, Th, Fr/501		
	STEM 273.04 11/24 Mo, Tu, We, Th, Fr/311	STEM 273.01 18/24 Mo, Tu, We, Th, Fr/311	STEM 273.02 22/24 Mo, Tu, We, Th, Fr/311		STEM 273.05 22/24 Mo, Tu, We, Th, Fr/311	STEM 273.06 20/25 Mo, Tu, We, Th, Fr/311	STEM 273.07 9/24 Mo, Tu, We, Th, Fr/311		
HARRIS, JULIA BLEDSOE									
HENDERSON, GANINE	CONTEM HLTH 340133.11 7/33 Mo, Tu, We, Th, Fr/213	PHY EDUCATIO 201.11 11/40 Mo, Tu, We, Th, Fr/GYM	CONTEM HLTH 340133.12 24/33 Mo, Tu, We, Th, Fr/213	CONTEM HLTH 340133.13 18/33 Mo, Tu, We, Th, Fr/213	CONTEM HLTH 340133.14 12/33 Mo, Tu, We, Th, Fr/213	PLANNING 851001.40 0/0 Mo, Tu, We, Th, Fr/213	PHY EDUCATIO 201.14 5/40 Mo, Tu, We, Th, Fr/GYM		

Term: S2	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
HENDERSON, GANINE		PHY EDUCATIO 340113.01 11/50 Mo, Tu, We, Th, Fr/GYM					INTR TO SPOR 340113.06 16/50 Mo, Tu, We, Th, Fr/GYM		
		PHY EDUCATIO 705.02 0/20 Mo, Tu, We, Th, Fr/GYM							
HERRING, WALTER FRANK	NJROTC I 280311.01 9/15 Mo, Tu, We, Th, Fr/310	NJROTC I 280311.02 11/15 Mo, Tu, We, Th, Fr/310	NJROTC III 280313.05 12/15 Mo, Tu, We, Th, Fr/310	PLANNING 851001.14 0/0 Mo, Tu, We, Th, Fr/310	NJROTC II 280312.03 23/25 Mo, Tu, We, Th, Fr/310	NJROTC I 280311.06 12/22 Mo, Tu, We, Th, Fr/310	DRILL TEAM 1 474.07 6/25 Mo, Tu, We, Th, Fr/310		
					NJROTC IV 280314.05 4/10 Mo, Tu, We, Th, Fr/310				
HOLMES, THOMAS	ACT PREP II 110221.04 13/33 Mo, Tu, We, Th, Fr/TBA	CCR ALG II 270405.01 12/33 Mo, Tu, We, Th, Fr/TBA	PLANNING 851001.63 0/0 Mo, Tu, We, Th, Fr/304	ACT PREP II 110221.01 11/40 Mo, Tu, We, Th, Fr/TBA	CCR ALG II 270405.02 12/33 Mo, Tu, We, Th, Fr/TBA	CCR ALG II 270405.03 16/33 Mo, Tu, We, Th, Fr/TBA	ACT PREP II 110221.03 4/33 Mo, Tu, We, Th, Fr/TBA		
HOWARD, NELSON MANDELA	U S HISTOR 450811.06 20/33 Mo, Tu, We, Th, Fr/307	U S HISTOR 450811.05 32/33 Mo, Tu, We, Th, Fr/307	U S HISTOR 450811.07 23/33 Mo, Tu, We, Th, Fr/307	U S HISTOR 450811.12 10/33 Mo, Tu, We, Th, Fr/307	U S HISTOR 450811.04 10/33 Mo, Tu, We, Th, Fr/307	PLANNING 851001.41 0/33 Mo, Tu, We, Th, Fr/307	ADV W GEOG 450711.02 22/25 Mo, Tu, We, Th, Fr/307		
HOWARD, PAUL	ART I 500704.01 18/33 Mo, Tu, We, Th, Fr/305	ART I 500704.02 22/33 Mo, Tu, We, Th, Fr/305	ART I 500704.03 26/33 Mo, Tu, We, Th, Fr/305	PLANNING 851001.64 0/0 Mo, Tu, We, Th, Fr/305	ART I 500704.05 20/33 Mo, Tu, We, Th, Fr/305	ART I 500704.06 27/33 Mo, Tu, We, Th, Fr/305	ART I 500704.07 11/33 Mo, Tu, We, Th, Fr/305		
HUNTER, TRACY LYNN	CCR EN IV 230116.06 20/33 Mo, Tu, We, Th, Fr/505	CCR EN IV 230116.07 23/33 Mo, Tu, We, Th, Fr/505	CCR EN IV 230116.08 25/33 Mo, Tu, We, Th, Fr/505	COM ENGLISH 320142.07 13/33 Mo, Tu, We, Th, Fr/505	PLANNING 851001.75 0/0 Mo, Tu, We, Th, Fr/505	COM ENGLISH 320142.11 25/33 Mo, Tu, We, Th, Fr/505	COM ENGLISH 320142.05 4/33 Mo, Tu, We, Th, Fr/505		
JACKSON, NATESSIA	CCR ALGE I 270404.11 17/33 Mo, Tu, We, Th, Fr/206	ALG I EXCEL 210.01 14/33 Mo, Tu, We, Th, Fr/206	PLANNING 851001.33 0/0 Mo, Tu, We, Th, Fr/206	CCR ALGE I 270404.14 15/33 Mo, Tu, We, Th, Fr/206	CCR ALGE I 270404.39 23/33 Mo, Tu, We, Th, Fr/206	Foundat Alg 270390.03 15/33 Mo, Tu, We, Th, Fr/206	Foundat Alg 270390.15 10/25 Mo, Tu, We, Th, Fr		
JOHNSON, SHAVONDA	TECH FOUNDAT 110630.01 19/24 Mo, Tu, We, Th, Fr/309B	STEM 273.12 21/24 Mo, Tu, We, Th, Fr/309B	STEM 273.13 14/24 Mo, Tu, We, Th, Fr/309B	PLANNING 851001.51 0/0 Mo, Tu, We, Th, Fr/309B	STEM 273.15 11/24 Mo, Tu, We, Th, Fr/309B	TECH FOUNDAT 110630.02 24/33 Mo, Tu, We, Th, Fr/309B	STEM 273.17 4/24 Mo, Tu, We, Th, Fr/309B		
JOHNSON, TRAVIS L	CCR ALG II 270405.11 23/33 Mo, Tu, We, Th, Fr/204	CCR ALG II 270405.10 17/33 Mo, Tu, We, Th, Fr/204	PLANNING 851001.43 0/0 Mo, Tu, We, Th, Fr/204	ALG II-EXCEL 207.19 28/33 Mo, Tu, We, Th, Fr/204	CCR ALG II 270405.12 14/34 Mo, Tu, We, Th, Fr/204	CCR ALG II 270405.13 17/33 Mo, Tu, We, Th, Fr/204	CCR ALG II 270405.14 13/33 Mo, Tu, We, Th, Fr/204		
JONES, CATHERINE AUSTIN					PLANNING 851001.22 0/0 Mo, Tu, We, Th, Fr/501	WORK STUDY 132165.04 4/20 Mo, Tu, We, Th, Fr/501	WORK STUDY 132165.05 5/10 Mo, Tu, We, Th, Fr/509		

Term: S2	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
JONES, KRISTAL DENISE	BIOLOGY II 260142.10 22/33 Mo, Tu, We, Th, Fr/TBA	PLANNING 851001.57 0/0 Mo, Tu, We, Th, Fr/TBA	PHY SCIENCE 400700.03 27/33 Mo, Tu, We, Th, Fr/TBA	BIOLOGY II 260142.20 27/33 Mo, Tu, We, Th, Fr/202	ZOOLOGY 260701.03 26/33 Mo, Tu, We, Th, Fr/TBA	PHY SCIENCE 400700.04 26/33 Mo, Tu, We, Th, Fr/TBA	ZOOLOGY 260701.05 14/30 Mo, Tu, We, Th, Fr/211		
KENT, NANCY	CCR EN IV 230116.01 15/33 Mo, Tu, We, Th, Fr/503	CCR EN IV 230116.02 20/33 Mo, Tu, We, Th, Fr/503	CCR EN IIIH 230113.05 20/33 Mo, Tu, We, Th, Fr/503	ENG LIT AP 230174.04 32/33 Mo, Tu, We, Th, Fr/503	PLANNING 851001.15 0/0 Mo, Tu, We, Th, Fr/503	CCR EN III 230113.02 25/33 Mo, Tu, We, Th, Fr/503	CCR EN III 230113.03 17/33 Mo, Tu, We, Th, Fr/503		
LOVE, CAROL C.	PLANNING 851001.71 0/0 Mo, Tu, We, Th, Fr/VT	HEALTH SCI 995100.02 11/20 Mo, Tu, We, Th, Fr/VT	>>	HLTHCR CL 995101.01 7/30 Mo, Tu, We, Th, Fr/VT	>>	HEALTH SCI 995100.06 7/20 Mo, Tu, We, Th, Fr/VT	>>		
MAYES, CARISSIA L					PLANNING 851001.96 0/0 Mo, Tu, We, Th, Fr/501	LEARN STRAT 132204.06 9/18 Mo, Tu, We, Th, Fr/501	Learning Str 132204.07 7/18 Mo, Tu, We, Th, Fr/501		
MCCLUNEY, LARRY	U S GOVERN 451004.04 27/33 Mo, Tu, We, Th, Fr/506	U S HIST HON 450811.17 25/40 Mo, Tu, We, Th, Fr/102	U S GOVT AP 451008.03 31/33 Mo, Tu, We, Th, Fr/102	U S HISTOR 450811.01 14/33 Mo, Tu, We, Th, Fr/102	U S HISTOR 450811.03 19/33 Mo, Tu, We, Th, Fr/102	PLANNING 851001.45 0/0 Mo, Tu, We, Th, Fr/102	U S GOVERN 451004.06 19/33 Mo, Tu, We, Th, Fr/102	DE US His II 908355.01 29/33 Mo/102	
MCINTYRE, DAVID L	DRIVERS EDUC 340151.11 2/15 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.12 11/15 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.13 10/12 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.14 6/12 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.15 15/15 Mo, Tu, We, Th, Fr/303	DRIVERS EDUC 340151.16 8/15 Mo, Tu, We, Th, Fr/303	PLANNING 851001.77 0/0 Mo, Tu, We, Th, Fr/303		
MCLAURIN, JAMIE JYLES	PLANNING 851001.21 0/0 Mo, Tu, We, Th, Fr/VT	BUS MKT FUND 992300.02 8/15 Mo, Tu, We, Th, Fr/VT	>>	BUS MKT FUND 992300.03 5/15 Mo, Tu, We, Th, Fr/VT	>>	BUS MKT FUND 992300.06 5/15 Mo, Tu, We, Th, Fr/VT	>>		
MIRABITO, STEPHEN	CCR ENG II H 230110.11 30/33 Mo, Tu, We, Th, Fr/507	CCR ENG II 230110.02 16/33 Mo, Tu, We, Th, Fr/507	CCR ENG II 230110.03 18/33 Mo, Tu, We, Th, Fr/507	CCR ENG II 230110.04 10/33 Mo, Tu, We, Th, Fr/507	PLANNING 851001.16 0/0 Mo, Tu, We, Th, Fr/507	CCR ENG II 230110.05 18/33 Mo, Tu, We, Th, Fr/507	COM ENGLISH 320142.1 9/33 Mo, Tu, We, Th, Fr/507		
NALLANI, SRIRAM	AP CALCULUS 279908.01 20/33 Mo, Tu, We, Th, Fr/203	COLLEGE ALGE 906401.02 9/33 Mo, Tu, We, Th, Fr/203	PLANNING 851001.13 0/0 Mo, Tu, We, Th, Fr/203	CCR ALG III 270441.01 20/30 Mo, Tu, We, Th, Fr/203	CCR ALG III 270441.02 27/30 Mo, Tu, We, Th, Fr/203	CCR ALG III 270441.03 26/33 Mo, Tu, We, Th, Fr/203	CCR ALG II 270405.04 18/33 Mo, Tu, We, Th, Fr/203		
NELSON, EDNA	GED PROGRAM 609906.01 3/16 Mo, Tu, We, Th, Fr/307	>>	>>	>>	ACT PREP II 110221.05 19/33 Mo, Tu, We, Th, Fr/307	ACT PREP II 110221.07 28/33 Mo, Tu, We, Th, Fr/307	PLANNING 851001.47 0/0 Mo, Tu, We, Th, Fr/307		
NOKES, JOE	CCR EN III 230113.01 27/33 Mo, Tu, We, Th, Fr/504	DE COMP I 903050.03 13/33 Mo, Tu, We, Th, Fr/504	CCR EN IIIH 230113.06 15/33 Mo, Tu, We, Th, Fr/504	WORLD GEOG 450704.04 24/33 Mo, Tu, We, Th, Fr/110	PLANNING 851001.85 0/0 Mo, Tu, We, Th, Fr/504	CCR EN III 230113.13 25/33 Mo, Tu, We, Th, Fr/504	ACT PREP II 110221.10 9/33 Mo, Tu, We, Th, Fr/504		
NOKES, PATRICIA	WORLD HISTOR 450835.05 23/33 Mo, Tu, We, Th, Fr/106	WORLD HISTOR 450835.06 25/33 Mo, Tu, We, Th, Fr/106	WORLD HISTOR 450835.07 25/33 Mo, Tu, We, Th, Fr/106	W HIS-EXC 315.04 28/30 Mo, Tu, We, Th, Fr/106	COMMUNITY SE 459912.01 22/33 Mo, Tu, We, Th, Fr/106	PLANNING 851001.42 0/0 Tu, We, Th, Fr/106	COMMUNITY SE 459912.02 19/33 Mo, Tu, We, Th, Fr/106		

