

Greenwood Leflore

Consolidated School District

Dropout Prevention Plan

2024-2025
(GLCSD)



2024 - 2025

James Johnson-Waldington, Superintendent
Mrs. Zinnia Howze-Wince, Assistant Superintendent
Dr. Likisha Coleman, Assistant Superintendent

Part III Statement of Assurance

On behalf of the **Greenwood Leflore Consolidated School District**, I hereby submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to meet the three overarching goals of the state dropout prevention plan:

- 1) Increase the graduation rate by 10% yearly 2) reduce the dropout rate by 10%; and 3) reduce the truancy rate by 55%.

I hereby certify that the information contained in this plan follows the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

I hereby certify that our school district has considered relevant, evidence- based strategies and bestpractices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduationrate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices, and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA and 504.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:

Name: Cassandra A. Hart, Ed.S.

Title: Director, Excel Academy &Secondary Curriculum

Mailing Address: 1901 Hwy 82 West Greenwood, MS. 38930

Telephone #: 662.581.3024

Fax #:

District Superintendent:

Mr. James Johnson-Waldington (signature)

School Board Chair:

Dr. Kalanya Moore

(signature)

District Team Members

Team Member	Position
Mrs. Zinnia Wince	Assistant Superintendent
Dr. Likisha Coleman	Assistant Superintendent
Ms. Cassandra Hart	Director, Excel Academy & Sec. Curriculum
	Alternative School Director
Ms. Sonja Jones	Juvenile Detention Center Director
Dr. Jamie Jyles	Career & Technical Center Director
Mr. Charles Brown	Principal
Mrs. Denita West	Counselor
Ms. Andrea Parker	Special Education Director
Dr. Tawanna Shannon	Student Support Specialist

Part B District Overview & Data

District Name: **Greenwood Leflore Consolidated School District**

Enrollment Data (MSIS Data as of June 2023)			
Students Enrolled 3868	Elementary School (Grades K-6)	Middle School (Grades 7-8)	High School (Grades 9-12)
Number of Schools	6	3	3
Net Membership	1,991	594	1,283
Counselor to Student Ratio	1:332	1:98	1:321
<p>a. Leflore County High School serves 7-12 grades. Claudine Brown Elementary School Serves Pre-K-K-2 only and Threadgill Primary services Pre-K-1 only.</p> <p>b. The district employs a full-time counselor at all schools-BES, CBES, DES, EES, LCES, TES, TPS, AEHS, AEJHS, LCHS, GHS (2), and GMS.</p>			

Data provided by Greenwood Leflore Consolidated School District's database, MDE, and MSIS.

Student Demographic Data (Net Membership) 2023-2024			Staff Demographic Data (Teachers & Administrators) 2023-2024		
	Number	Percentage		Number	Percentage
Female	1959	50.65%	Female	252	79.25%
Male	1909	49.35%	Male	66	20.75%
Asian	10	0.26	Asian	2	0.63%
Black	3592	92.86	Black	279	87.74%
Hispanic	180	4.65	Hispanic	2	0.63%

Pacific Islander	0	0	Pacific Islander	0	0
Two or More Races	0	0	Two or More Races	1	0.31%
White	85	2.20	White	34	10.69%
Native American	1	0.03	Native American	0	0

Data provided by Greenwood Leflore Consolidated School District's database, MDE, and MSIS.

Part B District Overview & Data

Student Data					
2023-2024					
Net Student Enrollment	3868	Graduation Rate	85.0%	Dropout Rate*	12.1%
Chronic Absenteeism	1139 (2022-2023)	Special Education Students	183	Special Education Rate	4.73%
Number of Teenaged Pregnancies	0	Number of Student who are Serviced in Juvenile Detention	52	(K-12) Number of Alternative Placement Students	68
Number of McKinney-Vento (Homeless) Students	135	Number of English Language Learner (ELL) Students	151	Percentage Receiving Free/Reduced Meals	100
Disciplinary Infraction Rate		Mobility Rate		Number of School Transfers	
Suspension Rate	92.78%	Expulsion Rate	0.14%		

Data provided by Greenwood Leflore Consolidated School District's database, MDE, and MSIS.

Graduation and Dropout rates are for 2023-2024 SY (MDE).

There are three high schools in the Greenwood Leflore Consolidated School District:

Amanda Elzy High School, Greenwood High School, and Leflore County High School.

