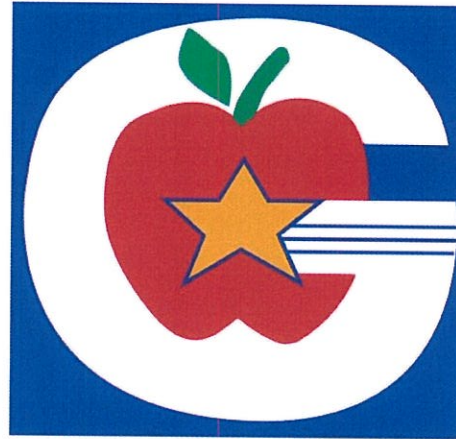


GRENADA SCHOOL DISTRICT

DROPOUT PREVENTION PLAN



Grenada School District
Education, Training, Dreams

July 16, 2024



ADMINISTRATION:

Dr. David J. Daigneault:
Superintendent

Dr. David Daigneault

C. Lynne Russell:
Administrative Operations Officer / Dropout Prevention
Coordinator / 21st CCLC Coordinator

C. Lynne Russell

Dr. Lyle Williams :
Administrative Academic Officer / Curriculum

Dr. Lyle Williams

Dr. Tina Herrington:
Administrative Programs Officer / Federal Programs
Director

Dr. Tina Herrington

Dr. Becky Terry
Administrative Gifted / Curriculum

Dr. Becky Terry

Tim Wilder
Administrative Secondary Academics Officer

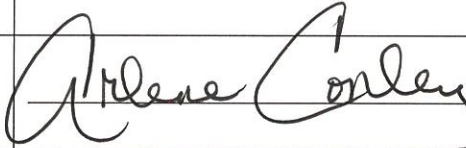
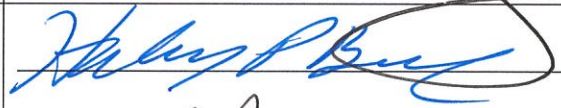
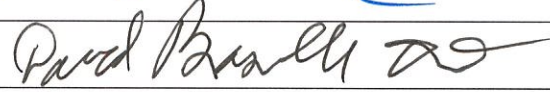
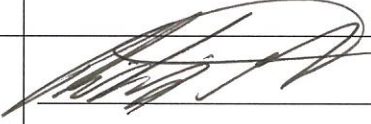

Tim Wilder

Cole Surrell
Elementary Academic Coordinator



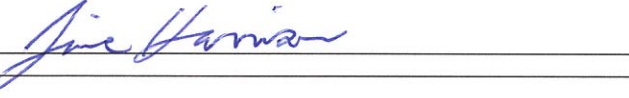
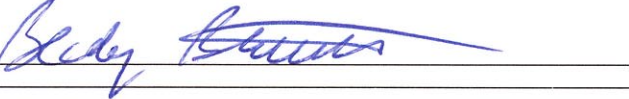

Cole Surrell

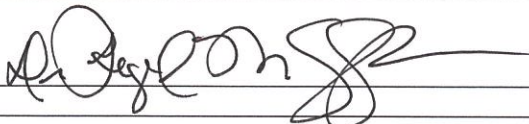
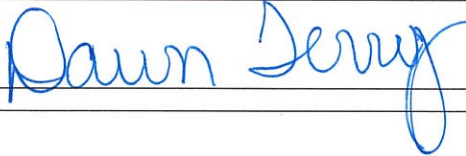

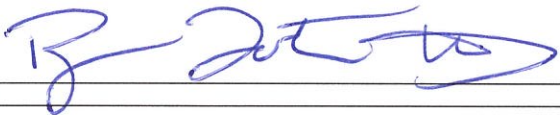

Dr. Carla Rogers :
Academic Intervention Specialist

Dr. Carla Rogers

<u>SCHOOL BOARD:</u>	
Board Member: <u>Arlene Conley</u>	
Board President: <u>Haley Bidy</u>	
Board Secretary: <u>Dr. David Braswell</u>	
Board Member: <u>Dr. Phil Turner</u>	
Board Member: <u>Kevin Carnathan</u>	