Term: S2	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
PEOPLES, MARIE	STU ACTIVITY 1255555.12 0/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 1255555.11 1/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 1255555.15 0/5 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 1255555.13 0/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 1255555.14 1/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 1255555.17 0/2 Mo, Tu, We, Th, Fr/OFFIC	STU ACTIVITY 1255555.16 0/2 Mo, Tu, We, Th, Fr/OFFIC		
PEOPLES, TRIMEKA	STU WK ACTIV 000100.40.12555 555.40 0/0 Mo, Tu, We, Th, Fr	>>	>>	>>	>>	>>	>>		
PRICE, RENA	LIBRARIAN 601007.01 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.02 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.03 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.04 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.05 0/0 Mo, Tu, We, Th, Fr/LIB	LIBRARIAN 601007.06 0/0 Mo, Tu, We, Th, Fr/LIB	PLANNING 851001.65 0/0 Mo, Tu, We, Th, Fr/LIB		
						STU ACTIVITY 1255555.20 0/40 Mo, Tu, We, Th, Fr			
RANDIVE, PREETIKA		CCR GEOM - E 212.8 27/33 Mo, Tu, We, Th, Fr/510	PLANNING 851001.36 0/0 Mo, Tu, We, Th, Fr/512						
RANDLE, DOROTHY MEEKS	STEM 273.04 11/24 Mo, Tu, We, Th, Fr/311	STEM 273.01 18/24 Mo, Tu, We, Th, Fr/311	STEM 273.02 22/24 Mo, Tu, We, Th, Fr/311		STEM 273.05 22/24 Mo, Tu, We, Th, Fr/311	STEM 273.06 20/25 Mo, Tu, We, Th, Fr/311	STEM 273.07 9/24 Mo, Tu, We, Th, Fr/311		
RANDLE, IBERIA		PLANNING 851001.86 0/0 Mo, Tu, We, Th, Fr/510				LEARN STRAT 132204.05 8/12 Mo, Tu, We, Th, Fr/510			
REESE, RICHARD	CONSTR CORE 993101.01 4/25 Mo, Tu, We, Th, Fr/VT	>>	CONSTR CORE 993101.05 5/25 Mo, Tu, We, Th, Fr/VT	>>	CONSTR CORE 993101.03 8/25 Mo, Tu, We, Th, Fr/VT	>>	PLANNING 851001.07 0/0 Mo, Tu, We, Th, Fr/VT		
SANDERS, LATONYA Q	SELF HEL SKI 132188.01 14/20 Mo, Tu, We, Th, Fr/512	PLANNING 851001.32 0/0 Mo, Tu, We, Th, Fr/510	DAILY LIVING 132101.01 15/15 Mo, Tu, We, Th, Fr/512	PERSOC SK 132111.01 14/15 Mo, Tu, We, Th, Fr/512	FUNCT MATH 132145.01 14/15 Mo, Tu, We, Th, Fr/512	FUNC LANG/EN 132127.01 14/15 Mo, Tu, We, Th, Fr/511	COMM LIV SK 132105.01 15/15 Mo, Tu, We, Th, Fr/512		
SLATER, AMY ELIZABETH	CAREER PATHW 990001.01 3/15 Mo, Tu, We, Th, Fr/VT	CAREER PATHW 990001.02 7/15 Mo, Tu, We, Th, Fr/VT	CAREER PATHW 990001.03 7/15 Mo, Tu, We, Th, Fr/VT	PLANNING 851001.04 0/0 Mo, Tu, We, Th, Fr/VT	CAREER PATHW 990001.05 11/15 Mo, Tu, We, Th, Fr/VT	SUPERCO-OP E 990001.06 9/24 Mo, Tu, We, Th, Fr/VT	SUPERCO-OP E 990001.07 18/24 Mo, Tu, We, Th, Fr/VT		
THOMAS, MARSHETTE	Foundat Alg 270390.01 17/25 Mo, Tu, We, Th, Fr/207	Foundat Alg 270390.02 0/0 Mo, Tu, We, Th, Fr/207	PLANNING 851001.73 0/0 Mo, Tu, We, Th, Fr/207	CCR ALGE I 270404.05 19/33 Mo, Tu, We, Th, Fr/207	ALG I EXCEL 210.02 23/25 Mo, Tu, We, Th, Fr/207	Foundat Alg 270390.05 19/20 Mo, Tu, We, Th, Fr/207	Foundat Alg 270390.06 13/20 Mo, Tu, We, Th, Fr/207		
		CCR ALGE I 270404.40 19/25 Mo, Tu, We, Th, Fr/207							

Term: S2	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
THOMAS, TORRI BIANCA	BIOLOGY I 260131.06 29/33 Mo, Tu, We, Th, Fr/300	PLANNING 851001.62 0/0 Mo, Tu, We, Th, Fr/300	BIOLOGY I 260131.14 26/33 Mo, Tu, We, Th, Fr/300	BIOLOGY I 260131.15 16/33 Mo, Tu, We, Th, Fr/306	INTRO TO BIO 260128.05 28/33 Mo, Tu, We, Th, Fr/300	BIOLOGY II 260142.11 28/33 Mo, Tu, We, Th, Fr/300	BIOLOGY II 260142.15 18/33 Mo, Tu, We, Th, Fr/300		
VASSEL, JEFFREY	PLANNING 851001.11 0/0 Mo, Tu, We, Th, Fr/VT	AUTO SERV I 997000.02 6/12 Mo, Tu, We, Th, Fr/VT	>>	AUTO SERV I 997000.04 8/25 Mo, Tu, We, Th, Fr/VT	>>	AUTO SERV I 997000.06 8/12 Mo, Tu, We, Th, Fr/VT	>>		
WALKER, CARLISHA	DRUG EDUCATI 340142.01 18/33 Mo, Tu, We, Th, Fr/202	PLANNING 851001.17 0/0 Mo, Tu, We, Th, Fr/GYM	DRUG EDUCATI 340142.03 5/33 Mo, Tu, We, Th, Fr/213	DRUG EDUCATI 340142.02 17/33 Mo, Tu, We, Th, Fr/202	DRUG EDUCATI 340142.04 12/33 Mo, Tu, We, Th, Fr/213	DRUG EDUCATI 340142.05 27/33 Mo, Tu, We, Th, Fr/213	DRUG EDUCATI 340142.06 11/33 Mo, Tu, We, Th, Fr/213		
WEAVER, CARY D	PHY EDUCATIO 340113.11 8/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 340113.12 36/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 340113.13 21/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 340113.14 20/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 340113.15 16/40 Mo, Tu, We, Th, Fr/GYM	PLANNING 851001.27 0/0 Mo, Tu, We, Th, Fr/GYM	INTRO TO SPO 340113.16 30/40 Mo, Tu, We, Th, Fr/GYM		
			PHY EDUCATIO 201.07 20/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 201.08 6/40 Mo, Tu, We, Th, Fr/GYM	PHY EDUCATIO 201.06 8/40 Mo, Tu, We, Th, Fr/GYM		INTRO TO SPO 201.20 0/40 Mo, Tu, We, Th, Fr/GYM		
WILLIAMS, GIANNI	BIO-EXC 231.3 26/30 Mo, Tu, We, Th, Fr/302	PLANNING 851001.02 0/0 Mo, Tu, We, Th, Fr/306	BIOLOGY I 260131.04 21/33 Mo, Tu, We, Th, Fr/302	BIOLOGY I 260131.11 16/33 Mo, Tu, We, Th, Fr/306	HUMAN ANAT 260751.05 21/33 Mo, Tu, We, Th, Fr/302	HUMAN ANAT 260751.16 29/33 Mo, Tu, We, Th, Fr/302	PHY SCIENCE 400700.15 12/33 Mo, Tu, We, Th, Fr/302		
	INTRO TO BIO 260128.04 13/33 Mo, Tu, We, Th, Fr/302		INTRO TO BIO 260128.03 17/33 Mo, Tu, We, Th, Fr/302	BIOLOGY II 260142.17 30/33 Mo, Tu, We, Th, Fr/306	INTRO TO BIO 260128.01 26/33 Mo, Tu, We, Th, Fr/306	BIOLOGY II 260142.07 29/33 Mo, Tu, We, Th, Fr/306	BIOLOGY II 260142.18 16/33 Mo, Tu, We, Th, Fr/306		
WILSON, MILDRED	CCR ENG I 230107.01 16/33 Mo, Tu, We, Th, Fr/502	MS WRITERS 230761.02 21/33 Mo, Tu, We, Th, Fr/502	CCR ENG I 230107.02 20/33 Mo, Tu, We, Th, Fr/502	CCR ENG I 230107.07 23/33 Mo, Tu, We, Th, Fr/502	PLANNING 851001.35 0/0 Mo, Tu, We, Th, Fr/502	CCR ENG I H 230107.09 15/33 Mo, Tu, We, Th, Fr/502	CCR ENG I 230107.08 10/33 Mo, Tu, We, Th, Fr/502		
YARBROUGH, RUTHIE J	FAMILY DYNAM 200121.11 12/33 Mo, Tu, We, Th, Fr/201B	NUTRITION 200130.02 22/25 Mo, Tu, We, Th, Fr/201B	FAMILY DYNAM 200121.14 14/33 Mo, Tu, We, Th, Fr/201B	PLANNING 851001.03 0/0 Mo, Tu, We, Th, Fr/201B	FAMILY DYNAM 200121.15 9/33 Mo, Tu, We, Th, Fr/201B	FAMILY DYNAM 200121.16 26/33 Mo, Tu, We, Th, Fr/201B	NUTRITION 200130.07 22/25 Mo, Tu, We, Th, Fr/201B		
YOUNG, THOMAS	ECONOMICS 450601.02 24/33 Mo, Tu, We, Th, Fr/108	GEOGRAPHY-EX 299.02 15/25 Mo, Tu, We, Th, Fr/108	ECONOMICS 450601.05 13/33 Mo, Tu, We, Th, Fr/108	WORLD GEOG 450704.07 24/33 Mo, Tu, We, Th, Fr/108	ECONOMICS 450601.13 22/33 Mo, Tu, We, Th, Fr/108	PLANNING 851001.67 0/0 Mo, Tu, We, Th, Fr/108	WORLD GEOG 450704.03 24/33 Mo, Tu, We, Th, Fr/108		

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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
<b>All</b>	<b>1969</b>		<b>1142</b>	
<b>IEP</b>	<b>247</b>	<b>12.54%</b>	<b>135</b>	<b>11.82%</b>
<b>EL</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>BLK/AA</b>	<b>1937</b>	<b>98.37%</b>	<b>1136</b>	<b>99.47%</b>
<b>His/Lat</b>	<b>2</b>	<b>0.1%</b>	<b>0</b>	<b>0%</b>
<b>NAM</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>NH/PI</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>White</b>	<b>30</b>	<b>1.52%</b>	<b>6</b>	<b>0.53%</b>

What discipline issues if any impact student achievement/growth?

In previous years, the out-of-school suspension has been used as the first recourse of action instead of a last one or as a consequence for more serious offenses. 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 suspensions; however, it did not prove to be an effective deterrent to student behavior issues.

One of the greatest issues facing GHS in the past was student and school morale. The high instances of out-of-school suspensions have led to low teacher morale because teachers had to spend a significant amount of instructional time focusing on student behavior. As a result, teacher absences increased from 396.5 to 650, which means substitutes were frequently in the building. Often, there were not enough substitutes to cover all classes; therefore, other teachers were used to assisting with supervision. With teachers not being present to teach students and the lack of morale, student achievement suffered.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

This year, the school will implement Positive Behavior Intervention and Supports (PBIS) that is teacher and student led. The district and school are also

implementing a multi-tiered system of support. A school leadership team, comprised of tested and non-tested area teachers, administrative staff and other staff has been assembled to function as the school's problem-solving unit. Specifically, this team focuses on analyzing and developing possible responses to data results of school improvement initiatives and school operations (i.e. scheduling, organizational structure, student and staff concerns, etc.). The team has weekly meetings and follows a structured agenda that aligns with the team's purpose. The administrative team leads these meetings and then debrief to plan next steps or make adjustments as the data indicates.

Within the school, students are universally screened and teacher referrals are made for tiered instruction for Tiers 2 and 3. The teacher support team meets at least monthly to review the referrals, make a decision about placement, and draft a plan, if necessary. The team also reviews the progress monitoring data and makes decisions about continued placement or adjust the plan based on the results. A monthly update is provided to the school's leadership team.

Additionally, prior to this school year, all halls did not have an administrative presence. The school has been reorganized to ensure administrative visibility on each hall, and teachers have been positioned to promote a more cohesive learning community. With subject areas having common planning time, there are strategic times in the school day where no students are in a particular hall. This has helped reduce out-of-school suspensions and office referrals.

Summarize other factors impacting climate and culture. (optional)

Adding to the challenges affecting climate and culture 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 does not align to those responses. As a result, it is critical that the school has systems and personnel in place to rapidly analyze and disaggregate data and to make the data available to principal and staff to make informed instructional decisions on a timely basis.

## GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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...		Select...		Select...		***SA	
2016	Select...		Select...		Select...		Select...		Select...		Select...		Select...		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.

## Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	Select...		Select...		Select...		Select...		Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		Select...		Select...		Select...		Select...		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.

## Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	***SA	27.9	***SA	40.8	***SA	35.6	***SA	33.6
2016	***SA	27	***SA	35.4	***SA	29.1	***SA	31.9

\*\*SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

The data across both years reveal that student proficiency decreased in all areas with no areas attaining a 50% proficiency rate or higher.

A deeper look also shows inconsistency in growth for English and Algebra I. While the growth of all students in English II was above 50% in 2014-2015, there was a 10 point decrease in the growth of all students for school year 2015-2016. However, the growth of the lowest 25% increased by 16.2 points. In Algebra I, overall student growth increased 13.1 points; however, the growth of the bottom 25% decreased by 14.4 points.

A primary reason for the continued decrease in proficiency and growth has been the inconsistency in district and school leadership. Greenwood High has had 3 principals in the past three years; likewise, the district has had 3 superintendents in the past three years. Consequently, no processes or protocols were in place to ensure effective instruction aligned to state standards was occurring. Along with the constant leadership transitions, the school experienced high teacher turnover, teacher absences, and student suspensions.

Another contributing factor was the school's organizational structure was not conducive to cross-collaboration or professional learning communities. Consequently, teachers planned in isolation and primarily used the textbook as their primary source for planning. A standard instructional delivery system was not in place. To address the challenges at GHS, the school has been reorganized into departmental teams by halls, and all subject area teachers share common planning, not just those teaching the tested areas. Data has been analyzed and teachers have been reassigned based on their strengths and student needs. Teams have been provided a required structure for their PLC meetings. Additionally, the district has adopted pacing guides and revised the instructional management plan to address progress monitoring, common assessments, and instructional delivery.