Graduation Rate Percentages			
School Year	2020-2021	2021-2022	2022-2023
Reporting Year	2021-2022	2022-2023	2023-2024
State	88.4%	88.9%	89.4%
District	96.5%	87.9%	85.0%
Amanda Elzy High	97.8%	89.7%	86.9%
Greenwood High	96.6%	87.1%	82.9%
Leflore County High	93.5%	90.0%	87.3%

Dropout Rate Percentages			
School Year	2020-2021	2021-2022	2022-2023
Reporting Year	2021-2022	2022-2023	2023-2024
State	8.5%	9.0%	8.5%
District	0.4%	10.7%	12.1%
Amanda Elzy High	0.0	9.0%	11.1%
Greenwood High	0.7%	11.2%	13.2%
Leflore County High	0.0	10.0%	11.1%

School Population			B	W	H	A	NA	PI	2+
School Name	Grades Served	Total Students	%	%	%	%	%	%	%
Amanda Elzy High	9-12	393	91.6	1.27	7.13	0	0	0	0
Amanda Elzy Jr. High	6-8	223	93.27	0.45	6.28	0	0	0	0
Bankston Elementary	K-6	298	70.13	12.75	16.11	0.67	0.34	0	0
Claudine Brown Elementary	Pre-K-2	259	93.82	1.16	5.02	0	0	0	0
Davis Elementary	K-6	380	97.11	2.63	0.26	0	0	0	0
East Elementary	3-6	231	91.34	3.03	5.63	0	0	0	0
Greenwood High	9-12	666	96.55	1.65	0.90	0.90	0	0	0
Greenwood Middle	7-8	282	96.81	1.42	1.06	0.71	0	0	0
Leflore Co. Elementary	Pre-K-6	304	87.83	0.66	11.51	0	0	0	0
Leflore County High	9-12	313	93.93	0	6.07	0	0	0	0
Threadgill Elementary	2-6	307	99.35	0.65	0	0	0	0	0
Threadgill Primary	Pre-K-1	212	99.06	0.94	0	0	0	0	0

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM
PERFORMANACE LEVEL RESULTS
Spring 2023

BIOLOGY						
	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Test Takers
State	10.1	10.5	18.5	37.9	23.0	33,844
Greenwood Leflore Consolidate School District	19.6	16.3	30.7	29.4	4.0	326
Amanda Elzy High School	18.4	16.7	30.7	28.1	6.1	114
Greenwood High School	18.9	16.2	31.1	31.8	2.0	148
Leflore County High School	23.4	15.6	29.7	26.6	4.7	64

U. S. History

	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Test Takers
State	0.6	6.2	21.9	44.9	26.5	29,085
Greenwood Leflore Consolidate School District	0.4	9.8	34.8	42.4	12.7	276
Amanda Elzy High School	1.1	7.9	34.8	43.8	12.4	89
Greenwood High School	0.0	11.3	29.3	45.9	13.5	133
Leflore County High School	0.0	9.3	48.1	31.5	11.1	54

Algebra I

	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Test Takers
State	0.4	5.1	28.8	51.1	14.7	33,343
Greenwood Leflore Consolidate School District	1.3	13.2	56.5	27.4	1.6	379
Amanda Elzy High School	2.1	10.5	60.0	27.4	0.0	95
Greenwood High School	0.6	14.6	60.1	24.2	0.6	178
Leflore County High School	2.2	15.4	54.9	24.2	3.3	91

English II

	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Test Takers
State	6.1	16.2	27.6	27.8	22.3	32,875
Greenwood Leflore Consolidate School District	11.9	24.9	33.1	23.7	6.4	329
Amanda Elzy High School	6.7	23.6	33.7	29.2	6.7	89
Greenwood High School	15.3	24.9	29.9	22.6	7.3	177
Leflore County High School	9.5	27.0	41.3	19.0	3.2	63

Greenwood Leflore Consolidated School District Restructuring Plan

Feeder Pattern: Greenwood Middle

School: Greenwood High School

School Team Members	Position
Mrs. Tracie Sanders	Principal
Ms. Latoya Fluker	Principal
Mr. Travis Johnson	Principal
Mrs. Kourtney Bush	Principal
Mr. Glen Stevens	Principal
Ms. Shajuanda Davis	Principal
Mr. Kwame Davis	Assistant Principal
Ms. Davida Hunt	Assistant Principal
Ms. Rachel Welch	Assistant Principal
Mr. Adrian Brown	Assistant Principal
Ms. Charlotte Hawkins	Assistant Principal
Dr. Aretha Williams	Counselor
Dr. Reteeshia Willis	Counselor
Ms. Tekoa Williams	Instructional Coach
Ms. Jacqueline Littleton	Instructional Coach
Mrs. Tiketha Patty-Harris	Instructional Coach

School Restructuring Plan Goals	
Goal 1:	To decrease the chronic absenteeism rate of Greenwood High school by 20% by May 2025.
Goal 2:	To decrease the behavior infractions of feeder schools by 10% by May 2025.
Goal 3:	To increase the level of academic performance on end of year course state assessments of feeder schools by 10% by May 2025.

