

**FY 2015/FY 2016 School Improvement Grant  
(SIG) 1003(g)  
LEA Application  
Round 2**



**Mississippi Department of Education  
Office of School Improvement  
359 North West Street, Suite 213  
Jackson, Mississippi 39201**

**Contact: Dr. Sonja J. Robertson  
Phone: 601-359-1003  
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**Issue Date: March 27, 2017**

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# INSTRUCTIONS

## **Overview of the School Improvement Grant Application**

The Federal FY2015/FY2016 School Improvement Grant (SIG) Local Education Agency (LEA) Application consists of four parts: the LEA Plan Overview, the School Proposal, SIG Budgets, and requested appendices. An LEA applying for multiple schools will submit for *each* applicant school an LEA Plan Overview, a *unique* School Proposal, SIG Budgets, and appropriate appendices. (For example, if an LEA is going to apply for three schools, the LEA will submit 3 identical LEA Plan Overviews, 3 unique School Proposals, 3 unique SIG Budgets, and 3 sets of appendices.) With every LEA Application, an LEA must provide a completed Mississippi Department of Education (MDE)-formatted cover page, the FY 2015/2016 1003(g) checklist, and a signed copy of the LEA Assurances. All of these documents can be found in the LEA Application.

## **Overview of LEA Application Toolkit**

The LEA Application Toolkit has been created to assist LEAs in developing high-quality applications. Some tools in the Toolkit should be attached to the LEA Application as appendices. Other tools are for planning or information only. The following tools should be completed and submitted with the LEA Application in the appendices:

- ✓ SIG Stakeholder Consultation Sign-In
- ✓ Request for Proposal
- ✓ Memorandum of Understanding
- ✓ Performance Framework

# APPLICATION PROCESS AND TIMELINE

The School Improvement Grant application process is as follows:

- *Application Released*—MDE will release the final LEA application upon approval of the application by the U.S. Department of Education.
- *Informational Webinar*—MDE will host an informational webinar for school board members, superintendents, principals, and other district leaders of eligible LEAs of the School Improvement Grant funding opportunity and grant requirements.
- *School Improvement Grant Requirements and LEA SIG Application Training*—MDE will provide training to LEAs on the SIG requirements and the LEA Application.
- The ***Intent to Submit Proposal Form*** is due on **Friday, April 7, 2017**. Failure to submit the form will not prevent applicants from submitting proposals in response to the Request for Proposals. **However, given the source of the funds supporting this competition, each superintendent of eligible schools is asked to submit a letter of intent for documentation.** The intent to submit proposal should be sent via email to Sonja Robertson at [SIG@mde.k12.org](mailto:SIG@mde.k12.org)
- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted by summarizing and attaching the needs assessment information from the Mississippi Comprehensive Automated Performance-Based System (MCAPS), the online tool used to complete the Consolidated Federal Programs Application.
- *Application Submission*— The LEA must submit five (5) typed applications and five (5) electronic copies saved individually to a CD or a USB Flash drive in “read only” PDF format. Each CD or USB Flash drive must be clearly labeled to indicate the district name, application name, and the due date of the application. By submitting each CD or USB Flash drive, the district is assuring that the information contained in the application and the electronic version are one in the same and the MDE may use either for evaluation purposes. The LEA must submit the application by 3:30 P.M., **Monday, May 8, 2017**, to the following address:

Deliver Proposals to:

Lorraine Wince  
Office of Procurement  
Mississippi Department of Education  
FY 2015/2016 School Improvement Grant  
Central High School Building, Suite 307  
359 North West Street  
Jackson, MS 39201  
**(DO NOT OPEN)**

Mail Proposals to:

Lorraine Wince  
Office of Procurement

Mississippi Department of Education  
 FY 2015/2016 School Improvement Grant  
 Post Office Box 771  
 Jackson, MS 39201-0771  
**(DO NOT OPEN)**

Ship Proposals to:  
 (FedEx, UPS, etc.)

Lorraine Wince  
 Office of Procurement  
 Mississippi Department of Education  
 FY 2015/2016 School Improvement Grant  
 359 North West Street  
 Jackson, MS 39201  
**(DO NOT OPEN)**

- *Application Review*—MDE will recruit a panel of qualified internal and external reviewers to evaluate applications based on MDE-created rubrics. These reviewers will determine which school proposals qualify for a final interview round.
- *Interview Round*—A small team of MDE staff and external reviewers will interview school teams with qualifying proposals from the application review. Based on the results of the interview round, interviewers will determine which school proposals should be recommended for funding. Recommended school proposals will then be prioritized based on the SEA prioritization criteria.
- *Grant Awards*—Using the prioritized list of recommended school proposals, MDE will award grants to LEAs based on a funding methodology approved by the Mississippi State Board of Education.

This grant process will align with the following timeline:

Month	Action
March 27, 2017	• LEA Application Released
April 7, 2017	• Letter of Intent Due
May 8, 2017	• Applications submitted to MDE
May 2017	• District applications reviewed/Interviews
June 2017	• Grant awards recommended to State Board of Education for approval • LEAs will be notified about their award status • LEA grants awarded for up-to-four years
July 1 – December 2017	• Planning/Pre-Implementation
January 2018	• LEAs begin Year 1 of full implementation
August 2018	• LEAs begin Year 2 full implementation
August 2019	• LEAs begin Year 3 full implementation
August 2020	• LEA begins Year 4 and Sustainability Year

**RESPONSIBILITY OF THE APPLICANT**

The LEA is responsible for ensuring that the proposal is delivered by the deadline and assumes all risks of delivery.

At the time of receipt of the proposal, the proposals will be date stamped, and recorded in Suite 307 of Central High School Building.

Incomplete proposals will not be evaluated and will not be returned for revisions. No late, faxed, or e-mailed copies or attachments will be accepted.

Proposals and modifications received after the time set in the proposal will be considered **late** and will not be accepted or considered for an award.

Proposals that do not include the required signatures, copies and CD or USB Flash Drive will not be evaluated.

The proposal transmittal form must be signed by an authorized official to bind the applicant to the proposal provisions.

#### **QUESTIONS**

Questions concerning the RFP should be sent to [SIG@mdek12.org](mailto:SIG@mdek12.org). The deadline for submitting **written** questions by email is **April 7, 2017**. Responses will be provided **only to written questions**. Copies of all questions submitted and responses will be posted to MDE's website under the Public Notice section and the Office of School Improvement homepage: <http://www.mdek12.org/OSI> which will be available to the general public on **April 14, 2017**. **No individual responses will be sent.**

#### **ACCEPTANCE OF PROPOSALS**

The MDE reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation from the RFP that does not affect the proposal, give one applicant an advantage or benefit not enjoyed by other applicants, or adversely impact the interest of the MDE. Waivers, when granted, shall in no way modify the RFP requirements or excuse the party from full compliance with the RFP specifications and other grant requirements if the party is awarded the grant.

#### **REJECTION OF PROPOSALS**

The MDE may reject proposals that do not conform to the requirements of this RFP. Proposals may be rejected for reasons that include, but are not limited to, the following:

- The proposal does not contain the required eligibility components;
- The proposal contains unauthorized amendments to requirements of the RFP;
- The proposal is conditional;
- The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous;
- The proposal contains false or misleading statements or references;
- The proposal does not meet all requirements of the RFP;
- The proposal is submitted and does not include five (5) typed, printed copies

- The proposal is submitted without an electronic copy saved individually to five (5) CDs or USB Flash Drives in a PDF format;
- The proposal is not submitted by the designated deadline;
- The proposal's Cover Page and LEA Assurances are not signed by authorized representative(s) of the applicant; or
- The applicant has previously been cited with major and or significant deficiencies by the MDE in one or more programs.

#### **DISPOSITION OF PROPOSALS**

All proposals become the property of the State of Mississippi.

#### **CRITERIA FOR EVALUATION OF PROPOSALS**

Proposals submitted by the specified time in the specified format and containing the parts described in the application process and timeline section shall be evaluated by an Evaluation Committee selected by the MDE. Evaluation will be according to the FY 2015/FY2016 1003(g) School Improvement Grant (SIG) RFP Rubric which will be released at the same time as this application.

**Application review will take place in three (3) stages.**

**Stage 1:** The first part of each application will be reviewed for eligibility according to the rubric. If applicants are deemed not eligible, the application will not be reviewed by the team of reviewers and will be disqualified.

**Stage 2:** Reviewers will score each eligible application using the rubric. Rubric scores for the LEA Plan Overview, each of the three parts, and the budget will be added to determine which applicants will make it to the interview round.

**Stage 3:** Finalists will be invited to an interview round. Interview scores will be added to the rubric scores to determine a final ranking. MDE will fund applications in the order of their rank until funds are exhausted. ***The MDE reserves the right to examine proposed expenditures and request modifications to proposals that make it to the interview round.***

**SCHOOL IMPROVEMENT GRANT (SIG) FY2015/FY2016 1003(g)  
INTENT TO SUBMIT PROPOSAL FORM  
2017**

**(Must be completed for each district with eligible schools).**

Section 1003(g) of ESEA authorizes the Secretary to award school improvement grants to State Educational Agencies (SEAs). Title I School Improvement Grants will provide states and districts the funds necessary to leverage change and turnaround schools.

Please complete and submit this form which allows the MDE to appropriately plan for the evaluation process.

DISTRICT: 4220

ADDRESS: 401 Howard Street, Greenwood, MS 3890

PHONE NUMBER: 662-455-0667

Yes, my eligible school(s) will apply.   X  

No, my eligible school(s) will **not** apply. \_\_\_\_\_

If the response if no, please provide explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

SUPERINTENDENT'S SIGNATURE: \_\_\_\_\_

DATE OF SUBMISSION: March 30, 2017

Please complete this form and return by **April 7, 2017** to:

**Dr. Sonja Robertson**  
**Office of School Improvement**  
**P.O. Box 771, Suite 213**  
**Jackson, Mississippi 39205**

Fax to: **Dr. Sonja Robertson**  
**Office of School Improvement**  
**601-576-2180**

E-mail to: [SIG@mde.k12.ms.us](mailto:SIG@mde.k12.ms.us)

Questions regarding the School Improvement Grants (SIG) should be directed to:  
[SIG@mde.k12.ms.us](mailto:SIG@mde.k12.ms.us).

# FY2015/FY2016 1003(g) CHECKLIST

INSTRUCTIONS: Complete a checklist for each applicant school. Failure to include items marked with “\*” will cause the application to be rejected. Failure to include items marked with “+” will negatively affect the application’s score.

District: Greenwood School: Threadgill Elementary Intervention Model: Transformation

Item	For LEA use	For MDE use
Cover Page* Five (5) CDs or five (5) USB Flash Drives (5) Copies of the completed paper application	<input checked="" type="checkbox"/> Completed and attached. <input checked="" type="checkbox"/> CDs or USB Flash Drives with saved PDF copy of completed proposal included and each one labeled. <input checked="" type="checkbox"/> Copies of the complete Application	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
LEA Assurances* <b>Include all pages 12-17</b>	<input checked="" type="checkbox"/> Signed copy attached.	<input type="checkbox"/> Signed copy attached. <input type="checkbox"/> Copy not signed or not attached.
LEA Plan Overview* <i>Complete and attach identical copy of the LEA Plan Overview for each applicant school.</i>	<input checked="" type="checkbox"/> Copy attached.	<input type="checkbox"/> Copy attached. <input type="checkbox"/> Copy not attached.
School Proposal* <i>Complete and attach a unique School Proposal for each applicant school.</i>	<input checked="" type="checkbox"/> Unique proposal attached.	<input type="checkbox"/> Unique proposal attached. <input type="checkbox"/> Attached proposal is not unique (for a different school). <input type="checkbox"/> Proposal not attached.
Appendices† <i>Complete and attach the checklist of appendices within the LEA Application. Also, attach all relevant appendices in the order appearing on the checklist.</i>	<input checked="" type="checkbox"/> Checklist completed and attached. <input checked="" type="checkbox"/> All relevant appendices attached.	<input type="checkbox"/> Checklist completed and attached. <input type="checkbox"/> All relevant appendices attached. <input type="checkbox"/> Some or all appendices are missing.
SIG Budgets* <i>Complete and attach the SIG Budget pages for each applicant school.</i>	<input checked="" type="checkbox"/> Completed and attached.	<input type="checkbox"/> All budget pages completed and attached and relevant. <input type="checkbox"/> Missing one or more budget years. <input type="checkbox"/> Budget pages attached do not correspond to school proposal.
FY2015/FY2016 1003(g) Checklist	<input checked="" type="checkbox"/> Completed and attached.	<input type="checkbox"/> Completed and attached.

FOR MDE USE ONLY

Notes: \_\_\_\_\_  
 \_\_\_\_\_

# LEA ASSURANCES

Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Mississippi Department of Education (MDE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA must sign and return a copy of the following assurances as part of its application.

## School Improvement Grant (SIG) 1003(g) Assurances

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in each priority and focus school that the LEA commits to serve consistent with the final requirements. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<https://www.gpo.gov/fdsys/pkg/FR-2015-02-09/pdf/2015-02570.pdf>).
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority and focus school that it serves with school improvement funds.
3. The LEA will report to the SEA the school-level data that is required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
  - Number of minutes within the school year and school day;
  - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
  - Dropout rate;
  - Student attendance rate;
  - Discipline incidents;
  - Chronic absenteeism;

- Distribution of teachers by performance level on the LEA teacher evaluation system;
- Teacher attendance rate;
- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup;
- Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- Percentage of limited English proficient students who attain English language proficiency;
- School improvement status and AMO targets met and missed;
- College enrollment rates; and
- Graduation rate.

MDE will make grant renewal decisions for each school based on whether the school has satisfied requirements for meeting its annual performance targets for leading and achievement goals. Schools must meet the following:

- *Leading Indicators*—A school must meet 5 of 9 leading indicator goals.
- *Achievement/Lagging indicators*—The school must meet or make progress towards meeting achievement goals.

MDE may grant exceptions to this rule only if highly unusual, extenuating circumstances occur.

4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

**State Assurances and Other Federal Assurances:**

The LEA will establish an LEA-based School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified priority school to be served by the application and for coordinating with the SEA.

The LEA commits that School Improvement Grant (SIG) funds will not be used to support district-level activities for schools that are not receiving SIG funds.

The LEA/grantee assures that it will adhere to all grant requirements and monitor the status of school level grant implementation.

The LEA grantee understands that future funding opportunities may be hindered if this or any grant or contract with MDE has not been fulfilled and/or if required reports are not submitted in a timely fashion.

The LEA/grantee will adhere to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.

The LEA /grantee will adhere to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.

The LEA /grantee will adhere to 2 CFR Part 200 and Part 225, Office of Management and Budget (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards).

The LEA /grantee will assure that salary and wage charges will be supported by proper time reporting documentation to meet the requirements of 2 CFR part 225, OMB Circular A-87.

The LEA/ grantee will assure the use of fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under this program.

The LEA/ grantee will assure that it recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable state and federal requirements.

### **Changes**

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

### **Independent Grantee**

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

## **Termination**

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Mississippi Department of Education may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

## **Access to Records**

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorizes their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

## **Laws**

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Mississippi.

### **Legal Authority**

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

### **Equal Opportunity Employer**

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

### **Copyrights**

The grantee (i) agrees that the Mississippi Department of Education shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

### **Personnel**

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

### **Assignment**

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent shall be void and of no effect.

**Availability of Funds**

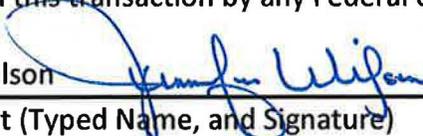
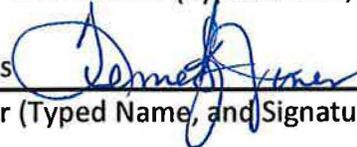
It is expressly understood and agreed that the obligation of the Mississippi Department of Education to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the Mississippi Department of Education (MDE), the MDE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

**Mississippi Ethics**

It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations and the participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Dr. Jennifer Wilson		5/5/2017
Superintendent (Typed Name, and Signature)		Date
Ms. Deirdre Mayes		5/5/2017
LEA Board President (Typed Name, and Signature)		Date
Mr. Charles Johnson		5/5/2017
Federal Programs Coordinator (Typed Name, and Signature)		Date
Ms. Temeka Jones		5/5/2017
Business Manager (Typed Name, and Signature)		Date

***Include all pages 12-17 in application.***

**about the Eligible Schools**

Complete the following chart for every eligible school. If the LEA does not intend to apply for a school, select “Not served” in the Selected Intervention column.

SCHOOL NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-2016 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority School</i>	<i>A – F</i>	<i>Turnaround</i>
Greenwood High School	4220-012	28016500-0256	<i>Focus</i>	F	Transformation
Greenwood Middle School	4220-022	28016500-1005	<i>Focus</i>	F	Transformation
Threadgill Elementary School	4220-020	28016500-0259	<i>Focus</i>	F	Transformation
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...

**B. Consultation with Stakeholders**

Describe the process by which the LEA consulted with relevant stakeholders regarding the LEA’s application and the LEA’s proposed implementation of school improvement models in its served school(s). ***The LEA must, in particular, demonstrate a robust process for engaging families and the community in the selection of the intervention model and design of the application.***

Upon learning of the eligibility for our schools to apply for SIG, the Greenwood Public School District held district and school level consultation meetings to gather input and feedback from as many stakeholders as possible. Eight district level meetings were held and schools met weekly with their stakeholder groups. Over 200 stakeholders across three schools attended these meetings. The initial meetings focused on understanding the grant opportunity and the various intervention models. Then questions, suggestions, and concerns were addressed. Surveys were also administered to parents to collect additional information regarding their perceptions of the school needs and possible usage of the SIG funds. Each administrator met with his/her individual faculty, staff, and student body to gather input regarding the SIG opportunity.

All stakeholders were given the opportunity to provide input via an open forum as well as through surveys which included the following questions:

1. What are the school’s greatest strengths?
2. What are the school's greatest needs?

3. Based on your understanding of the intervention models, which model best meets the needs of the school?
4. Why did you choose this model?
5. If awarded SIG funds, how will they improve the school?

For detailed information pertaining to the district and individual school meetings, please see Appendix A.

**SIG STAKEHOLDERS' MEETINGS**  
**(SEE APPENDIX A FOR MEETING MINUTES, AGENDAS, AND SIGN-IN SHEETS)**

<b>Greenwood Public School District</b>	<b>Greenwood High School</b>
March 31 (Administrative Meeting) April 3 (SIG Webinar/Administrative Meeting) April 3 (School Board Notification) April 6 (Administrative Meeting) April 13 (School Board Meeting) April 26 (Administrative Meeting) May 1 (Administrative Meeting) May 3 (Administrative Meeting)	April 3 (Administrator's Meeting) April 4 (Faculty & Staff) April 6 (Administrator's Meeting) April 6 (Parent & Community Stakeholders) April 11 (Faculty & Staff) April 13 (Parent & Community Stakeholders)
<b>Threadgill Elementary School</b>	<b>Greenwood Middle School</b>
April 3 (School Leadership Team) April 3 (Faculty & Staff) April 4 (Parent & Community Stakeholders) April 5 (Administrator's Meeting) April 6 (Parent & Community Stakeholders) April 7 (Parent & Community Stakeholders) April 13 (Parent & Community Stakeholders)	April 4 (School Leadership Team) April 4 (Instructional Staff) April 6 (Administrator's Meeting) April 7 (Parent & Community Stakeholders) April 20 (Faculty & Staff) April 21 (Parents, Students, Teachers, & Community Stakeholders) April 22 (Students)

-In **Appendix A**, attach the agenda, minutes, and sign-in form (see LEA Application Toolkit) from the stakeholder consultation.

**C. Disclosure of External Party Application Assistance**

LEAs must guard against conflicts of interest in cases where grant dollars may later be used for contracts with external parties who assisted in the grant-writing process. In the FY2015/FY2016 application, LEAs must list the names and job titles of all persons who contributed to the grant application. If the LEA collaborated with external parties in the development of this application, the LEA must also list these external parties and their involvement in this application. For this item, external parties are defined as any person who is not a regular employee of the district or of MDE and who may have collaborated on the development of the grant in whole or in part. External parties may be for-profit or non-profit organizations, including institutions of higher

education or educational consultants. Even if the external party was not paid for the collaboration, the relationship must still be disclosed.

1. Grant-Writing Team

Describe the make-up of the team writing the grant, including the names and job titles of each person who contributed to the grant application.

The grant writing team consisted of the following individuals: Dr. Jennifer Wilson, Superintendent; Mrs. Chiquita Daniels, Greenwood Middle School Principal; Dr. Kenneth Pulley, Greenwood High School Principal; Mrs. Lachada Robie-Purnell, Threadgill Elementary School Principal, Mrs. Mary Brown, Director of Curriculum and Instruction; Mr. Charles Johnson, Director of Federal Programs; Mrs. Sabrina Tanner-Moore, Greenwood High School/Assistant Principal; Mr. Monroe Golden, Threadgill Elementary School/Assistant Principal; Ms. Jeneveri Cation, Greenwood High School/Instructional Coach; Ms. Yolanda Greer, Threadgill Elementary School/Instructional Coach; Mrs. Linda Payne, Director of Special Education; Mr. Clell Ward, Greenwood Middle School Assistant Principal; Mr. Carl Brinkley, Director of Personnel; Ms. Tara Harris, SSIP Literacy Coach; and Dr. Michael Johnson, Curriculum Specialist.

2. External Parties Involved in Grant Writing

Did the LEA work with external parties on any part of the LEA Plan Overview or any of the LEA’s school proposal(s)?

YES

NO

If the LEA marked “YES,” please complete the chart below.

External Party	Role in Application Development
If Then Solutions, LLC	Trainings/Consultations were held to facilitate the grant writing team’s understanding of the process. Sessions centered around helping the grant writing team develop an understanding of the needs assessment process, the SIG intervention models, and the various grant requirements. Onsite sessions and one webinar were held for participants to develop an understanding of the SIG application and to provide feedback on the school proposal and the LEA plan overview. Conference calls were held as the grant writing team continued exploring the opportunities available through SIG.

**PART II: DISTRICT LEADERSHIP**

**A. District Governance**

1. Policy Analysis and Timeline

Complete the chart below to demonstrate that the LEA has reviewed its policies and eliminated, or has plans to eliminate, any barriers which would prevent the full and effective implementation of the selected intervention models. Examples of relevant policies are provided beneath important policy areas; however, depending on the intervention model chosen, not all policy areas may require a policy change. If a policy does not require a change, please note “no change needed” or “not applicable.” In some cases, an LEA may need to create policies to address new procedures. Any new policies necessary for the SIG process should also be described below. Blank lines are provided for this purpose at the bottom of the chart.

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>School Zones:</u> ✓ Student assignment ✓ Student attendance areas/ school boundaries	As per MS Code 37-7-311 (1987), School Board Policy AC entitled School District Organization Plan states that the Greenwood Public School District School Board shall organize a school so as to avoid unnecessary duplication and shall determine what grades shall be taught at each school and shall have the power to specify attendance areas and to designate the school each pupil shall attend.  This policy does not create a barrier to reform because it allows the board at its discretion to configure the district as it deems appropriate for the proper implementation of this reform effort.	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A
<u>Time:</u> ✓ School year ✓ School calendar ✓ Extended school year/ summer school ✓ School day	School Board Policy AE School Year (Academic Year) states that except as otherwise provided, all public schools in the state shall be kept in session for at least one hundred eighty (180) days in each scholastic year.  Policy AEA – School Calendar states that the local school board shall have the power and authority to fix the date for the opening and closing of the school term, subject to the minimum number of days which school must be in session during the scholastic year, as prescribed under	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> <li>✓ Student arrival and departure time</li> <li>✓ Administrative personnel time schedules</li> <li>✓ Instructional personnel time schedules</li> </ul>	<p>Section 37-13-63. However, local school boards are authorized to keep school in session in excess of the minimum number of days prescribed in Section 37-13-61. Except as otherwise provided, all public schools in the state shall be kept in session for at least one hundred eighty days in each scholastic year.</p> <p>School Board Policy AEBA- Extended School Year/Extended Day states that the Greenwood Public School District shall maintain and operate all of the schools under their control for such length of time during the year as may be required.</p> <p>School Board Policy AF- School Day states that it shall be the policy of this school district to provide sufficient instructional time to give students the opportunity to master specific learning objectives at all instructional levels. The number of hours of actual teaching which shall constitute a school day shall be determined and fixed by the school board of this school district at not less than five and one half hours. The portion of the calendar day includes the teaching day, intermissions, and any additional time included in the employee contract. A day in which a minimum of 330 minutes of instruction an/or evaluation and/or district approved group testing is provided. Exceptions are days with fewer than 330 instructional minutes that are part of an instructional week of at least 27.5 hours.</p> <p>School Board Policy CCPF - Administrative Personnel Time Schedules states that principals and other professional employees shall be on duty the number the days shown on the face of their current employment contract less and except those days granted by the board for illness, personal business, earned vacation and emergencies. School Board Policy GBRB- Professional</p>		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>Personnel Time Schedule (Length of Work Day) states that the work day shall be set within the legal parameters with consideration of the instruction and activity schedules established by the principal. The number of hours of actual teaching which shall constitute a school day shall be determined and fixed by the board of trustees of the school district at not less than five and one half hours. Elementary, junior high, and senior high school teachers are expected to be on duty at their respective schools at 7:30 a.m. each day. Except when carrying out assignments of the principal, teachers are expected to remain at school or on duty during the designated hours. Time is provided at the end of each day for instructional preparation and planning. Principals are expected to be on duty from 7:00 a.m. to 4:00 p.m.</p>		
<p><u>Curriculum:</u></p> <ul style="list-style-type: none"> <li>✓ Curriculum development</li> <li>✓ Summer school programs</li> </ul>	<p>Curriculum Development of the district is governed by board policy IC and in part states that the school district is in compliance with state and/or federal requirements.</p> <p>School Board Policy IDCA - Extended School Year states that the school board shall maintain and operate all of the schools under its control for such length of time during the year as may be required. Miss Code § 37-7-301(m) (1993).</p> <p>School Board Policy IC- Curriculum Development states that the school board directs the superintendent and administration to provide a curriculum of instruction that meets the academic needs of all children in the school district.</p>	<p>No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.</p>	<p>N/A</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>✓ Instructional programs</li> <li>✓ Multi-tiered system of supports</li> <li>✓ Class size</li> <li>✓ Grading</li> <li>✓ Assessment</li> <li>✓ Use of test results</li> <li>✓ Lesson plans</li> </ul>	<p>School Board Policy ID- Instructional Management Plan states that Greenwood Public School District has policies in place which describe the Instructional Management Plan. The description includes the instructional model, strategies, activities, and other efforts that the district takes to achieve instructional success. Embedded within this policy is the Multi-Tiered System of Supports, which addresses the three tier model. It also exists is designed to ensure each classroom meets the needs of every student. The district’s instructional management plan also includes the district’s lesson plan template, curriculum pacing guides, and other instructional materials used to effectively implement the curriculum. Other policies which help define the context of curriculum development in the Greenwood Public School District are Policies: IB, IC, ICA, ICF, ICHI.</p> <p>School Board Policies IEA and IDB, states that GPSD has a policy for the Multi-tiered system of supports (Policy IEA &amp; IDB) which meets state and federal regulations and requires the district to implement an instructional mode which meets the need of every students and consists of three tiers of instruction.</p> <p>School Board Policy IHA states that the district also has a policy for an established grading system which communicates to parents a periodic evaluation summarizing significant factors in the student’s adjustment in the total education program. The grading system is based upon student achievement and performance bearing in mind that any system incorporates both subjective and objective consideration in student evaluation. The grading system adopted is a modified 10 point grading scale. The grading policy for</p>	<p>No changes are needed . The current policies will not prohibit full, effective implementation of the transformation model.</p>	<p>N/A</p>

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>students with disabilities with current Individualized Education Plans (IEPs) will be consistent with Policy IHFA.</p> <p>School Board Policy IEC Class Size/ Enrollment Requirements states that it is the intent of the Board of Education to allocate staff in a manner that will be educationally sound, instructionally appropriate, and fiscally responsible. Conditions which impact class size decisions include classroom, facility, or supply constraints; funding and financial crisis, availability of licensed staff, curriculum and instructional consideration; and student enrollment and demographics. The superintendent, or designee, shall keep the Board informed of elementary and secondary class sizes and learner/teacher ratio through regular reports. Standard 34 states: Student teacher ratio do not exceed the following: MMS Code 37-151-77; 34.1- student teacher ratio do not exceed 22 to 1 in kindergarten, except in instances in which a full-time assistant teacher is in the classroom; 34.2- student teacher ratio do not exceed 27 to 1 in classroom serving grades 1 through 4 unless approved by the State Board of Education. 34.3- student teacher ratio do not exceed 30 to 1 in self-contained classes serving grades 5-8; 34.4- student teacher ratio do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. 34.5- the total number of students taught by an individual teacher in an academic core subject at any time during the school year shall not exceed 150.</p> <p>The district also has a policy which addresses class size and enrollment requirements for students (Policy IEC).</p>		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	Lesson Plans: Adequate time is provided at the end of each school day and during planning periods of each school day for instructional preparation and planning. Teachers are expected to plan lessons for instruction.		
<p><b><u>Employment (Hiring):</u></b></p> <ul style="list-style-type: none"> <li>✓ Administrative personnel hiring</li> <li>✓ Teacher/other staff hiring</li> </ul>	<p>School Policy GGE – Professional Personnel Assignment allows the school district to employ licensed staff on a professional basis without regard to age, race, gender or national origin. Every school teacher employed in this school system must possess a valid license and shall execute a written contract with the Board of Education. The school board has the power and authority to hire all school district personnel in the manner provided by law, and to provide for the employee fringe benefit programs including accident reimbursement plans, as may be deemed necessary and appropriate by the board 37-7-301 (p) (1993).</p> <p>In employing professional staff, the Greenwood Public School District works to ensure compliance with all applicable provisions of the No Child Left Behind Act (NCLB) and Every Student Succeeds Act (ESSA).</p> <p>School Board Policy Code: GBC, Recruitment and Selection, states that the Greenwood Public School District is an equal opportunity employer and shall employ licensed staff (administrators and teachers) on a professional basis, without regard to age, race, color, gender, or national origin. Every administrator and school teacher employed in the GPSD must possess a valid license.</p> <p>Staffing patterns are reviewed annually by the Personnel Department and Federal Programs to ensure that poor and minority students are not, at rates higher than are other districts, taught by inexperienced, unqualified, or out-of-field teachers. Each school year, the district</p>	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>develops a Highly Qualified Teacher's Plan to have all teachers be highly qualified (5 year license) and develops a plan to have all teachers teaching in core academic subjects be highly qualified teachers to be in compliance with the Mississippi Public School Accountability: Standard #1 and #2.</p> <p>The Greenwood Public School District, in accordance with its Personnel Goals and Objectives, is committed to employ personnel of the highest quality, both licensed and unlicensed.</p>		
<p><u>Employment (Compensation):</u></p> <ul style="list-style-type: none"> <li>✓ Administrative and teacher compensation guides</li> <li>✓ Compensation for advanced degrees</li> <li>✓ Compensation guides/ salary schedules</li> </ul>	<p>School Board Policy Code, GBA, Professional Personnel Compensation Guides and Contracts states that the district attempts to pay its licensed employees at a level which is competitive and rewarding in hopes of attracting and retaining top personnel with abilities that can exercise exceptional professionalism and vertical growth within the school district.</p> <p>If a full-time school administrator returns to actual teaching in the public schools, the term "year of teaching experience" shall include the period of time he or she served as a school administrator.</p> <p>According to Policy Code: GBA-E, Teacher Salary Scale, states all teachers employed on a full-time basis shall be paid a minimum salary in accordance with the teacher salary schedule established by law in the Mississippi Code of 1972, including but not limited to Section 37-19-7, 37-151-87, 37-151-89. No teacher shall be paid less than the state minimum salary.</p> <p>The school district seeks to maintain all qualified professional staff and encourages its teachers to improve</p>	<p>This policy will need to be revised to address the issue of personnel compensation/incentives. The district will work closely with MDE and the MS School Boards Association to develop a policy that complies with all required legislation. While MDE does not require or provide a uniform financial incentive package, the district will examine financial incentives practices employed by other agencies and will work closely with MDE and the MS School Boards Association to develop such policy.</p>	<p>July 2017</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>their individual competence through appropriate continuing education programs. The superintendent is responsible for developing continuing education guidelines for professional staff.</p> <p>The GPSD does not pay any teacher less than the stated minimum salary. The district pays teachers according to the State Pay Scale and continues a payment plan whereby teachers are paid varying salaries according to the state salary scale, teaching ability, classroom performance and other similar standards across the state.</p> <p>If, at the commencement of a scholastic year, any licensed employee (teacher) shall present the superintendent a license of a higher grade than that specified in such individual's contract, such individual may, if funds are available from minimum education program funds of the district, or from district funds, be paid from such funds the amount to which such higher grade license would have entitled the individual, had the license been held at the time the contract was executed.</p> <p>Currently, no policy exist for certified and non-certified staff and administrative incentives-</p>		
<p><u>Employment (Placement):</u></p> <ul style="list-style-type: none"> <li>✓ Administrative personnel assignment/ re-assignment</li> <li>✓ Teacher/other staff assignment</li> </ul>	<p>School Board Policy Code: CGD, Administrative Personnel Hiring states that the Greenwood Public School District Superintendent has the authority and duty to enter into contracts in the manner provided by law for each principal and teacher of the public schools under his/her supervision after such principal and teachers have been selected and approved in the manner provided by law.</p>	<p>No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.</p>	<p>N/A</p>

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	In keeping with the district's General School Administration Policy Code: CGE, Administrative Personnel Assignment, the GPSD Superintendent makes assignments to the various district schools of all non-instructional and unlicensed employees and all licensed employees (administrators and teachers) as well as has the authority to make reassignments of such employees from time to time. However, a reassignment of a licensed employee may only be to an area in which the employee has a valid license issued by the State Department of Education. Upon request from any employee transferred, such assignment shall be subject to review by the school board.		
<b><u>Employment (Career Ladder):</u></b> <ul style="list-style-type: none"> <li>✓ Administrative/ supervisory personnel</li> <li>✓ Organization charts</li> <li>✓ Instructional personnel— others</li> </ul>	Administrative Supervisory Personnel Policy CBG states that all administrative and supervisory position in the district are established initially by the board of trustees, or by MS School laws, or by regulations of the State Board of Education, or by a combination thereof.  School Board Policy CC Organizational Chart. The district does operate with an organizational chart.  The school district does encourage career enhancement and higher certifications for all employees.	This policy will be revised to create procedures for a career ladder for professional personnel which will be based, in part on student achievement.	July 2017
<b><u>Employment (Evaluation):</u></b> <ul style="list-style-type: none"> <li>✓ Administrative personnel evaluation</li> </ul>	As stated by school board policy, General School Administration Policy Code: CGI, Administrative Personnel Evaluation, Greenwood Public School District's administrative personnel (principals and teachers) are evaluated annually with the Mississippi Department of Education's accepted Professional Growth Model, a multi-level evaluation system based on student outcomes and subjectivity, for meaningful, ongoing	No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.	N/A

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> <li>✓ Teacher/staff evaluation</li> </ul>	<p>assessment and evaluation. The School Board and Superintendent endorses that student growth should be considered a significant factor in determining educator effectiveness.</p> <p>The school district uses PGM as an educator (goal-based) evaluation system as a primary mechanism for school improvement. All components of the PGM are directed towards increasing student achievement in Greenwood Public School District. The use of the district’s adopted evaluation system does not create an undue burden on personnel, but addresses educator’s needs and levels of effectiveness to the greatest extent possible be objective rather than subjective in nature. The goal is that these evaluations be utilized to improve the practices of teachers and administrators, and to in due course increase student achievement in the district.</p>		
<p><u>Employment (Termination):</u></p> <ul style="list-style-type: none"> <li>✓ Personnel— suspension</li> <li>✓ Administrative personnel separation and dismissal</li> <li>✓ Teacher/ staff separation and dismissal</li> </ul>	<p>Administrative Separation and Dismissal Policy GCM states that it shall be the policy of the school district to provide the highest possible quality of education for the students enrolled in the schools of the district. In order to achieve this goal, it is recognized that it is necessary, from time to time, to release from future employment principals and other administrative personnel and all certified personnel where their performance fails to meet the standards established by the State Department of Education and/or this board or where their services are no longer needed. Any non-reemployment decision of this school district shall be rationally related to the legitimate educational interest and not arbitrary and capricious or based upon some constitutionally impermissible reason such as race, sex, religion, handicap, or exercise of First Amendment Rights.</p>	<p>No changes are needed. The current policies will not prohibit full, effective implementation of the transformation model.</p>	<p>N/A</p>

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>Professional Development:</u> <ul style="list-style-type: none"> <li>✓ Opportunities— all employees</li> <li>✓ Administrative personnel professional development</li> </ul>	<p>School Board Policy CK entitled Professional Development states that the school board recognizes its particular responsibility to provide the opportunity for the continual professional growth of its professional staff. To this end, professional personnel may be granted leave by the superintendent, within budget considerations, to take part in such opportunities. Additionally, in School Board Policy ID requires the district to provide a plan which describes the instructional model, strategies, activities, and other efforts that the district takes in order to achieve instructional success with regard to the state and federal accountability model. This policy also states that the district may illustrate a differentiated professional learning model for teachers.</p>	<p>Because of the general nature of the policy there is no accountability for completion of a school designed and directed professional development plan. The policy will be revised to reflect professional development being based on the LEA's needs assessment.</p>	July 2017
<u>Student Climate:</u> <ul style="list-style-type: none"> <li>✓ Attendance</li> <li>✓ Truancy</li> <li>✓ Student involvement in decision-making</li> <li>✓ Student conduct</li> </ul>	<p>School Board Policy JCB entitled Student Code of Conduct states that a student code of conduct will be developed under the leadership of the district administration, and in cooperation with staff, will be made available and distributed to parents and students outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, as required by the No Child Left Behind Act. In addition, each school may publish a student/parent handbook detailing additional rules specific to that school. All rules that apply to student conduct shall be posted in a prominent place in each school building. Board Policy JBD entitled Attendance, Tardiness and Excuses does not include any issues which would create a barrier to the successful implementation of this grant.</p> <p>Student conduct -Policy JCB- NO barrier to reform</p>	<p>School Board policy clearly sets forth the process for maintaining a safe and orderly climate. However, it is noted that students have not been involved in the decision making and that may be a barrier to reform efforts. Board mandated student code of conduct will be reviewed by the student council of the school with student recommendations being made to the Board of Trustees.</p>	July 2017

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>Family and Community Engagement:</u> <ul style="list-style-type: none"> <li>✓ School-community relations</li> <li>✓ Family involvement</li> <li>✓ Community involvement in decision-making</li> <li>✓ Federal programs procedure with complaint resolution</li> <li>✓ Visitors to schools</li> </ul>	<p>School Board Policy KCB- School Community relations and Community involvement in decision-making are written in a way to meet the legal standards which guide implementation. However, the policy does not specifically outline a plan that guarantees community involvement.</p> <p>Policy KN - Federal program with complaint resolution presents no barriers to reform.</p> <p>Policy KM entitled Visitors to Schools states that parents are encouraged to visit the schools. The classroom teacher shall be informed as to the day and time of visits so as to avoid any conflicts with the school schedule. This policy does not create a barrier to school reform.</p>	<p>Policy KCB will be amended with specific actions that the district staff will implement to ensure that community involvement is included in the decision making of the district</p>	<p>July 2017</p>

## 2. School Board Approval

Provide evidence of school board approval by attaching as Appendix B the Board's agenda and/or minutes from the relevant meeting. Remember, the signature of the Board President should also appear on the Assurances.

**LEAs are not required to contract with external providers as part of the SIG process.** If the LEA plans to contract with external providers (educational consultants) as part of any of its school proposal(s), please answer the following questions to demonstrate a rigorous, evidence-based screening process for external provider (educational consultant) contracting. *Before completing this section, please see the "External Provider (Educational Consultant) Guidance" in the LEA Application Toolkit for important information.*

### a) Recruitment of External Providers

How will the LEA recruit external providers (educational consultants)?

The LEA will select external providers through a rigorous screening and recruitment process that has been approved by the Board of Education for the Greenwood Public School District and is in alignment with state and federal rules of procurement. The LEA will use MDE's model Request for Proposals (RFP). If awarded a SIG, the district will begin working in July 2017 to draft RFPs for any applicable services. Scope of work, goals, and evaluation criteria will be developed consistent with the detailed process listed in Part I.3.c of this application. RFPs will be advertised in the local newspaper and posted on the district's website. The LEA will post any RFPs to <http://agencybidbank.mississippi.org/> in accordance with State Purchasing Law. The district will use the MDE's Lead Partner Interview Protocol to evaluate the external partner's ability to fulfill the required scope of work. Once the external providers have been selected, the district will use the MDE sample Memorandum of Understandings (MOU) with the selected external providers. Selection of the external providers and development of the MOUs will be finalized prior to the beginning of the 2017-2018 school year.

### b) Model Request for Proposal

Will the LEA use MDE's model Request for Proposal? Check one.

YES

NO

If not, attach the LEA's model RFP in Appendix C. The RFP must include the proposed scope of work potential external provider (educational consultants) must address.

### c) Screening, Evaluating, and Selecting External Providers

Describe in detail the LEA's process for screening, evaluating, and selecting external provider (educational consultant) applicants, beginning with the process for developing and releasing the Request for Proposal to finalizing contracts. Include responsible parties and a timeline.

Upon approval of this grant, the superintendent will meet with the district leadership team to create the district's RFP Selection Team. This team will be comprised of members from both the school and district leadership teams. This team will write the RFPs based on the needs identified in the needs assessment process.

The Greenwood Public School District will utilize the following process for screening, evaluating, and selecting external providers. This outline has been adapted from Partnership for Improvement in Teaching and Learning (2012), A Guide To Working with External Partners, 3<sup>rd</sup> Edition.

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

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

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

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

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

d) Model Memorandum of Understanding

Will the LEA use MDE's model Memorandum of Understanding (MOU) for external providers (educational consultants)?

YES

NO

If not, attach the LEA's model Memorandum of Understanding as part of Appendix C. The MOU must include the following components:

- details of how the LEA will regularly review and evaluate the services provided by external providers (educational consultants), including holding quarterly meetings with external providers at a minimum, and
- the criteria which the LEA will use in determining whether to re-hire the external provider (educational consultant) for continued services.

**B. District Capacity for Selected Interventions**

Answer the following questions to demonstrate that the LEA has the capacity to support its portfolio of proposed school reforms.

1. Experience Successfully Managing and Implementing Competitive Grants

Describe the LEA's previous successful experience managing and implementing competitive grants. Provide evidence that the grant produced positive student outcomes.

The Greenwood Public School District has a long history of receiving, successfully managing, and implementing numerous large scale competitive grants, which have produced positive student outcomes.

- In 2014-2015, the district received a two year **United States Department of Education Innovative Approaches in Literacy (IAL)** grant. This grant was aimed at improving student literacy skills and building community partnerships. During the grant award period, the district's 3<sup>rd</sup> grade ELA proficiency rates on the end of year state assessment increased by 9.8 percentage points from 16.9% to 26.7%.
- The district was a **21<sup>st</sup> Century** grant recipient for two-five year cycles (2006-2015) totaling ten years of implementation. The grant provided after-school enrichment and remedial activities for all students in the district. During that period of implementation, several recognitions for improving student achievement were bestowed upon schools within the district:
  - Davis Elementary School was recognized as a National Title I Distinguished School (2013).
  - Bankston Elementary School was named a National Blue Ribbon School (2012).
  - Birdette Hughey, a high school Algebra I teacher, was selected as the Mississippi Teacher of the Year (2013).

- Williams Elementary School increased its achievement rating from an F to a C (2013).
- The district achieved a successful “C” rating for multiple years in a row during the grant award years.
- The district was awarded two, six-year **Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP)** grants. These grants assisted the district in increasing the number of low income students who were prepared to enter and succeed in post-secondary institutions. Grant implementation was 2003-2008 (first grant awarded) and 2008-2014 (second grant awarded). The district served two cohorts of students beginning in 7<sup>th</sup> grade and following the students through high school. One hundred seventeen (117) students graduated in the first cohort and one hundred fifty-three (153) students graduated in the 2<sup>nd</sup> cohort. During grant implementation, the percentage of students who visited college campuses increased from 25% to 75% and the percentage of students who enrolled in post-secondary institutions increased by 20%.
- The district was awarded two **Project Fit America** grants through Blue Cross-Blue Shield of America. Bankston Elementary and Threadgill Elementary School each received a \$26,000 grant to improve the physical fitness of its students. The grant included indoor and outdoor P.E. equipment, training for teachers, curricula and lesson plans to support program implementation. Students’ BMIs were measured at the beginning and at the end of the program. Body mass index (BMI) is a measure of an individual’s body fat based on height and weight. At Bankston School, 84% of the students tested showed improvements in their BMIs while at Threadgill Elementary, 73% of the students showed improvements.
- The district was the recipient of three **Reading First** grants. All elementary schools in the district were awarded Reading First competitive grants, and the district was awarded a **Reading Sufficiency** grant. These grants focused on increasing the literacy skills of elementary students. Through the implementation of researched-based instructional practices, literacy coaches, instructional materials, and professional development, students across the district improved their oral reading fluency, comprehension, and phonemic awareness skills. All elementary schools improved their accreditation ratings: Bankston Elementary was rated Star; Davis was rated High Performing; and Threadgill and Williams were rated Successful.
- The district was awarded a **Foundation for the Midsouth** grant. In 2011, this competitive grant was awarded to the district to build teacher capacity by providing high quality professional development in core content areas and using data to drive instructional improvements. All schools benefited from the implementation of this \$250,000 grant. During the grant implementation, the schools improved their performance ratings: Bankston Elementary was rated STAR; Davis was rated High Performing; and Threadgill and Williams were rated Successful.

## 2. District Leadership on SIG

Explain the role that district executive leadership, i.e., the Superintendent or Conservator, will have in implementing the intervention model.

The Superintendent is a seasoned administrator having most recently served as the Executive Director of the Delta Area Association for the Improvement of Schools. Prior to serving in that role, she served as the Assistant Superintendent for Academic Education for Greenwood Public Schools and provided leadership to administrators, teachers, and support staff. While serving in this capacity, the district had one school named a National Blue Ribbon School (Bankston Elementary), one teacher named the Mississippi Teacher of the Year (Birdette Hughey), one school named a Title I Distinguished School ( Davis Elementary), and the district maintained a "Successful" rating for three (3) consecutive years. The superintendent will use the combination of these experiences to provide a focused vision, ongoing guidance, and timely support to achieve a successful school transformation. District level structures will be instituted to guide the district's awarded SIG schools to achieve and sustain a rating of C or higher. At the district level, the SIG will be monitored by the **District Leadership Team**, which consists of integral positions needed to support and monitor the implementation. The district leadership team will include the following individuals:

1. Superintendent of Schools
2. Director of Curriculum and Instruction (will serve as the district transformation officer)
3. Director of Federal Programs
4. Director of Special Services
5. Director of Personnel

This team will meet monthly with the principal and School Improvement Specialist and will be responsible for reviewing progress, monitoring implementation, and providing assistance in removing barriers to implementation.

The superintendent will work with each school in setting clear goals and expectations for increasing student achievement; ensuring that time and resources are maximized to support instructional improvement; and providing the principal, school leadership team, and teachers with flexibility and autonomy to meet their goals. To provide all necessary resources and supports to the school, the superintendent will delegate a **Core SIG Team**, led by her to keep a focused attention on all intended outcomes. The superintendent remains easily accessible and is structuring the **Core SIG Team** to eliminate any possible barriers to implementation. This team will meet bi-monthly to review data, discuss school needs and implementation plans, and to address issues, concerns, and challenges that may hinder effective school-wide implementation. The superintendent has identified a district-level person to serve as the district transformation officer and, in collaboration with the district leadership team, has identified clear roles and responsibilities for all personnel designated to support the implementation of SIG. The **Core SIG Team** will be comprised of the superintendent, district transformation officer, principals, and the school improvement

specialist. The district transformation officer will be a direct liaison between the superintendent and the principal.

The superintendent will move quickly to eliminate any barriers to implementation and keep the board and community abreast of the school's progress in implementing the transformation intervention model as well as to address and eliminate any barriers that hinder full effective implementation. As indicated earlier, a district-level position that is critical to the successful implementation of the transformation model will be the district transformation officer. The director of curriculum and instruction, Mrs. Mary Brown, will serve in this position and will serve as the direct liaison between the school and the district. In addition to the bi-monthly meetings with the superintendent, this person will meet weekly with the principal and School Improvement Specialist to monitor SIG implementation.

### 3. LEA Role in Supporting and Monitoring Implementation

How will the LEA establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics?

The Greenwood Public School District's Board of Trustees and Superintendent of Schools, in collaboration with the school administrators, teachers, parents, and community members, developed the district's strategic plan that outlines achievement goals, including interim and annual student achievement goals, over the next five years. The Strategic Planning Team analyzed data for the past three years to determine strengths and weaknesses across the district. Based upon the review of district-wide data, growth and proficiency targets were established for the next five years for reading/language arts, and math. The Strategic Planning Team will meet annually to review progress and make necessary adjustments. In addition, the superintendent will meet with the district leadership team quarterly to review progress towards meeting the goals outlined in the strategic plan and to make internal adjustments as needed. Data presentations by the school's leadership team will be conducted showing each school's progress towards meeting the established goals, growth, and proficiency targets.

What policies and procedures will be instituted to enable the LEA to provide adequate resources and related support and internally monitor implementation, specifically the school's progress in meeting the leading indicators?

In order to monitor the implementation of the school's reform efforts, the district will hire a School Improvement Specialist to track and monitor all aspects of the SIG improvement model. This person will be housed at the school site and will report to the district transformation officer. The district transformation officer will oversee the school's SIG implementation from the district level and provide direction and guidance to the principal, School Improvement Specialist, and school's SIG Leadership Team.

The district will utilize its District Leadership Team (DLT) and will meet monthly to review leading indicator data, discuss action steps, implementation milestones, and determine areas of progress and areas needing improvement. The District Leadership Team will consist of the Superintendent and key district administrators as listed in the LEA Plan Overview of this

application. The district leadership team (DLT) will discuss and review the action steps that have been taken by the school leadership team and external providers. The DLT will work with the district transformation officer in developing a plan for monitoring implementation that includes data collection, data analysis, observation of the program as implemented, and plans to address “off target” results. Additionally, the DLT will review the budget to ensure that purchases are being made and utilized in a timely and appropriate manner. Monthly updates on SIG progress will be presented to the Board of Trustees and other key stakeholders, including community members.

Who at the district-level will be responsible for monitoring implementation?

The Director of Curriculum and Instruction will serve as the District Transformation Officer and will be responsible for monitoring implementation. The District Transformation Officer will be under the supervision of the Superintendent in roles and responsibilities related to the grant management, supervision, and reporting. The District Transformation Officer will meet with the principal and School Improvement Specialist to monitor program implementation on a weekly basis.

How often will internal monitoring take place, especially in regards to evaluating the school’s progress in meeting the leading indicators?

Internal monitoring will occur on a bi-monthly, and montly basis:

- **Monthly:** The District Leadership Team is comprised of the Superintendent, District Transformation Officer, the School Improvement Specialist, and district leadership team members.
- **Bi-Monthly:** The Core SIG Team is comprised of the Superintendent, District Transformation Officer, School Improvement Specialist, and Principals.
- **Bi-Monthly:** The School SIG Team is comprised of the principal, assistant principal, School Improvement Specialist, Department Chairs of Content Areas, School Interventionist, Instructional Coach, and Parent Liaison.

The School SIG Team will meet bi-weekly to discuss and monitor SIG implementation, including progress towards meeting leading indicators and achievement goals. They will also monitor and track data points, including but not limited to, student and staff attendance, discipline, course pass rates, classroom observations, TST referrals, classroom walkthroughs and track all aspects of the grant. Minutes, reports, and recommendations will be provided to the Core SIG Team.

The Core SIG Team will meet bi-monthly to review the School SIG Team reports, analyze school data, discuss school needs and implementation plans, and address issues, concerns , and challenges that may hinder effective schoolwide implementation. The district transformation officer will report the results of these meetings to the District Leadership Team.

The District Leadership Team will meet monthly to review the school SIG and Core team reports, review and evaluate implementation progress (leading indicator data), and to identify and discuss barriers, successes, and challenges.

What corrective actions will be taken if the LEA's internal monitoring shows that the school is not on-track to meet its leading indicators?

Through administrator observations, district monitoring, collection of leading indicator data, and site visit reports from the MDE, the district and school will be able to quickly ascertain whether or not the school is on track to meet its goals. If the school is not on track to meeting its leading indicator goals, the superintendent will meet with School SIG Team and the district transformation officer to determine where the breakdown occurred. If a corrective action plan either in program implementation or leading indicators is required, the district transformation officer and the School Improvement Specialist will create a written plan of action that will be reviewed and monitored weekly by the superintendent until the areas of deficiency are corrected. This plan will also be monitored by the District Leadership Team. District level support will be intensified to assist remedying all barriers to implementation. The superintendent will directly intervene if it is determined that the school is not making progress towards meeting its goals.

#### 4. District-Level Personnel with a Track Record of Success in School Improvement

Name and describe school- or district-level personnel who will be involved with the SIG process who have a track record of success in improving student achievement. *At least one district-level staff member must serve as the School Turnaround Officer to provide oversight of implementation.* Include the most recent accountability label of any school under the direct management of school- or district-level personnel listed here. For personnel without prior administrative experience, include the criteria in which the district will measure their track record of success in improving student achievement.

**Jennifer Wilson** serves as the Superintendent of Greenwood Public Schools. Most recently, Dr. Wilson served as the Executive Director of the Delta Area Association of the Improvement of Schools. Prior to that position, she served as the Assistant Superintendent for Academic Education for Greenwood Public Schools, where she provided leadership to administrators, teachers, and support staff. While serving in this capacity, the district achieved success. One school was named a National Blue Ribbon School, one teacher was named the Mississippi Teacher of the Year, one school was named a National Title I Distinguished School, and the district maintained a "Successful" rating for 3 consecutive years. Dr. Wilson also served for four years as an assistant professor of educational leadership at Delta State University. Delta State University's Educational Leadership Master's Program prepared principals and assistant principals to assume leadership roles and improve educational outcomes for students. While serving in this capacity, Delta State University's Educational Leadership Preparation program was named "one of country's exemplary principal preparation programs" based on a case study conducted by Stanford University (Darling-Hammond, Lapointe, Myerson, Orr, & Cohen, 2007; Lapointe, Davis, & Cohen, 2007). As superintendent, Dr. Wilson will use the combination of these experiences to assist in building district and school level support structures to guide the awarded SIG schools to achieve and sustain a rating of C or higher. Dr. Wilson leads the district leadership team which will directly support the implementation efforts of the awarded SIG schools by providing the necessary resources for success. A native of Greenwood, MS, Dr.

Wilson graduated Magna Cum Laude from Mississippi State University in Math Education, has a Master's Degree in Math Education and a Specialist Degree in Administration and Supervision from Delta State University, as well as a Doctor of Philosophy Degree in Educational Leadership from Mississippi State University. She has participated in the Harvard University Principal's Academy, the Harvard University Superintendent's Academy, and most recently the MDE's Superintendent's Academy. She was named the Delta Area For Improvement of Schools' Administrator of the Year.

**Mary Brown** serves as the Director of Curriculum and Instruction and will serve as the district's transformation officer. Mrs. Brown has established a successful track record of demonstrated educational leadership. She has served in an administrative capacity since 2007 in the field of education. Mrs. Brown began her administrative career serving as an assistant principal of East Middle School (4th – 8th grade) from 2008-2009. In 2009, she was promoted to the role of principal and served in this capacity until 2011. According to the District's Report Card for year 2008-2009, East Middle School had a QDI of 95, the AYP was not met in Reading-Language or Mathematics, and the school's accountability status was "Failing." During the 2009-2010 school year, with hard work and the determination of a focused, data-driven, and strong leader, the school's QDI increased to 117, the AYP was met in Reading-Language and Mathematics, and the school's accountability status moved up to Academic Watch. During the 2010-2011 school-year, Mrs. Brown and her instructional team continued to use data to drive the instructional practices throughout the school which resulted in the school's QDI increasing to 137. The school's AYP was met in Reading, Language Arts, and Mathematics, and the school's accountability status was Successful. Mrs. Brown took the position of Principal at W. C. Williams Elementary school, where she inherited an accountability rating of "Failing" in 2012. Once again Mrs. Brown worked to build capacity in teachers, students, parents, and other stakeholders to increase student achievement which ultimately resulted in the school's accountability rating increasing from "Failing" to "Successful." Mrs. Brown's experiences in turning around low performing schools will be invaluable in providing effective mentorship and coaching support for the administrative staff of the awarded SIG schools.