#### 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.

The Mississippi Department of Education did not provide this data to districts this school year.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1****Teacher Retention Trends**

	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2014-15								
2015-16								

**Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.**

The Greenwood Public School District announces vacancies via the district website, the MDE website, college and university job fairs, district job fair, and the local newspaper. All teachers who are new to the GPSD are required to attend new teacher orientation and monthly training across the school year. Optional sessions are also held on Saturdays. In addition to these sessions, the school conducts monthly meetings with first and second year teachers, giving them time to reflect on their school year, share needs they have, and spotlight their successes. These sessions are designed to be professional learning opportunities for the new teachers to experience a successful first and second year at GHS. The teachers are provided feedback weekly on their lesson plans, observed implementing their lesson plan, given feedback on their observation, and allowed to provide feedback in response to their observation. Evaluations are based on a compilation of observations and student assessment data.

**Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.**

Applicants are screened for qualifications prior to hire.

**Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.**

The school uses the Mississippi College and Career Ready standards and framework for all courses. Teachers are provided training weekly on effective instructional strategies for their content area. The district and school adopted the EDI model for instructional delivery this year. The model includes a compilation of research-based practices that have been proven to increase student achievement. The weekly meetings are designed to develop teacher capacity in implementing the strategies outlined in the model. Lesson plans are reviewed for alignment to state standards, implementation of EDI strategies, and rigor and returned with feedback. Additionally, teachers are also observed at least once per week and provided feedback on their instructional practice.

Pacing guides are developed to ensure all standards are taught within the school year. This year, instructional coaches, cross-departmental team

members, and external content experts met during the summer to develop a pacing guide aligned to state standards. Instructional coaches meet with the Office of Curriculum and Instruction across the year to make any adjustments needed to the pacing guides based on teacher feedback and data. All teachers are provided a curriculum binder that includes the standards for each subject they teach. Teachers in subject-tested areas are also provided pacing guides, test blue prints, scaffolding documents, and practice test samples.

The school has also established required professional learning community time every Monday for teachers. The administrative team and instructional coach attend the meetings; however, the sessions are facilitated by teachers. Instructional resources are shared during PLC time.

#### **Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.**

Greenwood High uses *Learning Odyssey*, *Reading Plus*, *Accelerated Reader*, *Education Leadership Solutions (ELS)*, and *Kirkland C3D* for math and ELA.

This is the school's third year using *Learning Odyssey*, a research-based intervention program designed for tier 2 and tier 3 academic interventions. Impact on student achievement at Greenwood High has been minimal the past couple of years due to lack of adequate training for staff on how to effectively use the system and fidelity of implementation.

*Reading Plus* is a K-12 reading intervention program designed to support struggling readers. Greenwood High will use this program exclusively for students identified for tier 3 reading intervention. This is the first year of implementation. The program was selected using the district's screening process for instructional resources and materials. Additionally, the program is research-based with evidence of effectiveness in demographics similar to Greenwood High School.

*Accelerated Reader* is a K-12 reading program that is designed to assess and improve reading comprehension skills. Students are assigned books according to their grade and interest level. *Accelerated Reader* is a proven, research-based program. This year, Greenwood High has assigned a staff member to coordinate the program and monitor the fidelity of implementation.

*ELS* provides a test item bank for subject tested areas that is aligned to the state standards and in a similar format as state assessments. Teachers receive real time data that can be disaggregated in granular form to help improve student achievement. The system generates individualized student reports and tracks progress over time. *ELS* also provides a lesson plan template that will be used to standardize planning across the school. Teacher feedback on their lesson plans will be provided through this platform. This is the first full year for lesson plan and item banks.

*Kirkland C3D* for math and ELA is a curriculum document for math and ELA that provides teachers with suggested pacing, teaching strategies, and resources for teaching concepts. Last year was the first year of implementation. Ongoing training is provided to teachers on how to use the document to improve instructional practice.

#### **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.**

Greenwood High School is currently implementing Explicit Direct Instruction (EDI) in every classroom. This is a research-based strategy which teachers utilize to identify and assess student needs during the instructional process in order to check for understanding and tailor instruction for academic need.

**Will federal funds be used to extend learning time? If yes, please explain.**

Yes, Title I funds will be used to provide extended learning time on Saturdays during the school year, freshman academy during the summer, summer school, and credit recovery, and after school remediation.

**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.**

The school provides all teachers with access to ELS test item bank to construct their classroom assessment. ELS will be used to capture an accurate measure of student progress. Teacher-made assessments did not consistently capture the rigor of the standard, thus creating the need for a more reliable measure. Common assessments are given at the fourth and ninth week. Afterwards, teachers meet in departmental teams with an administrator or instructional coach to analyze the data, provide feedback on the assessment and data, and make needed adjustments to instruction and lesson plans.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**
**Professional Development Planning**

Identified Priority Needs	Data Sources
Effective Instructional Strategies	classroom observations, teacher feedback, st. data
writing effective interventions	student performance data, teacher feedback
strategies for implementing interventions	intervention plans, tier documentation, observatio
Standards-based instruction	lesson plans, observations, student data
Data Analysis	student data, observations, teacher survey
classroom management	discipline reports, teacher feedback, observations

**Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).**

The Greenwood Public School District has implemented 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 guides 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. A needs analysis that includes teacher feedback, administrator classroom observations/evaluations, and PLC meeting notes was conducted to determine professional learning needs of staff members. A professional learning community plan of action was developed in response to the needs analysis and is maintained on file at Greenwood High.

**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.**

\*\*\*\*\*Standards for Professional Learning set clear expectations for professional learning which guides 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.

The school developed a professional learning plan of action based on a needs analysis that includes teacher feedback, administrator classroom observations/evaluations, and PLC meeting notes. Activities in the plan align to staff needs and the EDI instructional model. The activities outlined in the plan of action are evidence-based best practices. Teachers meet weekly in their PLC to address the targeted areas of need.

**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.**

**Explicit Direct Instruction (EDI):** Explicit Direct Instruction is a strategic collection of research-based instructional practices pioneered by pedagogues and cognitive researchers. These strategies help teachers deliver well-crafted lessons that explicitly teach grade-level content to all students the first time the content is taught.

**Effective Lesson Planning:** Coupled with the EDI instructional model, teachers are provided high-quality professional development training on planning classroom lessons that includes: effectively planning rigorous, curriculum-aligned lessons that meet the needs of all learners; collecting and organizing data from assessments to provide feedback to students and adjusting lessons and instruction as needed; demonstrating deep content knowledge and pedagogy while effectively implementing a research-based Instructional-Delivery Model (e.g., Madeline Hunter, Explicit Direct Instruction) that actively engages students in the learning process and promotes higher-order thinking; managing student behavior and maintaining a climate of safety, respect, and support and foster a culture of high expectations for learning; and, demonstrating professionalism, collaborating with colleagues, and actively participating in a professional learning community in the school.

Activities also include a strong focus on implementing a Multi-Tiered Systems of Supports that includes positive behavior interventions and supports.

Administrators and staff will also receive professional development specific to the Mississippi Educator and Administrator Professional Growth System.

**How will the school evaluate the improvement of its instructional and leadership practices?**

The school's administrative team will conduct classroom observations to ensure teachers are effectively implementing the curriculum. School administrators will consistently offer effective coaching and feedback to the instructional staff as a result of classroom observations and school-based professional development. The principal will provide coaching and feedback to the assistant principals and the instructional coach, in an effort to ensure the leadership team is able to effectively support teachers. Assessment data will also be used as an evaluative tool to address instructional needs and practices.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

**Family and Community Involvement**

Identified Priority Needs	Data Sources
how to help children with homework	parent surveys

**Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.**

In the past, GHS had monthly parent meetings organized through the parent center coordinator; however, attendance was dismal. Many students come from a single-parent home where the parent works during school hours. Efforts have been made to hold event after hours, but attendance was still poor. The district is in the planning stages of reorganizing its P-16 Community Engagement Council according to state guidelines. Additionally, this year the GHS administrative team is engaging families and the community in designing a platform for their engagement in the school. The school has also started developing and disseminating the Bulldog Bulletin, a monthly newsletter that is shared with students, staff, and parents. The newsletter contains pertinent information like school data, common assessment data, and student and staff recognition. To ensure parents are aware of school happenings, the newsletters are also distributed at the football game during ticket purchase. Halftime is also used to communicate successes, including student recognition.

Greenwood High has a full-time parent center coordinator who works to actively engage and involve parents in the education of their children. The year, this person will coordinate monthly meetings with parents to work with them on reading strategies at home, to access the parent portal to monitor their child's academic progress, to train on district software programs, and to understand and implement proactive measures to track their child's graduation status.

**Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?**

Teachers administer weekly assessments. These results are imported into the parent portal, and parents can access their children's grades on a regular basis. Additionally, every 4 1/2 weeks, district-wide common assessments are administered, and these results are provided to parents, teachers, and students. The district leadership team analyzes state assessment data and communicates the results to school level administrators who in turn share it with staff and parents. The state assessment results are analyzed and the results are presented to school board members during their monthly board meeting.

**Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.**

We implement the parent compact as directed by the district's office.



**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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									
2015-16									

**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.**

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

**Summarize what's working in your school and why?**

Greenwood High School with the support of the the Greenwood Public School District has reorganized its instructional support structure to improve student achievement. In addition to the administrative support, the school has an instructional coach who works with teachers to build their capacity and improve student achievement. The school has also reassigned staff to better align to their strengths. The school is also implementing other district supported initiatives: a comprehensive instructional management plan that includes curriculum frameworks, pacing guides, and instructional strategies; targeted professional development designed to build teacher and staff capacity; professional learning communities and grade level team meetings, supplemental computer-based programs to support the delivery of instruction; and, common assessments. While some of these efforts were loosely implemented in previous years, the difference this year is that the district's and school's new leadership is committed and focused on improving student achievement.

**Summarize what's not working in your school and why?**

For the past three years, the Greenwood Public School District and Greenwood High School have undergone leadership changes. Because of constant instability at the leadership level, instruction has not been a focus. The achievement gap persists as does low proficiency in the state tested areas. Adding to Greenwood High's struggle to improve student proficiency is the constant changes in state assessments. The state has used three different assessments in the past three years.

The school also struggles with parental and community engagement. The school and district have tried various approaches; however, one that has not been completely maximized is the role of the parent coordinator.

**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.**

- closing the achievement gap with focus on differentiating instruction
- increasing student proficiency
- targeted, job-embedded professional development designed to build teacher capacity and improve student outcomes
  
- fully implement multi-tiered system of support
- improving graduation rate
- increasing advanced learning opportunities for students

- Improving parental and community engagement
- system and support for comprehensive data analysis

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

**Plan Items ( )**

**1) District-Level: Literacy- Reading/Language Arts**

**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.

**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.

**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.

**S** 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.

**S** 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.

**S** 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.

**S** 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.

**G** 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.

**S** 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.

**S** 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.

**S** 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.

**S** 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.

**G** 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.

**S** 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.

**S** 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.

**S** 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.

**S** 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.

**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 HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Needs Assessment</b>            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><b>Explanation</b></p> <div></div>	
<p>2) <b>School-wide Reform Strategies</b>            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><b>Explanation</b></p> <div>Each hall has been separated by departments for the purpose of better planning opportunities among teachers. Also, students have been assigned to compensatory classes in order to improve achievement among the lowest performing students.</div>	
<p>3) <b>Timely Assistance</b>            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.</p> <p><b>Explanation</b></p> <div>Remediation will be provided for students who have not passed subject-area tests.</div>	

4) **Instruction by Highly Qualified Staff**

Address instruction by highly qualified staff (and effectiveness in MS).

**Explanation**

Highly qualified staff will provide instruction for students using the EDI research-based strategy.

5) **Attracting High Quality/Effective Teachers**

Address strategies to attract high quality/effective teachers to high needs schools.

**Explanation**

Job fairs and posting vacancies to the website are strategies used to attract high quality/effective teachers to 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**

Our PD calendar has been created for the entire year. Included in this calendar are topics for the meetings, such as data, technology, assessments, strategies, and PLC meetings.

7) **Increase Parental Involvement**

Address strategies to increase effective parental involvement through means such as family literacy services.

**Explanation**

We have extended numerous invitations for parents to attend various functions for increased involvement and engagement.

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**

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**

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**

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

Required Items [Expand All] [Collapse All]	Component Met
<b>1) Plan for Identified Students</b> Ensure that planning for participating students is incorporated into existing school planning.  <b>Explanation</b> <div></div>	┐
<b>2) Resources for Identified Students</b> Address use Title I, Part A resources to help participating children meet the State's student performance standards expected for all children.  <b>Explanation</b> <div></div>	┐
<b>3) Effective Instructional Strategies</b> 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.  <b>Explanation</b> <div></div>	┐
<b>4) Coordination with Regular Education Program</b> 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.  <b>Explanation</b> <div></div>	┐

5) **Instruction by Highly Qualified Staff**

Address instruction by highly qualified staff (and effectiveness in MS).

**Explanation**

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**

7) **Increase Parental Involvement**

Provide strategies to increase parental involvement such as family literacy services.

**Explanation**

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**

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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 HIGH SCHOOL (4220012) 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 HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

**Required Documents**

This page is currently not accepting Related Documents.

