GRENADA SCHOOL DISTRICT

DROPOUT PREVENTION PLAN

Grenada School District
Education, Training, Dreams

BOARD APPROVED
JUL 14 2026
Kelly McNamee

July 14, 2026

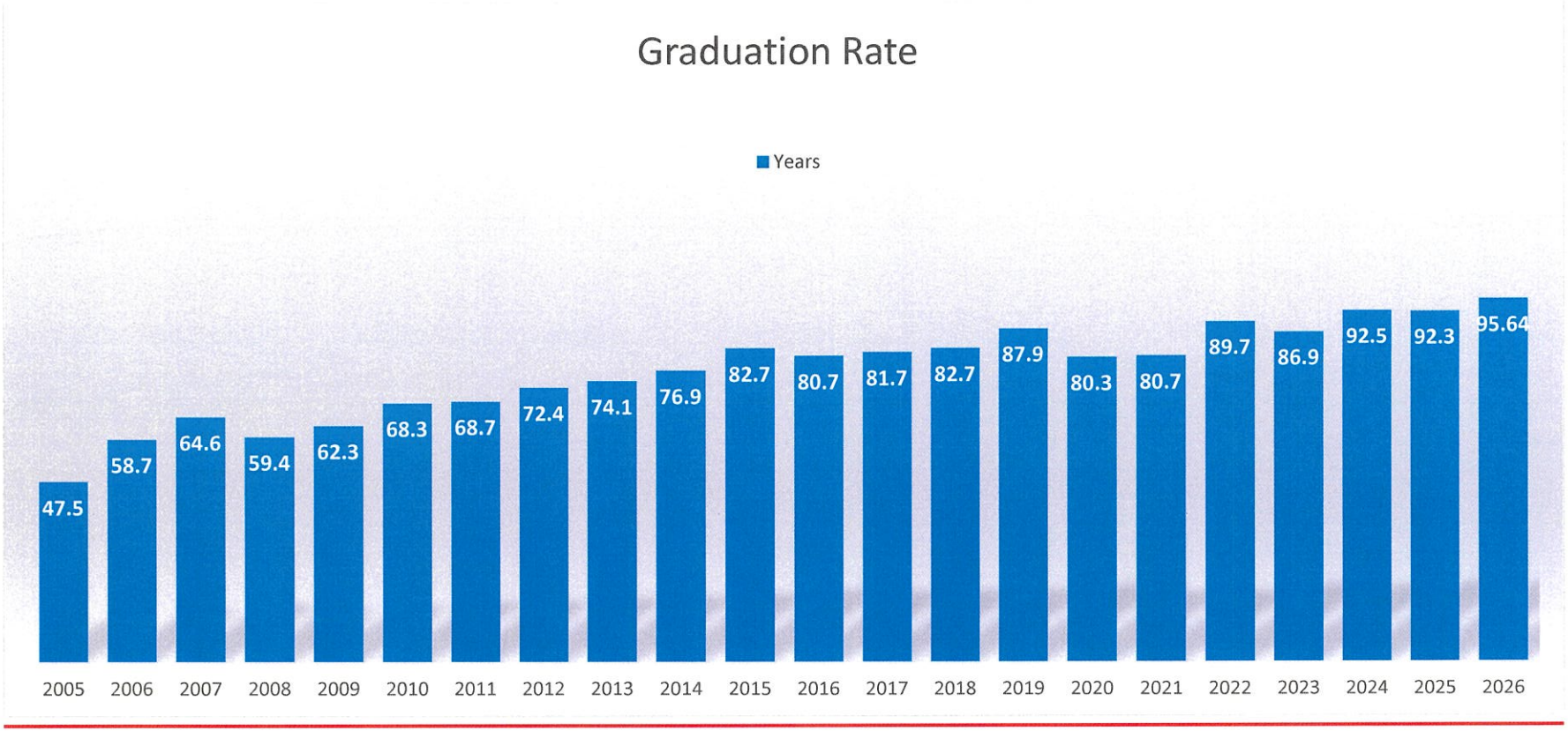
ADMINISTRATION:	
Dr. David J. Daigneault: **Superintendent**	
C. Lynne Russell: **Administrative Operations Officer / Dropout Prevention Coordinator / 21st CCLC Coordinator**	
Dr. Lyle Williams : **Administrative Academic Officer / Curriculum**	
Dr. Tina Herrington: **Administrative Programs Officer / Federal Programs Director**	
Dr. Becky Terry: **Administrative Gifted / Curriculum**	
Tim Wilder: **Administrative Secondary Academics Officer**	
Cole Surrell: **Elementary Academic Coordinator**	
Pamela Keys: **Academic Intervention Specialist**	