**Charles Johnson** serves as the Director of Federal Programs. He has successfully written, secured, and administrated the district's current state and federal grants ranging from Consolidated Federal Programs grants, to 21st Century Community Learning Center grants, to United States Department of Education's Innovative Approaches to Literacy grants. Mr. Johnson has undergone various successful MDE district and program audits in his current position. Through his leadership and guidance, federal and grant funding has provided supplemental educational resources and services in order to enhance teaching and learning throughout the district. He has a Bachelor's and a Master's Degree in Business Administration, and has 15 years of experience in the field of education.

**Linda Payne** serves as the Director of Special Education. She will serve on the district leadership team (DLT) offering expertise in the areas of students with disabilities, behavioral interventions, Multi-Tiered System of Supports, and differentiated instruction. She has served as a Special Education Director for four (4) years. She holds a Master's and a Specialist's Degree in Special Education. While serving as a SPED teacher and more recently the SPED Director, her

efforts, in collaboration with teachers and support staff, have resulted in several noteworthy accomplishments, including the following:

Eight (8) students who were currently in self-contained classrooms for the 2016-2017 school year will be full-time students in the general education classroom for the 2017-2018 school year.

In the past five years, the Special Education Department had students who tested out of the Special Education Program. These students are on track to graduate with a General Education Diploma.

For the past five years, ninety percent ( 90%) of students diagnosed with significant cognitive disabilities have scored “proficient” or “advanced” on state assessments.

For the 2016-2017 school term, four out of the five SPED seniors (80%) on the general education track will graduate with a General Education Diploma.

For the 2016-2017 school year, the district has decreased the number of students aged 3-5 who have been placed in developmental delayed self-contained Classrooms from 26 students to 12 students.

One SPED student from Greenwood High School was accepted into the Mississippi School of Arts. This student will graduate in May 2017, and her art work is currently being showcased at the Mississippi School of Arts.

For the past three years, the graduation rate for students who receive special education services has increased from 6.6% to 28.8%.

For the last five years, the special education department increased the percentage of student with disabilities who score proficient on their reading state assessment from 12.5% to 20.5% and on the math assessment from 15.9% to 20.5%.

For the past three years, 100% of student with disabilities who are at least 14 years old have successfully achieved their transition goals on their IEP.

**Michael Johnson** serves as a District Curriculum Specialist. He serves as the district-level secondary mathematics coach where he provides support for Threadgill Elementary School and Greenwood Middle School in the Greenwood Public School District. Dr. Johnson has been in the field of education for 16 years. He has experience at the elementary, middle, secondary, alternative, and post-secondary levels (undergraduate and graduate). He has served as a teacher, a grade-level leader, and a coach for at-risk youth in an urban middle school setting. He has also served as an administrator for elementary, middle, high, and alternative schools. Under Dr. Johnson’s leadership from 2009 to 2012, South Delta Elementary School maintained

an accountability label of “Successful” (QDI of 168) or a “High Performing Rating” (QDIs of 178 & 192). In 2012, his school was recognized as an “Exceed School” by the Mississippi Center for Public Policy for having the second highest QDI (192) for schools in Mississippi having poverty rates of 90% or higher. He received the following awards while there: PREPS Value Added Award (2010-2011 & 2011-2012), Title I Distinguished School Award Recipient (2009 & 2011), South Delta School District Service Award (2010-2012), and America Reads Mississippi (ARM) Administrator of the Year (2009-2010). In 2012, Dr. Johnson was selected as the first principal of Tupelo’s High School Advancement Academy, an extension of Tupelo High School that focused on students who were two or more years behind in middle and high school to help them earn a diploma or GED. One hundred percent (100%) of those students were able to re-enter Tupelo High School and pursue their diplomas. In 2015, Dr. Johnson was selected to lead Woolfolk Middle School in Yazoo City, MS, a chronically failing Priority School. The school was ranked in the bottom five failing schools from 2011-2014. Under his leadership, the school’s rating moved from an F to a D for the 2014-2015 school year under the current accountability model. In addition, he was selected by Mississippi State University’s Research & Curriculum Unit as part of a small cohort of educators providing policy recommendations to MDE on governing practices, methods of support, and providing information on how to rise above the “Priority School” status. He also serves as an adjunct professor for Jackson State University’s College of Education where he has teaches classes on educational leadership and statistics.

**Tara Harris** is the State Systematic Improvement Plan Literacy Coach (SSIP) for the district’s Office of Special Education. She will serve on the District’s Leadership Team and will observe and collaborate with elementary principals, general education teachers, and special education teachers to discuss ways to improve instruction in the classroom for struggling readers, especially students with IEPs. She will focus on utilizing data to drive instructional practices. As a former classroom teacher, Ms. Harris understands the importance of using data to drive instructional improvements. She has been employed as a teacher at Bankston Elementary School since August 2001. While working at Bankston she served in the capacities of a first grade teacher, third grade teacher, and instructional coach. As a third grade teacher from August 2010 to May 2013, Ms. Harris’s MCT2 assessment results contributed to the success of the school. More than 65% of her students scored proficient and advanced each year. Her classroom’s ELA QDI for 2010-2011 was 201 (Star), 2011-2012 was 185 (High Performing), and 2012-2013 was 210 (Star). During this time frame, Bankston Elementary was named a Blue Ribbon School. As the Instructional Coach during the 2014-2015 and 2015-2016 school years, she assisted the principal with analyzing school, classroom and individual student data and progress monitoring students scoring in the bottom quartile. She also assisted the principal in creating, implementing, and monitoring improvement plans and strategies aimed at increasing student growth and proficiency targets. She was responsible for providing Tier 3 evidence-

based strategies to the instructional interventionists, who were responsible for providing interventions to students who were not meeting their academic targets. She also provided classroom teachers with Tier 2 evidence-based strategies during professional development, PLC and TST meetings.

**Carl Brinkley** serves as the Director of Personnel. He will serve on the district leadership team (DLT) and will use available district and MDE supports and recruiting strategies to reach the SIG personnel goals. Prior to his current position as personnel director, Mr. Brinkley was a Grants Specialist and Special Projects Consultant for Delta State University's College of Business, where he performed comprehensive research on government programs, foundations and corporations to evaluate funding prospects that helped the College of Business bolster and leverage its resources for advancement. One of his many successes in this role at DSU's College of Business was helping to secure the renewal of a \$250,000 USDA Rural Development Grant; he was also chosen to implement programmatic strategies, afterwards, for future grant renewals. Before DSU, Mr. Brinkley served as the School Improvement Officer in Sunflower County School District where he managed, coordinated and implemented a \$3 million-dollar SIG grant, for a Title I, Priority 1, middle school, with at-risk students, to reach its turnaround goals. He produced, monitored and reconciled all SIG expenditure reports against budgeted items. He managed bids for procurement and contract activity as well as recorded and uploaded journal entries to the State Department of Education financial system. He monitored the school's planning, execution and compliance with all applicable state and federal regulations in a SIG Turnaround School Model also. Furthermore, in retrospect, Mr. Brinkley has served as a Grants Manager while in Sunflower County Schools where he provided planning, budgeting, and coordination of the daily operations of a \$3 million dollar (USDOJ) COPS grant prior to his SIG responsibilities. As such, he was responsible for contracts, programs and projects execution, drawdowns, reimbursements, carryover and time distribution records, implemented internal controls and prepared financial reports for the school board in accordance with GAAP. As GM, he scheduled, allocated, reconciled, and monitored allowable/necessary budget expenditures for seven schools and worked with school-based teachers and principals to implement research-based programs after-school reading and math programs/GED program for overaged students and dropouts. Above all, Mr. Brinkley assisted targeted communities with comprehensive direct/indirect services and interventions along with program evaluations. Here to, he served over 3,000 students/800 families with school-based health and mental health services as the Grants Manager. In other job titles, Mr. Brinkley has been a Charter-School Business Manager, Federal Grants Reviewer, and Grants Writer. Educationally, he holds a AA from MDCC, and a BBA and MBA from DSU. In August 2017, Mr. Brinkley will be considered for the Jackson State University's Executive PhD in Urban Higher Education to advance his core competencies.

5. History of Conservatorship and/or Failing Schools

Is the LEA currently under conservatorship?

YES

NO

Has the LEA recently (within the last 5 years) emerged from conservatorship?

YES

NO

Has the LEA or any school within the LEA been rated as "F" for two consecutive years?

YES

NO

If the LEA or any school within the LEA has been rated as "F" for two consecutive years, list the LEA's 2014-2015 accountability label and each applicant school that has been rated as "F" for two consecutive years.

6. Schedule of Findings and Questioned Costs

Attach the LEA's Schedule of Findings and Questioned Costs from the most recent audit as Appendix D.

The Schedule of Findings and Questioned Costs has been attached. Also included is a letter of explanation.

7. Schoolwide Plan and Priority or Focus School Action Plan, As Applicable

Attach a copy of the relevant Schoolwide Plan as well as a copy of your aligned Priority or Focus School Action Plan from MS-SOARS, if applicable, as part of Appendix D.

Copies of the Schoolwide Plan and Focus School Action plan are included.

8. Previous SIG Experience

Has any school in the LEA previously received a School Improvement Grant?

YES

NO

List the schools in the LEA that previously received a School Improvement Grant as well as the number of years awarded and the amounts.

An important consideration for MDE is whether the LEA will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the LEA, from a *district-level perspective*, will support the sustainability of reforms.

**The Greenwood Public Schools is committed to building processes and implementing systems that build capacity in current staff members.** To this end, more focus will be placed on refining systems and processes which will result in a reduction for the need and dependence on additional long term support from external providers. Specifically, as the GPSD engages external support to assist in building capacity, model lessons will be recorded and placed in the Professional Learning Lab so that when new teachers are on board, resources will be available to assist the administrative team in building their capacity to meet students' needs. Additionally, the district strategically built in positions that can be sustained and/or repurposed after SIG funds expire. As a district, we will focus the SIG funds as an investment in mission-critical areas - such as building human capital to ensure a transformation leader and high-quality teams of teachers are in place that can create a culture of achievement. This culture of achievement and transformed school climate will remain in place after the funding has expired. In previous years, our district has operated like many others by allowing teachers to transfer from one school to another based on seniority. On occasion, this has resulted in more experienced teachers often choosing to move to higher performing schools. In an effort to sustain the reforms made through SIG, we will discontinue this practice and make teacher placements based on the needs of the school and students first and foremost . We will also continue the recruitment efforts to attract high quality teachers, staff, and administrators to our schools. The district will be working during this grant period to identify and support district leaders, school leaders, teacher leaders, and community leaders to support the goals and measures of success of the school. The successes will be determined by both short-term results and long- term results which may not be realized until after the grant has ended. Capacity for district, school, and community leadership must be built during the three years of the funding in order to sustain all efforts after the funding period ends. Key staff members at the district and school levels will ensure quality implementation of the grant and develop over the three years a philosophy built on a foundation of success building upon success. As the school is transformed, a new mindset will be developed among school staff that will guide further determinations of ensuring a successful school. Through extensive professional development, staff members will be able to completely understand student progress through data. Incremental changes will be noted and addressed and all personnel will be able to access both individual and group data so that planning for growth will become the focus of the implementation of the grant. Teachers will experience the intrinsic rewards that impact human capacity to continue to build upon success beyond the immediate grant period. The school staff will be participating in professional training that will guide successful implementation over the three-year life of the grant. Teachers will be trained and empowered to address the needs of the students by making data based decisions on a daily basis and providing differentiated instruction so that all students have access to grade level instruction with high expectations. From the district-

level, we will examine teacher schedules and class size to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions. We will also maintain the maximum amount of learning time possible in each school throughout the district. One of the major expected outcomes of this reform work is increased accountability by all staff. As we move forward, after funding expires, the district superintendent will continue to clarify accountability through the frequent and transparent use of data in staff meetings and leadership team meetings.

### **COMMUNITY ENGAGEMENT**

Research shows that schools, often with the active support of community-based nonprofit organizations, have used community engagement as a key strategy for making school turnaround more effective and sustainable. When successful, the many approaches to community engagement create a continuum of interaction that builds trust, respect and a sense of purpose. The entire District Leadership Team (DLT) will assist in developing strong community involvement. The following steps will be used: 1. Communicate Proactively in the Community. The first step in reaching out to families and community members is to inform them about the impending changes through a variety of outreach materials and events. The transparency and authenticity of these early messages will set a foundation for the community and families to trust and actively engage in the transformation reform. That trust will be sustained by the district leadership team (DLT) regularly informing the community stakeholders of progress as the initiative moves forward. 2. Listen to the Community and Respond to its Feedback. Members of the DLT will inquire, both informally and formally, through public forums, focus groups, surveys and conversations, about the views of families and other community members. Listening and responding to community feedback by taking action communicates to parents and community members that their participation and their hopes for their children are valued, deepening their trust in the transformation initiative and its key players. 3. Offer Meaningful Opportunities to Participate. When transformation leaders involve community members in meaningful ways, such as training and serving on advisory councils, participants begin to "own" the work. They become more open to learning about and shaping key reforms and to valuing their own contributions to schools and students. The DLT will set up classes and workshops to help parents support their children academically at home. Teachers and school leaders will add to these formal opportunities through building relationships and holding events to celebrate student success. The DLT members will collaborate with community partners to find creative routes to involve them in the academic mission. 4. Turn Community Supporters into Advocates and Leaders. The Superintendent and Transformation Officer with assistance from the entire District Leadership Team will: develop an engagement plan, establish a school/family council, help parents access training, build community partnerships and assist with school/family communication. In addition, the transformation office will provide guidance to schools and include training for parents and school staff. The transformation office will monitor parent engagement and track school responsiveness to parent feedback. The District Transformation Officer and Superintendent will respond to concerns or complaints from parents or the

general public. The district will maintain a parent and community advisory board that will advise the Superintendent and Transformation Officer about community engagement.

How will the district sustain the components of the proposal that are paid for primarily through SIG funds after the end of the grant term? Please include a more specific strategy than “we will shift resources” or “we will rely on philanthropic support.”

The Greenwood School District will sustain all proposed reforms through support for quality implementation, human capital development, and on-going community engagement through and alignment of district and other federal goals, plans and funds.

During Year 4 of the SIG grant, the district will **develop a SIG Sustainability Council**. This Sustainability Council will have membership from both schools, District Office, parents/community members and statewide representatives from organizations that may be able to provide ongoing support for our students. **The Sustainability Council will meet to discuss potential opportunities and create plans for sustaining specific aspects of the SIG program after the funding has concluded.** We anticipate being extremely successful in the implementation of these SIG grants. We know that, because of our commitment to make difficult decisions through courageous leadership, our students will benefit and student learning and teacher performance will soar. When this happens, we anticipate opportunities to work with organizations that our district has not previously known. Through these connections, strategic partnership opportunities will arise. **As a former faculty member at Delta State University, our superintendent has strong relationships with various partners, potential funders, and researchers throughout the Southeast region.** We hope to align with an organization that can assist with our sustainability efforts through providing fiscal support for teacher recruitment, teacher retention, and student incentives. By identifying these areas early in our planning process, our leadership team will seek opportunities for partnership early and often throughout the SIG implementation.

Specific strategies to ease funding that we will implement include:

1. We will use incremental funding, from sources such as Title I or Mississippi At-Risk funds to increase student time in key academic areas and provide struggling learners with the instructional support they need.
2. We will also examine our district’s previous budget to avoid investing in less leveraged areas like across-the-board class size reduction and add-on programs that are not integrated with the core instructional programs.
3. We will also utilize the opportunity presented by these SIG funds to **create in-district “subject matter experts”** on a variety of areas – School Improvement, Leadership, ELA, Mathematics, Positive Behavior Instructional Strategies (PBIS), Data Analysis, and Technology Integration. These subject matter experts will gain a solid understanding of each area through in-classroom coaching, professional development, and mentoring opportunities. Once the SIG grant concludes, these staff members will be utilized throughout the district to provide training and support to other schools and teachers.

4. We will ensure that the best strategies identified through the SIG program will be implemented in other schools throughout our district to sustain these transformative efforts.

Three full time and three part-time position are proposed to be funded through SIG. The four full-time positions will be with a combination of district and Title funds. **Positions will be repurposed to support district-wide reform efforts.** The part-time instructional coach and SIG coordinator will transition to a full-time role using district Title I funds. Their roles will be expanded to support teachers across the district. For example, the Social Worker is a role that will be expanded to support all schools in the district and will be supported through Title I funds. Funding for the reading interventionist and math coach positions will be also be sustained through the use of Title funds by expanding their roles to support teachers and students at the middle school. The graduation coach position can be converted to district funded teacher position with in the high school or another school in district.

The other components of the proposal that are paid for primarily through SIG funds are mostly one-time cost initiatives and will be supported and maintained by proper planning and alignment with the district and other federal budgets. The district is currently funding professional development and community engagement reforms through a combination of district and other federal funds and will continue with these initiatives once SIG funding has ended. Additionally, at the district level, **we will use incremental funding, from sources such as Title I to increase student time in key academic areas and provide struggling learners with the instructional support they need.**

We will also examine our district's previous budget to avoid investing in less leveraged areas like across-the-board class size reduction and add-on programs that are not integrated with the core instructional programs. **Each principal who receives Title I funds for their school will have to align the Title funds** back to improving common core instructional programs and common core standards for the students in their building.

Another important step to sustaining the school reform efforts provided through these school improvement funds will be focusing on ongoing community engagement strategies. After funds expire, we will continue community engagement opportunities through inviting parents and community members to serve as mentors for at risk students and volunteers in the school to assist classroom teachers. **In addition, we will continue our efforts to garner a broad base of community support** by having open forum meetings frequently to garner input from our community members. Federal funds and district funds will be used to sustain any programs, maintenance, and teachers or other positions used to make improvements during the SIG. The district will continue to seek available grants for building strong educational opportunities.

## SCHOOL PROPOSAL

**INSTRUCTIONS:** Complete a *unique* school proposal for each applicant school.

- Part I of the application contains information required by every intervention model.
- Complete the appropriate Parts II and III corresponding to the intervention model selected for the school.

### **PART I: INTRODUCTION**

*To be completed regardless of intervention model selected.*

#### **A. Descriptive Information about the Eligible School**

##### 1. School Information

Complete the chart below.

NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-16 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority</i>	<i>A-F</i>	<i>Turnaround</i>
Threadgill Elementary School	4220-0020	28016500-0259	Focus	F	Transformation

##### 2. Total Number of Grant Years

For the FY2015/FY2016 SIG funds, LEAs may apply for funding for up-to-five years, which must include three years of full implementation. How many grant years does the LEA propose for this school?

- Total Number of Years: 4
- Number of Planning Years: 1
- Number of Full Implementation Years: 2
- Number of Sustainability Years: 1

#### **B. Alignment with the Needs Assessment**

##### 1. Comprehensive Needs Assessment

***To be eligible for SIG funds, all schools must complete a Comprehensive Needs Assessment.***

Schools should use their Comprehensive Needs Assessment results that are part of MCAPS and should take into account school needs as identified by parents, families, and community

members. Summarize the results from MCAPS in the following chart. Attach the information from needs assessment portion of MCAPS as part of Appendix E.

Dimension	Areas of Improvement /Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement	<p><b>DATA</b>  <u><b>At Threadgill Elementary School, we refuse to hide our TIGER PRIDE!</b></u>            Our tiger’s den is full of passionate, committed, and nurturing faculty and staff members. We have the largest faculty, staff and student body in the district, which matches the huge hearts of our staff. We are looking forward to building teacher capacity, increasing student engagement, creating parent and community partnerships, and fostering a culture of academic excellence. The School Improvement Grant (SIG) funds will help us add value, address some of the academic concerns, and overcome many of the obstacles which have prevented us from experiencing higher degrees of success as we have in years past. Although we currently have a state accountability rating of F, this has only been the case for the past year, which was marked by significant changes at the school and district level. These changes significantly impacted the school both positively and negatively. The data below has been prepared to provide you with more insight regarding the academic decline of our school, as well as make the case to prove why our school needs SIG funds to aid in the improvement of student achievement. Being awarded these funds will benefit our precious tiger cubs in ways which will indeed better prepare them in successfully transitioning from elementary, to middle, and through high school. <u><b>Our ultimate goal is to ensure our tiger cubs develop into full grown tigers who are college and career ready.</b></u></p>  <p style="text-align: center;"><b><i>“We refuse to hide our TIGER PRIDE!”</i></b></p>	<p>Data from the following sources was analyzed to identify Threadgill Elementary School’s prioritized needs for student achievement.</p> <p><b>Quantitative Data:</b>            MAP Assessment Data            MST2 Assessment Data            MKAS Score Report            Student Discipline Data            Student Attendance Data            Teacher Attendance Data            2015-16 Needs Assessment            2016-17 Needs Assessment</p>

The data for the past two consecutive years reveal that both English/Language Arts and Mathematics achievement needs improvement. In addition to the need for improvement in ELA and Math, the data also reveal the need for more support and a strong academic emphasis placed in the area of Science.

	ELA		MATH		SCIENCE	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
PROFICIENT	19	12.8	19.5	12.1	29.1	37.4
GROWTH OF ALL	42.7	45.2	26.8	38.3		
GROWTH OF BOTTOM 25%	63	57.2	54.2	59.3		

**MISSISSIPPI ASSESSMENT PROGRAM (MAP)  
ENGLISH/LANGUAGE ARTS (ELA)**

Due to changes in state assessments from the 2014-2015's **Partnership for Assessment of Readiness for College and Careers (PARCC)** to the 2015-2016's Mississippi Assessment Program (MAP) school year, there is a challenge in reporting trends in the data. However, the data revealed the following:

ELA & Math: Growth of the Bottom 25%

- Although approximately 60% of the students showed growth in 2014-15, there was a decline in 2015-16, which could be attributed to increased student enrollment and larger class sizes.
- More than 50% of the students in the bottom quartile met growth in Reading in 2015-16; however, students were still not attaining proficiency.
- Further review of the data per grade-level revealed 73% of 6<sup>th</sup> grade students scored a level 1 or 2 on the MAP ELA assessment.
- Further review of the data per grade-level revealed 67% of 6<sup>th</sup> grade students scored a level 1 or 2 on the MAP Math assessment

**Qualitative Data:**  
 Parent Surveys  
 Student Surveys  
 Community Surveys  
 Staff Surveys  
 Administrative Observations  
 MTSS Documentation  
 Lesson Plans

### ELA & Math: Proficiency & Growth of All

- **Less than 20% of students attained proficiency in both ELA and Math during the 2014-15 and 2015-16 school years.**
- During the 2015-16 school year, less than 13% of the students scored proficient in ELA and Math.
- Although over 50% of the students in the bottom 25% showed growth, less than 46% of them grew overall in ELA and Math during both school years.
- Further review of the data per grade revealed that while proficiency was low across all grades, there was a significant gap in 6<sup>th</sup> grade in both ELA and Math
- Further review of the data per grade-level revealed 67% of 6<sup>th</sup> grade students scored a level 1 or 2 on the MAP Math assessment.

### Subgroups

- Further review of the data revealed that more than 1/3 of students with disabilities did not meet growth in ELA & Math during the 2015-16 school year.
- During the 2015-16 school year, none of the students with disabilities scored level 4 or 5 on MAP ELA or Math.

### MISSISSIPPI SCIENCE TEST (MST2)

- While student proficiency increased in Science from the 2014-15 to the 2015-16 school year, less than 40% of the 5<sup>th</sup> grade students attained proficiency.
- In addition to the aforementioned increase, students still failed to score above 38% proficiency level. This can be attributed to the merging of a low-performing school, an increase in the student body, and an increase of the number of certified teachers.

**Current Data: 2016-2017**

During the month of April, the Greenwood Public School District administered 3<sup>rd</sup> – 6<sup>th</sup> grade comprehensive exams at Threadgill Elementary School in ELA, Math, and 5<sup>th</sup> grade Science.

Data-Driven Decisions: Data from this assessment was used to provide focused, immediate, intensive enrichment, remediation, and differentiated instruction for students. It was also used to provide targeted support to teachers to strengthen classroom teaching practices.

ELA Performance Level Summary					
Grade Level	PL1	PL2	PL3	PL4	PL5
3 <sup>rd</sup>	10.5%	43%	33.3%	12.3%	0.9%
4 <sup>th</sup>	6.5%	35.5%	36.4%	21.5%	0%
5 <sup>th</sup>	16.2%	20.6%	50%	8.8%	5.5%
6 <sup>th</sup>	24.7%	37.6%	18.8%	14.1%	4.7%
MATH Performance Level Summary					
Grade Level	PL1	PL2	PL3	PL4	PL5
3 <sup>rd</sup>	0.8%	26.8%	39.3%	22.3%	3.6%
4 <sup>th</sup>	6.7%	38.1%	41.9%	13.3%	0%
5 <sup>th</sup>	20.3%	37.7%	27.5%	13%	1.4%
6 <sup>th</sup>	6.7%	37.3%	26.7%	21.3%	0.8%
5 <sup>th</sup> SCIENCE Performance Level Summary					
Grade Level	PL1	PL2	PL3	PL4	PL5
5 <sup>th</sup>	6.9%	36.1%	47.2%	9.7%	n/a

The current district reading assessment data indicates that 53% of 3<sup>rd</sup> grade students scored a level 2 or below with only 12% proficient; in fourth grade 42% of the students scored level 2 or below with only 21% scoring proficient; in fifth grade 36% of the students scored level 2 or below with only 21% scoring proficient; in sixth grade 62% of the students scored level 2 or below with only 18% scoring proficient. The greatest gap is with 6<sup>th</sup> grade. Currently the teacher student ratio for grade six is 1:28 which is the largest among all grade levels. Additionally, sixth grade has more students with IEP's.

The current district math assessment data indicates that 27% of 3<sup>rd</sup> grade students scored a level 2 or below with 25% proficient; in fourth grade 44% of the students scored level 2 or below with only 14% scoring proficient; in fifth grade 58% of the students scored level 2 or below with only 14% scoring proficient; in sixth grade 44% of the students scored level 2 or below with only 22% scoring proficient. The fourth grade teacher is new to the content area however has 3 years of teaching experience. Both teachers in grades fifth and sixth are new to the field with no prior teaching experience.

The current district science assessment indicates that 43% of the students scored less than proficient and 57% were proficient and above. **Science appears to be the strongest among all tested content areas. The current teacher has 6 years of experience.**

**STAR Universal Screener:**

Student Performance Levels

- Level 1 = Urgent Intervention  
According to Renaissance Learning, studies have shown students in the Urgent Intervention category are just as likely to respond positively to an intervention as students in other categories.
- Level 2 = Intervention  
Intervention and Urgent Intervention cut scores identify both the students who may need assistance to move toward the end-of-year benchmark and the intensity of the assistance they may require.
- Level 3 = On Watch  
On Watch is auto-calculated because it is comprised of students who are below the benchmark but above the intervention threshold.
- Level 4 = At Benchmark
- Level 5 = Above Benchmark  
The At/Above Benchmark score represents the minimum performance level students are expected to reach by the end of the year. For Star Math or Star Reading, setting the benchmark at the 40th percentile is most commonly recommended by education professionals.

*Data-Driven Decisions:* Data from the Star Universal Screener was used to provide focused, immediate, intensive enrichment, remediation, and differentiated instruction for students. It was also used to provide an instructional diagnosis of student needs for teachers to strengthen classroom teaching practices and student learning outcomes.

**FALL STAR READING REPORT 2016**

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1 <sup>ST</sup>	25%	26%	21%	11%	17%
2 <sup>ND</sup>	0%	71%	19%	10%	0%
3 <sup>RD</sup>	8%	47%	35%	10%	0%
4 <sup>TH</sup>	2%	36%	52%	10%	0%
5 <sup>TH</sup>	0%	29%	52%	16%	3%
6 <sup>TH</sup>	16%	39%	31%	11%	3%

**FALL STAR MATH REPORT 2016**

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1 <sup>ST</sup>	3%	38%	54%	6%	0%
2 <sup>ND</sup>	6%	50%	30%	14%	0%
3 <sup>RD</sup>	8%	42%	39%	11%	0%
4 <sup>TH</sup>	4%	39%	45%	11%	0%
5 <sup>TH</sup>	4%	19%	56%	18%	3%
6 <sup>TH</sup>	4%	38%	41%	17%	0%

**2016 STAR: RENAISSANCE LEARNING-- READING**

- 51% of 1<sup>st</sup> graders scored Level 1 or 2 on the Fall STAR Reading
- 60% of 2<sup>nd</sup> graders scored Level 1 or 2 on the Fall STAR Reading
- 64% of 3<sup>rd</sup> graders scored Level 1 or 2 on the Fall STAR Reading
- 58% of 6<sup>th</sup> graders scored Level 1 or 2 on the Fall STAR Reading
- STAR Math scores are significantly higher than STAR Reading scores

**STAR: RENAISSANCE LEARNING-- MATH**

- Nearly 56% of 2<sup>nd</sup> graders scored Level 1 or 2 on the Fall STAR Math
- Approximately 50% of the 3<sup>rd</sup> grade students scored Level 1 or 2 on the Fall STAR Math
- Approximately 85% of the 4<sup>th</sup> and 6<sup>th</sup> grade students scored in the Level 2 or 3 categories
- Over half of the 5<sup>th</sup> grade students scored Level 3
- Across all grades, students who scored Level 4 ranged from 6% to 18%, signifying that these students were on target for

meeting their end of the year benchmark performance goals. Alternatively, 0% of the students in all grades scored Level 5.

**NEEDS:** Given this data, we can confidently say that there is a need high-quality, evidence based professional development for our faculty and staff in the following areas: using data to drive instructional practices and make data-driven decisions, closing the achievement gap with focus on differentiating instruction, and targeting, job-embedded professional development designed to build teacher capacity and improving student outcomes.

**STUDENT PROMOTION DATA (% Promoted)**

	2014-2015	2015-2016
Kindergarten	98.81%	97%
1 <sup>st</sup> Grade	89.36%	83.5%
2 <sup>nd</sup> Grade	97.67%	91%
3 <sup>rd</sup> Grade	96.97%	77%
4 <sup>th</sup> Grade	96%	91%
5 <sup>th</sup> Grade	100%	92%
6 <sup>th</sup> Grade	100%	100%

*Data-Driven Decisions:* Data from the Student Promotion and Retention was used to provide focused, immediate, intensive enrichment, remediation, and differentiated instruction for students. It was also used to provide instructional plans for the district such as aiding in the selection of professional development for administrators and teachers.

#### Promotion 2014-2015

- The data reveal that an average of 96.7% of students in grades K-6<sup>th</sup> were promoted to the next grade.
- In grades 3<sup>rd</sup> through 6<sup>th</sup>, 98% of the students were promoted to the next grade; however, the 2014-2015 PARCC assessment data reveal that approximately 19% of the students attained proficiency in ELA and Math.

#### Promotion 2015-2016

- The data reveal that an average of 90% of students in grades K-6<sup>th</sup> were promoted to the next grade.
- In grades 3<sup>rd</sup> through 6<sup>th</sup>, 98% of the students were promoted to the next grade; however, the 2015-2016 MAP assessment data reveal that less than 13% of the students attained proficiency in ELA and Math.

**NEEDS:** The data shows that the percent of students being promoted in each grade is over 75%; however, there is also a high percentage of students scoring below the 50<sup>th</sup> percentile on the state assessment. The SIG grant will help to provide professional development on quality interventions and instruction. This will provide the teachers with instructional strategies needed to ensure academic success.

#### Academic Decline

Due to transitioning in state assessments from the 2013-2014's (PARCC -pilot-year), to the 2014-2015 (PARCC) to the 2015-2016 (MAP) school years and other factors which had negative impacts, Threadgill Elementary's academic status began to gradually decline.

- This past year students scoring proficiency decreased in the areas of reading & math.
- While student proficiency increased in Science from the 2014-15 to the 2015-16 school year, less than 40% of the 5<sup>th</sup> grade students attained proficiency.

Closure of W.C. Williams Elementary

*A primary reason for our academic decline was the closing of W. C. Williams Elementary , a low-performing school with an F accountability rating, and merging the majority of their students with our students at Threadgill.*

- There were no processes or protocols put in place to ensure a smooth transition for either the students or the teachers to move from one school to another. In addition, no leadership, academic, behavioral, transitional support, or guidance were provided by the district to prevent the academic decline.

As a result of this unforeseen and abrupt merger:

- Threadgill's student enrollment increased from 614 to 814 students in 2015.
- Classroom sizes increased and the teacher student ratio went from an average of 1:20 to 1:27. As a result, both the teacher and student morale began to gradually decline.
- The school's teacher turnover increased as well as its absences. The school reported 431 teachers absences in 2015-2016. For the 2016-2017 school year, there have been 309 teacher absences recorded, which is less than 122 absences.

**NEEDS:** Based on the data from the 2015-16 Needs Assessment Survey and the decline in student proficiency on the state assessment, after the merging of Threadgill and W.C. Williams, the need to have a MTSS coordinator and an Interventionist is evident and will benefit Threadgill by helping to improve student achievement.

### Multi-Tiered Systems of Supports (MTSS): Students at Tier III

	2014-2015	2015-2016	2016-2017
Kindergarten	4	3	5
1 <sup>st</sup> Grade	20	19	27
2 <sup>nd</sup> Grade	10	8	10
3 <sup>rd</sup> Grade	5	6	5
4 <sup>th</sup> Grade	5	6	5
5 <sup>th</sup> Grade	2	3	5
6 <sup>th</sup> Grade	3	3	4
Total Enrollment	49	48	61

Based on student enrollment (see page 68), the data reveal that the percentage of students at Tier III:

- Increased from 7% to 8% from 2014-15 to 2016-17 in Kindergarten
- Increased from 15% to 24% from 2015-16 to 2016-17 in 1<sup>st</sup> grade
- Decreased in grades 3<sup>rd</sup> and 4<sup>th</sup> from 2015-16 to 2016-17
- The total enrollment of students in Tier III increased each year from 2014 to 2017.

According to the Mississippi Department of Education's MTSS and Early Warning System (EWS), at Tier III, students receive high quality classroom instruction and supports for academic and behavior. At this level intensive intervention for multiple identified skill deficits, progress monitoring, and differentiated instruction are required. Students successful in Tier III may: continue Tier III, return to Tier II, or return to Tier I. Students not successful at Tier III: continue Tier III with an additional intervention attempted or be referred to Child Find to identify and evaluate the need for special education services.

The results of our Comprehensive Needs assessment yielded the following:

- Both teachers and administrators need additional guidance and support regarding implementing the Multi-Tiered System of Supports with integrity and continuity of practice.
- Teachers need additional professional development and support regarding classroom interventions in the academic and behavioral arenas.
- The tools for data collection and data maintenance require review and enhancement to provide valid data to determine trends and priorities for instruction and professional development.
- Greater and additional access to up-to-date computers and other technologies would be beneficial to students in meeting individualized learning and instructional needs.

**NEEDS:** The 2015-16 Needs Assessment Survey results identified the need to have professional development/training on the many components of the MTSS . Threadgill’s retention rate of 13% can be greatly decreased by having a MTSS coordinator provide professional development on the implementation of the Tier System and to provide and monitor the interventions for students. A Postive Behavior Interventionist Specialist is also needed to assist in the selection and appropriate behavioral interventions.

Given all these pieces of data, more support at Threadgill is needed in the following areas:

- increasing student proficiency
- using data to drive instructional practices and make data-driven decisions
- closing the achievement gap with focus on differentiating instruction
- targeting, job-embedded professional development designed to build teacher capacity and improving student outcomes
- fully implementing a multi-tiered system of support
- improving parental and community engagement

Curriculum and Instruction	At Threadgill Elementary, all of our students are assigned common core curriculum textbooks and use them as a resource. Additional resources used include Odyssey Learning, Star Reading/Math, Accelerated Reader and Ready Reading/Math instructional materials are used to support classroom instruction and remediation.	Data from the following sources was analyzed to identify
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Curriculum Binders

Each teacher has a copy of the Greenwood Public School District’s curriculum binder which includes:

- Mississippi Curriculum frameworks
- MDE Scaffolding Documents
- District Pacing Guides
- MDE Test Blueprints
- MTSS Procedures and State Board Policy
- Mississippi Curriculum Aligned Practice Test Items

The binders are a quick reference for teachers being that all documents included in the binders are necessary to provide quality instruction.

Computer Assisted Learning Programs

Additionally, given that student proficiency is low across all grade levels, with a significant gap in 6<sup>th</sup> grade, Threadgill Elementary also provides the following computer-based curriculum platforms as a means to supplement instruction:

This is the school's third year using **Learning Odyssey**, a research-based intervention program designed for tier 2 and tier 3 academic interventions. Impact on student achievement at Elementary has been minimal the past couple of years due to lack of adequate training for staff on how to effectively use the system and fidelity of implementation. *According to the What Works Clearinghouse Odyssey® Math was found to have potentially positive effects on mathematics achievement for primary students.*

**Accelerated Reader** is a K-12 reading program which is designed to assess and improve reading comprehension skills. Students are assigned books according to their grade and interest level. Accelerated Reader is a proven, research-based program. This year, Threadgill Elementary has assigned a staff member to coordinate the program and monitor the fidelity of implementation. Additionally, the district has set targets for each school. The end of the year goal is for all students to maintain an average of 85% on all AR tests. *The What Works Clearinghouse (WWC) identified two studies of Accelerated Reader™ that both fall within the scope of the Beginning Reading*

Threadgill Elementary School’s prioritized needs for student achievement.

**Quantitative Data:**

- MAP Assessment Data
- MST2 Assessment Data
- MKAS Score Report
- Student Discipline Data
- Student Attendance Data
- Teacher Attendance Data
- 2015-16 Needs Assessment
- 2016-17 Needs Assessment

**Qualitative Data:**

- Parent Surveys
- Student Surveys
- Community Surveys
- Staff Surveys
- Administrative Observations
- MTSS Documentation
- Lesson

*topic area and meet WWC group design standards. Both studies meet WWC group design standards without reservations.*

**Education Leadership Solutions (ELS)** provides a test item bank for state assessed subjects which are aligned to the state standards and in a similar format as state assessments. Teachers receive real time data which can be disaggregated in granular form to help improve student achievement. The system generates individualized student reports and tracks progress over time. ELS also houses the GPSD's lesson plan template which will be used to standardize planning across the school. Teacher feedback on their lesson plans are provided through this platform.

**Star 360: Renaissance Learning (Reading)** The STAR assessments are often used to screen students for their reading achievement levels. STAR Reading assessments help determines reading levels. STAR Early Literacy assessments help educators monitor students' growing literacy skills and students' progress toward becoming independent readers. STAR™ assessments can also be used to monitor student growth throughout the year, to estimate students' understanding of state standards, and predict students' performance on the state test. In addition, STAR can help teachers determine appropriate instructional levels and skills that students are ready to learn. STAR provides the teachers with many reports that may be accessed immediately following the test. It provides individual instructional plan for the students as well as parent reports. Teachers have access to this data; however, additional professional development training is needed on how to analyze and effectively use the results to provide high quality whole group and individual classroom instruction to students.

Additional Resources:

**Positive Behavior Intervention Supports (PBIS)**

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. PBIS takes the approach of modeling, rewarding and reinforcing positive social behavior and less focus on misbehaviors by the implementation of punishment-based strategies like reprimands, loss privileges, office referrals, suspensions, or expulsions. This approach establishes a climate which students are expected to display positive behavior at all times and positive behavior becomes the norm.

Currently Threadgill is a PBIS model site. This honor was bestowed on the tigers during the 2013-2014 school-year, which indicates that the current principal and staff at that time, had implemented and effectively utilized behavioral interventions and best practices. Again, during the start of the 2014-2015 school year, the principal and her team were again awarded the PBIS model site designation and has held this distinction for the 2016-2017 school year. Although there was an increase in out-of-school suspensions, due to the abrupt and unforeseen increase in student enrollment, the principal and her staff have managed to continue to implement PBIS.

**NEEDS:** The PBIS initiative has helped Threadgill to address some of the undesired behaviors and has helped to decrease the number of out of school suspensions. Students have been referred to the MTSS team to provide high –quality interventions matched to the student’s individual needs and to define behavioral as well as academics goals. Threadgill is well into operating the MTSS process; however, based on the results of the Comprehensive Needs assessment both teachers and administrators need additional training, guidance, and support regarding the implementation of the Multi-Tiered System of Supports with integrity and continuity of practice.

There is a **strong need to continue professional development** in the area of promoting positive behavior and training all teachers on the process of:

- completing the necessary forms to refer students, and make data-based decisions about behavior and academic instruction.
- providing and increasing the use and effectiveness of research-based quality instruction in both Tier II and Tier III interventions.
- Reducing negative reactive behavior and increasing positive behaviors and creating climate where positive behavior is the norm.
- Increasing academic achievement levels of students by utilizing the MTSS to increase the capacity of the educational setting throughout the school.

***Explicit Direct Instruction (EDI):***

Explicit Direct Instruction (EDI), an approach to learning based on the best research available, helps teachers deliver effective lessons which can significantly improve achievement for all learners, including

English language learners and students with special needs. Currently the GPSD utilizes EDI as its instructional model. SIG will help to move Threadgill toward more effective and more engaging professional development. SIG will also help to provide high-quality on-going professional development which gives teachers updated research approaches that deepens teachers' content knowledge and understanding of delivering successive lessons and increase student achievement.

***Mississippi Department of Education Scaffolding Documents***

According to the Mississippi Department of Education, the primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Documents* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the *2016 Mississippi College- and Career-Readiness Standards*, these documents provide a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. These documents will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. Given the degree of teacher turnover at Threadgill Elementary, additional professional development is needed to assist teacher in understanding and utilizing these documents more effectively.

**Instructional Coaches:** Threadgill currently has two instructional coaches. One of its coaches focuses on working with Pre-K through 3<sup>rd</sup> grade teachers and students in the area of ELA. The other ELA instructional coach, works with grades 4<sup>th</sup> – 6<sup>th</sup>.

The role of the coach is to support the principal's work to align staff development with school goals and improve instruction in every classroom. Instructional coaches also work to develop positive and supportive relationships with classroom teachers, administrators, and staff while providing student interventions, teacher modeling, classroom support, and serve as curriculum guides at the building level.

**Instructional Assistants:** Instructional assistants are used to provide additional academic support across all grade levels. Data from "Star" assessments, state and district assessments are used to determine the instructional needs. However, additional support is needed due to the large percentage of students scoring less than proficient. They also work with the teacher in planning and implementing a program of instruction that adheres to the school's philosophy, goals and

objectives to meet the needs of the students. The instructional assistants provide support for the classroom teachers and students by assisting with small group and individualized interventions. The instructional assistants work to help provide some of the individualized intervention plans for the students prescribed by the MTSS team. SIG will help to provide the funding needed to train the assistants to provide explicit, direct-instruction.

**NEEDS ASSESSMENT SURVEY RESULTS**

Results from this survey administered at the end of 2015-2016 school year reveal more than 75% of the teachers reported they have high expectations for students, consequently, the data does not correlate with the expectations.

Given all these pieces of data, more support is needed in the following areas:

- Improve literacy
- increasing student proficiency
- closing the achievement gap with focus on differentiating instruction
- targeting, job-embedded professional development designed to build teacher capacity and improving student outcomes
- fully implementing a multi-tiered system of support
- improving parental and community engagement

School Context and Organization, Including School Leadership

**Demographics**

Threadgill Elementary school located in Greenwood, MS in a low socio-economic area. The city sits at the eastern edge of the Mississippi Delta. The racial make-up of the student population is 98% African American. All of the students receive free lunch. Threadgill Elementary School currently has a student population of 820 students.

**STUDENT ENROLLMENT**

Year	School Enrollment	Female	Male	IEP
2014-2015	614	298	316	68
2015-2016	814	389	425	82

Data from the following sources was analyzed to identify Threadgill Elementary School’s prioritized needs for student achievement.

**Quantitative Data:**

2016-2017	820	407	413	96
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**STUDENT ENROLLMENT BY GRADE**

Grades	2014-2015	2015-2016	2016-2017
<b>Pre-K</b>	54	65	61
<b>Kindergarten</b>	82	119	111
<b>1<sup>st</sup> Grade</b>	95	128	133
<b>2<sup>nd</sup> Grade</b>	86	113	114
<b>3<sup>rd</sup> Grade</b>	65	118	116
<b>4<sup>th</sup> Grade</b>	75	70	111
<b>5<sup>th</sup> Grade</b>	58	90	79
<b>6<sup>th</sup> Grade</b>	60	75	86
<b>Total Enrollment</b>	<b>614</b>	<b>814</b>	<b>820</b>

- Student enrollment increased from 614 students to 814 students from 2014-15 to 2015-2016 which increased class sizes and contributed to the increase in student office referrals.
- Teacher student ratio increased from 1:20 to 1:27 in most classes from 2014-2015 to 2015-2016.

**STUDENT/TEACHER ATTENDANCE**

Year	Student ADA	# of Teacher Absences
2014-15	517.2	487.5
2015-16	700.23	415.3

- During the 2014-15 school year, student and teacher absences differed by 29.7 days.
- During the 2015-16 school year, there were significantly more student absences than teacher absences.
- Staff absentees decreased by 26 days from August to November 2015-2016 compared to August to November 2016-2017
- Teacher attendance for 6<sup>th</sup> grade ELA averaged 82% in 2015-2016

MAP Assessment Data  
MST2 Assessment Data  
MKAS Score Report  
Student Discipline Data  
Student Attendance Data  
Teacher Attendance Data  
2015-16 Needs Assessment  
2016-17 Needs Assessment  
  
**Qualitative Data:**  
Parent Surveys  
Student Surveys  
Community Surveys  
Staff Surveys  
Administrative Observations  
MTSS Documentation  
Lesson Plans

## STUDENT ATTENDANCE

GRADE	2015-2016	2016-2017
KINDERGATEN	95.24	94.61
FIRST GRADE	95.63	95.18
SECOND GRADE	96.18	96.44
THIRD GRADE	97.25	96.04
FOURTH GRADE	97.06	96.96
FIFTH GRADE	95.39	96.1
SIXTH GRADE	95.96	96.9

**NEEDS:** The attendance rates for Threadgill are all on or above an average of 95%. This shows that attendance is not a contributing factor in the retention rate. Therefore, the need to provide professional development on delivering high-quality instruction is strongly evident. The awardance of the SIG funds will allow Threadgill to seek professional training to assist the new as well as the veteran teachers with instruction.

## OUT-OF-SCHOOL SUSPENSIONS (OSS)

	2014-2015 Total # of Days & Percentages	2015-2016 Total # of Days & Percentages
All	239	276
IEP	19 (7.95%)	30 (10.87%)
Black/AA	239 (100%)	276 (100%)
White	0 (0%)	0 (0%)

### Discipline

Student achievement and growth is impacted when students violate school rules and as a result are suspended from school. In a review of the data:

	<ul style="list-style-type: none"> <li>• There was an increase in the number of OSS from 2014-15 to 2015-16. The increase of student enrollments during the 2015-16 school year, resulted in an increase of disruptive behaviors. This attributed to the increase of OSS.</li> <li>• Further review of the data revealed male students were suspended at a disproportionately higher rate than female students during the 2015-16 school year.</li> <li>• The ratio of OSS for males to females was 129:22 for the 2015-16 school year.</li> <li>• Further review of the data by grade levels revealed that students in grades 5 and 6 received more than 200 combined OSS.</li> <li>• Total student out of school suspensions decreased from 141 days to 52 days from August to November 2015-2016 compared August to November to 2016-2017</li> </ul> <p><b>NEEDS:</b> There is a dire need for an Multi-Tiered Systems of Supports interventionist. This person will be able to actively and consistently monitor academic progress, as well as major and minor behavioral infractions. The behavioral interventions will be provided based upon the results from the Functional Behavioral Assessment (FBA) which will be completed by the school psychometrist.</p> <p><b>Evidence Based Research:</b>  <i>According to the <u>What Works Clearinghouse</u> FBA-based interventions were found to have potentially positive effects on school engagement and potentially positive effects on problem behavior for children identified with or at risk for an emotional disturbance based on evidence from single-case design studies.</i></p>	
Professional Development	<p><b>Professional Development</b>  Along with the above listed challenges, Threadgill had to address the addition of new teachers both to the school and to the teaching profession. Though, the district provided some training and professional development in the beginning of the 2015-16 school year which targeted new teachers; it was inconsistent and and ineffective. Threadgill is in need of professional development for new teachers, to include best practices, lesson planning, differentiated instruction, providing quality and evidence based academic and behavioral interventions, and using data to drive instructional practices.</p>	Data from the following sources was analyzed to identify Threadgill Elementary School's prioritized needs for student achievement.

	<p><b><u>Students with Disabilities</u></b>  Students with disabilities are extended same services as general education; however, special education teachers need assistance understanding standards-based IEPs, Common Core State Standards(CCSS) and implications of their students in MDE’s new combined accountability system.</p> <p><b><u>PROFESSIONAL LEARNING COMMUNITIES (PLCs)</u></b>  Although more than 80% of the staff reported in the 2015-16 surveys that they had time to collaborate and operate in a Professional Learning Community, student data does not substantiate that the PLC was implemented effectively.</p> <p>Currently, teachers plan in grade level teams and primarily used the textbook as their primary source for planning. A standard instructional delivery system has been created for daily instruction. However, additional support is needed to ensure teachers are effectively implementing the plan.</p> <p>However, teacher teams and administrators still need an area in which they can meet collaboratively access to the necessary resources and technology needed to plan across grade levels and subject areas, as well as participate in professional development session.</p> <p><b>Evidence Based Research:</b>  According to <b>The What Works Clearinghouse</b>, increasing professional learning opportunities was the most common improvement strategy reported in our core sample schools during the first year of SIG (Le Floch et al., 2014), and is consistently cited as an improvement strategy in low-performing schools more generally (Opfer &amp; Pedder, 2011) (Accessed <a href="https://ies.ed.gov/ncee/pubs/20164002/pdf/20164002.pdf">https://ies.ed.gov/ncee/pubs/20164002/pdf/20164002.pdf</a>).</p>	<p><b>Quantitative Data:</b>  MAP Assessment Data  MST2 Assessment Data  MKAS Score Report Student Discipline Data  Student Attendance Data  Teacher Attendance Data  2015-16 Needs Assessment  2016-17 Needs Assessment</p> <p><b>Qualitative Data:</b>  Parent Surveys  Student Surveys  Community Surveys  Staff Surveys  Administrative Observations  MTSS Documentation  Lesson Plans</p>
<p>Family and Community Involvement</p>	<p>Parent-Community Institutes are needed. Threadgill Elementary School would like to provide more opportunities for adult literacy, and offer additional, quality trainings for parents on how to help their students meet their growth targets. Kindergarten readiness is among the most important measures of a child’s academic progress, and educating the parents on how to implement the predictors of early</p>	<p>Needs Assessment Survey Data</p>

literacy success and academic success will help to decrease the number of students not meeting their academic goals. The SIG funds will be key in providing opportunities for parents, school staff and the community to work and learn together.

**Evidence Based Research:**

According to **The What Works Clearinghouse**, Parents' involvement in their children's schooling can be an important component of a school's improvement efforts. For example, correlational studies have found a significant association between parents' involvement and positive student outcomes<sup>33</sup> and that efforts to strengthen parents' involvement are frequently a component of successful school improvement efforts. The SIG requirement that districts of transformation schools "provide ongoing mechanisms for family and community engagement" reflects this view that parents can play an important role in their children's schooling (Accessed from <https://ies.ed.gov/ncee/pubs/20144013/pdf/20144013.pdf>).

2. Intervention Model Selection

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

As a school district, we have spent a substantial amount of time in the needs assessment and deliberation process. We've included stakeholders, staff, administrators, students and community members to solicit ideas, advice and suggestions as we've made this monumental decision. We feel very strongly about school reform and what this opportunity means for our school, teachers, students, staff, and parents.

This application for **Threadgill Elementary School** reflects our district's decision to completely transform the manner in which students are educated and faculty are supported.

We have selected the Transformation model to best meet Threadgill Elementary School's needs as defined by the comprehensive needs assessment process.

Through careful analysis of the comprehensive needs assessment, faculty/staff surveys, parent and community stakeholders surveys, student assessment data, and other leading indicators, we found there were deficiencies in proficiency of our students in all state tested areas. We also found that there was a dire need for high-quality professional development training for our faculty and staff, as well as opportunities to enhance parent and community engagement. The current principal has the expertise, tenacity, and skills to lead Threadgill Elementary School.

A new superintendent with a strong track record of success was hired to lead the district in late April 2016. The superintendent is committed to ensuring the returning principal provides strong leadership for the school. As the former Executive Director for the Delta Area Association for the Improvement of Schools, the superintendent understands how to effectively implement the improvement strategies required for positive school transformation. Upon the transition of the new superintendent, reformative strategies were implemented, beginning with a review of the district's 5 year strategic plan. Bold goals were established for school and district leaders. **A comprehensive plan for reform has been implemented and the transformation model serves as the best fit for Threadgill Elementary at this time.**

Furthermore, Greenwood is located in the Mississippi Delta, a depressed region of the state. The district continually struggles to attract and maintain new teachers to hire who are already highly effective; therefore, the district must build structures in place to develop teacher and leader capacity. The transformation model allows a stronger blending of the staff rewards/incentives for student achievement/growth, which allows for Greenwood to compete for the best talent to serve our students.

### 3. Baseline Data and Performance Goals

Attach the school's baseline data and performance goals. Complete the Performance Framework in the LEA Application Toolkit and attach as **Appendix E**.

See Performance Framework in Appendix E.

### C. Alignment with Intervention Requirements

***All funded proposals must address every intervention requirement for the selected model.***

Complete the appropriate chart below to demonstrate that the school proposal adequately addresses each requirement. If the LEA proposes to take advantage of the Rural Flexibility allowed for the Turnaround or Transformation models, the LEA should specify this in summary in this table.

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for any requirement so as not to lose points.

<b>For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS</b>		
<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
<b>ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)</b>		
<ul style="list-style-type: none"> <li>• Replacement of the Principal</li> </ul>	N/A; Rural Flexibility The principal is an experienced, strong, committed leader; therefore she will not be replaced.	161-163
<ul style="list-style-type: none"> <li>• Recruitment, Placement, and Retention Strategies</li> </ul>	District develop polices ranging from signing bonuses and financial incentives to recruit and retain staff	160
<ul style="list-style-type: none"> <li>• Job-Embedded Professional Development</li> </ul>	The additional personnel afforded by an approved application will allow for more immediate and more focused job embedded professional development. Often the best way to reach teachers and other instructional staff is in the school setting during the work day. The hands-on and direct help opportunities afforded by having interventionists able to assits students and show teachers what they can do in their classrooms during the instructional period we believe will translate to increased job satisfaction, improved student learning, and higher school/district performance.	54-70 needs 71-72 93-121 128-129
<ul style="list-style-type: none"> <li>• Research-Based, Vertically Aligned Curriculum Aligned to State Standards</li> </ul>	Teachers meet in vertical team meeting to ensure learning is taking place across the grades	122-129
<ul style="list-style-type: none"> <li>○ <i>FOR EARLY LEARNING ONLY:</i> Curriculum and standards inclusive of all 5 early learning domains</li> </ul>	N/A	N/A
<ul style="list-style-type: none"> <li>• Data-Driven Decision-Making</li> </ul>	The district utilizes a data system in order to inform instruction and make data driven decisions.	56-59 130-132 144-151
<ul style="list-style-type: none"> <li>○ Formative, interim, and summative assessment data</li> </ul>	Formative, interim, and summative assessment data are administered on a	54-70 133

<b>For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS</b>		
<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
	weekly, monthly basis in order to monitor student progress	
<b>TURNAROUND/TRANSFORMATION ONLY</b>		
<ul style="list-style-type: none"> <li>• Increased Learning Time</li> </ul>	Instructional days have been lengthen to 385 minutes and extended learning time will be provided during and after school	142-143
<ul style="list-style-type: none"> <li>• School Autonomy</li> </ul>	The school has been provided autonomy in key decision making such as hiring, termination in order to fully implement the transformational model.	183-185
<b>TRANSFORMATION/EARLY LEARNING ONLY</b>		
<ul style="list-style-type: none"> <li>• Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement</li> </ul>	The school has been provided autonomy in key decision making such as hiring, termination in order to fully implement the transformation model.	126-127 152-155 193-196
<ul style="list-style-type: none"> <li>○ Use of student growth as a significant factor</li> </ul>	Student growth will be a primary achievement indicator in order to measure learning outcomes and teacher effectiveness and increase proficiency level.	54-70
<ul style="list-style-type: none"> <li>• Identify and Reward School Leaders, Teachers, and Other Staff</li> </ul>	Financial and other incentives are provided as a means to recruit, retain and attract.	166-168
<ul style="list-style-type: none"> <li>○ Termination process</li> </ul>	Termination procedures are provided for staff members who do not demonstrate effectiveness.	177-179
<b>TRANSFORMATION ONLY</b>		
<ul style="list-style-type: none"> <li>• Family and Community Engagement Strategies</li> </ul>	Effective family and community engagement strategies have been provide to support student learning and enhance implementation of the transformation model.	49 93-121 196-208
<ul style="list-style-type: none"> <li>• On-Going Technical Assistance and Support</li> </ul>	The Comprehensive Needs Assessment data reveals, as we have always believed, that large group, annual training sessions	48-49 171

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
	are not as beneficial as those that are more frequent and targeted to the needs of those receiving the training. This application once approved will allow us the resources and personnel necessary to offer ongoing assistance at more frequent intervals. We will be able to bring support and training directly into the school setting limiting the need for employees to be pulled away from school and classes as frequent as they have been in times past.	