# **Greenwood Public School District**



## **K-12 Literacy Plan**

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# GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

## Goal: Literacy Leadership Team (K-6<sup>th</sup>)

- Establish a K – 6<sup>th</sup> Site Based Literacy Leadership Team

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Establish a K – 6 <sup>th</sup> 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 &amp; 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>	Calendar Agendas Meeting minutes Completed MDE School Literacy Plan
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 &amp; 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 (7<sup>th</sup> – 12<sup>th</sup>)

- 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><b>Possible grant funding for:</b> 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 9<sup>th</sup> – 12<sup>th</sup> 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 &amp; Screening Data from Universal Screener</p> <p><b>Possible grant funding for:</b> 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><b>Possible grant funding for:</b> 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-6<sup>th</sup>)

- The district will adopt K-6<sup>th</sup> 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  <b>Possible grant funding for:</b> Resources for additional Reading Street supplements	Data Classroom Observations Classroom Walk-throughs
2. Supplemental K-3 <sup>rd</sup> and 4 <sup>th</sup> – 6 <sup>th</sup> 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 <sup>rd</sup> and 4 <sup>th</sup> – 6 <sup>th</sup> 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	<b>Possible grant funding for:</b>  Additional Supplemental Programs (Ready)	Observations  Lesson Plans  Walk-throughs
3. Train all K-3 <sup>rd</sup> 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 <sup>th</sup> , 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 <sup>rd</sup> 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 <sup>rd</sup> 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	<b>Possible Grant Funding for:</b>  Literacy Interventionist  Phonemic Awareness Books for all K-2 <sup>nd</sup> 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 <sup>rd</sup> phonics series.	8/1/16 – ongoing	K-3 <sup>rd</sup> teachers will be trained on using district-adopted phonics series.	School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> 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 <sup>rd</sup> and 4 <sup>th</sup> – 6 <sup>th</sup> grades.	8/1/16 – ongoing	K-3 <sup>rd</sup> teachers will be trained on using	School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> Literacy Interventionist Fluency program	Observations Walk-throughs Lesson Plans Fluency sheets
8. K-3 <sup>rd</sup> teachers will demonstrate a conscious and on-going effort to systematically teach work study activities for phonics, vocabulary, and spelling instruction.	8/1/16 – ongoing	K-3 <sup>rd</sup> 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	<b>Possible Grant Funding for:</b> Literacy Interventionist Evidence-based word study activities	Observations Walk-throughs Lesson Plans
9. Comprehension strategies will be taught in order for 2 <sup>nd</sup> – 6 <sup>th</sup> grade students to: self-monitor, use visualization, answer text dependent questions and higher level questions, and generate questions.	8/1/16 – ongoing	K-3 <sup>rd</sup> teachers will be trained on implementing comprehension strategies.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> 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 <sup>th</sup> .	8/1/16 – ongoing	Train teachers on using Thinking Maps	School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b>  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 <sup>th</sup> .	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	<b>Possible Grant Funding for:</b>  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 <sup>th</sup> .	January 2018 ongoing	Year 1 – <b>Write from the Beginning</b> - emphasis will be placed on Narrative Writing  Year 2 – <b>Write from the Beginning</b> emphasis will be placed on Expository/Informative  Year 2 <b>Write from the Beginning</b> Emphasis will be placed on Response to text	Thinking Map Consultant  Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b>  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 (7<sup>th</sup> – 12<sup>th</sup> )**

- 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 <sup>th</sup> – 12 <sup>th</sup> 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><b>Possible grant funding for:</b> 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><b>Possible grant funding for:</b> 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><b>Possible grant funding for:</b> 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><b>Possible grant funding for:</b> 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  <b>Possible grant funding for:</b> 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  <b>Possible grant funding for:</b> 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	<b>Possible grant funding for:</b> 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 <b>Write for the Future (9-12)</b> English, History, Science, and Math teachers	Thinking Map Consultants Administrative team School Principals	<b>Possible grant funding for:</b> 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-6<sup>th</sup>)

- 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  <b>Possible grant funding for:</b> 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 <sup>rd</sup> 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 (7<sup>th</sup> – 12<sup>th</sup> )

- 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  <b>Possible grant funding for:</b> 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  <b>Possible grant funding for:</b> 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 <sup>th</sup> – 6 <sup>th</sup> , middle school and high school standards.	Administrative team School Principals	Teams at each school  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	District data

# GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

## **Goal: Professional Development and Professional Learning Community (PLC)-(K-6<sup>th</sup>)**

- 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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</p> <p>School Principals</p> <p>School Literacy Coach</p> <p>SSIP Coach</p> <p>MDE Literacy Coach</p>	<p>Professional Readings</p> <p>Support from teaching and learning</p> <p><b>Possible Grant Funding for:</b> 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</p> <p>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</p> <p>Administrative team</p> <p>School Principals</p> <p>School Literacy Coach</p> <p>SSIP Coach</p> <p>MDE Literacy Coach</p>	<p><b>Possible Grant Funding for:</b> 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 <sup>th</sup> ).	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><b>Possible grant funding for:</b> 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-8<sup>th</sup>)</p> <p><b>Possible grant funding for:</b> 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 (7<sup>th</sup> -12<sup>th</sup>)

- 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 <b>Possible grant funding for:</b> 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><b>Possible grant funding for:</b> 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><b>Possible grant funding for:</b> 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 <sup>th</sup> – 6 <sup>th</sup> , middle school and high school standards.	Administrative team School Principals	<p>Teams at each school</p> <p><b>Possible grant funding for:</b> 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><b>Possible grant funding for:</b></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 <sup>th</sup> ).	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> (9-12<sup>th</sup> Instructor's Guide)</p> <p><u>Critical Reading and Writing for the ACT</u> Student Workbook (9-12<sup>th</sup> Grade)</p> <p><u>Comprehension Strategies for Constructing Meaning</u> (Manual K-8<sup>th</sup>)</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**

				<b>Possible grant funding for:</b> 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-6<sup>TH</sup>)

- 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 <sup>th</sup> 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-3<sup>rd</sup> parents MDE "Read at Home" Plan at Open House and on Parent Conference Day.</p> <p>Meet with all 2<sup>nd</sup> and 3<sup>rd</sup> 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>	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	<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	Use clear and regular communication tools and data to keep parents informed about STAR, Odyssey, District Assessments.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	<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**

<b>Objectives</b>	<b>Timeline</b>	<b>Action Steps</b>	<b>Lead Person</b>	<b>Resources</b>	<b>Evidence of Success</b>
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 (7<sup>TH</sup> -12<sup>TH</sup> )

- 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	Communicate evidence based strategies and the importance of literacy to parents at “Open House”  Incorporate information about literacy in the District-wide parent Newsletter to be disseminated quarterly.	Administrative team School Principals	Evidence based literacy strategies  MDE Resources  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	Agendas  Sign in sheets  Newsletters  Parent Contact Log
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	Parent Portal District Resources MDE Resources STAR reports District assessment reports Literacy Strategies <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	Sign-in sheets Parent surveys Parent contact log
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 Counselors	MDE Resources	Agenda, Sign-in sheets Letters

# 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><b>Possible grant funding for:</b> 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-6<sup>th</sup>)

- 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><b>Possible Grant Funding for:</b> 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><b>Possible Grant Funding for:</b> 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 <sup>rd</sup> grade teachers.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> 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 <sup>th</sup> .	8/1/16 – ongoing	District will provide staff development on explicit instruction in vocabulary, application of comprehension strategies, and fluency as needed to 4 <sup>th</sup> - 6 <sup>th</sup> grade, Middle School, and High school teachers.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> Literacy Intervention Based Program  Literacy Interventionist	Student Records Assessment results

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

### Goal: MTSS and Intervention (7<sup>TH</sup> – 12<sup>TH</sup>)

- 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><b>Possible grant funding for:</b> 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><b>Possible grant funding for:</b> 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 <sup>th</sup> grade, middle and high school teachers.	Administrative team School Principals	Literacy Intervention Based Program  <b>Possible grant funding for:</b> 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  <b>Possible grant funding for:</b> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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
<b>Indicate if school is a Target School receiving MDE literacy coach support:</b> <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: <input type="checkbox"/> Pre-K <input type="checkbox"/> * K <input type="checkbox"/> * 1 <input type="checkbox"/> * 2 <input type="checkbox"/> * 3 <input type="checkbox"/> Other
<b>School Enrollment</b>		
IEP Students	12 %	
ELL Students	.001 %	
Migratory Students	0 %	
Homeless Students	3 %	
Economically disadvantaged	100 %	
<b>Ethnic / Racial Breakdown</b>		Person responsible for implementation of the School Literacy Plan:  Name: <u>Mary Hammond</u>  Title: <u>Instructional Coach</u>
White	.006 %	
Black	99.2 %	
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 ringer binder in room 34.

	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
<b>Grade 3 (OPERATIONAL)</b>										
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.

**1<sup>st</sup> Grade**

**Screening Assessment Data:** The screening report for 1<sup>st</sup> 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 1<sup>st</sup> graders are Below the Benchmark. 1<sup>st</sup> grade 29 percent of the students are at or Above the Benchmark.

**Progress Monitoring Assessment Data:** The progress monitoring data shows improvement. In 1<sup>st</sup> 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.

**2<sup>nd</sup> Grade**

**Screening Assessment Data:** The screening report for 2<sup>nd</sup> 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 2<sup>nd</sup> 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.

### **3<sup>rd</sup> Grade**

**Screening Assessment Data:** The screening report for 3<sup>rd</sup> 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 3<sup>rd</sup> grade students are Below the Benchmark and 23 percent are above the bench mark.

**Progress Monitoring Assessment Data:** The progress monitoring data shows the 3<sup>rd</sup> 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"> <li>• Vocabulary</li> <li>• Comprehension</li> <li>• Writing</li> <li>• Phonics/ Phonemic Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate vocabulary across the curriculum through the use of Flocabulary, Reading Street, introducing grade level vocabulary and Odyssey Learning.</li> <li>• Implement 20 minutes s of Reading Daily (Fiction and Non-Fiction Text) AR. Center Activities Daily</li> <li>• Incorporate writing across the curriculum across the curriculum. Teachers are</li> </ul>	<ul style="list-style-type: none"> <li>• August 1, 2016 –ongoing</li> <li>• Administration, Teachers, Instructional Assistants, Consultants and Instructional Coaches</li> <li>•</li> <li>•</li> </ul>

	<p>implementing the four square writing strategy.</p> <ul style="list-style-type: none"><li>• Remediation and pullouts for all tier three students.</li><li>• Implement daily phonics and phonemic awareness drills</li></ul>	
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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 ☒ 1<sup>st</sup> ☒ 2<sup>nd</sup> ☒ 3<sup>rd</sup>

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)
<b>Phonemic Awareness</b> <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
<b>Phonics/ Morphology/ Spelling</b>	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
<b>Oral Passage-Reading Fluency</b>	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
<b>Oral Language and Listening Comprehension</b>	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
<b>Vocabulary</b> <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
<b>Passage-Reading Comprehension</b>	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 <b>Reading Street</b>	●	●	●	●
Publisher Name & Publication Year: <b>Pearson 2011</b>				
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 <b>Reading Street 2011</b> <b>Odyssey Learning Computer Based Program</b> <b>Renaissance Learning Computer Based Program</b>	●	●	●	●
Publisher Name & Publication Year : <b>Person 2011</b>				
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
<b>Grade Level Reading Street 2011 Tiered Intervention Kits. Odyssey Learning Computer Based Program</b>	●	●	●	●
<b>Publisher Name &amp; Publication Year: Pearson 2011</b>				
<b>Who/how was the reading program selected?</b>	The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches.			
<b>Indicate if the core reading program addresses:</b>				
• Phonological awareness and/or phonemic awareness	●	●	●	●
• Phonics	●	●	●	●
• Fluency	●	●	●	●
• Vocabulary	●	●	●	●
• Comprehension	●	●	●	●

<p><b>Describe the plan for selecting and purchasing the following:</b></p> <p><b>Additional instructional material</b>  <b>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.</b></p> <p><b>Additional interventions</b></p> <p><b>Additional manipulatives (e.g., magnetic grapheme letters, syllable boards, response cards, vocabulary cards, sentence strips, graphing charts, reading timers, etc.)</b></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 3<sup>rd</sup> 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 3<sup>rd</sup> 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	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	97%	Indicate Grades served:
<b>School Enrollment</b>		
IEP Students	9%	Pre-K
ELL Students	1%	<input checked="" type="checkbox"/> K
Migratory Students	0%	<input checked="" type="checkbox"/> 1
Homeless Students	5%	<input checked="" type="checkbox"/> 2
Economically disadvantaged	100%	<input checked="" type="checkbox"/> 3
		<input checked="" type="checkbox"/> Other
<b>Ethnic / Racial Breakdown</b>		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
<b>Grade 3 (OVERALL)</b>										
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

**1<sup>st</sup> Grade**

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi-Weekly

**2<sup>nd</sup> Grade**

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi-Weekly

**3<sup>rd</sup> 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**  
**3<sup>rd</sup> Grade**

	<b>STAR READING</b>	<b>STAR MATH</b>	
<b>At/Above Benchmark</b>	<b>29/88 = 33%</b> <b>Goal - 60%</b>	<b>50/89 = 65%</b> <b>Goal - 60%</b>	
<b>On Watch</b>	<b>19/88 = 22%</b> <b>Goal - 20%</b>	<b>10/89 = 11%</b> <b>Goal - 20%</b>	
<b>Intervention</b>	<b>19/88 = 22%</b> <b>Goal - 15%</b>	<b>12/89 = 13%</b> <b>Goal - 15%</b>	
<b>Urgent Intervention</b>	<b>21/88 = 24%</b> <b>Goal - 5%</b>	<b>9/89 = 10%</b> <b>Goal - 5%</b>	

**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"> <li>• Literary Text</li> <li>• Informational Text</li> <li>• Vocabulary</li> <li>• Writing Expression</li> <li>• Knowledge and Use of Language Convention</li> </ul>	<ul style="list-style-type: none"> <li>• Give assessments that mirror the state assessment (MAP items at least 15 minutes per day)</li> <li>• Increase oral reading fluency in the classroom by having students read aloud</li> <li>• Improve instruction in writing opinion pieces, informative/explanatory text, and narrative text using graphic organizers and rubrics as well as dissecting writing prompts</li> <li>• Actively engage students using Flocabulary, Kahoot, Newsela, Moby Max, etc.</li> <li>• Improve vocabulary instruction using the Frayer Model Modified, vocabulary.com, Book of List, etc.</li> <li>• Increase reading comprehension by including text dependent questions on all assessments</li> <li>• Provide extended school to the Top 25% and the bottom 25%</li> <li>• Provide enrichment to top 25% with Kimple to improve proficiency rate.</li> <li>• Use the EDI strategies with fidelity</li> </ul>	<p>Timeline: August 2016-May 2017</p> <ul style="list-style-type: none"> <li>• Principals</li> <li>• Curriculum Director</li> <li>• Teachers</li> <li>• Kirkland Consultant (Kimple)</li> </ul>

#### 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 ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup> ☐ 3<sup>rd</sup>

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)
<b>Phonemic Awareness</b> <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		
<b>Phonics/ Morphology/ Spelling</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
<b>Oral Passage- Reading Fluency</b>	Screening	Star Reading Assessment Dibels	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Oral Language and Listening Comprehension</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Vocabulary</b> <i>(apart from reading)</i>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Passage- Reading Comprehension</b>	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.