List of Data Available	
SAM Attendance Report	End of Course Assessment
SAM Behavior Report	PBIS
SAM Gradebook	
Early Warning System Data	
MTSS	
Report Cards	
Withdrawals	

School Restructuring Plan

Goal 1:
 Focus Area: **Attendance** Behavior Course Performance Other

Timeline	Action	Resources	Person(s) Responsible	Person(s) Involved
August 2024 – May 2025	Use the Attendance plan and monitor SAM attendance reports weekly	Parent Notification Attendance Reports Messages Automated Calls	Principals Assistant Principals Attendance Clerks Counselors Parents	EWS Team
August 2024 – May 2025	Use truancy officer to assist the school level EWS teams with causes for absenteeism	Attendance Reports EWS team referrals	State Truancy Officer	Attendance Clerks Assistant Principals
August 2024 – May 2025	Strive for less than 5 absences by setting goals and employing strategies to improve attendance for students at risk of becoming chronically absent	Attendance Reports	School Staff	EWS Team District Level Personnel

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2024 – May 2025	Weekly review of chronic absenteeism and truancy rates; EWS documentation	Bi-weekly reviews by attendance team
August 2024 – May 2025	MTSS documentation	
August 2024 – May 2025	Attendance celebrations	

Goal 2:
 Focus Area: Attendance **Behavior** Course Performance Other

Timeline	Action	Resources	Person(s) Responsible	Person(s) Involved
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August 2024 – May 2025	Monitor discipline data and provide accurate and timely reports that empower the EWS teams to effectively identify and support students who need interventions	EWS documentation Discipline Reports	Data Clerk SAM Specialist EWS Team Principal Assistant Principal	SAM Clerk
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August 2024 – May 2025	Implement PBIS with fidelity for all behavior tiers	Incentives Signage PBIS Behavior Matrix	PBIS Specialist	School Staff
August 2024 – May 2025	Implement a system to raise awareness and keep parents informed regarding students' behavior	Parent Notifications Parent Meetings	Principals Assistant Principals	School Staff

Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
August 2024 – May 2025	EWS Documentation with signage			
August 2024 – May 2025	MTSS Documentation			
August 2024 – May 2025	PBIS Celebrations			
Goal 3:				
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources	Person(s) Responsible	Person(s) Involved
August 2024 – May 2025	Provide quality classroom instruction	Benchmark Data Common Assessment Data STAR Data	Teachers	Principals Assistant Principals

August 2024 – May 2025	Monitor academic data and provide accurate and timely reports for MTSS	STAR Data Common Formative Assessments Discipline Data Attendance Data (Students and Staff)	Teachers Instructional Coaches Principals Assistant Principals	District Administrators
August 2024 – May 2025	Conduct observations and provide feedback	Observation Forms Laptop/Chromebook	Principals Assistant Principals	District Administrators
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2024 – May 2025	Observation Feedback and adjustment		Improved pedagogy	
August 2024 – May 2025	Alignment of Curriculum, Instruction, and Assessments		Improved pedagogy	
August 2024 – May 2025	Alignment of Lesson Plans to Standards		Improved pedagogy and academic success	

District Dropout Prevention/Graduation Completion Plan

Part 1-OVERVIEW: Dropout Prevention Goal #1: Reduce the retention rates in *grades kindergarten, first, and second.*

Desired Impact What measurable change will be seen?	Action Steps/ Interventions What actions, additional assessments or interventions will occur to achieve the desired change?	Resources What are the financial and human resources necessary to accomplish the action steps or interventions?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline When will this action step or intervention begin and end?	Evidence of Implementation What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
<p>Retention: GLCSD K-2 student retention rate will Decrease by 5% by May 2025.</p> <p>Attendance: GLCSD K-2 student attendance rate will Increase by 5% by May 2025.</p>	<p>Implement a district-wide Pre-K Early Start Program</p> <p>Implement MTSS Process with fidelity</p> <p>Utilize the Early Warning System (EWS) for early identification</p> <p>Conduct Parent/Community Meetings</p> <p>Collaborate with Head Start</p> <p>Provide computer-based intervention</p>	<p>Title I Funding</p> <p>District Funding</p> <p>CARES (COVID) Funding</p>	<p>Teachers</p> <p>MTSS Team</p> <p>PBIS Team</p> <p>Counselors</p> <p>Attendance Staff</p> <p>Interventionists</p> <p>Instructional Technology Administrators</p> <p>Assistant Superintendents</p>	<p>August 2024 – May 2025</p> <p>EWS data will be Evaluated bi-weekly</p> <p>Attendance staff will Monitor attendance daily</p>	<p>Documentation from EWS Meetings</p> <p>Daily Attendance Reports</p> <p>Retention Reports</p> <p>Parent Conference Logs</p> <p>MTSS Process</p> <p>Documentation forms</p> <p>Parent Meetings</p> <p>Instructional Notification Letters</p>

Dropout Prevention Goal #2: Target subgroups that need additional assistance to meet graduation requirements.