**D. Foundation Laid through Priority/Focus Schools Process or Previous SIG Process**

Answer the following questions to demonstrate that the school has the commitment to reform.

1. Priority or Focus School Actions Taken

Provide a description of the school improvement measures that have been instituted since the school has been designated as a Priority or Focus school.

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

The **development and implementation of a School-level Leadership team (SLT)**. The leadership team meets bi-monthly to review data, e.g. academic, discipline, etc... In addition, more emphasis has been placed on ensuring the MTSS process is being implemented with fidelity. The school is also utilizing Explicit Direct Instruction as the instructional model, as well as implementing the district's instructional management plan.

**Professional Learning Communities (PLCs) have undergone changes** to have a more systemic approach to continuous professional collaboration and learning among all instructional staff. The team meets weekly to review student data to guide decisions which improve student outcomes.

**Administrative Academic Support**

The administrators are assigned to specific grade level content areas to provide additional support to teachers.

### **Literacy Support**

Additional support is provided to teachers in grades K-3 by the Mississippi Department of Education. This Literacy Coach is responsible for providing effective literacy strategies, instructional strategies, coaching, and immediate feedback to teachers. The MDE literacy coach participates and supports teachers during PLCs with data analysis, instructional planning, and academic discussions used to inform instructional practices.

**Grade-Level/Subject-Area Team** meetings are held weekly to foster collaborative planning among department levels. During these meetings, team members meet to identify, discuss, and refine research-based strategies for improvement of instruction. Administrators attend each of these meetings to facilitate the professional learning process. As a result of these meetings, a more data-driven instructional atmosphere will be evidenced in the school.

### **Instructional Coaches**

Due to the increase in student enrollment, Threadgill has hired two full-time instructional coaches who work directly with teachers to support the school administrators in building teacher capacity in an effort to improve student achievement.

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

### **Male Mentorships**

The school uses a male mentoring group to target male students who have a high number of office referrals. The mentors are comprised of male staff members, as well as males from the community.

## 2. Teams Supporting School Improvement

Complete the chart below to describe the new teams in place for supporting the improvement process.

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
<i>List the teams that were created to support school improvement.</i>	<i>Describe what the team does to assist the improvement process.</i>	<i>List the names and titles of all members of the team.</i>	<i>Provide a meeting schedule for each team, e.g. every Monday from 9-10 AM. List the dates of the last three meetings.</i>	<i>Describe the most recent outcomes or actions taken arising from team meetings.</i>
District Leadership Team	The district's leadership team meets weekly to discuss the improvement efforts of all schools within the district, including Threadgill Elementary School. The focus of these meeting is to discuss overall progress as evidenced by data and identify any issues which may need to be addressed by the DLT. The following data points are discussed in detail: teacher and student attendance, behavior, interim	Dr. Jennifer Wilson, Supt. Mr. Charles Johnson, Director of Federal Programs Mrs. Mary Brown, Director of Curriculum Mrs. Linda Payne, Director of Special Services Ms. Tara Harris, MDE SSIP Literacy Coach Mr. Carl Brinkley, Director of Personnel Mrs. Yvette Totten, Director of Food Services Mr. David Taylor, Director of Maintenance & Operations	The DLT meets weekly for one hour from 9:00 – 10:00 a.m. in the boardroom at the central office. The meeting times and days are adjusted as needed.  <u>Last three meeting dates:</u> April 4, 2017 April 11, 2017 April 18, 2017	

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	assessment data and benchmark data. Teacher observation data is discussed as warranted.			
School Leadership Team	Works collaboratively to provide a strong organizational process by collecting and analyzing data to be use for school renewal, improvements, and academic decisions.	<u>PRE-K -2<sup>nd</sup></u> Mrs. Lachada-Robie-Purnell, Principal Mr. Melvin Cook, Asst. Principal Mr. Monroe Golden, Asst. Principal Ms. Natalie Waterman, Counselor Mrs. Mary Hammond, Instructional Coach Mrs. Bridgett Harper, Pre-K Teacher Mrs. Stephanie Smith, 1 <sup>st</sup> Grade Teacher Mrs. Tiketha Patty-Harris, Kindergarten Teacher Mrs. Arnetta Crutcher, 2 <sup>nd</sup> Grade Teacher	Team meetings are held once a month for 1 hour. Monday, August 8, 2016 Thursday, September 8, 2016 Wednesday, October 12, 2016 Friday, November 11, 2016 Thursday, January 12, 2017 Thursday, February 9, 2017 Monday, March 20, 2017 Thursday, April 20, 2017 May ( As needed)	Determine the school’s educational direction – that is, the school’s overall educational vision, its goals and priorities, the strategies that will be used to achieve that vision and the alignment of resources to accomplish those strategies.  Developed a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to achieve this goal.  Shaped a path to a collaborative school culture Developed school-

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
		<u>3<sup>rd</sup> - 6<sup>th</sup> Grade</u> Mrs. Lachada-Robie-Purnell, Principal Mr. Melvin Cook, Asst. Principal Mr. Monroe Golden, Asst. Principal Ms. Linda Turner, Counselor Ms. Yolanda Greer, Instructional Coach Mrs. Cassandra Moore-St. Clair, 3 <sup>rd</sup> Grade Teacher Ms. Tulawna Belcher, 4 <sup>th</sup> Grade Teacher Ms. Tawnia Elmore, 5 <sup>th</sup> Grade Teacher Ms. Robin York, 6 <sup>th</sup> Grade Teacher		based educational policies aligned with the school-based budget.  Worked in collaborative manners to understand and evaluate effect on student achievement.  Developed ways to ensure that the school community is notified of upcoming meetings.  Define goals that are clear and unambiguous.
Professional Learning Community	Works to improve the skills and knowledge of educators through	All Teachers are assigned to the PLC group based on their grade level.	Pre-K thru 2 <sup>nd</sup> Grade team will meet from 9:30-10:30. 3 <sup>rd</sup> thru 6 <sup>th</sup> Grade team will	

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	<p>collaborative study, expertise exchange, and professional dialogue, and (2) improve the educational aspirations, achievement, and attainment of students through stronger leadership and teacher/student involvement.</p>		<p>meet from 10:40-11:40.</p> <p>Monday, August 1, 2016</p> <p>Wednesday, August 10, 2016</p> <p>Tuesday, August 16, 2016.</p>	<p>Create and review curriculum binders. Teachers helped to create the binders as information was given to them on each component.</p> <p>Dissecting and Understanding Pacing Guides. The pacing guides were broken down for understanding</p> <p>EDI Lesson Planning. The three components of EDI were discussed: Engagement Norms, TAPPLE APPLE, Rule of Two. Teachers created plans for implementation</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			<p>Wednesday, August 24, 2016</p> <p>Wednesday, August 31, 2016</p> <p>Tuesday, September 6, 2016</p>	<p>EDI Lesson Planning Cont. STAR Intervention</p> <p>EDI &amp; TAPPLE STRATEGIES – TEACHERS PLANNED FOR STUDENT ENGAGEMENT Reviewed school’s progress towards meeting annual student achievement goals outlined in the district’s strategic plan.</p> <p>STAR Data Analysis-Utilized the data to make academic decisions when planning. Modeling Lesson using EDI strategies.</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			<p>Wednesday, September 7, 2016</p> <p>Tuesday, September 13, 2016</p> <p>Tuesday, September 20, 2016</p> <p>Monday, October 10, 2016</p>	<p>Science (M. Golden), ELA (Y. Greer) &amp; Math (L. Robie-Purnell)</p> <p>Data Walls – how to display data.</p> <p>Gradebook Setup/Review- Addressed the need to train new and old teachers on how to setup gradebooks.</p> <p>Tracking Forms- Tracking student progress. Tracking assessments, (district, 9wks, midterms, practice test)</p> <p>Writing Rubric – Teachers engaged in learning how to use the state’s writing rubric.</p> <p>STAR/MAPP- Teachers reviewed</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			<p>Friday, November 4, 2016</p> <p>Tuesday, November 8, 2016</p> <p>Friday, November 11, 2016</p> <p>Tuesday, November 15, 2016</p>	<p>and analyzed data. Set goals for each individual student.</p> <p>MTSS-Folder review. Teacher's questions were addressed. Proper interventions were put into place.</p> <p>Achieve the Core/Educenter- Teachers learned how to use the programs to enhance their lessons and provide rigorous materials which reflects the state's assessment.</p> <p>MTSS Follow –Up The teachers discussed TIER III criteria and intervention. Reviewed folders. READY/KOATS</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			<p>Wednesday, November 16, 2016</p> <p>Wednesday, November 30, 2016</p> <p>Thursday, December 1, 2016</p>	<p>Teachers completed a tour of a READY Lesson through navigation on the computer. They also toured KOATS, learning to access and analyze the test data.</p> <p>Writing Connections- Four Square Writing</p> <p>Accountability Model Overview- discussion of the responsibilities of each individual. Expectations of the school, district and state.</p> <p>MSCCR Writing Assessment &amp; Analysis – Comparative</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			<p>Friday, January 6, 2017</p> <p>Wednesday, January 11, 2017</p> <p>Friday, January 20, 2017</p> <p>Tuesday, January 24, 2017</p>	<p>Analysis of W.4.1-3</p> <p>MDE Writing Rubric, Breakdown of a sample writing performance task.</p> <p>MTSS review- Revisited the Intervention Folders. The Interventionists analyzed their folders and the interventions.</p> <p>Data Analysis – Tracking the bottom 25% students and goals.</p> <p>Centers – Teachers devised a schedule and put a routine in place for centers. Teachers planned</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			<p data-bbox="922 932 1084 1045">Wednesday, February 6, 2017</p> <p data-bbox="922 1339 1084 1453">Monday, February 13, 2017</p> <p data-bbox="922 1696 1084 1810">Monday, February 22, 2017</p>	<p data-bbox="1157 331 1333 403">using PARCC, SBAC, etc.</p> <p data-bbox="1157 478 1403 1033"> <b>Data Analysis-</b>  Reviewed school's progress towards meeting annual student achievement goals outlined in the district's strategic plan; reviewed nine week test data to develop action plans and set goals for each subject area. </p> <p data-bbox="1157 1108 1349 1297"> <b>READY Lesson-</b>  The teachers reviewed the usage of the program. </p> <p data-bbox="1157 1327 1393 1474"> <b>The Four T's (Teach to the Test – This strategy was shared.</b> </p> <p data-bbox="1157 1549 1386 1810"> <b>Odyssey &amp; STAR -</b>  Implementing these computer-based programs for additional practice for assessments </p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			May (as needed)	<p>Common Lesson Planning – The teachers collaboratively worked to plan lessons to address the deficit areas for testing.</p> <p>Map Screening Report – Analyzed data</p>
Other: School Level Multi-tiered System of Support Team	The teams evaluates students at TIER 3 and help to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.	<p><u>PRE-K -3rd</u></p> <p>Mrs. Lachada Robie-Purnell, Principal</p> <p>Mr.Monroe Golden, Assistant Principal</p> <p>Ms. Tulawna Belcher, 4<sup>th</sup> Grade Teacher</p> <p>Mrs. Tiketha Patty-Harris, K Teacher</p> <p>Mrs. Mary Hammond, Instructional Coach</p> <p>Ms. Natalie Waterman, Counselor</p> <p><u>4<sup>TH</sup> -6TH</u></p>	<p>Tuesday, August 23, 2016</p> <p>Thursday, September 22, 2016</p> <p>Tuesday, October 25, 2016</p> <p>Tuesday, November 29, 2016</p> <p>Tuesday, December 13, 2016</p> <p>Thursday, January 26, 2017</p> <p>Tuesday, February 28, 2017</p>	<p>Analyzed data on 20 day students who automatically populated in MSIS and made decisions regarding appropriate placement in the tier process.</p> <p>Met with parents, teachers, and students of all 20 day students to notify them of the committee’s decision regarding placement and to discuss next steps</p> <p>Reviewed 20 day roster again to ensure no</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
		<p>Mrs. Lachada Robie-Purnell, Principal</p> <p>Mr. Monroe Golden, Assistant Principal</p> <p>Ms. Yolanda Greer, Instructional Coach</p> <p>Ms. Tulawna Belcher, 4<sup>th</sup> Grade Teacher</p> <p>Ms. Linda Turner, Counselor</p>	<p>Tuesday, March 28, 2017</p> <p>Tuesday, April 25, 2017</p> <p>May - TBA</p>	<p>additional students populated 20 day file; discussed interventions for ELA, mathematics, and behavior; reviewed progress of students who were continuing tiers 2 and 3 from the previous school year; reviewed universal screening data to determine students who may be at risk</p> <p>Reviewed progress monitoring data for students in the tier process from the previous school year</p>
Other: District Multi-tiered System of Support Team	The District's MTSS Team provides guidance and support to schools to ensure effective implementation and monitoring of student support and interventions.	<p>Dr. Jennifer Wilson, Superintendent</p> <p>Ms. Mary Brown, Curriculum and Instruction</p> <p>Ms. Shemica Pitts, Curriculum Specialist</p> <p>Ms. Linda Payne, Director</p>		Met to review the MDE updated Multi-Tiered Systems of Support Guidelines and Procedures and began drafting the district's MTSS manual and discussed the district's strategy for implementing,



### 3. Previous SIG Experience

Has the school received or implemented a 1003(g) School Improvement Grant since the 2010-2011 school year?

YES

NO

If yes, was the school's grant terminated at any point? Why?

If yes, what were the results of the School Improvement Grant on student achievement, including state assessment data and graduation rate data, if applicable?

How have these results been sustained?

## E. Implementation Milestones

### 1. Implementation and Sustainability Years

In the chart below, delineate important milestones which demonstrate the school is implementing the chosen model fully and effectively throughout the grant term. The milestones in this chart should encompass work that takes place from the start of year one of implementation to the time at which the grant term concludes.

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 Implementation Notification of Grant Approval	Superintendent	<i>Distribution of grant approval notification to Board of Education</i>	<i>By informing the Board of Education regarding grant approval, this provides ongoing communication and support for reform model, which is critical to the full and effective implementation of the model</i>	<i>July 2017</i>	<i>July 2017</i>
Year 1 Implementation Inform school's staff, parents, community and media about the grant award	Superintendent	Formal announcement of SIG award via press release, meeting with faculty and staff, letters to	Providing an official notification of SIG award to teachers, parents, students, and community	<i>June 2017</i>	<i>June 2017</i>

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
		parents/families, community-wide meeting	stakeholders will enable all stakeholders to gain further understanding of the SIG award, ask questions, and have input into the implementation. This promotes ownership of all stakeholders which is critical for successful reform implementation		
Year 1 Implementation Finalize District Transformation Team	Superintendent	List of members on the district transformation team	The district transformation team is responsible for monitoring the full and effective implementation of the reform model at the district level	June 2017	July 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 Implementation Select District Transformation Officer	Superintendent	District level person named District Transformation Officer	The district transformation officer is responsible for working with the principal, School Improvement Specialist, and School SIG Team and monitoring the implementation of the reform model at the school level	<i>June 2017</i>	<i>June 2017</i>
Year 1 Implementation Complete budget narrative	Complete Official Budget Narrative, with modifications, if required	Superintendent; District Business Manager; Principal; District Transformation Team; District Transformation Officer	A finalized budget ready for school board review	<i>June 2017</i>	<i>July 2017</i>

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 (Implementation) Hire School Improvement Specialist	Superintendent; Principal; District Transformation Officer	Contract issued to School Improvement Specialist	Hiring a School Improvement Specialist is critically important to the successful implementation of the reform model. The School Improvement Specialist is responsible for monitoring the day to day implementation of the reform model	July 2017	July 2017
Year 1 Implementation Create School SIG Team	Superintendent; Principal; District Transformation Officer	List of School SIG Team members	Creating a School SIG Team is critical to the full and effective implementation of the reform model because this team is responsible for monitoring the day to day implementation	June 2017	July 2017
Year 1 Implementation	GPSD Board of Education,	Board minutes	Revising board policies that impede the	June 2017	July 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Revise school board policies	Superintendent, District Transformation Team Principal; School Improvement Specialist		effective, full implementation will enable the school to successfully implement the transformation model.		
Year 1 Implementation Determine the District RFP Selection Team	Superintendent	Advertise RFP	Creating a district RFP selection team will allow for greater involvement and input from key stakeholders and help to ensure the successful implementation of transformation model.	June 2017	August 2017
Year 1 (Implementation ) RFP Development and Issuance	Superintendent; District RFP Selection Team	Publish RFP	The transformation model places a strong emphasis on job-embedded content	July 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			coaching. As Threadgill Elementary School works to build teacher capacity, external content experts are needed to assist in these efforts		
Year 1 Implementation Contract with external service providers	Superintendent; Principal, District Transformation Officer; Federal Programs Director; Business Manager	Contracts issued to external service providers	By contracting with external service providers, the district will be able to provide high quality job embedded professional development which supports the full implementation of the reform model	July 2017	August 2017
Year 1 Implementation Schedule external service providers	Principal; District Transformation	Schedule of external service providers completed	By creating a schedule for external service providers, the school	July 2017	September 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
	Officer; School Improvement Officer		will be able to provide and monitor high quality job embedded professional development. Allows for the effective implementation of high quality job embedded professional development, which supports the full implementation of the transformation reform model		
Year 1 Implementation Engage parents and community in school improvement efforts	Superintendent; Principal; District Transformation Officer; School Improvement Specialist	Meetings held with parents and community members	By engaging in ongoing two-way communication with parents and the community, the promotes ownership and buy-in which is	July 2017	May 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			critical for the full and effective implementation of the reform model		
Year 1 Implementation Review performance objectives for the school	Superintendent; District Transformation Team; Principal, School Improvement Specialist; School SIG Team	Performance Objectives reviewed and finalized	By reviewing and finalizing the performance objectives, this creates a common understanding and expectations for accountability	June 2017	September 2017
Year 1 Implementation Create a system to identify and reward staff	District Leadership Team; School SIG team	A documented and board approved reward system	By providing a system for identifying and rewarding staff promotes and supports accountability, which is critical for successful reform implementation	June 2017	August 2017
Year 1 Implementation		Requisitions created and purchased orders	These materials and supplies will enhance	June 2017	December 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Order instructional materials and supplies	School Improvement Specialist; Principal	issued for materials and supplies	classroom instruction and support the full implementation of the reform model		
Year 1 Implementation Provide remediation and enrichment for core content areas	School Improvement Specialist; Principal;	Sign-in sheets, consultants' meetings, student progress reports; daily debriefing sessions with principals; with written consultants' reports;	By providing remediation and enrichment sessions, the school will support student achievement, which is a critical component of the reform model	August 2017	May 2018
Year 1 Implementation Purchase equipment and materials for professional development lab	School Improvement Specialist; Principal;	Requisitions and purchase orders for equipment and materials for the labs	The PD lab will enable the school to provide coaching, modeling, and build teacher and administrator capacity, promoting sustainability	July 2017	October 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 Implementation Provide extended year school services	School Improvement Specialist; Principal; Teachers	Schedule and daily attendance rosters; student academic progress reports	Increased learning time will improve student achievement, which supports the outcomes of the reform model ,	June 2018	June 2018
Year 1 Implementation Advertise for SIG funded positions	Director of Personnel	Vacancy postings/listings	Positions outlined in the SIG are critical to the successful implementation of the reform model	June 2017	August 2017
Year 1 Implementation Develop Interview Protocols	Superintendent and School SIG Team	Development and use of protocols	The protocols allows for a structured process to determine applicants' who possess the competencies for transformation/reform	June 2017	July 2017
Year 1 Implementation Interview for SIG funded positions	Principal and School SIG Team	Recommendations submitted for SIG personnel positions	SIG funded positions included in the application are necessary for full,	July 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			effective implementation of the transformation model proposed by Greenwood High School		
Year 1 Implementation Begin providing professional development opportunities	District Curriculum Coordinator; Principal, School Improvement Specialist	Professional development plan developed and approved and professional development opportunities scheduled and started	By providing job-embedded professional development aligned with the school goals and reform model, this builds teacher capacity and support the full and effective implementation of the reform model	July 2017	June 2018
Year 1 Implementation Determine vacancies for faculty and staff for the 2018-19 school year, based on terminations,	Principal, District Transformation Officer; School Improvement	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff	Hiring highly qualified faculty and staff is critical for the full and effective	January 2018	June 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
transfers, or openings due to retirements, moving, etc. Advertise and interview candidates	Specialist; School SIG Team	are hired to fill vacancies	implementation of the transformation model		
Year 1: Implementation Purchase data system	Superintendent, Principal, and District Transformation Officer	Purchase order for data system	One of the requirements of the transformation model is continuous use of data to improve student outcomes. Having a data system in place that quickly disaggregates data will give staff and school SIG team members an opportunity to look at data from a granular level in order to make decisions that impact	August 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			all students at an individualized level		
Year 1 Implementation Conduct training on the new data system	Principal	Training schedules, agendas, and evaluations	Provide training on the new platform during the planning year will allow teachers and administrators to be prepared to fully launch the new data system in advance of the school year. Student assessment data can be input into the system at the end of the current school year and be in position to enter the state assessment data once it is received by districts across the summer. This will	August 2017	December 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			allow administrators and teachers the opportunity to conduct a thorough data analysis to inform instructional decisions for the upcoming year.		

## 2. Full Implementation and Sustainability Years

In the chart below, delineate important milestones which demonstrate the school is implementing the chosen model fully and effectively throughout the grant term. The milestones in this chart should encompass work that takes place from the start of year one of implementation to the time at which the grant term concludes.

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 2 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; School SIG Team; School Improvement Specialist;	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2018	September 2018
Year 2 Full Implementation Continue to interview personnel for faculty and staff vacancies for the upcoming school year	Principal, District Transformation Officer; School Improvement Specialist; School SIG Team	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff are hired to fill vacancies	July 2018	August 2018
Year 2 Full Implementation Contract with External service providers	Superintendent	External providers are selected and contracts are in place;	August 2018	May 2019
Year 2 Full Implementation District Leadership Team meetings scheduled and held	Superintendent	Schedule of District Leadership Team Meetings; Minutes, Agendas	August 2018	May 2019
Year 2 Full Implementation School SIG Team meetings scheduled and held	Principal, School Improvement Specialist; District Transformation Leader	Schedule of School SIG Team Meetings; Minutes; Agendas	August 2018	May 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 2 Full Implementation Develop a system to evaluate teachers and staff; Train faculty and staff on system;	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Evaluation system that aligns with the Mississippi Educator and Administrator Professional Growth System	July 2018	May 2019
Year 2 Full Implementation Create a system to reward teachers and staff; Communicate system to teachers and staff, build stakeholders support and accountability Provide performance based incentives using valid data on whether performance indicators have been met.	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Reward System disseminated to all faculty and staff	September 2018	May 2019
Year 2 Full Implementation Create a system to reward students for academic and behavioral performance; Communicate system to all students, building support, expectations, and accountability	Principals; School SIG Team; District Transformation Officer; School Improvement Specialist, Student Representatives	Copy of Reward System disseminated to all students	September 2018	May 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 2 Full Implementation Continue providing high-quality, job-embedded staff development	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Evaluation system that aligns with the Mississippi Educator and Administrator Professional Growth System	July 2018	June 2019
Year 2 Full Implementation Develop and implement a system to remove teachers and staff who are not performing to standard after training, feedback, and support	Principal with final approval by Superintendent	Full implementation of a system to remove teachers and staff who are not performing to standard after training, feedback and support; Documentation of process	September 2018	May 2019
Year 2 Full Implementation Provide rigorous professional development	Principals; School SIG Team; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	August 2018	May 2019
Year 2 Full Implementation Reform and Enhance Classroom Instruction <ul style="list-style-type: none"> <li>Establish a structure among teachers with specific duties and time for instructional planning;</li> </ul>	School SIG Team; Principal; Director of Curriculum and Instruction;	Classroom observations that evidence increased rigor and student engagement	August 2018	May 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> <li>• Focus principal’s role on building leadership capacity, achieving learning goals, and improving instruction</li> <li>• Align professional development with classroom observations and teacher evaluation criteria</li> <li>• Ensure that teachers align instruction with standards and benchmarks</li> <li>• Monitor and assess student mastery of standard-based objectives to make appropriate curriculum adjustments</li> <li>• Differentiate and align learning activities</li> <li>• Assess student learning frequently using standards-based classroom assessments</li> </ul>				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> <li>• Prepare standards- aligned lessons and differentiated activities</li> <li>• Provide sound instruction in a variety of modes, i.e., teacher directed, whole group, small group, student directed, etc...</li> </ul> Employ effective classroom management				
Year 2 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan, discuss areas that need adjustments. Examine qualitative and quantitative data to determine if program goals are being met	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2018	May 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Years 3 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; School SIG Team; School Improvement Specialist;	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2018	September 2020
Years 3 Full Implementation Continue to interview personnel for faculty and staff vacancies for the upcoming school year	Principal, District Transformation Officer; School Improvement Specialist; School SIG Team	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff are hired to fill vacancies	July 2018	August 2020
Years 3 Full Implementation Contract with External service providers	Superintendent	External providers are selected and contracts are in place;	August 2018	May 2020
Years 3 Full Implementation District Leadership Team meetings scheduled and held	Superintendent	Schedule of District Leadership Team Meetings; Minutes, Agendas	August 2018	May 2020
Years 3 Full Implementation School SIG Team meetings scheduled and held	Principal, School Improvement Specialist; District Transformation Leader	Schedule of School SIG Team Meetings; Minutes; Agendas	August 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Years 3 Full Implementation Review and refine system to evaluate teachers and staff; Train faculty and staff on system;	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Evaluation system that aligns with the Mississippi Educator and Administrator Professional Growth System	July 2018	May 2020
Years 3 Full Implementation Review and refine system to reward teachers and staff; Communicate system to teachers and staff, building stakeholders support and accountability. Provide performance based incentives using valid data on whether performance indicators have been met.	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Reward System disseminated to all faculty and staff	September 2018	May 2020
Years 3 Full Implementation Review and refine a system to reward students for academic and behavioral performance; Communicate system to all students, building support, expectations, and accountability	Principals; School SIG Team; District Transformation Officer; Student Representatives	Copy of Reward System disseminated to all students	September 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Years 3 Full Implementation Continue providing high-quality, job-embedded staff development	Principal; School SIG Team; District Transformation Officer; Director of Curriculum and Instruction	Professional Development plan; Sign- In Sheets; agendas; Student Achievement Reports	July 2018	June 2020
Years 3 Full Implementation Review, refine, and implement system to remove teachers and staff who are not performing to standard after training, feedback, and support	Principal with final approval by Superintendent	Full implementation of a system to remove teachers and staff who are not performing to standard after training, feedback and support; Documentation of process	September 2018	May 2020
Years 3 Full Implementation Provide rigorous professional development	Principals; School SIG Team; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	August 2018	May 2020
Years 3 Full Implementation Reform and Enhance Classroom Instruction <ul style="list-style-type: none"> <li>Review and revise among teachers with specific duties and time for instructional planning;</li> </ul>	School SIG Team; Principal; Director of Curriculum and Instruction;	Classroom observations that evidenced increased rigor and student engagement	August 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> <li>• Focus principal’s role on building leadership capacity, achieving learning goals, and improving instruction</li> <li>• Align professional development with classroom observations and teacher evaluation criteria</li> <li>• Ensure that teachers align instruction with standards and benchmarks</li> <li>• Monitor and assess student mastery of standard-based objectives to make appropriate curriculum adjustments</li> <li>• Differentiate and align learning activities</li> <li>• Assess student learning frequently using standards-based classroom assessments</li> </ul>				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> <li>• Prepare standards- aligned lessons and differentiated activities</li> <li>• Provide sound instruction in a variety of modes, i.e. teacher directed, whole group, small group, student directed group, etc...</li> </ul> Employ effective classroom management				
Years 2 and 3 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan Discuss areas that need adjustments Examine qualitative and quantitative data to determine if program goals are being met	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 3 Full Implementation Sustainability Plan Review and revise sustainability plan for next year's sustainability	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Completed sustainability plan	August 2019	May 2020
Year 4 Sustainability Conduct staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; School SIG Team; School Improvement Specialist;	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2020	September 2020
Year 4 Sustainability Continue to interview personnel for faculty and staff vacancies for the upcoming school year	Principal, District Transformation Officer; School Improvement Specialist; School SIG Team	Effectively advertise and interview potential candidates using interview protocol; New teachers and staff are hired to fill vacancies	July 2020	August 2020
Year 4 Sustainability Contract with External service providers	Superintendent	External providers are selected and contracts are in place;	August 2020	May 2021
Year 4 Sustainability District Leadership Team meetings scheduled and held	Superintendent	Schedule of District Leadership Team Meetings; Minutes, Agendas	August 2020	May 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 4 Sustainability School SIG Team meetings scheduled and held	Principal, SIG Coordinator; District Transformation Leader	Schedule of School SIG Team Meetings; Minutes; Agendas	August 2020	May 2021
Year 4 Full Implementation Review and refine system to evaluate teachers and staff; Train faculty and staff on system;	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Evaluation system that aligns with the Mississippi Educator and Administrator Professional Growth System	July 2020	May 2021
Years 4 Full Implementation Continue providing high-quality, job-embedded staff development	Principal; School SIG Team; District Transformation Officer; Director of Curriculum and Instruction	Professional Development plan; Sign- In Sheets; agendas; Student Achievement Reports	July 2020	June 2021
Year 4 Sustainability Review, refine, and implement system to remove teachers and staff who are not performing to standard after training, feedback, and support	Principal with final approval by Superintendent	Full implementation of a system to remove teachers and staff who are not performing to standard after training, feedback and support; Documentation of process	September 2020	May 2021
Year 4 Sustainability Provide rigorous professional development	Principals; School SIG Team;	Professional Development Schedule; Improved results on classroom observation;	August 2020	May 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
		Increased student achievement		
Year 4 Sustainability Reform and Enhance Classroom Instruction <ul style="list-style-type: none"> <li>• Review and revise among teachers with specific duties and time for instructional planning;</li> <li>• Focus principal’s role on building leadership capacity, achieving learning goals, and improving instruction</li> <li>• Align professional development with classroom observations and teacher evaluation criteria</li> <li>• Ensure that teachers align instruction with standards and benchmarks</li> <li>• Monitor and assess student mastery of</li> </ul>	School SIG Team; Principal; Director of Curriculum and Instruction;	Classroom observations that evidenced increased rigor and student engagement	August 2020	May 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<p>standard-based objectives to make appropriate curriculum adjustments</p> <ul style="list-style-type: none"> <li>• Differentiate and align learning activities</li> <li>• Assess student learning frequently using standards-based classroom assessments</li> <li>• Prepare standards- aligned lessons and differentiated activities</li> <li>• Provide sound instruction in a variety of modes, i.e. teacher directed, whole group, small group, student directed group, etc...</li> <li>• Employ effective classroom management</li> </ul>				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 4 Sustainability <ul style="list-style-type: none"> <li>• Evaluate SIG Implementation</li> <li>• Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan</li> <li>• Discuss areas that need adjustments</li> <li>• Examine qualitative and quantitative data to determine if program goals are being met.</li> </ul>	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2020	May 2021

**PART II: TEACHING AND LEARNING—TURNAROUND, TRANSFORMATION, EARLY LEARNING, and PATHWAYS TO SUCCESS**

*To be completed if the LEA is proposing a Turnaround, Transformation, Early Learning, or Pathways to Success model.*

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for any requirement so as not to lose points.

**A. Curriculum**

1. Use of State Standards

Certify below that the school uses the state-adopted *Mississippi Early Learning Standards for 3- and 4-Year-Olds*, the *Mississippi College and Career Ready Standards*, and the *Mississippi Curriculum Frameworks*, as applicable, as the basis of the school’s curriculum.

YES

NO

2. Research-Based Materials

a) Current and Proposed Research-Based Materials

Complete the chart to describe the school’s current and proposed research-based curricular materials that are aligned to state standards. If the school is satisfied with its curricular materials, it does not have to propose new materials. If the school intends to discontinue programs or materials, please note what will be discontinued in the “proposed” column.

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
<i>Subject</i>	<i>Ex. textbooks, software, manipulatives, centers, etc.</i>	<i>SIG curricular materials; specify whether items are additions, substitutions, or deletions</i>
Mathematics	<p><b>MATHEMATICS:</b></p> <ul style="list-style-type: none"> <li>• MS Common Core Envision Math Grades K-6; Pearson: Scott-Foresman-Addison Wesley (2012)</li> <li>• Ready CCSS Math Book: Curriculum Associates (2016)</li> </ul>	<p><b>Additional text for Mathematics</b></p> <p>Ready CCSS Math Instruction Practice Problem Solving Student Books: Grades K-6</p>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
		<p>Ready CCSS Math Instruction: Teacher Toolbox-Grades K-6</p> <p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
Remedial mathematics	<p><b>Learning Odyssey</b> (Compass Learning) is an intervention software program designed for blending learning, intervention, and inquiry-based personalized learning. The program assists in pinpointing causes of skills and concept gaps in students that prevent students from being successful in their current grade.</p>	<p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
Reading/Language Arts (ELA)	<p><b>READING TEXTBOOK:</b></p> <ul style="list-style-type: none"> <li>MS CC Reading Street Grades K-6; Pearson: Scott-Foresman-Addison Wesley (2011)</li> </ul>	<p><i>Additional Resources:</i></p> <p><i>Thinking Maps</i></p> <p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
Remedial ELA	<p><b>Learning Odyssey</b> (Compass Learning) is an intervention software program designed for blending learning, intervention, and inquiry-based personalized learning. The program assists in pinpointing causes of skills and concept gaps in students that prevent students from being successful in their current grade.</p>	<p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
Language Arts	<p><b>ENGLISH I TEXTBOOK:</b></p> <p>English is embedded within the English Language Curriculum. We are currently using Reading Street Basal and Ready resources.</p>	<p><i>Additional Resources:</i></p> <p><i>Write for the Future</i></p> <p><i>Thinking Maps</i></p> <p>Class sets of novels for novel studies</p> <p>AP English Textbooks and supplemental materials</p> <p>Mastery Connect Test Item Banks</p> <p>Vocabulary Workshop Workbooks</p>
Remedial Language Arts	<p><b>Learning Odyssey</b> (Compass Learning) is an intervention software program designed for blending learning, intervention, and inquiry-based personalized learning. The program assists in pinpointing causes of skills and concept gaps in students that prevent students from being successful in their current grade.</p>	<p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
Science	<p><b>SCIENCE TEXTBOOK:</b></p>	<p>Mississippi Department of Education MAP Practice Tests,</p>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
	<ul style="list-style-type: none"> <li>• MS Science: A CLOSER LOOK: Grade 5; McGraw-Hill School Division (2011)</li> <li>• AW Science Digital Courseware: Grades K-5; Scott Foresman (2016)</li> <li>• PH Middle Science Digital Astro &amp; Space: Grade 6; Prentice Hall (2016)</li> <li>• PH Middle Science Digital Ecology 7 Environment: Grade 6; Prentice Hall (2016)</li> <li>• PH Middle Science Digital Forces 7 Entergy: Grade 6; Prentice Hall (2016)</li> <li>•</li> </ul>	<p>MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>
Social Studies/History	<ul style="list-style-type: none"> <li>• Mississippi We Live Together, Grade 2; McGraw-Hill School (2005)</li> <li>• Mississippi Our Communities, Grade 3; McGraw-Hill School (2005)</li> <li>• Our Mississippi, Grade 4; MacMillan Publishing, USA (2005)</li> <li>• Our Nation, Grade 5; McGraw-Hill School (2005)</li> <li>• PH World Studeis: Western Hemisphere, Grade 6; Prentice Hall (2005)</li> <li>• Psychology: Principles in Action HRW (2010)</li> </ul>	<p>Mississippi Department of Education MAP Practice Tests, MAP Testlets, and MAP Item Samplers</p> <p>Educational Leadership Solutions (ELS) Test Item Banks</p> <p>Kirkland Online Assessment Tool (KOATS) Test Items</p> <p>Supplementary Materials</p>

b) Monitoring the Effectiveness of Materials

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

Curricular effectiveness can be defined as the extent to which a curricular program and its implementation produce positive and valid outcomes for students. As we implement the SIG program, we will pay particular attention to the effectiveness of our curriculum and instructional practices through careful, ongoing evaluation. We understand that curriculum evaluation is a necessary and important aspect of any successful school, especially one in transformation or the school reform process.

**As we are evaluating the effectiveness of our curriculum program, we will measure the:**

- **Effectiveness and efficiency of curriculum policies, objectives, structures and supports;**
- **Reliability and consistency of instructional practices; and**
- **Attainment of quarterly student achievement goals.**



As we are evaluating the effectiveness of our curriculum program, we will measure the:

- Effectiveness and efficiency of curriculum policies, objectives, structures and supports;
- Reliability and consistency of instructional practices; and
- Attainment of quarterly student achievement goals.

Student assessment will be a critical aspect of this evaluation process. Student learning is a fundamental measure of the success of any curriculum implementation. In order to improve the teaching process, we must know the extent to which students are achieving success, and areas where they are struggling to attain proficiency. **Our school will use quantitative and qualitative processes to monitor the effectiveness of adopted curricular materials.**

At Threadgill, we understand that quantitative methods include the collection of formative and benchmark data throughout the year. We will enter and track these data pieces for immediate review and analysis by the school's leadership team. This collection and careful analysis will allow our staff to make instructional decisions which will be critical to obtain our goals of lasting school reform. The team will measure this against the anticipated teacher growth goals. Teachers will be provided instructional supports and monitored by the school's leadership team and district administrators if goals are not being met in a satisfactory manner. Our leadership team will have instructional usage reports from all curriculum programs generated at least every two weeks. These reports will serve as critical tools for data analysis on student learning and program implementation.

In addition, the leadership team at Threadgill Elementary School will utilize qualitative measures; such as scheduled and unscheduled monitoring visits as part of our evaluation process. The school's administrative team, district transformation officer, and the instructional coaches will conduct these monitoring visits to ensure curriculum materials are being implemented with reliability and validity. **Our teachers will also be observed at a minimum of once per week by the school's leadership team.** In addition to the observations, feedback will be provided on instructional practices, including effective use of curricular resources, and the implementation of the instructional management plan. Our teachers are already required to submit lesson plans weekly and will be asked to continue this practice. Our administration reviews these plans to ensure that plans and resources are properly aligned to MS Department of Education Curriculum standards. Classroom observations will be conducted by the school administration, instructional coaches, or district transformation officer to ensure alignment between lesson plan and instruction. Threadgill Elementary's administrative team and the district transformation officer will gauge the instructional needs of faculty and staff through ongoing monitoring of classroom instruction and weekly lesson plans, as well as feedback received in post-observation conferences.

c) Alignment of Materials to State Standards

How does the school ensure that curricular materials in each subject-area/grade-level are aligned with the state standards?

At Threadgill, we follow our District's school board policies regarding curriculum materials and instructional alignment. Board policy IFCA outlines the process for ensuring curricular materials are aligned to state standards. Our school's leadership team will examine new instructional programs and materials to determine both alignment with the state standards and proper fit for Threadgill Elementary. After close examination and this determination, classroom teachers will have opportunities for review, feedback and approval. The principal will then move forward with seeking approval from district administration.

3. Vertical Alignment

Answer the following questions to describe the current or proposed process of vertically aligning the curriculum in each core subject.

a) Pacing Guides

Provide the school's website link to pacing guides in each core subject in each grade-level:  
[http://www.greenwood.k12.ms.us/Curriculum/pacing\\_guides.php](http://www.greenwood.k12.ms.us/Curriculum/pacing_guides.php)

If the school does not have pacing guides for core subjects in all grade levels, please describe how the school will develop pacing guides in core subjects for all grade levels for use during the intervention model.

N/A

b) Reviewing and Revising Pacing Guides

Describe the school's process for reviewing and revising pacing guides to keep them current in each core subject in each grade-level.

**Our teachers review and revise pacing guides so that instruction which supports the Mississippi Curriculum Framework for each subject area and grade level is planned throughout the school year in a sequential manner.** Assessment data is also reviewed by teachers to determine if any adjustments are needed to their instructional practice or to our school's curriculum pacing guides.

In short, any changes or revisions are recommended by our teachers and our instructional coach shares these requests with the district's curriculum team. Teacher recommendations are reviewed for consideration during the curriculum team meetings every other week. To ensure district-wide implementation and consistency, the Director of Curriculum serves as the head of the curriculum team. Because we understand the fluid nature of the instructional process, , the curriculum team makes the changes and disseminates information to all teachers who are impacted throughout the year if changes are warranted. In addition, any changes are updated and posted on the district's website. At the end of the school year,

teachers review pacing guides to determine if revisions are needed for the upcoming school year.

**In an effort to provide a more detailed explanation of this process, at Threadgill Elementary, we believe it is important for teachers to work collaboratively to review, discuss, and revise our pacing guides as needed.** The Director of Curriculum and all instructional coaches are present during these sessions. Afterwards, the Director of Curriculum schedules a meeting with the instructional coaches to review the changes. Each instructional coach is assigned the task of revising the pacing guide for a specific grade level(s) after consensus is reached.

Previously, , teachers were able to review the newly revised pacing guides in August of the upcoming school year. Teachers who are employed during extended school are allowed to review the revised pacing guides and provide additional input. Once all pacing guides have been revised, the Curriculum Director will post the pacing guides on the district's webpage. She will contact all teachers, via email, and request additional input.

Our plan for the upcoming school year is to provide teachers with a copy of the pacing guides in their teaching area to request their final input before the the school year begins. **After being given this opportunity to provide input, the Curriculum Director will meet with all instructional coaches to finalize the pacing guides and disseminate the completed, finalized copies to all teachers.** This information will be posted on the district's webpage to ensure teachers, parents, and community stakeholders have access to the pacing guides.

### c) Cross-Grade Planning

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

Threadgill Elementary School has a clear, high-quality process for cross-grade planning which involves all content area teachers to ensure that the curriculum builds on successive grades. All teachers in a particular content area meet monthly to collaborate across grade levels.

Additionally, across the district, **cross-grade planning occurs one to two times per semester, giving middle and high school teachers an opportunity to discuss high impact standards that transcends across grade level, curricular materials, and prerequisite skills required for mastery at the next grade level or subject area.** To ensure effective articulation of standards, the MDE scaffolding documents are provided for ELA and mathematics courses. Curriculum frameworks are used for all subject areas.

Additionally, grade-level teams meet weekly to discuss research-based instructional practices, to identify gaps in student learning, to analyze data, and to review the curriculum standards from grade to grade and subject to subject. **PLC grade-level teams are comprised of all teachers within a content area and across grade levels.** During our monthly cross-grade level PLC meetings, teachers identify and discuss key learning objectives that students must master in order to be successful. As previously stated, any request for changes are submitted to the school's instructional coaches who in turn shares with the curriculum team

for consideration. This collaborative process enables teachers to be reflective and to ensure students have the prerequisite skills to be successful as they matriculate through middle school, high school, and beyond.

## B. Instruction

### 1. Instructional Improvements

Answer the following questions to demonstrate that instructional improvement will be embedded into the school improvement process.

#### a) Instructional Design

Describe the school's current instructional design, including teaching methods.

Due to inconsistency with the implementation and usage of the district's instructional model, classroom instruction lacked the rigor which would have positively impacted student learning outcomes throughout the district.

The school and district clearly recognized that dramatic changes were needed. **As a result, the Board of Education hired a new superintendent on July 1, 2016. Under the guidance of the new district leadership, Threadgill Elementary School's staff has received training in an instructional design model which is evidence-based, effective, promotes active student engagement.** Explicit Direct Instructional (EDI) is a compilation of proven research-based practices to actively engage students in the teaching and learning process. The strategies are not content specific; however, research shows that effective implementation has improved outcomes in all content areas. The EDI model identifies design and delivery strategies. Design strategies include: learning objectives, activating prior knowledge, content development, skill development, guided practice, relevance, and closure. Delivery strategies are embedded throughout each of the aforementioned design strategies and include an intentional focus on checking for understanding and other student engagement strategies. All teachers have received initial training on the EDI model; however, additional professional development training is needed. Teachers meet weekly during PLC grade-level meeting time to discuss, refine, and reflect upon implementation successes and areas needing improvement.

Teachers are using the district adopted textbooks as the primary source for curriculum and instruction. Classroom instruction is primarily provided in whole group setting format, and differentiated instruction, however strongly encouraged, was not consistently implemented across all grade levels and subject areas due to lack of effective implementation and support. Threadgill's teachers are proficient in using classroom technology such as Mondo and Promethean Boards which were purchased for instructional support and enhancement. Classroom instruction has been more teacher-centered rather than student-centered resulting in low level of active student engagement and rigor in the delivery of instruction.

Threadgill Elementary is currently staffed with two assistant principals, two instructional coaches, and two guidance counselors to assist with building teacher capacity.

**Current Data: 2016-2017**

The Greenwood Public School District administered 3<sup>rd</sup> – 6<sup>th</sup> grade comprehensive exams at Threadgill Elementary School in ELA, Math, and 5<sup>th</sup> grade Science.

ELA Performance Level Summary					
Grade Level	PL1	PL2	PL3	PL4	PL5
3 <sup>rd</sup>	10.5%	43%	33.3%	12.3%	0.9%
4 <sup>th</sup>	6.5%	35.5%	36.4%	21.5%	0%
5 <sup>th</sup>	16.2%	20.6%	50%	8.8%	5.5%
6 <sup>th</sup>	24.7%	37.6%	18.8%	14.1%	4.7%
MATH Performance Level Summary					
Grade Level	PL1	PL2	PL3	PL4	PL5
3 <sup>rd</sup>	0.8%	26.8%	39.3%	22.3%	3.6%
4 <sup>th</sup>	6.7%	38.1%	41.9%	13.3%	0%
5 <sup>th</sup>	20.3%	37.7%	27.5%	13%	1.4%
6 <sup>th</sup>	6.7%	37.3%	26.7%	21.3%	0.8%
5 <sup>th</sup> SCIENCE Performance Level Summary					
Grade Level	PL1	PL2	PL3	PL4	PL5
5 <sup>th</sup>	6.9%	36.1%	47.2%	9.7%	n/a

## b) Enhancements through SIG

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

While the school has begun implementing transformational practices, funding afforded through SIG will allow the school to strengthen the practices that have been implemented this year as well as expand efforts to fully implement effective reform strategies. More specifically, the school will:

- **Provide Targeted Reading Interventions for Struggling Students:** The universal screener helps us to identify struggling learners. Those students who are identified begin immediate interventions based on their individual needs. Resources used for those interventions include Learning Odyssey, West Virginia Phonics, Reading Works. Org, New York Engage and Achieve The Core. A reading interventionist will be hired to provide targeted, intensive reading interventions to students identified as academically behind as well as our IEP students who are in need of those supports.
- **Provide Extended Day and Year Services:** Students will have the opportunity to participate in after-school remediation and enrichment activities. The school will also offer extended-year services during the summer months.
- **Institute a Professional Development Lab:** A Professional Development Lab will be instituted for staff use in order to continue building staff capacity. The teachers need access to proven, research-based resources and a place where all staff can assemble for professional learning. This assembly is not just to accommodate the teachers at Threadgill Elementary School, but also those from the other Focus and Priority schools within the

GPSD. The PD Lab will be a designated area equipped with content specific training materials which include model lesson videos, instructional focused book, and an interactive display for teachers to not only collaborate with peers within their school, but also connect with virtual learning opportunities with successful turnaround schools which have similar demographics. Connecting for a virtual field trip for teachers allows staff to glean the same information but minimizing the days missed for instruction

- **Job-Embedded Professional Development:** Key components of transforming instruction through the SIG include:
  - a. increasing rigor in the curriculum through research-based programs that offer appropriate scope and sequence aligned to the benchmarks,
  - b. training on a research-based writing curriculum that includes reading and writing strategies and thinking maps.
  - c. emphasizing differentiation across all grades and more cooperative learning in the upper grades;
  - d. embedding professional development within the school day with a focus on improving effectiveness of lesson plan design and ability to deliver explicit, adaptive instruction;
  - e. augmenting learning opportunities through the addition of math and science labs;
  - f. strengthening the specificity of objectives, measurable goals, and curricular offerings for special education students.
  - g. teaching strategies embedding project based learning and inquiry will be developed,
  - h. identifying students early who are “at risk” through analysis of the low 25% for ELA and Math based on prior year’s MAP data, along with school-wide literacy efforts, will ensure students are receiving supports for foundational deficits that may impede TES’ success.
  - i. providing teachers with external coaches for ELA, Mathematics, and Literacy across the curriculum who will assist teachers in effective Tier I and II instruction with infusion of technology. Intense efforts will be placed on supplemental small group instruction matched to the needs of the learners, as evidenced by data.

3. Multi-Tiered System of Supports Instructional Model/Intervention Process (IP)

**State Board of Education Policy Part 3, Chapter 41 requires all schools in Mississippi to use a Multi-Tiered System of Supports Instructional Model.** Complete the chart below to describe how the personalized academic and non-academic support services which support the school's intervention process will be improved through the SIG process.

Type of Service	Current Services	Proposed Services
	<i>What services are currently available to students who have been identified through the school's multi-tiered model?</i>	<i>How will the school enhance available services under the SIG program?</i>
Academic	<p>Currently at Threadgill Elementary School, <b><u>students who are in tiers 2 and 3 receive additional support through interventions, computer-based programs and assessments.</u></b></p> <p>Tier 2 students receive 30 minute of interventions twice a week. Interventions are provided by the classroom teacher and an instructional assistant. Interventions are tailored to students' academic needs.</p> <p>Tier 3 students receive 30 minutes of interventions 5 times per week. The teacher and/or an instructional assistant provide the interventions.</p>	<p>The results of our Comprehensive Needs assessment yielded the following: (1) Both teachers and administrators need additional guidance and support regarding implementing the Multi-Tiered System of Supports with integrity and continuity of practice. (2) Teachers need additional professional development and support regarding classroom interventions in the academic and behavioral arenas. (3) The tools for data collection and data maintenance require review and enhancement to provide valid data to determine trends and priorities for instruction and professional development. (4) Greater and additional access to up-to-date computers and other technologies would be beneficial to students in meeting individualized learning and instructional needs.</p> <p>The SIG will dramatically enhance the three tier model at Threadgill Elementary School. The three tier model is designed to ensure a systematic approach for providing student interventions and serve students who require occasional</p>

		<p>and additional instructional support as well as those students who require long-term support. The School Improvement Specialist will meet with the school's leadership team, and building-level staff to review and discuss disaggregated data which will be populated through a new data system. Through SIG funding, School Improvement Specialist will be responsible for analyzing, sharing, and disaggregating data by:</p> <ul style="list-style-type: none"><li>• teacher</li><li>• student</li><li>• strand</li><li>• objective for all subgroups of students.</li></ul> <p>Through the use of SIG funds, a school improvement specialist will import and track the data within three days of collection. The data coach will synthesize the data, work with the school leadership team and teachers in understanding their data in order to make data driven decisions. Additionally, this person will aggregate data across all metrics to capture a comprehensive snapshot of the school across all data points in content areas.</p> <p>With the support of a reading interventionist, Threadgill Elementary School will be able to enhance the quality of work and support being provided to both teachers and students as it pertains to the three tier process. We feel that our plan will now become a reality in our school. With the addition of these supports, we will</p>
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		<p>have the manpower to implement, oversee and adjust our goals as needed. The School Improvement Specialist's roles will be critical in assisting with developing teacher understand of the importance of using data to drive instructional practices and building a stronger foundation in math to increase student growth and proficiency.</p> <p><b><u>Early Learning Collaborative</u></b></p> <p><u>The Mississippi Department of Education (MDE) issued the request for proposals on Aug. 29 and accepted applications through Sept. 26. The MDE reviewed all 15 applications received. Four of the 15 applicants gained the required points to qualify for the interview round, with Greenwood Public School District being one of them. The ELCs will receive \$247,250 annually for three years, as state funds are available. Each entity will receive enough funding to provide 115 full-time seats for pre-kindergarten classrooms. The four collaboratives will serve 460 children with a total allocation of \$989,000 per year. The new ELCs first funding year will be a planning year and began January 1, 2017 until June 30, 2017. The second year will be July 1, 2017 until June 30, 2018, and the third will be July 1, 2018 until June 30, 2019. PreK teacher will also receive support and through the use of SIG funds, Threadgill elementary school professionals will be able to become more proficient in their abilities to engage and foster student learning. The MTSS/Interventionist will work with all teachers to make adjustments to their lesson plans, including differentiated lessons, remediation,</u></p>
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		<p>and additional support. The data coach and reading interventionist provided through SIG funds will support teachers by helping them understand how to better plan for differentiated instruction and accommodate students' learning.</p>
<p>Non-academic</p>	<p>Threadgill will continue the implementation of PBIS as a means to reward students for positive behavior, and hold others accountable for unacceptable behavior. The PBIS team will be responsible for the oversight of activities for an improved PBIS model program. <u>A PBIS Specialist will be critical to ensure these initiative are enhanced.</u></p>	<p>Due to the number of repeat offenders, additional training is needed to assist the Teacher Support Team and PBIS team with effective evidence based interventions and strategies.</p> <p>The principal will work with the school's MTSS team, which will consist of teachers from each department, and the school counselors, to assist the PBIS team in developing a building wide discipline plan. The school MTSS coordinator will be charged with ensuring students with behavior problems are properly identified, and teachers are trained on the various issues related to student behaviors.</p> <p>The MTSS coordinator and counselors will also work with teachers to develop behavior modification plans for each student such as check in and out systems for small group behavior. The MTSS coordinator and counselor will develop a schedule for each student to ensure that the proper number of minutes are received in supplemental behavior support.</p> <p>Through the use of SIG funds, The MTSS Coordinator is greatly needed at Threadgill Elementary School to provide a remedy for other factors indirectly related to the academic</p>

		<p>potential of students which may affect student achievement. The MTSS Coordinator will accomplish the following:</p> <ul style="list-style-type: none"> <li>• Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program</li> <li>• Assisting in developing positive behavioral intervention strategies (PBIS)</li> <li>• Developing intervention strategies to increase academic success.</li> <li>• Assisting with conflict resolution and anger management.</li> <li>• Assisting parents to access programs available to students with special needs.</li> <li>• Assisting teachers with behavior management</li> </ul>
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Attach the school’s Multi-Tiered System of Supports process as part of [Appendix G](#). (See the attached manual of GPSD Procedures). Summarized briefly, we operate with a District Leadership Team for MTSS/EWS that ensures we are carrying out MDE SBE Policy Chapter 3 – Part 41. Each school has its own Teacher Support Team that is continuously studying student data and identifying the students who require intervention in the academic or behavioral area. We have an instructional program that includes three tiers of instruction – Tiers I, II, and III. We also have another caveat to that structure which is our Multi-Disciplinary Evaluation Team which ensures that we are carrying out Child Find (under IDEA) when the first three tiers have not been sufficient to ensure student success.

4. Special Populations

Complete the chart to describe how the SIG process will enhance services, including personnel or supplemental curricular resources, for special populations.