✓✓Cs 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.

<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
for all students EWS terminology = <b>"On Track"</b> used daily in each classroom	Supplemental, Small Group EWS Terminology= <b>"Sliding Off Track"</b> 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 = <b>"Off Track"</b> 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, iReady, 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.)
<b>A. Training for Principals and Coaches</b>			
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>B. Training for Teachers</b>			
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			
<b>C. Training for Interventionist / Reading Specialists</b>			
Literacy Content	N/A		
CCSS for ELA	N/A		
PARCC Assessment	N/A		
Instructional Strategies for Literacy	N/A		
Other			
<b>D. Training for Paraprofessionals</b>			
Interventions	Instructional Coach /Consultants		
Instructional Strategies for Literacy	Instructional Coach /Consultants		



## **BANKSTON 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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: 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

Focus School

A

  X   On Target School

Priority School

  X   B

C

Approaching Target School

D

F

**Indicate if school is a Target School receiving MDE literacy coach support:**

       Yes. The school recieves literacy coach support from MDE.

  X   No. The school does not receive literacy coach support from MDE.

### School Demographics

Highly Qualified Teachers	96%	Indicate Grades served:  Pre-K <u>X</u> K <u>X</u> 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> Other
School Enrollment		
IEP Students	17%	
ELL Students	1%	
Migratory Students	0%	
Homeless Students	1%	
Economically disadvantaged	100%	
Ethnic / Racial Breakdown		Person responsible for implementation of the School Literacy Plan:  Name: <u>Kirby Love</u>  Title: <u>Principal</u>
White	30%	
Black	63%	
Hispanic	5%	
Asian/Pacific Islander	2%	
Native American	0%	
Other	0%	

**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	<b>Sherri Toole</b>

**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
<b>Grade 3 (OVERALL)</b>										
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

**1<sup>st</sup> Grade**

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Star Reading

Progress Monitoring Assessment Data: Bi-Weekly

**2<sup>nd</sup> Grade**

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Star Reading

Progress Monitoring Assessment Data: Bi-Weekly

**3<sup>rd</sup> 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 <sup>st</sup> Grade STAR Reading	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Fall	14%	32%	10%	44%
Winter				
Spring				

1 <sup>st</sup> Grade (Early Literacy)	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Fall	93%	7%		
Winter				
Spring				

2 <sup>nd</sup> Grade STAR Reading	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Fall	16%	27%	19%	49%
Winter				
Spring				

3 <sup>rd</sup> 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"> <li>• Literary Text</li> <li>• Informational Text</li> <li>• Vocabulary</li> <li>• Writing Expression</li> <li>• Knowledge and Use of Language Convention</li> </ul>	<ul style="list-style-type: none"> <li>• Give assessments that mirror the state assessment (MAP items at least 15 minutes per day).</li> <li>• Increase oral reading fluency in the classroom by having students read aloud.</li> <li>• Improve instruction in writing opinion pieces, informative/explanatory text, and narrative text using graphic organizers and rubrics as well as dissecting writing prompts.</li> <li>• Improve vocabulary instruction using the Frayer Model Modified, vocabulary.com, Book of List, etc.</li> <li>• Increase reading comprehension by including text dependent questions on all assessments.</li> <li>• Provide extended school to the bottom 25%.</li> <li>• ELL students will use Imagine Learning and Rosetta Stone.</li> <li>• Use the EDI strategies with fidelity.</li> <li>• Bottom 25% students will be assigned to instructional assistants for tutoring based on the data (STAR, MAP).</li> <li>• 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.</li> </ul>	<p>Timeline: August 2016-May 2017</p> <ul style="list-style-type: none"> <li>• Principals</li> <li>• Curriculum Director</li> <li>• Teachers</li> <li>• Kirkland Consultant (Kimple)</li> </ul>

#### 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 ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup> ☐ 3<sup>rd</sup>

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)
<b>Phonemic Awareness</b> <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		
<b>Phonics/ Morphology/ Spelling</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
<b>Oral Passage- Reading Fluency</b>	Screening	Star Reading Assessment Dibels	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Oral Language and Listening Comprehension</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Vocabulary</b> <i>(apart from reading)</i>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Passage- Reading Comprehension</b>	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.

<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
for all students EWS terminology = <b>"On Track"</b> used daily in each classroom	Supplemental, Small Group EWS Terminology= <b>"Sliding Off Track"</b> 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 = <b>"Off Track"</b> 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-3<sup>rd</sup>.

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-3<sup>rd</sup> 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.)
<b>A. Training for Principals and Coaches</b>			
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>B. Training for Teachers</b>			
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			
<b>C. Training for Interventionist / Reading Specialists</b>			
Literacy Content	N/A		
CCSS for ELA	N/A		
PARCC Assessment	N/A		
Instructional Strategies for Literacy	N/A		
Other			
<b>D. Training for Paraprofessionals</b>			
Interventions	Instructional Coach /Consultants		
Instructional Strategies for Literacy	Instructional Coach /Consultants		

## GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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	693	346	347	2	677	8	0	6	0	693	64	2	0	261	1
2015-16	663	346	317	1	648	6	0	8	0	663	57	0	0	0	0

## School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	618.43	375	
2015-16	603.4	334.2	

## School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Greenwood High serves students in 9<sup>th</sup> – 12<sup>th</sup> grades. The school has an approximate enrollment of 650 students of which 100% Free lunch.

The following are the racial/ethnic demographics of the school:

African-American: 631

Caucasian/White: 9

Latino/Hispanic: 6

Asian: 4

## Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

In the Greenwood area, there are 15,205 people and 6,022 households in the city. The population density was 1,237.7 per square mile (771.6/km<sup>2</sup>). There were 6,759 housing units. The racial makeup of the city was 30.7% White, 67.2% Black, 0.1% Native American, 0.9% Asian, 0% Pacific Islander, and 0.7% from two or more races. Hispanic or Latino of any race were 1.1% of the population.

Among the 6,022 households 28.7% had children under the age of 18 living with them, 29.8% are married couples living together, 29.0% had a female householder with no husband present, 4.6% had a

male household with no wife present, and 36.6% were non-families. 32.5% of all households were made up of individuals living alone and 10.7% had someone living alone who was 65 years of age or older. The average household size was 2.48 and the average family size was 3.16.

## GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input checked="" 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.

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								
Growth All Students								
Growth Low 25%								
	2014-15				2015-16			
Accountability Grade	Select...				Select...			
Total Points								

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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	35.6	29.1	27.9	27	40.8	35.4	33.6	31.9								
Growth All Students	51.4	41.2	37.5	50.6							95.7		71.1	72.4		13.6
Growth Low 25%	40.4	56.6	69.9	55.5												

	2014-15	2015-16
Accountability Grade	D	F
Total Points	442	452

**High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

The data across both years reveal that student proficiency decreased in all areas with no areas attaining a 41% proficiency rate or higher. Only 29% of the students scored at the highest two levels on the state's English II and Algebra I assessments.

A deeper look also shows inconsistency in growth for English and Algebra I. While the growth of all students in English II was above 50% in 2014-2015, there was a 10 point decrease in the growth of all students for school year 2015-2016. However, the growth of the lowest 25% increased by 16.2 points. In Algebra I, overall student growth increased 13.1 points; however, the growth of the bottom 25% decreased by 14.4 points. Additionally, no subgroups performed at or above the state's average.

The graduation rate showed nominal increase; however, the rate is still well below the desired 85% or higher. Although ACT scores did show some gains, if the school maintained its same rate of improvement, GHS will never meet or exceed the state and national average.

A primary reason for the continued decrease in proficiency and growth has been the inconsistency in district and school leadership. Greenwood High has had 3 principals in the past three years; likewise, the district has had 3 superintendents in the past three years. Consequently, no processes or protocols were in place to ensure effective instruction aligned to state standards was occurring. Along with the constant leadership transitions, the school experienced high teacher turnover, teacher absences, and student suspensions.

Another contributing factor was the school's organizational structure was not conducive to cross-collaboration or professional learning communities. Consequently, teachers planned in isolation and primarily used the textbook as their primary source for planning. A standard instructional delivery system was not in place. To address the challenges at GHS, the school has been reorganized into departmental teams by halls, and all subject area teachers share common planning, not just those teaching the tested areas. Data has been analyzed and teachers have been reassigned based on their strengths and student needs. Teams have been provided a required structure for their PLC meetings. Additionally, the district has adopted pacing guides and revised the instructional management plan to address progress monitoring, common assessments, and instructional delivery.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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.**

14-15 Composite--15.1	15-16 Composite--15.8
Eng.--14	Eng.--14.6
Math--15.9	Math--16.2
Reading--15.3	Reading--15.5
Science--14.9	Science--16.3

While ACT scores reflect a minimal increase from 2014-2015 to 2015-2016 school year, the scores are still well below the state and national averages. The greatest increase was realized in science, with a 1.4 point improvement, but other sub-scores do not reflect the same progress. Moreover, if the school maintained the same rate of improvement from the 2015-2016 school year, GHS will never meet or exceed the state and national average. Challenges to improving ACT scores have been lack of advanced learning opportunities for students as well as the teachers who teach them. The high school has added a new ACT preparatory class and also included more advanced learning opportunities for students through dual enrollment and AP courses.

**Student Promotion Data (% Promoted)**

Year	K	1	2	3	4	5	6	7	8
2014-15									
2015-16									

**Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**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.**

GHS is a 9-12 campus that is positioned across the street from its feeder middle school. Over the past couple of years, student achievement scores from the middle school have declined. This year, the district (under new leadership) is making a concerted effort to align curriculum and instructional practices across all campuses. This year we will implement structured collaboration is taking place between the middle and high school to ensure a seamless transition from one campus to the next. The school leadership teams and counselors will meet to discuss student data and to help identify the best placement for student's in their 9th-grade year.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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
<b>All</b>	<b>1969</b>		<b>1142</b>	
<b>IEP</b>	<b>247</b>	<b>12.54%</b>	<b>135</b>	<b>11.82%</b>
<b>EL</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>BLK/AA</b>	<b>1937</b>	<b>98.37%</b>	<b>1136</b>	<b>99.47%</b>
<b>His/Lat</b>	<b>2</b>	<b>0.1%</b>	<b>0</b>	<b>0%</b>
<b>NAM</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>NH/PI</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>White</b>	<b>30</b>	<b>1.52%</b>	<b>6</b>	<b>0.53%</b>

What discipline issues if any impact student achievement/growth?

In previous years, the out-of-school suspension has been used as the first recourse of action instead of a last one or as a consequence for more serious offenses. 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 suspensions; however, it did not prove to be an effective deterrent to student behavior issues.

One of the greatest issues facing GHS in the past was student and school morale. The high instances of out-of-school suspensions have led to low teacher morale because teachers had to spend a significant amount of instructional time focusing on student behavior. As a result, teacher absences increased from 396.5 to 650, which means substitutes were frequently in the building. Often, there were not enough substitutes to cover all classes; therefore, other teachers were used to assisting with supervision. With teachers not being present to teach students and the lack of morale, student achievement suffered.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

This year, the school will implement Positive Behavior Intervention and Supports (PBIS) that is teacher and student led. The district and school are also

implementing a multi-tiered system of support. A school leadership team, comprised of tested and non-tested area teachers, administrators and other staff has been assembled to function as the school's problem-solving unit. Specifically, this team focuses on analyzing and developing possible responses to data results of school improvement initiatives and school operations (i.e. scheduling, organizational structure, student and staff concerns, etc.). The team has weekly meetings and follows a structured agenda that aligns with the team's purpose. The administrative team leads these meetings and then debrief to plan next steps or make adjustments as the data indicates.

Within the school, students are universally screened and teacher referrals are made for tiered instruction for Tiers 2 and 3. The teacher support team meets at least monthly to review the referrals, make a decision about placement, and draft a plan, if necessary. The team also reviews the progress monitoring data and makes decisions about continued placement or adjust the plan based on the results. A monthly update is provided to the school's leadership team.

Additionally, prior to this school year, all halls did not have an administrative presence. The school has been reorganized to ensure administrative visibility on each hall, and teachers have been positioned to promote a more cohesive learning community. With subject areas having common planning time, there are strategic times in the school day where no students are in a particular hall. This has helped reduce out-of-school suspensions and office referrals.

Summarize other factors impacting climate and culture. (optional)

Adding to the challenges affecting climate and culture 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 does not align to those responses. As a result, it is critical that the school has systems and personnel in place to rapidly analyze and disaggregate data and to make the data available to principal and staff to make informed instructional decisions on a timely basis.

## GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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...		Select...		Select...		***SA	
2016	Select...		Select...		Select...		Select...		Select...		Select...		Select...		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.

## Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	Select...		Select...		Select...		Select...		Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		Select...		Select...		Select...		Select...		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.

## Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	***SA	27.9	***SA	40.8	***SA	35.6	***SA	33.6
2016	***SA	27	***SA	35.4	***SA	29.1	***SA	31.9

\*\*SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

The data across both years reveal that student proficiency decreased in all areas with no areas attaining a 50% proficiency rate or higher.

A deeper look also shows inconsistency in growth for English and Algebra I. While the growth of all students in English II was above 50% in 2014-2015, there was a 10 point decrease in the growth of all students for school year 2015-2016. However, the growth of the lowest 25% increased by 16.2 points. In Algebra I, overall student growth increased 13.1 points; however, the growth of the bottom 25% decreased by 14.4 points.

A primary reason for the continued decrease in proficiency and growth has been the inconsistency in district and school leadership. Greenwood High has had 3 principals in the past three years; likewise, the district has had 3 superintendents in the past three years. Consequently, no processes or protocols were in place to ensure effective instruction aligned to state standards was occurring. Along with the constant leadership transitions, the school experienced high teacher turnover, teacher absences, and student suspensions.

Another contributing factor was the school's organizational structure was not conducive to cross-collaboration or professional learning communities. Consequently, teachers planned in isolation and primarily used the textbook as their primary source for planning. A standard instructional delivery system was not in place. To address the challenges at GHS, the school has been reorganized into departmental teams by halls, and all subject area teachers share common planning, not just those teaching the tested areas. Data has been analyzed and teachers have been reassigned based on their strengths and student needs. Teams have been provided a required structure for their PLC meetings. Additionally, the district has adopted pacing guides and revised the instructional management plan to address progress monitoring, common assessments, and instructional delivery.