PRINCIPALS:

Principal: <u>Emily Tindall</u>	
School Name: <u>Grenada High School</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High <input type="checkbox"/> Other
Principal: <u>Ezzard Beane</u>	
School Name: <u>Grenada High School-9th Grade</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High <input type="checkbox"/> Other
Principal: <u>James Harrison</u>	
School Name: <u>Grenada Middle School</u>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other
Principal: <u>Becky Bloodworth</u>	
School Name: <u>Grenada Middle School-6th Grade</u>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other
Asst. Principal: <u>Kasey Lott</u>	
School Name: <u>Grenada Elementary School (3-5)</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other

Principal: <u>Dr. Reginald Herrington</u>	
School Name: <u>Grenada Elementary School (1-2)</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other
Principal: <u>Dawn Terry</u>	
School Name: <u>Grenada Elementary School (PreK-K)</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other
Principal: <u>Barry Rogers</u>	
School Name: <u>Grenada Career & Technical Center</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High <input type="checkbox"/> Other
Director: <u>Royce "Chip" Foster</u>	
School Name: <u>Grenada Enrichment and Transition Center</u> (Alternative School)	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input checked="" type="checkbox"/> High <input type="checkbox"/> Other
<u>COUNSELORS:</u>	
Counselor: <u>Chantel Chandler</u>	
School Name: <u>Grenada High School</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High <input type="checkbox"/> Other

Counselor: <u>Ashley Harrell</u>	<i>Ashley R Harrell</i>
School Name: <u>Grenada Middle School</u>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other



Since 2005...

- 45.03% Increase in the Graduation Rate
- 249 students graduated in 2023

**For the first time in the history of Grenada
School District in 2022 & 2023...**

WE ARE AN “A” DISTRICT!

Needs Assessment Outcomes

Needs Assessment Areas	Descriptions
Target Group	* Student, Staff and Community Based
Data Collection Methods Used	<ul style="list-style-type: none"> * Dropout Prevention Needs Assessment survey for community, parent, student, teacher and administrators * Drop out data from the past 5 years
Prioritized List of Needs	<ul style="list-style-type: none"> * Better communication from District to school level on curriculum and data analysis results * Extended time for students that are not mastering skills to move to the next grade * Provide better professional development for teachers and administrators * Provide better information to parents about how to make a connection between school and home * Address student needs in the Middle School that are 2 or more years behind (ATSI) * Work closer with the School Attendance Officer to lower the Truancy rate * Identifying “at-risk” students and agree on course of study
Short Term Goals	<ul style="list-style-type: none"> * To analyze data more efficiently to be able to make better decisions on how students are scheduled in classes, after school tutoring and after school class opportunities * To provide professional development that is focused on the districts needs * Communicate specific needs to the community about the district's dropout prevention plan and solicit support from parents, businesses, industry, faith-based organizations, volunteers and others * To offer more testing dates for GED students

<p>Long Term Goals</p>	<ul style="list-style-type: none"> * To increase graduation/completion rates and reduce dropout rates * To provide trainings that incorporate instructional strategies for student motivation and participation in learning * To provide parent training to decrease the illiteracy rates in our community * To support and develop more partnerships in our community that will enhance our efforts to meet the needs of a growing workforce * To identify students who are at-risk at the Elementary School level as well as Grenada Middle and High Schools to provide the resources needed to meet those students needs * To improve reading levels * To develop a program that follows “at-risk” students and their individual academics needs * To encourage students to follow a “track” using Pathways to Success * To prepare students for the testing system
<p>Recommendations for future needs assessments</p>	<ul style="list-style-type: none"> * Needs Assessment Surveys * Dropout Prevention Teams * Professional development assessments * Students Data analysis reports