Group	Current Services	Proposed Services
Students with Disabilities	Students with disabilities are identified for special education	Services provided to students with disabilities through the implementation of the SIG

	<p>through a comprehensive process which includes:</p> <ul style="list-style-type: none"> <li>• Documentation that the child was provided appropriate instruction in general education setting delivered by qualified personnel</li> <li>• Implementation of the MTSS process and the MDE Special Education Eligibility Determination Guidelines</li> <li>• Evaluation which assures that lack of instruction, limited English proficiency or cultural differences are not a determinant factor</li> </ul> <p>The current services provided to students with disabilities are based on consideration of a student's least restrictive environment and an individual education plan (IEP). For many students, supplemental or tutorial services are sufficient. For some students, extensive support is needed and supplementary aides and services are identified that would need to be provided in order for the student to be successful in the educational environment places. Academic and behavioral growth goals are aligned with students' IEPs and services are identified and provided to increase student performance and the rate of growth. Assistive technology</p>	<p>program will include access to new reading materials through a new research-based intense reading program designed to support struggling readers.</p> <p>Also, the addition of the reading intervention teacher and social worker will impact students with disabilities. These adults will work with students who are struggling with academics and support their IEP through a well-planned system of support. The reading intervention teacher will work with every student identified on a daily basis. The social worker will work also to work to support special education students who need behavior modification support.</p> <p>In addition, through on-site job-embedded professional development, teachers will receive coaching on how to differentiate instruction at varying levels, conduct formative and diagnostic assessments and use data to drive instructional decisions. This training and support will in turn enhance the instruction provided to students with disabilities.</p>
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	<p>services will be maximized to efficiently support students' academic growth and decrease the impact of students' disabilities. The current school services and support staff will be reviewed to determine possible schedule changes, training, additional services or staff which might be needed to successfully serve students with disabilities.</p> <p>Students with disabilities are identified and served from ages 3-21. The district employs speech therapists, and contracts with a psychometrist, and physical and occupational therapists to provide services to student. Other staff members include a director, case manager, and others.</p> <p>Our Special Education staff assists with parents and students with special needs or disabilities to develop 504 or Individual Educational Programs. Students with disabilities are afforded accommodations and modifications which allow them to be successful academically, socially, and attain skills to maximize their potential as adults. The district will continue to review services for special populations which will be enhanced through school improvement (SIG) funds.</p>	
English Language Learners	Students who are classified as English Language Learners are	<b><u>Threadgill currently has no ELL students; however, in the</u></b>

	<p>identified through a Home Language Survey during the registration process. Students and their families are provided support through translation services and English language acquisition materials and software. Students are tested to determine their level of English proficiency annually using the LAS LINKS assessment, as required by MDE.</p>	<p><b><u>event that students are enrolled, then SIG funds will be beneficial in having an on-site MTSS/Interventionist to assist with identifying and using the reading programs and software to increase student comprehension and fluency.</u></b> Also, the new reading intervention materials will be designed to support both struggling native speakers and ELL students.</p>
<p>Academically Behind</p>	<p>Students who are academically behind are often identified through the universal screening assessment taken between mid-August and early-September. Teachers also make note of students who are experiencing academic difficulties through the course of the school year. Students have opportunities for remediation and instructional support through curriculum software programs, such as Accelerated Reader and Learning Odyssey.</p> <p>Students also receive tutoring supports from either their classroom teacher or other instructional staff during non-core academic time and after school.</p> <p>Threadgill Elementary School's leadership team and district administrators also recognize the services provided to students who are academically behind through the implementation of the SIG</p>	<ul style="list-style-type: none"> <li>• Services provided to students who are academically behind through the implementation of the SIG program will include access to new reading instructional materials through a new, research-based intense reading program, Ready, designed to support struggling readers. Students will also benefit from the improved utilization of assessments to identify early students who are struggling. Also, the addition of the Reading Interventionist and MTSS Coordinator will have an impact on all students with academic difficulties. The reading interventionist and MTSS Coordinator will meet regularly with the school's leadership team and teachers to</li> </ul>

	<p>program will include access to new reading instructional materials through a new, research-based intense reading program designed to support struggling readers. Students will also benefit from the improved utilization of assessments to identify early students who are struggling. Also, the addition of the Reading Interventionist and MTSS Coordinator will have an impact on all students with academic difficulties. These adults will work with students who are struggling with academics through a well-planned system of support. The Reading Interventionist will work to provide “safety nets,” including those for students with special needs.</p> <p>The Three Tier instructional Model is designed to provide intervention and support for all students. Tier I includes quality instruction for all students. Tier II is intensive instruction for students who are struggling in general education and involves the use of supplemental instruction. These students may “catch up” with tutoring or extra help which utilizes a different strategy. Tier III interventions are additional focused activities based on data are implemented by the teacher support team (TST). District-level, MTSS Coordinator, and school-level interventionists coordinate the</p>	<p>ensure that every child is quickly identified and receives appropriate services.</p> <p>The MTSS Coordinator will work to develop staff in-service training programs and assist teachers with student behavior management</p> <p>Additionally, the reading interventionist will work with Tier 3 students daily. These adults will work with students who are struggling with academics through a well-planned Multi-Tiered system of support. The Reading interventionist will work with every student identified on a daily basis. The instructional software will be supported by our Technology Instructional Coach, who will plan with teachers on how to integrate technology into the classroom. All students will have access to this instructional technology software, but will significantly impact those who are academically behind by increasing reading comprehension and fluency. In addition, through on-site job-embedded professional development, teachers will receive coaching on how to differentiate instruction at varying levels, conduct formative assessments and use data to drive instructional decisions.</p>
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	Response to Intervention (RTI) process.	
Gifted or Advanced	Threadgill offers services and opportunities to meet the needs of all students. Gifted students participate in and utilize instruction designed for academically gifted and talented students. Additionally, for advanced students, classroom teachers ensure that students' instructional needs are met by providing differentiated instruction on various lessons.	Services will be provided through the SIG model to ensure all gifted and advanced students are appropriately challenged and provided with quality instruction.

5. **TURNAROUND/TRANSFORMATION ONLY:** Increased Time for Students

***The Turnaround and Transformation interventions require that schools increase the length of the instructional year in minutes*** by lengthening the instructional day, adding instructional days to the calendar, or using both methods. The intervention models require that ***all*** students are included in the increased time. Research suggests that increasing the instructional year by at least 300 additional hours can have a positive impact on student achievement.

Complete the following chart to demonstrate that the school will increase the length of the instructional year. If SIG Year 1 is a planning year, please write "planning" in the first column.

YEAR	Length of Instructional Day (in minutes)	Number of Instructional Days	Length of Instructional Year (in minutes)
Current (2015-16)	364	178	$364 \times 178 = 64,792$
	182	2	$182 \times 2 = 364$
	Total	180	65,156
SIG Year 1 (Planning)	364	178	$364 \times 178 = 64,792$
	182	2	$182 \times 2 = 364$
	Extended Year	16	$210 \times 16 = 3,360$
Extended Day	90	50	$90 \times 50 = 4,500$
Total		246	73,016
SIG Year 2	364	178	$364 \times 178 = 64,792$
	182	2	$182 \times 2 = 364$

Extended Year	210	16	$210 \times 16 = 3,360$
Extended Day	90	50	$90 \times 50 = 4,500$
Total		246	73,016
SIG Year 3	364	178	$364 \times 178 = 64,792$
	182	2	$182 \times 2 = 364$
Extended Year	210	16	$210 \times 16 = 3,360$
Extended Day	90	50	$90 \times 50 = 4,500$
Total		246	73,016
SIG Year 4	364	178	$364 \times 178 = 64,792$
	182	2	$182 \times 2 = 364$
Extended Year	210	16	$210 \times 16 = 3,360$
Extended Day	90	50	$90 \times 50 = 4,500$
Total		246	73,016

Attach as part of Appendix G the school's proposed schedule and school calendar which reflects increased time/time for educator joint planning across grade levels.

**C. Data for Instructional Decision-Making**

**1. Current and Proposed Assessments**

Complete the charts to describe how the school proposes to measure student progress in core subjects using formative, interim, and summative assessments.

a) Current Internal and External Assessments (List only those to be continued as part of the SIG process; *if any assessments will be discontinued, do not list them.*)

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Internal or External	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment. Multiple choice or free response? Is it paper and pencil or adaptive?</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>An internal assessment is created by district or school staff; external assessments are created by vendors or the state.</i>	<i>How often is this assessment given?</i>
STAR Math	Fall, Winter, Spring Administration – Adaptive multiple choice assessment  STAR Math will reveal which students need help to reach benchmark, and will help group students by proficiency levels.	Formative	PreK-6 <sup>th</sup>	All Mathematics Subjects	External	3 times a year
STAR Reading	Fall, Winter, Spring Administration – Adaptive multiple choice assessment	Formative	PreK-6 <sup>th</sup>	All ELA Subjects	External	3 times a year

	<p>STAR Reading will:</p> <ul style="list-style-type: none"> <li>• Monitor students' progress toward MCCRS expectations</li> <li>• Personalize and guide independent reading practice.</li> <li>• Develop lifelong readers and learners.</li> <li>• Tap into unlimited access to all quizzes and enjoy online support.</li> </ul> <p>Increase parental support with web-based, school-to-home communications</p>					
Kirkland Online Assessment Tool	Assessments are multiple choice with some multiselect responses designed to assess student mastery of grade level content at the 4 ½ and Nine Week mark throughout the school year.	All	3 <sup>rd</sup> -6 <sup>th</sup>	All Tested Subject Areas	External	9 weeks
Mississippi Assessment Program		Summative	3 <sup>rd</sup> -6 <sup>th</sup>	All Tested Subject Areas	External	Annually
ELS	Assessments are multiple choice with some multiselect responses designed to assess student mastery of grade level content at the teacher level throughout the school year.	All	3 <sup>rd</sup> -6 <sup>th</sup>	All Subjects	Internal	Weekly

b) Proposed Assessments

(1) External Assessments

[NOTE FOR PATHWAYS MODEL: Pathways to Success applicants **must administer the ACT, the ACT Aspire Series, or an approved institutions of higher education (IHE) entrance/college placement exam to students as early as eighth grade.** The budget must reflect how the school will offer these tests free-of-charge to students.]

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment (e.g., multiple choice or free response; paper and pencil or adaptive; etc.)</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>How often is this assessment given?</i>
Educational Leadership Solutions (ELS)	<ul style="list-style-type: none"> <li>Utilized to create bi-weekly assessments in ELA, Math, and Science.</li> <li>These assessments will assess student learning/ progress throughout the year in order for teachers and staff to analyze student data.</li> </ul>	Formative	3 <sup>rd</sup> – 6 <sup>th</sup>	Reading, Language Arts, Mathematics, and Science	Bi-Weekly
Benchmark Assessment Tool	<ul style="list-style-type: none"> <li>Utilized to create midterm and benchmark assessments in ELA, Math, and Science.</li> <li>These assessments will assess student learning/ progress throughout the year in order for teachers and staff to analyze student data.</li> </ul>	Formative	3 <sup>rd</sup> – 6 <sup>th</sup>	Reading, Language Arts, and Mathematics	Nine Weeks

(2) Internal Assessments

If the school plans to develop new formative, interim, or summative assessments, describe how the school will develop and approve new internal assessments.

N/A

## 2. Data-Driven Decision-Making

Please answer the following questions to demonstrate that this assessment plan can enable data-driven decision-making.

### a) Instructional Decisions

What instructional decisions will be informed by student data?

Overall, student data will inform us about whether instructional strategies and specific supplemental resources, including computer-assisted programs, are making a positive impact on student achievement. The data will identify where we have gaps in our grade level and subject area instruction.

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

**As part of the School Improvement Model, our instructional staff will learn how to use powerful strategies for using data to:**

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

The Principal along with the Superintendent, Director of Curriculum & Instruction, the Director of Federal Program, and the School Improvement Coordinator will oversee and work with our school personnel to build capacity through the formation of site-based “Data Coaching Teams” who will conduct regular data meetings to monitor and adjust learning paths based on student progress, multiple data points, and growth measures. The Director of Curriculum and School Improvement Coordinator will assist the Principal in designing individual learning plans, group and schedule students for optimal learning time, and monitor and adjust instructional pathways based on the triangulation of all available data. We will work with all instructional personnel, our administrators, and the data team to change the school’s culture through Seven Transformational Practices:

7 Transformational Practices for Using Data:

- Develop a plan of action for using data effectively
- Establish growth targets for individual students and classrooms
- Integrate data systems and instructional technology
- Navigate data tools efficiently
- Improve differentiated and performance level instruction
- Monitor student performance and support transparency
- Communicate performance and achievement data to students, parents, teachers and administrators

b) Immediate Analysis, Feedback, and Targeted Instruction

How do the current and proposed assessments permit immediate analysis, feedback, and targeted instruction?

**The school's current and proposed formative assessments will permit immediate, analysis feedback and targeted instruction through 1-Day or 3-Day assessment model.** In the 1-Day model teachers will be able to design their own formative assessment through the use of test item banks or assessment programs, to test their student and have results score by data coach for the immediate generating of score reports in the format request by the teachers to be analyzed. In the 3-Day model school or district administration will be able to design formative assessments though the use of test item banks or assessment programs, Day 1 test students in a mass group; Day 2 assessments are retrieved by data coach and reports are submitted to the District's Leadership Team, Principal, and SIG Coordinator for analyzatio; and Day 3 reports and feedback are provided to teachers to assist with targeted instruction. **Results will be used to adjust teaching** – reteach (provide targeted instruction to small groups) where needed and challenge higher level learners.

Teachers will use all noted test item banks and assessment programs to provide rigorous, grade level appropriate assessments aligned to the state standards. These formative assessments will be given weekly, every four weeks and quarterly for immediate analysis, feedback, and targeted instruction. Instructional focus will be intensified as the results/trends will determine the effectiveness and/or continuation of external partners secured with SIG funds.

c) Academic Growth of Students

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

The assessments used at Threadgill will allow the school to track academic growth of students by their alignment with State Standards and the baseline assessment which will be given at the start of each school year to set students growth targets for the school year. **Students will be tracked and monitored by their individual teachers and by the School Leadership Team continuously through the school year to ensure growth targets are being met.** A scantron-reader program and an online assessment system which automatically scores assessments and

does not require the use of scantrons, will be used to electronically score each assessment and immediately store the data. The assessments will compare data collected in the early fall, winter and spring to report a growth calculation. **A growth calculation will be provided for each individual student in English/Language Arts, Mathematics, and Science.** This data will be reported in terms of individual students, classrooms, competencies, and grade levels and will track growth and performance. Each teacher will have access to his/her classroom level and individual student performance data through detailed reports. Reports will demonstrate academic growth performance at the student, classroom and grade level. The assessments used will allow teachers and administrators to track student growth and progress over multiple years as well.

d) Achievement Gaps

How do these assessments allow the school to track achievement gaps in both proficiency and growth between major student subgroups?

**Currently, the district's superintendent, curriculum coordinator, federal programs director, principals, and assistant principals track achievement gaps in both proficiency and growth between student subgroups through the analyzing of all district assessments reports which will be generated according by requested categories.** This information is given to the principal to pass on to the teachers. Teachers then analyze all of their own assessments by class and use that information for guiding instruction and for grouping purposes when necessary. Also, this information helps to identify targeted students who need to be progress monitored and provided interventions.

e) Support for Data Analysis and Use

What school structures (e.g., committees, software, dedicated staff, or schedules) will support data analysis and use?

At Threadgill Elementary, the **school structures which will support data analysis and use**, will include the effective implementation of Data Coaching Teams and the onsite support and consultation of an experienced Data Coach, i.e... external providers and district level administrators.

Also, curriculum software and an online data warehousing program will be used to support the implementation of a comprehensive data-driven system for analysis by teachers. We will implement effective PLC teams who will study and discuss data both vertically (throughout grade levels and subject areas) and horizontally (across grades and subjects).

An experienced data coach will work with our school personnel to build capacity through the formation of site-based "Data Coach Teams" which will conduct regular PLC meetings to monitor and adjust learning paths based on student progress, multiple data points, and

growth measures. The data coach will additionally guide our teachers in how to design individual learning plans, group and schedule students for optimal learning time, and monitor and adjust instructional pathways based on the triangulation of all available data.

**The Data Teams will examine data from the universal screener and assessments through the components for reading, math, and other content areas. Data Teams will also analyze classroom assignments/tests, district common assessments, truancy/attendance/discipline and other forms of data which may impact student performance.** The Data Teams will examine data from the online data warehouse both in terms of individual assessment results and in longitudinal results to determine trends or gaps in student learning by individual students, class, grade level, and school.

The data coach will offer onsite, job-embedded professional development in the form on data analysis/planning sessions, workshops, and team meetings. All professional development opportunities will be aligned to the school's school improvement plan and student performance needs - based on current data analysis. Professional development opportunities will guide teachers in developing an action plan for using data effectively, establishing growth targets for students, and monitoring student performance to improve instruction. This professional development which will be provided is fully research-based and focused on instruction. **Teachers will be involved in countless hours of professional growth and learning through onsite data sessions, in-classroom coaching, and Data Team meetings.** The goal of our professional development will be to encourage effective use and integration of data by all teachers in daily decision-making to improve student academic growth and performance.

#### D. Instructional Leadership and Staff

Please complete the charts below to demonstrate that the school will have the human capital to implement the school proposal.  
Only school-level positions should be listed in this chart.

1. Current Instructional Staff (List only those to be continued during SIG.)

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Principal	1	District Funds	The principal provides instructional leadership to ensure a successful or higher accreditation rating and meet AYP in Language Arts and Mathematics. Principals must also be responsible for building administration and ensure the safety and welfare of all students and staff.	Superintendent
Assistant Principal	2	District Funds	Assistant principals provide assistance to the school principal in the total school program, with particular responsibility in the area of general administration; To provide leadership for the school staff in the development, implementation, and evaluation of an effective, comprehensive	Principal

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			educational program and to administer the program in accordance with School board policies and administrative regulations.	
Guidance Counselors	2	District Funds	Guidance counselors help students overcome problems that impede learning and to assist them in making educational, occupational and life plans that hold promise for their personal fulfillment as mature and responsible young men and women	Principal
Instructional Coach	2	Title I Funds	Works with classroom teacher and other school leaders to bring evidence-based practices into the classroom	Principal
Instructional Technology Coach	1	Title II	Addresses the professional development needs of specific groups of teachers, support staff and administrators district-wide in the area of instructional technology; speaks to the needs of specific groups of students who were previously identified as requiring special education services, including students	Principal

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			who have dropped out of school, and those who are at-risk for school failure due to academic, social, or behavioral issues in the area of instructional technology; and works closely with the District's Director of Curriculum and Instruction as well as a community advisory board on data-driven solutions.	
Curriculum Specialist	1	Title I	Works with the Department of Curriculum and Instruction to coordinate Multi-Tiered Systems of Supports, Professional Development, and provide appropriate data-driven services to schools so that there can be a cohesive, sustained, intensive, and classroom-focused approach that is rigorous, engaging, and relevant for students.  The (DCS) District Curriculum Specialist will provides a non-threatening, open, professional, and collaborative work	Superintendent

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			relationship with district-level personnel, school-based instructional coaches, principals, and teachers. The DCS is required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve proficiency and growth targets.	

2. Proposed Instructional Staff (List new positions during SIG implementation.)

[NOTE FOR PATHWAYS: Pathways to Success schools must reflect a **commitment to counseling through an adequate number of trained counselors.**]

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
School Improvement Specialist	1/3	SIG	Under the general supervision of the school principal, the School Improvement Specialist, will guide and monitor school site implementation of SIG goals and activities. Ensure that professional development support is planned, implemented and monitored to directly support the school staff and affect student achievement. To ensure school and district support for the academic achievement a low-performing school site and implementation of all intervention requirements and/or to serve as a key member of the school leadership team (SLT) and district leadership team (DLT), which is responsible for overseeing school level and district-level accountability and/or performance-based monitoring interventions. School Improvement Specialist answers to the Principal and is responsible for coordination of data, gathering, analyzing	SIG Coordinator

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			and inputting data; generating reports; preparing and processing a variety of documents and records; maintaining student records; tracking student data and programs; responding to inquiries from district staff, SIG staff, MDE and the US Department of Education; ensures all data is current, accurate and complete; utilizes specialized computer-driven file maintenance like word processing and spreadsheet programs; ensures the district stays 100% in compliance with federal and state reporting requirements related to student information; and is responsible of the SIG grant timelines and securing benchmark data.	
MTSS Coordinator /Interventionist	1	SIG	The MTSS Coordinator /Interventionist, will work under the auspice of the Principal to provide data-driven, intensive instruction to struggling readers and provide strategies for teaching and supporting students in the	Reading Interventionist

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			literacy skills needed to learn to read, read to learn, and comprehend better; will coordinate and facilitate the school's literacy intervention program; collaborate with teachers individually to identify the literacy needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth of students in literacy; and teach targeted literacy intervention to small groups of students daily using research-based strategies and resources.	

**PART III: OPERATIONS AND SUPPORT SYSTEMS—TURNAROUND, TRANSFORMATION, and EARLY LEARNING**

*To be completed if the LEA is proposing a Turnaround, Transformation, or Early Learning model.*

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for a requirement so as not to lose points.

**A. Allocation of Financial Resources**

Complete the chart to describe how additional resources available to the school will be allocated to support the SIG proposal.

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	\$474,847.87	Funds are being used to provide a variety of school initiatives to improve teaching and learning (e.g. Professional Development for staff, instructional materials and resources, instructional coaching support, Parent liaison, parental resources and opportunities to have at home interventions through computer software programs).
Title II	\$63,841.00	Funds are being used to provide a variety of school initiatives to improve teaching and learning (e.g. Research-Based high-quality professional development for staff, recruitment, hiring and retention of highly qualified teachers and principals, purchasing supplies or instructional materials used as part of professional development activities, and carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths)
Title III (ELL)	N/A	N/A
Title IV (21 <sup>st</sup> Century)	N/A	N/A
Title VI (Rural Schools)	\$11,498.63	Funds are being used to provide a variety of school initiatives to improve teaching and learning (e.g. Instructional technology equipment and instructional software

		programs, and professional development on the use of instructional technology in the classroom).
McKinney-Vento Homeless Grant	N/A	N/A
State Literacy Target School	N/A	N/A
State Dyslexia Grant	N/A	N/A
State Pre K Collaborative Grant	N/A	N/A
Innovative High Schools	N/A	N/A
State AP Funds	N/A	N/A
Other Special Revenue:	N/A	N/A
Other Special Revenue:	N/A	N/A

**B. Human Resource Systems**

1. Recruitment and Hiring

a) School Leader

Schools are ***required to replace the principal as part of the Turnaround, Transformation, or Early Learning models, unless the school qualifies for an exception.*** Schools should complete parts (1), (2), or (3), as applicable.

(1) Newly Hired Principal Exception

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

Date when the principal was hired: N/A

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

(2) **TURNAROUND/TRANSFORMATION ONLY:** Rural Flexibility Exception

If the LEA is eligible for the Rural Education Assistance Program and is choosing to modify this element of the turnaround or transformation model by not replacing the principal, please describe how the LEA will meet the intent and purpose of this element to ensure the principal provides strong leadership.

**The superintendent is committed to ensuring the returning principal provides strong leadership for Threadgill Elementary School.** As the former Executive Director for the Delta Area Association for the Improvement of Schools, the superintendent understands how to effectively implement the turnaround strategies required for positive school transformation. She is also a trainer for Mississippi's Professional Growth System for administrators and teachers. When assuming the superintendent position in June 2016, the superintendent began implementing changes to support and sustain school reform efforts. When the superintendent came on board, the accountability rating had not been released for the past two years (2014-2015 and 2015-2016). Prior to the MDE releasing accountability ratings for both school years between Summer and Fall 2016, the school was a C rated school. In the interest of understanding the needs and underlying causes for the school's F accountability rating, the superintendent conducted a deep dive into multiple data points in order to effectively address the reasons for the failure. Specifically, the superintendent has taken the following actions to address the school's leadership:

- To continue building administrative capacity for improving student achievement, the district has enrolled in the National Institute for School Leadership (NISL) Institute. NISL's Executive Development Program emphasizes the role of principals as a strategic thinker, instructional leader, and creator of a just, fair and caring culture in which all students meet high standards. It ensures that school leaders can competently and effectively set direction for teachers, support their staff, and design an efficient organization.

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

- **Leadership knowledge and skills:**
  - Strategic thinking; strong school culture and team building; data-driven organization; importance of systems; turnaround leadership competencies.
- **Best practices in teaching and learning:**
  - Coaching and teacher supervision; use of standards-based classrooms; formative assessment; instructional teams; compelling school vision; differentiated instruction; and professional learning communities.
- **Subject-area knowledge:**
  - Creating excellent school-wide programs in English language arts, mathematics and science; identifying and coaching towards strong instruction in the content areas.
- **Best practices for delivery of adult curriculum:** 360° assessments; cohort-based; job-

- embedded learning; simulations; case studies; group discussion; and extended period of study.
- Additionally, all building-level administrators, principals and assistant principals, meet in - weekly administrative meetings with the school superintendent. These meetings are designed to build administrator’s capacity by improving instructional leadership skills, analyzing school level data, discussing instructional strategies, addressing problems of practice, and discuss issues and concerns. Prior to assuming the superintendency, Dr. Wilson served as a professor of educational leadership. In this role, she trained cohorts of masters and specialist level students in instructional leadership, organizational effectiveness, and building school and community relationships. During her tenure at Delta State, she, along with her colleagues, received national recognition for their Educational Leadership Preparation Program.
- Lastly, the district level person assigned to **serve as the district transformational leader** -has a proven record of increasing student achievement. She will work with the principal in further developing her transformational and school improvement competencies and skills.

(3) Replace the Principal

Answer the following questions to describe how the school will recruit and evaluate applicants to select a ***strong leader with a proven track record of success in raising student achievement*** and, if applicable, increasing graduation rates.

(i) Recruitment

How will the LEA or school recruit a pool of qualified applicants for the position of School Leader?

The principal was hired July, 2010. The district is eligible for Rural Flexibility Option and is requesting to modify the element to replace the principal. A description of how the LEA will meet the intent of that element is outlined in Part III.B.2.

Will the LEA or school use an external provider to recruit a pool of qualified applicants for the position of School Leader?

YES

NO

If so, please describe how the external provider will be involved in recruitment.

N/A

Attach as part of **Appendix H** the School Leader job description that the school will use when it markets the position.

(ii) Applicant Evaluation

Describe the process by which the school will evaluate applicants to select for a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates.

The principal was hired June 2010. The district is requesting the Rural Flexibility exception to modify this element of the requirements. See School Proposal Part III.B.2.

If the school has interview protocols or applicant evaluation forms, attach these in Appendix H.

The school will develop an interview protocol based on a specialized researched-based technique called Behavioral Event Interview.

#### b) Instructional Staff

Please answer the following questions to describe how the school will recruit and evaluate applicants to select effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the intervention school environment.

##### (1) Instructional Staff Recruitment

How will the LEA or school recruit a pool of qualified applicants for instructional staff positions?

Recruiting and hiring personnel who are committed to improving student achievement is critical to the transformation of Greenwood High School. The Greenwood Public School District will use a variety of sources and recruitment strategies to recruit and hire qualified teachers and other instructional staff.

1. First of all, Threadgill Elementary School is in close proximity to a great source of teacher education candidates from Delta State University. The current superintendent of schools is a former Delta State University College of Education faculty member. As a result, she has direct contacts with the Dean of the College of Education, Elementary and Secondary program coordinators, and the Director of Field Experiences. She will utilize these contacts to recruit a pool of qualified applicants for instructional staff positions.
2. For the 2016-17 school year, Greenwood Public School District has signed an MOA with Mississippi State University to serve as a host district for student teaching. By serving in this capacity, the district will have the opportunity to recruit high quality teaching candidates.
3. The school district will send representatives to all major teacher recruitment fairs.
4. The Teacher Center at the MS Department of Education will be contacted when vacant positions are available so the positions can be posted on their website as well as the district's website.
5. The district will partner with organizations such as Teach for American (TFA) and the MS Teacher Corp to find quality alternate route candidates for teaching positions.

6. The district will develop an employment outreach plan that will include new advertising techniques and strategies, web-based recruitment, recruitment banners, brochures and materials, and participating in out of state as well in state job fairs.

7. Creating an attractive proposition that includes financial incentives based on student growth, on hard to staff positions, and differentiated pay scale based on certifications, educational levels, and experiences.

Prospective candidates will be interviewed by a team and decisions will be made based on the needs of the school and the qualifications of the candidates.

This process will differ from current practices in the fact that applicants will not only be considered based on the Mississippi Department of Education's requirements for certification, but also on their abilities, beliefs and desires to meet the needs of all students in the classroom and to ensure their success. Teachers must hold high expectations for all students and exert the required time and effort needed to address the various ability levels within the classroom.

Will the LEA or school use an external provider to recruit a pool of qualified applicants for any available instructional staff positions?

YES

NO

If so, please describe how the external provider will be involved in recruitment.

N/A

## (2) Applicant Evaluation

**TRANSFORMATION and EARLY LEARNING ONLY:** Describe the process by which the school will evaluate applicants to select effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the transformation environment.

Our staff has collaborated with district leadership and other partners to develop a process for evaluating applicants to select effective teachers and other instructional staff with a proven track record of success in raising student achievement and who also possess the knowledge, skills, and dispositions that equip them to succeed in the transformation/school reform environment. This process will ensure that candidates with a track record of success in raising student achievement receive priority in employment with the district.

**The overall process of evaluating applicants for instructional staff positions will include:**

- **Training interview committee on new applicant evaluation model**
- **Selecting interview questions and designing interview protocol**
- **Conducting the interview according to a standard interview protocol**

- **Scripting responses during the interview**
- **Rating/scoring candidates after the interview**
- **Comparing applicants to determine selection**

The interview protocol that the district will utilize is based on a specialized research-based technique called Behavior Event Interview. In Behavior Event Interview, candidates are asked to describe in detail past work events. The interview team has pre-planned well developed questions and will script the candidates responses. Throughout the interview, candidates are asked to further explain or redirect with additional questions. The purpose of this interview model is to discover what candidates have done to achieve success at work and what they are thinking during their previous experience to determine how they will achieve success in this new job. Of particular importance is the fact that the current superintendent of schools has received extensive training in the use of this interview protocol. As a former professor of educational leadership, she trained and coached cohorts of educational leadership candidates at Delta State University in this interview protocol. She will use her knowledge and experiences in coaching school and district personnel in using this research-based interview protocol.

*How will this process differ, if at all, from current practice?*

In previous years, the district maintained an employment application that did not request evidence of improving student achievement, but rather focused primarily on previous work experience and certifications. As stated earlier, our job application will be revised to include student achievement data. Additionally, the previous interview process focused on educational philosophy, training and previous teaching experience. Through this new interview protocol, applicants will have the opportunity to share past achievements- specifically related to improving student learning. For teachers new to the profession, their past achievements can be related to their student teaching and other field experiences.

The purpose of this newly interview model is to discover what candidates have done to achieve success at work and what they were thinking during their previous experience to determine how they will seek success on this new job.

If the school has interview protocols or applicant evaluation forms, please attach these in [Appendix H](#).

The school will develop an interview protocol based on a specialized researched-based technique called Behavioral Event Interview.

c) Financial Incentives for Principal and/or Instructional Staff

(1) SIG-Funded

Describe any SIG-funded financial incentives (such as signing bonuses, moving reimbursement, or loan repayment) that the LEA or school will use to recruit staff for the school.

Threadgill Elementary School plans to recognize and reward exceptional performance and contributions that enable excellent student outcomes through a performance incentive plan, in which faculty and staff has access to a bonus between \$150 and \$800, depending on their role and achievement of performance goals. Performance goals are focused on meeting student growth and proficiency on externally created End-of-the-Year comprehensive assessments that are aligned to the Mississippi Department of Education College-and-Career Readiness Standards. **Faculty and staff will also receive a bonus based on the achievement of their targeted annual School Improvement Performance Framework goal.** Threadgill Elementary has set Metric 6 (Proficiency on State Assessments) for each grade level and subject in the Economically Disadvantaged category as its Year 1 targeted goal. For example, a 4<sup>th</sup> grade math teacher could earn \$550 if 65% of his/her students meet their growth goals, plus \$250 for the school meeting their targeted annual performance framework goal, with a maximum of \$800 possible. Similarly, an assistant principal can earn \$275 (one subject) or \$550 (two subjects) for 65% of students schoolwide meeting their growth in Reading and/or Math; plus \$250 for the school meeting their targeted annual performance framework goal, with a maximum of \$800 possible. By tying its performance incentive plan to rigorous, objective, holistic, and state-aligned metrics, Threadgill Elementary will reward its faculty and staff for working together to improve their instructional and professional practices and achieve school and performance goals for students.

Assignment	Category	Description and Bonus Goal	Bonus amount
Pre-K thru 3 <sup>rd</sup> Teachers	STAR	65% of students who met their STAR Reading and Math Growth goal (\$275 per subject) *Growth targets will be based on fall universal screener growth projections *	\$550 (Per Person)
4 <sup>th</sup> thru 6 <sup>th</sup> Teachers	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	65% of students who met their Reading and Math Growth goal (\$550 per subject) *Growth targets will be based on previous level obtain on the MAP State assessment*	\$550 (Per Person)
5 <sup>th</sup> Grade Science teacher	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	60% of students who score at a level of proficient or above *Proficiency will be based on the percentage levels set by State assessment*	\$550 (Per Person)
Non-Tested Teachers and staff	STAR / Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	65% of students schoolwide who met their Reading and Math Growth goal (\$150 per subject)  STAR (Pre-k -3 <sup>rd</sup> Staff) *Growth targets will be based on fall universal screener growth projections * or	\$150-\$300 (Per Person)

		EEYCA (4 <sup>th</sup> -6 <sup>th</sup> Staff) *Growth targets will be based on previous level obtain on the MAP State assessment*	
School Administration	Externally Developed End-of-the-Year Comprehensive Assessment (EEYCA)	65% of students schoolwide who met their Reading and Math Growth goal (\$275 per subject) *Growth targets will be based on previous level obtain on the MAP State assessment*	\$550 (Per Person)
All Faculty and Staff	School Improvement Performance Framework Metric Goal	Faculty and staff will also receive a bonus based on the achievement of their targeted annual performance framework goal. *Year 1 Targeted Goal: Metric 6 (Proficiency on State Assessment) - each grade level and subject must have met set goal in the Economically Disadvantaged (ED) category	\$250 (Per Person)

(2) Non-SIG-Funded

Are there additional state-funded, federally funded, or privately funded financial incentives available to instructional staff or administrators who chose to work at the school?

YES  
 NO

If additional incentives are available, please describe.

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

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

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

The state funded Mississippi Critical Shortage Act, which offers scholarships, loan forgiveness, moving expenses, housing assistance and administrator sabbaticals for qualifying individuals with conditions related to working in critical shortage areas.

National Board Certification Incentive offers a \$10,000 incentive for five (5) years for individuals obtaining national board certification in selected critical shortage areas funded through the state legislation.

3. Employment Policies

a) Placement

At the school level, what is the process for assigning highly effective teachers to work with specific grades, subjects, and/or groups of students in order to ensure equity of learning opportunities for all students?

At Threadgill Elementary School, recruiting, hiring, and maintaining highly effective teachers are critically important. Effective school transformation requires highly skilled and committed

teachers to work with specific grades, subject areas, and/or groups of students in order to ensure equity of learning opportunities for all students. In order to make this a reality, the school in collaboration with the district will

1. **Develop local competencies to define “highly effective teachers.”** This list of competencies will be used when interviewing prospective teacher applicants.
2. **Examine each teacher’s certification areas-** not simply their preferred and/ or previous teaching assignments.
3. **Analyzing value-added student data indicators on the teachers’ track record** of performance with improving student performance, student academic growth, discipline, and attendance
4. **Assigning those teachers, within their areas of certification, who have proven to improve** value-added student indicators, to the student/grade levels/subject areas with the most need.
5. We will also **immediately implement a process from removing underperforming teachers** out of the school. As the principal makes staff replacements, we hope to reach a level of having the majority of the instructional staff meeting the definition of “highly effective.”

b) **TRANSFORMATION/EARLY LEARNING ONLY: Evaluation Policies**

Will the school adopt and use the rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed by the Mississippi Department of Education in conjunction with teachers and principals?

YES

NO

If no, describe the process that the district will use to develop rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed in conjunction with teachers and principals and that will be fully and effectively implemented upon receipt of the grant.

c) **TRANSFORMATION/EARLY LEARNING ONLY: Financial Rewards**

What, if any, financial rewards (e.g., individual, team, or school-wide salary bonuses, raises, or loan repayment) are available to staff who demonstrate gains in student achievement?

Threadgill Elementary School plans to recognize and reward exceptional performance and contributions that enable excellent student outcomes through a performance incentive plan, in which faculty and staff has access to a bonus between \$150 and \$800, depending on their role and achievement of performance goals. Performance goals are focused on meeting student growth and proficiency on externally created End-of-the-Year comprehensive assessments that are aligned to the Mississippi Department of Education College-and-Career Readiness Standards. **Faculty and staff will also receive a bonus based**

**on the achievement of their targeted annual School Improvement Performance**

**Framework goal.** Threadgill Elementary has set Metric 6 (Proficiency on State Assessments) for each grade level and subject in the Economically Disadvantaged category as its Year 1 targeted goal. For example, a 4<sup>th</sup> grade math teacher could earn \$550 if 65% of his/her students meet their growth goals, plus \$250 for the school meeting their targeted annual performance framework goal, with a maximum of \$800 possible. Similarly, an assistant principal can earn \$275 (one subject) or \$550 (two subjects) for 65% of students schoolwide meeting their growth in Reading and/or Math; plus \$250 for the school meeting their targeted annual performance framework goal, with a maximum of \$800 possible. By tying its performance incentive plan to rigorous, objective, holistic, and state-aligned metrics, Threadgill Elementary will reward its faculty and staff for working together to improve their instructional and professional practices and achieve school and performance goals for students.

This plan will continue to be developed by the school and the school and district leadership teams once the SIG funding is awarded with support and direction from MDE.

a) Opportunities for Promotion and Career Growth

Providing teachers with avenues for career advancement is critical to retaining highly effective teachers. Please complete the following chart to describe opportunities for promotion and career growth available to teachers.

Question	Formal	Informal
What leadership opportunities are available to teachers?	<p>Teachers will be provided formal opportunities to serve in a leadership capacity through the following roles:</p> <p><b>MENTORING FOR BEGINNING TEACHERS:</b></p> <p>In addition to classroom teaching responsibilities, a teacher may be selected to mentor at least one beginning teacher to provide on the job induction and support. This role should require between 1-2 additional hours per week. A minimum of 3 years of classroom teaching experience, with proven teacher effectiveness is</p>	<p>The following lists or committees provide informal opportunities for teachers to serve in a leadership capacity:</p> <ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Data Team</li> <li>• Assessment Development Team</li> <li>• Curriculum Committee</li> <li>• Textbook selection committee</li> <li>• MTSS Team</li> </ul> <p>PLC Team leader.</p>

	<p>required to serve as a mentor teacher.</p> <p><b>PLC LEADERS</b></p> <p>Teachers will have the opportunity to serve as PLC Leaders and lead PLC discussions and data analysis. This aligns with the Learning Forward Standards for Professional Learning.</p> <p><b>GRADE LEVEL CHAIRPERSON</b></p> <p>In addition to classroom teaching responsibilities, a teacher may be selected to serve as Grade Level Chair to lead grade level meetings, guide curriculum and instruction pacing, lead assessment reviews, coordinate special department projects, and serve as a resource to all teachers in the department and principal. This role should require 2-4 additional hours per week. A minimum of 3 years classroom teaching experience, with proven teacher effectiveness and content/ curriculum expertise is required to serve as Grade level Chairperson. A Master’s degree or additional graduate work is referred.</p> <p><b>INSTRUCTIONAL COACH</b></p> <p>A classroom teacher may be selected to serve in this school-based position. This position is designed to support teachers with</p>	
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	<p>curriculum, instruction, and assessment planning and development, as well as providing in classroom modeling, coaching, and school-based in-service. This is a full-time position. A minimum of five years of classroom teaching experience, with proven teacher effectiveness and content/curriculum expertise is required to serve as the Instructional Specialist. A Master's degree or equivalent is required.</p>	
<p>What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?</p>	<p>Several teams are and will be available to help shape the transformational reform effort. Highly effective teachers will play a critical role on these teams as they work to guide the direction and support the pace of actions taken by these teams. The teams will include Data Team School Leadership Team, and Grade level team chairpersons. Each of these teams will meet regularly to help select from a list of transformational practices that the school will employ. These teams will work to develop action plans and ensure that the implementation of the SIG grant is met. Teachers will</p>	<p>The informal opportunities to shape the direction of the reform efforts will be through conversations with other faculty and staff. Teachers will interact with one another on a daily basis, and most of this interaction... Highly effective teachers will be encouraged to mentor other through their insights, encouragement, and guidance. For example, a highly effective teacher may offer to model a lesson for a new teacher. These and other types of support will help shape the reform effort by building a school culture of collaboration and support.</p>

	<p>have an active voice through ongoing participation, agenda setting efforts, articulating the beliefs of the school in regards to their team assignment, and shaping the work of the 3 years of SIG grant and beyond.</p>	
<p>How would a teacher receive access to these opportunities?</p>	<p>All teachers will be given an opportunity to serve on the aforementioned teams. However, the principal, School Improvement Specialist, and school leadership team may encourage particular teachers- based on their expertise and the school's need- to serve on specific teams. Teachers will receive access to these opportunities, committee assignments and additional leadership roles through information shared at faculty meetings and in grade-level meetings</p>	<p>Teachers will learn informally about opportunities for leadership through individual conversations and communication with the school's leadership and administration. During classroom observation or in brief hallway conversations, the school's leadership team may encourage highly effective teachers to spend time working with the certain teacher or engage in more direct and vocal guidance during the upcoming team meeting.</p>

b) **TRANSFORMATION/EARLY LEARNING ONLY:** Termination

(1) Please describe the school's current process for terminating ineffective teachers and leaders by completing the chart below.

Employee	Definition of "ineffective"	Process for identifying "ineffective" staff	Definition of "Ample Opportunities"	Termination	
				Dismissal	Non-Renewal
	<i>What is the school's definition of an "ineffective" employee?</i>	<i>What is the school's process for identifying "ineffective" employees?</i>	<i>How does the school define "ample opportunities for employees to improve their professional practice" prior to termination?</i>	<i>What is the school's process for dismissing "ineffective" employees mid-contract?</i>	<i>What is the school's process for non-renewing "ineffective" employees?</i>
Leader	<p>Has low expectations for teaching and learning and accepts excuses from teachers and students.</p> <p>Receives a rating of "1" the MS Professional Growth System Rubric.</p> <p>Does not meet all set student achievement goals.</p>	<p>The superintendent will use a comprehensive, value-added system for identifying ineffective leaders. This system will include, but is not limited to formal evaluations, informal observations by district instructional leadership staff, school performance reports from assessments and feedback from faculty, community and parent engagement activities. Through this wealth of information, the superintendent will identify who the ineffective leaders</p>	<p>Ample opportunities are defined by the district as weekly coaching sessions, informal observations and feedback from the district leadership team a minimum of twice per week, opportunities to observe an effective leader, a written growth</p>	<p>Leaders whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Leaders who are chronically underperforming will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After</p>	<p>Leaders whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Leaders who are chronically underperforming will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After</p>

	<p>Inadequately works with teachers whose data is below targets to improve teaching and learning.</p> <p>Ineffective leader does not demonstrate high expectations for all students and cannot demonstrate evidence of ensuring that students are learning at expected as a school.</p>	<p>are and begin developing a plan of support and professional growth with the person identified as ineffective</p>	<p>plan and professional development assessments targeted toward improved effectiveness.</p>	<p>six weeks, if the leader's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any leader placed on an improvement plan will receive ample opportunities for improvement. The district's leadership team will continue providing consistent, meaningful, support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning. A leader who receives an unsatisfactory rating for performance, and refuses to participate in the support and growth opportunities for improvement provided, will be</p>	<p>six weeks, if the leader's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any leader placed on an improvement plan will receive ample opportunities for improvement. The district's leadership team will continue providing consistent, meaningful, support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning. A leader who receives an unsatisfactory rating for performance, after receiving and participating in ample opportunities for improvement will be</p>
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				recommended for termination.	recommended for nonrenewal.
Teacher	The superintendent will use a comprehensive, value-added system for identifying ineffective teachers. This system will include, but is not limited to formal evaluations, informal observations by school and district instructional leadership staff, school performance reports from assessments and feedback from faculty, community and parent engagement	Ample opportunities are defined by the district as weekly coaching sessions, informal observations and feedback from the district leadership team a minimum of twice per week, opportunities to observe an effective teacher, a written growth plan and professional development assignments targeted toward improved effectiveness.	Teachers whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Teachers chronically underperforming will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After six weeks, if the leader's performance is not improved by the next formal	Teachers whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Teachers chronically underperforming will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After six weeks, if the leader's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any teacher placed on an improvement plan will receive ample opportunities for improvement. The district's leadership	The superintendent will use a comprehensive, value-added system for identifying ineffective teachers. This system will include, but is not limited to formal evaluations, informal observations by school and district instructional leadership staff, school performance reports from assessments and feedback from faculty, community and parent engagement activities. Through this wealth of information, the transformational principal will identify teachers who the ineffective teachers and begin developing a plan of support and professional growth with the person

	<p>activities. Through this wealth of information, the transformational principal will identify teachers who the ineffective teachers and begin developing a plan of support and professional growth with the person identified as ineffective</p>		<p>evaluation, he/she will be placed on a plan of improvement. Any leader placed on an improvement plan will receive ample opportunities for improvement. The district's leadership team will continue providing consistent, meaningful, support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning. A leader who receives an unsatisfactory rating for</p>	<p>team will continue providing consistent, meaningful, support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning. A leader who receives an unsatisfactory rating for performance, after receiving and participating in ample opportunities for improvement will be recommended for nonrenewal. .</p>	<p>identified as ineffective</p>
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			performance, and refuses to participate in the support and growth opportunities for improvement provided, will be recommended for termination.		
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(2) What, if any, changes will the school make in order to enhance the usefulness of the termination process for SIG?

**The principal and central office staff will provide consistent, meaningful support geared toward improving teacher effectiveness.** Each teacher will be evaluated four to six times a year, during formal and drop-in observations by trained administrators. Prior to a formal evaluation, an administrator will meet with the teacher for a pre-conference to discuss the upcoming evaluation. All evaluations will be followed up with a post-conference between the teacher observed and the administrator. Teachers will be continuously informed of progress or lack of progress being made toward instructional improvement.

**A district level support team will be established to include district administrators who are familiar with the rules and regulations which govern staff dismissals.** This team will provide guidance and support to the school principal. Additionally, several changes that will be implemented by the school's leader(s) are listed below. The school leader will: communicate a vision, including non-negotiable goals and strategies, which may, in turn, lead to voluntary employee exit among staff who are unwilling or unable to meet new goals, gather a variety of data about staff members' skills and performance, hold frequent and transparent problem-solving sessions with all employees focused on multiple data sources as evidence of employee proficiency or lack thereof, which may lead to voluntary exit of employees who are uncomfortable with increased transparency, implement an intense schedule of targeted meeting and evaluations to fill in the gaps and answer questions about employee performance, and make formal employment decisions which may lead to involuntary exit of employees who are underperforming.

A vision of improving student learning has been shared with staff. **Non-negotiable goals and strategies have not been linked to performance evaluations.** Examples may include - all teachers will be expected to monitor hallways during transition time, or every teacher will post daily the lesson's objective in student-friendly terms. Teachers who do not follow these clear directives

will be given the opportunity to comply. If they choose not to, their non-compliance will be documented as part of the performance evaluation. This new process will be clearly explained to the staff by the principal, with the support of the district office - including the superintendent. Non-negotiable actions and goals will be set early in the school year, prior to students' arrival. Teachers who traditionally have been unwilling to follow directives may see a clear picture of how the school will operate and may choose to resign if they feel they cannot comply with the new directives.

**Data will be used as part of the performance evaluation system, which may lead to more expedited dismissals of underperforming teachers.** Data will be collected more frequently and will include items such as: Student Performance classroom assignments, common assessments, and computer-based software reports Teacher Performance, school attendance, tardiness, attendance at meetings/grade level planning sessions. Teacher Responses to Administrative Requests lesson plan submission inclusion of non-negotiables in the classroom presence and working at duty posts timely submission of reports/feedback on student performance

The school principal will hold frequent and transparent meetings that require the faculty and staff to share data and problem solve. During these meetings, issues will be openly discussed surrounding student performance and achievement. Teachers will be asked to provide strategies to solve these issues. Student work will be examined to determine if the assignment was clear, appropriate, rigorous, and matched to curriculum goals. Many times, underperforming teachers are willing to remain isolated from the scrutiny - and help that can be offered - of their peers. Through these meetings, issues surrounding teacher performance will be clearly seen by others. Again, this may be uncomfortable for those professionals who are not willing to accept support in order to improve performance. This may lead to voluntary resignations by some staff.

At each point throughout the school year, **staff who are marginal or underperforming will be provided ample opportunities for improvement and will be placed on an improvement plan.** Improvement plans will be developed collectively by the marginal staff member, principal, and other district office administrator, if requested. Improvement plans will include clear performance measures, benchmarks for improvement, timeframes, and methods of evaluation. The improvement plan will be implemented immediately and will remain in place until the marginal staff member has demonstrated proficiency or is removed. Evaluating the outcomes of the improvement plan will be critical to the process of improvement. In order to evaluate the outcomes of improvement, the principal will conduct at minimum 6 formal classroom teaching evaluations and 6 informal evaluations of teacher effectiveness and participation in school actions.

Additionally, the **principal will use targeted meetings and classroom evaluations to fill in the gaps for underperforming staff.** The burden of proof will be placed on the teacher or staff member to demonstrate their proficiency in identified areas. Once an area of weakness is identified and the teacher has received training and support, the teacher will then need to demonstrate during evaluations that he/she has improved in this area. For those individuals who do not demonstrate proficiency, the principal

will make a recommendation to the district support team. This team will be knowledgeable about the dismissal process, the responsibilities of the district to provide adequate support and guidance to underperforming staff and the legalities of non-renewal and termination. The team will provide the school principal with support and guidance, and will make a recommendation to the superintendent regarding employment decisions. As has been the previous practice, the superintendent makes recommendations on employment to the School Board. The School Board will take action on any and all employment decisions.

**C. Organizational Structures and Management**

1. Governance

a) Proposed Governance Structure

Attach as **Appendix I** an organization chart that clearly presents the school's proposed governance structure. This chart should clearly represent **lines of authority and reporting between the school, district-level staff, any related bodies** (such as advisory bodies or family and teacher councils), and **any external provider** that will play a role in managing the school.

b) District-Level Staff

Complete the chart below to describe district-level staff who will provide services to, or will oversee, the intervention school.

**[NOTE FOR TRANSFORMATION:** If the LEA plans to fulfill the requirement that the school receive on-going technical assistance and support through district-level staff, please note that within the “roles/responsibilities” section of the chart below.]

<b>Position</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>How will a person in this position support SIG implementation? Describe briefly.</i>	<i>Who does a person in this position report to? (Must align with lines of reporting in the organization chart)</i>
Superintendent	District Funds	<ul style="list-style-type: none"> <li>Serves as the chief executive on all school improvement efforts for district-wide implementation</li> <li>Oversees the District Leadership Team</li> </ul>	Board of Education

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

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

Director of Special Education	State/District Funds	<ul style="list-style-type: none"><li>• Serves on District Leadership Team</li></ul> Monitors the school leadership team to ensure milestones and performance goals are being met.	Superintendent
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c) **TURNAROUND/TRANSFORMATION ONLY:** School Autonomy

Answer the questions below to describe the school's autonomy—i.e., authority, not merely input—in making decisions.

<p>How will the principal/leadership team at the school building have autonomy in the following:</p>		<p>How will this autonomy be dependent on the results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data?</p>
<p>Staffing decisions, such as hiring, placement, and termination</p>	<p>The school's principal has autonomy over hiring and placement of staff. Recommendations for terminations will be accepted for staff that do not improve</p>	<p>All staff evaluations include student growth as a significant factor. Administrator evaluations, as well as the district transformation officer's evaluation results include 50% for student growth/achievement</p>
<p>School time, such as school calendar, schedules for the school day, etc.</p>	<p>The principal has been given autonomy to set the school's master schedule for the year. Additionally, the principal has been given the flexibility to determine extended learning time and year.</p>	<p>Interim and benchmark data are reviewed to determine the progress towards meeting achievement indicators. The superintendent uses these exams to determine progress towards meeting the achievement indicator goals.</p>
<p>School procedures, such as course offerings, curriculum materials, discipline, etc.</p>	<p>The principal and the school's leadership team will make decisions regarding the school's procedures for obtaining additional curriculum materials, procedures for dealing with discipline, course offerings and other procedural changes. As issues arise, the school will have the ability and autonomy to make the modifications needed to ensure the proper implementation of the SIG program and meet the needs of the school. All requirements</p>	<p>Increased autonomy at the school level will be critical for a successful school transformation. However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the authority over school procedures will include increased student achievements, lowered discipline referrals, etc... The district leadership team will</p>

	<p>as set by the MDE will have to be adhered to.</p>	<p>review these factors and compare increased student performance measures to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team.</p>
<p>Budgeting</p>	<p>The SIG budget will be overseen and managed by the Principal, SIG Coordinator and the District Transformation Officer. The Federal Program's Director will help ensure all expenditures meet federal guidelines.</p> <p>The school's budget will be managed by the principal to ensure that resources are allocated based on the needs of the school. The principal will have the flexibility, within the SIG guidelines, to expend funds in a manner that is best for the school. In addition to the SIG funds, the principal will also have budgetary authority over additional federal and local funds which are allocated for the school's use.</p>	<p>Increased autonomy at the school level will be critical for school transformation.</p> <p>However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the authority over the school's budget will include increased student achievement and academic growth, lower percentage of carryover in the budget, and satisfaction surveys of teachers and staff.</p> <p>The district leadership team will review these factors and compare increased student performance measures to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team.</p>
<p>Other important operations</p>	<p>In order to ensure that the school is best managed and ready for lasting</p>	<p>Increased autonomy at the school level will be critical for school transformation.</p>

	<p>transformation, the school principal will be given decision-making authority over all aspects of the school's operations. While the principal traditionally does not direct all actions encompassed at the school, increased importance and flexibility will be given to the school's requests. This includes issues such as maintenance, building and ground, facilities, janitorial services, transportation, and child nutrition. The superintendent will make a clear mandate to all directors and district staff that the SIG school will be given priority in meeting their needs.</p>	<p>However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the increased authority for the school principal will include improved school climate, cleaner facilities, and improved response time for requests for maintenance, transportation and nutrition services. The district leadership team will review these factors to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team.</p>
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2. External Providers

LEAs are not required to contract with external providers to support schools. However, an LEA may fulfill the Transformation requirement to provide on-going technical assistance and support to a school using an external provider; if this is the case, please note that in the boxes below. **Any applicant that proposes using external providers must complete this section.**

a) Contract for Daily Management and Operations

Describe any plans to contract with an external provider to oversee the school's daily operations. Remember that these plans must align with the school proposal.

N/A

b) Contract for Specific Services

Describe any plans to contract for specific services with an external provider. Remember that these plans must align with the school proposal.

The Greenwood Public School District (GPSD) will solicit proposals from consulting firms to provide expert services to include but not limited to strategic planning, transformational

leadership, curriculum implementation, improving student academic achievement and improving teacher and administrator quality.

Consultants would provide services during 2016-2017 school year in GPSD to support schoolwide reforms. These reforms include:

- Improving Teacher Quality
- Differentiation of Instruction through lesson planning
- Classroom Management (PBIS)
- Curriculum Implementation and Supervision
- Best Practices in Instruction to implement Mississippi College and Career Readiness State Standards (MCCRS)
- Creating Assessments aligned to the MCCRS Standards
- Improving Leadership Effectiveness
- Using Data to Guide/Drive Instructional Practices
- Parental Engagement
- Administrative Support
- Reading Literacy
- Multi-Tiered System of Supports
- Student Support/Counseling Services

c) Scope of Work

Insert below the scope of work to be included in the Request for Proposal for each external provider proposed.

**Multi-Tiered System of Supports (MTSS) External Provider**– Provide intense coaching support with clear expectations in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: early intervention and supports (RtI/TST), understanding and implementing the Multi-tiered System of Supports (MTSS), and progress monitoring for student success.

**ELA External Provider** – Provide intense coaching support with clear expectations in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: research-based ELA instructional strategies, data analysis and data-driven instruction (Data-Based Teaching), effective planning and instructional delivery in ELA and scientifically based supplemental teaching to improve reading comprehension of complex text for “at risk” students.

**Math External Provider** - Provide intense coaching support with clear expectation in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: data analysis and data-driven instruction (Data-Based Teaching), effective planning and delivery of instruction in Math and scientifically based supplemental teaching to improve fluencies and problem-solving for ‘at risk’ students (Strategies for Small Group Instruction).

