

**Special Called Board Meeting
Greenwood Leflore Consolidated School District**

September 01, 2022 at 11:00 AM

Board Present

Samantha Milton
Jackie Lewis
Magdalene Abraham
Ro'Shaun Bailey

Board Absent

Dr. Kalanya Moore

Others Present

James Johnson-Waldington
Kenneth Pulley
Zinnia Howze-Wince

Ronda Rimmer
Catherine Parker

MINUTES

Be it remembered that on this Thursday, September 1, 2022, at 11:00 a.m., the Special Called Meeting of the Board of Trustees of the Greenwood Leflore Consolidated School District was held at 1901 Highway 82 West (Educational Services Building), Greenwood, MS 38930. For public viewing, please visit the district's webpage at www.glcsd.org and click on District Live Stream under the District tab. Notices were posted on the doors of the Educational Services Building. A copy is attached to these Minutes.

1. Call to Order and Invocation

Board President Samantha Milton called the meeting to order at 11:00 a.m. with all board members present except Ms. Abraham and Dr. Moore. Mrs. Milton asked everyone to pause for a moment of silent prayer.

2. Approval of the Agenda

Dr. Bailey motioned, Mrs. Lewis seconded to approve the agenda as presented. Voting yea: Mrs. Milton, Mrs. Lewis, and Dr. Bailey. Voting nay: None. The motion **passed**.

3. Regular Agenda

3.1 Approval of the superintendent's recommendation to approve the 2022-2023 Dropout Prevention Plan

Ms. Abraham entered the meeting.

Dr. Bailey motioned, Mrs. Lewis seconded to approve the 2022-2023 Dropout Prevention Plan. Voting yea: Mrs. Milton, Mrs. Lewis, Ms. Abraham, and Dr. Bailey. Voting nay: None. The motion **passed**.

4. Adjournment

There being no further business, the Board voted to adjourn at 11:05 am.; motion by Dr. Bailey, seconded by Mrs. Lewis Voting yea: Mrs. Milton, Mrs. Lewis, Ms. Abraham, and Dr. Bailey. Voting nay: None. The motion **passed**



Notice of Special Called Meeting

**The Board of Trustees
Greenwood Leflore Consolidated School District**

A Special Called Meeting of the Board of Trustees of Greenwood Leflore Consolidated School District will be held Thursday, September 1, 2022, beginning at 11:00 a.m. at 1901 Highway 82 West, Greenwood, MS 38930.

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 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
4. ADJOURN

If, during the course of the meeting, discussion of any item on the agenda should be held in an executive session, the Board will conduct an executive session in accordance with the Mississippi Open Meetings Act, (MS Code Section 25-41-1 et seq.). Before any executive session is convened, the presiding officer will announce publicly that the Board is going into executive session and give the reasons therefore.

The notice for this meeting was posted in compliance with the Mississippi Open Meetings Act on August 18, 2022.

Mrs. Samantha Milton
School Board Chairman
For the Board of Trustees

SPECIAL CALLED BOARD MEETING



September 1, 2022 11:00 am
Greenwood Leflore Consolidated School District
Educational Services Building

PRINT NAME	SIGNATURE
Ronda Rimmer	
Erinn Howze - Wince	
James Johnson-Walding, Jr.	

Signature of Board President

9-1-2022

Date

Attested by Board Secretary

Date

Greenwood Leflore

Consolidated School District

Dropout Prevention Plan

2022-2023
(GLCSD)



2022-2023

James Johnson-Waldington, Superintendent
Mrs. Zinnia Howze-Wince, 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 5% yearly 2) reduce the dropout rate by 10%; and 3) reduce the truancy rate by 50%.

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: Mary S. Johnson, Ed.S.