Current District Initiatives

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Systemic Renewal	<ul style="list-style-type: none"> * Professional Development for certified and non-certified personnel * Mastery Content (Test) * iReady Diagnostics (Grade Level Remediation) * School Status * Data analysis of student work * Curriculum Specialist in each school * Teacher Support Teams (TST/Interventionist) * 21st Century Grant: After school and summer tutoring/skills classes * Pathways to Proficiency 	<ul style="list-style-type: none"> * Aimsweb * Brigance Screener * MKAS2 	<ul style="list-style-type: none"> * Aimsweb * Repeated Reading (K-5) * Magnetic Reading (4-5) * Reading to Read (1-8) (Fluency Plus) * Maze-Reading Comp (2-5) * Title I * Fold-In Technique * Focused Math * Math to Math (Grades 2-5) * Mississippi Assessment Program (MAP) * In School/After School Tutoring with AmeriCorp * FBA/BIP * MKAS2 * iReady * Ready Text * RtI Supports * PBIS/SWIS * Common Lit * Saxon Phonics 	<ul style="list-style-type: none"> * Aimsweb * Repeated Reading * Reading to Read * Focus Math * Maze Comprehension * Mississippi Assessment Program (MAP) * End of 8th grade data analysis * In School and After School Tutoring with AmeriCorp (Grades 6-8) * FBA * ICAP * PBIS/SWIS * Common Lit * Pearson Realized (Math) 	<ul style="list-style-type: none"> * Subject Area Testing Program (SATP) * 9th Grade Transition School * Learning Strategies Classes * Edgenuity * SEL Program * Edmentum * PBIS/SWIS * RtI * FBA/BIP * Edulastic * CommonLit * NewsELA * MS assessment Program (MAAP, MAAP-A) * ACT?ACT Work Keys * Focused Attendance Tracking * Kami * Formative

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
School-Community Collaboration	<ul style="list-style-type: none"> * Parent Center * Community/parent needs assessment and involvement * High Hopes Program * PTO * Subject Area Parent Night * Parenting workshops * 21st Century Grant: After school and summer tutoring/skills classes * Parental Involvement Mtg. 	<ul style="list-style-type: none"> * SPED partner with 1st Steps through Dept. of Health * Cooperative Agreement between GSD and Headstart * Grenada Early Learning Center * Kindergarten Blastoff! * Parent Newsletters/ Newspapers 	<ul style="list-style-type: none"> * PBIS Intervention Tutorial * PTA * Parent Newsletters/ Newspapers * Kindergarten Blastoff! * ELA * Lifehelp 	<ul style="list-style-type: none"> * PBIS * Parent Newsletters/ Newspapers * ELA * Lifehelp 	<ul style="list-style-type: none"> * PBIS * Parent Newspapers * ELA * PTO * Parent Meetings <ul style="list-style-type: none"> • Middle College • Dual Credit • AP • PLTW • GCTC (Vocational) * Literacy Night *GCTC Advisory Committee * Math night * Lifehelp * Career Coach (Three Tivers Plannin * Dev.
Safe Learning Environments	<ul style="list-style-type: none"> * Title IV: Curriculum * Effective Classroom Management * School Safety assessments and drills * District Bullying Policy * Metal Detectors * Security Guards at doors * 3 School Resource Officers 	<ul style="list-style-type: none"> * PBIS Lessons 	<ul style="list-style-type: none"> * PBIS * ELA 	<ul style="list-style-type: none"> * Title VI * PBIS * ELA 	<ul style="list-style-type: none"> * Title VI * PBIS * ELA