**Science External Provider** - Provide intense coaching support with clear expectations for students in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: data analysis and data-driven instruction (Data-Based Teaching), effective planning and instructional delivery (M-STAR), hands-on science labs to promote the inquiry competency, and scientifically based supplemental teaching to improve reading comprehension of informational science texts of all students, including 'at risk' students

**Reading and Writing Across the Curriculum Specialist**-Provide intense coaching support with clear expectations in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: Thinking Maps, Writing Across the Curriculum, hands-on instruction to improve reading comprehension, fluency, understanding of various modes of writing, and writing in response to reading for all students.

**Low 25% External Provider** – Draft protocol for the Low 25% group, and provide coaching support for internal and external instructional staff teaching these at risk students. Clearly communicate the RTI protocol and train on the protocol for responding to students in the Low 25% in order to meet the goals of this transformation. Provide on-site, job-embedded training and support for the following: identifying deficits, matching interventions to deficits, progress monitoring success of the interventions, and adjusting intervention instruction as indicated by the data

**PBIS Specialist** – Work with Leadership Team and teachers to refine school-level rules, develop a school-wide system of positive rewards, and assist teachers in classroom-level management plans consisting of appropriate rules, procedures, rewards, and consequences

**Specialist in Classroom Observation/Supervision of Instruction**- Work with administrators and instructional coaches on effective classroom observation, scripting lessons, and providing constructive feedback to teachers.

**Instructional Strategies and Intervention Specialist**- External provider conducts training on research-based instructional strategies, differentiated instruction, and targeted academic interventions.

### 3. School Climate

#### a) Needs

What, if any, needs were identified by the needs assessment that related to school climate?

Although many teachers reported no issues related to school climate on the needs assessment survey, it is clearly evident through teacher attendance data, conversation with teachers, classroom observations, data findings in each subject area, leading and lagging indicators, and the overall accountability rating of the school that the school climate is an negatively impacting student achievement and needs to be addressed. Teachers report on the survey that they were being supported; however, in individual conversations teachers reported differently.



**The school climate at Threadgill Elementary School has been significantly enhanced.** With an experienced and motivated principal, students, faculty and staff are adapting to the new and more positive district's climate that the district administration and principal are implementing. Discipline is a core issue. The principal has implemented several procedural changes to enhance the Threadgill Elementary School's current discipline procedures. All administrators and teachers are working to implement the expectations for student behavior which has positively impacted student behavior. During afternoon announcements, the principal sets a standard of expectations which must be adhered to at all times. Students are constantly reminded of these expectations in the classrooms, cafeteria and even during dismissal time.

b) Addressing School Climate Needs through SIG

How will the school address identified climate issues (discipline, truancy, teacher morale/attrition) through the SIG program?

**The cooperation of everyone in our school community is essential to establish and maintain a positive school climate and learning environment.** The principal and staff of Greenwood High School believes that to ensure learning occurs, rules and regulations must be established so that everyone has an opportunity to learn that the behavior of one student or group of students does not adversely affect the learning program. The leadership team has implemented a discipline plan which reflects a balance between the rights and responsibilities of an individual and those of the entire school community. Through the SIG program, we continue to implement and enhance positive behavior supports to promote character development, which will impact and improve the issue of students not respecting the peers, positive behavior traits, and assist students who need guidance with appropriate behavior. The implementation of PBIS will directly target school discipline in order to boost student morale and lower discipline referrals sent to the main office.

**D. Support for Teaching and Learning**

1. Professional Development

a) Create Professional Development

How will the school create targeted, job-specific professional development?

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

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

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

## **Instructional Leadership**

An experienced leadership coach will work with school leaders to ensure that they are prepared to facilitate curricular and departmental meetings, to effectively utilize teacher observations to provide corrective feedback, and to implement assess to know strategies that can be used to guide differentiated instructional practices,

### ***7 Transformational Practices for Instructional Leadership***

- Implement a plan of action to ensure the alignment between curriculum, instruction and assessment
- Engage teachers in instructional decision making
- Identify research-based best practices to improve student learning
- Implement a plan of action for teacher observations
- Effectively communicate instructional data and growth targets
- Correlate all available student growth data to instructional practices
- Monitor student performance and support transparency

## **Data Team**

The District's Transformational Officer, SIG Coordinator, Principal, Data Coach, and Assistant Principals will work with the data team to provide training, coaching, and consultation needed to bring actionable data into classroom to maximize student growth. They will work to develop customized data and differentiate plans designed to maximize academic growth gains for all students. Professional development will be provided that focus on data analysis and interpretation, growth targets and goal settings, target lagging sub-skills, and improve teacher effectiveness. The data team will work with school personnel to change the school's culture through Seven Transformation Practices:

### ***7 Transformational Practices for Using Data***

- Develop a plan of action for using data effectively
- Establish growth targets for individual student and classrooms
- Integrate data systems and instructional technology
- Navigate data tools efficiently
- Improve differentiated and performance level instruction
- Monitor student performance and support transparency
- Communicate performance and achievement data to students, parents, teachers and administrators

## **Instructional Coach and External Providers**

Greenwood High School has an experienced instructional coach and will hire another instructional coach and consultants to provide professional development designed to

significantly improve classroom management, knowledge of the Mississippi Curriculum Standards and performance level descriptors, use of data, planning, differentiated instruction and over all teacher effectiveness. The instructional coach and external providers will partner with teachers to reflect on existing classroom practices, materials, and resources. Teacher coaches will teach and model effective instruction and classroom management, as well as, demonstrate research-based strategies designed to maximize student learning. Onsite work will allow the consultants to work with the teaching staff to develop a customized action plan that focuses on specific teacher needs. The instructional coach and external providers will work with teachers in teams to change the school's culture through Transformation Practices for assessment, instructional effectiveness, and literacy.

### ***7 Transformational Practices for Assessment***

- Implement a plan of action to ensure the alignment between curriculum, instruction and assessment
- Analyze and interpret all assessment data with integrity
- Align teacher assessment for students to the Mississippi Curriculum Frameworks
- Monitor teacher formative assessment levels at regular intervals
- Use assessment data to determine student performance levels
- Use assessment to drive instruction and determine individual learning paths for students
- Use multiple data points to determine instructional data for individual students

### ***7 Transformational Practices for Instructional Effectiveness***

- Develop and implement a plan of action to ensure student engagement through data driven decision making
- Provide coaching and modeling opportunities for all teacher
- Embrace formative assessments to provide corrective feedback
- Implement research-based learning strategies to increase student growth rates
- Correlate student achievement to teacher evaluations
- Effectively implement the three tier instructional model
- Develop and implement a plan to address special populations

The instructional coach and external providers will use the following framework to provide professional development in each subject area:

- The instructional coach and external providers will train on new instructional strategies.
- The instructional coach and external providers will model the new instructional strategy in the classroom while teachers observe.

- The instructional coach and external providers will co-teach with the teacher using the new strategy.
- The instructional coach and external providers will support the teacher through lesson planning and resource development as the teacher plans to implement the new strategy.
- The instructional coach and external providers will observe the teacher implementing the new instructional strategy.
- The instructional coach and external providers will provide the teacher with feedback based on the observation.

### ***7 Transformational Practices for Literacy***

- Engage students in the reading process;
- Implement a plan of action for improving vocabulary and fluency across the curriculum;
- Establish reading goals for individual students, classrooms, and school;
- Monitor and assess to determine current levels of reader ability;
- Use instructional technology to differentiate for reading and performance levels;
- Provide guided reading practice across the curriculum.

Who is responsible for the design and implementation of professional development?

The Director of Curriculum and Instruction will be responsible for the implementation of professional development district-wide. Additionally, at Greenwood High School, the principal, assistant principals, instructional coach, and SIG coordinator will be responsible for the implementation of professional development.

#### **b) Embed Professional Development**

How will the school embed professional development into the work routine of staff?

**Threadgill Elementary School will embed professional development into the work routine of the staff through careful planning, the strategic use of teacher's planning periods, classroom modeling and co-teaching sessions, and in after school training sessions.** As we implement the Transformational Model, our school will be fully engaged in dynamic and comprehensive professional development model. In previous school years, many of our teachers have attended one-day workshops provided by local service providers, colleges and universities, or educational consortium. With the amount and type of quality professional learning with which our teachers will be involved, we have made the decisions to substantially limit any additional, outside professional development or training session. By using the job-embedded coaching model, which is heavily reliant upon in classroom modeling and co-teaching by consultants, our demand for high-quality professional development will

be met. We will require and monitor our administrative team and external providers to effectively and intensely work with our teachers during their planning periods and during after-school training sessions. In addition, extra time has been allotted to in-classroom modeling and co-teaching sessions. We understand that there will be the occasional need for teachers to attend training and professional development sessions outside of the school and district.

c) Link Professional Development to Evaluation Results

How is professional development tied to administrator and staff evaluation results?

Professional development efforts and requirements will be aligned with the Mississippi Educator and Administrator Professional Growth System which includes a Teacher Growth Rubric and an Administrator Growth Rubric. They will be guided by formative teacher evaluation data as well as formative and summative student assessment data to create individualized professional development that will address a teacher's specific challenge areas. The principal, district leadership team, and external providers will identify each teacher's areas of need through the professional growth system. Threadgill's leadership team and external providers will provide a scaffolded system of training, in-classroom modeling, co-teaching and observation support. Immediate feedback will be provided to the teacher at each step throughout this process.

Professional development will also be linked to opportunities for career advancement and provide opportunities for teachers to be involved in its selection and delivery.

d) Staff Involvement

How are staff involved in the design of professional development?

Professional activities will be based on identified needs and reform efforts at the school. All teachers will complete a staff survey and a professional development survey in which they can express their individual professional development needs. During the post-conference of teacher evaluations, professional development needs will also be discussed. Selected teachers will serve on the professional development committee to represent each grade level and/or subject area to share needs.

**Staff will be involved in the design of professional development through comprehensive needs assessments conducted prior to training activities.** Through initial surveys and focus group meetings, teachers will be able to provide direction. Threadgill Elementary School will use information gained from the comprehensive needs assessment and the survey to craft professional development opportunities which are focused on our teachers' needs and requests: classroom management, differentiated instruction, EDI strategies, flexible grouping strategies, integration of technology, and other requested services.

To address any concerns, the school's leadership team, along with external providers will train teachers on the seven transitional practices for each area – leadership, data, assessment, instructional effectiveness and literacy. **Teachers will identify at least three, and**

**no more than five, practices in which they would like to receive training.** These transformational practices will be demonstrated to teachers through in-classroom modeling and planning sessions. Training will be crafted based on both group and individual needs. Throughout the school year, teachers will be given opportunities to adjust and modify the pace and content of the training sessions by requesting specific strategies or lessons to be modeled in their classroom. Threadgill Elementary School's leadership team and external providers will use the classroom teacher's curriculum materials and resources in an effort to demonstrate how these items can be leveraged.

e) Alignment with Instructional Program

How does the school ensure that professional development is aligned with the school's instructional program?

We understand the importance of aligning professional development through this SIG program with our school's instructional program. Because the training is job-embedded and conducted through in-classroom modeling, much of the school's professional development will be encompassed in the SIG program. However, we will continue to operate any training sessions which are required by state or federal regulations, or mandates. We feel these decisions will provide our instructional staff with a cohesive and unified professional development plan.

2. Time for Faculty Collaboration

Complete the chart below to demonstrate that the school has scheduled adequate time for faculty collaboration. Remember that school schedules must align with the answers.

Type of Meeting	Leader	Frequency	Length	Purpose
<i>Group of faculty to meet</i>	<i>Who will facilitate this meeting?</i>	<i>How often does this team meet?</i>	<i>How long does each meeting last?</i>	<i>What is the focus of the meeting?</i>
Grade-level	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and School Improvement Specialist	Weekly	55 minutes	To plan lessons, develop assessments, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer opportunities for mentoring
Department-level (if applicable)	Principal, Assistant Principals, Lead	Monthly, Weekly, Bi-weekly	55 minutes	To plan individual subject lessons, develop assessments, examine

	Teachers, Instructional Coach, and School Improvement Specialist			student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer opportunities for mentoring
Special services	Director of Special Education, MTSS Chair/Designee, Assistant Principals, Special Education Literacy Coach, and Special Education Lead Teachers	Monthly	55 minutes	To examine data to determine if students need adjustments to their intervention plan. Teachers will meet with the interventionist informally, and will conduct formal meetings on a monthly basis to document decisions made regarding students who may need to move up or down the Three Tier Model.
All faculty	Principal, Assistant Principals, Instructional Coach, School Improvement Specialist, and District Transformational Officer	Monthly and bi-monthly	1 hour	To garner input from teachers, share procedural issues or concerns, celebrate successful strategies and receive training
Professional Learning Communities	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and School Improvement Specialist	Weekly	55 minutes	To set forth a strategy to promote change and improvement in the culture and academic performance of the school. Teams of educators work in meaningful, collaborative groups in which members work interdependently to achieve common, results-oriented goals for which members are mutually

				accountable in addition to sharing best practices.
Cross-Grade Level Collaborative Meetings	Principal, Assistant Principals, Lead Teachers, Instructional Coach, and School Improvement Specialist	Weekly	55 minutes	To develop assessments, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer

**E. Family and Community Engagement**

1. Community-School Relations

a) Family and Community Satisfaction

Describe current efforts to determine family and community satisfaction with the school (e.g., satisfaction surveys, town hall meetings).

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

Threadgill Elementary School is using a variety of methods to determine parental and community satisfaction with the school. **A partnership with the Parents who are members of the PTSA has assisted our communication efforts with parents through both formal and informal methods.** We are working to engage parents in our school activities and in ways they can help prepare their child for school. The school counselor calls parents or makes home visits when necessary. In addition, we give satisfaction surveys which ask questions regarding several different areas of the school, including the parent's satisfaction with instruction and leadership. We also host an Annual Title I Meeting and Open House Night where parents can ask questions and share concerns about our school. Informally, all of our teachers are asked to contact parents through notes home or telephone calls to share information about their child or the school's upcoming activities. These communications are documented through the parent contact log. Through these methods of communication, we collect information from parents - concerns or their level of satisfaction with the school or classroom in general. The principal and district leadership staff also makes concerted efforts to talk with parents through committee meetings, school activities and when parents are attending school programs.

What new or additional efforts, if any, will be made under the SIG program?

Parents and the community will be encouraged to become involved in reform efforts at Threadgill Elementary School. **Special informational sessions will be developed for parents, community, and school board members, so that the supporters of education can understand the rigorous academic standards that students must now meet and the components of the School Improvement Model.** With a school-based parent center, parents will be able to attend more meetings, workshops and utilize resources because of the convenience and proximity. Teachers will communicate weekly through newsletters and the on-line parent homework helper to share with parents what work students are being assigned, and what they are expected to learn.

b) Complaint Procedures

How are complaints from families or community members currently addressed?

Complaints are first handled at the classroom level, and then if the problem is not resolved, the parent may contact the principal's office. In most situations, there is not a need for the parents to contact the Superintendent's Office for a problem to be resolved. However, in rare cases, parents will contact the district office. The Superintendent first requests that the parent follow the proper protocol (classroom - principal - district office) in resolving a situation. If the parent is not satisfied at that point then the complaint is addressed by the superintendent. We firmly believe that proper communication includes listening to voices that may disagree with our procedures or decisions. Most parents want to feel that their concerns are heard.

(The Parent Liaison was deleted from the proposal due to budget cuts.)

What changes, if any, will the school make to complaint procedures to make them more effective?

This standard complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education under the Goals 2000 Educate America Act and the Improving America's Schools Act (IASA). A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department personnel. A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied, or misinterpreted. Any parent or guardian, surrogate parent, teacher, administrator, school board, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. The Greenwood Public School District contact person for Federal Programs complaints is the Federal Programs Director.

2. Services for Families and Community Members

Complete the chart below to describe services the school provides to families and community members.

Activity	Current	Proposed
Coordination with local social and health service providers	The district nurse and the school counselor work to provide information on local social and health service providers for parents. When the classroom teacher feels the child needs an evaluation for these services, the district nurse or the counselor	The district nurse and the school counselor work to provide information on local social and health service providers for parents. When the classroom teacher feels the child needs an evaluation for these services, the district nurse or the counselor
Parent/family education classes	The district staff and teachers on each campus provide parenting classes across the district on various topics such as homework help, computer	The district staff and teachers on each campus provide parenting classes across the district on various topics such as homework help, computer

1. Engagement in School Improvement

a) Parent/Family Groups

What organized family groups does the school offer?

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

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

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

How will family groups be improved through the SIG program?

The PTSA will be engaged in the SIG program. We will ask the PTSA to partner with us to promote new parent technology classes and school activities. The principal has an already established strong relationship with parents in the community. She will continue to share all relevant information of upcoming meetings, activities and events. The faculty and staff will also include the PTSA in our efforts to garner input from parents and community as we grow and develop our school improvement efforts. Additionally, we will implement a highly structured, research-based school-wide plan to engage parents and community members. We will utilize parenting materials which have been designed to increase parental and community engagement in low-performing schools.

b) Opportunities for Families and Community to Engage in the School Improvement Process

What opportunities will families and community members have to review school performance and meaningfully engage in the implementation of the intervention model, including participating in decision-making about school improvement plans throughout the life of SIG?

Threadgill Elementary School values the opinions of the parents and understands that they can offer valid suggestions and ideas for improving the school. **We will provide parents and community members opportunities to review school performance through information sent home, parent teacher conferences, and school parent meetings.** We also add this school performance information to our school district's website each year. In addition, we make sure that parents are included in decision- making and school improvement plans through parent/community meetings, committee.

Also, through the Annual Title I meeting and school-wide planning committee meeting, parents and the community will have the opportunity to review school performance and participate in decision-making about school improvement plans.

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

Through the SIG program the district will contract with an external partner who will work with parents and designated teachers to increase parental involvement. The addition of the parental involvement external partner will assist our efforts to ensure that parents and community members are well informed about the performance level of students, grade levels, the school and district. We will also host parent/community meetings on a quarterly basis and invite all parents and interested community members. During these meetings, attendees will have opportunities be engaged in decision-making by sharing ideas and concerns, making suggestions for program activities and budget expenditures, as well as participating in online satisfaction surveys

To monitor parent/community members satisfaction with the transformation program at Threadgill Elementary School, a parent survey will be sent home before the end of the school year asking the parents and community members to rate the administration, teachers, academic programs, and school. The survey will also ask for recommendations and suggestions.

## **F. Sustainability**

If the school plans to use SIG funds for sustainability years, please describe what those funds will support and how those plans will increase long-term sustainability.

An important consideration for MDE is whether the school will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the school's plans in these three areas support the sustainability of reforms after the funding period ends.

Threadgill Elementary School hool is committed to building processes and implementing systems that build capacity in the school and that can be sustained for years. The funds used for the sustainability year is primarily staff positions that will be transitioned into other school wide or district wide programs once SIG funded has ended. Additionally, the district strategically built in positions that can be sustained and/or repurposed after SIG funds expire for long sustainability.

The school will also be transitioning those programs to be supported by Title I and other district funds for long term sustainability. **Our plans to sustain the reform efforts provided through SIG involve :**

- **Creating a train the-trainer model for professional development,**
- **Developing partnerships with university and community partners,**
- **Utilizing non-consumable materials purchased through the SIG program,**
- **Maximizing professional development opportunities through web-based video conferencing options**
- **Leveraging other federal funds such as Title I, II, or VI**
- **Offering volunteer opportunities for parents and community members to support intervention, arts-based and library media programs.**

We will focus the SIG funds as an investment on mission-critical areas - such as building human capital - to ensure a transformational leader and high-quality teams of teachers are in place that can create a culture of achievement. This culture of achievement and transformed school climate will remain in place after the funding has expired. Key staff members at the district and school levels will ensure quality implementation of the grant and develop over the three years a philosophy built on a foundation of success. As the school is transformed, a new mindset will be developed among school staff that will guide further determinations of ensuring a successful school.

### **Quality Implementation**

Much of the initial grant funds will be utilized to provide items that have a one-time cost: classroom/technology equipment, instructional software, and new curriculum materials. We can continue to maintain a quality implementation by using these non-consumable resources to ensure that the curriculum and instruction students receive are value-added. To sustain the professional development component, we will focus other funding sources (Title I, Title II, and local funds) to provide continued job -embedded coaching as needed. Sustainability action steps will include: (1) providing professional development to district and school leadership teams on implementing standards-based instruction and sharing and accepting responsibility of student achievement, (2) providing professional development on having a standards-based culture and reemphasizing the role of time in helping students to meet and exceed performance standards, (3) providing professional development to school leaders in developing high performance instructional leadership teams that promote the ideal teaching and learning environment, understand accountability, and prescribe interventions and strategies that help all students meet or exceed performance standards, (4) providing professional development to district and school leaders on a four step, data driven model involving, development of quarterly pacing guides, analyzing pretest data, providing differentiated instruction, and analyzing posttest data, (5) providing training to district and school leadership teams on progress monitoring, (6) conducting internal evaluations each quarter, and (7) conducting external evaluations annually. Staff members will be able to completely understand student progress through data. Data Banks will be implemented to track summative and formative data. Incremental changes will be noted and addressed and

all personnel will be able to access both individual and group data so that planning for growth will become the focus of the implementation of the grant. The program utilized for this purpose will provide information on individual and group growth through highly developed, well organized statistical models. The percentile comparisons will be utilized and mapped by grade and content area. Teachers will be able to determine student progress on Mississippi Standards. Once teachers, students, and community stakeholders have tasted the success of student achievement, sustainability becomes a requirement in the minds of all involved. We will examine teacher schedules and class size to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions. Another important step to sustaining the school reform efforts provided through these school improvement funds will be focusing on ongoing community engagement strategies. After funds expire, we will continue community engagement opportunities through inviting parents and community members to serve as mentors for at-risk students and volunteers in the school to assist classroom teachers. In addition, we will continue our efforts to garner a broad base of community support by having open forum meetings frequently to garner input from our community members.

### **Ongoing Community Engagement**

Research shows that schools, often with the active support of community-based nonprofit organizations-have used community engagement as a key strategy for making school turnaround more effective. When successful, the many approaches to community engagement create a continuum of interaction that builds trust, respect and a sense of purpose. The entire District Leadership Team (DLT) will assist in developing strong community involvement. The following steps will be used:

1. Communicate Proactively in the Community.

The first step in reaching out to families and community members is to inform them about the impending changes through a variety of outreach materials and events. The transparency and authenticity of these early messages will set a foundation for the community and families to trust and actively engage in the transformation reform. That trust will be sustained by the district transformation team (DLT) regularly informing the community stakeholders of progress as the initiative moves forward.

2. Listen to the Community and Respond to its Feedback.

Members of the DLT will inquire, both informally and formally, through public forums, focus groups, surveys and conversations, about the views of families and other community members. Listening-and responding to community feedback by taking action-communicates to parents and community members that their participation and their hopes for their children are valued, deepening their trust in the transformation initiative and its key players.

### 3. Offer Meaningful Opportunities to Participate

When transformation leaders involve community members in meaningful ways, such as training and serving on advisory councils, participants begin to "own" the work. They become more open to learning about and shaping key reforms and to valuing their own contributions to schools and students. The DLT will set up classes and workshops to help parents support their children academically at home. Teachers and school leaders will add to these formal opportunities through building relationships and holding events to celebrate student success. The DLT members will collaborate with community partners to find creative routes to involve them in the academic mission.

### 4. Turn Community Supporters into Advocates and Leaders

The Superintendent and Transformation Officer with assistance from the entire District Leadership Team will: develop an engagement plan, establish a school/family council, help parents access training, and build community partnerships and assist with school/family communication. In addition, the transformation office will provide guidance to schools and include training for parents and school staff. The transformation office will monitor parent engagement and track school responsiveness to parent feedback. The District Transformation Officer and Superintendent will respond to concerns or complaints from parents or the general public. The district will maintain a parent and community advisory board that will advise the Superintendent and Transformation Officer about community engagement. To sustain the community engagement component, the school will continue to operate with programs that engage the community in school activities. The school will ask community leaders to serve on committees as school partners. Opportunities to support students by providing mentoring, homework help, tutorial assistance, or a "study buddy" to identified students. Meetings will be planned to engage the community and parents through open, town hall-type forums. Additionally, efforts will be made to involve key leaders in the community and ensure that they are kept abreast of the school's needs, successes, and areas of focus for the coming school year. Through the partnerships developed, the School Transformation Team will share the positive outcomes of our school reform efforts with community and business leaders, as potential school partners. We will demonstrate the significant impact of the SIG program as evidenced by increased academic performance and teacher recruitment and retention, as well as an enhanced school climate and community involvement. We will share this plan for sustainability through support for quality implementation, human capital development, and ongoing community engagement.

### **Human Capital Development**

Human capital is an important element in creating success for both teachers and students. Professional development will be provided for instructional coaches and lead teachers who will then provide trainings for additional staff. Training-the trainer will ensure sustainability.

Instructional coaches will monitor daily instruction and provide any additional professional development.

In an effort to ensure the investment in human capital continues through the onsite professional development provided by consultants, teachers will be identified who possess the characteristics to serve as a mentor/lead teacher for the grade level or subject area. During years two and three of the SIG program, these lead teachers will be provided with additional resources and supports using a "train-the-trainer" type model. We hope to "grow" our best teachers into mentors for other teachers who may need additional support at the end of this SIG program. In addition, in-classroom mentoring and support will be sustained through no cost video- conferencing using LiveMeeting and communication via email. Teachers and administrators will have the opportunity to schedule and participate in LiveMeeting video conferences with the consultants, after the grant has been expended. This will allow the collaboration and support to continue in a fluid and unobtrusive manner, yet ensure that those individuals who need additional mentoring can receive it.

Threadgill Elementary School with district support will sustain all proposed reforms through support for quality implementation, human capital development, and on-going community engagement through and alignment of district and other federal goals, plans and funds. Three full time and three part-time positions are proposed to be funded through SIG. The full time positions will be repurposed to support district-wide reform efforts and moved to a district or Title I funded position. The part-time positions will also be repositioned to support district-wide reforms and will be funded through district or Title I funds. Funding for the MTSS/reading interventionist and Data coach positions will be also be sustained through the use of Title I funds by expanded their roles to support teachers and student at the middle school. The other components of the proposal that are paid for primarily through SIG funds are mostly one-time cost initiatives and will be supported and maintain by proper planning and alignment with district and other federal budgets. The district is currently funding professional development and community engagement reforms for Threadgill Elementary School and other district schools through a combination of district and other federal funds and will to continue with these initiatives once SIG funding has ended.

## BUDGET

### Instructions

On the budget pages that follow, an LEA will find a 5-year summary budget page, LEA annual budget page, and school-level annual budget page. An LEA should complete the *LEA cover page* and the *LEA and school-level annual budget pages*. The information from these pages will automatically populate the 5-year summary budget page.

Remember, the LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each school that the LEA commits to serve. Though a school may request up to \$2,000,000, only expenses that are reasonable and necessary will be funded. LEAs should only request funds that they can realistically spend in the timeframe.

As [Appendix K](#), attach the budgets for the LEA and school for each of the 5 years.

\*PICTURES PROVIDED FOR EXAMPLE PURPOSES. Please use the Budget .pdf file.

## APPENDICES CHECKLIST

Use this document as a checklist to verify that each requested appendix has been attached. Additional appendices (any not appearing in this list) will NOT be accepted for review.

### A. Consultation with Stakeholders (LEA Plan Overview, Part I., B.)

- Agenda and/or meeting minutes from stakeholder consultation
- Sign-in form

### B. School Board Approval (LEA Plan Overview, Part II., A.2.)

- Agenda and/or meeting minutes from the Board meeting at which the application was approved

### C. External Provider Contracting Process (LEA Plan Overview, Part II., A.3.)

- LEA's model request for proposal, if different from MDE's
- External provider interview or evaluation tools, if applicable
- LEA's model memorandum of understanding, if different from MDE's

### D. District Capacity for Selected Interventions (LEA Plan Overview, Part II., A.6.-7.)

- LEA's Schedule of Findings and Questioned Costs from most the recent audit
- Schoolwide Plan
- Current Priority/Focus School Action Plan, if applicable

### E. Needs Assessment (School Proposal, Part I., B.1. & B.3.)

- MCAPS needs assessment data
- Performance Framework (baseline data and performance goals)

### F. PATHWAYS ONLY: Pathways of Success Partners (School Proposal, Part II. for Pathways, A.4., A.6., & A.7.)

- College and career ready competencies
- Signed memorandum of understanding with partnering institution of higher education
- Signed memoranda of understanding with any work-based learning opportunities partners

### G. TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS ONLY: Instruction (School Proposal, Part II., B.3. & B.5.)

- TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS: Multi-Tiered System of Supports process
- TURNAROUND/TRANSFORMATION ONLY: School calendar and school schedule

**H. TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: Recruitment and Hiring** (School Proposal, Part III. for Turnaround, Transformation, and Early Learning, B.1.a.(3)., B.1.b.(2)., B.2.b.)

- TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader job description
- TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader interview protocols or evaluation forms
- TRANSFORMATION/EARLY LEARNING ONLY: Interview protocols or evaluation forms
- TURNAROUND ONLY: Interview protocols or evaluation forms, including for hiring and/or re-hiring

**I. ALL MODELS EXCEPT CLOSURE: School Governance** (School Proposal, Part III., for Turnaround, Transformation, Early Learning, Pathways, and Whole-School Reform, C.1.)

- ALL MODELS EXCEPT CLOSURE: Organization chart

**J. PATHWAYS/WHOLE-SCHOOL REFORM ONLY: MDE-Approved Technical Assistance Provider or Whole-School Reform Developer** (School Proposal, Part III. for Pathways, C.2.d.; Part III. for Whole-School Reform, C.2.)

- PATHWAYS/WHOLE-SCHOOL REFORM ONLY: Signed memorandum of understanding with required partner

**K. Budget**

- Budgets for each of the five years for the LEA and school

# GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

Box 1497, 401 Howard Street Greenwood, MS 38935-1497  
Phone: 662.644.0682 / Facsimile: 662.455.7493

## **SIG Opportunity: Informative Meeting**

**March 31, 2017**

**10:00 a.m.**

### **MINUTES OF MEETING**

Upon learning of the school's eligibility for the grant opportunity, the superintendent met with district administration, and school level administration to discuss the possibilities and benefits this School Improvement Grant would offer Threadgill Elementary School, Greenwood Middle School, and Greenwood High School. The school's administration included each principal of the schools eligible to apply for the grants. Along with the superintendent, the district's administration consists of the Director of Federal Programs, Director of Curriculum and Instruction, Director of Personnel, Director of Finance, and the Director of Special Education. The Superintendent provided a brief overview of each model and then asked each principal whether he/she would like to move forward with the process to apply for a grant.

GREENWOOD PUBLIC SCHOOL DISTRICT  
SCHOOL IMPROVEMENT GRANT  
SIGN-IN SHEET  
FRIDAY, MARCH 31, 2017

Print Your Name

Signature

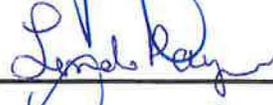
Charles Johnson



Jeanie Wilson



Linda Payne



Lachada Robie



Kenneth Palko



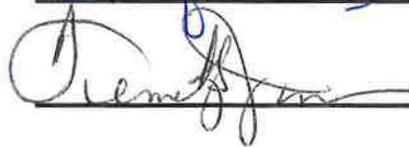
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# GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

Box 1497, 401 Howard Street Greenwood, MS 38935-1497  
e 662.644.0682 / Facsimile: 662.455.7493

**Administrative Meeting**  
**SIG Opportunity: Webinar**  
**April 3, 2017**  
**9:00 a.m.**  
**MINUTES OF MEETING**

The superintendent, district administration, and school level administrators met to listen to the School Improvement Grant Training webinar conducted by the Mississippi Department of Education, in an effort to gain an understanding of the models, timelines, and SIG process.

After the webinar, the administrators present, discussed and highlighted were the various models and the feasibility of the features of each model: Transformation Model, Turnaround Model, Closure Model, Restart Model, Evidenced Based Whole School Reform Model, Early Learning Model, and Pathways to Success. All, the superintendent, principal, and other administrators present, agreed the most suitable models for Threadgill Elementary School were the Transformation Model or the Turnaround Model. Discussions were held on the timelines for grant completion. The group decided on the next steps in moving forward with sharing the school improvement grant with all stakeholders (teachers, parents, and community members). They also identified ways to gather stakeholder input.

GREENWOOD PUBLIC SCHOOL DISTRICT  
SCHOOL IMPROVEMENT GRANT  
SIGN-IN SHEET  
MONDAY, APRIL 3, 2017

Print Your Name

Signature

Charles Johnson

Jennifer Wilson

Tara Harris

Linda Payne

Sabrina Tanner-Moore

Mary Bran

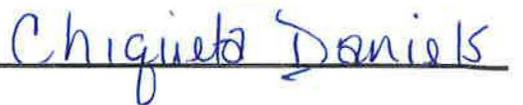
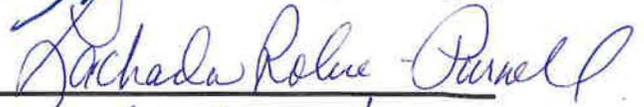
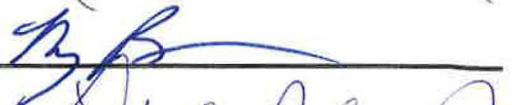
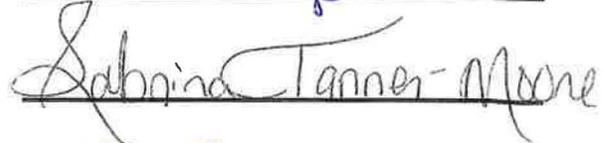
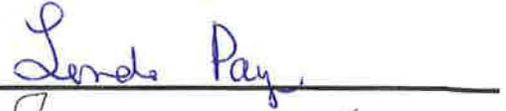
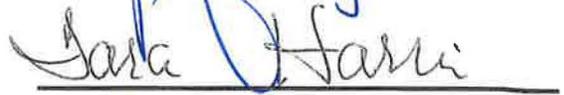
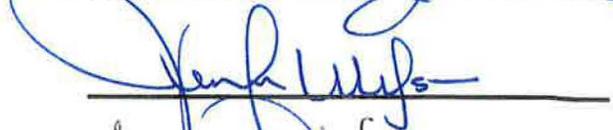
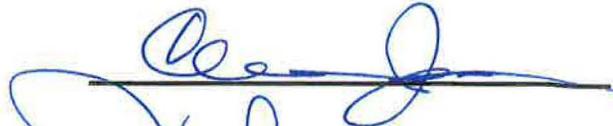
Lachada Robie - Purnell

Yolanda Greer

Ozell Ward

Kenneth Pulley

Chiqueta Daniels



# GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497  
Phone: 662.644.0682 / Facsimile: 662.455.7493

## School Board Notification

April 3, 2017

5:00 p.m.

## MINUTES OF MEETING

The superintendent informed school board members of the grant opportunity and the benefits the SIG would offer Threadgill Elementary School. She discussed the plans for holding meetings with various stakeholder groups, including families and the community in order to engage them in the selection of the intervention model and the design of the application. An overview of this process is provided below through the descriptions of each meeting.

# **Agenda of Special Called Meeting**

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

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A Special Called meeting of the Board of Directors of Greenwood Public School District will be held April 3, 2017, beginning at 5:00 PM at 401 Howard Street.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda and placed under discussion / action, items identified within the consent agenda will be acted on at one time with no discussion.

1. CALL TO ORDER AND INVOCATION.
2. APPROVAL OF THE AGENDA
3. REGULAR AGENDA
  - A. Approval of 2017-2018 Teacher Salary Scale
4. PERSONNEL RECOMMENDATIONS
5. ADJOURN.

GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

MONDAY, APRIL 3, 2017

Name

Name

*Blowers*

*Milton*

*William Miller*

*Al May*

*George Ellis*

*Barry Clark*

*Jerry*

# GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

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

Office 662.644.0682 / Facsimile: 662.455.7493

## **District Administrative Meeting**

**April 6, 2017**

**9:00 a.m.**

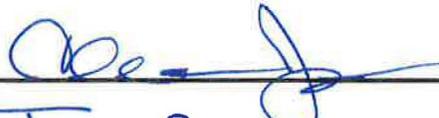
### **MINUTES OF MEETING**

An administrative meeting with the district's leadership team, which included the Superintendent, Director of Curriculum and Instruction, Director of Federal Programs, Director of Special Education, Director of Maintenance and Operations, Director of Personnel, all school principals, assistant principals and TES instructional coach were held in order to gather input from key staff members within the district. The superintendent shared information regarding various models included in the SIG process: Transformation Model, Turnaround Model, Closure Model, Restart Model, Evidenced Based Whole School Reform Model, Early Learning Model, and Pathways to Success. The superintendent informed the everyone of the decision regarding the Transformational and Turnaround Models, which were agreed upon during a previous meeting to be most suitable for Threadgill. Guidance was also provided on the timelines for grant completion. Since the faculty and staff had already provided input regarding the SIG, the group decided on the next steps in moving forward with sharing the school improvement grant with all stakeholders (students, parents, and community members). They also identified ways to gather stakeholder input. A parent and community stakeholder meeting was scheduled for that afternoon at Threadgill Elementary.

GREENWOOD PUBLIC SCHOOL DISTRICT  
SCHOOL IMPROVEMENT GRANT  
SIGN-IN SHEET  
THURSDAY, APRIL 6, 2017

Print Your Name

Signature

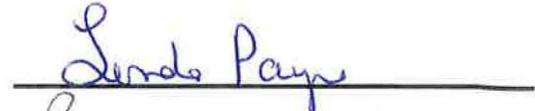
  
Jennifer Wilson

  
Jennifer Wilson

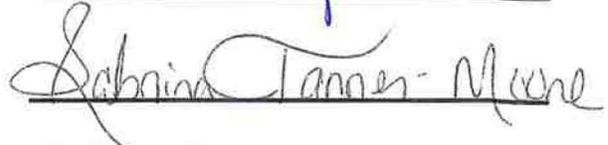
Tara Harris

  
Tara Harris

Linda Payne

  
Linda Payne

Sabrina Tanner-Moore

  
Sabrina Tanner-Moore

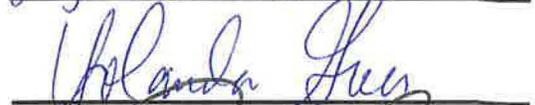
Mary Brown

  
Mary Brown

Lachada Robie

  
Lachada Robie

Yolanda Greer

  
Yolanda Greer

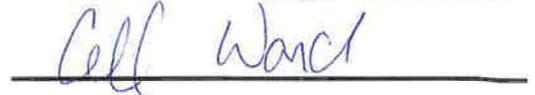
DAVID TAYLOR

  
David Taylor

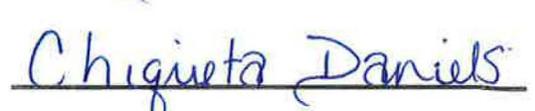
  
Kentt Funder

  
Kentt Funder

Cell Ward

  
Cell Ward

Chiqueta Daniels

  
Chiqueta Daniels

# GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497  
Phone: 662.644.0682 / Facsimile: 662.455.7493

**School Board**

**April 13, 2017**

**5:00 p.m.**

## **MINUTES OF MEETING**

The superintendent requested and received school board approval to apply for the School Improvement Grant (SIG) for all eligible schools within the district. She again discussed the benefits this opportunity would provide to the eligible schools and reviewed the timelines for submission .

# GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497  
Phone: 662.644.0682 / Facsimile: 662.455.7493

## **District Administrative Meeting: SIG Follow-up**

**April 26, 2017**

**4:00 p.m.**

### **MINUTES OF MEETING**

The superintendent met with the Director of Federal Programs, Director of Curriculum, and each principal of Threadgill Elementary, Greenwood Middle, and Greenwood High School to discuss their progress on completing the SIG application and its process.

GREENWOOD PUBLIC SCHOOL DISTRICT  
SCHOOL IMPROVEMENT GRANT  
SIGN-IN SHEET  
WEDNESDAY, APRIL 26, 2017

Print Your Name

Signature

Charles Johnson



Jenny Wilson

Jenny Wilson

Mary Brown



Lachada Robie-Purnell

Lachada Robie-Purnell

Yolanda Greer

Yolanda Greer

Pell Ward

Pell Ward

Kenneth Pulley

Kenneth Pulley

Chiqueta Daniels

Chiqueta Daniels

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# GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497  
Phone 662.644.0682 / Facsimile: 662.455.7493

## **SIG Administrative Meeting**

**May 1, 2017**

**9:00 a.m.**

## **MINUTES OF MEETING**

The superintendent met with the district and school administrators to review the progress in completing the SIG application. Each school discussed its progress as well as additional information that was needed from the district. The team was very excited about the progress made and looked forward a successful submission.

GREENWOOD PUBLIC SCHOOL DISTRICT  
SCHOOL IMPROVEMENT GRANT  
SIGN-IN SHEET  
MONDAY, MAY 1, 2017

Print Your Name

Signature

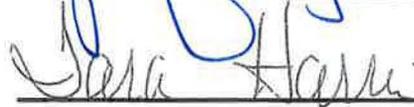
Charles Jordan



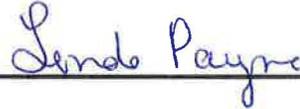
Jennifer Wilson



Tara Harris



Linda Payne



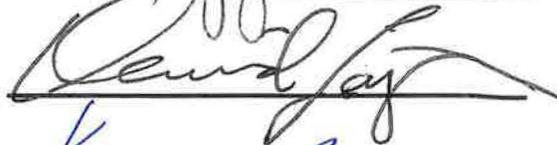
Mary Brown



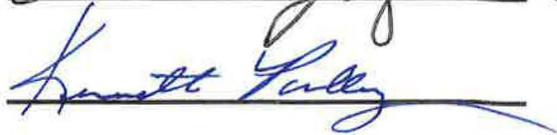
Temeka Jones



DAVID TAYLOR



Kenneth Gully



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# GREENWOOD PUBLIC SCHOOL DISTRICT

Dr. Jennifer Wilson, Superintendent

P.O. Box 1497, 401 Howard Street Greenwood, MS 38935-1497  
Phone: 662.644.0682 / Facsimile: 662.455.7493

## **SIG Administrative Meeting**

**May 3, 2017**

**3:45 p.m.**

### **MINUTES OF MEETING**

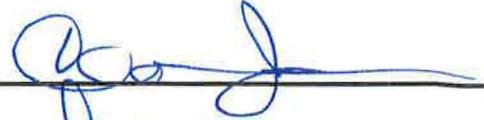
The grant writing team met to discuss final logistics such as: binding, copying, last minute edits, and uploading to USB drives. Each team reread the LEA section of the application to ensure accuracy and continuity. All team members agreed to assist each other with grant completion as needed. The team members believed that had successfully addressed each component, and adequately aligned the district's proposal to the RFP.

GREENWOOD PUBLIC SCHOOL DISTRICT  
SCHOOL IMPROVEMENT GRANT  
SIGN-IN SHEET  
WEDNESDAY, MAY 3, 2017

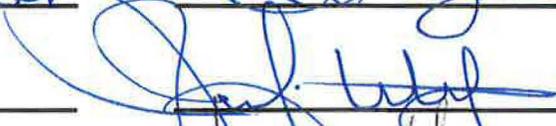
Print Your Name

Signature

Charles Johnson



Jennifer Wilson



Tara Harris



Linda Payne

Linda Payne

Sabrina Tanner-Moore

Sabrina Tanner-Moore

Mary Brown



Lachada Robie Purnell

Lachada Robie Purnell

Yolanda Greer

Yolanda Greer

Mell Ward

Mell Ward

Kenneth Pitts



Chiqueta Daniels

Chiqueta Daniels

# THREADGILL ELEMENTARY SCHOOL

1001 Broad Street

Greenwood, Mississippi 38930-6720

Phone: (662)455-7440 Fax: (662) 455-7413

*Lachada Robie, Principal*  
*Monroe Golden, Assistant Principal*

*Joycelyn Scott, Clerk*  
*Melvin Cook, Assistant Principal*

*Linda Turner, Counselor*  
*Catherine Johnson, Secretary*

## LEADERSHIP TEAM MEETING MEETING AGENDA – SCHOOL IMPROVEMENT GRANT

APRIL 3, 2017

1:00 P.M.

- SCHOOL IMPROVEMENT GRANT WEBINAR
- SCHOOL IMPROVEMENT MODELS

MINUTES: The leadership team met to discuss the webinar presented this morning. The leadership team members consists of the principal, two assistant principals, and two instructional coaches. They also discussed the SIG presentation information for this afternoon's faculty and staff meeting.

The following people attended the meeting:

NAME	POSITION	SIGNATURE
Lachada Robie-Purnell	Principal	<i>Lachada Robie-Purnell</i>
Monroe Golden	Assistant Principal	<i>Monroe Golden</i>
Melvin Cook	Assistant Principal	<i>Melvin Cook</i>
Yolanda Greer	Instructional Coach 4 <sup>th</sup> – 6 <sup>th</sup>	<i>Yolanda Greer</i>
Mary Hammond	Instructional Coach Prek-3 <sup>rd</sup>	<i>Mary Hammond</i>

# THREADGILL ELEMENTARY SCHOOL

1001 Broad Street  
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Lachada Robie, Principal  
Monroe Golden, Assistant Principal

Joycehyn Scott, Clerk  
Melvin Cook, Assistant Principal

Linda Turner, Counselor  
Catherine Johnson, Secretary

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## FACULTY & STAFF STAKEHOLDERS MEETING AGENDA – SCHOOL IMPROVEMENT GRANT

APRIL 3, 2017

3:45 P.M.

- SCHOOL IMPROVEMENT GRANT OPPORTUNITY
- SIG MODELS
- ADMINISTRATION OF SIG SURVEYS FOR STAKEHOLDERS INPUT
- SIG SUGGESTIONS (ADDITIONAL)
- QUESTIONS/COMMENTS

MINUTES: The school's administrative team met with the faculty and staff this afternoon at 3:45 p.m. to discuss plans to improve academic achievement and the systems and operations at the school. The focus of the meeting was to inform the faculty and staff of the School Improvement Grant opportunity. The principal shared with the attendees an overview of the various SIG models and engaged them in the selection of the intervention model and presented the RFP of the application. Faculty and staff were allowed to complete anonymous surveys in an effort to get feedback regarding their pertaining to the SIG. The model chosen was the Transformation Model. The dates for the next meeting were set for Monday, April 10, 2017 and faculty and staff received guidance on the next steps of the SIG process.

sign-in sheet is attached









# THREADGILL ELEMENTARY SCHOOL

1001 Broad Street

Greenwood, Mississippi 38930-6720

Phone: (662)455-7440 Fax: (662) 455-7413

*Lachada Robie, Principal*

*Monroe Golden, Assistant Principal*

*Joycelyn Scott, Clerk*

*Melvin Cook, Assistant Principal*

*Linda Turner, Counselor*

*Catherine Johnson, Secretary*

---

## PARENT & COMMUNITY STAKEHOLDERS MEETING

### AGENDA – SCHOOL IMPROVEMENT GRANT

APRIL 4, 2017

1:30 P.M.

- SCHOOL IMPROVEMENT GRANT OPPORTUNITY
- SIG MODELS
- LETTERS OF NOTIFICATIONS FOR PARENTS
- SIG SUGGESTIONS (ADDITIONAL)
- QUESTIONS/COMMENTS

MINUTES: The students in grades 3-6 were called to the gymnasium and the principal discussed the purpose of the SIG and how it would impact Threadgill Elementary. Students were allowed to ask questions. Prior to dismissal, Threadgill Elementary's principal sent meeting notice letters home by students as a means to inform parents, guardians, and other stakeholders of the upcoming SIG informational and consultational meeting. The letters contained the time, location, and purpose of the meeting. Due to the large number of student, we did not ask students to sign a sign-in sheet.

**Greenwood Public School District**  
**School Improvement Grant**  
**Informational and Consultation Meeting**

**Parents, students, staff  
and community members are invited to attend.**

**THURSDAY**

**APRIL 6, 2017**

**6:00 PM**

**THREADGILL ELEMENTARY SCHOOL**

**CAFETERIA**

**1001 BROAD STREET GREENWOOD, MS**

# THREADGILL ELEMENTARY SCHOOL

1001 Broad Street

Greenwood, Mississippi 38930-6720

Phone: (662)455-7440 Fax: (662) 455-7413

Lachada Robie, Principal

Monroe Golden, Assistant Principal

Joycelyn Scott, Clerk

Melvin Cook, Assistant Principal

Linda Turner, Counselor

Catherine Johnson, Secretary

## PARENT & COMMUNITY STAKEHOLDERS MEETING AGENDA – SCHOOL IMPROVEMENT GRANT

APRIL 5, 2017

9:15 A.M.

- SCHOOL IMPROVEMENT GRANT OPPORTUNITY
- SIG MODELS
- UPCOMING PARENT & COMMUNITY STAKEHOLDERS MEETINGS
- QUESTIONS/COMMENTS

MINUTES: Threadgill Elementary School's principal, parent liaison, Director of Federal Programs, and Director of Curriculum met on the campus of Threadgill Elementary, to discuss the logistics of the parent meeting planned for April 6 and April 7, 2017. They discussed plans to improve academic achievement and the systems and operations at the school. One of the points on the agenda was the School Improvement Grant opportunity.

NAME	POSITION	SIGNATURE
Lachada Robie-Purnell	Principal	
Charles Johnson	Federal Programs Director	
Mary Brown	Curriculum Director	
Elnora Collins	Parent Liaison	

# THREADGILL ELEMENTARY SCHOOL

1001 Broad Street  
Greenwood, Mississippi 38930-6720  
Phone: (662)455-7440 Fax: (662) 455-7413  
Joycelyn Scott, Clerk  
Melvin Cook, Assistant Principal

Lachada Robie, Principal  
Monroe Golden, Assistant Principal

Linda Turner, Counselor  
Catherine Johnson, Secretary

## PARENT & COMMUNITY STAKEHOLDERS MEETING AGENDA – SCHOOL IMPROVEMENT GRANT APRIL 6, 2017 6:00 P.M.

- SCHOOL IMPROVEMENT GRANT OPPORTUNITY
- SIG MODELS
- ADMINISTRATION OF SIG SURVEYS FOR STAKEHOLDERS INPUT
- SIG SUGGESTIONS (ADDITIONAL)
- QUESTIONS/COMMENTS

MINUTES: The school's administrative team, Director of Federal Programs, and the Director of Curriculum and Instruction, met with parents, guardians, and community stakeholders during a 6:00 p.m. meeting to discuss plans to improve academic achievement and the systems and operations at the school. One of the points on the agenda was the School Improvement Grant opportunity. The principal and Director of Curriculum, shared with the attendees an overview of the various SIG models using a powerpoint presentation, and engaged them in the selection of the intervention model and presented the RFP of the application. Everyone was allowed to ask questions for clarification purposes regarding each model. Parents, guardians, and community stakeholders were allowed to complete anonymous surveys in an effort to obtain feedback regarding their pertaining to the SIG. The attendees were made aware of the next stakeholder's meeting which was scheduled for April 7, 2017 at Threadgill Elementary. The dates for the next meeting was set for Thursday, April 13, 2017 and attendees received guidance on the next steps of the SIG process.

sign-in sheets are attached

# School Improvement Grant: Opportunity to Improve Threadgill Elementary School

Informative/Input Session for Parents, Guardians, &  
Community Stakeholders

Presenters: Mrs. Lachada Robie-Purnell, Principal  
Mrs. Mary Brown, Director of Curriculum & Instruction

Threadgill Elementary School

April 6, 2017

6:00 p.m.

## Agenda:

- Introduction of the School Improvement Grant (SIG)
- Focus and Priority Schools
- The SIG Intervention Models
- School Improvement Survey
  - Model Selection Input from ALL Stakeholders
- SIG: Upcoming Dates
  - SIG Opportunity Meeting
  - Input on Intervention Models
  - SIG Information
  - Model Selected based on Input from ALL Stakeholders
- Questions

## School Improvement Grant (SIG)

- School Improvement Grant is a program authorized by section 1003(g) of the Elementary and Secondary Education Act (ESEA) of 1965.
- Funds are awarded by the U.S. Department of Education to states which, in turn, must use the funds to award competitive grant to local education agencies (LEAs) that – **demonstrate the greatest need and – the strongest commitment** to use funds to improve the quality of instruction and raise academic achievement of student.

## School Improvement Grant (SIG)

- Beginning in 2015, grants could be awarded for 3-5 years to possibly include:
  - 1 year maximum for pre-implementation,
  - 3 years full implementation required, and
  - 2 year maximum for sustainability.
- Funding for years 2-5 is contingent upon each school meeting established goals or on a clear trajectory to do so.

## School Improvement Grant (SIG)

- Congress appropriated SIG funds for FY15 and FY16 prior to the Every Student Succeeds Act (ESSA).
- On March 29, 2016, the U. S. Department of Education released the new SIG application to states.
- Only schools identified as **focus** or **priority** under the ESEA flexibility waiver are eligible to apply for Mississippi's competition.
- Priority points will be given to schools that have never received SIG funding.

## School Improvement Grant (SIG)



### NEW SIG Changes

- Previous SIG awarded schools were required to implement one of four intervention models:
  - Transformation
  - Turnaround
  - Closure
  - Restart
- In 2015, the U.S. Department of Education added three additional models from which LEAs could choose:
  - **State Determined Intervention Model**
  - **Early-learning model**
  - **Evidence-based, Whole School Reform Model**



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## Transformation Model

### Teachers and Leaders

- Replace principal
- Implement new evaluation system
  - Developed with staff
- Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

### Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

### Time and Support

- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

### Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance



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## Turnaround Model

### Teachers and Leaders

- Replace principal
- Use locally adopted "turnaround" competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

### Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

### Time and Support

- Provide *increased learning time*
  - Staff and students
- Social-emotional and community-oriented services and supports

### Governance

- New governance structure
- Grant operating flexibility to school leader



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## Closure Model

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
- The other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- The other schools should be within reasonable proximity to the closed school and may include, but are not limited to charter schools or new schools for which achievement data are not yet available.

## School Improvement Grant (SIG): Survey



**GPSD SCHOOL IMPROVEMENT SURVEY**  
**PARENTS, GUARDIANS, & COMMUNITY STAKEHOLDERS**  
April 6-7, 2017



Please complete the survey.

1. Based on your understanding of the intervention models, which one best meets the needs of the school?
2. Why did you choose this model?
3. What are school's greatest needs?
4. What are school's greatest strengths?
5. If awarded these funds, how will they improve the school?



## School Improvement Grant (SIG): Follow-Up

- Upcoming Dates:

- April 7, 2017
  - SIG Opportunity Meeting
  - Input on Intervention Models
- April 13, 2017
  - SIG Information
  - Model Selected based on Input from ALL Stakeholders

Any questions?

Your time is appreciated



## Choose One: Intervention Models

- Transformation: Rewards Students/Teachers
- Turnaround: Teacher Shortage
- Closure: Closes the School



















**SIG STAKEHOLDER CONSULTATION SIGN-IN FORM**  
(Attach to the LEA Application.)

*\*Students\**

School District	School <i>Threadgill</i>
Greenwood Public School District	
Date and Time of Meeting	Meeting Place <i>Threadgill</i>
<i>APRIL 4, 2017 @ 1:30</i>	

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. <i>Khalia Potts</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
2. <i>Jazmine Henry</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
3. <i>Tanya Scott</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
4. <i>Diamond Dunlap</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
5. <i>Jamyla McCray</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
6. <i>Jordan Henry</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
7. <i>Toronica Cannon</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
8. <i>Devontae Walker</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						



# THREADGILL ELEMENTARY SCHOOL

1001 Broad Street

Greenwood, Mississippi 38930-6720

Phone: (662)455-7440 Fax: (662) 455-7413

*Lachada Robie, Principal*

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*Joycelyn Scott, Clerk*

*Melvin Cook, Assistant Principal*

*Linda Turner, Counselor*

*Catherine Johnson, Secretary*

## PARENT & COMMUNITY STAKEHOLDERS MEETING

### AGENDA – SCHOOL IMPROVEMENT GRANT

APRIL 7, 2017

11:00 A.M.