#### ESEA Annual Measurable Objectives

##### Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/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						
BIK/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.

The Mississippi Department of Education did not provide this data to districts this school year.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1****Teacher Retention Trends**

	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2014-15								
2015-16								

**Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.**

The Greenwood Public School District announces vacancies via the district website, the MDE website, college and university job fairs, district job fair, and the local newspaper. All teachers who are new to the GPSD are required to attend new teacher orientation and monthly training across the school year. Optional sessions are also held on Saturdays. In addition to these sessions, the school conducts monthly meetings with first and second year teachers, giving them time to reflect on their school year, share needs they have, and spotlight their successes. These sessions are designed to be professional learning opportunities for the new teachers to experience a successful first and second year at GHS. The teachers are provided feedback weekly on their lesson plans, observed implementing their lesson plan, given feedback on their observation, and allowed to provide feedback in response to their observation. Evaluations are based on a compilation of observations and student assessment data.

**Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.**

Applicants are screened for qualifications prior to hire.

**Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.**

The school uses the Mississippi College and Career Ready standards and framework for all courses. Teachers are provided training weekly on effective instructional strategies for their content area. The district and school adopted the EDI model for instructional delivery this year. The model includes a compilation of research-based practices that have been proven to increase student achievement. The weekly meetings are designed to develop teacher capacity in implementing the strategies outlined in the model. Lesson plans are reviewed for alignment to state standards, implementation of EDI strategies, and rigor and returned with feedback. Additionally, teachers are also observed at least once per week and provided feedback on their instructional practice.

Pacing guides are developed to ensure all standards are taught within the school year. This year, instructional coaches, cross-departmental team

members, and external content experts met during the summer to develop a pacing guide aligned to state standards. Instructional coaches meet with the Office of Curriculum and Instruction across the year to make any adjustments needed to the pacing guides based on teacher feedback and data. All teachers are provided a curriculum binder that includes the standards for each subject they teach. Teachers in subject-tested areas are also provided pacing guides, test blue prints, scaffolding documents, and practice test samples.

The school has also established required professional learning community time every Monday for teachers. The administrative team and instructional coach attend the meetings; however, the sessions are facilitated by teachers. Instructional resources are shared during PLC time.

**Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.**

Greenwood High uses *Learning Odyssey*, *Reading Plus*, *Accelerated Reader*, *Education Leadership Solutions (ELS)*, and *Kirkland C3D* for math and ELA.

This is the school's third year using *Learning Odyssey*, a research-based intervention program designed for tier 2 and tier 3 academic interventions. Impact on student achievement at Greenwood High has been minimal the past couple of years due to lack of adequate training for staff on how to effectively use the system and fidelity of implementation.

*Reading Plus* is a K-12 reading intervention program designed to support struggling readers. Greenwood High will use this program exclusively for students identified for tier 3 reading intervention. This is the first year of implementation. The program was selected using the district's screening process for instructional resources and materials. Additionally, the program is research-based with evidence of effectiveness in demographics similar to Greenwood High School.

*Accelerated Reader* is a K-12 reading program that is designed to assess and improve reading comprehension skills. Students are assigned books according to their grade and interest level. *Accelerated Reader* is a proven, research-based program. This year, Greenwood High has assigned a staff member to coordinate the program and monitor the fidelity of implementation.

*ELS* provides a test item bank for subject tested areas that is aligned to the state standards and in a similar format as state assessments. Teachers receive real time data that can be disaggregated in granular form to help improve student achievement. The system generates individualized student reports and tracks progress over time. *ELS* also provides a lesson plan template that will be used to standardize planning across the school. Teacher feedback on their lesson plans will be provided through this platform. This is the first full year for lesson plan and item banks.

*Kirkland C3D* for math and ELA is a curriculum document for math and ELA that provides teachers with suggested pacing, teaching strategies, and resources for teaching concepts. Last year was the first year of implementation. Ongoing training is provided to teachers on how to use the document to improve instructional practice.

**Describe the school's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic**

**program online school.**

Greenwood High School is currently implementing Explicit Direct Instruction (EDI) in every classroom. This is a research-based strategy which teachers utilize to identify and assess student needs during the instructional process in order to check for understanding and tailor instruction for academic need.

**Will federal funds be used to extend learning time? If yes, please explain.**

Yes, Title I funds will be used to provide extended learning time on Saturdays during the school year, freshman academy during the summer, summer school, and credit recovery, and after school remediation.

**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.**

The school provides all teachers with access to ELS test item bank to construct their classroom assessment. ELS will be used to capture an accurate measure of student progress. Teacher-made assessments did not consistently capture the rigor of the standard, thus creating the need for a more reliable measure. Common assessments are given at the fourth and ninth week. Afterwards, teachers meet in departmental teams with an administrator or instructional coach to analyze the data, provide feedback on the assessment and data, and make needed adjustments to instruction and lesson plans.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**
**Professional Development Planning**

Identified Priority Needs	Data Sources
Effective Instructional Strategies	classroom observations, teacher feedback, st. data
writing effective interventions	student performance data, teacher feedback
strategies for implementing interventions	intervention plans, tier documentation, observatio
Standards-based instruction	lesson plans, observations, student data
Data Analysis	student data, observations, teacher survey
classroom management	discipline reports, teacher feedback, observations

**Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).**

The Greenwood Public School District has implemented 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 guides 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. A needs analysis that includes teacher feedback, administrator classroom observations/evaluations, and PLC meeting notes was conducted to determine professional learning needs of staff members. A professional learning community plan of action was developed in response to the needs analysis and is maintained on file at Greenwood High.

**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.**

\*\*\*\*\*Standards for Professional Learning set clear expectations for professional learning which guides 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.

The school developed a professional learning plan of action based on a needs analysis that includes teacher feedback, administrator classroom observations/evaluations, and PLC meeting notes. Activities in the plan align to staff needs and the EDI instructional model. The activities outlined in the plan of action are evidence-based best practices. Teachers meet weekly in their PLC to address the targeted areas of need.

**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.**

**Explicit Direct Instruction (EDI):** Explicit Direct Instruction is a strategic collection of research-based instructional practices pioneered by pedagogues and cognitive researchers. These strategies help teachers deliver well-crafted lessons that explicitly teach grade-level content to all students the first time the content is taught.

**Effective Lesson Planning:** Coupled with the EDI instructional model, teachers are provided high-quality professional development training on planning classroom lessons that includes: effectively planning rigorous, curriculum-aligned lessons that meet the needs of all learners; collecting and organizing data from assessments to provide feedback to students and adjusting lessons and instruction as needed; demonstrating deep content knowledge and pedagogy while effectively implementing a research-based Instructional-Delivery Model (e.g., Madeline Hunter, Explicit Direct Instruction) that actively engages students in the learning process and promotes higher-order thinking; managing student behavior and maintaining a climate of safety, respect, and support and foster a culture of high expectations for learning; and, demonstrating professionalism, collaborating with colleagues, and actively participating in a professional learning community in the school.

Activities also include a strong focus on implementing a Multi-Tiered Systems of Supports that includes positive behavior interventions and supports.

Administrators and staff will also receive professional development specific to the Mississippi Educator and Administrator Professional Growth System.

**How will the school evaluate the improvement of its instructional and leadership practices?**

The school's administrative team will conduct classroom observations to ensure teachers are effectively implementing the curriculum. School administrators will consistently offer effective coaching and feedback to the instructional staff as a result of classroom observations and school-based professional development. The principal will provide coaching and feedback to the assistant principals and the instructional coach, in an effort to ensure the leadership team is able to effectively support teachers. Assessment data will also be used as an evaluative tool to address instructional needs and practices.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

**Family and Community Involvement**

Identified Priority Needs	Data Sources
how to help children with homework	parent surveys

**Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.**

In the past, GHS had monthly parent meetings organized through the parent center coordinator; however, attendance was dismal. Many students come from a single-parent home where the parent works during school hours. Efforts have been made to hold event after hours, but attendance was still poor. The district is in the planning stages of reorganizing its P-16 Community Engagement Council according to state guidelines. Additionally, this year the GHS administrative team is engaging families and the community in designing a platform for their engagement in the school. The school has also started developing and disseminating the Bulldog Bulletin, a monthly newsletter that is shared with students, staff, and parents. The newsletter contains pertinent information like school data, common assessment data, and student and staff recognition. To ensure parents are aware of school happenings, the newsletters are also distributed at the football game during ticket purchase. Halftime is also used to communicate successes, including student recognition.

Greenwood High has a full-time parent center coordinator who works to actively engage and involve parents in the education of their children. The year, this person will coordinate monthly meetings with parents to work with them on reading strategies at home, to access the parent portal to monitor their child's academic progress, to train on district software programs, and to understand and implement proactive measures to track their child's graduation status.

**Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?**

Teachers administer weekly assessments. These results are imported into the parent portal, and parents can access their children's grades on a regular basis. Additionally, every 4 1/2 weeks, district-wide common assessments are administered, and these results are provided to parents, teachers, and students. The district leadership team analyzes state assessment data and communicates the results to school level administrators who in turn share it with staff and parents. The state assessment results are analyzed and the results are presented to school board members during their monthly board meeting.

**Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.**

We implement the parent compact as directed by the district's office.



**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) 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									
2015-16									

**Stakeholder Decision Making**

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input 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 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 type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input type="checkbox"/> Yes	

**Describe the need for class size reduction teachers.**

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - GREENWOOD HIGH SCHOOL (4220012) Public School - School Plan - Rev 1**

**Summarize what's working in your school and why?**

Greenwood High School with the support of the the Greenwood Public School District has reorganized its instructional support structure to improve student achievement. In addition to the administrative support, the school has an instructional coach who works with teachers to build their capacity and improve student achievement. The school has also reassigned staff to better align to their strengths. The school is also implementing other district supported initiatives: a comprehensive instructional management plan that includes curriculum frameworks, pacing guides, and instructional strategies; targeted professional development designed to build teacher and staff capacity; professional learning communities and grade level team meetings, supplemental computer-based programs to support the delivery of instruction; and, common assessments. While some of these efforts were loosely implemented in previous years, the difference this year is that the district's and school's new leadership is committed and focused on improving student achievement.

**Summarize what's not working in your school and why?**

For the past three years, the Greenwood Public School District and Greenwood High School have undergone leadership changes. Because of constant instability at the leadership level, instruction has not been a focus. The achievement gap persists as does low proficiency in the state tested areas. Adding to Greenwood High's struggle to improve student proficiency is the constant changes in state assessments. The state has used three different assessments in the past three years.

The school also struggles with parental and community engagement. The school and district have tried various approaches; however, one that has not been completely maximized is the role of the parent coordinator.

**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.**

- closing the achievement gap with focus on differentiating instruction
- increasing student proficiency
- targeted, job-embedded professional development designed to build teacher capacity and improve student outcomes
- fully implement multi-tiered system of support
- improving graduation rate
- increasing advanced learning opportunities for students

- Improving parental and community engagement
- system and support for comprehensive data analysis

## 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:

Fulldays: 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			
<b>5-Yr Goal</b>	80,812	19,696			4,500	3,360			68,992		3,960
<b>Baseline/Pre-data</b>	61,116								59,136		1,980

**Baseline:**

**Core** -59,136 minutes =

(178 Full Days multiplied by 330 minutes = 58,740 minutes and 2- Partial days multiplied by 198 minutes = 396 mins)

**Teacher PD** - 1,980 minutes = 55 minutes a week X 36 weeks

**5-Yr Goal:**

**Core** -68,992 minutes =

(178 Full Days multiplied by 385 minutes = 68,530 minutes and 2- Partial days multiplied by 231 minutes = 462 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

**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			
<b>SIG Year 1 Actual</b>	80,812	19,696			4,500	3,360			68,992		3,960

**Core** -68,992 minutes =

(178 Full Days multiplied by 385 minutes = 68,530 minutes and 2- Partial days multiplied by 231 minutes = 462 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

**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			
<b>SIG Year 2 Actual</b>	80,812	19,696			4,500	3,360			68,992		3,960

**Core** -68,992 minutes =

(178 Full Days multiplied by 385 minutes = 68,530 minutes and 2- Partial days multiplied by 231minutes = 462 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

**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			
<b>SIG Year 3 Actual</b>	80,812	19,696			4,500	3,360			68,992		3,960

**Core** -68,992 minutes =

(178 Full Days multiplied by 385 minutes = 68,530 minutes and 2- Partial days multiplied by 231minutes = 462 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

**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			
<b>SIG Year 4 Actual</b>	80,812	19,696			4,500	3,360			68,992		3,960

**Core** -68,992 minutes =

(178 Full Days multiplied by 385 minutes = 68,530 minutes and 2- Partial days multiplied by 231minutes = 462 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

**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 - High School

1=minimal 2=basic 3=pass 4=proficient 5=advanced

Algebra I	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	6.82	41.6	40.5	9.85	1.14	22.7	72.7	4.55	0.00	0.00	0.00	50.0	50.0	0.00	0.00	6.49	41.98	40.46	9.92	1.15
3 Yr Goal	5	30	30	20	15	10	50	30	10	0	0	0	50	50	0	5	30	30	20	15
Year 1 - Goal FY 17-18	5	35	40	15	5	20	60	20	0	0	0	25	50	25	0	5	35	40	15	5
Year 2 - Goal FY 18-19	5	30	35	20	10	15	55	25	5	0	0	10	45	45	0	5	30	35	20	10
Year 3 - Goal FY 19-20	5	30	30	20	15	10	50	30	10	0	0	0	50	50	0	5	30	30	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	n/a	n/a	n/a	n/a	n/a	6.95	41.7	40.9	9.27	1.16	0.00	50.0	50.0	0.00	0.00	n/a	n/a	n/a	n/a	n/a	0.00	33.3	0.00	66.6	0.00
3 Yr Goal	n/a	n/a	n/a	n/a	n/a	5	30	30	20	15	0	0	50	50	0	n/a	n/a	n/a	n/a	n/a	0	10	15	70	5
Year 1 - Goal	n/a	n/a	n/a	n/a	n/a	5	35	40	15	5	0	25	50	25	0	n/a	n/a	n/a	n/a	n/a	0	20	15	65	0
Year 2 - Goal	n/a	n/a	n/a	n/a	n/a	5	30	35	20	10	0	15	50	35	0	n/a	n/a	n/a	n/a	n/a	0	10	15	70	5
Year 3 - Goal	n/a	n/a	n/a	n/a	n/a	5	30	30	20	15	0	0	50	50	0	n/a	n/a	n/a	n/a	n/a	0	10	15	70	5