SCHOOL BOARD:	
Board President: Kevin Carnathan-District 1	
Board Member: Harry McCarley-District 2	
Board Secretary: Arlene Conley-White-District 3	Arlene Conley-White
Board Member: Dr. Phil Turner-District 4	
Board Member: MSG Christopher Edwards-District 5	

PRINCIPALS:	
Principal: Emily Tindall	Emily Tindall
School Name: Grenada High School	☐ Elementary ☐ Middle ☒ High ☐ Other
Principal: Kelby Surrell	Ky S
School Name: Grenada High School-9th Grade	☐ Elementary ☐ Middle ☒ High ☐ Other
Principal: James Harrison	James Harrison
School Name: Grenada Middle School	☐ Elementary ☒ Middle ☐ High ☐ Other
Principal: Becky Bloodworth	Rebecca Bloodworth
School Name: Grenada Middle School-6th Grade	☐ Elementary ☒ Middle ☐ High ☐ Other
Principal: Kasey Lott	Kasey Lott
School Name: Grenada Elementary School (3-5)	☒ Elementary ☐ Middle ☐ High ☐ Other

Principal: Dr. Reginald Herrington	
School Name: Grenada Elementary School (1-2)	☒ Elementary ☐ Middle ☐ High ☐ Other
Principal: Dawn Terry	
School Name: Grenada Elementary School (PreK-K)	☒ Elementary ☐ Middle ☐ High ☐ Other
Principal: Dr. Ezzard Beane	
School Name: Grenada Career & Technical Center	☐ Elementary ☐ Middle ☒ High ☐ Other
Director: Royce "Chip" Foster	
School Name: Grenada Enrichment and Transition Center (Alternative School)	☐ Elementary ☒ Middle ☒ High ☐ Other
COUNSELORS:	
Counselor: Dr. Kathryn Cox	
School Name: Grenada High School	☐ Elementary ☐ Middle ☒ High ☐ Other

Counselor: **Ashley Harrell**	Ashley Harrell
School Name: **Grenada Middle School**	☐ Elementary ☒ Middle ☐ High ☐ Other



Since 2005…

- **45% Increase in the Graduation Rate**
- **252 students graduated in 2026**

For the first time in the history of Grenada School District in 2022, 2023, & 2024…

WE ARE AN "A" DISTRICT!

Needs Assessment Outcomes

Needs Assessment Areas	Descriptions
Target Group	* Student, Staff and Community Based
Data Collection Methods Used	* Dropout Prevention Needs Assessment survey for community, parent, student, teacher and administrators * Drop out data from the past 5 years
Prioritized List of Needs	* 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 (CSI) * 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	* 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

Long Term Goals	* 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
Recommendations for future needs assessments	* 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	* 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	* Aimsweb * Brigance Screener * MKAS2	* Aimsweb * Repeated Reading (K-5) * Magnetic Reading (3-5) * 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	* 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)	* 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/ ASVAB/NOCTI * Focused Attendance Tracking * Kami * Formative

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
School-Community Collaboration	* 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.	* SPED partner with 1st Steps through Dept. of Health * Cooperative Agreement between GSD and Headstart * Grenada Early Learning Center * Kindergarten Blastoff! * Parent Newsletters/ Newspapers	* PBIS Intervention Tutorial * PTA * Parent Newsletters/ Newspapers * Kindergarten Blastoff! *ELA * Lifehelp	* PBIS * Parent Newsletters/ Newspapers * ELA * Lifehelp	* PBIS * Parent Newspapers * ELA * PTO * Parent Meetings • Middle College • Dual Credit • AP • PLTW • GCTC (Vocational) * Literacy Night *GCTC Advisory Committee * STEM night * Lifehelp * Career Coach
Safe Learning Environments	* Title IV: Curriculum * Effective Classroom Management * School Safety assessments and drills * District Bullying Policy * Metal Detectors * Security Guards at doors * 3 School Resource Officers	* PBIS Lessons	* PBIS * ELA	* Title VI * PBIS * ELA	* Title VI * PBIS * ELA