- SCHOOL IMPROVEMENT GRANT OPPORTUNITY
- SIG MODELS
- ADMINISTRATION OF SIG SURVEYS FOR STAKEHOLDERS INPUT
- SIG SUGGESTIONS (ADDITIONAL)
- QUESTIONS/COMMENTS

MINUTES: Threadgill Elementary School's Principal, parent liaison, and the Director of Curriculum and Instruction, met with parents, guardians, and community stakeholders during an 11:00 a.m. meeting to discuss plans to improve academic achievement and the systems and operations at the school. This meeting was scheduled to accommodate those parents, guardians, and community stakeholders who stated they were interested in attending the SIG meeting; however, they were unable to attend the April 6, 2017 meeting. Again, one of the points on the agenda was the School Improvement Grant opportunity. The principal shared with the attendees an overview of the various SIG models and engaged them in the selection of the intervention model and presented the RFP of the application. Parents, guardians, and community stakeholders were allowed to complete anonymous surveys in an effort to get feedback regarding their pertaining to the SIG. The dates for the next meeting was shared with the attendees. It was scheduled for Thursday, April 13, 2017 and attendees received guidance on the next steps of the SIG process.

sign-in sheets are attached





# THREADGILL ELEMENTARY SCHOOL

1001 Broad Street

Greenwood, Mississippi 38930-6720

Phone: (662)455-7440 Fax: (662) 455-7413

*Lachuda Robie, Principal*

*Monroe Golden, Assistant Principal*

*Joycelyn Scott, Clerk*

*Melvin Cook, Assistant Principal*

*Linda Turner, Counselor*

*Catherine Johnson, Secretary*

## PARENT & COMMUNITY STAKEHOLDERS MEETING AGENDA – SCHOOL IMPROVEMENT GRANT

APRIL 13, 2017

11:00 A.M.

- SCHOOL IMPROVEMENT GRANT OPPORTUNITY
- SIG MODELS
- ADMINISTRATION OF SIG SURVEYS FOR STAKEHOLDERS INPUT
- SIG SUGGESTIONS (ADDITIONAL)
- QUESTIONS/COMMENTS

MINUTES: A follow-up meeting was conducted by the principal, parent liaison, and the Director of Curriculum to inform parents about the results of the surveys and the SIG model chosen. The Director of Curriculum began by providing an overview of the SIG models before informing parents of the model which was mostly agreed upon by parents and other stakeholders. The parents were allowed to provide additional input as to how the SIG funds would be utilized at Threadgill Elementary. The principal also responded to questions and additional comments. According to the surveys submitted by the parents, the chosen model was the Transformation Model. The principal also informed the parents that additional meetings will be scheduled as the SIG process progresses to ensure they are kept informed and are able to provide more input.

sign-in sheets are attached





# THREADGILL ELEMENTARY SCHOOL

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Greenwood, Mississippi 38930-6720  
Phone: (662)455-7440 Fax: (662) 455-7413

Lachada Robie, Principal  
Monroe Golden, Assistant Principal

Joycelyn Scott, Clerk  
Melvin Cook, Assistant Principal

Linda Turner, Counselor  
Catherine Johnson, Secretary

## LEADERSHIP TEAM MEETING AGENDA – PreK-2nd April 20, 2017

- REVIEW SURVEY RESULTS FOR SIG GRANT ✓
- CREATE STUDENT INCENTIVE PLAN
- THIRD GRADE MAP ASSESSMENT
- GATE PREPARATIONS FOR 3<sup>RD</sup> GRADE STUDENTS

MINUTES: *All teachers have received received their most recent test data (district cumulative test). Teacher + administrators + instructional coaches are reviewing the data to create an instructional plan to address areas of weaknesses. The team reviewed the results from the SIG proposal. Results were submitted to Mrs. Brown. Also, plans are under way for "Gate" preparations. Mrs. Hammond has given all teachers instructional resources to use. The incentive plan was created and will be presented to Dr. Wilson for approval.*

The following people attended the meeting:

NAME	POSITION	SIGNATURE
Lachada Robie-Purnell	Principal	<i>Lachada Robie-Purnell</i>
Monroe Golden	Assistant Principal	<i>Monroe Golden</i>
Melvin Cook	Assistant Principal	<i>Melvin Cook</i>
Natalie Waterman	Counselor	<i>Natalie Waterman</i>
Mary Hammond	Instructional Coach PreK-3 <sup>rd</sup>	<i>Mary Hammond</i>
Yolanda Greer	Instructional Coach 4 <sup>th</sup> – 6 <sup>th</sup>	<i>Yolanda Greer</i>
Bridgit Harper	PreK Teacher	<i>Bridgit Harper</i>
Takitha Patty-Harris	Kindergarten Teacher	<i>Takitha Harris</i>
Stephanie Smith	First Grade Teacher	<i>Stephanie Smith</i>
Arnetta Crutcher	2 <sup>nd</sup> Grade Teacher	<i>Arnetta Crutcher</i>
Cassandar St. Clair	3 <sup>rd</sup> Grade Teacher	<i>Cassandar St. Clair</i>
Tulawna Belcher	4 <sup>th</sup> Grade Teacher	<i>Tulawna Belcher</i>
Tawnia Elmore	5 <sup>th</sup> Grade Teacher	<i>Tawnia Elmore</i>
Robin York	6 <sup>th</sup> Grade Teacher	<i>Robin York</i>

# THREADGILL ELEMENTARY SCHOOL

1001 Broad Street  
Greenwood, Mississippi 38930-6720  
Phone: (662)455-7440 Fax: (662) 455-7413

Lachada Robie, Principal  
Monroe Golden, Assistant Principal

Joycelyn Scott, Clerk  
Melvin Cook, Assistant Principal

Linda Turner, Counselor  
Catherine Johnson, Secretary

## LEADERSHIP TEAM MEETING

### AGENDA – PreK-2nd

April 20, 2017

- REVIEW SURVEY RESULTS FOR SIG GRANT ✓
- CREATE STUDENT INCENTIVE PLAN
- THIRD GRADE MAP ASSESSMENT
- GATE PREPARATIONS FOR 3<sup>RD</sup> GRADE STUDENTS

MINUTES: All teachers have received their most recent test data (district summative test). Teachers + administrators + instructional coaches are reviewing the data to create an instructional plan to address areas of weaknesses. The team reviewed the results from the SIG proposal. Results were submitted to Mrs. Brown. Also, plans are under way for "Gate" preparations. Mrs. Hammond has given all teachers instructional resources to use. The incentive plan was created and will be presented to Dr. Wilson for approval.

The following people attended the meeting:

NAME	POSITION	SIGNATURE
Lachada Robie-Purnell	Principal	Lachada Robie-Purnell
Monroe Golden	Assistant Principal	Monroe Golden
Melvin Cook	Assistant Principal	Melvin Cook
Natalie Waterman	Counselor	Natalie Waterman
Mary Hammond	Instructional Coach Prek-3 <sup>rd</sup>	Mary Hammond
Yolanda Greer	Instructional Coach 4 <sup>th</sup> – 6 <sup>th</sup>	Yolanda Greer
Bridgit Harper	PreK Teacher	Bridgit Harper
Takitha Patty-Harris	Kindergarten Teacher	Takitha Harris
Stephanie Smith	First Grade Teacher	Stephanie Smith
Arnetta Crutcher	2 <sup>nd</sup> Grade Teacher	Arnetta Crutcher
Cassandar St. Clair	3 <sup>rd</sup> Grade Teacher	Cassandar St. Clair
Tulawna Belcher	4 <sup>th</sup> Grade Teacher	Tulawna Belcher
Tawnia Elmore	5 <sup>th</sup> Grade Teacher	Tawnia Elmore
Robin York	6 <sup>th</sup> Grade Teacher	Robin York

GREENWOOD PUBLIC SCHOOLS  
BOARD OF TRUSTEES REGULAR MEETING  
THURSDAY, APRIL 13, 2017, 5:00 PM

AGENDA

1. CALL TO ORDER AND INVOCATION
2. APPROVAL OF THE AGENDA
3. SUPERINTENDENT'S REPORT
4. SPECIAL RECOGNITION
  - A. Pre-Kindergarten Readers
  - B. Special Olympics - Gold Medal Winners
  - C. Employees, Parents, and Students of the Month
  - D. Accelerated Reader Student of the Month
5. PUBLIC COMMENT - Marsha Steward
6. REGULAR AGENDA
  - A. Approval of 2017-2018 School Calendar
  - B. Approval of Schools-at-Risk Action Plans April Updates - Threadgill Elementary School and Greenwood Middle School
  - C. Approval of the Submission of the School Improvement Grant (SIG) Application for Greenwood High School, Greenwood Middle School and Threadgill Elementary School
  - D. Approval of Requests to Release Students from Greenwood Public School District
  - E. Approval of the 2017-2018 Central Office Salary Scale and the 2017-2018 Principals, Directors, and District Curriculum Specialists Salary Scale
  - F. Approval of E-Rate Bid for 2017-2018
  - G. Claims Docket and Financial Information.
7. CONSENT AGENDA
  - A. Minutes of the Regular Board Meeting of Thursday, March 9, 2017.
  - B. Minutes of the Special Called Board Meeting of Monday, April 3, 2017.
  - C. Information Agenda
    1. School District Administrative Assistant & Board Clerk Appreciation Week - April 23-29, 2017
    2. MSBA Legislative Update & School Law Review - April 24-25, 2017
8. PERSONNEL RECOMMENDATIONS
  - A. 2016-2017 Recommendations
  - B. 2017-2018 Recommendations
9. ADJOURN



GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

THURSDAY, APRIL 13, 2017

Name

Name

*Shawntina Jones*

*Demetrius*

*Charles Jones*

*Margaret Dean*

*Grenda Smith*

*[Signature]*

*Samantha J. Milton*

*Jenna Payne*

*Amelia Ketting*

*Keel Bryant*

*David*

*W. M. Adams*

*[Signature]*

*George Ellis*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

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GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

THURSDAY, APRIL 13, 2017

Name

Latoria Little

LaTressia Ware

Antwoine Williams

Chiqueta Daniels

Althea

Catherine McCall

Tijwana Shrew (Madison Bostic)

Kim Meeks

Denia Flowers

Anku Brock

Shanteria Robinson

Dorothy Griffin

Debra Johnson

Melvin Cook, Jr.

Shirley Jackson

April Smith

Manisha Steward

Wanda

Name

~~Keith~~

~~Carroll~~

~~Stephanie~~

~~Stephanie~~

Yolanda

Arletta Allen

Jamile

Latoria Jenkins

Malayla Dean / Gloria Dean

Matessia Jackson

Quem Stamps-Wel

Daniel Smart

Doris P. Cheeks

Shannon Cheeks

Jessiah L. Chiles

Kachala Palmer

Sharonia Barnes

Ilema Barnes

GREENWOOD PUBLIC SCHOOL DISTRICT

SCHOOL BOARD MEETING

THURSDAY, APRIL 13, 2017

Name

Name

Patricia Meek

Linda Hampton

Patricia Cannon

CANASSIA MAYES

Georgetta McDaniel

Kirby Love

Troy Johnson

Bacardis Johnson



## GREENWOOD PUBLIC SCHOOL DISTRICT INTERVIEW PROTOCOL FOR PROSPECTIVE EXTERNAL PROVIDERS

Name of External Provider	School District
Contact Information	School District Contact

Questions	Notes
<b>Financial Management System</b>	
Describe the type of clients the contractor serves (e.g., schools vs. districts, large or small districts, rural or urban, low income).	
How many clients does the contractor currently serve?	
Does the organization obtain an annual financial audit? What was the outcome of the most recent audit? (Ask for documentation.)	
Has the contractor ever had to cancel a contract or contracts? If so, why?	

<b>Management and Staffing Capacity</b>	
Who are the contractor's key leaders and what is their level of relevant professional experience?	
How will the contractor staff this project?	
Does the contractor's staff have K-12 education experience? Provide a current resume of all staff members who will work in the district.	
How does the contractor monitor the services of its staff?	
What specific training and experience does the contractor's staff have in improving student performance, instructional coaching, state curriculum standards, data analysis, and turnaround strategies?	
In the event that the school district is dissatisfied with the services of the contractor's staff, what is the process for changing contractual staff?	

<b>Internal Performance Analysis</b>	
Does the contractor internally review and assess the quality of services it delivers? How?	
Does the contractor solicit information from clients to determine their satisfaction with the contractor's products or services? By what method, and how often?	
What method(s) will the contractor use to communicate outcomes of weekly services to the school district?	
Provide a list of clients and contact information.	
<b>Customer Service Orientation</b>	
Does the contract or memorandum of understanding provide specific details on the type and amount of services to be provided?	
How flexible or customizable is the contract?	

<p>Provide evidence that the contractor has been successful in improving student performance outcomes in a short period of time.</p>	
<p>Provide evidence that the contractor has been successful in improving teacher/principal quality in low-performing schools.</p>	
<p><b>OTHER QUESTIONS:</b></p>	

**GREENWOOD PUBLIC SCHOOL DISTRICT**

POST OFFICE BOX 1497

GREENWOOD, MISSISSIPPI 38935-1497

(662) 453-4231

FAX (662) 455-7409

TO: School Improvement Grant (SIG) Reviewers  
FROM: Dr. Jennifer Wilson, Superintendent  
DATE: October 24, 2016  
SUBJECT: Audit Findings

**LETTER OR EXPLANATION**

The Greenwood Public School District recognizes the need to maintain fiscally accountable business operations. The former Business Manager who was employed at the time the audit findings occurred has been terminated.

The Greenwood Public School District under the new leadership of Dr. Jennifer Wilson, Superintendent, has hired Ms. Temeka S. Jones as Business Manager. Together, we have implemented a series of corrective action measures to ensure that the Audit Findings in questions do not occur again.

The Greenwood Public School District has competent, capable, and qualified professionals who are prudent stewards of taxpayers funding. The Greenwood Public School District makes every effort to ensure that quality, prompt, and efficient services are offered to the public, to students, and to families.

The Greenwood Public School District is presently the fiscal agent of a host of local, state, and federal funding. Moreover, the Greenwood Public School District has not had any known audit findings pursuant to the current and past grant programs that are managed and implemented. In particular, the district has successfully managed 21<sup>st</sup> Century grants, Title grants, and is currently managing a United States Department of Education Innovative Approaches to Literacy (IAL) Grant that includes multiple partners. See attachment for recent letter of support from the United States Department of Education and Business Manager's Resume.

If you have questions or need additional information, please do not hesitate to contact me at (662) 644-0667.



**GREENWOOD PUBLIC SCHOOL DISTRICT**

**AUDITED FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2015**

**CUNNINGHAM CPAs, PLLC**  
Certified Public Accountants

GREENWOOD PUBLIC SCHOOL DISTRICT

Schedule of Findings and Questioned Costs  
For the Year Ended June 30, 2015

Section II: Financial Statement Findings

The results of our tests disclosed the following finding related to the financial statements that is required to be reported under *Government Auditing Standards*:

**Material Weakness:**

Finding 2015-001:

Management is responsible for establishing an internal control system that ensures strong financial accountability and safeguarding of assets. A critical aspect of financial management is the maintenance of accurate accounting records. During the audit, we noted multiple severe discrepancies with the information provided on the accounting records:

- (1) During our testing of cash and the bank reconciliation process, we noted the District Maintenance bank account and the Literacy Grant bank account were not properly reconciled to the general ledger. Adjustments to the general ledger made after the reconciliation date and interfund transactions were not properly accounted for. Failure to prepare accurate bank reconciliations could lead to misappropriation of assets that go undetected by management.
- (2) A search for unrecorded liabilities revealed approximately \$92,000 that the district failed to include in accounts payable at June 30, 2015. This understatement of liabilities was corrected by audit adjustment. In addition, we noted approximately \$154,000 of expenditures that were accrued by the district in fiscal year 2014 were again expensed in fiscal year 2015. This caused expenditures and accounts payable to be overstated. This overstatement was corrected by audit adjustment.
- (3) During our testing of invoices, we noted several instances where the purchase order was dated after the invoice date. The overriding of internal controls related to the purchasing function could lead to misappropriation of assets and non-compliance with state and federal regulations. In addition, the district was unable to locate four invoices selected in our sample for testing, which points further to a general weakness in internal controls as it relates to the purchasing function.

Recommendation

We recommend management implement policies or procedures to establish an internal control system that will ensure strong financial accountability, proper safeguarding of assets, and accurate accounting records. Greater care needs to be taken to ensure that all transactions of the district are captured, properly recorded, and that the account records agree to the subsidiary ledgers and reconciling schedules.

Section III: Federal Award Findings and Questioned Costs

The results of our tests did not disclose any findings and questioned costs related to the federal awards.

**GREENWOOD PUBLIC SCHOOL DISTRICT**

POST OFFICE BOX 1497

GREENWOOD, MISSISSIPPI 38935-1497

(662) 453-4231

Fax (662) 455-7409

**AUDITEE'S CORRECTIVE ACTION PLAN AND SUMMARY OF PRIOR FEDERAL AUDIT FINDINGS**

As required by Section .315(c) of OMB Circular A-133, the Greenwood Public School District has prepared and hereby submits the following corrective action plan for the findings included in the Schedule of Findings and Questioned Costs for the year ended June 30, 2015:

<u>Finding</u>	<u>Correction Action Plan Details</u>
015-001	<p>a. Name of Contact Person Responsible for Corrective Action:</p> <p>Madalyn Johnson, Business Manager, 662-453-4231</p> <p>b. Corrective Action Planned:</p> <p>We will implement policies or procedures to establish an internal control system that will ensure strong financial accountability, proper safeguarding of assets, and accurate accounting records.</p> <p>c. Anticipated Completion Date:</p> <p>Immediately.</p>

As required by Section \_\_\_\_, 315(b) of OMB Circular A-133, the Greenwood Public School District has prepared and hereby submits the following summary schedule of prior audit findings as of June 30, 2015:

<u>Finding</u>	<u>Status</u>
014-01	Corrected

## Temeka Jones

government entities. Supervises the management of the financial affairs of the schools. Supervises the collection, safekeeping and distribution of funds. Administers a budget control system for the district. Maintain inventory of all buildings and their contents. Assumes responsibility for correspondence relating to school district purchasing activities. Assist in recruiting, recommending, training, supervising and evaluation business office staff.

### **WEST TALLAHATCHIE SCHOOL DISTRICT -- Webb, Mississippi November 2012- September 2014**

- **Assistant Business Manager.** Provides monthly accounting of all income and expenditures. Reports on the accounting affairs of the District and recommend changes and improvements as necessary. Acts as payroll officer for the District. Supervise the management of payroll; assure proper accounting of pay funds, retirement issues, etc. Purchases by competitive bidding, informal quotations, and negotiation, and in compliance with Board policy, items of supply and equipment necessary for the operation of the school district. Assist with the Administering the employee benefit programs offered through payroll deduction to include medical, life, disability, dental and vision insurance, annuities, cafeteria plan, United Way, and employer management of medical and dependent care flexible spending accounts, but not limited to these. Prepare and input all payroll deductions and insurance accounts for each employee electing benefits, including credit union deductions, fingerprint charges, and additional tax withholdings. Acts for the Business Manager in his/her absence. Print checks for insurance, tax shelter annuities, garnishments, United Way, taxes, etc. during the payroll period when presented. Prepares and reports W-2 information to the Social Security Administration and Mississippi Bureau of Revenue.

### **WEST TALLAHATCHIE SCHOOL DISTRICT -- Webb, Mississippi April 2012 -November 2012**

**Accounts Payable Clerk.** Process invoices for payment. Print, process and mail approved accounts payable checks. Complete approved money transfers to bank. Prepare monthly claims dockets for Board and Superintendent's review prior to board meeting. Complete various employment forms. Receipt all cash, checks and revenue received in the business office. Post all employee leave. Input employee direct deposit information. Print monthly budgets/accounts payable reports and distribute to various departments. Consult with special program personnel to assure accounts are synchronized. Assist with completing monthly payroll (submitting, auditing and verifying data for accuracy). Assist with auditing schools' or departments' accounting procedures/records. Perform clerical related duties as needed, such as, keying in data, typing, filing, answering telephones, distributing incoming and outgoing mail or completing office related report. Perform duties as assigned by the Business Manager and/or Superintendent

### **WEST TALLAHATCHIE SCHOOL DISTRICT -- Webb, Mississippi July 2011-April 2012**

**Federal Programs Secretary.** Develop and analyze budgets to submit for approval to the Mississippi Department of Education. During Fiscal Year 12, ten (10) budgets approved by MDE. Responsible for monthly, quarterly and annual account reconciliation. Monitor budget reports and prepare close-out packages for state appropriated educational funds. During Fiscal Year 12, successfully completed two (2) ARRA audits. Ensure the integrity of financial statements by reviewing and monitoring financial transactions. Serves as Purchasing and Accounts Payable Clerk for Federal Programs department. After resignation of Business Manager, I performed dual roles until June 1, 2012 (\*FPS & IAPC)

### **UNIVERSITY OF MEMPHIS—Memphis, TN**

**February 2010 – July 2011**

**Supervisor, Business Office.** Coordinated the daily operation of work control, payroll, human resources, customer service, including the training of staff. Coordinated the payroll and verification of time and leave for over 300 Physical Plant employees; responsible for the reconciliation of the reported

Cont...

## Temeka Jones

hours in Banner. Coordinated collection of daily labor information to ensure employees' hours are reported correctly. Coordinated and performed the employment activities for general hiring and clearance processing; such as announcing positions, hiring personnel and ending work assignments. Reviewed current processes for improvement and assisted in the development of system changes. Communicated with Asst. Vice President, Directors, Managers and Supervisors concerning issues involving customer service, payroll, billing, and work control. Supervised clerical staff and student workers. Monitored all performance evaluations prior to submission for accuracy; providing information as needed. Reviewed and certified I-9 Forms, verified W-4 and Direct Deposit Forms

### **UNIVERSITY OF MEMPHIS—Memphis, TN**

**June 2007- February 2010**

*Human Resources Assistant.* Processed personnel, appointment, and clearance forms for responsible. Created, maintained and updated employees' personnel files in Banner HR. Entered people/pay records in Banner for new, temporary, and promoted employees. Assisted with employee payroll leave calculations. Reconciled trial payrolls prior to final submission. Requested manual and special checks. Requested creditable service, longevity and leave accrual transfers. Processed verification of employment. Cross-trained department contacts on HR forms, processes and procedures. Reviewed and certified I-9 Forms, verified W-4 and Direct Deposit Forms.

### **WEST TALLAHATCHIE SCHOOL DISTRICT -- Webb, Mississippi**

**July 2001-June 2007**

*Federal Programs Secretary.* Prepared and analyzed budgets to submit for approval to the Mississippi Department of Education. Processed and reviewed purchasing and travel requisitions. Responsible for monthly, quarterly and annual account reconciliation. Assisted with budget reports and close-out packages for state appropriated educational funds. Ensured the integrity of financial statements by reviewing and monitoring financial transactions. Acknowledged and addressed any questions and/or concerns from staff members. Served as Purchasing and Accounts Payable Clerk for department while maintaining office files, various logs and monthly status reports.

## **SKILLS AND PROFESSIONAL AFFILIATIONS**

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Windows 95, 98, 2000, NT, XP, Vista

Advanced in Microsoft Office (Word, Excel, Outlook, PowerPoint)

SunGard Banner 7.0 (University of Memphis - HR & Financial Software)

Integrity Accounting Software (West Tallahatchie - HR & Financial Software)

Kronos (U of M - Timekeeping System)

U of M WorkForUM (Employment System)

Hyperion (Financial Reporting/SQL)

Familiar with Generally Accepted Accounting Principles (GAAP)

Familiar with Human Resources/Payroll processes and procedures

Familiar with HIPPA, OSHA, and other Employment Laws

Strong analytical and written communication skills

Advanced with internet referencing

University of Memphis Alumni Association

University of Phoenix Alumni Association

REFERENCES

Mrs. Lorene Clinton  
Courage Technologies  
(662) 719-9659  
[lsclinton47@gmail.com](mailto:lsclinton47@gmail.com)  
Financial Consultant

Chadwick White Director, Environmental Services  
University of Memphis  
(901)605-1347  
[Chadwick.white@lycos.com](mailto:Chadwick.white@lycos.com)  
Former Co-Worker

Eddie McCord Director, Curriculum and Testing  
West Tallahatchie School District  
(662)375-9291 ext. 212  
[emccord94@gmail.com](mailto:emccord94@gmail.com)  
Co-Worker/Former Supervisor

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

# TEMEKA S. JONES

410 Lay Avenue • Webb, MS 38966

Mobile (901) 230-2240

Meeka46@hotmail.com

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## SUMMARY

Knowledgeable Manager with 15 years business-related experience. Proven experience collaborating with management at all levels to implement corporate initiatives and achieve business needs. *Expertise in:*

- Business Management
- Budget Development and Preparation
- Accounts Payable
- Purchasing
- Accounting
- Customer Service
- Auditing
- Payroll

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## EDUCATION

University of Phoenix, Phoenix, AZ February 2015  
Doctorate of Business Administration, Leadership Emphasis

University of Memphis, Memphis, TN May 2011  
Bachelor of Professional Studies, Organizational Leadership

Coahoma Community College, Clarksdale, MS May 2006  
Associate of Arts Degree, Accounting

## CERTIFICATION/TRAINING

School District Business Administrator (420) August 2014

Mississippi Association of School Business Officials November 2013

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## PROFESSIONAL EXPERIENCE

**WEST TALLAHATCHIE SCHOOL DISTRICT – Webb, Mississippi** Sept 2014 – June 2016  
Business Manager. Develops and prepare the operating budget and assists in the development of all other budgets (e.g., Minimum Programs, District Maintenance, Title I and II, Vocational, Special Education, Cafeteria, Activity Funds, and other Federal programs.). Monitors all funds by means of budgetary reports with latest amended amounts. Administer and coordinates the internal and external reporting of financial transactions in accordance with state law, School Board Policy and administrative regulations. Supervises all accounting operations. Assumes responsibility for all tax, accounting, and other financial matters which may affect the District to make sure that the District complies with all known regulations that the financial records are in line with generally accepted accounting standards for

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
OFFICE OF ACADEMIC IMPROVEMENT PROGRAMS

September 23, 2016

Dr. Jill Dent  
Mississippi Department of Education  
Office of Early Childhood Education

Dear Dr. Dent:

Greenwood Public School District has implemented its Innovative Approaches to Literacy Grant (grant number S215G140100) for the past two years in compliance with all Federal grant requirements. It has managed grant funds (\$863,475) as required and has implemented a variety of literacy-focused activities to serve its five schools as well as 450 Head Start students in the local Head Start Center (ages 3-5), and families. Activities have included training teachers in dialogic reading practices, training parents on literacy strategies to implement at home, upgrading digital resources in libraries, and conducting book distributions. Greenwood has developed partnerships with the Head Start Centers and has focused its efforts on improving reading readiness and early school success among high-need children. Greenwood set learning targets for children and has been measuring progress over the course of the past two years.

Please feel free to contact me at (202) 401-7949 or [daphne.kaplan@ed.gov](mailto:daphne.kaplan@ed.gov), with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Daphne Kaplan".

Daphne Kaplan  
Program Officer  
Innovative Approaches to Literacy Program

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

Date	User	Status (S) / Comment (C)	S / C
10/7/2016 5:14:11 PM	Charles Johnson	Status changed to 'Revision Started'.	S

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

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

<p>Parents:</p>	<p><b>Shemeika Dixon, Diane Parker, LaTressia Ware</b></p>
<p>Licensed Staff: <i>(include position)</i></p>	<p><b>Arnetta Crutcher – 2<sup>nd</sup> Grade Teacher</b>  <b>Cassandra Moore – 3<sup>rd</sup> Grade Teacher</b>  <b>Miranda Hodge – Physical Education</b>  <b>Tulawna Belcher – 4<sup>th</sup> Grade</b>  <b>Yolanda Greer-Lead Teacher</b>  <b>Mary Hammond – Lead Teacher</b>  <b>Linda Turner – Counselor</b>  <b>Natalie Waterman - Counselor</b></p>
<p>Non-Licensed Staff: <i>(include position)</i></p>	<p><b>Elnora Collins-Parent Center Coordinator</b>  <b>Vanessa Gary-Teacher Assistant</b></p>
<p>Administrators: <i>(include position)</i></p>	<p><b>LachadaRobie-Principal</b>  <b>Monroe Golden – Assistant Principal</b>  <b>Melvin Cook – Assistant Principal</b></p>

District Staff:	<b>Charles Johnson, Federal Program Director</b>	
Title I Staff:	<b>Charles Johnson-Federal Programs Director</b>	
Community Member <i>(include position)</i>	<b>Dwight Moore-School Nurse; Ms. Payne-Life Help Counselor-Community Member</b>	

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

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

A representative group of stakeholders met to discuss the previous years' plan and to evaluate the successful areas on the plan and those areas in need of improvement. The planning team reviewed the strengths and weaknesses of our current school-wide plan. Our goals were reviewed to ensure they were consistent with the district's goals & mission, addressed the data analysis of our instructional program, and addressed the desired results for student achievement. Copies of the plan were provided to the faculty, staff, parents, and community members for review. The planning team reviewed the suggestions and final revisions were completed. The test data revealed growth in mathematics, and area of improvement is ELA and proficiency in both ELA & Math as well as the growth of all students in . The retention rate was the greatest in first grade , also third grade had an unusually high retention rate in which state assessment was a factor. Discipline reports revealed there was an increase in the number of students being suspended. This may have been because of the enrollment increase from 600 to 800 students. Attendance rate was consistent at 95% or better.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

**Student Demographics (Enrollment)**

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	614	298	316	0	612	1	0	1	0	614	68	0	0	0	0
2015-16	814	389	425	0	810	1	0	3	0	814	82	0	1	0	0

**School Data - Grid**

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	517.2	487.5	
2015-16	700.23	415.3	

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

Threadgill Elementary School is located in a low socio-economic area. The racial make-up of the student population is 98% African-American. All of the students receive free lunch. Threadgill Elementary has a student population of **805** students.

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

Threadgill Elementary School is part of the Greenwood Community. Greenwood sits at the eastern edge of the Mississippi Delta and has a small town feel but offers some very unique features. These features include a world class hotel, The Viking Range Corporation - one of the largest manufacturers of high-end kitchen appliances, the Yazoo River Trail, and a downtown fresh produce market, along with critically acclaimed restaurants and locally owned retail stores. Greenwood is located only ten miles from one of the state's historically black universities, Mississippi Valley State University and thirty minutes from Mississippi Delta Community College. Both schools have campuses in Greenwood.

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

Among the 6,022 households 28.7% had children under the age of 18 living with them, 29.8% are married couples living together, 29.0% had a female householder with no husband present, 4.6% had a male householder with no wife present, and 36.6% were non-families. 32.5% of all households were made up of individuals living alone

and 10.7% had someone living alone who was 65 years of age or older. The average household size was 2.48 and the average family size was 3.16.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Evidence of student learning indicated growth of all students in Math increased by 11.5% from 2014-2015 to 2015-2016; nearly 60% of students in the bottom 25% showed growth in ELA and Math. More than 1/3 of students with disabilities did not meet growth; zero percent of students with disabilities scored level 4 or above in ELA & Math; 73% of 6<sup>th</sup> grade students scored a level 1 or 2 on the ELA MAP assessment; 67% of 6<sup>th</sup> grade students scored a level 1 or 2 on the Math MAP assessment. Teacher attendance for 6<sup>th</sup> grade ELA averaged 82% in 2015-2016. The ratio of out of school suspensions for males to females was 129:22 for 2015-2016. Enrollment increased from 600 students to 800 students from 2014-15 to 2015-2016 as well as teacher student ratio increasing from 1:20 to 1:27 in most classes. Due to changes in curriculum and assessment, it was predicted that lower scores may occur due to instructional adjustments. However, it was also assumed that the district would perform well in science because the curriculum did not change. Moreover, science scores did increase some but not what we expected.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
<b>Proficiency</b>	19	12.8	19.5	12.1	29.1	37.4		
<b>Growth All Students</b>	42.7	45.2	26.8	38.3				
<b>Growth Low 25%</b>	63	57.2	54.2	59.3				
	<b>2014-15</b>				<b>2015-16</b>			
<b>Accountability Grade</b>	D				F			
<b>Total Points</b>								

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

Due to changes in assessments from the 2014-2015 school year to the 2015-2016 school year, trends in data are challenging to report. The percent of students scoring proficient in both ELA & Math dropped from 2014-2015 to 2015-2016. Although these changes did occur, data continues to look promising. Based on the new accountability model a majority of our students scored in level three in both ELA & Math.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																
Growth All Students																
Growth Low 25%																
	<b>2014-15</b>								<b>2015-16</b>							
Accountability Grade	Select...								Select...							
Total Points																

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

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**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

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

**Student Promotion Data (% Promoted)**

Year	K	1	2	3	4	5	6	7	8
2014-15	98.81%	89.36%	97.67%	96.97%	96%	100%	100%	0%	0%
2015-16									

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

Student promotion in all grades is 89% or better with first grade having the highest retention. Some students do not enroll in school until first grade adversely affecting the promotion percentage. Students in the first grade were retained because they were not academically ready for second grade. The 2015-2016 year indicated an unusually higher percentage of 3rd graders failing due to MKAS2.

**Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.**

Students transition from our Pre-K program, Gilliam Headstart, or from home. Our sixth graders transition to Greenwood Middle School. A visit from Gilliam Headstart and a visit to Greenwood Middle occurs between April and May of each school year.

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**Out-of-School Suspensions**

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
<b>All</b>	<b>239</b>		<b>276</b>	
<b>IEP</b>	<b>19</b>	<b>7.95%</b>	<b>30</b>	<b>10.87%</b>
<b>EL</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>BLK/AA</b>	<b>239</b>	<b>100%</b>	<b>276</b>	<b>100%</b>
<b>His/Lat</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>NAM</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>NH/PI</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>White</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>

What discipline issues if any impact student achievement/growth?

Student achievement/growth is impacted when students violate school rules and as a result, are suspended from school. In a review of the data, there was an increase in the number of out of school suspensions. Threadgill's enrollment increased by 200 students which increase classroom sizes. With this, an increase in disruptive behavior occurred resulting in more out of school suspensions. The ratio of out of school suspensions for males to females was 129:22 . Students in 5<sup>th</sup> & 6<sup>th</sup> grades received more than 200 combined out of school suspensions. It is evident that students who were suspended more scored lower on tests than those who were not suspended.

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

All discipline is handled immediately. Positive Behavioral Interventions and Supports System (PBIS) and Character Education are some of the initiatives currently in place to address discipline issues and promote positive behavior. Currently, Threadgill has a mentoring program designed to targeted students who are a major disruption in the school and/or classroom. These students are assigned to designated employees. The employees monitor the students' behaviors and their academic achievements.

Summarize other factors impacting climate and culture. (optional)

The lack of parental involvement has a major impact on the culture of the school. Parents are invited often to the school. However, very few attend mandatory meetings which make it difficult to communicate to the students and community the importance of student achievement.

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Language Arts

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		SATP2/Eng. II	
2015	STAR	27	MAP	26	MAP	14	MAP	12	MAP	9	Select...		Select...		Select...	
2016	STAR	40	STAR	36	STAR	54	STAR	56	STAR	42	Select...		Select...		Select...	

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

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

Based on the Star Reading data, students in grade 4th and 5th scored higher than in other grades. Students have consistently scored lower in the 6th grade. 73% of 6<sup>th</sup> grade students scored a level 1 or 2 on the ELA MAP assessment we contribute this to the attendance rate of 82% of the 6th grade ELA teachers as well as the suspension rate of sixth grade students.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	STAR	32	MAP	18	MAP	12	MAP	9	Select...	10	Select...		Select...		Select...	
2016	STAR	53	STAR	59	STAR	76	STAR	75	STAR	60	Select...		Select...		Select...	

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

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

Based on the data, it appears that students are academically stronger in mathematics than Reading. Students in grades 4th and 5th have consistently scored higher on Star assessments than any other grades. Growth of all students in Math increased by 11.5% from 2014-2015 to 2015-2016; nearly 60% of students in the bottom 25% showed growth in Math.

Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		Select...	

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

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

Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Mathematics

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						

Annual Measurable Objectives - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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**Teacher Retention Trends**

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15	6	17	12	33	18	50	1	3
2015-16	12	27	13	30	19	43	1	2

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

Currently, the district utilizes various media outlets to advertise for the recruitment of Highly Qualified and Effective teachers, including the district's website, local and state newspapers, Mississippi Teacher Center and our state universities career fairs. The district provides high quality and targeted professional development, peer mentors, and administrative support in an effort to retain highly qualified teachers. All teachers are evaluated using the MSTAR evaluation rubric provided by the Mississippi Department of Education.

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

It is the practice of the Greenwood Public School District to hire only highly qualified staff. In the event a teacher is not highly qualified, the building administrator, professional development coordinator, federal programs director, and superintendent will work with the individual(s) to ensure the individual receives the necessary training/assistance to become highly qualified. The district provides high-quality professional development which includes development on specific and targeted areas in collaboration with Mississippi Valley State University that provide opportunities for staff members to obtain C.E.U.s. Mentors are assigned to staff members and administrators monitors the implementation and completion of highly qualified plans. All paraprofessional in the Greenwood Public School District are highly qualified. It is the practice of GPSD to only hire highly qualified paraprofessionals.

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

The Greenwood Public School District's curriculum, standards, instructional design, pacing guides, and assessments support and ensure teacher effectiveness across all grades and courses. A multi-tiered system of support instructional model assists with increasing levels of intensity and is driven by specific test data. The district strives to provide a curriculum that challenges and develops thinking skills that lead to the next level through thoughtful and purposeful instructional designs that meet the needs of each student. Principals and other instructional leaders monitor instructional practices through supervision and evaluation. The district's greatest strengths include areas involving collaboration, training, and

professional learning communities that meet to improve curriculum, instruction, and assessment. We have been able to create common assessments, share practices and procedures, and create aligned curriculum. In addition, the expectations for incoming teachers are clearly delivered through veteran teachers. New teachers receive training in classroom management, planning, ethics, policies, procedures, etc. We realize that in teaching and assessing there are areas of weakness. Our school, like others, is in the midst of restructuring due to the revamping of the state accountability model and new assessments.



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

Students identified as needing help in meeting the state's challenging student academic achievement standards will be provided additional services during the school day as well as through the extended day and extended year programs. Students will be identified through classroom teacher recommendations and the teacher support team (TST) process. Based on the individual students' needs, academic tutors and interventionists will provide one on one and small group remediation. In addition, a number of technology-based resources, including the following, will be utilized:

**Instructional Coaches and Instructional Assistants**-Provide intervention, tutorial and progress monitoring services for students

**Compass Learning Odyssey**- Supplemental software program for interventions- Individualized instruction and learning

**Star 360 (Reading/Math) (Renaissance Learning)** -Progress monitoring- Benchmark testing to help guide instruction

**Accelerated Reader (Renaissance Learning)**- Supplemental software program- to enhance reading promote, and enhance literacy

**Rosetta Stone**- Supplemental software program- to assist ELL students in Literacy

**USATestPrep**- Supplemental software program- to provide extra learning practice for students in core subjects

These activities will have a measurable and sustainable effect on student achievement because they are scientifically based and have empirical data to support their effectiveness. Specifically, we will focus on direct and explicit instruction: aligning curriculum, reducing class sizes, instruction, and assessment; using thinking maps to improve student achievement; increasing time on task; and using comprehensive systems to monitor student progress. In addition, implementing a three-tiered approach to instruction delivery (core, supplemental and intensive remediation programs) will assist us in significantly improving academic achievement for all students.

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

The school has a unified instructional delivery system (EDI) which include research-based instructional strategies which are aligned with its mission and expectations for student learning. These include, but are not limited to, multi-tiered instructional model, balanced literacy, reading strategies, writing across the curriculum, math problem solving, concept development, inquiry in science, learning styles, cooperative learning, and use of instructional technology. Professional development in each of these areas is provided on a regular basis. Other professional development activities are determined by school or district initiatives. In addition to providing a variety of strategies and activities to support student achievement in regular education classes, a comprehensive special education program addresses the needs of students who have been identified with special needs. These programs include instructional services for students with disabilities as well as those identified as gifted/talented. A variety of instructional deliveries is used, including regular classes with supplemental aids and services, resource classes, and self-contained classes.

Existing programs and practices contribute to providing students with the best instruction possible. This instruction is based on data analysis, individual and group needs with a focus on the development of higher ordered thinking skills, and the ability of students to apply learning. Implementation of the district supported instructional strategies is monitored in many ways. Through the district's process of observation and evaluation, principals assess the effectiveness of the instructional strategies used by teachers.

In the school improvement process, we annually develop an action plan which is implemented and revised throughout the year. It identifies instructional strategies that promote the attainment of student achievement goals. The district's vision and mission are to promote high expectations for student success and provides the basis for schools to focus on through common goals that are addressed in the action plan.

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

Federal funds will be used for extended day and year programs to extend the learning time for students. Remediation is provided during the day, as well as, after-school and extended school services. During the day, students are served by tutors. Students are also served in an after school setting. Instruction is provided by highly qualified staff members. Extended year services are also provided to students. Students are identified based on test results, district assessments, and student classroom performance. These programs will be evaluated to determine if there has been an increase in student achievement. Students in grades 3-6 who scored below level 4 (State Assessments) in Math or Reading, and who appears to be struggling in 5th grade Science will be given the opportunity for extended day and year services. The students with the greatest academic and economic needs will be given priority for these services; however, all students will be able to partake of these services.

**Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.**

A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum. In fulfillment of the following, the school district:

- Analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness;
- Designs and employs instructional strategies and activities that are research-based and reflective of best practice;
- Aligns the instructional design, including strategies and action plans, with the system's mission and expectation for student learning;
- Allocates and protects instructional time to support student learning;
- Implements an instructional design that provides all students with instruction that stimulates and enhances intellectual and creative development of higher ordered thinking skills and requires students to apply their learning; and
- Provides a comprehensive program of information and media services that are aligned with its beliefs, mission, and goals

The Greenwood Public School District strives to provide teachers with the necessary resources, assessment tools, and strategies to ensure that all students receive quality instruction. A heterogeneous approach is used to place students in classes with the expectation that teachers will identify student needs and use flexible learning groups to address learner needs. Using the district's curriculum and student assessment data, teachers develop and submit weekly lesson plans to address learner needs. Lesson plans are reviewed by school administrators & instructional coaches and feedback are provided to teachers. Instructional time is protected by establishing classroom schedules at the beginning of each school year, limiting classroom interruptions and monitoring by schools and district administrators. Administrators regularly observe and provide feedback to teachers about instructional effectiveness. At the beginning of each school year, teachers in grades receive standardized test data for the students they will teach. Each teacher analyzes the data to identify strengths and challenges for their incoming students. They then develop an action plan for addressing learner needs.

Through its professional development program, the Greenwood Public School District communicates its expectations for instructional design and delivery. The district provides a comprehensive professional development program to meet district and school needs identified through the analysis of student achievement data. This professional development is provided during the school year, including Saturdays and during the summer. Implementations of programs and staff development are monitored through follow-up sessions and development of daily lesson plans.

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**Professional Development Planning**

Identified Priority Needs	Data Sources
Improve Literacy across all grade levels	Test Data & Survey Results
Improve Math Skills	Test Data
Explicit Direct Instructional Strategies	Observations, Test Data, Survey Results
Classroom Management	Discipline Data, Observations, Survey Results
Student Engagement through Technology	Surveys, Observations

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

The Greenwood Public School District is committed to the continuing education of its faculty, staff and administrators through strategically designed professional development activities that support the district’s vision and mission. Need assessments are provided to all stakeholders. The results are utilized to plan and provide ongoing professional development throughout the school and district. In addition, ongoing professional development sessions are held bimonthly to ensure effective instructional strategies are implemented. PLC’s are conducted weekly to address specific teachers and students needs. External consultants are used in providing embedded support and follow-up to teachers and administrators in implementing instructional strategies. Technology training is provided for stakeholders once a month. Title II funds are used primarily to reduce class sizes and recruit and retain highly qualified teachers.

**Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.**

The activities implemented will be based on a review of scientifically based research in the content areas "best practices" in curriculum, instruction, and leadership as published in professional journals and articulated through professional standards, such as the ISLLC standards for school leaders, the NCTM Standards and Scientifically based reading researched programs. These activities, which are research-based, are expected to improve academic achievement because they have the research documentation and empirical data to substantiate their effectiveness. These activities will help teachers meet challenging state standards as well as help administrators monitor instruction and provide feedback to teachers on ways to improve student achievement. Further, research shows that reducing class sizes in the lower grades positively impacts student achievement

**Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have**

**substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.**

This Professional Development Plan meets the requirements of the MDE Learning Forward Standards. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Forward Standards of Mississippi Department of Education (MDE). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers and para-professionals with substantial professional development opportunities.

**Learning Communities:** Professional learning that increases educator effectiveness and results for all students occur within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Leadership:** Professional learning that increases educator effectiveness and results for all students require skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for the implementation of professional learning for long-term change.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students align its outcomes with educator performance and student curriculum standards.

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

Our professional development program is designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positively linked to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery. As a school, we will evaluate the improvement of its instructional and leadership practices as such:

- reflect a commitment to ongoing and continuous professional development that is based on the analysis of multiple sources of data
- include sufficient time and follow-up support provided to staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas such as One-to-One technology into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models are essential for successful implementation of professional development

Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

1. Identify school/district educational goals

- Review existing educational goals for state, district, and schools
- Analyze student achievement data: the past, present, and projected trends
- Diagnose areas of student need
- Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

2. Plan for implementation

- Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
- Identify sources of expertise to assist with identified needs and goals
- Select PD content and process
- Identify sources and uses of financial resources

3. Implement professional development strategies

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

4. Monitor progress

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation, and feedback
- Administer feedback surveys and collectively analyze results

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**Family and Community Involvement**

Identified Priority Needs	Data Sources
Parental & Community Involvement	Surveys & Monthly Meetings Participation Sign-Ins
Parent Literacy Training	Survey Results
Parent Technology Training	Survey Results
Parent Skills Training	Survey Results

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

The development and clear communication of a culture of academic achievement through rigorous and challenging programs for all students are a strength. We effectively communicate and display the district's mission, vision, and goals to all stakeholders. We will continue to sustain systemic communication that clearly focuses on student success and our commitment to shared values and beliefs about teaching and learning. While we view communication as an overall strength, improvement is needed in two-way discussions with stakeholders outside the district. To ensure future support of student learning, we will seek ways to encourage contributions from all stakeholders.

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

Communication between school and home is our highest rated area from surveys conducted. Assessments are analyzed from the school and district level and are communicated throughout the school year during parental/stakeholders involvement meetings and workshops. Parents have represented our school's Strategic Planning Committee, the Superintendent's Monthly Advisory Committee, and on the District Federal Programs Committee. Meetings are conducted with this committee to discuss and evaluate programs and make decisions regarding the implementation of programs, funding, and activities. In addition, parents also meet monthly with the Superintendent to discuss issues, programs, activities, and concerns.

Additional parental/stakeholder involvement strategies include the following:

1. A Parent Center and is served by a Parent/Stakeholder Liaison.
2. A representation on the Superintendent's Stakeholder's Advisory Committee that meets monthly with the Superintendent to discuss issues of concerns from parents and the community.
3. Materials for parents and stakeholders to help their children improve their academic achievement.

4. Parents are provided with opportunities to meet each semester with all their child's teachers on parent conference day.
5. Parent Teacher Organizations meet monthly at each school site to inform parents of programs and activities relative to the school.
6. Technology training is provided as needed for parents at each school site.
7. Parents are provided training opportunities on test taking strategies and ways to help their children succeed in school.
8. Health Fairs, Science Fairs, Reading Fairs, and Art Fairs are held to encourage parent and community participation.
9. Parents are recognized each month at the School Board meeting for their participation in school activities.
10. Parent Compacts are signed by all stakeholders.

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

The parent compacts are developed and implemented using the norms for parents, students, and teachers that will assure the success of all students.

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**Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)**

Year	K	1	2	3	4	5	6	7	8
2014-15	25:1	24:1	24:1	24:1	22:1	21:1	23:1		
2015-16	27:1	27:1	27:1	27:1	22:1	23:1	25:1		

**Stakeholder Decision Making**

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input type="checkbox"/> Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input type="checkbox"/> Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input type="checkbox"/> Yes	

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

Class size reduction would afford students with smaller group instruction which would allow teachers to target students who are struggling and provide individualized instruction.

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

The following strategies have been implemented at Threadgill

1. Utilizing instructional coaches on a daily basis to work with teachers in building their capacity and improving student achievement.
2. Implementing a comprehensive instructional management plan that includes curriculum frameworks, pacing guides, and instructional strategies
3. Implementing common assessments and using the data to drive instructional improvements .
4. Providing targeted professional development aimed at building administrator, teacher, and staff capacity.
5. Implementing professional learning communities and grade level team meetings to assist teachers in planning, address issues, and concerns, and promote growth and development
6. Utilizing supplemental computer-based programs to support the delivery of instruction and the creating of assessments.

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

The following are challenges for Threadgill

1. Parental /Community Involvement. We are constantly seeking ways to increase parents' involvement in the education of their children as well as the community's engagement and involvement in the educational process.
2. Achievement gaps. Continuously seeking ways to decrease the achievement gap. One of the key reasons for this gap includes the students' literacy skills as well as student discipline.

**List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.**

1. Decreasing Student Achievement Gaps
2. Parental/ Community Involvement
3. Professional Development for all Stakeholders
4. Integration of technology classroom instruction, smaller classes, and additional learning time
5. School Safety/Health activities
6. Social/Character Building for students (guidance services)

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

**Plan Items ( )**

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

Description:

District-Level: The number of students performing proficient and above in Language Arts and English II will increase greater than 5% from Spring 2016 to Spring 2017 as measured by the state assessments at each school site.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) The number of students performing proficient and above in Language Arts and English II will increase greater than 5% from Spring 2016 to Spring 2017 as measured by the state assessments.

**1.1) District-Level: Data Collection & Analysis - School-Level: Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets.**

Description:

District-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

**School-Level: (1) Administer universal screeners to identify students needing interventions, provide intervention and enrichment resources, and training for school personnel (2) Assist teachers and support staff by providing school with resource tools for creating assessments and for the progress monitoring of classroom, grade-level, and school-level data (3) Provide training and support for teacher in analyzing student data to help make data-driven decisions in their instructional and assessment practices**

**1.2) District-Level: Extended day and year school activities - School-Level: Extended School Day**

Description:

District-Level: Incorporate appropriate after school and summer activities to improve student academic achievement.

**School-Level: Provide extended school day remediation in Reading, Mathematics and Science for students in grades 3rd through 6th. Saturday school remediation will begin in March to provide additional academic support in all tested areas.**

Extended school year will be held in June for students entering grades 3rd through 6th.

§ 1.3) District-Level: High quality professional development of instructional staff - **School-Level: Professional Development**

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by classroom observation and district and state assessment results.

**School-Level: (1) Meet on a weekly basis with teachers, instructional coach and external providers to discuss increasing student achievement, building staff capacity, and targeted professional development for teachers. (2) Provide focused and intensive professional development to teachers based on classroom observations and formal evaluation results. (3) Use benchmark data, district/school common assessments, and state assessment data to determine grade level reading and mathematics deficiencies, growth, proficiency, and provide targeted support to teachers.**

§ 1.4) District-Level: Address teaching and learning needs related to academic problems of low achieving students - **School-Level: Academic Support**

Description:

District-Level: Target specific academic deficiencies of students using disaggregated results from the needs assessments.

**School-Level: (1) Determine and assign growth targets for students and teachers and administer 4th and 9 week assessments to monitor progress towards meeting targets. (2) Utilize a holistic approach to analyze performance data and ensure data are used to inform instructional practices. (3) Review the scheduling of student intervention times to ensure students are receiving academic interventions without interfering with their attendance in their core courses. (4) Provide targeted professional development and instructional resources for all instructional coaches related to: effective literacy strategies, implementation of the district's instructional management plan, and effective coaching strategies.**

§ 2) District-Level: Mathematics

Description:

District-Level: The number of students performing proficient and above in Mathematics and Algebra I will increase greater than 5% from Spring 2016 to Spring 2017 as measured by the state assessments at each school site.

**School-Level: (1). Increase the percentage of students meeting proficiency in mathematics to 25% based on established proficiency targets. Increase the percentage of students meeting growth to 70% based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth to 70% based on established proficiency targets.**

Performance Measure:

District-Level: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on

the state's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).) The number of students performing proficient and above in Mathematics and Algebra I will increase greater than 5% from Spring 2016 to Spring 2017 as measured by the state assessments at each school site.

**School-Level: (1). Increase the percentage of students meeting proficiency in mathematics to 25% based on established proficiency targets. Increase the percentage of students meeting growth to 70% based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth to 70% based on established proficiency targets.**

**S** 2.1) District-Level: After school and summer school activities

Description:

District-Level: Incorporate appropriate activities during school, after school, and extended year to improve student academic achievement.

**S** 2.2) District-Level: Data Collection & Analysis

Description:

District-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

**S** 2.3) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

**S** 2.4) District-Level: Address teaching and learning needs related to academic problems of low achieving students

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

**G** 3) District-Level: Graduation

Description:

District-Level: For SY 2016-2017, 75% of senior cohort will graduate from high school as measured by the Senior Snap Shot verified by the Mississippi Department of Education.

Performance Measure:

District-Level: Graduation Rate: The percentage of students who graduate from high school--disaggregated by race, ethnicity, gender, disability status, English proficiency, and socio-economic status.

§ 3.1) District-Level: Prof Develop- Impact Student Achievement Gaps

Description:

District-Level: Provide ongoing, high-quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.

§ 3.2) District-Level: Instruments to Track Student Progress

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

§ 3.3) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus.

§ 3.4) District-Level: Prevention/intervention (Reading & Mathematics)

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

¶ 4) District-Level: Highly Qualified Teachers

Description:

District-Level: The district will retain 80% of the highly qualified staff as measured by the MDE HQ Status Report and district personnel data at the end of the 2016-2017 school year.

Performance Measure:

District-Level: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA).

The district will retain 80% of the highly qualified staff as measured by the MDE HQ Status Report and district personnel data at the end of the 2016-2017 school year.

**S** 4.1) District-Level: Prof Develop- Impact Student Achievement Gaps

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement.

**S** 4.2) District-Level: Prof Develop- Understand Student Needs

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; and economically disadvantaged students.

**S** 4.3) District-Level: Prof Develop- Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance.

**S** 4.4) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

**G** 5) District-Level: Integrate Technology in Classroom Instruction

Description:

District-Level: Students will engage in one-to-one classroom instruction through the use of mobile devices, such as electronic tablets, notebooks, laptops, etc..

Performance Measure:

District-Level: The percentage of students' one-to-one engagement with technology will increase by 10% by spring 2017 as measured by the

district pupil/device report.

**5.1) District-Level: Technology that Impacts Teaching & Learning**

Description:

District-Level: Use technology to impact the quality, content, and structure of teaching and learning focused on results.

**6) District-Level: Safe and Drug-Free Learning Environments**

Description:

District-Level: For SY 2016-17, all schools will decrease the number of out of school suspensions by 5%, based on the 2015-16 MSIS End of Year Discipline Deposition Summary Report for all listed subgroups.

Performance Measure:

District-Level: The number of out of school suspensions for the district will decrease by 5% by spring 2017 as measured by the MSIS End of Year Discipline Deposition Summary Report.

**6.1) District-Level: Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)**

Description:

District-Level: A planned process of approaches and activities designed to preclude the onset of violence, alcohol, tobacco, and other drugs problems.

**6.2) District-Level: Intervention (Violence, Alcohol, Tobacco, and Other Drugs)**

Description:

District-Level: A planned process of approaches and activities designed to change a person's or group's behavior that may be in the beginning stages of violence, alcohol, tobacco, and other drugs problems.

**6.3) District-Level: Safety & Security**

Description:

District-Level: Security efforts to enhance prevention, identification, and intervention as a means of ensuring a safe, drug-free environment for the student population.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Needs Assessment</b>                      Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.</p> <p><b>Explanation</b>                      A needs assessment is conducted on parents, staff, and students via survey each year. In addition to surveys, test data from district and state assessments are used, and teacher observations to make informed decisions.</p>	
<p>2) <b>School-wide Reform Strategies</b>                      Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Describe how services will be provided to students that receive services from the Homeless Education and Migrant Education programs. Sec.1114(b)(1)(B)</p> <p><b>Explanation</b>                      After the analysis of STAR (universal screening data) at the beginning of the year, students are identified for interventions. As a result of the analyzed data, teachers decide on a focus area from the STAR reports and the pacing guide to drive instruction. Teachers collected data by giving pre-test, post-test, STAR, 4 1/2 and 9 Week Tests computer based programs (Odyssey, Flocabulary, and Accelerated Reader), and guided and independent practices.</p>	
<p>3) <b>Timely Assistance</b>                      Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.</p>	

**Explanation**

A universal screener will be given to all students. The data from the screener, in addition to the list of twenty day students and Tier II and Tier III students served during the summer will be used to provide timely assistance to struggling students. State test data and informal teacher assessment is also used to make decisions to improve the academic achievement of students.

4) **Instruction by Highly Qualified Staff**

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

**Explanation**

Explicit Direct Instruction is used to provide instruction from highly qualified staff members. On-going professional developments are held through-out the school year. PLC's are conducted weekly for all grade levels.