Title: Director of 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:

Mrs. Samantha Milton

(signature)

District Team Members

Team Member	Position
Mrs. Zinnia Wince	Assistant Superintendent
Dr. Mario Miller	Director of Human Resources
Mrs. Mary Johnson	Director of Curriculum
Dr. Edshundra Gary	Director of Pre-K-2 nd Grade
Ms. Nekeshia Collins	DHA Project Director/EL/PBIS
Mrs. Chiqueta Daniels	Professional Development & Testing Director
Mrs. Denina Flowers	DHA Data and District Math Specialist
Mrs. Lachada Purnell	MTSS Coordinator/School Improvement Officer
Ms. Likisha Coleman	MSIS Director
Ms. Cassandra Hart	Academic Coach
Mrs. Andrea Parker	Special Education Director
Mrs. Sabrina Tanner-Moore	Alternative School Director
Mr. Clell Ward	Juvenile Detention Center
Mrs. Jamie Jyles	Career and Technical Education

Part B District Overview & Data

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

Enrollment Data
(MSIS Data as of June 2022)

Students Enrolled 4111	Elementary School (Grades K-6)	Middle School (Grades 7-8)	High School (Grades 9-12)
Number of Schools	6	3	3
Net Membership	2,056	827	1,193
Counselor to Student Ratio	1:293.71	1:275.67	1:238.60

a. Leflore County High School serves 7-12 grades. Claudine Brown Elementary School Serves Pre-K-2 only and Threadgill Primary services Pre-K-1 only.

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.

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

Student Demographic Data (Net Membership) 2021-2022			Staff Demographic Data (Teachers & Administrators) 2021-2022		
	Number	Percentage		Number	Percentage
Female	2061	50.13%	Female	131	79%
Male	2050	49.87%	Male	34	21%
Asian	12	.29%	Asian	0	0
Black	3833	93.24%	Black	138	83.64%
Hispanic	182	4.43%	Hispanic	1	.6%
Pacific Islander	0	0	Pacific Islander	0	0

Two or More Races	ND	ND	Two or More Races	1	.6%
White	83	2.029%	White	25	15.15%
Native American	1	.024%	Native American	0	0

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

Part B District Overview & Data

Student Data					
2021-2022					
Net Student Enrollment	4111	Graduation Rate	89.7	Dropout Rate*	10.3%
Chronic Absenteeism	20.7	Special Education Students	503	Special Education Rate	12.0%
Number of Teenaged Pregnancies	0	Number of Student who are Serviced in Juvenile Detention	130	(K-12) Number of Alternative Placement Students	33
Number of McKinney-Vento (Homeless) Students	168	Number of English Language Learner (ELL) Students	187	Percentage Receiving Free/Reduced Meals	100%
Disciplinary Infraction Rate	767	Mobility Rate	21.45%	Number of School Transfers	882
Suspension Rate	5.22%	Expulsion Rate	.13%		

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

Graduation and Dropout rates are for 2021-2022 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	2018-2019	2019-2020	2020-2021
Reporting Year	2019-2020	2020-2021	2021-2022
State	85.0%	87.7%	88.4%
District	GPS – 81.6% LCSD – 84.7%	GPS – 90.7% LCSD – 90.1%	96.5%
Amanda Elzy High	No Data	92.2%	97.8%
Greenwood High	No Data	90.1%	96.6%
Leflore County High	No Data	85.4%	93.5%

Dropout Rate Percentages			
School Year	2018-2019	2019-2020	2020-2021
Reporting Year	2019-2020	2020-2021	2021-2022
State	9.7%	8.8%	8.5%
District	GPS – 13.5% LCSD – 8.0%	GPS – 6.0% LCSD – 6.1%	0.4%
Amanda Elzy High	No Data	5.6%	0.0
Greenwood High	No Data	6.6%	0.7%
Leflore County High	No Data	7.3%	0.0