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
	<ul style="list-style-type: none"> * "Buzz-In" on all building's front doors * Security Cameras * 1-800 HOTLINE-for anonymous tips 				
Family Engagement	<ul style="list-style-type: none"> * PTA/PTO * IEP Meetings * Parental Involvement Plan * Parent Center * District Website * District Facebook * School Status Notify Calls * Information Sign * Open Houses * Parent Resource Center * Compacts (Teacher/Student/Parent) 	<ul style="list-style-type: none"> * Grenada Early Learning Center * Pre-K School Plays 	<ul style="list-style-type: none"> * Title I * Teacher Support Teams (TST meeting with parents to discuss child's academic and behavioral concerns) * K-1 School Plays * Family Literacy Night (4-5) * Family Math Night (4-5) * Family Science Night (4-5) 	<ul style="list-style-type: none"> * Teacher Support Teams (TST meeting with parents to discuss child's academic and behavioral concerns) * Activity Booster Clubs 	<ul style="list-style-type: none"> * Teacher Support Teams (TST meeting with parents to discuss child's academic and behavioral concerns) * Activity Booster Clubs * GHS Facebook * Literacy Night * Math Night * Newspaper
Early Childhood Education	<ul style="list-style-type: none"> * Parent Resource Center * Parent 	<ul style="list-style-type: none"> * Grenada Early Learning Center * Partner-Area Day Cares * Kindergarten Blastoff! * Handwriting without Tears * Early identification, intervention, and transition 			

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Early Literacy Development	<ul style="list-style-type: none"> * RTI * Three Tier Policy 	<ul style="list-style-type: none"> * 3-4 year old preschool students with disabilities * Handwriting without Tears * Owls curriculum * Center based learning * Speech and Hearing screenings 	<ul style="list-style-type: none"> * Dyslexia Screening K-1: K-Spring & 1st-Fall * Dyslexia Specialists * MKAS2 (K-pre/post tests) * Behavior Screenings (2 times yearly-district wide) * Academic Screenings (3 times yearly-district wide) * Instructional Specialists * Speech/Hearing screenings 	<ul style="list-style-type: none"> * Instructional Specialists * ACT Prep Workshops by Federal Programs and 21st CCLC * Dyslexia Specialists 	<ul style="list-style-type: none"> * Instructional Specialists * ACT Prep Workshops by Federal Programs and 21st CCLC * Dyslexia Specialists
Mentoring / Tutoring	<ul style="list-style-type: none"> *Title VI * 21st Century Grant: After school and summer tutoring/skills classes - PreK-12 * MTSS 	<ul style="list-style-type: none"> * 3-4 year old preschool for students with disabilities *MTSS 	<ul style="list-style-type: none"> * Title I * Reading to Read * Math Maze * iReady * In School and After School Tutoring with AmeriCorp 	<ul style="list-style-type: none"> * Reading to Read * Repeated Reading * Maze Comprehension * In School and After School Tutoring with AmeriCorp * iReady 	<ul style="list-style-type: none"> * Enrichment and remediation support (Bootcamps) * Formative * 21st Century Tutoring and Skills classes * ACT Prep Class and workshops (Literacy Lady) * Small Group Station Instruction * Newspaper * Small Group Guided Reading Stations
Alternative Schooling		<ul style="list-style-type: none"> * Extended School Year for eligible students 	<ul style="list-style-type: none"> * Title I * Extended School Year 	<ul style="list-style-type: none"> * Alternate Education- GTEC * General Educational Development Option (GED) 	<ul style="list-style-type: none"> * Alter. Education- GTEC * General Ed. Dev.Option (GED)

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
				<ul style="list-style-type: none"> * GED/SKILLS Class * Extended School Year 	<ul style="list-style-type: none"> * Credit Recovery * District Pathways * Canvas * Google Suite (Google Meets) * Newspaper
After-School Opportunities	<ul style="list-style-type: none"> * Parent Center * 21st Century Grant: After school and summer tutoring/skills classes *21st CCLC Afterschool Academic Tutoring and Skills Classes 		<ul style="list-style-type: none"> * iReady * Tutoring 	<ul style="list-style-type: none"> * Clubs * Activities * iReady * Tutoring 	<ul style="list-style-type: none"> * Before and after school Tutoring * Clubs * Activities
Professional Development	<ul style="list-style-type: none"> * Dept Chairs - Training * Parent Center * Instructional Specialists-Teacher Training * PLC's * Outside consultants * Monthly Special Ed. Professional Development * Bailey Group – SPED Instructional Training 	<ul style="list-style-type: none"> * Professional Development with agency speakers contracted 	<ul style="list-style-type: none"> * Professional Training at local Community College * Professional Development with agency speakers contracted * iReady Training 	<ul style="list-style-type: none"> * Professional Development with agency speakers contracted * iReady Training 	<ul style="list-style-type: none"> * Professional Development with agency speakers contracted * Departmental PLCs * NCTM subscription * MSU Writing Thinking Institute * Restructured Special Ed. Inclusion Program