Desired Impact What measurable change will be seen?	Action Steps/ Interventions What actions, additional assessments or interventions will occur to achieve the desired change?	Resources What are the financial and human resources necessary to accomplish the action steps or interventions?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline When will this action step or intervention begin and end?	Evidence of Implementation What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
GLCSD will decrease chronic absenteeism for at-risk students by 5% by May 2025.	Set goals and implement strategies to improve attendance for students at-risk of becoming chronically absent	Establishment of District and School Level EWS Teams	Teachers	August 2024-May 2025	MTSS/TST Documentation
GLCSD will increase ELA proficiency of at-risk GLCSD scholars by 15% by May 2025 as evidenced on MAAP.	Monitor academic data and provide accurate and timely reports that empower school level MTSS/TST teams to effectively identify and support students who need academic intervention	Effective implementation and monitoring of MTSS Truancy Officers Parent Notification System	MTSS Team/Committee EWS Teams Counselors Instructional Coaches (district/school level) Administrators Assistant Superintendents		Monthly auditing of MTSS Implementation in schools Active parent interactions
GLCSD will increase Math proficiency of at-risk scholars by 25% by May 2025 as evidenced on MAAP.	Identify students in need of academic and behavioral interventions Implement and apply needed interventions with fidelity	Intervention Program School Level Instructional Coaches (district/school level)			
GLCSD will increase the graduation rate all schools to 95% or above by May 2025.	Identify students who meet the criteria for the Course Credit Recovery Program Assign identified students to Credit Recovery Program and monitor progress Monitor our system to keep parents informed of student progress				
GLCSD schools must identify at-risk students to provide additional support. (GLCSD targeted subgroups are students with disabilities, EL, Homeless, Pregnant Teens, over-age students, students failed 2 or more grades, under-credited	Implement Early Warning Sys. Protocol to identify potential non-graduates to provide supports and strategies				

Dropout Prevention Goal #3: Develop dropout recovery initiatives that focus on students aged seventeen (17) through twenty-one (21), who dropped out of school.

Desired Impact	Action Steps/ Interventions	Resources	Who is Responsible? Who is involved?	Timeline	Evidence of Implementation
<p>What measurable change will be seen?</p> <p>GLCSD will use the Early Warning System indicators to monitor and track students who may potentially drop-out of school</p> <p>GLCSD will decrease the dropout rate by 3% per year</p> <p>GLCSD will provide additional options for students who opt-out of attending colleges and universities</p>	<p>Provide quality classroom instruction at each instructional tier</p> <p>Credit recovery for students to gain credits through a course recovery program</p> <p>Pull bi-weekly EWS reports to identify students</p> <p>Implement prevention and intervention programs that provide supplemental academic support for students in at-risk situations.</p> <p>Provide accurate, timely attendance and dropout data so that campus administrators can make informed decisions.</p> <p>Increase enrollment in CTE courses at the Career Development Center</p> <p>Provide workforce development and transitioning support to students in CTE programs</p> <p>Partner with community education partners such as: Job Corp, WIN Job Center, and GED Programs.</p> <p>Utilize alternative options to MAAP assessments to meet graduation requirements.</p>	<p>District funding</p> <p>Credit recovery</p> <p>Blended learning programs</p> <p>Academic intervention programs</p> <p>Truancy Officers Data Team</p>	<p>Teachers</p> <p>MTSS Team/Committee</p> <p>Counselors</p> <p>Administrators</p> <p>Assistant Superintendents</p> <p>Truancy Officers</p> <p>Graduation Coaches</p>	<p>August 2024– May 2025</p>	<p>Review of discipline data</p> <p>Learning walks /daily observations data/logs</p> <p>Monthly progress monitoring data</p> <p>Counselors' monthly reports</p> <p>Credit Course Recovery completion reports</p>

Dropout Prevention Goal #4: Address how students will transition to the home school district from *Juvenile Detention Center*.

Desired Impact What measurable change will be seen?	Action Steps/ Interventions What actions, additional assessments or interventions will occur to achieve the desired change?	Resources What are the financial and human resources necessary to accomplish the action steps or interventions?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline When will this action step or intervention begin and end?	Evidence of Implementation What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
GLCSD will follow state policy for transitioning students from the juvenile detention center back to their home schools.	JDC Director	Truancy Officers	Assistant Superintendents	August 2024-May	Transition Meeting Agenda
Leflore County Juvenile Justice Center will serve as the liaison between youth court and home school transitions.		Dropout Prevention Coordinator Behavior Screener Parent Notification System	Administrators Home School Counselors Case Managers	2023	Sign-in-sheets Students/Parent Transition logs Review of discipline data in SAM. Submission and review of OSS documentation
The JDC Director will conduct transition meetings with school- level personnel or teams.			Teachers Behavior Specialist Mental Health Representative JDC Director		Alternative School Referrals Monitor the intake process and grades of all students
Schools will be informed immediately after made aware of release, and a transition meeting scheduled within 24 hours of release.					

				<p>A transition meeting occurs with student and parent upon the student's return from the detention center and Principal designee to discuss and review the student's attendance, behavior,</p>
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			<p>course performance, and Individualized Intervention Plan (IIP). Intervention strategies are included with academic and behavior goals. The home school is responsible for implementing and monitoring the intervention with fidelity.</p>	<p>The JDC Director will follow-up two weeks after student's release and will continue follow-up for 6 months. The JDC Director will track and monitor attendance of students who have transitioned back to their home school and those who have been encouraged to return to school.</p>
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Principle 1: Pre-K – 2nd Grade