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
	* "Buzz-In" on all building's front doors * Security Cameras *1-800 HOTLINE-for anonymous tips				
Family Engagement	* 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) Meet the Teacher	* Grenada Early Learning Center * Pre-K School Plays	* Title I * Teacher Support Teams (TST meeting with parents to discuss child's academic and behavioral concerns) * K-1 School Plays * Family Literacy Night (3-5) * Family Math Night (3-5) * Family Science Night (3-5)	* Teacher Support Teams (TST meeting with parents to discuss child's academic and behavioral concerns) * Activity Booster Clubs	* 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 * 9th Grade Parent Meeting and Orientation
Early Childhood Education	* Parent Resource Center * Parent	* Grenada Early Learning Center * Partner-Area Day Cares * Kindergarten Blastoff! * Handwriting without Tears			

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
		* Early identification, intervention, and transition			
Early Literacy Development	* RTI * Three Tier Policy	* 3-4 year old preschool students with disabilities * Handwriting without Tears * Owls curriculum * Center based learning * Speech and Hearing screenings	* 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	* Instructional Specialists * ACT Prep Workshops by Federal Programs and 21st CCLC * Dyslexia Specialists	* Instructional Specialists * ACT Prep Workshops by Federal Programs and 21st CCLC * Dyslexia Specialists
Mentoring / Tutoring	*Title VI * 21st Century Grant: After school and summer tutoring/skills classes - PreK-12 * MTSS	* 3-4 year old preschool for students with disabilities *MTSS	* Title I * Reading to Read * Math Maze * iReady * In School and After School Tutoring with AmeriCorp	* Reading to Read * Repeated Reading * Maze Comprehension * In School and After School Tutoring with AmeriCorp * iReady	* Enrichment and remediation support (Bootcamps) * Formative * 21st Century Tutoring and Skills classes * ACT Prep Class and workshops (Literacy Lady) * Small Group Station Instruction * Small Group Guided Reading Stations
Alternative Schooling		* Extended School Year for eligible students	* Title I * Extended School Year	* Alternate Education-GTEC	* Alter. Education- GTEC * General Ed. Dev.Option (GED)

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
				* General Educational Development Option (GED) * GED/SKILLS Class * Extended School Year	* Credit Recovery * District Pathways * Canvas * Google Suite (Google Meets) * Newspaper
After-School Opportunities	* Parent Center * 21st Century Grant: After school and summer tutoring/skills classes *21st CCLC Afterschool Academic Tutoring and Skills Classes		* iReady * Tutoring	* Clubs * Activities * iReady * Tutoring	* Before and after school Tutoring * Clubs * Activities
Professional Development	* Dept Chairs - Training * Parent Center * Instructional Specialists-Teacher Training * PLC's * Outside consultants *Monthly Special Ed. Professional Development * Bailey Group – SPED Instructional Training	* Professional Development with agency speakers contracted	* Professional Training at local Community College * Professional Development with agency speakers contracted * iReady Training	* Professional Development with agency speakers contracted * iReady Training	* Professional Development with agency speakers contracted * Departmental PLCs * NCTM subscription * Restructured Special Ed. Inclusion Program

Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Active Learning	* iReady * 21st Century Grant: After school and summer tutoring/skills classes * District Wide Interactive TV Panels	* Handwriting without Tears	* Repeated Reading * Reading to Read * Fold-In Technique * Phonics *Saxon Phonics (K-1) * Kidzeum * Science, Math, Discovery Lab * Touch Math * iReady * Pathways to Proficiency	* Repeated Reading * Reading to Read * Math Strategies * iReady *Pearson Realized (Math) * Pathways to Proficiency	* Credit Recovery * Edgenuity * Project Lead the Way * Edmentum * Stations * Paper
Educational Technology	* Online Study Labs (USA Test Prep, iReady, Edgenuity) * District Wide: 1:1 Computer Initiative * District Wide Interactive TV Panels *District Wifi	* Pre-K has 3 Computer Labs	* 4 Computer Labs * Saxon Phonics	* Tech Foundations * STEM * GMS-5 Tech. Labs * Document Cameras for all tested area classrooms * Photoshop/Media Design & Podcasting after school	* 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
					* Canvas * Paper * Google Suite
Individualized Instruction	* 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	* Students with disabilities *4 PreK Classrooms * Extended School Year for eligible students	* 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	* Extended School Year * iReady * In School and After School Tutoring with AmeriCorp * 4-5 Fast Track	* 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)	* 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				* ASK CTE Library * Tech Foundations * STEM * Student Services Tutoring * GED * Welding * Auto Mechanics * Building Trades * Health Sciences (Anatomage tables) * Educator Prep * 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 *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Change GHS requirements to allow most students the opportunity to take at least 1 AP course or dual enrollment course. • **Reduce grade requirements (must meet Community College requirements for Dual Credit)** • **Counsel students and teachers to update them on this change.**	• **GMS & GHS** ○ **Principals** ○ **Counselors**	**6/2015-ongoing**	• **People** • **Administrators** • **Community College Representatives**	• **Student interest in AP courses.** • **Students interested in Dual Credit.**	**Ongoing**

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(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
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**	• **Spreadsheets to keep records** • **Counselors/ICT teachers** • **Provide instruction** • **Resources**	• **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**	• **Computers** • **Internet** • **People**	• **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**	• **Spreadsheets to keep records** • **Counselors/ICT teachers** • **Provide instruction**	• **Attendance/Log In** • **Failure to comply** • **Accurate record keeping**	**8/2020-ongoing**

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Action Plan

Design Principle: 1: Ready for College and Career

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Vocational Counselor will meet with each class (8, 9, 10, 11, and 12) to review iCAPs. • **8=STEM** • **9=STEM** • **10=World History** • **11=English III** • **12=Government/Economics**	**Vocational Counselor**	**End of 1st 9 weeks**	**Classroom Computers**	• **CPAS and National Certification Baseline Test** • **Prioritize**	**Ongoing**

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 2: Require Powerful Teaching and Learning

Indicator *Design Principle: Indicator (Ex. 1.1)*	**Current Status on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	**GOAL: Next Status Level on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Coordinate common planning times of the teacher and content area teachers	• **GHS, GMS, GES 4-5, GES PreK-3** ○ **Principal** ○ **Counselors** ○ **Teachers**	**8/2015-ongoing**	**Schedules C0-Teachers**	**Scheduling complications**	**Ongoing**
Lesson plans of teachers will include content area relevance.	• **GHS, GMS, GES 4-5, GES PreK-3** ○ **Principal** ○ **Counselors** ○ **Teachers**	**8/2015-ongoing**	**Lesson Plans**	• **Buy in from teachers** • **Teacher Input**	**Ongoing**

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 2: Require Powerful Teaching and Learning

Indicator *Design Principle: Indicator (Ex. 1.1)*	**Current Status on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	**GOAL: Next Status Level on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
• Smart/Interactive Boards in every classroom. • Teacher usage 10-15 hours a week.	• GHS, GMS, GES 4-5, GES PreK-3 ○ Principal ○ Teachers	8/2015-ongoing	• People • Money ($2500-board)	Money	Ongoing
• Document cameras in 80% of classrooms. • Teacher usage 10-15 hours a week.	• GHS, GMS, GES 4-5, GES PreK-3 ○ Admin ○ Principal ○ Teachers	8/2015-ongoing	• People • Money ($300 per camera)	Money	Ongoing
• 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	• GHS, GMS, GES 4-5, GES PreK-3 ○ Admin ○ Principal ○ Counselor ○ Teachers	8/2015-ongoing	• People • Money (Computer programs)	Money	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 2: Require Powerful Teaching and Learning

Indicator *Design Principle: Indicator (Ex. 1.1)*	**Current Status on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	**GOAL: Next Status Level on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Teachers will post daily objectives on board each day.	○ **GHS, GMS, GES 4-5, GES PreK-3** ○ **Teachers**	**8/2015-ongoing**	• **People** • **Tools**	**NA**	**Ongoing**
Teachers communicate learning outcomes and assess progress from students, teachers, admin., and instructional specialists.	• **GHS, GMS, GES 4-5, GES PreK-3 Principal** ○ **Teachers** ○ **Instr, Spec.**	**8/2015-ongoing**	• **People** • **Mastery Checklist**	• **Timing and Pacing** • **PLC's**	**Ongoing**