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Active Learning	<ul style="list-style-type: none"> * iReady * 21st Century Grant: After school and summer tutoring/skills classes * District Wide Interactive TV Panels 	<ul style="list-style-type: none"> * Handwriting without Tears 	<ul style="list-style-type: none"> * Repeated Reading * Reading to Read * Fold-In Technique * Phonics * Saxon Phonics (K-1) * Kidzeum * Science, Math, Discovery Lab * Touch Math * iReady * Pathways to Proficiency 	<ul style="list-style-type: none"> * Repeated Reading * Reading to Read * Math Strategies * iReady * Pearson Realized (Math) * Pathways to Proficiency 	<ul style="list-style-type: none"> * Credit Recovery * Edgenuity * Project Lead the Way * Edmentum * Pathways to Proficiency * Stations * Paper
Educational Technology	<ul style="list-style-type: none"> * Online Study Labs (USA Test Prep, iReady, Edgenuity) * District Wide: 1:1 Computer Initiative * District Wide Interactive TV Panels * District Wifi 	<ul style="list-style-type: none"> * Pre-K has 3 Computer Labs 	<ul style="list-style-type: none"> * 4 Computer Labs * Saxon Phonics 	<ul style="list-style-type: none"> * Tech Foundations * STEM * GMS-5 Tech. Labs * Document Cameras for all tested area classrooms * Photoshop/Media Design & Podcasting after school 	<ul style="list-style-type: none"> * Computer Science Principles * STEM * Photoshop/Media Design & Podcasting after school * Kahoot * Quizziz * Commonlit * NewsELA * Formative * Edulastic

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
					<ul style="list-style-type: none"> * Canvas * Paper * Google Suite
Individualized Instruction	<ul style="list-style-type: none"> * Specialized Transportation * IEP's for eligible students * 21st Century Grant: After school and summer tutoring/skills classes * Online Study Labs (USA Test Prep, iReady) *1:1 Computer Initiative 	<ul style="list-style-type: none"> * Students with disabilities *4 PreK Classrooms * Extended School Year for eligible students 	<ul style="list-style-type: none"> * Extended School Year * One on One / Group Teaching * iReady * In School and After School Tutoring with AmeriCorp * 3-4 year old preschool for eligible students * Gifted Education * 4-5 Fast Track 	<ul style="list-style-type: none"> * Extended School Year * iReady * In School and After School Tutoring with AmeriCorp * 4-5 Fast Track 	<ul style="list-style-type: none"> * Credit Recovery * 21st Century Grant: After school tutoring and after school skills classes * ACT Prep *Dual Enrollment *Dual Credit * Edgenuity * Edmentum * Paper * Teacher Led Stations

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Career and Technical Education (CTE)	<ul style="list-style-type: none"> * 21st Century Grant: After school tutoring, after school skills classes and summer classes Includes the following: * Tutoring in every subject * STEAM * Welding * Auto Mechanics * Building Trades * Podcasting/Music Production * Photoshop/Media Design * Pottery/Ceramics/Stained Glass * Urban Ag./Archery * Weightlifting/Law Enforcement * Culinary Arts * Computer Coding/Robotics 				<ul style="list-style-type: none"> * ASK CTE Library * Tech Foundations * STEM * Student Services Tutoring * GED * Welding * Auto Mechanics * Building Trades * Allied Health * Teacher Academy * Marketing * Culinary Arts * Computer Science Principles and Robotics * Project Lead the Way * Cyber Security

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(1.1) High School Course of Study	Beginning: Students are tracked according to past performance into regular and advanced level courses.	Early Steps: All students are given the opportunity to take at least 1 AP or Honors course.