English II	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	25.4	27.3	26.4	16.98	3.77	80.0	20.00	0.00	0.00	0.00	0.00	0.00	100	0.00	0.00	25.2	27.1	26.6	17.1	3.81
3 Yr Goal	15	20	25	25	15	40	20	30	10	0	0	0	0	100	0	15	20	25	25	15
Year 1 - Goal FY 17-18	20	25	25	25	5	60	20	20	0	0	0	0	50	50	0	20	25	25	25	5
Year 2 - Goal FY 18-19	15	20	25	30	10	50	20	25	5	0	0	0	25	75	0	15	20	25	30	10
Year 3 - Goal FY 19-20	15	20	25	25	15	40	20	30	10	0	0	0	0	100	0	15	20	25	25	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	n/a	n/a	n/a	n/a	n/a	25.7	27.6	26.1	16.6	3.81	0.00	0.00	100	0.00	0.00	n/a	n/a	n/a	n/a	n/a	0.00	0.00	0.00	100	0.00
3 Yr Goal	n/a	n/a	n/a	n/a	n/a	15	20	25	25	15	0	0	0	100	0	n/a	n/a	n/a	n/a	n/a	0	0	0	100	0
Year 1 - Goal	n/a	n/a	n/a	n/a	n/a	20	25	25	25	5	0	0	50	50	0	n/a	n/a	n/a	n/a	n/a	0	0	0	100	0
Year 2 - Goal	n/a	n/a	n/a	n/a	n/a	15	20	25	30	10	0	0	25	75	0	n/a	n/a	n/a	n/a	n/a	0	0	0	100	0
Year 3 - Goal	n/a	n/a	n/a	n/a	n/a	15	20	25	25	15	0	0	0	100	0	n/a	n/a	n/a	n/a	n/a	0	0	0	100	0

Biology I	All					IEP					LEP					ED				
	M	B	P	A		M	B	P	A		M	B	P	A		M	B	P	A	
Baseline/Pre-data	37	39	23	1		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
3 Yr Goal	10	30	50	10		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 1 – Goal FY 17-18	25	35	35	5		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 2 – Goal FY 18-19	15	35	40	10		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 3 – Goal FY 19-20	10	30	50	10		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	

	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	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
3 Yr Goal	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 1 – Goal	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 2 – Goal	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 3 – Goal	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	

U.S. History	All					IEP					LEP					ED				
	M	B	P	A		M	B	P	A		M	B	P	A		M	B	P	A	
Baseline/Pre-data	36	33	27	3		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
3 Yr Goal	10	30	50	10		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 1 – Goal FY 17-18	25	35	35	5		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 2 – Goal FY 18-19	15	35	40	10		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 3 – Goal FY 19-20	10	30	50	10		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	

	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	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
3 Yr Goal	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 1 – Goal	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 2 – Goal	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	
Year 3 – Goal	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA	

## 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: High School

English II	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	99	100	100	99	n/a	98	100	n/a	100
3 Yr Goal	99	100	100	99	100	98	100	100	100
Year 1 -- Goal FY 17-18	99	100	100	99	100	98	100	100	100
Year 2 -- Goal FY 18-19	99	100	100	99	100	98	100	100	100
Year 3 -- Goal FY 19-20	99	100	100	99	100	98	100	100	100
Algebra I	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	95.2	100	100	95.1	n/a	92.4	100	n/a	100
3 Yr Goal	97	100	100	97	100	95	100	100	100
Year 1 -- Goal FY 17-18	97	100	100	97	100	95	100	100	100
Year 2 -- Goal FY 18-19	97	100	100	97	100	95	100	100	100
Year 3 -- Goal FY 19-20	97	100	100	97	1100	95	100	100	100
Biology	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	100	100	100	100	n/a	100	100	n/a	100
3 Yr Goal	100	100	100	100	100	100	100	100	100
Year 1 -- Goal FY 17-18	100	100	100	100	100	100	100	100	100
Year 2 -- Goal FY 18-19	100	100	100	100	100	100	100	100	100
Year 3 -- Goal FY 19-20	100	100	100	100	100	100	100	100	100
U.S. History	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	89.5	100	100	89.5	n/a	89.5	n/a	n/a	n/a
3 Yr Goal	95	100	100	95	100	95	100	100	100
Year 1 -- Goal FY 17-18	95	100	100	95	100	95	100	100	100
Year 2 -- Goal FY 18-19	95	100	100	95	100	95	100	100	100
Year 3 -- Goal FY 19-20	95	100	100	95	100	95	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 – High School

*M=minimal B=basic P=proficient A=advanced*

English II	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																

English II	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																				

Algebra I	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																

Algebra I	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: High School

M=minimal B=basic P=proficient A=advanced

Biology	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																

Biology	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																				

US History	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																

US History	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 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	70	
3 Yr Goal	95	
Year 1 – Goal FY 17-18	80	
Year 2 – Goal FY 18-19	90	
Year 3 – Goal FY 19-20	95	

## 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	72.4	
3 Yr Goal	82	
Year 1 – Goal FY 17-18	76	
Year 2 – Goal FY 18-19	79	
Year 3 – Goal FY 19-20	82	

## 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	18.8	
3 Yr Goal	13	
Year 1 – Goal FY 17-18	16	
Year 2 – Goal FY 18-19	14	
Year 3 – Goal FY 19-20	13	

## METRIC 12 STUDENT ATTENDANCE RATE

Identify the attendance rate. (Schools should attain data from MSIS.)

	Attendance Rate
Baseline/Pre-data	87.7
3 Yr Goal	97
Year 1 - Goal FY 17-18	93
Year 2 - Goal FY 18-19	95
Year 3 - Goal FY 19-20	97

## 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:

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	43	13.7	76	24.3	119	38.1
3 Yr Goal	100	32	115	36.8	215	68.9
Year 1 – Goal FY 17-18	63	20.1	101	32.3	164	52.5
Year 2 – Goal FY 18-19	83	26.6	110	35.2	193	61.8
Year 3 – Goal FY 19-20	100	32	115	36.8	215	68.9

#### 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	70	57.8
3 Yr Goal	85	70.2
Year 1 – Goal FY 17-18	75	61.9
Year 2 – Goal FY 19-20	80	66.1
Year 3 – Goal FY 20-21	85	70.2

#### 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	0	1	3	0	0	800*
3 Yr Goal	0	0	0	0	0	400
Year 1 – Goal FY 17-18	0	0	0	0	0	700
Year 2 – Goal FY 18-19	0	0	0	0	0	550
Year 3 – Goal FY 19-20	0	0	0	0	0	400

**\*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	
	Number#	Percentage%
Baseline/Pre-data	133	20.8
3 Yr Goal	67	10.4
Year 1 – Goal FY 17-18	100	15.6
Year 2 – Goal FY 18-19	80	12.5
Year 3 – Goal FY 19-20	67	10.4

## 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	4	21	28	1
3 Yr Goal	0	10	29	11
Year 1 – Goal FY 17-18	2	15	32	5
Year 2 – Goal FY 18-19	1	13	31	9
Year 3 – Goal FY 19-20	0	10	29	11

## 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	93.5
3 Yr Goal	96
Year 1 – Goal FY 17-18	94
Year 2 – Goal FY 18-19	95
Year 3 – Goal FY 19-20	96



2017 JUL 26 PM 12 27

MDE Grant No.

18/1201058410/6000000999/3369/004

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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 High)  
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		\$480,852.34	\$480,852.34
Year 2		\$448,429.00	\$448,429.00
Year 3		\$350,541.00	\$350,541.00
Year 4		\$227,829.66	\$227,829.66
<b>Grand Total</b>		<b>\$1,507,652.00</b>	<b>\$1,507,652.00</b>

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

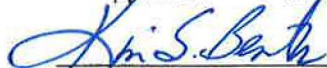
☒ Reporting Requirements

☐ Special Condition

☒ Travel Policy

☐ Other: \_\_\_\_\_

9. Approved for Mississippi Department of Education



Signature

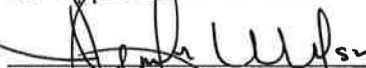
Name: Kim S. Benton

Title: Chief Academic Officer

7/25/17

Date

10. Approved for Grantee



Signature

Name: Jennifer Wilson

Title: Superintendent

7/12/17

Date



Signature

Name: Monique Corley

Title: Director, Office of Procurement

7/26/2017

Date

## 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) \$480,852.34; Year 2 (SY18-19) \$448,429.00; and Year 3 (SY19-20) \$350,541.00, Year 4 (SY20-21) \$227,829.66 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 of 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) \$480,852.34; Year 2 (SY18-19) \$448,429.00; and Year 3 (SY19-20) \$350,541.00, Year 4 (SY20-21) \$227,829.66 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

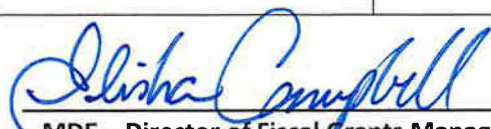
2. Grantee's Name and Address Greenwood Public School District (Greenwood High) Post Office Box 1497 401 Howard Street Greenwood, MS 38930	2. Grantee's Contact Person and Telephone No. <u>Dr. Jennifer Wilson, Superintendent 662-453-4231</u>  3. CFDA No. <u>84.377</u>  4. Title of Federal Program <u>School 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>
<b>COST CATEGORY</b>	<b>TOTAL FUNDS</b>
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. _____
<b>GRAND TOTAL</b>	<b>\$ 1,507,652.00</b>



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
FOUR YEAR BUDGET SUMMARY**

<b>DISTRICT NAME</b> Greenwood Public School District	<b>DISTRICT NUMBER</b> 4220	<b>SCHOOL CODE</b> 4220012			
<b>NCES LEA ID</b> 2801650	<b>NCES SCHOOL ID</b> 280165000256	<b>SUPERINTENDENT'S NAME</b> Dr. Jennifer Wilson			
<b>SIG 1003(G) PROGRAM CONTACT</b> Mr. Charles Johnson	<b>ADDRESS</b> 401 Howard Street				
<b>EMAIL ADDRESS</b> charlesjohnson@greenwood.k12.ms.us	<b>TELEPHONE NUMBER</b> 662-453-4231	<b>FAX NUMBER</b> 662-453-7423			
<b>MODEL SELECTION</b> Transformation Model					
<p><b>Directions:</b>  <b>LEA Budget Amounts Years 1, 2, and 3</b> = provide the total of Attachment (Implementation Budget), based on projected costs  <b>LEA Budget Amounts Year 4 (Sustainability Activities)</b> = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of Year 1</p>					
<b>School Name</b>	<b>Year 1 Budget Implementation</b>	<b>Year 2 Budget Implementation</b>	<b>Year 3 Budget Implementation</b>	<b>Year 4 Budget Sustainability Activities</b>	<b>Four-Year Total</b>
Greenwood High School	480,852.34	448,429.00	350,541.00	227,829.66	\$ 1,507,652.00

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 <b>FY18</b>	DISTRICT NUMBER <b>4220</b>	SCHOOL CODE <b>4220-012</b>	NCES LEA ID <b>2801650</b>	NCES SCHOOL ID <b>280165000256</b>
DISTRICT NAME <b>Greenwood Public School</b>			SCHOOL NAME <b>Greenwood High School</b>	
ADDRESS <b>401 Howard Street</b>		SIG 1003(G) PROGRAM CONTACT <b>Charles Johnson</b>		SUPERINTENDENT NAME <b>Dr. Jennifer Wilson</b>
EMAIL ADDRESS <b>charlesjohnson@greenwood.k12.ms.us</b>		TELEPHONE NUMBER <b>662-453-4231</b>		FAX NUMBER <b>662-453-4231</b>



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**

<b>MDE USE ONLY</b>	PROGRAM APPROVAL DATE <b>7/25/17</b>		INITIALS <b>SKK</b>
	TOTAL FUNDS <b>\$1,507,652.00</b>		
	CARRYOVER FUNDS		
	CURRENT FUNDS <b>\$48,852.34</b>		
	BEGIN DATE <b>7/1/17</b>	END DATE <b>9/30/21</b>	

**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									\$ 0.00
4	1130	Middle-Junior High Programs									\$ 0.00
5	1140	High School Programs									\$ 0
6	1260	After School Programs	25000	5860				\$ 1,500.03			\$ 32,360
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	\$ 21,666.66	\$ 6,503.33				\$ 1,000.00			\$ 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	95000	29361	50000	2500	15000	41978	55000		\$ 288,839
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	\$ 26,000.00	\$ 7,519.00		\$ 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									\$ 0
<b>Enter Indirect Cost Transfer Amount in the Total Column ONLY</b>											
22	Total Budget		\$ 225,066.66	\$ 62,974.33	\$ 50,000.00	\$ 3,333.33	\$ 15,000.00	\$ 56,144.69	\$ 68,333.33	\$ 0.00	\$ 480,852.34

**7/25/17**  
Date

*Debra Campbell*  
MDE - Director of Fiscal Grants Management

**7/25/2017**  
Date

*Danya J. Robinson*  
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 High School								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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...(41 days at \$1,200 per day)			50,000						\$ 50,000	31,57,6 3-64,71 ,102,11 6,176-1 82
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$19,725	55,000	19,725							\$ 74,725	31,57,6 3-64,71 ,102,11 6,176-1 82
2210	9th - 12th Grade Universal Science Lab: Provide equipment, furniture and supplies to be used to create an interactive science lab for all science students 9th -12th to apply subject content knowledge in a real-world/real life experiment (Such as instructional resources, lab kits, microscopes, Interactive display boards, white boards, tables, chairs and etc..)				2,500		15,000	35,000		\$ 52,500	105- 117
2210	ACT /Dual Enrollment: Students Tuition and book fees for Dual Enrollment Courses, student registration fee for ACT and student incentives/rewards					15,000	5,000			\$ 20,000	105- 117
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), copiers, cameras, interactive boards, computers, mobile devices, etc..						21,978	20,000		\$ 41,978	130- 137
2210	Financial Incentives: Stipends for staff members for achieving established school accountability goals	40,000	9,636							\$ 49,636	27-28 150-1 59
FUNCTION TOTAL		\$ 95,000	\$ 29,361	\$ 50,000	\$ 2,500	\$ 15,000	\$ 41,978	\$ 55,000	\$ 0	\$ 288,839	