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p>1.1-Pre-K – 2nd Grade</p>	<p>Attending school regularly helps children feel better about school and themselves. Building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.</p>	<p>Assisting schools and families improve the readiness and reading achievement of students starting in preschool.</p>
Action Steps	Responsible	Resources/Professional Development Needed
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>
<p>Identify barriers to attendance: Work with schools to find out from parents and students what prevents them from getting to school.</p>	<p>Counselors Social Workers Parent Liaisons</p>	<p>Professional Development MDE: School Attendance Officers</p>
<p>Create a plan: Encourage schools to create a plan and partner with community agencies to address identified attendance barriers.</p>	<p>Counselors Social Workers Parent Liaisons DHA</p>	<p>Professional Development MDE: School Attendance Officers</p>
<p>Provide incentives: Help schools recognize students and families for good and improved attendance. Assist with award ceremonies and certificates or even reach out to local businesses to donate incentives like gift cards or food items.</p>	<p>Counselors Social Workers Parent Liaisons DHA</p>	<p>n/a</p>
<p>Educate parents: Help all parents in schools understand the importance of attendance and who to call for the health, transportation, or social services resources they need.</p>	<p>Counselors Social Workers Parent Liaisons DHA Nurses Transportation Director</p>	<p>Professional Development Community Stakeholders MDE: School Attendance Officers</p>
	<p>May 2025</p>	<p>Lack of family engagement</p>

Principle 1: A Strong Foundation (Pre-3rd -8th)

<p>Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p>Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p>GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>		
<p>1.2 Curriculum (College and Career Readiness Standards)</p>	<p>Teachers will receive professional development that will allow them to provide instruction using High Quality Instructional Materials (HQIM) and an instructional delivery model that will enable students to become actively engaged in learning.</p>	<p>All students will receive instruction at a level that will promote student achievement and growth for ALL.</p>		
<p>Action Steps</p>	<p>Responsible</p>	<p>Resources/Professional Development Needed</p>	<p>Potential Barriers</p>	<p>Date Achieved</p>
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Teachers will participate in content area planning that enable them to receive professional development using Scaffolding, Blueprint, & Pacing Guides that are aligned to the curriculum</p>	<p>Core Curriculum Administrators Teachers</p>	<p>Professional Development HQIM</p>	<p>Scheduling and Time</p>	
<p>Teachers will participate in weekly Grade Level/Content Area Planning (PLC's) that focus on best practice sharing and teacher lead training for evidence-based learning strategies</p>	<p>Core Curriculum Administrators Teachers</p>	<p>Professional Development HQIM</p>	<p>Scheduling and Time</p>	
<p>Observations/Evaluations will be conducted weekly with immediate feedback</p>	<p>Administrators</p>	<p>Professional Development M-STAR</p>	<p>Scheduling and Time</p>	
<p>New Teachers Onboarding Program will be implemented to improve overall teachers' attrition.</p>	<p>Counselor</p>	<p>Professional Development New Teachers Onboarding Handbook</p>	<p>Scheduling and Time</p>	

Principle 2: A Strong Foundation (Pre-3rd-8th)-CONT.

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
<p>1.3 Curriculum (College and Career Readiness Standards)</p>	<p>Teachers will receive professional development that will allow them to provide instruction using High Quality Instructional Materials (HQIM) and an instructional delivery model that will enable students to become active learning</p>	<p>All students will receive instruction at a level that will promote student achievement and growth for ALL.</p>			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Teachers will use various learning interventions (modified assignments, instructional software, electronic devices, etc.) to enhance and remediate the specific learning needs of their students.</p>	<p>Core Curriculum Administrators Teachers</p>	<p>Aug. 2024 Ongoing</p>	<p>Professional Development HQIM</p>	<p>Scheduling and Time</p>	
<p>Teachers will incorporate the use of instructional software throughout the course of daily instruction to facilitate student use of technology for assignment completion</p>	<p>Core Curriculum Administrators Teachers</p>	<p>Aug. 2024 Ongoing</p>	<p>Professional Development HQIM</p>	<p>Scheduling and Time</p>	
<p>All teachers will incorporate collaborative student discussions in their lessons with students' objective on persuasive topics</p>	<p>Administrators</p>	<p>Aug. 2024 Ongoing</p>	<p>Professional Development HQIM</p>	<p>Scheduling and Time</p>	
<p>Special Population will have instructional growth opportunities using the HQIM implemented for English Learners, Gifted, Exceptional Education, etc.</p>	<p>Counselor</p>	<p>Aug 2024</p>	<p>Professional Development New Teachers Onboarding Handbook</p>	<p>Scheduling and Time</p>	