School Population			B	W	H	A	NA	PI	2+
School Name	Grades Served	Total Students	%	%	%	%	%	%	%
Amanda Elzy High	9-12	353	94.05	.849	5.09	0	0	0	0
Amanda Elzy Jr. High	6-8	251	90.44	1.19	8.37	0	0	0	0
Bankston Elementary	K-6	304	68.75	11.51	17.11	2.30	.329	0	0
Claudine Brown Elementary	Pre-K-2	259	90.73	2.32	6.95	0	0	0	0
Davis Elementary	K-6	395	97.72	2.03	.253	0	0	0	0
East Elementary	3-6	296	93.92	1.01	5.07	0	0	0	0
Greenwood High	9-12	632	96.84	1.27	1.42	.475	0	0	0
Greenwood Middle	7-8	342	95.32	2.92	1.17	.585	0	0	0
Leflore Co. Elementary	Pre-K-6	310	90.97	.323	8.71	0	0	0	0
Leflore County High	9-12	332	95.48	0	4.52	0	0	0	0
Threadgill Elementary	2-6	380	99.21	.790	0	0	0	0	0
Threadgill Primary	Pre-K-1	257	98.05	1.17	.560	0	0	0	0

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM
PERFORMANACE LEVEL RESULTS
SPRING 2022

BIOLOGY						
	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Test Takers
State	10.1	11.3	18.9	37.4	22.3	31,883
Greenwood Leflore Consolidate School District	5.5	15.2	31.0	39.3	9.0	145
Amanda Elzy High School	2.0	20.0	26.0	48.0	4.0	50
Greenwood High School	1.8	14.0	28.1	42.1	14.0	57
Leflore County High School	15.8	10.5	42.1	23.7	7.9	38

U. S. History

	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Test Takers
State	1.0	8.1	21.6	45.9	23.4	28,622
Greenwood Leflore Consolidate School District	4.4	14.7	34.6	39.7	6.6	272
Amanda Elzy High School	3.4	12.6	37.9	40.2	5.7	87
Greenwood High School	5.5	15.6	35.9	35.2	7.8	128
Leflore County High School	3.5	15.8	26.3	49.1	5.3	57

Algebra I

	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Test Takers
State	0.5	6.3	28.3	50.9	14.0	30,404
Greenwood Leflore Consolidate School District	0.0	5.1	52.5	40.5	1.9	158
Amanda Elzy High School	0.0	4.5	53.7	41.8	0.0	67
Greenwood High School	0.0	6.8	40.9	50.0	2.3	44
Leflore County High School	0.0	4.3	61.7	29.8	4.3	47

English II

	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Test Takers
State	6.7	18.7	30.6	28.2	15.8	31,069
Greenwood Leflore Consolidate School District	14.4	29.6	30.9	18.6	6.5	291
Amanda Elzy High School	11.4	26.1	31.8	22.7	8.0	88
Greenwood High School	13.7	33.1	31.7	14.4	7.2	139
Leflore County High School	20.3	26.6	28.1	21.9	3.1	64

Greenwood Leflore Consolidated School District Restructuring Plan

Feeder Pattern: Greenwood Middle

School: Greenwood High School

School Team Members	Position
Mr. Barren Cleark	Principal
Mr. John Taylor	Principal
Mrs. Valerie Williams	Principal
Mrs. Kourtney Bush	Principal
Mr. Glen Stevens	Principal
Ms. Pamela Watson	Principal
Ms. Deidre Brownlee	Assistant Principal
Mrs. Tracie Sanders	Assistant Principal
Ms. Yolanda Greer	Assistant Principal
Ms. Lafonda Knox	Assistant Principal
Mr. Larry Johnson	Assistant Principal
Mr. Nelson Howard	Counselor
Ms. Raven Ray	Counselor
Dr. Reteeshia Willis	Counselor
Ms. Cassandra St. Clair	Instructional Coach
Ms. Rena Price	Instructional Coach
Mrs. Karen Haun	Instructional Coach

School Restructuring Plan Goals	
Goal 1:	To decrease the chronic absenteeism rate of Greenwood High school by 20% by May 2023.
Goal 2:	To decrease the behavior infractions of feeder schools by 10% by May 2023.
Goal 3:	To increase the level of academic performance on end of year course state assessments of feeder schools by 5% by May 2023.