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

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

**Explanation**

There is a shortage of teachers across the state. Given this shortage, the Greenwood Public School district is working to produce licensed teachers from the teacher assistants and instructional tutors already working within our school/district.

6) **Professional Development**

Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

**Explanation**

Professional developments and/or PLC's are conduct each Tuesday. In addition, the beginning of the year, two full day professional development meetings, one full day following the Christmas break, and the end of the year district closing meeting are used to keep faculty and staff members abreast of recent trends and knowledge of the profession, the district, and the school. Teachers are also attend workshops outside of the district when feasible to obtain knowledge of research-based solutions to identified school-wide problems.

7) **Increase Parental Involvement**

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

**Explanation**

A parent center is located on the school campus to provide a place for parents to meet with teachers and other staff members.

Additionally, parents will be invited to events focusing on instruction to experience what their children are learning in school. Furthermore, parent workshops will be held to provide strategies to help their children at home. We will also continue to send notifications home, make phone calls, provide school and district newsletter, and promote events centered around literacy services via local newspaper or radio station.

8) **Coordination of Programs**

Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.

**Explanation**

We work closely with many community programs and agencies. These community organizations include: Mississippi Extension Services (health and food nutrition), Department of Health (Health Fair), Life Help (student assistance), Junior Auxiliary (Too Good for Drugs program, clothing closet), The Lions Club, Greenwood Utilities (electrical safety fair), doctors (health), and local merchants for students and staff incentives.

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a public school preschool program to local elementary school programs.

**Explanation**

Threadgill houses the district's PreK program. Teachers and students from Gilliam Head Start and other local head starts & daycare visit Threadgill's Kindergarten classes during the spring of each year to help with their transition from head start to kindergarten

10) **Use of Assessments for Improving Performance**

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Explanation**

Lead teachers serve on leadership teams that help develop assessments and pacing guides that will drive instruction and assessments. They also provide input on the purchases of academic programs to assess students as well as teacher made assessments for individual students.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Plan for Identified Students</b>                      Ensure that planning for participating students is incorporated into existing school planning.</p> <p><b>Explanation</b>                      A universal screener is given to all students. The data from the screener, in addition to the list of twenty day students and Tier II and Tier III students served during the summer is used to provide services for identified students, and students who have failed. State test data is also used to make decisions to improve the academic achievement of students.</p>	
<p>2) <b>Resources for Identified Students</b>                      Address use Title I, Part A resources to help participating children meet the State's student performance standards expected for all children.</p> <p><b>Explanation</b>                      Title I Funds will be used to provide professional development for teachers, additional support staff such as instructional assistance to provide individualized instruction, purchase computer based programs designed to address the needs of students, students rewards &amp; incentives, tutors and instructional supplies.</p>	
<p>3) <b>Effective Instructional Strategies</b>                      Address instructional strategies which give primary consideration to providing extended learning time such as extended school year, before- and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum; minimize pull-outs removing children from the regular classroom during regular school hours for Title I, Part A instruction.</p> <p><b>Explanation</b>                      In order to meet the needs of all students, we will provide extended school day and extended school year programs as well as in-school tutorial.</p>	
<p>4) <b>Coordination with Regular Education Program</b>                      Address coordination with and support of the regular education program which may include, counseling, mentoring and other pupil</p>	

services, college and career awareness and preparation; services to prepare students for the transition from school to work; and services to assist preschool children's transition to elementary school.

**Explanation**

Services are provided for students who are struggling academically as well as emotionally or socially through academic remediation/tutorial, counseling, life-help and mentors.

**5) Instruction by Highly Qualified Staff**

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

**Explanation**

Due to the huge shortage of teachers in the state, Greenwood Public School District is currently working to produce licensed teachers from the teacher assistants and instructional tutors already working within our school/district.

**6) Professional Development**

Provide professional development opportunities with Title I, Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating students.

**Explanation**

Professional development is provided for all staff to include coaching for teachers, instructional coaches, instructional assistants and administrators, through the use of direct instruction to enhance the leadership quality of administrators and the instructional quality of teachers.

**7) Increase Parental Involvement**

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

**Explanation**

Monthly parent workshops will be held to provide family literacy services and technology training. Additionally, parents will be provided opportunities to participate with learning activities during the school day as well as parent training on skills students are required to learn.

**8) Effective Implementation**

How you will know the programs for identified students are being implemented effectively? Address effective means for improving achievement for children.

**Explanation**

Progress monitoring is the primary strategy we will use to determine if programs are being implemented effectively for identified students. Teachers are expected to analyze STAR (universal screening data) at the beginning of the year; and teachers work in teams, grades, and subject-areas to disaggregate the data. As a result of the analyzed data, teachers decide on a focus area from the STAR reports and the pacing guide to drive instruction. Teachers collect data by giving pre-test, post-test, STAR, 4 1/2 and 9 Week Tests, computer based instructional programs (Odyssey, Flocabulary, and Accelerated Reader), and guided and independent practices.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

1. Provide a clear and concise statement of the goals and underlying philosophy of the LEA's proposed preschool program.

The goal of the Threadgill Elementary preschool program is to provide a high quality education that enables each child to grow academically and socially. School readiness is developed through various learning experiences that recognize individual differences, extend each child's strengths and assist them in overcoming difficulties. The Pre-K teachers at Threadgill Elementary understand that the keys to reading success are developed through oral vocabulary, phonological awareness, and alphabet knowledge. Teachers meet weekly to plan activities that will engage students in many experiences with print, books, and conversations. Teachers strive to build a solid foundation for each student in our program.

2. Describe how the preschool program will be coordinated and integrated with other preschool education services.

Threadgill Elementary's preschool teachers and teachers from Gilliam Head start attended a literacy workshop together to discuss the OWL curriculum. They also shared and discussed ideas to enhance literacy development in early childhood. Some of the topics covered in this workshop were lesson planning, learning center activities, and parental involvement. The pre-k teachers also attended a Specialized Training in Early Childhood workshop given by the MS Department of Education. Preschool teachers from around the state attended this two week workshop to receive training and collaborate on a variety of topics concerning early childhood.

3. Describe the curriculum to be used and how it achieves a balance between large group, small group, and individual activities.

Threadgill Elementary's preschool program uses the Early Learning Teaching Standards developed by the MS Department of Education to guide instruction. We also implement the OWL curriculum which is research-based and approved by the MS State Department of Education. This curriculum supports and implements practices that are shown by research to be effective in early childhood classrooms. The schedule followed by our preschool program designates specific times for large group, small group, and individual learning opportunities. Large group time is provided daily to introduce skills, read a story, and develop oral language through a variety of activities. Center time provides opportunities for students to participate in engaging activities to practice skills with their peers. The activities in each center address a variety of learning styles to help each child successfully accomplish learning goals. The teachers and assistant teachers work together to provide remediation and enrichment activities for individual students.

4. List the LEA's multiple educationally related, objective screening criteria developed to select children for its pre-kindergarten program.

In the spring of each year, a notice is posted on various media outlets announcing to the community that applications are available for the pre-k program. Any parent in the GPS district with a child who will be four years old by September 1, may apply to the program. Once applications are collected, the pre-k teachers assess each child using a screener that assesses basic pre-kindergarten skills. Hearing and vision screening is also provided at this time. Once screening is complete, parents are notified of their child's acceptance into the program. Notations are made during screening of any child that may need further testing or additional services.

5. Describe the LEA's provisions for ensuring the preschool participation of children who were: (a) enrolled in Head Start or migrant education programs

in the previous two years; or (b) are homeless or (c) neglected or delinquent.

The preschool program of Greenwood Public Schools offers its program to any child living within the district that will be four by September 1. Notices are posted in the newspaper and on social media outlets to make sure every child in the district has an equal opportunity to attend the program. Our district also promotes Child Find to locate children in the community who may benefit from a quality early childhood program.

6. Describe how the LEA will comply with Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children

The preschool program at Threadgill Elementary adheres to the guidelines provided in the MS Early Learning Standards for Classrooms Serving Four Year Old Children. Guidelines for the preschool learning environment, scheduling, benchmarks, learning centers, and strategies for teaching used to implement the program.

7. Describe how the progress of preschool program children will be monitored, how often, and how results will be used.

Students will be assessed using the OWL screener before entering the program. The state MKAS assessment is given in the fall and spring of each school year. Progress Monitoring is conducted every nine weeks. Weekly observations and checklists are also used. The results from these assessments are used to drive instruction for each student. Remediation and enrichment activities are provided according to assessment results.

8. Describe how support and professional development will be provided to parents and how this support will enable parents to be involved in the education of their children and how often the support will be provided.

The Parent Center at Threadgill Elementary is open daily for parents needing resources or wanting to volunteer. Parent-Teacher conferences are conducted three times a year to discuss report cards, academic growth, and any other concerns. Each student takes a folder home daily containing important information or suggested activities to practice skills. Family nights are planned each semester to cover a variety of topics concerning the program. Open House and a Parent Title I meeting are also conducted annually. The district provides professional development once per week and PLC's are conducted weekly.

9. Describe how preschool activities will be linked, coordinated with Head Start including children's records, system of communication, and meetings to discuss the development and other needs of individual children.

In addition to attending literacy workshops together to discuss the curriculum, instructional staff from both Threadgill & Gilliam Head Start share and discuss ideas to enhance literacy development in early childhood. Some of the topics discussed were lesson planning, learning center activities, and parental involvement. There is a great deal of collaboration between Threadgill and the local head starts & Day-cares. In some special situations, students from Gilliam are transferred to Threadgill to ensure they are receiving the appropriate services.

10. Describe the transition of children from preschool programs, including Head Start, to elementary school and how training will be provided to ensure smooth transition.

Transition folders are developed for each student. Assessment results, work samples, and other important information are contained in the transition folders. Students from Head Start visit Threadgill Elementary each spring for a campus tour. She who are enrolled in our PreK program visit all the elementary schools for a campus tour in the spring of each year.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

2 1. How many years has the school not met AMOs?

2. Has the school leadership established a sense of urgency and shared accountability for meeting school improvement objectives? Explain process.

Yes. The leadership team developed an action plan to include smart goals, strategies, identified responsible personnel, assigned a timeline, and identified the evidence of success.

3. Has the LEA and school aligned professional development and evaluation systems to improve instructions? Explain process.

Yes. Professional development is provided based on school or individual needs. The district holds all faculty & staff accountable for student achievement.

4. Does LEA and school monitor and respond to benchmark/interim data, including all leading and lagging indicators? Explain process with specific timelines.

Yes. Baseline data (i.e. state test results and universal screeners) is used to make decisions at our school. The results from the data is used to make academic decisions and drive instruction. Additionally, data from Response to Intervention, district assessments, etc. are used to progress monitor to make improvements in our school.

5. Does the LEA and school align allocation of resources (money, time, personnel, etc.) to school improvement goals? Explain.

Yes. All resources have to reference our school wide plan and indicate how it will improve student achievement. Without the justification or reference to the school wide plan, the request for resources must show clear alignment before begin granted.

**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

**Required Documents**

This page is currently not accepting Related Documents.

**Mississippi Department of Education  
Schools At-Risk Action Plan  
2016-2017**

District Name: Greenwood Public School District

School Name: THREADGILL ELEMENTARY SCHOOL

<b>District and School Actions</b>	<b>Strategies</b> <i>What should take place to complete the goal? How will the goal be accomplished?</i>	<b>Resources</b> <i>What resources (people, materials, funding) are needed to address the strategy?</i>	<b>Responsible Staff</b> <i>Who will be responsible for ensuring that the strategy is completed?</i>	<b>Timeline</b> <i>What are the start and end dates?</i>	<b>Update</b> <i>What happened and when did it take place?</i>	<b>Expected Outcomes</b> <i>How will you know that the strategy is effective?</i>
<b>LEADERSHIP</b>						
Goal(s): (1) All schools will have high quality teachers, leaders, and support staff						
<b>District Action(s):</b>	<ul style="list-style-type: none"> <li>(1) Establish and maintain an active district leadership team to support implementation of the school improvement plan</li> <li>(2) Ensure that leadership practices emphasized through the National Institute for School Leadership (NISL) trainings, district administrative trainings, and district coaching supports are being utilized within the school.</li> <li>(3) Provide district-wide training sessions in Explicit Direct Instruction (EDI); Use EDI components as the focus of the instructional walkthroughs</li> <li>(4) Assign district administrators to specific schools based on their areas of strength. Administrators will provide support and onsite monitoring of the school improvement efforts</li> <li>(5) Implement a uniformed instructional process</li> </ul>	<p>Superintendent; District administrators</p> <p>NISL Trainers and Curriculum; Superintendent; District Administrators; school turnaround principles</p> <p>Superintendent; District Administrators; Principals; EDI resources</p> <p>Superintendent; District Administrators</p> <p>Curriculum Director; EDI resources;</p>	<p>Superintendent; District administrators</p> <p>Superintendent; District Administrators; Curriculum Coordinator; District Assigned Administrator</p> <p>Superintendent; District Administrators; Curriculum Coordinator</p> <p>Superintendent</p>	<p>January 2017 - ongoing</p> <p>January 2017 - ongoing</p> <p>January 2017 - ongoing</p>	<p><b>January Update:</b> The District Leadership Team met weekly with the superintendent to review progress towards implementation and to identify and address barriers/challenges to implementation based on December benchmark data, attendance data, and office discipline referrals. The district assigned administrator and the school's administrative team conducted instructional walkthroughs and monitored the quality of instruction through classroom observations and student performance data. Instructional coaches followed their assigned schedule of support under the guidance of the curriculum coordinator and building level administrators</p> <p><b>February:</b> The district leadership team met weekly with the superintendent to review progress towards implementation and to identify and address barriers/challenges based on the school's improvement goals. The district assigned administrator and school principal conducted instructional walkthroughs and shared the results from the walkthroughs with the district</p>	<ul style="list-style-type: none"> <li>(1) Leadership team will actively guide and monitor the school improvement efforts, e.g., leadership team meetings dates, agendas, and minutes</li> <li>(2) One hundred percent of administrators enrolled in NISL will attend all the training sessions as well as the district administrators' training sessions and will transfer the strategies and skills gained through the trainings into daily practice. Evidence will be collected through administrator observations and data collection</li> <li>(3) One hundred percent of staff will utilize the EDI model for instruction as evidenced through classroom observations, building walkthroughs, lesson plan checks, and weekly PLC meeting minutes, agendas, and sign-in sheets</li> <li>(4) Increased use of research-based instructional strategies as reflected through lesson plan checks and classroom observations.</li> </ul>

**Mississippi Department of Education  
Schools At-Risk Action Plan  
2016-2017**

District Name: Greenwood Public School District

School Name: THREADGILL ELEMENTARY SCHOOL

		resource workshops				guide and monitor the school improvement efforts, e.g., parent meetings dates and agenda  (6) Increase parents' knowledge, participation and involvement with the school improvement process
<b>District and School Actions</b>	<b>Strategies</b> <i>What should take place to complete the goal? How will the goal be accomplished?</i>	<b>Resources</b> <i>What resources (people, materials, funding) are needed to address the strategy?</i>	<b>Responsible Staff</b> <i>Who will be responsible for ensuring that the strategy is completed?</i>	<b>Timeline</b> <i>What are the start and end dates?</i>	<b>Update</b> <i>What happened and when did it take place?</i>	<b>Expected Outcomes</b> <i>How will you know that the strategy is effective?</i>
<b>CURRICULUM AND INSTRUCTION</b>						
<b>Goal(s) (1) All students will demonstrate proficiency and show growth in all assessed areas.</b>						
<b>District Action(s):</b>	<ul style="list-style-type: none"> <li>(1) Assist schools in analyzing and identifying student growth and proficiency targets to monitor achievement and student progress</li> <li>(2) Review the scheduling of student intervention times to ensure students are receiving academic interventions without interfering with their attendance in their core courses.</li> <li>(3) Provide targeted professional development and instructional resources for all instructional coaches related to: effective literacy strategies, implementation of the district's instructional management plan, and effective coaching strategies.</li> <li>(4) Use district assessment data to determine reading and mathematics deficiencies as well as growth and proficiency targets, in order to provide and inform professional learning communities.</li> </ul>	District Curriculum Director -District Federal Programs Director -Targeted Professional Development Sessions; -Mississippi Department of Education's Menu of Services - Mississippi Assessment Program (MAP) resources -District purchased assessment resources	-Superintendent -Directors -Principals	January 2017 - ongoing	January Update: Superintendent met with district and school leaders to review progress towards meeting growth and proficiency targets based on benchmark data  February Update: Superintendent met with district and school leaders to review progress towards plan implementation  March Update:  April Update:  May Update:  June Update:	<ul style="list-style-type: none"> <li>(1) Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets.</li> <li>(2) School administrators will review and revise Tier 2 and Tier 3 student schedules and monitor teacher classroom practices to ensure students are receiving quality interventions.</li> <li>(3) Intensive professional development and instructional resources will be provided with</li> </ul>

**Mississippi Department of Education  
Schools At-Risk Action Plan  
2016-2017**

District Name: Greenwood Public School District

School Name: THREADGILL ELEMENTARY SCHOOL

	implementation of the district's instructional management plan, and effective coaching strategies.				June Update:	<p>progress towards the desired goals of the district.</p> <p>(3) School administrators will review and revise schedules and monitor teacher classroom practices to ensure students are receiving quality interventions.</p> <p>(4) The instructional coach will participate in focused professional development and effectively implement the practices to support classroom teachers.</p>
District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
<b>PROFESSIONAL DEVELOPMENT</b>						
<p>Goal(s): (1) All schools will have high-quality teachers, leaders, and support staff.                  (2) All schools will achieve a "C" or higher performance rating.                  (3) All students will demonstrate proficiency and show growth in all assessed areas.</p>						
District Action(s):	<p>(1) Meet on a quarterly basis with principals and external providers to discuss and review provider's progress towards meeting performance goals, increasing student achievement, building staff capacity, and targeted professional development for teachers.</p> <p>(2) Ensure MDE literacy coaches are participating and supporting teachers during professional learning community times with data analysis, instructional planning, and academic discussions used to inform instructional practices</p> <p>(3) Provide focused and intensive professional development to teachers based on classroom</p>	<p>-District Curriculum Director                      -District Federal Programs Director                      -Targeted Professional Development                      -Mississippi Department of Education's Menu of Services                      -Mississippi Assessment</p>	<p>-Superintendent                      -Directors                      -Principals</p>	<p>January 2017 - ongoing</p>	<p>March Update:                      April Update:                      May Update:                      June Update:</p>	<p>(1) District and school administrators will meet with external providers to discuss and review their benchmarks of progress towards meeting performance goals and expected outcomes as outlined by the district</p> <p>(2) District and school administrators will monitor the support provided to teachers by instructional coaches and MDE literacy coaches. Instructional coaches and MDE literacy coaches will work with teachers during professional</p>

**Mississippi Department of Education  
Schools At-Risk Action Plan  
2016-2017**

**District Name: Greenwood Public School District**

**School Name: THREADGILL ELEMENTARY SCHOOL**

<p><b>School Action(s):</b></p>	<p>(1) Meet on a weekly basis with teachers, instructional coach and external providers to discuss increasing student achievement, building staff capacity, and targeted professional development for teachers.</p> <p>(2) Provide focused and intensive professional development to teachers based on classroom observations and formal evaluation results.</p> <p>(3) Use benchmark data, district/school common assessments, and state assessment data to determine grade level reading and mathematics deficiencies, growth, proficiency, and provide targeted support to teachers.</p>	<p>District Curriculum Director -District Federal Programs Director -Targeted Professional Development -Mississippi Department of Education's Menu of Services - Mississippi Assessment Program (MAP) resources -District purchased assessment resources -External Providers -Principals and Assistant</p>	<p>Superintendent -Directors -Principals -Assistant Principal -Instructional Coach</p>	<p>January 2017 - ongoing</p>	<p>March Update: April Update: May Update: June Update:</p>	<p>(1) School administrators and Instructional Coach will meet with external providers to discuss student and teacher progress, monitor the school and improvement efforts, and evaluate progress towards the desired goals of the district.</p> <p>(2) Teachers will be provided individualized professional development based on instructional data and classroom observations.</p> <p>(3) Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets.</p> <p>(4) Intensive coaching professional development will be provided and instructional resources will be implemented and monitored with fidelity through observation documentation and effective feedback.</p>
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**Mississippi Department of Education  
Schools At-Risk Action Plan  
2016-2017**

District Name: Greenwood Public School District

School Name: THREADGILL ELEMENTARY SCHOOL

(6) Provide incentives for improved attendance and positive behavior						
District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
<b>ASSESSMENT</b>						
<b>Goal(s):</b> (1) All students will demonstrate proficiency and show growth in all assessed areas. (2) All schools will achieve a "C" or higher performance rating. (3) All schools will effectively use data systems to improve student achievement and outcomes.						
District Action(s):	(1) Provide universal screener, intervention and enrichment resources, and training for school personnel  (2) Provide school with resource tools for creating assessments and for the progress monitoring of classroom, grade-level, and school-level data  (3) Assist school in providing teachers support in analyzing student data to help make data-driven decisions in their instructional and assessment practices.	-District Curriculum Director -District Federal Programs Director -Targeted Professional Development -Mississippi Department of Education- Mississippi Assessment Program (MAP) resources -District purchased assessment resources	-Superintendent -Directors	January 2017 - ongoing	March Update:  April Update:  May Update:  June Update:	(1) Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile meeting growth based on established proficiency targets.
School Action(s):	(1) Administer universal screeners to identify students needing interventions, provide intervention and enrichment resources, and training for school personnel  (2) Assist teachers and support staff by providing school with resource tools for creating assessments and for the progress monitoring of classroom, grade-level, and school-level data	District Curriculum Director -District Federal Programs Director -Targeted Professional Development	• Principal • Assistant Principal • Instructional Coach • Teachers Support Staff	January 2017 - ongoing	March Update:  April Update:  May Update:  June Update:	1. (1). Increase the percentage of students meeting proficiency based on established proficiency targets. Increase the percentage of students meeting growth based on established growth targets. Increase the percentage of students in the bottom quartile



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## MDE News

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### State Board Approves Four Additional Early Learning Collaboratives Preschool Programs

by Nov 10, 2016



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Carey M. Wright, Ed.D., State Superintendent of Education

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## NEWS RELEASE

For Immediate Release: November 10, 2016

### State Board Approves Four Additional Early Learning Collaboratives Preschool Programs

JACKSON, Miss. — The Mississippi State Board of Education voted today to add four new early learning collaboratives (ELC) to the current list of 10 to provide high-quality early childhood education programs to 4 year-old students.

The ELC expansion is made possible by a \$1 million increase in state funds for the program, which brings the total appropriation to \$4 million for fiscal year 2017. The Early Learning Collaborative Act of 2013 established the ELC program, which provides funding to local communities to establish, expand, support and facilitate the successful implementation of quality early childhood education and development services.

The Mississippi Department of Education (MDE) issued the request for proposals on Aug. 29 and accepted applications through Sept. 26. The MDE reviewed all 15 applications received. Four of the 15 applicants gained the required points to qualify for the interview round, and the MDE submitted all four applicants for the SBE's final approval. They are:

- Agape Community Development Center - Canton School District
- Greenwood School District
- Grenada School District
- Starkville-Oktibbeha School District

# Greenwood Public School District



## K-12 Literacy Plan

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## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

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

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

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>1. Establish a K – 6<sup>th</sup> site-based Literacy Leadership Team to enhance effective literacy instruction and prevention of reading failures in all grades.</p>	<p>8/1/16 – ongoing</p>	<p>Inform the staff of the purpose of the Site Based Literacy Leadership Team and elicit volunteers.</p> <p>Form a Literacy Leadership Team that will consist of the following members: Principal, reading interventionist, Special Education Teacher, Literacy Coach, Lead Teacher, MDE Literacy Coach, SSIP Literacy Coach, Title I teacher and general education teachers.</p> <p>Communicate with staff, students, and parents the work of the School Literacy Team to keep stakeholders informed.</p>	<p>Administrative team Principal Site Literacy Coach MDE Literacy Coach</p>	<p>Literacy team &amp; Coaches will be available as a resource</p> <p>Information from MDE School Literacy Plan Template (Components 1-2)</p> <p>Schedules of meeting dates and times</p>	<p>Calendar Agendas Meeting minutes Completed MDE School Literacy Plan</p>
<p>2. All Literacy Leadership teams will use data to identify student needs, set goals and to continuously monitor the progress of literacy instruction at the school.</p>	<p>8/1/16 - ongoing</p>	<p>Each school will analyze MKAS2, 2015-2016 ELA Map data to identify students' strengths and needs.</p> <p>Meet regularly to analyze and summarize results from BOY, MOY, and EOY Diagnostic Screening.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>MAP data</p> <p>Diagnostic &amp; Screening Data from Universal Screener</p> <p>MDE School Literacy Plan Template (Components 3-4)</p>	<p>Completed MDE School Literacy Plan (Components 3-4)</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
		<p>Create an action plan based on school's data to address literacy needs of each school.</p> <p>Identify the name of the assessments used at each site to address the literacy components in each school.</p>			
<p>3. Establish a District Literacy Leadership team to review the implementation of all Site Literacy Plans, identify areas of strengths and weaknesses, and next steps at each individual school and as an entire district at least once each semester.</p>	<p>August 2016</p> <p>January 2017 - ongoing</p>	<p>Form a District Leadership Team that will consist of the following members: Superintendent, Principals, Teachers, Coaches, Parents, and Interventionists.</p> <p>The team will create a rubric to identify if the literacy action plan is being implemented effectively at least twice a year for each school site and the district.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>Literacy Plan</p> <p>Time</p>	<p>Sign-in sheets</p> <p>School and district data</p> <p>Minutes</p>

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

### Goal: Literacy Leadership Team (7<sup>th</sup> – 12<sup>th</sup> )

- Establish a middle school and high school Site Based Literacy Leadership Team

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>1. Establish a middle school and high school site-based Literacy Leadership Team to enhance effective literacy instruction and prevention of reading failures in all grades.</p>	<p>8/1/16 – ongoing</p>	<p>Inform the staff of the purpose of the Site Based Literacy Leadership Team and elicit volunteers.</p> <p>Form a Literacy Leadership Team that will consist of the following members: Principal, Reading interventionist, Special Education Teacher, Literacy Coach, Lead Teacher, MDE Literacy Coach, SSIP Literacy Coach, Title I and general education teachers.</p> <p>Communicate with staff, students, and parents the work of the School Literacy Team to keep stakeholders informed.</p>	<p>Administrative team Principal</p>	<p>Schedules of meeting dates and times</p> <p>Literacy "Look Fors"</p> <p>List of reading and writing strategies</p> <p>MDE resources</p> <p><b>Possible grant funding for:</b> School Literacy Coach MTSS Coordinator Literacy Interventionist</p>	<p>Calendar Agendas Meeting minutes Completed MDE School Literacy Plan</p>
<p>2. Literacy Leadership team will use data to identify student needs and to continuously monitor the progress of literacy instruction across at each school.</p>	<p>8/1/16 - ongoing</p>	<p>Each school will Analyze 2015-2016 and 2016-2017 9<sup>th</sup> – 12<sup>th</sup> MAP data, High School ACT Data, discipline, and attendance to identify students' needs.</p> <p>Analyze and summarize results from BOY, MOY, and EOY Diagnostic Screening.</p>	<p>Administrative team School Principals</p>	<p>MAP data</p> <p>Diagnostic &amp; Screening Data from Universal Screener</p> <p><b>Possible grant funding for:</b> School Literacy Coach MTSS Coordinator Literacy Interventionist</p>	<p>Completed School Literacy Plan</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
		<p>Create an action plan based on school's data to address literacy needs of each school.</p> <p>Identify the name of the assessments used at each site to address the literacy components in each school.</p>			
<p>3. Establish a District Literacy Leadership team to review the implementation of the Literacy Plan, identify areas of strengths and weaknesses, and next steps at for each individual school and as an entire district at least once each semester.</p>	<p>January 2017 - ongoing</p>	<p>Form a District Leadership Team that will consist of the following members: Superintendent, Principals, Coaches, Parents, Interventionist.</p> <p>The team will create a rubric to identify if the literacy action plan is being implemented effectively at least twice a year at each school and site.</p>	<p>Administrative team School Principals</p>	<p>Literacy Plan</p> <p>Schedule time for meetings</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	<p>Sign-in sheets</p> <p>School and district data</p> <p>Minutes</p>

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

### Goal: Effective Classroom Instruction (K-6<sup>th</sup>)

- The district will adopt K-6<sup>th</sup> common reading materials for all elementary schools.
- The district will implement Thinking Maps in all areas of curriculum for all schools.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. The district has adopted and provided a common reading program for all elementary schools in grades	8/1/16 – ongoing	Teachers will use the adopted curriculum as the core reading program.  Teachers will limit use of worksheets in the classroom.  Teachers will be engaged in literacy conversations.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	Reading Street  <b>Possible grant funding for:</b> Resources for additional Reading Street supplements	Data Classroom Observations Classroom Walk-throughs
2. Supplemental K-3 <sup>rd</sup> and 4 <sup>th</sup> – 6 <sup>th</sup> instruction programs will be analyzed and redefined to ensure they support the district reading plan and employ best evidence-based practices.	8/1/16 – ongoing	Train K-3 <sup>rd</sup> and 4 <sup>th</sup> – 6 <sup>th</sup> teachers on supplemental instructional programs.  Teachers will limit use of worksheets in the classroom.  Teachers will be engaged in literacy conversations on using supplemental instructional programs.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible grant funding for:</b>  Additional Supplemental Programs (Ready)	Observations  Lesson Plans  Walk-throughs
3. Train all K-3 <sup>rd</sup> teachers on understanding and implementing MS College and Career English Language Arts Standards and MS College and Career Standards Scaffolding Document and connect to literacy instruction.	8/1/16 – ongoing	Train all teachers the MS College and Career Standards  Train all teachers on implementing the MS College and Career Standards Scaffolding Document	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	Time  Scaffolding Document  MS College and Career ELA and Writing Standards	Observations  Walk-throughs  Lesson Plans

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

<b>Objectives</b>	<b>Timeline</b>	<b>Action Steps</b>	<b>Lead Person</b>	<b>Resources</b>	<b>Evidence of Success</b>
4. Accelerated reader will be used to promote independent reading and book selection for K-6 <sup>th</sup> , AR will not supplant instruction.	8/1/16 – ongoing	Librarians and teachers will assist in acquisition of books, tests, and AR tests.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach Librarians	Technology  Accelerated Reader books	AR Reading Data
5. Provide at least 60/90 minutes uninterrupted block of time in K-3 <sup>rd</sup> schedule for literacy.	8/1/16 – ongoing	Teachers will be trained on implementing 90 minute uninterrupted block of time to include Comprehension, Fluency, Vocabulary, Phonics, and Phonemic Awareness.  Principals will review schedule to identify and remove any obstacles during K-3 <sup>rd</sup> Literacy block.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	MDE Resources	Schedules  Learning Walks  Observations
6. Phonemic Awareness activities will be incorporated on a regular basis in grades K-2 for approximately 15-20 minutes per day. Grade 3 instruction is as needed.	8/1/16 – ongoing	K-3 <sup>rd</sup> teachers will be trained on using <i>Phonemic Awareness: The Skills That They Need to Help Them Succeed!</i> By Michael Heggerty, Ed.D.	School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b>  Literacy Interventionist  Phonemic Awareness Books for all K-2 <sup>nd</sup> grade teachers	Pre and Post Kindergarten Assessments  Lesson Plans  Informal Assessments

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

<b>Objectives</b>	<b>Timeline</b>	<b>Action Steps</b>	<b>Lead Person</b>	<b>Resources</b>	<b>Evidence of Success</b>
7. Phonics instruction will be taught as outlined in the district-adopted K-3 <sup>rd</sup> phonics series.	8/1/16 – ongoing	K-3 <sup>rd</sup> teachers will be trained on using district-adopted phonics series.	School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> Literacy Interventionist Phonics series (need to be purchased)	Observations Walk-throughs Lesson Plans
8. Fluency will be explicitly taught by repeated, monitored, oral reading practice for grades K-3 <sup>rd</sup> and 4 <sup>th</sup> – 6 <sup>th</sup> grades.	8/1/16 – ongoing	K-3 <sup>rd</sup> teachers will be trained on using	School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> Literacy Interventionist Fluency program	Observations Walk-throughs Lesson Plans Fluency sheets
8. K-3 <sup>rd</sup> teachers will demonstrate a conscious and on-going effort to systematically teach work study activities for phonics, vocabulary, and spelling instruction.	8/1/16 – ongoing	K-3 <sup>rd</sup> teachers will be trained on word study activities such as word walls, word sorts, reference aids and visuals to teach vocabulary.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> Literacy Interventionist Evidence-based word study activities	Observations Walk-throughs Lesson Plans
9. Comprehension strategies will be taught in order for 2 <sup>nd</sup> – 6 <sup>th</sup> grade students to: self-monitor, use visualization, answer text dependent questions and higher level questions, and generate questions.	8/1/16 – ongoing	K-3 <sup>rd</sup> teachers will be trained on implementing comprehension strategies.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	<b>Possible Grant Funding for:</b> Literacy Interventionist Comprehension strategies	Observations Walk-throughs Lesson Plans

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>10. Incorporate opinion, informative, explanatory, and narrative writing styles across all content areas using "Thinking Maps" in grades K-6<sup>th</sup>.</p>	<p>8/1/16 – ongoing</p>	<p>Train teachers on using Thinking Maps</p>	<p>School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p><b>Possible Grant Funding for:</b>  PD/PLC meeting Lab  <u>Write from the Beginning and Beyond Manuals</u></p>	<p>Observations Walk-throughs Lesson Plans</p>
<p>11. Implement Thinking Maps to enhance teaching the literacy skills of academic vocabulary development, reading comprehension skills, and writing in all content areas in grades K-6<sup>th</sup>.</p>	<p>8/1/16 – ongoing</p>	<p>Teachers will use Thinking Maps to enhance literacy skills.  Teachers will be trained in WTFB over a two year period.  PLC discussions and planning</p>	<p>Thinking Map Consultant  Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p><b>Possible Grant Funding for:</b>  TMLC subscriptions – dozens of practical targeted video-based modules</p>	<p>Observations Walk-throughs Lesson Plans</p>
<p>5. Implement Write from the Beginning, a developmental, vertically aligned K-12 curriculum over a three year period in grades K-6<sup>th</sup>.</p>	<p>January 2018 ongoing</p>	<p>Year 1 – <b>Write from the Beginning</b> - emphasis will be placed on Narrative Writing  Year 2 – <b>Write from the Beginning</b> emphasis will be placed on Expository/Informative  Year 2 <b>Write from the Beginning</b> Emphasis will be placed on Response to text</p>	<p>Thinking Map Consultant  Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p><b>Possible Grant Funding for:</b>  PD/PLC meeting Lab  <u>Write from the Beginning and Beyond Manuals</u></p>	<p>Observations Improvement of writing scores</p>

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

**Goal: Effective Classroom Instruction (7<sup>th</sup> – 12<sup>th</sup> )**

- Instruction will be comprehensive and balanced in all schools.
- The district will implement Thinking Maps in all areas of curriculum for Middle and High school.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>1. Implement 7<sup>th</sup> – 12<sup>th</sup> MS College and Career English Language Arts Standards and MS College and Career Standards Scaffolding Document and connect to literacy instruction.</p>	<p>8/1/16 – ongoing</p>	<p>Train all teachers on implementing the MS College and Career Standards Scaffolding Document</p> <p>Teachers will train with coaches on implementing ELA standards on lesson plans.</p>	<p>Administrative team School Principals</p>	<p>Time</p> <p>Scaffolding Document</p> <p>MS College and Career ELA and Writing Standards</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	<p>Observations</p> <p>Lesson Plans</p> <p>Agendas, sign-in sheets</p>
<p>2. Middle and high school ELA, Social Studies, and Science teachers will collaborate and work with ELA teachers to implement MS ELA and Writing College and Career Standards across the content area.</p>	<p>8/1/16 – ongoing</p>	<p>Train teachers how to ask Higher Order Thinking questions and text based questions that align with MS College and Career Standards.</p> <p>Coaches will train content area teachers how to implement ELA standards on lesson plans.</p>	<p>Administrative team School Principals</p>	<p>MS College and Career ELA and Writing Standards</p> <p>Resources on Text Dependent Questions</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	<p>Student sample tests</p> <p>Classroom observations</p> <p>Lesson plans</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

<b>Objectives</b>	<b>Timeline</b>	<b>Action Steps</b>	<b>Lead Person</b>	<b>Resources</b>	<b>Evidence of Success</b>
3. Monitor the implementation of authentic literacy to increase student reading and writing achievement in all middle and high school classrooms.	8/1/16 – ongoing	<p>Identify and implement common evidence based literacy strategies across curriculum areas</p> <p>Identify and implement reading and writing strategies specific to the thinking in the discipline.</p> <p>Develop a common writing rubric for all classrooms.</p> <p>Conduct literacy learning walks</p>	Administrative team School Principals	<p>Literacy “Look Fors”</p> <p>List of reading and writing strategies</p> <p>MDE resources</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	Notes from the Learning Walk and Observations
4. Comprehension strategies will be taught in order for students to self-monitor, use visualization, and answer text dependent questions.	8/1/16 – ongoing	Teachers will receive training in close reading and answering text dependent questions.	Administrative team School Principals	<p>Time Comprehension strategies</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	Observations Walk-throughs
5. Accelerated reader will be used to promote independent reading and book selection for middle and high school. AR will not supplant instruction.	8/1/16 – ongoing	<p>Librarians will be trained on AR.</p> <p>Librarians will be encouraged to promote AR when students are in the library.</p> <p>Librarians and teachers will assist in acquisition of books, tests, and AR tests.</p>	Administrative team School Principals Librarians	<p>Technology</p> <p>Accelerated Reader books</p>	AR Reading Data

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

<b>Objectives</b>	<b>Timeline</b>	<b>Action Steps</b>	<b>Lead Person</b>	<b>Resources</b>	<b>Evidence of Success</b>
6. Teachers will implement strategies on answering constructed response questions in all content areas.	8/1/17 - ongoing	Teachers will be trained on constructed response questions.	Administrative team School Principals	Time for training MDE Writing Prompts Constructed response questions  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	Agendas, sign-in sheets
7. Teachers will incorporate opinion, informative, explanatory, and narrative writing styles across the content using Thinking Maps.	8/1/17 – ongoing	Teachers will be trained on using Thinking Maps.	Thinking Map Consultants Administrative team School Principals	Time for training  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	Agendas, sign-in sheets
8. Implement Thinking Maps in every content area to enhance teaching the literacy of academic vocabulary, reading comprehension, and writing and connect Thinking Maps to MS College and career standards.	8/1/17 – ongoing	Trainings will be provided to teachers on using Thinking Maps to enhance literacy strategies for all learners.  Teachers will be taught how to deconstruct prompts.  Worksheets will be replaced with Thinking Maps activities.	Thinking Map Consultants Administrative team School Principals	<b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist Thinking Maps TMLC Plan of Action	TMLC Plan of Action Checklist  Student work  Lesson plans

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>9. Implement Write from the Beginning and Write for the Future (9-12) a developmental, vertically aligned K-12 curriculum across all content areas over a 3 year period.</p>	<p>January 2018 ongoing</p>	<p>Year 2 <b>Write for the Future (9-12)</b> English, History, Science, and Math teachers</p>	<p>Thinking Map Consultants Administrative team School Principals</p>	<p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist <u>Write for the Future</u> manuals</p> <p>9-12 Reading teachers will be WFTB Future (Year 2)</p>	<p>TMLC Plan of Action Checklist Student work samples</p>

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

### Goal: Assessment and Data Monitoring (K-6<sup>th</sup>)

- Data will be reviewed and monitored using a variety of sources to improve student performance.
- Establish a district-wide assessment framework

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Data-analysis – common assessments benchmarks	8/1/16 – ongoing	Teachers will receive district and in-service training on interpreting data (MKAS2, ELA MAP, AR, STAR, Odyssey and District Assessments)  Common planning between grade level and subject area teachers using data from formative and summative assessments.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Data  <b>Possible grant funding for:</b> PLC and PD Lab for meeting	Data Reports
2. Classroom observations and Classroom Data Walkthroughs	8/1/16 – ongoing	Literacy Team will conduct Classroom Data walkthroughs every nine weeks to observe if data is used to drive literacy instruction.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Data	Notes from Classroom Data Walkthroughs and Observations
3. K-3 <sup>rd</sup> grade students will be administered STAR assessments BOY, MOY, and EOY.		Provide time for students to be given STAR tests.	Administrative team School Literacy Coach SSIP Coach MDE Literacy Coach	Data	Star Reports

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

**Goal: Assessment and Data Monitoring (7<sup>th</sup> – 12<sup>th</sup>)**

- Data will be reviewed using a variety of sources to improve student performance.
- Establish a district-wide assessment framework

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Data-analysis – common assessments benchmarks	8/1/16 – ongoing	Teachers will receive district and in-service training on interpreting data (MAP, AR, STAR, Odyssey, District Assessments, Reading Plus)  Common planning between grade level and subject area teachers using data from formative and summative assessments.	Administrative team Principal	Data team Schedule of meeting dates and times  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	Student data
2. Classroom observations and Classroom Data Walkthroughs	8/1/16 – ongoing	Literacy Team will conduct Classroom Data walkthroughs every nine weeks to observe if data is used to drive literacy instruction.	Administrative team Principal	Schedule of dates and times set by principals or school literacy coaches  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	Notes from Classroom Data Walkthroughs and Observations
5. Identify common writing assessments at each grade level / content area that reflect MS College and Career writing standards.	8/1/16 – ongoing	Coaches will identify and develop writing assessments aligned with 4 <sup>th</sup> – 6 <sup>th</sup> , middle school and high school standards.	Administrative team School Principals	Teams at each school  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	District data

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

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

- All teachers and district staff will participate in staff developments and PLC meetings emphasizing evidence-based practices in literacy instruction.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Staff development opportunities will be provided in K-6th evidence-based literacy instruction.	8/1/16 – ongoing	Leadership Literacy Team will assess building needs, choose from district approved topics, topics from MDE, staff surveys, and schedule professional development on literacy instruction.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	School Literacy Plan	Attendance sheets
2. Build capacity of all K-6 <sup>th</sup> grade teachers and support staff to provide appropriately challenging literacy instruction for all students across the curriculum.	8/1/16 – ongoing	<p>Conduct learning walks to identify literacy rich classroom environments.</p> <p>Provide collaborative meeting times in order for teams to develop high-quality plans that integrate reading, writing, and discussion.</p> <p>Provide support for planning through workshops, video links, and a literacy corner in staff newsletter.</p> <p>Schedule and encourage teachers to observe other classrooms and use peer coaching.</p>	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	<p>Needs assessment</p> <p>Professional readings</p> <p>Support from teaching and learning</p>	<p>Increase in assessment measures</p> <p>Summaries of Learning walk data</p> <p>Student work samples</p> <p>Peer observation forms</p>

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>3. PLC meetings will be provided on K-6<sup>th</sup> evidence-based literacy instruction and analysis of data.</p>	<p>8/1/16 – ongoing</p>	<p>Provide collaborative meetings between general ed. and Sped teachers.</p> <p>Administrators and teachers will read and discuss current research on Literacy during PLC meetings.</p> <p>Literacy Coach or MDE Coach will assess PLC Topics based on data and needs of the school.</p> <p>Literacy Coach or MDE Coach will facilitate and encourage discussions.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>Professional Readings</p> <p>Support from teaching and learning</p> <p><b>Possible Grant Funding for:</b> MTSS Coordinator</p> <p>Literacy Intervention Based Program</p> <p>Literacy Interventionist <u>Language for Learning</u> Manuals</p> <p>PD/PLC meeting Lab</p>	<p>Agendas Minutes</p>
<p>4. Staff development and PLC meeting opportunities will be provided on implementing Thinking Maps to assist students with organizing their thinking and writing skills.</p>	<p>8/1/17 – ongoing</p>	<p>Teachers will be introduced to Thinking Maps and their eight visual brain-based patterns and taught strategies for ownership.</p> <p>Teachers will be guided in the creation of grade and subject specific lessons that integrate Thinking Maps with required curriculum elements and content standards.</p> <p>Classroom visits will be conducted throughout the year.</p>	<p>Thinking Maps Consultant Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p><b>Possible Grant Funding for:</b> MTSS Coordinator</p> <p>Literacy Intervention Based Program</p> <p>Literacy Interventionist</p> <p><u>Language for Learning</u> Manuals</p> <p>PL/PLC meeting Lab</p>	<p>Observation notes</p> <p>Principal, Literacy Coach, Instructional Coach Checklist</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>6. Advanced Thinking Maps training will be conducted for content specific areas (4-12<sup>th</sup>).</p>	<p>8/1/17 – ongoing throughout years 2, 3, 4...</p>	<p>Thinking Maps Trainers will train teachers on using Thinking Maps.</p>	<p>Thinking Maps Consultant  Administrative team  School Principals</p>	<p><b>Possible grant funding for:</b> Literacy Interventionist</p> <p>Materials for Thinking Maps</p> <p><u>Draw/Show/Map Your Thinking</u> Manuals (DYT, SYT, MYT)</p> <p><u>Comprehension Strategies for Constructing Meaning</u> (Manual K-8<sup>th</sup>)</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist Materials for Thinking Maps</p>	<p>Classroom observations</p> <p>Agenda</p> <p>Sign-in sheets</p>

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

### Goal: Professional Development and Professional Learning Community meetings (7<sup>th</sup> -12<sup>th</sup>)

- All High School teachers and district staff will participate in staff developments and PLC meetings emphasizing evidence-based practices in literacy instruction.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Staff development opportunities will be provided to high school and middle school staff on evidence-based literacy instruction.	8/1/16 – ongoing	<p>Leadership Literacy Team will assess building needs, choose from district approved topics, topics from MDE, staff surveys, and schedule professional development on literacy instruction.</p> <p>Train principals and teachers on implementing evidence-based literacy instruction.</p>	Administrative team School Principals	School Literacy Plan <b>Possible grant funding for:</b> School Literacy Coach Interventionist PD / PLC meeting Lab	Attendance sheets Agenda, sign-in sheets
2. Build capacity of middle school and high school teachers and support staff to provide appropriately challenging literacy instruction for all students across the curriculum.	8/1/16 – ongoing	<p>Conduct learning walks to identify literacy rich classroom environments.</p> <p>Provide collaborative meeting times in order for teams to develop high-quality plans that integrate reading, writing, and discussion.</p> <p>Provide support for planning through workshops, video links, and a literacy corner in the district newsletter.</p> <p>Schedule and encourage teachers to observe other classrooms and use peer coaching.</p>	Administrative team School Principals School Literacy Coach	Needs assessment  Professional readings  Support from teaching and learning  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist	<p>Increase in assessment measures</p> <p>Summaries of Learning walk data</p> <p>Student work samples</p> <p>Peer observation forms</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>3. PLC meetings will be provided on middle school and high school evidence-based literacy instruction and analysis of literacy data.</p>	<p>8/1/16 – ongoing</p>	<p>Provide collaborative meetings between general ed. and Sped teachers.</p> <p>Administrators and teachers will read and discuss current research on Literacy during PLC meetings.</p> <p>Literacy Coach or MDE Coach will assess PLC Topics based on data and needs of the school.</p> <p>Literacy Coach or MDE Coach will facilitate and encourage discussions.</p>	<p>Administrative team School Principals</p>	<p>PLC</p> <p>Professional Readings</p> <p>Support from teaching and learning</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist PD / PLC meeting Lab</p>	<p>Agendas Minutes</p>
<p>4. Identify common writing assessments at each grade level / content area that reflect middle school and high school MS College and Career writing standards.</p>	<p>8/1/16 – ongoing</p>	<p>Coaches will identify and develop writing assessments aligned with 4<sup>th</sup> – 6<sup>th</sup>, middle school and high school standards.</p>	<p>Administrative team School Principals</p>	<p>Teams at each school</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	<p>District data</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>5. Staff development and PLC meeting opportunities will be provided on implementing Thinking Maps to assist middle school and high school students with organizing their thinking and writing skills.</p>	<p>8/1/17 – ongoing throughout years 2, 3, 4...</p>	<p>Teachers will be introduced to Thinking Maps and their eight visual brain-based patterns and taught strategies for ownership.</p> <p>Teachers will be guided in the creation of grade and subject specific lessons that integrate Thinking Maps with required curriculum elements and content standards.</p> <p>Classroom visits will be conducted throughout the year.</p>	<p>Thinking Maps Consultant</p> <p>Administrative team</p> <p>School Principals</p>	<p><u>Language for Learning</u> Manuals Possible grant funding</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist Materials for Thinking Maps PD / PLC meeting Lab</p>	<p>Observation notes</p> <p>Agendas</p> <p>Sign-in sheets</p>
<p>6. Advanced Thinking Maps training will be conducted for content specific areas (7-12<sup>th</sup>).</p>	<p>8/1/17 – ongoing throughout years 2, 3, 4...</p>	<p>Thinking Maps Trainers will train teachers on using Thinking Maps.</p>	<p>Thinking Maps Consultant</p> <p>Administrative team</p> <p>School Principals</p>	<p><u>Draw/Show/Map Your Thinking</u> Manuals (DYT, SYT, MYT)</p> <p><u>Critical Reading and Writing for the ACT</u> (9-12<sup>th</sup> Instructor's Guide)</p> <p><u>Critical Reading and Writing for the ACT</u> Student Workbook (9-12<sup>th</sup> Grade)</p> <p><u>Comprehension Strategies for Constructing Meaning</u> (Manual K-8<sup>th</sup>)</p>	<p>Classroom observations</p> <p>ACT score improvement</p> <p>Agenda</p> <p>Sign-in sheets</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

				<b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist Materials for Thinking Maps	
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**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

**Goal: Family & Community Engagement (K-6<sup>TH</sup>)**

- Establish meaningful and purposeful academic opportunities in literacy to engage families and community members.

<b>Objectives</b>	<b>Timeline</b>	<b>Action Steps</b>	<b>Lead Person</b>	<b>Resources</b>	<b>Evidence of Success</b>
1. Schools will disseminate information in regards to literacy to all parents with focus on K-6 <sup>th</sup> grade students because of the literacy based promotion act.	8/1/16 – ongoing	<p>Communicate evidence based strategies and the importance of literacy to parents at "Open House"</p> <p>Provide K-3<sup>rd</sup> parents MDE "Read at Home" Plan at Open House and on Parent Conference Day.</p> <p>Meet with all 2<sup>nd</sup> and 3<sup>rd</sup> grade parents at the BOY, MOY, and EOY to discuss the student reading progress and the Literacy Based Promotion Act.</p> <p>Incorporate information about literacy in the District-wide parent Newsletter to be disseminated quarterly.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>Evidence based literacy strategies</p> <p>Read at Home Plan</p>	<p>Agendas</p> <p>Sign in sheets</p> <p>Newsletters</p> <p>Parent Contact Log</p>
2. Teachers will communicate student reading progress to parents on a regular basis.	8/1/16 – ongoing	<p>Use clear and regular communication tools and data to keep parents informed about STAR, Odyssey, District Assessments.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>District Resources MDE Resources STAR reports District assessment reports Literacy Strategies</p>	<p>Sign-in sheets Parent surveys</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
3. Schools will initiate support to parents who have children reading below grade level.	8/1/16 – ongoing	Encourage and support teachers in making contact with parents.  Communicate resources from MDE	Administrative team Principal Librarians	MDE Resources	Parent contact log Sign-in sheets
4. Schools will provide parent information sessions on Literacy.	8/1/16 – ongoing	Schedule parent meetings at least 1 each semester.  Provide speakers and resources for parent meetings.  Support and encourage parents to attend meetings.	Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach	District Resources MDE Resources	Parent surveys Parent Sign-in sheets Agenda

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

### Goal: Family & Community Engagement (7<sup>TH</sup> -12<sup>TH</sup> )

- Establish meaningful and purposeful academic opportunities in literacy to engage families and community members.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
1. Schools will disseminate information in regards to literacy in all content areas (ACT, English II) to all parents.	8/1/16 – ongoing	<p>Communicate evidence based strategies and the importance of literacy to parents at "Open House"</p> <p>Incorporate information about literacy in the District-wide parent Newsletter to be disseminated quarterly.</p>	Administrative team School Principals	<p>Evidence based literacy strategies</p> <p>MDE Resources</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	<p>Agendas</p> <p>Sign in sheets</p> <p>Newsletters</p> <p>Parent Contact Log</p>
2. Teachers will communicate student reading progress to parents on a regular basis.	8/1/16 – ongoing	Use clear and regular communication tools and data to keep parents informed about STAR, Odyssey, and District Assessments.	Administrative team School Principals	<p>Parent Portal</p> <p>District Resources</p> <p>MDE Resources</p> <p>STAR reports</p> <p>District assessment reports</p> <p>Literacy Strategies</p> <p><b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	<p>Sign-in sheets</p> <p>Parent surveys</p> <p>Parent contact log</p>
3. Schools will initiate support to parents who have children reading below grade level.	8/1/16 – ongoing	<p>Encourage and support teachers in making contact with parents.</p> <p>Communicate resources from MDE</p>	Administrative team Principal Librarians Counselors	MDE Resources	<p>Agenda, Sign-in sheets</p> <p>Letters</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

<b>Objectives</b>	<b>Timeline</b>	<b>Action Steps</b>	<b>Lead Person</b>	<b>Resources</b>	<b>Evidence of Success</b>
<p>4. Schools will provide parent information sessions on Literacy in all content areas (ACT, English II).</p>	<p>8/1/16 – ongoing</p>	<p>Schedule parent meetings at least 1 each semester/  Provide speakers and resources for parent meetings.  Support and encourage parents to attend meetings.</p>	<p>Administrative team School Principals</p>	<p>District Resources MDE Resources  <b>Possible grant funding for:</b> School Literacy Coach Literacy Interventionist</p>	<p>Parent surveys Parent Sign-in sheets Agenda Minutes</p>

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

### Goal: MTSS and Literacy Interventions (K-6<sup>th</sup>)

- Establish a district wide system of tiered student support for literacy.
- Interventions will be provided for struggling students to include classroom strategies.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>1. Establish a district-wide system of tiered student support that includes scheduled time and implementation of an intervention block at each school.</p>	<p>8/1/16 – ongoing</p>	<p>Use knowledge gained tiered system of support at each school</p> <p>Investigate K-12 models that successfully provide tiered supports.</p> <p>Provide MTSS Training for all teachers and support staff.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>RTI Best Practices Handbook (2010)</p> <p>K-12 Models of Tiered Support</p> <p>District MTSS Manual</p> <p><b>Possible Grant Funding for:</b> MTSS Coordinator</p> <p>Literacy Intervention Based Program</p> <p>Literacy Interventionist</p>	<p>Student data</p> <p>MTSS data</p> <p>Sign-in sheets and agenda</p>
<p>2. Provide targeted review and evidence-based literacy interventions to students not demonstrating proficiency in ELA based on district, classroom, and state assessment data.</p>	<p>8/1/16 – ongoing</p>	<p>During collaborative planning, teachers will discuss evidence-based strategies and appropriate text for struggling readers.</p> <p>Identify intervention programs that could be implemented in MS, HS, and elementary schools.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p>MTSS documentation</p> <p><b>Possible Grant Funding for:</b> MTSS Coordinator</p> <p>Literacy Intervention Based Program</p> <p>Literacy Interventionist</p>	<p>Student data</p> <p>MTSS data</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>3. The five components of Reading (Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency), will be included as part of the intervention plan for grades K-3rd.</p>	<p>8/1/16 – ongoing</p>	<p>District will provide staff development on the five components of Literacy instruction as needed to K-3<sup>rd</sup> grade teachers.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p><b>Possible Grant Funding for:</b> Literacy Intervention Based Program  Literacy Interventionist</p>	<p>Student Records Assessment results</p>
<p>4. Explicit instruction in vocabulary, application of comprehension strategies, and fluency will be included as part of the intervention plan for grades 4-12<sup>th</sup>.</p>	<p>8/1/16 – ongoing</p>	<p>District will provide staff development on explicit instruction in vocabulary, application of comprehension strategies, and fluency as needed to 4th- 6<sup>th</sup> grade, Middle School, and High school teachers.</p>	<p>Administrative team School Principals School Literacy Coach SSIP Coach MDE Literacy Coach</p>	<p><b>Possible Grant Funding for:</b> Literacy Intervention Based Program  Literacy Interventionist</p>	<p>Student Records Assessment results</p>

## GREENWOOD PUBLIC SCHOOL DISTRICT LITERACY ACTION PLAN

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

- Establish a district wide system of tiered student support for literacy.
- Interventions will be provided for struggling students to include classroom strategies.