Principle 3: College and Career Readiness

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>				GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p>3.1 High School Course of Study</p>	<p>Students are tracked according to past performance into regular and advanced level course.</p>				<p>All students are given the option to take at least one advanced course. All students are given the option to take math and science courses beyond the minimum graduation requirements inclusive of Dual Enrollment Courses.</p>
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Develop account & work through Major Clarity Program for incoming 7th Grade Students to connect careers with interest to aid in College & Career Planning & Develop ISP'S (Individualized Service Plan) to choose a career</p>	<p>Administrators Counselors</p>	<p>Aug. 2024 Ongoing</p>	<p>Professional Development Training on MS Choices Major Clarity</p>	<p>Scheduling and Time</p>	
<p>All 8th Grade Students will work through Major Clarity Program & revisit their ISP'S ILP'S (Individualized Service Plan) Activities designed for 8th Grade Students to connect careers with interest to aid in College & Career Planning</p>	<p>Administrators Counselors</p>	<p>Aug. 2024 Ongoing</p>	<p>Professional Development Training on MS Choices Major Clarity</p>	<p>Scheduling and Time</p>	
<p>All 8th Grade students will review their ISP'S to make sure they are on track to take advanced coursework and training through Major Clarity.</p>	<p>Administrators Counselors</p>	<p>Jan. 2025 Ongoing</p>	<p>Professional Development Training on MS Choices Major Clarity</p>	<p>Scheduling and Time</p>	
<p>Meet with all 8th Grade Parents on Exit Program Day to discuss/inform parents of Graduation Requirements/Pathways, Review ISP'S, & Criteria for Advanced Courses, ACT, and Dual Enrollment</p>	<p>Administrators Counselors</p>	<p>May 2025</p>	<p>Course Selection</p>	<p>Scheduling and Time</p>	

Outcome: _____

Indicator	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p><i>Design Principle Indicator (Ex. J.J.)</i></p> <p>3.2 College Readiness</p>	<p>A curriculum integrating, but not limited to, self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring, and time management (college ready skills) exists.</p>	<p>College and career ready skills are implemented throughout the curriculum with a primary focus on ACT, Dual Enrollment and Advance Placement courses.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>The district will implement ACT Prep courses and programs that will focus on all content areas starting in the 7th grade.</p>	<p>Administrators Teachers</p>	<p>Ongoing Aug-May</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</p>	<p>Scheduling</p>	
<p>Students will be afforded the opportunity to focus on Dual Enrollment and Advanced Placement</p>	<p>Administrators Teachers</p>	<p>Ongoing Aug-May</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</p>	<p>Scheduling</p>	
<p>9th-12th Grade students will be placed on individualized learning paths that are skills specific with a focus on Literacy and Basic Math enrichment in support of the Multi-Tiered System of Supports.</p>	<p>Administrators Teachers</p>	<p>Ongoing Aug-May</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</p>	<p>Scheduling</p>	

Outcome: _____

Indicator	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p><i>Design Principle: Indicator (Ex. 1.1)</i></p> <p>3.2 College Readiness (cont.)</p>	<p>A curriculum integrating, but not limited to, self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring, and time management (college ready skills) exists.</p>	<p>College and career ready skills are implemented throughout the curriculum with a primary focus on ACT, Dual Enrollment and Advance Placement courses.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Counselors will create a college information wall of a college of their choice (i.e., Alma Mata) to help foster a college going culture.</p>	<p>Administrators Teachers Counselors</p>	<p>Ongoing Aug-May</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</p>	<p>Scheduling</p>	
<p>Counselors are always available to assist students with scholarship, college applications, and FAFSA.</p>	<p>Administrators Teachers Counselors</p>	<p>Ongoing Aug-May</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</p>	<p>Scheduling</p>	
<p>Each grade will visit at least two (2) colleges during the 2024-2025 School Year.</p>	<p>Administrators Teachers Counselors</p>	<p>Ongoing Aug-May</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</p>	<p>Scheduling</p>	
<p>Meet with individual students to ensure they have met all graduation requirements.</p>	<p>Administrators Teachers Counselors</p>	<p>Ongoing Aug-May</p>	<p>Administrators Teachers Computer-Based Programs Partnerships Student Transcripts</p>	<p>n/a</p>	

Indicator <i>Design Principle: Indicator (Ex: 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		
3.3 Career Readiness	Students review their four/five year ICAP occasionally with a staff member.		Each student has a well-defined four/five year iCAP that is continually monitored and updated to ensure graduation with a career credential or transferrable college credit.		
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Develop account & work through Major Clarity Program for incoming 7 th Grade Students to connect careers with interest to aid in College & Career Planning & Develop ISP'S (Individualized Service Plan) to choose their career choice and revisit their plan yearly.	Administrator Counselor	Aug/May 2024-2025	Administrators Teachers Computer-Based Programs Partnerships	n/a	
Career and Technical Education (CTE) A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.	Administrator Counselor	Aug/May 2024-2025	Administrators Teachers Computer-Based Programs Partnerships	n/a	
CTE will have the following component: Alignment - The technical skills developed align with the tools and processes currently used in employment. Relevance - Student work is based on real-world problems and projects. Rigor - Students find the work academically challenging, requiring higher-level thinking skills. Safety - Students follow established safety procedures to protect themselves and others. Engagement - Students are mentally and emotionally connected to the work and exhibit behaviors that show continued interest in learning.	Administrator Counselor	Aug/May 2024-2025	Administrators Teachers Computer-Based Programs Partnerships	n/a	