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 2022 – May 2023	Use the Attendance plan and monitor SAM attendance reports weekly	Parent Notification Attendance Reports Messages Automated Calls	Principals Assistant Principals Attendance Secretaries Counselors Parents	EWS Team
August 2022 – May 2023	Use truancy officer to assist the school level EWS teams with causes for absenteeism	Attendance Reports EWS team referrals	State Truancy Officer	Attendance Secretaries Assistant Principals
August 2022 – May 2023	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 2020 – May 2021	Weekly review of chronic absenteeism and truancy rates; EWS documentation	Possible virtual meetings
August 2020 – May 2021	MTSS documentation	Possible virtual meetings
August 2020 – May 2021	Attendance celebrations	Possible virtual celebrations

Goal 2:

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

Timeline	Action	Resources	Person(s) Responsible	Person(s) Involved
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August 2020 – May 2021	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 Secretary SAM Specialist EWS Team Principal Assistant Principal	SAM Secretary
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August 2020 – May 2021	Implement PBIS with fidelity for all behavior tiers	Incentives Signage PBIS Behavior Matrix	PBIS Specialist	School Staff
August 2020 – May 2021	Implement a system to raise awareness and keep parents informed regarding students' behavior	Parent Notifications Parent Meetings (Virtual)	Principals Assistant Principals	School Staff

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2020 – May 2021	EWS Documentation with signage	Possible virtual meetings
August 2020 – May 2021	MTSS Documentation	Possible virtual meetings
August 2020 – May 2021	PBIS Celebrations	Possible virtual celebrations

Goal 3:

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

Timeline	Action	Resources	Person(s) Responsible	Person(s) Involved
August 2020 – May 2021	Provide quality classroom instruction	Benchmark Data Common Assessment Data STAR Data	Teachers	Principals Assistant Principals
August 2020 – May 2021	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 2020 – May 2021	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 2020 – May 2021	Observation Feedback and adjustment	Improved pedagogy
August 2020 – May 2021	Alignment of Curriculum, Instruction, and Assessments	Improved pedagogy
August 2020 – May 2021	Alignment of Lesson Plans to Standards	Improved pedagogy and academic success

Greenwood Leflore Consolidated School District

Restructuring Plan

Feeder Pattern: Leflore Elementary

School: Leflore County High School

School Team Members	Position
Mr. Charles Brown	Principal
Ms. April Smith	Principal
Dr. Chandra Brown	Assistant Principal
Mr. Jamond Kline	Assistant Principal
Dr. Towanda Shannon	Counselor
Ms. Lachada Purnell	MTSS Coordinator/School Improvement Officer
Ms. Nicole Bishop	Instructional Coach
Mr. Reginald Stanley	Instructional Coach
Ms. Tawanna Gaston	Attendance/MSIS Secretary

School Restructuring Plan Goals	
Goal 1:	To decrease the chronic absenteeism rate of Leflore County High and Leflore Elementary schools by 5% by May 2023.
Goal 2:	To decrease the behavior infractions of feeder schools by 10% by May 2023.
Goal 3:	To increase the level of academic performance on end of year course state assessment of feeder schools by 25% by May 2023.

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 2022 – May 2023	Use the Attendance plan and monitor SAM attendance reports weekly	Parent Notification Forms Canvas Messages Automated Calls	Principals Assistant Principals Attendance Secretaries Counselors Parents	EWS Team
August 2022 – May 2023	Use truancy officer to assist the school level EWS teams with causes for absenteeism	Attendance Reports EWS team referrals	State Truancy Officer	Attendance Secretaries Assistant Principals
August 2022 – May 2023	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 2022 – May 2023	Weekly review of chronic absenteeism and truancy rates; EWS documentation	Possible virtual meetings
August 2022 – May 2023	MTSS documentation	Possible virtual meetings
August 2022 – May 2023	Attendance celebrations	Possible virtual celebrations

Goal 2:

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

Timeline	Action	Resources	Person(s) Responsible	Person(s) Involved
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August 2022 – May 2023	Monitor discipline data and provide accurate and timely reports that empower the EWS teams to effectively identify and support students who need interventions	SAM discipline reports EWS documentation	Data Secretary SAM Specialist EWS Team Principal Assistant Principal	SAM Secretary
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August 2022 – May 2023	Implement PBIS with fidelity for all behavior tiers	Incentives Signage PBIS Behavior Matrix	PBIS Specialist	School Staff
August 2022 – May 2023	Implement a system to raise awareness and keep parents informed regarding students' behavior	Parent Notifications Parent Meetings (Virtual)	Principals Assistant Principals	School Staff

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2022 – May 2023	EWS Documentation with signage	Possible virtual meetings
August 2022 – May 2023	MTSS Documentation	Possible virtual meetings
August 2022 – May 2023	PBIS Celebrations	Possible virtual celebrations

Goal 3:

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

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2022 – May 2023	Provide quality classroom instruction	Benchmark Data Common Assessment Data STAR Data	Teachers	Principals Assistant Principals

August 2022 – May 2023	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 2022 – May 2023	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 2022 – May 2023	Observation Feedback and adjustment	Improved pedagogy
August 2022 – May 2023	Alignment of Curriculum, Instruction, and Assessments	Improved pedagogy
August 2022 – May 2023	Alignment of Lesson Plans to Standards	Improved pedagogy and academic success

Greenwood Leflore Consolidated School District Restructuring Plan

Feeder Pattern: Amanda Elzy Jr. High

School: Amanda Elzy High School

School Team Members	Position
Ms. Aiyetoro Roy	Principal
Mrs. Catasha Brown	Principal
Ms. Tara Harris	Principal
Mr. Julius Lucas	Principal
Ms. Shajuanda Davis	Assistant Principal
Ms. Tulawna Belcher	Assistant Principal
Mrs. Shelisa Taylor	Assistant Principal
Ms. Natalie Waterman	Counselor
Ms. Denita West	Counselor
Ms. Lachada Purnell	MTSS Specialist/Improvement Specialist
Ms. Ashley Washington	Instructional Coach
Ms. Tonjya Powell	Instructional Coach
Ms. Alicia Smith	Instructional Coach

School Restructuring Plan Goals	
Goal 1:	To decrease the chronic absenteeism rate of Amanda Elzy High and its feeder schools by 10% by May 2023.
Goal 2:	To decrease the behavior infractions of feeder schools by 15% by May 2023.
Goal 3:	To increase the level of academic performance on end of year state assessments of Amanda Elzy High and its feeder schools by 20% by May 2023.

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)	Person(s) Involved
August 2022 – May 2023	Use the Attendance plan and monitor SAM weekly attendance reports	Parent Notification Sheets Canvas Messages Automated Calls	Principals Assistant Principals Attendance Secretaries Counselors	EWS Team
August 2022 – May 2023	Use truancy officer to assist the school level EWS teams with causes for absenteeism	Attendance Reports EWS team referrals	State Truancy Officer	Attendance Secretaries Assistant Principals
August 2022 – May 2023	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 2022 – May 2023	Weekly review of chronic absenteeism and truancy rates; EWS documentation	Possible virtual meetings
August 2022 – May 2023	MTSS documentation	Possible virtual meeting
August 2022 – May 2023	Attendance celebrations	Possible virtual celebrations

Goal 2:

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

Timeline	Action	Resources	Person(s)	Person(s) Involved
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August 2022 – May 2023	Monitor discipline data and provide accurate and timely reports that empower the EWS teams to effectively identify and support students who need interventions	SAM discipline reports EWS documentation	Data Secretary SAM Specialist EWS Team Principal Assistant Principal	SAM Secretary
August 2022 – May 2023	Implement PBIS with fidelity for all behavior tiers	Incentive Signage PBIS Behavior Matrix	PBIS Specialist	School Staff
August 2022 – May 2023	Implement a system to raise awareness and keep parents informed regarding students' behavior	Parent Notifications Parent Meetings (Virtual)	Principals Assistant Principals	School Staff

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2022 – May 2023	EWS Documentation with signage	Possible virtual meetings
August 2022 – May 2023	MTSS Documentation	Possible virtual meetings
August 2022 – May 2023	PBIS Celebrations	Possible virtual celebrations