- ☐ 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 High School								4220	
<p><b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a>. 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) (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 Services: Provide students with extended learning time for practice, remediation, and enrichment includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, instructional supplies to enhance and operate the programs	25,000	5,860				1,500.03			\$ 32,360.03	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 25,000	\$ 5,860	\$ 0	\$ 0	\$ 0	\$ 1,500.03	\$ 0	\$ 0	\$ 32,360.03	

- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 17-18)  
☐ School Sustainability Budget



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<p><b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a>. 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) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
1270	Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development/Credit Recovery) 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	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 41,731	

- ☐ 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 High School								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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)		
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 (2) Bus Drivers working these programs @ 13.19 per hour	13,400	3,200							\$ 16,600	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 13,400	\$ 3,200	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,600	

- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 17-18 )  
☐ School Sustainability Budget



MISSISSIPPI  
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EDUCATION

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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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)		
2832	Recruitment: Salary Bonuses for Perspective Subject Area and/ or Foreign Language 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	27-28 150-159
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 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



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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)		
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	39,40-42, 51,79-87, 91,92,96, 101,116,1 19,133,13 4,142-144
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	48,5 8,85 ,116
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 26,000	\$ 7,519.00	\$ 0.00	\$ 833.33	\$ 0.00	\$ 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 High								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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-\$65,000 /Benefits-\$19,510 and \$3,000 for supplies and materials	21,666.66	6,503.33				1,000			\$ 29,169.99	50,51.5 6,57.11 7,121.1 73-175
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 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 <b>FY19</b>	DISTRICT NUMBER <b>4220</b>	SCHOOL CODE <b>4220-012</b>	NCES LEA ID <b>2801650</b>	NCES SCHOOL ID <b>280165000256</b>
DISTRICT NAME <b>Greenwood Public School</b>			SCHOOL NAME <b>Greenwood High School</b>	
ADDRESS <b>401 Howard Street</b>		SIG 1003(G) PROGRAM CONTACT <b>Charles Johnson</b>		SUPERINTENDENT NAME <b>Dr. Jennifer Wilson</b>
EMAIL ADDRESS <b>charlesjohnson@greenwood.k12.ms.us</b>		TELEPHONE NUMBER <b>662-453-4231</b>		FAX NUMBER <b>662-453-7423</b>



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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**

<b>MDE USE ONLY</b>	PROGRAM APPROVAL D/ INITIALS <b>7/25/17</b> <b>OK</b>	
	TOTAL FUNDS <b>\$1,507,652.00</b>	
	CARRYOVER FUNDS	
	CURRENT FUNDS <b>\$448,429.00</b>	
	BEGIN DATE <b>7/1/17</b>	END DATE <b>9/30/21</b>

**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	25000	5860				1500			\$ 32,360
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	95000	29361	80000		20000	50888			\$ 275,249
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	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 0
22	Total Budget		\$ 225,067	\$ 62,974	\$ 80,000	\$ 0	\$ 20,000	\$ 60,388	\$ 0	\$ 0	\$ 448,429

Date **7/25/17**

*[Signature]*  
MDE - Director of Fiscal Grants Management

Date **7/25/2017**

*[Signature]*  
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 High School								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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... (66 days at \$1,200 per day)			80,000						\$ 80,000	31,57,6 3-64,71 ,102,11 6,176-1 82
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$19,725	55,000	19,725							\$ 74,725	31,57,6 3-64,71 ,102,11 6,176-1 82
2210	9th - 12th Grade Universal Science Lab: Provide supplies to be used to create an interactive science lab for all science students 9th -12th to apply subject content knowledge in a real-world/real life experiment (Such as instructional resources, lab kits, microscopes, Interactive display boards, and etc...)						10,000			\$ 10,000	105- 117
2210	ACT /Dual Enrollment: Students Tuition and book fees for Dual Enrollment Courses, student registration fee for ACT and student incentives/rewards					20,000	5,000			\$ 25,000	105- 117
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), copiers, cameras, interactive boards, computers, mobile devices, etc.,						35,888			\$ 35,888	130- 137
2210	Financial Incentives: Stipends for staff members for achieving established school accountability goals	40,000	9,636							\$ 49,636	27-28 150-1 59
FUNCTION TOTAL		\$ 95,000	\$ 29,361	\$ 80,000	\$ 0	\$ 20,000	\$ 50,888	\$ 0	\$ 0	\$ 275,249	

- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 18-19 )  
☐ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<p><b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a>. 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)		
1260	Extended Day Services: Provide students with extended learning time for practice, remediation, and enrichment includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, instructional supplies to enhance and operate the programs	25,000	5,860				1,500			\$ 32,360	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 25,000	\$ 5,860	\$ 0	\$ 0	\$ 0	\$ 1,500	\$ 0	\$ 0	\$ 32,360	

- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 18-19)  
☐ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<p><b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a>. 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)		
1270	Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development/Credit Recovery) 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	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 41,731	

- 
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**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.

[illegible]

- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 18-19)  
☐ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<p><b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a>. 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 6 Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2832	Recruitment: Salary Bonuses for Perspective Subject Area and/or Foreign Language 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	27-2 150- 59
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 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
<b>Greenwood Public School District</b>	<b>Greenwood High</b>	<b>4220</b>

**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)		
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	39,40-42, 51,79-87, 91,92,96 101,116,1 19,133,13 4,142-144
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	48,5 8,85 ,116
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 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 High								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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)		
2111	District Wide Staff for the Behavior Interventions and Supports- <b>Implementation</b> , 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	50,51,5 6,57,11 7,121,1 73-175
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 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 <b>FY20</b>	DISTRICT NUMBER <b>4220</b>	SCHOOL CODE <b>4220-012</b>	NCES LEA ID <b>2801650</b>	NCES SCHOOL ID <b>280165000256</b>
DISTRICT NAME <b>Greenwood Public School</b>			SCHOOL NAME <b>Greenwood High School</b>	
ADDRESS <b>401 Howard Street</b>		SIG 1003(G) PROGRAM CONTACT <b>Charles Johnson</b>		SUPERINTENDENT NAME <b>Dr. Jennifer Wilson</b>
EMAIL ADDRESS <b>charlesjohnson@greenwood.k12.ms.us</b>		TELEPHONE NUMBER <b>662-453-4231</b>		FAX NUMBER <b>662-453-7423</b>



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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**

<b>MDE USE ONLY</b>	PROGRAM APPROVAL D/ INITIALS <b>7/25/17</b> <b>842</b>	
	TOTAL FUNDS <b>\$1,507,652.00</b>	
	CARRYOVER FUNDS	
	CURRENT FUNDS <b>\$350,541.00</b>	
	BEGIN DATE <b>7/1/17</b>	END DATE <b>9/30/21</b>

**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	25000	5860				1000			\$ 31,860
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	95000	29361			20000	36500			\$ 180,861
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
22	Total Budget		\$ 225,067	\$ 62,974	\$ 0	\$ 0	\$ 20,000	\$ 42,500	\$ 0	\$ 0	\$ 350,541

**Enter Indirect Cost Transfer Amount in the Total Column ONLY**

Date **7/25/17**

*Shirley 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 19-20 )  
☐ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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 6 Plan (13)
		(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-\$19,725	55,000	19,725							\$ 74,725	31,573-64,710,276,17682
2210	9th - 12th Grade Universal Science Lab: Provide supplies to be used to create an interactive science lab for all science students 9th -12th to apply subject content knowledge in a real-world/real life experiment (Such as instructional resources, lab kits, microscopes, interactive display boards, and etc..)						5,000			\$ 5,000	105117
2210	ACT /Dual Enrollment: Students Tuition and book fees for Dual Enrollment Courses, student registration fee for ACT and student incentives/rewards					20,000	2,500			\$ 22,500	105117
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), copiers, cameras, interactive boards, computers, mobile devices, etc..						29,000			\$ 29,000	130137
2210	Financial Incentives: Stipends for staff members for achieving established school accountability goals	40,000	9,636							\$ 49,636	27-2150-59
										\$ 0	
FUNCTION TOTAL		\$ 95,000	\$ 29,361	\$ 0	\$ 0	\$ 20,000	\$ 36,500	\$ 0	\$ 0	\$ 180,861	

- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 19-20 )  
☐ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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. c Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended Day Services: Provide students with extended learning time for practice, remediation, and enrichment includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, instructional supplies to enhance and operate the programs	25,000	5,860				1,000			\$ 31,860	1260
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 25,000	\$ 5,860	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 31,860	

- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 19-20 )  
☐ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
1270	Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development/Credit Recovery) 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				1,000			\$ 40,731	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 40,731	

- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 19-20 )  
☐ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<p><b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a>. 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)		
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 (2) Bus Drivers working these programs @ 13.19 per hour	13,400	3,200							\$ 16,600	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 13,400	\$ 3,200	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,600	



- ☐ School Planning Budget  
☒ School Full Implementation Budget (Year 19-20 )  
☐ School Sustainability Budget



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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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)		
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	39,40-42, 51,79-87, 91,92,96, 101,116,1 19,133,13 4,142-144
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	48,5 8,85 ,116
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 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 High								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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)		
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	50,51,5 6,57,11 7,121,1 73-175
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 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 <b>FY21</b>	DISTRICT NUMBER <b>4220</b>	SCHOOL CODE <b>4220-012</b>	NCES LEA ID <b>2801650</b>	NCES SCHOOL ID <b>280165000256</b>
DISTRICT NAME <b>Greenwood Public School</b>			SCHOOL NAME <b>Greenwood High School</b>	
ADDRESS <b>401 Howard Street</b>		SIG 1003(G) PROGRAM CONTACT <b>Charles Johnson</b>		SUPERINTENDENT NAME <b>Dr. Jennifer Wilson</b>
EMAIL ADDRESS <b>charlesjohnson@greenwood.k12.ms.us</b>		TELEPHONE NUMBER <b>662-453-4231</b>		FAX NUMBER <b>662-453 7423</b>



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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**

<b>MDE USE ONLY</b>	PROGRAM APPROVAL DATE <b>7/25/17</b>		INITIALS <b>SK</b>
	TOTAL FUNDS <b>\$1,507,652.00</b>		
	CARRYOVER FUNDS		
	CURRENT FUNDS <b>\$227,829.66</b>		
	BEGIN DATE <b>7/1/17</b>	END DATE <b>9/30/21</b>	

**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									\$ 0.00
6	1260	After School Programs	25000	5860				\$ 1,000.01			\$ 31,860.01
7	1270	Remediation Extended School Year	28800	7000				1000			\$ 36,800.00
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	\$ 3,251.66				\$ 1,000.00			\$ 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	55000	19725			15000	20000			\$ 109,725
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	13400	3200							\$ 16,600.00
19	2800 - 2899	Central Support Services (Tech)									\$ 0.00
20	3900 - 3999	Other Non-Instructional Support									\$ 0.00
21	7110	Indirect Costs Transfer Out									\$ 0
<b>Enter Indirect Cost Transfer Amount in the Total Column ONLY</b>											
22	Total Budget		\$ 146,033.33	\$ 42,796.32	\$ 0.00	\$ 0.00	\$ 15,000.00	\$ 24,000.01	\$ 0.00	\$ 0.00	\$ 227,829.66

Date

**7/25/17**

MDE - Director of Fiscal Grants Management

*Shirley Campbell*

Date

**7/25/2017**

MDE - Director of School Improvement

*Shirley Johnson*

- ☐ School Planning Budget  
☐ School Full Implementation Budget (Year \_\_\_\_\_)  
☒ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Greenwood Public School District	Greenwood High 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)		
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$19,725	55,000	19,725							\$ 74,725	31,57,6 3-64,71 .102,11 6,176-1 82
2210	ACT /Dual Enrollment: Students Tuition and book fees for Dual Enrollment Courses, student registration fee for ACT and student incentives/rewards					15,000				\$ 15,000	105- 107
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), copiers, cameras, interactive boards, computers, mobile devices, etc.,						20,000			\$ 20,000	130- 137
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 55,000	\$ 19,725	\$ 0	\$ 0	\$ 15,000	\$ 20,000	\$ 0	\$ 0	\$ 109,725	

- ☐ School Planning Budget  
☐ School Full Implementation Budget (Year \_\_\_\_\_)  
☒ School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b>		<b>SCHOOL NAME</b>							<b>DISTRICT CODE</b>	
Greenwood Public School District		Greenwood High 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 <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 Services: Provide students with extended learning time for practice, remediation, and enrichment includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, instructional supplies to enhance and operate the programs	25,000	5,860				1,000.01			\$ 31,860.01	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 25,000	\$ 5,860	\$ 0	\$ 0	\$ 0	\$ 1,000.01	\$ 0	\$ 0	\$ 31,860.01	

- ☐ School Planning Budget  
☐ School Full Implementation Budget (Year \_\_\_\_\_)  
☒ School Sustainability Budget



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Greenwood Public School District		Greenwood High School								4220	
<b>Directions:</b> 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 <a href="http://www.mdek12.org/OSFS/AMD">http://www.mdek12.org/OSFS/AMD</a> . 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)		
1270	Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development/Credit Recovery) includes salaries and benefits for 9 staff members working these programs @ 50.00 per hour, x 4 for 16 days instructional supplies to enhance and operate the programs	28,800	7,000				1,000			\$ 36,800	128
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 28,800	\$ 7,000	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 36,800	

[illegible]

- ☐ 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
<b>Greenwood Public School District</b>	<b>Greenwood High</b>	<b>4220</b>

**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 <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-\$39,000 /Benefits-\$11,278.50 and \$1,000 for supplies and materials	13,000	3,759.66				1,000			\$ 17,759.66	39,40-42, 51,79-87, 91,92,96, 101,116,1 19,133,13 4,142-144
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 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



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**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
<b>Greenwood Public School District</b>	<b>Greenwood High</b>	<b>4220-020</b>

**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-\$32,000/Benefits-\$9,755 and \$3,000 for supplies and materials	10,833.33	3,251.66				1,000.00			\$ 15,084.99	48,585,116
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 10,833.33	\$ 3,251.66	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 15,084.99	