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
3.4 Assessment	Teachers primarily use assessments to measure students' growth.	Teachers provide instructional interventions based on data from assessments.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Common Assessments will be administered by the District every Nine Weeks using the ELS platform	District Principals Teachers	August/May 2024-2025	Administrators Teachers Computer-Based Programs Partnerships	n/a	
Teachers will monitor online common assessments that will be measured considering the baseline data and implement instructional strategies based on student needs	District Principals Teachers	August/May 2024-2025	Administrators Teachers Computer-Based Programs Partnerships	n/a	
Students will be assessed/diagnosed 3 times a year using an MDE approved screener.	District Principals Teachers	August/May 2024-2025	Administrators Teachers Computer-Based Programs Partnerships	n/a	
Local school districts screen students for dyslexia in the Spring of kindergarten and the Fall of Grade 1 using a State Board of Education approved screener	District Principals Teachers	August/May 2024-2025	Administrators Teachers Computer-Based Programs Partnerships	Registration	

Outcome: _____

Design Principle: Design Principle 4: Personalization

Indicator <i>Design Principle Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p>4.1 Affective (personal/Social) and Academic Support</p>	<p>Some planning for implementation of advisories for Social Emotional Learning (SEL) exists. Positive Behavior Intervention Support (PBIS) will be implemented throughout the district through a collaboration.</p>	<p>Social Workers, Counselors, and Partners will incorporate the SEL standards in various areas.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>All social workers, counselors, and teachers will incorporate the SEL standards within lessons throughout various district programs. PBIS will be used to encourage students to improve their attendance, behavior, grades, etc.</p>	<p>Teachers Principal Counselors Social Workers</p>	<p>Aug. 2024 Ongoing</p>	<p>Professional Development</p>	<p>Strengthening the collaboration</p>	
<p>All students will engage in small group and/or Individual Counseling Session to help students develop their personal and social skills.</p>	<p>Counselors</p>	<p>Aug. 2024 Ongoing</p>	<p>Classroom for counselors to conduct small group sessions</p>	<p>Time</p>	

Outcome: _____

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
4.2 Adult/Student Relationships	A district-wide initiative to bridge the gap between school district and stakeholders. Allow various groups to complete surveys	Analyze survey results and work toward aligning the district's needs

Action Steps <i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	Responsible <i>Who will do it?</i>	Deadline <i>By when?</i>	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers <i>What could get in the way of task completion? How will you overcome them?</i>	Date Achieved
Develop and disseminate district-wide surveys that outlines interest and needs among adults and students	Principals Counselors Advisory Teams	Oct. 2024	Students, faculty, and staff	Time constraints	
Disseminate surveys to all middle school students	Teachers	Dec. 2024	Students, faculty, and staff	Time constraints	

Outcome: _____

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p>4.3 Collaborative Work Orientation</p>	<p>Teachers observe their peers in practice. District-Wide Grade-Level planning.</p>	<p>Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement. Teachers throughout the district meet and plan lessons according to content and grade levels.</p>

Action Steps <i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	Responsible <i>Who will do it?</i>	Deadline <i>By when?</i>	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers <i>What could get in the way of task completion? How will you overcome them?</i>	Date Achieved
<p>All teachers will observe at least three (3) of their peers each month in the areas of classroom management, presentation, etc.</p>	<p>Teachers Principals</p>	<p>Aug. 2024- Ongoing</p>	<p>Peer observation form Peer observation schedule Peer observation analysis and feedback time</p>	<p>Scheduling</p>	
<p>Teacher will meet district-wide to share strategies, resources, etc. according to grade-level and content.</p>	<p>Teachers Principals</p>	<p>Aug 2024- Ongoing</p>	<p>District Administrators School Administrators Teachers HQJM</p>	<p>Scheduling</p>	

Outcome: _____

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i> District will develop a Student's Advisory Councils (SAC)	Who will do it? Teachers Principal	By when? Aug. 2024- Ongoing	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> Computer, Paper	<i>What could get in the way of task completion? How will you overcome them?</i>	
SAC will meet once a month to discuss concerns, problems, accomplishments, etc. with minutes of each meeting documented.	Teachers Principal	Aug. 2024- Ongoing		Meeting Times	

Outcome: _____

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p>4.5 Sustainability</p>	<p>Schools secure resources and professional development experiences aligned with the school's mission and vision and establish Leadership teams at each school.</p>	<p>Schools have a systematic, internal process for the on-boarding and development of new staff and cross-training, capacity building, and continued acculturation of existing staff aligned with Design Principles.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>The leadership team will meet with new employees to train them on school norms, rituals, routines, practices, and expectations (i.e. schedule of events, lesson plans, district software programs, MTSS, TST, location of the time clock, and curriculum).</p>	<p>Leadership team New Employees</p>	<p>Ongoing Aug-May</p>	<p>Mentors, leadership team</p>	<p>Time constraints</p>	
<p>The leadership team will meet with new employees monthly to discuss progress, concerns, and ongoing projects to provide support and to ensure systematic processes and procedures are reiterated.</p>	<p>Leadership team</p>	<p>Ongoing Aug 2024- May 2025</p>	<p>New employee, mentor for new employee, leadership team</p>	<p>scheduling</p>	

Outcome: _____

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
4.6 Professional Inquiry	All teachers participate in professional development in their content area. Book studies will be incorporated to ensure professional growth.	All teachers keep abreast of current research on student learning and national standards in their content area and consider them in planning and delivering instruction.