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 3: Personalization

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Send a welcome letter (include all info).	• GHS, GMS, GES 4-5, GES PreK-3 ○ Admin ○ Principal ○ Counselor ○ Teachers	8/2015-ongoing	• People • Money • Paper	• Time • Prioritize	Ongoing
Transition meeting	• GHS, GMS, GES 4-5, GES PreK-3 ○ Admin ○ Principal ○ Counselor ○ Teachers	8/2015-ongoing	• People • Money • Paper	• Time	Ongoing
Handbooks will be given to each student. (Selected sections will be discussed with students.)	• GHS, GMS, GES 4-5, GES PreK-3 ○ Principal ○ Teachers	8/2015-ongoing	• People • Paper	• Time	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 3: Personalization

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Principal will assign teachers (per planning period) to meet to discuss the needs and progress of students.	○ GHS, GMS, GES 4-5, GES PreK-3 ○ Principal ○ Teachers	**8/2015-ongoing**	**Resources**	• Time • PLC's	**Ongoing**

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 3: Personalization

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
• 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	• GHS, GMS, GES 4-5, GES PreK-3 ○ Admin ○ Principal ○ Counselor ○ Teachers ○ Technical Support	8/2015-ongoing	• People • Technology • Money	• Lack of communication between school and parents. • Use all means of advertising available.	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 4: Professionalism

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Administration will complete daily observations on teachers.	○ GHS, GMS, GES 4-5, GES PreK-3 ○ Admin ○ Principal	8/2015-ongoing	• People • Observation • Tools • WiFi	• Observation Tool • Specific feedback • Resources for a teacher based observations	Ongoing
Peer to peer (teacher) observations.	○ GHS, GMS, GES 4-5, GES PreK-3 ○ Teachers	8/2015-ongoing	• 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 *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Include another district employee to participate in the interview process whenever possible.	• **GHS, GMS, GES 4-5, GES PreK-3** ○ **Admin** ○ **Principal** ○ **Instr. Spec.**	**8/2015-ongoing**	**People**	• **Time conflict** • **Prioritize scheduling time**	**Ongoing**

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Design Principle: 4: Professionalism

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Teacher participates in PLC by content area	• GHS, GMS, GES 4-5, GES PreK-3 o Principal o Instr. Spec. o Teachers	**8/2015-ongoing**	• People • Resources	• Teacher resistance • Part of MSTAR Evaluation	**Ongoing**
Staff development on student learning and national standards in their content area	• GHS, GMS, GES 4-5, GES PreK-3 o Admin o Principal o Instr. Spec.	**8/2015-ongoing**	• People • Resources • Internet	N/A	**Ongoing**

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 5: Leadership

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Principal limits classroom disruptions during instructional class time. (Ex.-Limit announcements, change in schedule, etc.)	• GHS, GMS, GES 4-5, GES PreK-3 ○ Principal	8/2015	• People	• 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.	• GMS & GHS ○ Admin ○ Principal ○ Teachers	8/2015	• People • Resources	• N/A	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 5: Leadership

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Principals will seek input from staff and integrate input in decisions made at the school (round table discussions in staff meeting).	• GHS, GMS, GES 4-5, GES PreK-3 Principal o Counselor o Teachers	8/2015-ongoing	People	• Teachers get off task • Monitor	Ongoing

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 5: Leadership

Indicator *Design Principle: Indicator (Ex. 1.1)*	**Current Status on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	**GOAL: Next Status Level on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Principal schedules PLC with teacher and instructional specialists and staff meetings	• **GHS, GMS, GES 4-5, GES PreK-3 Principal** o **Counselor** o **Teachers**	**8/2015-ongoing**	**People**	• **Interruptions** • **Best possible schedule**	**Ongoing**

GRENADA SCHOOL DISTRICT

Action Plan

Design Principle: 6: Purposeful Design

Indicator *Design Principle: Indicator (Ex. 1.1)*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
(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
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Collaboration with business and community partners. • **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.**	• **GMS & GHS** ○ **Admin** ○ **Principal** ○ **Vocational Director**	**8/2015**	• **Cooperation between other businesses** • **People**	**Student scheduling (work with counselors**	**Ongoing**