Outcome:

Action Steps	Responsible	Dead-line	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>	
Change GHS requirements to allow most students the opportunity to take at least 1 AP course or dual enrollment course. <ul style="list-style-type: none"> • Reduce grade requirements (must meet Community College requirements for Dual Credit) • Counsel students and teachers to update them on this change. 	<ul style="list-style-type: none"> • GMS & GHS <ul style="list-style-type: none"> ○ Principals ○ Counselors 	6/2015-ongoing	<ul style="list-style-type: none"> • People • Administrators • Community College Representatives 	<ul style="list-style-type: none"> • Student interest in AP courses. • Students interested in Dual Credit. 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(1.4) College Ready Skills	Beginning: Students are aware of college and career.	Growing Innovation: Every student learns how to make efficient use of college and career resources.

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>	
Each STEM teacher will meet monthly with each student in class individually.	GHS, GMS, GES 4-5, GES PreK-3 STEM Teachers	8/2015-ongoing	<ul style="list-style-type: none"> • Spreadsheets to keep records • Counselors/ICT teachers • Provide instruction • Resources 	<ul style="list-style-type: none"> • Attendance • Failure to comply • Accurate record keeping 	5/2016-ongoing
Classes will follow curriculum throughout the year that explores colleges and careers.	GHS Teachers	8/2015-ongoing	<ul style="list-style-type: none"> • Computers • Internet • People 	<ul style="list-style-type: none"> • Student absentee • Attendance Plan of Action 	Ongoing
Each virtual teacher will meet monitor each student in class individually.	GHS, GMS, GES 4-5, GES PreK-3 STEM Teachers	8/2020-ongoing	<ul style="list-style-type: none"> • Spreadsheets to keep records • Counselors/ICT teachers • Provide instruction 	<ul style="list-style-type: none"> • Attendance/Log In • Failure to comply • Accurate record keeping 	8/2020-ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(1.5) College Credit	Beginning: Students develop a four/five year iCAP before the freshman year.	Early Steps: Students review four/five year iCAP with a staff member.

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>	
Vocational Counselor will meet with each class (8, 9, 10, 11, and 12) to review iCAPs. <ul style="list-style-type: none"> • 8=STEM • 9=STEM • 10=World History • 11=English III • 12=Government/Economics 	Vocational Counselor	End of 1st 9 weeks	Classroom Computers	<ul style="list-style-type: none"> • CPAS and National Certification Baseline Test • Prioritize 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 2: Require Powerful Teaching and Learning

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(2.4) Instruction	Beginning: Instruction meets the learning needs of some, but not all, students.	Early Steps: Teachers regularly adapt resources and instruction to address learning differences in their students.

Action Steps	Responsible	Dead- line	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>	
Coordinate common planning times of the teacher and content area teachers	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Principal ○ Counselors ○ Teachers 	8/2015-ongoing	Schedules C0-Teachers	Scheduling complications	Ongoing
Lesson plans of teachers will include content area relevance.	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Principal ○ Counselors ○ Teachers 	8/2015-ongoing	Lesson Plans	<ul style="list-style-type: none"> • Buy in from teachers • Teacher Input 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 2: Require Powerful Teaching and Learning

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(2.5) Instruction	Beginning: There is a limited use of technology for instruction.	Early Steps: Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling.