Goal 3:

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

Timeline	Action	Resources	Person(s)	Person(s) Involved
August 2022 – May 2023	Provide quality classroom instruction	Benchmark Data Common Assessment Data STAR Data	Teachers	Principals Assistant Principals
August 2022 – May 2023	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 2022 – May 2023	Conduct observations and provide feedback	Observation Forms Laptop/Chromebook	Principals Assistant Principals	District Administrators
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Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2022 – May 2023	Observation Feedback and adjustment	Improved pedagogy
August 2022– May 2023	Alignment of Curriculum, Instruction, and Assessments	Improved pedagogy
August 2022 – May 2023	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 2023.</p> <p>Attendance: GLCSD K-2 student attendance rate will Increase by 5% by May 2023.</p>	<p>Implement a district-wide Pre-K Early Start Program Implement MTSS Process with fidelity Utilize the Early Warning System (EWS) for early identification Conduct Parent/Community Meetings Collaborate with Head Start Provide computer-based intervention</p>	<p>Title I Funding District Funding CARES (COVID) Funding</p>	<p>Teachers MTSS Team PBIS Team Counselors Attendance Staff Interventionists Instructional Technology Administrators Assistant Superintendents</p>	<p>August 2022 – May 2023 EWS data will be Evaluated bi-weekly Attendance staff will Monitor attendance daily</p>	<p>Documentation from EWS Meetings Daily Attendance Reports Retention Reports Parent Conference Logs MTSS Process Documentation forms Parent Meetings 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 2023.	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 2022-May 2023	MTSS/TST Documentation
GLCSD will increase ELA proficiency of at-risk GLCSD scholars by 15% by May 2023 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 Intervention Program School Level Interventionist and District Lead Interventionist	Interventionists/Lead Interventionists Administrators Assistant Superintendents Graduation Coach		Monthly auditing of MTSS Implementation in schools Active parent interactions
GLCSD will increase Math proficiency of at-risk scholars by 25% by May 2023 as evidenced on MAAP.	Identify students in need of academic and behavioral interventions Implement and apply needed interventions with fidelity				
GLCSD will increase the graduation rate all schools to 95% or above by May 2023.	Identify students who meet the criteria for the Course Credit Recovery Program Assign identified students to Credit Recovery Program and monitor 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	Monitor our system to keep parents informed of student progress 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 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>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 2022-May 2023</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 Leflore County Juvenile Justice Center will serve as the liaison between youth court and home school transitions. The JDC Director will conduct transition meetings with school- level personnel or teams. Schools will be informed immediately after made aware of release, and a transition meeting scheduled within 24 hours of release.	Truancy Officers Dropout Prevention Coordinator Behavior Screener Parent Notification System	Assistant Superintendents Administrators Home School Counselors Case Managers Teachers Behavior Specialist Mental Health Representative JDC Director	August 2022- May 2023	Transition Meeting Agenda Sign-in-sheets Students/Parent Transition logs Review of discipline data in SAM. Submission and review of OSS documentation Alternative School Referrals Monitor the intake process and grades of all students

	<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.</p> <p>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

<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>1.1-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>
<p>Action Steps</p>	<p>Responsible</p>	<p>Potential Barriers</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 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>Inaccurate student information</p>
<p>Create a plan: Encourage schools to create a plan and partner with community agencies to address identified attendance barriers.</p>	<p>Professional Development MDE School Attendance Officers</p>	<p>n/a</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>Professional Development MDE School Attendance Officers</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>Professional Development Community Stakeholders MDE School Attendance Officers</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.