Action Steps	Responsible <i>Who will do it?</i>	Deadline <i>By when?</i>	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>				<i>What could get in the way of task completion? How will you overcome them?</i>	
All teachers will implement at least 2 current evidenced-based strategies (in their content area) in their planning and instruction as it relates to student learning	Teachers Principal	Aug. 2024 – May 2025	None	None	
Principal will approve each evidenced-based strategy to be used in planning and delivering instruction	Teachers Principal	Aug 2024 – May 2025	None	None	
District and School- Level book studies will be conducted periodically to ensure professional growth and collaboration.	Teachers Principal	Aug 2024 – May 2025	None	None	

Outcome: _____

Design Principle 5: Leadership

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p>5.1 Shared Mission and Vision</p>	<p>The principal ensures that the school's mission and vision drive decisions and informs the culture of the school.</p>	<p>Staff members engage in a dynamic process of continuous re-examination and refinement of the mission and vision of the school to develop the school's direction based on previous successes and challenges.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Each morning during the announcements, students and/or staff will read the school's & District's, Vision, Mission, and Motto.</p>	<p>Faculty & Staff Principal</p>	<p>Aug. 2024 Ongoing</p>	<p>None</p>	<p>None</p>	
<p>All teachers will visit the school & district Mission, Vision and Goals and allow students to research, discuss and complete an activity on each one.</p>	<p>Teachers</p>	<p>Aug. 2024 Ongoing</p>	<p>None</p>	<p>Time to build into instruction</p>	

Outcome: _____

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The school's mission, vision, goals will be stated daily during the morning announcements	Student representatives	Daily Ongoing Aug-May	Students and counselor	none	
Teachers will post and adhere to the school's mission, vision and goals in every classroom lesson and activity	Teacher Students Administrators	Ongoing Aug-may	Postings, teachers, students, school leaders	none	
PBIS goals and SEL standard of the week will be communicated daily to improve the school's culture from within.	Teacher Students Administrators	Ongoing Aug-may	Postings, teachers, students, school leaders	none	

<p>Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p>Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p> <p>The principal leads discussions about standards based on research and best practices.</p>	<p>GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p> <p>Staff members assume ownership of problem identification, solution generation, and strategy implementation.</p>
<p>5.3 Focused on Powerful Teaching and Learning</p>		

<p>Action Steps</p>	<p>Responsible</p>	<p>Deadline</p>	<p>Resources/Professional Development Needed</p>	<p>Potential Barriers</p>	<p>Date Achieved</p>
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p> <p>Teachers will administer common assessments to establish baseline data to be used to monitor progress and implement instructional strategies based on student needs</p>	<p><i>Who will do it?</i></p> <p>Teacher</p>	<p><i>By when?</i></p> <p>Ongoing Aug 2024- May 2025</p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p> <p>Common Assessment, baseline data reports and analysis tools</p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p> <p>none</p>	

<p>Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p>Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p>GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p>5.9 Culture & High Expectations</p>	<p>The principal holds staff accountable for ensuring the success of each student.</p>	<p>Staff holds peers accountable for ensuring the success of each student.</p>

<p>Action Steps</p>	<p>Responsible</p>	<p>Deadline</p>	<p>Resources/Professional Development Needed</p>	<p>Potential Barriers</p>	<p>Date Achieved</p>
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p> <p>Administrators and Grade-Level teams and Professional Learning Communities (PLC's) will meet weekly to discuss student progress and concerns. They will outline strategies to address any problems or concerns. The teams will also discuss and develop enrichment opportunities for those in need.</p>	<p><i>Who will do it?</i></p> <p>Grade-level team Leadership team</p>	<p><i>By when?</i></p> <p>Ongoing Aug-May</p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p> <p>Money for enrichment and remediation opportunities Grade-level team members Leadership team Students</p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p> <p>none</p>	
<p>Provide faculty and staff member with a forum (meeting, surveys, etc.) to address their concerns; things that they view as problematic. In addition to identifying problems, solutions, and strategies that can be utilized to achieve solutions will be provided.</p>	<p>Administrators Teachers</p>	<p>Sept 2024</p>	<p>Surveys, computers, Wi-Fi</p>		

Outcome: _____

Indicator <i>Design Principle, Indicator (Ex. I.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
5.12 Shared Leadership	The principal actively encourages teacher leadership through traditional school-based leadership opportunities, including department/grade level leaders, school improvement team, etc.	The principal promotes staff participation in district and external leadership opportunities and enables staff to lead school-based conversations about those experiences.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The results from interest or needs based surveys will be analyzed and utilized to identify and strengthen connections between students to foster a sense of shared leadership.	Administrators Teachers	Sept 2024	Surveys, computers, Wi-Fi	n/a	
Establish and maintain School-Level Leadership Team	Administrators Teachers	Sept 2024	Surveys, computers, Wi-Fi		

Outcome: _____

GLCSD'S DROPOUT PREVENTION PLAN

BOARD APPROVAL SIGNATURE PAGE

Superintendent:	Mr. James Johnson-Waldington	
Board President:	Dr. Kalanya Moore	
Dropout Prevention Chairperson:	Ms. Cassandra Hart	
Date:	June 25, 2024	