Action Steps	Responsible	Dead- line	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>	
<ul style="list-style-type: none"> • Smart/Interactive Boards in every classroom. • Teacher usage 10-15 hours a week. 	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Principal ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Money (\$2500-board) 	Money	Ongoing
<ul style="list-style-type: none"> • Document cameras in 80% of classrooms. • Teacher usage 10-15 hours a week. 	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Admin ○ Principal ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Money (\$300 per camera) 	Money	Ongoing
<ul style="list-style-type: none"> • Online remediation in every classroom. (iReady, USA Test Prep & Edgenuity) • 20% of student population is in remediation. Each student will use technology at least 5 hours a week. • Virtual Students use Canvas • 1:1 Initiative 	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Admin ○ Principal ○ Counselor ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Money (Computer programs) 	Money	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 2: Require Powerful Teaching and Learning

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(2.10) Instruction	Beginning: Teachers post learning objectives.	Early Steps: Teachers communicate learning outcomes and the criteria for success and progress daily.

Action Steps	Responsible	Dead- line	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>	
Teachers will post daily objectives on board each day.	<ul style="list-style-type: none"> ○ GHS, GMS, GES 4-5, GES PreK-3 ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Tools 	NA	Ongoing
Teachers communicate learning outcomes and assess progress from students, teachers, admin., and instructional specialists.	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 ○ Principal ○ Teachers ○ Instr, Spec. 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Mastery Checklist 	<ul style="list-style-type: none"> • Timing and Pacing • PLC's 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 3: Personalization

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(3.6) Adult / Student Relationships	Beginning: A Welcome letter is sent to all incoming students.	Early Steps: The school hosts a welcome and orientation for all incoming students and families.

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>	
Send a welcome letter (include all info).	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Admin ○ Principal ○ Counselor ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Money • Paper 	<ul style="list-style-type: none"> • Time • Prioritize 	Ongoing
Transition meeting	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Admin ○ Principal ○ Counselor ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Money • Paper 	<ul style="list-style-type: none"> • Time 	Ongoing
Handbooks will be given to each student. (Selected sections will be discussed with students.)	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Principal ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Paper 	<ul style="list-style-type: none"> • Time 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 3: Personalization

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(3.7) Adult / Student Relationships	Beginning: Some teachers meet occasionally to discuss the needs and progress of students.	Early Steps: There is a plan to develop a school schedule that provides time for teachers to meet at least one a week to discuss the needs and progress of students.

Action Steps	Responsible	Dead- line	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>	
Principal will assign teachers (per planning period) to meet to discuss the needs and progress of students.	<ul style="list-style-type: none"> ○ GHS, GMS, GES 4-5, GES PreK-3 ○ Principal ○ Teachers 	8/2015-ongoing	Resources	<ul style="list-style-type: none"> • Time • PLC's 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 3: Personalization

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(3.10) Adult / Student Relationships	Beginning: The school distributes newsletters of other forms of communication to provide updates and info frequently.	Early Steps: School newsletters and communication to provide updates and info frequently.

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>	
<ul style="list-style-type: none"> • School Status Notifications sent to all PreK-12 grade parents. • Publicize in local newspaper. • Publicize in school newspaper. • Digital signs. • SAMS Active Parent • SAMS Active Student • District and/ or School Facebook Page • District and/ or School Website 	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Admin ○ Principal ○ Counselor ○ Teachers ○ Technical Support 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Technology • Money 	<ul style="list-style-type: none"> • Lack of communication between school and parents. • Use all means of advertising available. 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 4: Professionalism

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(4.1) Collaborative Work Orientation	Beginning: Principals observe teachers.	Early Steps: Teachers observe their peers in practice.

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>	
Administration will complete daily observations on teachers.	<ul style="list-style-type: none"> ○ GHS, GMS, GES 4-5, GES PreK-3 ○ Admin ○ Principal 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Observation • Tools • WiFi 	<ul style="list-style-type: none"> • Observation Tool • Specific feedback • Resources for a teacher based observations 	Ongoing
Peer to peer (teacher) observations.	<ul style="list-style-type: none"> ○ GHS, GMS, GES 4-5, GES PreK-3 ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Observation • Sub, if needed. 	New intervention to help with discipline and ways to get the content access.	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 4: Professionalism

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(4.4) Collaborative Work Orientation	Early Steps: Principal includes one or more hiring staff in recruitment, interview, and hiring processes for their specific school.	Growing Innovations: Principal and staff collaborate on recruitment, interview, and hiring processes to ensure alignment with the school mission.