<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>1.3 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>		
<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><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. 2022 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. 2022 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>Jan. 2023 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>May 2022</p>	<p>Professional Development New Teachers Onboarding Handbook</p>	<p>Scheduling and Time</p>	

Principle 3: College and Career Readiness

<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>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>
<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>Who will do it?</p>	<p>By when?</p>	<p>What do you need to complete this step? (People, money, tools, resources, etc.)</p>	<p>What could get in the way of task completion? How will you overcome them?</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. 2022 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 ISPs 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. 2022 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 ISPs to make sure they are on track to take advanced coursework and training through Major Clarity.</p>	<p>Administrators Counselors</p>	<p>Jan. 2022 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 ISPs, & Criteria for Advanced Courses, ACT, and Dual Enrollment</p>	<p>Administrators Counselors</p>	<p>May 2023</p>	<p>Course Selection</p>	<p>Scheduling and 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>
<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 9th 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 <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>
3.2 College Readiness (cont.)	A curriculum integrating, but not limited to, self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring, and time management (college ready skills) exists.	College and career ready skills are implemented throughout the curriculum with a primary focus on ACT, Dual Enrollment and Advance Placement courses.

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>	
Counselors will create a college information wall of a college of their choice (i.e., Alma Mata) to help foster a college going culture.	Administrators Teachers Counselors	Ongoing Aug-May	Administrators Teachers Computer-Based Programs Partnerships	Scheduling	
Counselors are always available to assist students with scholarship, college applications, and FAFSA.	Administrators Teachers Counselors	Ongoing Aug-May	Administrators Teachers Computer-Based Programs Partnerships	Scheduling	
Each grade will visit at least two (2) colleges during the 2022-2023 School Year either Face-to-Face or Virtual.	Administrators Teachers Counselors	Ongoing Aug-May	Administrators Teachers Computer-Based Programs Partnerships	Scheduling	
Meet with individual students to ensure they have met all graduation requirements.	Administrators Teachers Counselors	Ongoing Aug-May	Administrators Teachers Computer-Based Programs Partnerships Student Transcripts	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>		
<p>3.3 Career Readiness</p>	<p>Students review their four/five year ICAP occasionally with a staff member.</p>	<p>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.</p>		
Action Steps	Responsible	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>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 their career choice and revisit their plan yearly.</p>	<p>Administrator Counselor</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</p>	<p>n/a</p>	
<p>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.</p>	<p>Administrator Counselor</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</p>	<p>n/a</p>	
<p>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.</p>	<p>Administrator Counselor</p>	<p>Administrators Teachers Computer-Based Programs Partnerships</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>
3.4 Assessment	Teachers primarily use assessments to measure students' growth.	Teachers provide instructional interventions based on data from assessments.

Action Steps	Responsible <i>Who will do it?</i>	Deadline	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
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i> Common Assessments will be administered by the District every Nine Weeks using the ELS platform	District Principals Teachers	August/May 2023	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 2023	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 2023	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 2023	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. 2022 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. 2022 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	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 and disseminate district-wide surveys that outlines interest and needs among adults and students	Principals Counselors Advisory Teams	Oct. 2022	Students, faculty, and staff	Time constraints	
Disseminate surveys to all middle school students	Teachers	Dec. 2022	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	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>All teachers will 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. 2022 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 2022- Ongoing</p>	<p>District Administrators School Administrators Teachers HQIM</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>	<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>	
District will develop a Student's Advisory Councils (SAC)	Teachers Principal	Aug. 2022 Ongoing	Computer, Paper		
SAC will meet once a month to discuss concerns, problems, accomplishments, etc. with minutes of each meeting documented.	Teachers Principal	Aug. 2022 Ongoing		Meeting Times	

Outcome: _____

<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>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
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The leadership team will meet with new employees to train them on school norms, rituals, routines, practices, and expectations (i.e. schedule of events, lesson plans, district software programs, MTSS, TST, location of the time clock, and curriculum).	Leadership team New Employees	Ongoing Aug-May	Mentors, leadership team	Time constraints	
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.	Leadership team	Ongoing Aug 2022- 2023	New employee, mentor for new employee, leadership team	scheduling	

Outcome: _____

Indicator	Current Status on Continuum	GOAL: Next Status Level on Continuum			
<i>Design Principle: Indicator (Ex. 1.1)</i>	<i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
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	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved

<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>
All teachers will implement at least 2 current evidenced-based strategies (in their content area) in their planning and instruction as it relates to student learning	Teachers Principal	Aug.-Sept 2022 Jan. –Feb. 2023	None	None
Principal will approve each evidenced-based strategy to be used in planning and delivering instruction	Teachers Principal	Aug.-Sept 2022 Jan. –Feb. 2023	None	None
District and School- Level book studies will be conducted periodically to ensure professional growth and collaboration.	Teachers Principal	Aug.-Sept 2022 Jan. –Feb. 2023	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>
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<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>
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p>Who will do it?</p>	<p>By when?</p>	<p>What do you need to complete this step? (People, money, tools, resources, etc.)</p>	<p>What could get in the way of task completion? How will you overcome them?</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. 2022 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. 2022 Ongoing</p>	<p>None</p>	<p>Time to build into instruction</p>	

Outcome: _____

<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>
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5.2 Change Agent

	<p>The principal ensures alignment of the school's vision with the implementation of evidence-based strategies to improve student performance and meet the goals of the school's action plan.</p>	<p>The principal acts as a catalyst to seek new solutions and encourages risk-taking in meeting individual student needs with potentially beneficial outcomes.</p>
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p>Who will do it?</p>	<p>By when?</p>	<p>What do you need to complete this step? (People, money, tools, resources, etc.)</p>	<p>What could get in the way of task completion? How will you overcome them?</p>	
<p>The school's mission, vision, goals will be stated daily during the morning announcements</p>	<p>Student representatives</p>	<p>Daily Ongoing Aug-May</p>	<p>Students and counselor</p>	<p>none</p>	
<p>Teachers will post and adhere to the school's mission, vision and goals in every classroom lesson and activity</p>	<p>Teacher Students Administrators</p>	<p>Ongoing Aug-may</p>	<p>Postings, teachers, students, school leaders</p>	<p>none</p>	
<p>PBIS goals and SEL standard of the week will be communicated daily to improve the school's culture from within.</p>	<p>Teacher Students Administrators</p>	<p>Ongoing Aug-may</p>	<p>Postings, teachers, students, school leaders</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>5.3 Focused on Powerful Teaching and Learning</p>	<p>The principal leads discussions about standards based on research and best practices.</p>	<p>Staff members assume ownership of problem identification, solution generation, and strategy implementation.</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 2022- May 2023</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>
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5.9 Culture & High Expectations	The principal holds staff accountable for ensuring the success of each student.	Staff holds peers accountable for ensuring the success of each student.
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p> <p>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 2022</p>	<p>Surveys, computers, Wi-Fi</p>		

Outcome: _____

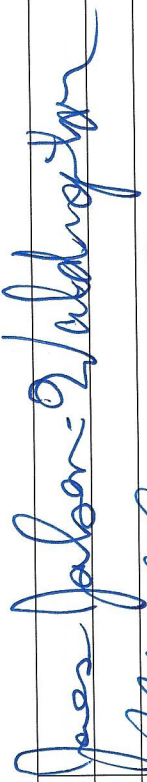
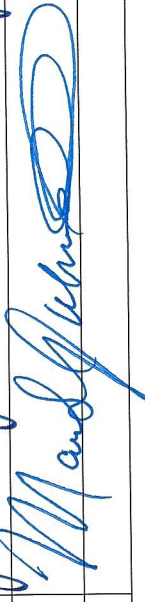
Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or</i>
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	<i>New Paradigms?</i>	<i>New Paradigms?</i>
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 <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
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	Administrators Teachers	Sept 2022	Surveys, computers, Wi-Fi	n/a	
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 2022	Surveys, computers, Wi-Fi		
Establish and maintain School-Level Leadership Team					

Outcome: _____

CLCSD'S DROPOUT PREVENTION PLAN
 BOARD APPROVAL SIGNATURE PAGE

Superintendent:	Mr. James Johnson-Waldington	
Board President:	Mrs. Samantha Milton	
Dropout Prevention Chairperson:	Mrs. Mary S. Johnson	
Date:		

Please note: Virtual accommodations and modifications will be implemented to meet the COVID-19 social distancing requirements.