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>	
Include another district employee to participate in the interview process whenever possible.	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Admin ○ Principal ○ Instr. Spec. 	8/2015-ongoing	People	<ul style="list-style-type: none"> • Time conflict • Prioritize scheduling time 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 4: Professionalism

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
(4.13) Professional Inquiry	Beginning: All teachers participate in their professional development in their content area.			Early Steps: 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>	
Teacher participates in PLC by content area	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Principal ○ Instr. Spec. ○ Teachers 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Resources 	<ul style="list-style-type: none"> • Teacher resistance • Part of MSTAR Evaluation 	Ongoing
Staff development on student learning and national standards in their content area	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 <ul style="list-style-type: none"> ○ Admin ○ Principal ○ Instr. Spec. 	8/2015-ongoing	<ul style="list-style-type: none"> • People • Resources • Internet 	N/A	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 5: Leadership

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(5.6) Focus on Powerful Teaching and Learning	Early Steps: Principal monitors in full implementation in a Common Instructional Framework and provides feedback.	Growing Innovation: Principal holds staff accountable for full implementation of the Common Instructional Framework for continuous learning.

Action Steps	Responsible	Dead- line	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>	
Principal limits classroom disruptions during instructional class time. (Ex.-Limit announcements, change in schedule, etc.)	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 ○ Principal 	8/2015	<ul style="list-style-type: none"> • People 	<ul style="list-style-type: none"> • Unexpected Interruptions • Plan best we can 	Ongoing
Thorough lesson plans, units of study, weekly, unit and common assessments, observing teachers will receive relevant and targeted feedback for administration.	<ul style="list-style-type: none"> • GMS & GHS ○ Admin ○ Principal ○ Teachers 	8/2015	<ul style="list-style-type: none"> • People • Resources 	<ul style="list-style-type: none"> • N/A 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 5: Leadership

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(5.11) Shared Leadership	Beginning: The principal makes decisions related to school-wide.	Early Steps: The principal seeks input from staff into decisions made at the school, including active recruitment of diverse representatives on school decision-making bodies.

Action Steps	Responsible	Dead- line	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>	
Principals will seek input from staff and integrate input in decisions made at the school (round table discussions in staff meeting).	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 Principal ○ Counselor ○ Teachers 	8/2015-ongoing	People	<ul style="list-style-type: none"> • Teachers get off task • Monitor 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 5: Leadership

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
(5.14) Collaborative Work Environment	Beginning: The principal designs a schedule and process that includes common planning opportunities.	Early Steps: Staff shares instructional practices, lessons learned, and current challenges with peers during common planning opportunities.

Action Steps	Responsible	Dead- line	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>	
Principal schedules PLC with teacher and instructional specialists and staff meetings	<ul style="list-style-type: none"> • GHS, GMS, GES 4-5, GES PreK-3 Principal ○ Counselor ○ Teachers 	8/2015-ongoing	People	<ul style="list-style-type: none"> • Interruptions • Best possible schedule 	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 6: Purposeful Design

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>
(6.6) School/Programs Sustainability	Beginning: The school program is known in the community.	Early Steps: The school/program develops relationships with business and community partners for community service opportunities, job shadowing opportunities, participation in school projects during the school year, and/or financial support.

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>	
Collaboration with business and community partners. <ul style="list-style-type: none"> • Economic Development and Business allows juniors and seniors to work as job shadows. • Evaluator to monitor and evaluate work performance. • Student performance of business evaluations. • College/Career Day encourages discussion between community, businesses and students. • School newspaper ("The Communicator" keeps community informed. 	<ul style="list-style-type: none"> • GMS & GHS <ul style="list-style-type: none"> ○ Admin ○ Principal ○ Vocational Director 	8/2015	<ul style="list-style-type: none"> • Cooperation between other businesses • People 	Student scheduling (work with counselors)	Ongoing