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>1. Establish a district-wide multi-tiered system of support that includes scheduled time and implementation of an intervention block at each school.</p>	<p>8/1/16 – ongoing</p>	<p>Use knowledge gained tiered system of support at each school</p> <p>Investigate K-12 models that successfully provide tiered supports.</p> <p>Provide MTSS Training for all teachers and support staff.</p>	<p>Administrative team School Principals</p>	<p>RTI Best Practices Handbook (2010)</p> <p>K-12 Models of Tiered Support</p> <p>District MTSS Manual</p> <p><b>Possible grant funding for:</b> School Literacy Coach Behavioral Interventionist Literacy Interventionist MTSS coordinator</p>	<p>Student data</p> <p>MTSS data</p> <p>Sign-in sheets and agenda</p>
<p>2. Provide targeted review and evidence-based literacy interventions to students not demonstrating proficiency in ELA based on district, classroom, and state assessment data.</p>	<p>8/1/16 – ongoing</p>	<p>During collaborative planning, teachers will discuss evidence-based strategies and appropriate text for struggling readers.</p> <p>Identify intervention programs that could be implemented in MS, HS, and elementary schools.</p>	<p>Administrative team School Principals</p>	<p>MTSS documentation</p> <p>Interventionist needed</p> <p><b>Possible grant funding for:</b> School Literacy Coach Behavioral Interventionist Literacy Interventionist MTSS coordinator</p>	<p>Student data</p> <p>MTSS data</p>

**GREENWOOD PUBLIC SCHOOL DISTRICT  
LITERACY ACTION PLAN**

Objectives	Timeline	Action Steps	Lead Person	Resources	Evidence of Success
<p>4. Explicit instruction in vocabulary, application of comprehension strategies, and fluency will be included as part of the intervention plan for high school.</p>	<p>8/1/16 – ongoing</p>	<p>District will provide staff development on explicit instruction in vocabulary, application of comprehension strategies, and fluency as needed to 4th- 6<sup>th</sup> grade, middle and high school teachers.</p>	<p>Administrative team School Principals</p>	<p>Literacy Intervention Based Program</p> <p><b>Possible grant funding for:</b> School Literacy Coach Behavioral Interventionist Literacy Interventionist MTSS coordinator</p>	<p>Student Records Assessment results</p>
<p>5. Middle school high school will implement Reading Plus, a research based silent intervention that assist students with gaining proficiency by improving reading comprehension, reading rate, and vocabulary to students that are in the bottom 25%.</p>	<p>8/1/16 – ongoing</p>	<p>Train teachers and principals on implementing Reading Plus.</p>	<p>Administrative team School Principals</p>	<p>Reading Plus</p> <p><b>Possible grant funding for:</b> School Literacy Coach Behavioral Interventionist Literacy Interventionist MTSS coordinator</p>	<p>Reading Plus Data</p>



## **SCHOOL LITERACY PLAN**

**Threadgill Elementary School**

## Introduction

The School Literacy Plan (SLP) supports school personnel who are charged with implementing the *Literacy-Based Promotion Act* (2013). This plan should be used as a resource to enhance effective literacy instruction and prevention of reading failure in grades K- 3. Prevention of reading failure should be the focus of literacy efforts, with the goal of all students reading on grade level by the end of 3<sup>rd</sup> grade.

The SLP is required for MDE Literacy Support Schools and recommended for other schools. It is based upon the information included in the *Principal's Primer for Raising Reading Achievement* used in the Regional Literacy Trainings for Principals Serving K-3 Schools. The SLP is intended to be a public document outlining the school's commitment to literacy instruction in grades K-3. The MDE literacy coach will assist support schools with developing the SLP based on the MDE template. This should detail support from all internal and external service providers. The SLP should be an extension of the Federal Title I Language Arts Plan developed by schools that receive those federal funds. The SLP should serve as a blueprint to plan literacy instruction, as well as a measuring stick for determining and documenting how well the school is providing effective research-based literacy instruction to students. It should provide details, benchmarks, explicit data components, and instructional routines that must be present to increase student performance. In addition, this document outlines for parents and others that the school has a thoughtful plan where the adults in the school are working toward the same goals, using instructional techniques based upon rigorous research, and doing whatever it takes to ensure that every child learns to read on grade level by the end of 3<sup>rd</sup> grade.

Below are the components that must be addressed in a School Literacy Plan.

**Component 1: School Literacy Plan Contact and Demographic Information** – Requires school contact information and demographic data.

**Component 2: School Literacy Leadership Team** – Specifies the Literacy Leadership Team members and information about scheduled meetings.

**Component 3: Analyzing Data and Informing Stakeholders**– Captures state assessment data and local data, and specifies plan for informing the faculty and garnering parental support to address areas of concern.

**Component 4: Survey of Assessments** – Guides the process for surveying current assessments utilized by the school and determining the individual needs of students.

**Component 5: Program/Materials** – Provides guidance for selecting and evaluating core reading program and intervention materials to determine if the programs have alignment and address the core reading components: phonological awareness and/or phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Component 6: Professional Development** – Provides guidance on training school staff in the area of literacy.

**Component #1: School Literacy Plan Contact Information**

School Year: 2016-2017	District: Greenwood Public Schools
School Name: Threadgill Elementary School	Principal: Lachada Robie-Purnell
Address:1001 Broad St.	E-mail:
City: Greenwood, MS	Phone:662-455-7440
Zip:38930	Fax:

Indicate school's most recent Federal Accountability Designation:	State Accountabilty Designation:
<input type="checkbox"/> Reward School <input type="checkbox"/> * Focus School <input type="checkbox"/> On Target School <input type="checkbox"/> Priority School <input type="checkbox"/> Approaching Target School	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> * F

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

\* Yes. The school recieves literacy coach support from MDE.

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

**School Demographics**

Highly Qualified Teachers	%	Indicate Grades served:  <input type="checkbox"/> Pre-K <input type="checkbox"/> * K <input type="checkbox"/> * 1 <input type="checkbox"/> * 2 <input type="checkbox"/> * 3 <input type="checkbox"/> Other
<b>School Enrollment</b>		
IEP Students	12 %	
ELL Students	.001 %	
Migratory Students	0 %	
Homeless Students	3 %	
Economically disadvantaged	100 %	
<b>Ethnic / Racial Breakdown</b>		Person responsible for implementation of the School Literacy Plan:  Name: <u>Mary Hammond</u>  Title: <u>Instructional Coach</u>
White	.006 %	
Black	99.2 %	
Hispanic	.001 %	
Asian/Pacific Islander	0 %	
Native American	0 %	
Other	%	

**Component #2: School Literacy Leadership Team****Enter first and last name of each school literacy leadership team member.**

Principal	Lachada Robie	Kindergarten Teacher	Patty Harris
Reading Interventionist		First Grade Teacher	Stephanie Smith
Special Educ. Teacher	Mrs. McIntyre	Second Grade Teacher	Arnetta Cruther
Literacy Coach/Lead Teacher	Mary Hammond	Third Grade Teacher	Uschi Swims
MDE Literacy Coach	Kasey Rather	Title I Teacher	
Library Media Specialist	Melinda Cook	Other Representative	

**Indicate regular monthly meeting dates/times (at least one hour) for the literacy leadership team.**

The Literacy Leadership Team meets every Tuesday during teachers planning period.

**Indicate team members who will have the following roles:**

Facilitator: Mary Hammond and Kasey Rather

Recorder: Patty Harris

Time Keeper: Stephanie Smith

**Indicate how the minutes from each meeting will be recorded and archived.**

- Meeting Agenda
- Minutes Taken by Recorder
- Minutes are saved as a word document and in three ringer binder in room 34.

	2015-2016 SCHOOL YEAR (MAP)					2014-2015 SCHOOL YEAR (PARCC)				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>Grade 3 (PARCC)</b>										
IEPs	2	4				1				
ELLs										
Economically Disadvantaged	16	40	37	12		29	17	15	4	
Asian										
Black	16	40	37	12		29	17	15	4	
Hispanic										
Native American										
White										
Other										

NOTE: State assessment data 2015-2016 reflects MAP data; State assessment data 2014-2015 reflects PARCC data.

**Provide a summary of Screening, Diagnostic, and Progress Monitoring assessment results for grades K, 1, 2, and 3 specifically in the area of reading and language arts. Indicate data source.**

***Kindergarten***

**Screening Assessment Data: The screening report for K at Threadgill Elementary shows that 38 percent of the students are Urgent Intervention , 34 percent of the students are in the category of Intervention , 7 percent of students are On Watch, and 21 percent of students are at or Above Benchmark.**

**Diagnostic Assessment Data: The data shows 72 percent of students in are in Intervention or Urgent Intervention in the Reading and Language Arts. It also shows the 28 percent are At or Above Benchmark.**

**Progress Monitoring Assessment Data: The progress monitoring data shows that students have shown growth in the area of Reading and Language Arts. The data shows 25 percent of students are in Urgent Intervention, 30 percent of students in intervention , 15 percent On Watch and 29 percent At Or Above Benchmark.**

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

**Screening Assessment Data: The screening report for 1<sup>st</sup> grade shows that 25 percent of students are Level 1, 26 percent of students are Level 2, 21 percent of students are Level 3, 12 percent of students are Level 4, and 17 percent of students are Level 5.**

**Diagnostic Assessment Data: The Diagnostic assessment data shows that 71 percent of all 1<sup>st</sup> graders are Below the Benchmark. 1<sup>st</sup> grade 29 percent of the students are at or Above the Benchmark.**

**Progress Monitoring Assessment Data: The progress monitoring data shows improvement. In 1<sup>st</sup> grade 11 percent of students are Level 1, 24 percent of students are Level 2, 23 percent of students are Level 3, 11 percent of the students are Level 4, and 32 percent of students are Level 5.**

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

**Screening Assessment Data: The screening report for 2<sup>nd</sup> grade shows that 37 percent of the students are Level 1, 23 percent of the students are Level 2, 17 percent of the students are Level 3, 9 percent of students are Level 4, and 14 percent of students are Level 5.**

**Diagnostic Assessment Data: The diagnostic reports shows that 77 percent of the students are below the benchmark in Reading and 23 percent are At or Above the Benchmark in Reading.**

**Progress Monitoring Assessment Data: The Progress monitoring data shows that students improved in the areas of ELA and Reading. In 2<sup>nd</sup> grade 27 percent of students are Level 1, 24 percent of students are Level 2, 18 percent of students or Level 3, 8 percent of**

**students are Level 4, and 23 percent of students are Level 5.**

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

**Screening Assessment Data: The screening report for 3<sup>rd</sup> grade shows that 36 percent of students are Level 1, 28 percent of students are Level 2, 13 percent of students are Level 3, 6 percent of students are Level 4, and 17 percent of students are Level 5.**

**Diagnostic Assessment Data: The Diagnostic Data shows that 77 percent of the 3<sup>rd</sup> grade students are Below the Benchmark and 23 percent are above the bench mark.**

**Progress Monitoring Assessment Data: The progress monitoring data shows the 3<sup>rd</sup> grade students improved in the areas of ELA and Reading. The report shows that 23 percent of students are Level 1, 28 percent of students are Level 2, 18 percent of students are Level 3, 14 percent of the students are Level 4, and 17 percent of the students are Level 5.**

**Explain how school administrators will share literacy data, as well as the school wide focus on literacy instruction with faculty, parents, community members, and other stakeholders.**

**Administrators will share literacy data through focused faculty meetings, PLCs, data meetings, and a one on one session with administration. Parents receive data through Star Reports, Parents Conferences, Progress Reports and monthly Parent and community meetings.**

<b>Target areas based on state and local assessment data.</b>		
<b>Indicate the areas of concern based on state assessment data and local assessment data.</b>	<b>Indicate the actions needed to resolve concerns.</b>	<b>Indicate the timeline for actions and who will be responsible.</b>
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension</li> <li>• Writing</li> <li>• Phonics/ Phonemic Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate vocabulary across the curriculum through the use of Flocabulary, Reading Street, introducing grade level vocabulary and Odyssey Learning.</li> <li>• Implement 20 minutes of Reading Daily (Fiction and Non-Fiction Text) AR. Center Activities Daily</li> <li>• Incorporate writing across the curriculum <b>across the curriculum.</b> Teachers are</li> </ul>	<ul style="list-style-type: none"> <li>• August 1, 2016 –ongoing</li> <li>• Administration, Teachers, Instructional Assistants, Consultants and Instructional Coaches</li> <li>•</li> <li>•</li> </ul>

	<p><b>implementing the four square writing strategy.</b></p> <ul style="list-style-type: none"><li>• <b>Remediation and pullouts for all tier three students.</b></li><li>• <b>Implement daily phonics and phonemic awareness drills</b></li></ul>	
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### Component # 4: Survey of Assessments

The School Literacy Leadership Team should complete the following table for each grade level below indicating the name of each assessment being used at the school to address the literacy components.

Grade Level(s):       K             1<sup>st</sup>             2<sup>nd</sup>             3<sup>rd</sup>

Note: This page may be duplicated if needed. One page is sufficient if the same assessment is used across all grades.

		Tier 1 (Universal)	Tier 2 (Strategic Supplemental)	Tier 3 (Intensive)
<b>Phonemic Awareness</b> <i>(beyond grade 2 only reading-disabled students need assessment of phonemic awareness)</i>	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Progress Monitoring	Renaissance Learning Star	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
<b>Phonics/ Morphology/ Spelling</b>	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
<b>Oral Passage-Reading Fluency</b>	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
<b>Oral Language and Listening Comprehension</b>	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
<b>Vocabulary</b> <i>(apart from reading)</i>	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
<b>Passage-Reading Comprehension</b>	Screening	Renaissance Learning Star	Renaissance Learning Star	Renaissance Learning Star
	Diagnostics	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels
	Progress Monitoring	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels	Renaissance Learning Star / Dibels

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Describe who will administer the assessments.

**The Classroom teacher and Instructional Assistants will administer assessments.**

Describe the system that will be used to manage the assessment data and who will be responsible for data entry and management.

**Dibels Next is administered by the Teachers and Instructional assistants who will enter the data and keep logs on weekly reports. The report is turned in to instructional coaches and teachers who checks and monitors data. Renaissance Learning Star is a computerized based program which that data is uploaded after students complete the test.**

Describe the plan and timeline for analyzing the data and who will be responsible for data analysis.

**The plan for testing Dibels is three times a year. The intervention plan for is done weekly by instructional assistants. Renaissance Learning Star is done monthly for all students. Bi-weekly for Tier 2 students and weekly for Tier 3 students. Teachers, Administrators, and instructional coaches are responsible for data analysis.**

Describe the plan for how the data will be displayed and accessed by teachers (e.g., file folders, wall charts, and visual mapping software).

**The teacher and instructional coaches will display data in classroom, student charts, data room and teachers can access all data online.**

Describe the plan for reviewing student data with instructional staff, prioritizing needs, and setting goals. **The data is reviewed is by principal, teachers, students, and instructional coaches. After reviewing data it is analyzed by principal and individual teachers on strengths and weaknesses. Then plans are developed for growth goals for each student.**

**Component #5: Programs/Materials**

Complete the following chart to survey current core reading program and other materials.

**K-3 Core Reading Program(s) (Tier I)**

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level <b>Reading Street</b>	●	●	●	●
Publisher Name & Publication Year: <b>Pearson 2011</b>				
Who/how was the reading program selected?	The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches.			
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	●	●	●	●
• Phonics	●	●	●	●
• Fluency	●	●	●	●
• Vocabulary	●	●	●	●
• Comprehension	●	●	●	●

<b>K-3 Tier II Supplemental Program(s)</b>	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level <b>Reading Street 2011</b> <b>Odyssey Learning Computer Based Program</b> <b>Renaissance Learning Computer Based Program</b>	●	●	●	●
Publisher Name & Publication Year : <b>Person 2011</b>				
Who/how was the reading program selected?	The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches.			
Indicate if the core reading program addresses:				
Phonological awareness and/or phonemic awareness	●	●	●	●
Phonics	●	●	●	●
Fluency	●	●	●	●
Vocabulary	●	●	●	●
Comprehension	●	●	●	●

**K-3 Tier III Intensive Intervention Program(s)**

	Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Grade Level Reading Street 2011 Tiered Intervention Kits. Odyssey Learning Computer Based Program</b>	●	●	●	●
<b>Publisher Name &amp; Publication Year: Pearson 2011</b>				
<b>Who/how was the reading program selected?</b>	The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches.			
<b>Indicate if the core reading program addresses:</b>				
• Phonological awareness and/or phonemic awareness	●	●	●	●
• Phonics	●	●	●	●
• Fluency	●	●	●	●
• Vocabulary	●	●	●	●
• Comprehension	●	●	●	●

<p><b>Describe the plan for selecting and purchasing the following:</b></p> <p>Additional instructional material  <b>The program was selected by a District Committee of teachers, consultants, principals, and instructional Coaches. The Consultants jobs are posted online and each consultant group does presentation to a District committee. The Kirkland Group helps in the areas of Third Grade ELA.</b></p>
<p>Additional interventions</p>
<p>Additional manipulatives (e.g., magnetic grapheme letters, syllable boards, response cards, vocabulary cards, sentence strips, graphing charts, reading timers, etc.)</p>

Additional equipment or classroom furnishings (e.g., tables, whiteboards, etc.) **The purchasing of equipment was done according to Threadgill Elementary Federal Program Needs Assessment.**



## **DAVIS ELEMENTARY SCHOOL LITERACY PLAN**

### **State Template**

## Introduction

The School Literacy Plan (SLP) supports school personnel who are charged with implementing the Literacy-Based Promotion Act, 2013. This plan should be used as a resource to enhance effective literacy instruction and prevention of reading failure in grades K- 3. Prevention of reading failure should be the focus of literacy efforts, with the goal of all students reading on grade level by the end of 3<sup>rd</sup> grade.

The SLP is required for MDE Target Schools and recommended for other schools. It is based upon the information included in the *Principal's Primer for Raising Reading Achievement* used in the Regional Literacy Trainings for Principals Serving K-3 Schools. The SLP is intended to be a public document outlining the school's commitment to literacy instruction in grades K-3. The MDE literacy coach will assist target schools with developing the SLP based on the MDE template. This should detail support from all internal and external service providers. The SLP should be an extension of the Federal Title I Language Arts Plan developed by schools that receive those federal funds. The SLP should serve as a blueprint to plan literacy instruction, as well as a measuring stick for determining and documenting how well the school is providing effective research-based literacy instruction to students. It should provide details, benchmarks, explicit data components, and instructional routines that must be present to increase student performance. In addition, this document outlines for parents and others that the school has a thoughtful plan where the adults in the school are working toward the same goals, using instructional techniques based upon rigorous research, and doing whatever it takes to ensure that every child learns to read on grade level by the end of 3<sup>rd</sup> grade.

Below are the components that must be addressed in a School Literacy Plan.

**Component 1: School Literacy Plan Contact and Demographic Information** – Requires school contact information and demographic data.

**Component 2: School Literacy Leadership Team** – Specifies the Literacy Leadership Team members and information about scheduled meetings.

**Component 3: Analyzing Data and Informing Stakeholders**– Captures state assessment data and local data, and specifies plan for informing the faculty and garnering parental support to address areas of concern.

**Component 4: Survey of Assessments**– Guides the process for surveying current assessments utilized by the school and determining the individual needs of students.

**Component 5: Program/Materials** – Provides guidance for selecting and evaluating core reading program and intervention materials to determine if the programs have alignment and address the core reading components: phonological awareness and/or phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Component 6: Professional Development** – Provides guidance on training school staff in the area of literacy.

**Component #1: School Literacy Plan Contact Information**

School Year: 2016-2017	District: Greenwood Public School District
School Name: Davis Elementary	Principal: Likisha Coleman
Address: 400 Cotton Street	E-mail: likishacoleman@greenwood.k12.ms.us
City: Greenwood	Phone: (662) 455-7425/455-7430
Zip: 38930	Fax: (662) 455-7497

Indicate school's most recent Federal Accountability Designation:	State Accountabilty Designation:
Reward School	A
Focus School	<input checked="" type="checkbox"/> B
<input checked="" type="checkbox"/> On Target School	C
Priority School	D
Approaching Target School	F

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

Yes. The school recieves literacy coach support from MDE.

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

**School Demographics**

Highly Qualified Teachers	97%	Indicate Grades served:  Pre-K <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> Other
<b>School Enrollment</b>		
IEP Students	9%	
ELL Students	1%	
Migratory Students	0%	
Homeless Students	5%	
Economically disadvantaged	100%	
<b>Ethnic / Racial Breakdown</b>		Person responsible for implementation of the School Literacy Plan:  Name: <u>Likisha Coleman</u>  Title: <u>Principal</u>
White	0%	
Black	99%	
Hispanic	0%	
Asian/Pacific Islander	1%	
Native American	0%	
Other	0%	

(Note: We held a third grade transition class with students from all of the elementary schools in the district who failed Third Grade Gate.)	2015-2016 SCHOOL YEAR (MAP)					2014-2015 SCHOOL YEAR (PARCC)				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>Grade 3 (OVERALL)</b>										
IEPs	9	3	1	1	0	1	2	0	2	0
ELLs	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	17	46	30	11	1	25	27	16	12	0
Asian	0	0	0	0	0	0	0	0	0	0
Black	17	46	30	11	1	25	27	16	12	0
Hispanic	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0

NOTE: State assessment data 2015-2016 reflects MAP data; State assessment data 2014-2015 reflects PARCC data.

**Provide a summary of Screening, Diagnostic, and Progress Monitoring assessment results for grades K, 1, 2, and 3 specifically in the area of reading and language arts. Indicate data source.**

***Kindergarten***

Screening Assessment Data: Star Early Literacy Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi- Weekly

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

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi-Weekly

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

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi-Weekly

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

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Dibels

Progress Monitoring Assessment Data: Bi-Weekly

Explain how school administrators will share literacy data, as well as the school wide focus on literacy instruction with faculty, parents, community members, and other stakeholders. School administrators will train the staff in using the Renaissance Learning STAR Assessment site to retrieve data. Data reports will be shared with the staff through various PLCs. Teachers will send home assessment data to parents and other stakeholders. Accelerated Reader data will be viewed and discussed often as another strategy to increase literacy instruction.

**\*\*\*See Attached Data Analysis Sheets on the next page.**

**DAVIS ELEMENTARY SCHOOL**  
*K& 1st Grade*

	<b>STAR EARLY LITERACY (K)</b>	<b>STAR READING (1st Grade)</b>	<b>STAR MATH (1st Grade)</b>
<b>At/Above Benchmark</b>	14/63=22% Goal - 60%	29/80=36% Goal - 60%	54/83= 65% Goal - 60%
<b>On Watch</b>	9/63 =14% Goal - 20%	9/80 = 11% Goal - 20%	13/83 = 16% Goal - 20%
<b>Intervention</b>	19/63 = 30% Goal - 15%	23/80 = 29% Goal - 15%	10/83 = 12% Goal - 15%
<b>Urgent Intervention</b>	21/63 = 33% Goal - 5%	19/80 = 24% Goal - 5%	6/83 = 7% Goal - 5%

**DAVIS ELEMENTARY SCHOOL**  
*2nd Grade*

		<b>STAR READING (2nd Grade)</b>	<b>STAR MATH (2nd Grade)</b>
<b>At/Above Benchmark</b>		33/74 = 45% Goal - 60%	35/77 = 45% Goal - 60%
<b>On Watch</b>		13/74 = 18% Goal - 20%	19/77 = 25% Goal - 20%
<b>Intervention</b>		14/74 = 19% Goal - 15%	17/77 = 22% Goal - 15%
<b>Urgent Intervention</b>		14/74 = 19% Goal - 5%	6/77 = 8% Goal - 5%

**DAVIS ELEMENTARY SCHOOL****3<sup>rd</sup> Grade**

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

**Target areas based on state and local assessment data.**

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

### Component # 4: Survey of Assessments

The School Literacy Leadership Team should complete the following table for each grade level below indicating the name of each assessment being used at the school to address the literacy components.

Grade Level(s):  K  1st  2nd  3rd

Note: This page may be duplicated if needed. One page is sufficient if the same assessment is used across all grades.

		Tier 1 (Universal)	Tier 2 (Strategic Supplemental)	Tier 3 (Intensive)
<b>Phonemic Awareness</b> <i>(beyond grade 2 only reading-disabled students need assessment of phonemic awareness)</i>	Screening	Star Early Literacy Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
<b>Phonics/ Morphology/ Spelling</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
<b>Oral Passage- Reading Fluency</b>	Screening	Star Reading Assessment Dibels	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Oral Language and Listening Comprehension</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Vocabulary</b> <i>(apart from reading)</i>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Passage- Reading Comprehension</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		

Notes: \_\_\_\_\_

Describe who will administer the assessments.

STAR assessments will be administered by the Computer Lab Technician (Lynda Gordon). Teachers and assistants will monitor and assist with the BOY, MOY, and EOY testing. Progress monitoring will be administered by the instructional assistants bi-weekly.

Describe the system that will be used to manage the assessment data and who will be responsible for data entry and management.

Data will be monitored through the Grade Book and Reports system of STAR. Teachers are trained on how to retrieve the data. They also will receive data reports from the Instructional Coach, Principal, and Assistant Principal. Teachers will manage the data by checking it often and progress monitoring based on changes in the data.

Describe the plan and timeline for analyzing the data and who will be responsible for data analysis.

Analyzing data is done on a weekly basis. One week is STAR data with progress monitoring and the next week is DIBELS data with progress monitoring. Teachers are responsible for analyzing the data after their instructional assistants provide the bi-weekly Progress Monitoring Assessment.

Describe the plan for how the data will be displayed and accessed by teachers (e.g., file folders, wall charts, and visual mapping software).

Teachers will display a data wall in their classrooms. Data walls will be updated as students test. Data walls will reflect growth as well as non-growth. Students will be able to read the data wall and measure their own success.

Describe the plan for reviewing student data with instructional staff, prioritizing needs, and setting goals.

Groups are utilized for discussing data. Goals are set according to STAR data. Groups are also created based on the data. Needs are met through learning centers and remedial groups.

**Component #5: Programs/Materials**

Complete the following chart to survey current core reading program and other materials.

**K-3 Core Reading Program(s) (Tier I)**

Reading Street	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Publisher Name & Publication Year Pearson Education, Inc., 2011				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Phonics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Fluency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Vocabulary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Comprehension	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**K-3 Tier II Supplemental Program(s)**

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
Phonological awareness and/or phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**K-3 Tier III Intensive Intervention Program(s)**

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please see K-3 Tier II Supplemental and Tier III Intensive Intervention Programs on the next page.

## GREENWOOD PUBLIC SCHOOL DISTRICT

2016-2017

Greenwood Public School District uses a board-approved Instructional Management Plan (IMP) that offers explicit detail about what instruction must include. The chart below is in addition to our IMP and is a graphic representation of what instruction is expected to look like in each school/classroom in the district. GPSD employees have been provided professional development regarding each strategy. Ongoing professional development and support will continue to be offered to foster the effective use of each strategy.

Tier I	Tier II	Tier III
for all students EWS terminology = <b>"On Track"</b> used daily in each classroom	Supplemental, Small Group EWS Terminology= <b>"Sliding Off Track"</b> In addition to Tier I/provided at least 2 times each week for a prescribed time interval with a pre-determined rate of mastery	Intensive, Individual EWS terminology = <b>"Off Track"</b> provided daily for a prescribed time interval with a pre-determined rate of mastery
Standards Based Instruction	Learning Odyssey (all schools)	Learning Odyssey (all schools)
District Pacing Guides	Accelerated Math (all schools)	Accelerated Math (all schools)
Thinking Maps	Accelerated Reader (all schools)	Accelerated Math (all schools)
Explicit Direct Instruction (EDI)	Rosetta Stone (Bankston)	Rosetta Stone (Bankston)
Positive Behavior Intervention Supports (PBIS)	Imagine Learning (Bankston)	Imagine Learning(Bankston)
Technology Infusion (minimum of __ x weekly)	Measuring of Life (Bankston)	Measuring of Life (Bankston)
	iReady (all schools)	iReady (all schools)

### **Describe the plan for selecting and purchasing the following:**

**Additional instructional materials**

Our school participates in Strategic Planning. During this time, instructional goals are set and suggestions are given for material to be purchased for literacy improvement.

**Additional interventions**

We have many technology interventions that are currently being using to improve literacy. Odyssey, iReady, Mobymax, Flocabulary, and Accelerated Reader are the most recently purchased and used programs.

Additional manipulatives (e.g., magnetic grapheme letters, syllable boards, response cards, vocabulary cards, sentence strips, graphing charts, reading timers, etc.)

Classrooms have access to an array of manipulatives. Teachers have ample supplies for teaching the 5 components of reading.

Additional equipment or classroom furnishings (e.g., tables, whiteboards, etc.)

Davis School is equipped with 2 Mondopads (one on the upper side and one on the lower side). Multiple classrooms have Promethean Boards. All teachers have access to projectors and white screens. Each classroom has a set of Chromebooks as well as a classroom computer. Furniture is safe and secure and meets the classroom needs of all of the students.

**Component #6: Professional Development:** Describe all literacy professional development for the school year.

**SCHOOLWIDE PROFESSIONAL DEVELOPMENT PLAN**

Specify Name of Training	Person(s) Responsible	Dates of Training	Type of Professional Development (PLC, district training, state training, vendor provided, etc.)
<b>A. Training for Principals and Coaches</b>			
Instructional Leadership	(D) Curriculum Coordinator		District (weekly) Held Tuesday 3:45-4:45
Literacy Content	(D) Curriculum Coordinator		District (weekly) Held Tuesday 3:45-4:45
CCSS for ELA	(D) Kirkland Consultants		*See PD Calendar
PARCC Assessment			
Instructional Strategies for Literacy	(D) Kirkland Consultants		*See PD Calendar
Other			
<b>B. Training for Teachers</b>			
Literacy Content	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
CCSS for ELA	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
PARCC Assessment			
Instructional Strategies for Literacy	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)

Other			
<b>C. Training for Interventionist / Reading Specialists</b>			
Literacy Content	N/A		
CCSS for ELA	N/A		
PARCC Assessment	N/A		
Instructional Strategies for Literacy	N/A		
Other			
<b>D. Training for Paraprofessionals</b>			
Interventions	Instructional Coach /Consultants		
Instructional Strategies for Literacy	Instructional Coach /Consultants		



## **BANKSTON ELEMENTARY SCHOOL LITERACY PLAN**

### **State Template**

## Introduction

The School Literacy Plan (SLP) supports school personnel who are charged with implementing the Literacy-Based Promotion Act, 2013. This plan should be used as a resource to enhance effective literacy instruction and prevention of reading failure in grades K- 3. Prevention of reading failure should be the focus of literacy efforts, with the goal of all students reading on grade level by the end of 3<sup>rd</sup> grade.

The SLP is required for MDE Target Schools and recommended for other schools. It is based upon the information included in the *Principal's Primer for Raising Reading Achievement* used in the Regional Literacy Trainings for Principals Serving K-3 Schools. The SLP is intended to be a public document outlining the school's commitment to literacy instruction in grades K-3. The MDE literacy coach will assist target schools with developing the SLP based on the MDE template. This should detail support from all internal and external service providers. The SLP should be an extension of the Federal Title I Language Arts Plan developed by schools that receive those federal funds. The SLP should serve as a blueprint to plan literacy instruction, as well as a measuring stick for determining and documenting how well the school is providing effective research-based literacy instruction to students. It should provide details, benchmarks, explicit data components, and instructional routines that must be present to increase student performance. In addition, this document outlines for parents and others that the school has a thoughtful plan where the adults in the school are working toward the same goals, using instructional techniques based upon rigorous research, and doing whatever it takes to ensure that every child learns to read on grade level by the end of 3<sup>rd</sup> grade.

Below are the components that must be addressed in a School Literacy Plan.

**Component 1: School Literacy Plan Contact and Demographic Information** – Requires school contact information and demographic data.

**Component 2: School Literacy Leadership Team** – Specifies the Literacy Leadership Team members and information about scheduled meetings.

**Component 3: Analyzing Data and Informing Stakeholders**– Captures state assessment data and local data, and specifies plan for informing the faculty and garnering parental support to address areas of concern.

**Component 4: Survey of Assessments**– Guides the process for surveying current assessments utilized by the school and determining the individual needs of students.

**Component 5: Program/Materials** – Provides guidance for selecting and evaluating core reading program and intervention materials to determine if the programs have alignment and address the core reading components: phonological awareness and/or phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Component 6: Professional Development** – Provides guidance on training school staff in the area of literacy.

**Component #1: School Literacy Plan Contact Information**

School Year: 2016-2017	District: Greenwood Public School District
School Name: Bankston Elementary	Principal: Kirby Love
Address: 1312 Grand Boulevard	E-mail: kirbylove@greenwood.k12.ms.us
City: Greenwood	Phone: (662) 455-7421/455-7430
Zip: 38930	Fax: (662) 45

Indicate school's most recent Federal Accountability Designation:	State Accountabilty Designation:
Reward School	A
<u> X </u> On Target School	<u> X </u> B
Approaching Target School	C
Focus School	D
Priority School	F

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

Yes. The school recieves literacy coach support from MDE.

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

**School Demographics**

Highly Qualified Teachers	96%	Indicate Grades served:  Pre-K <u> X </u> K <u> X </u> 1 <u> X </u> 2 <u> X </u> 3 <u> X </u> Other
<b>School Enrollment</b>		
IEP Students	17%	
ELL Students	1%	
Migratory Students	0%	
Homeless Students	1%	
Economically disadvantaged	100%	

<b>Ethnic / Racial Breakdown</b>		Person responsible for implementation of the School Literacy Plan:  Name: <u> Kirby Love </u>  Title: <u> Principal </u>
White	30%	
Black	63%	
Hispanic	5%	
Asian/Pacific Islander	2%	
Native American	0%	
Other	0%	

**Component #2: School Literacy Leadership Team**

**Enter first and last name of each school literacy leadership team member.**

Principal	Kirby Love	Kindergarten Teacher	Elizabeth Hardin
Reading Interventionist	Needed	First Grade Teacher	Presley Elkins
Special Educ. Teacher	Tracy Woods	Second Grade Teacher	
Literacy Coach/Lead Teacher	Robin Halfacre	Third Grade Teacher	Karen Allen
MDE Literacy Coach		Title I Teacher	
Library Media Specialist	Carol Short	Other Representative	<b>Sherri Toole</b>

**Indicate regular monthly meeting dates/times (at least one hour) for the literacy leadership team.**

Weekly PLC meetings are held during grade level planning times. The time allotted is approximately 50 minutes. Additional Professional development meetings are also held each Tuesday afternoon from 3:45 to 4:45.

**Indicate team members who will have the following roles:**

Facilitator: Kirby Love, Dawn West, or Robin Halfacre

Recorder: Sherri Toole

Time Keeper: Presley Elkins

**Indicate how the minutes from each meeting will be recorded and archived.**

The minutes from PLC Meetings are recorded on the Team Meeting Sheet. They are completed by each grade level team leader and turned in to the principal and kept in her office.

The minutes from Professional Development meetings are recorded on the PLC minute sheet.

	2015-2016 SCHOOL YEAR (MAP)					2014-2015 SCHOOL YEAR (PARCC)				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>Grade 3 (OVERALL)</b>										
IEPs	2	2	1	0	0	4	1	0	0	0
ELLs										
Economically Disadvantaged	9	27	16	16	3	17	15	15	14	1
Asian										
Black	5	15	7	10	2	14	10	8	7	0
Hispanic		1	1	0	0			2	1	1
Native American	0	0	0	0	0					
White	4	9	8	5		3	4	4	4	0
Other		2		1	1	0	1	1	2	

NOTE: State assessment data 2015-2016 reflects MAP data; State assessment data 2014-2015 reflects PARCC data.

**Provide a summary of Screening, Diagnostic, and Progress Monitoring assessment results for grades K, 1, 2, and 3 specifically in the area of reading and language arts. Indicate data source.**

***Kindergarten***

Screening Assessment Data: Star Early Literacy Assessment

Diagnostic Assessment Data: Star Early Literacy

Progress Monitoring Assessment Data: Bi- Weekly

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

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Star Reading

Progress Monitoring Assessment Data: Bi-Weekly

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

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Star Reading

Progress Monitoring Assessment Data: Bi-Weekly

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

Screening Assessment Data: Star Reading Assessment

Diagnostic Assessment Data: Star Reading

Progress Monitoring Assessment Data: Bi-Weekly

Explain how school administrators will share literacy data, as well as the school wide focus on literacy instruction with faculty, parents, community members, and other stakeholders.

School administrators will train the staff in using the Renaissance Learning STAR Assessment site to retrieve data. Data reports will be shared with the staff through various PLCs. Teachers will send home assessment data to parents and other stakeholders. Accelerated Reader data will be viewed and discussed often as another strategy to increase literacy instruction.

**\*\*\*See Attached Data Analysis Sheets on the next page.**

# Bankston Elementary School

## BOY Screening Results

Kindergarten (Early Literacy)	Early Emergent	Late Emergent	Transitional	Probable
Fall	22%	20%	7%	52%
Winter				
Spring				

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

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

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

3 <sup>rd</sup> Grade STAR Reading	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Fall	22%	37%	10%	31%
Winter				
Spring				

**Target areas based on state and local assessment data.**

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

### Component # 4: Survey of Assessments

The School Literacy Leadership Team should complete the following table for each grade level below indicating the name of each assessment being used at the school to address the literacy components.

Grade Level(s):  K       1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>

Note: This page may be duplicated if needed. One page is sufficient if the same assessment is used across all grades.

		<b>Tier 1 (Universal)</b>	<b>Tier 2 (Strategic Supplemental)</b>	<b>Tier 3 (Intensive)</b>
<b>Phonemic Awareness</b> <i>(beyond grade 2 only reading-disabled students need assessment of phonemic awareness)</i>	Screening	Star Early Literacy Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
<b>Phonics/ Morphology/ Spelling</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey		
	Progress Monitoring	Star/Dibels		
<b>Oral Passage- Reading Fluency</b>	Screening	Star Reading Assessment Dibels	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Oral Language and Listening Comprehension</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Vocabulary</b> <i>(apart from reading)</i>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		
<b>Passage- Reading Comprehension</b>	Screening	Star Reading Assessment	Same	Same
	Diagnostics	Odyssey, Educeri, Ready		
	Progress Monitoring	Star/Dibels		

Notes: \_\_\_\_\_

Describe who will administer the assessments.

STAR assessments will be administered by the Computer Lab Technician. Teachers and assistants will monitor and assist with the BOY, MOY, and EOY testing. Progress monitoring will be administered by the instructional assistants bi-weekly.

Describe the system that will be used to manage the assessment data and who will be responsible for data entry and management.

Data will be monitored through the Grade Book and Reports system of STAR. Teachers are trained on how to retrieve the data. They also will receive data reports from the Instructional Coach, Principal, and Assistant Principal. Teachers will manage the data by checking it often and progress monitoring based on changes in the data.

Describe the plan and timeline for analyzing the data and who will be responsible for data analysis.

Analyzing data is done on a weekly basis. Teachers are responsible for analyzing the data after their instructional assistants provide the bi-weekly Progress Monitoring Assessment.

Describe the plan for how the data will be displayed and accessed by teachers (e.g., file folders, wall charts, and visual mapping software).

The Principal will display STAR data throughout the school. Teachers will display a data wall in their classrooms. Data walls will be updated as students test. Data walls will reflect growth as well as non-growth. Students will be able to read the data wall and measure their own success.

**Describe the plan for reviewing student data with instructional staff, prioritizing needs, and setting goals.**

PLCs are utilized for discussing data. Prioritizing needs and setting goals are based on district assessments and Star data.

**Component #5: Programs/Materials**

Complete the following chart to survey current core reading program and other materials.

**K-3 Core Reading Program(s) (Tier I)**

Reading Street	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Publisher Name & Publication Year Pearson Education, Inc., 2011				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Phonics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Fluency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Vocabulary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Comprehension	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**K-3 Tier II Supplemental Program(s)**

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**K-3 Tier III Intensive Intervention Program(s)**

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
• Phonological awareness and/or phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GREENWOOD PUBLIC SCHOOL DISTRICT**

2016-2017

Greenwood Public School District uses a board-approved Instructional Management Plan (IMP) that offers explicit detail about what instruction must include. The chart below is in addition to our IMP and is a graphic representation of what instruction is expected to look like in each school/classroom in the district. GPSD employees have been provided professional development regarding each strategy. Ongoing professional development and support will continue to be offered to foster the effective use of each strategy.

<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
for all students EWS terminology = <b>"On Track"</b> used daily in each classroom	Supplemental, Small Group EWS Terminology= <b>"Sliding Off Track"</b> In addition to Tier I/provided at least 2 times each week for a prescribed time interval with a pre-determined rate of mastery	Intensive, Individual EWS terminology = <b>"Off Track"</b> provided daily for a prescribed time interval with a pre-determined rate of mastery
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District Pacing Guides	Accelerated Math (all schools)	Accelerated Math (all schools)
Thinking Maps	Accelerated Reader (all schools)	Accelerated Math (all schools)
Explicit Direct Instruction (EDI)	Rosetta Stone (Bankston)	Rosetta Stone (Bankston)
Positive Behavior Intervention Supports (PBIS)	Imagine Learning (Bankston)	Imagine Learning (Bankston)
Technology Infusion (minimum of ___ x weekly)	Measuring of Life (Bankston)	Measuring of Life (Bankston)
	iReady (all schools)	iReady (all schools)

**Describe the plan for selecting and purchasing the following:**

**Additional instructional materials**

Our school participates in Strategic Planning. During this time, instructional goals are set and suggestions are given for material to be purchased for literacy improvement.

**Additional interventions**

Additional interventions in the five components of reading will be selected and purchased for grades K-3<sup>rd</sup>.

**Additional manipulatives (e.g., magnetic grapheme letters, syllable boards, response cards, vocabulary cards, sentence strips, graphing charts, reading timers, etc.)**

Additional manipulatives will be purchased for K-3<sup>rd</sup> grade classrooms to assist teachers with teaching phonemic awareness, phonics, and fluency.

**Additional equipment or classroom furnishings (e.g., tables, whiteboards, etc.)**

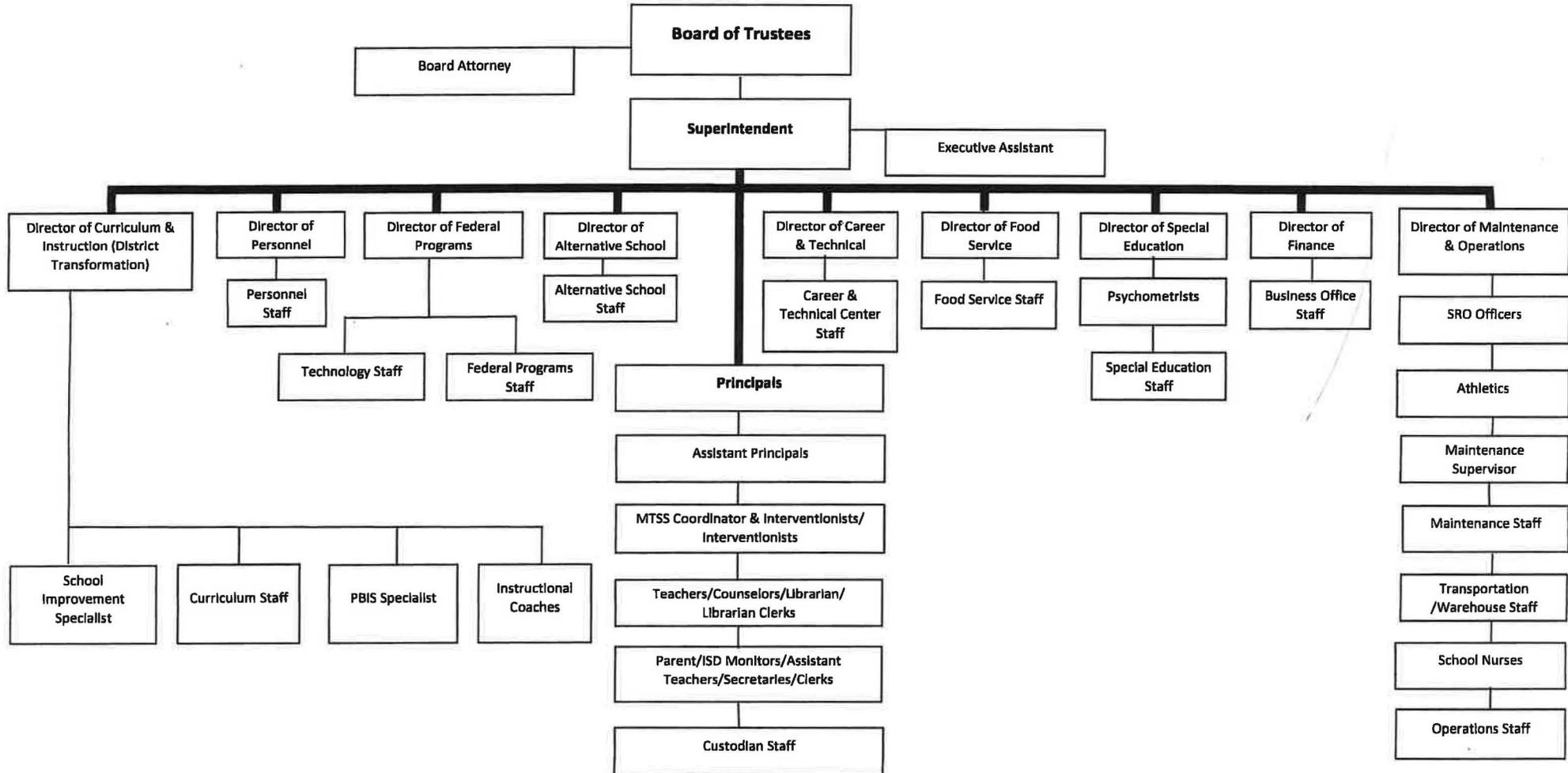
Additional equipment such as whiteboards and mondo-pads will be purchased for classrooms that do not have them.

**Component #6: Professional Development:** Describe all literacy professional development for the school year.

**SCHOOLWIDE PROFESSIONAL DEVELOPMENT PLAN**

Specify Name of Training	Person(s) Responsible	Dates of Training	Type of Professional Development (PLC, district training, state training, vendor provided, etc.)
<b>A. Training for Principals and Coaches</b>			
Instructional Leadership	(D) Curriculum Coordinator		District (weekly) Held Tuesday 3:45-4:45
Literacy Content	(D) Curriculum Coordinator		District (weekly) Held Tuesday 3:45-4:45
CCSS for ELA	(D) Kirkland Consultants		*See PD Calendar
PARCC Assessment			
Instructional Strategies for Literacy	(D) Kirkland Consultants		*See PD Calendar
Other			
<b>B. Training for Teachers</b>			
Literacy Content	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
CCSS for ELA	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
PARCC Assessment			
Instructional Strategies for Literacy	P, AP, Ins. Coach		School PLCs (weekly) Held Tuesday (planning times)
Other			
<b>C. Training for Interventionist / Reading Specialists</b>			
Literacy Content	N/A		
CCSS for ELA	N/A		
PARCC Assessment	N/A		
Instructional Strategies for Literacy	N/A		
Other			
<b>D. Training for Paraprofessionals</b>			
Interventions	Instructional Coach /Consultants		
Instructional Strategies for Literacy	Instructional Coach /Consultants		

# Proposed Greenwood Public Schools Organizational Chart



**GREENWOOD PUBLIC SCHOOL DISTRICT (4220) Public District - FY 2017 - THREADGILL ELEMENTARY SCHOOL (4220020) Public School - School Plan - Rev 1**

**Student Demographics (Enrollment)**

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	614	298	316	0	612	1	0	1	0	614	68	0	0	0	0
2015-16	814	389	425	0	810	1	0	3	0	814	82	0	1	0	0

**School Data - Grid**

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	517.2	487.5	
2015-16	700.23	415.3	

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

Threadgill Elementary School is located in a low socio-economic area. The racial make-up of the student population is 98% African-American. All of the students receive free lunch. Threadgill Elementary has a student population of **805** students.

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

Threadgill Elementary School is part of the Greenwood Community. Greenwood sits at the eastern edge of the Mississippi Delta and has a small town feel but offers some very unique features. These features include a world class hotel, The Viking Range Corporation - one of the largest manufacturers of high-end kitchen appliances, the Yazoo River Trail, and a downtown fresh produce market, along with critically acclaimed restaurants and locally owned retail stores. Greenwood is located only ten miles from one of the state's historically black universities, Mississippi Valley State University and thirty minutes from Mississippi Delta Community College. Both schools have campuses in Greenwood.

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

Among the 6,022 households 28.7% had children under the age of 18 living with them, 29.8% are married couples living together, 29.0% had a female householder with no husband present, 4.6% had a male householder with no wife present, and 36.6% were non-families. 32.5% of all households were made up of individuals living alone

and 10.7% had someone living alone who was 65 years of age or older. The average household size was 2.48 and the average family size was 3.16.

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Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Evidence of student learning indicated growth of all students in Math increased by 11.5% from 2014-2015 to 2015-2016; nearly 60% of students in the bottom 25% showed growth in ELA and Math. More than 1/3 of students with disabilities did not meet growth; zero percent of students with disabilities scored level 4 or above in ELA & Math; 73% of 6<sup>th</sup> grade students scored a level 1 or 2 on the ELA MAP assessment; 67% of 6<sup>th</sup> grade students scored a level 1 or 2 on the Math MAP assessment. Teacher attendance for 6<sup>th</sup> grade ELA averaged 82% in 2015-2016. The ratio of out of school suspensions for males to females was 129:22 for 2015-2016. Enrollment increased from 600 students to 800 students from 2014-15 to 2015-2016 as well as teacher student ratio increasing from 1:20 to 1:27 in most classes. Due to changes in curriculum and assessment, it was predicted that lower scores may occur due to instructional adjustments. However, it was also assumed that the district would perform well in science because the curriculum did not change. Moreover, science scores did increase some but not what we expected.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
<b>Proficiency</b>	19	12.8	19.5	12.1	29.1	37.4		
<b>Growth All Students</b>	42.7	45.2	26.8	38.3				
<b>Growth Low 25%</b>	63	57.2	54.2	59.3				
	<b>2014-15</b>				<b>2015-16</b>			
<b>Accountability Grade</b>	D				F			
<b>Total Points</b>								

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

Due to changes in assessments from the 2014-2015 school year to the 2015-2016 school year, trends in data are challenging to report. The percent of students scoring proficient in both ELA & Math dropped from 2014-2015 to 2015-2016. Although these changes did occur, data continues to look promising. Based on the new accountability model a majority of our students scored in level three in both ELA & Math.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																
Growth All Students																
Growth Low 25%																
	2014-15								2015-16							
Accountability Grade	Select...								Select...							
Total Points																

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

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**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

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

**Student Promotion Data (% Promoted)**

Year	K	1	2	3	4	5	6	7	8
2014-15	98.81%	89.36%	97.67%	96.97%	96%	100%	100%	0%	0%
2015-16									

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

Student promotion in all grades is 89% or better with first grade having the highest retention. Some students do not enroll in school until first grade adversely affecting the promotion percentage. Students in the first grade were retained because they were not academically ready for second grade. The 2015-2016 year indicated an unusually higher percentage of 3rd graders failing due to MKAS2.

**Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.**

Students transition from our Pre-K program, Gilliam Headstart, or from home. Our sixth graders transition to Greenwood Middle School. A visit from Gilliam Headstart and a visit to Greenwood Middle occurs between April and May of each school year.

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**Out-of-School Suspensions**

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
<b>All</b>	<b>239</b>		<b>276</b>	
<b>IEP</b>	<b>19</b>	<b>7.95%</b>	<b>30</b>	<b>10.87%</b>
<b>EL</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>BLK/AA</b>	<b>239</b>	<b>100%</b>	<b>276</b>	<b>100%</b>
<b>His/Lat</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>NAM</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>NH/PI</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>White</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>

What discipline issues if any impact student achievement/growth?

Student achievement/growth is impacted when students violate school rules and as a result, are suspended from school. In a review of the data, there was an increase in the number of out of school suspensions. Threadgill's enrollment increased by 200 students which increase classroom sizes. With this, an increase in disruptive behavior occurred resulting in more out of school suspensions. The ratio of out of school suspensions for males to females was 129:22 . Students in 5<sup>th</sup> & 6<sup>th</sup> grades received more than 200 combined out of school suspensions. It is evident that students who were suspended more scored lower on tests than those who were not suspended.

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

All discipline is handled immediately. Positive Behavioral Interventions and Supports System (PBIS) and Character Education are some of the initiatives currently in place to address discipline issues and promote positive behavior. Currently, Threadgill has a mentoring program designed to targeted students who are a major disruption in the school and/or classroom. These students are assigned to designated employees. The employees monitor the students' behaviors and their academic achievements.

Summarize other factors impacting climate and culture. (optional)

The lack of parental involvement has a major impact on the culture of the school. Parents are invited often to the school. However, very few attend mandatory meetings which make it difficult to communicate to the students and community the importance of student achievement.

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Language Arts

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		SATP2/Eng. II	
2015	STAR	27	MAP	26	MAP	14	MAP	12	MAP	9	Select...	Select...	Select...	Select...	Select...	Select...
2016	STAR	40	STAR	36	STAR	54	STAR	56	STAR	42	Select...	Select...	Select...	Select...	Select...	Select...

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

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

Based on the Star Reading data, students in grade 4th and 5th scored higher than in other grades. Students have consistently scored lower in the 6th grade. 73% of 6<sup>th</sup> grade students scored a level 1 or 2 on the ELA MAP assessment we contribute this to the attendance rate of 82% of the 6th grade ELA teachers as well as the suspension rate of sixth grade students.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	STAR	32	MAP	18	MAP	12	MAP	9	Select...	10	Select...	Select...	Select...	Select...	Select...	Select...
2016	STAR	53	STAR	59	STAR	76	STAR	75	STAR	60	Select...	Select...	Select...	Select...	Select...	Select...

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

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

Based on the data, it appears that students are academically stronger in mathematics than Reading. Students in grades 4th and 5th have consistently scored higher on Star assessments than any other grades. Growth of all students in Math increased by 11.5% from 2014-2015 to 2015-2016; nearly 60% of students in the bottom 25% showed growth in Math.

Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	Select...	Select...						
2016	Select...	Select...						

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

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

Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
Bik/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Mathematics

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
Bik/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						

Annual Measurable Objectives - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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**Teacher Retention Trends**

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15	6	17	12	33	18	50	1	3
2015-16	12	27	13	30	19	43	1	2

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

Currently, the district utilizes various media outlets to advertise for the recruitment of Highly Qualified and Effective teachers, including the district's website, local and state newspapers, Mississippi Teacher Center and our state universities career fairs. The district provides high quality and targeted professional development, peer mentors, and administrative support in an effort to retain highly qualified teachers. All teachers are evaluated using the MSTAR evaluation rubric provided by the Mississippi Department of Education.

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

It is the practice of the Greenwood Public School District to hire only highly qualified staff. In the event a teacher is not highly qualified, the building administrator, professional development coordinator, federal programs director, and superintendent will work with the individual(s) to ensure the individual receives the necessary training/assistance to become highly qualified. The district provides high-quality professional development which includes development on specific and targeted areas in collaboration with Mississippi Valley State University that provide opportunities for staff members to obtain C.E.U.s. Mentors are assigned to staff members and administrators monitors the implementation and completion of highly qualified plans. All paraprofessional in the Greenwood Public School District are highly qualified. It is the practice of GPSD to only hire highly qualified paraprofessionals.

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

The Greenwood Public School District's curriculum, standards, instructional design, pacing guides, and assessments support and ensure teacher effectiveness across all grades and courses. A multi-tiered system of support instructional model assists with increasing levels of intensity and is driven by specific test data. The district strives to provide a curriculum that challenges and develops thinking skills that lead to the next level through thoughtful and purposeful instructional designs that meet the needs of each student. Principals and other instructional leaders monitor instructional practices through supervision and evaluation. The district's greatest strengths include areas involving collaboration, training, and

professional learning communities that meet to improve curriculum, instruction, and assessment. We have been able to create common assessments, share practices and procedures, and create aligned curriculum. In addition, the expectations for incoming teachers are clearly delivered through veteran teachers. New teachers receive training in classroom management, planning, ethics, policies, procedures, etc. We realize that in teaching and assessing there are areas of weakness. Our school, like others, is in the midst of restructuring due to the revamping of the state accountability model and new assessments.



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

Students identified as needing help in meeting the state's challenging student academic achievement standards will be provided additional services during the school day as well as through the extended day and extended year programs. Students will be identified through classroom teacher recommendations and the teacher support team (TST) process. Based on the individual students' needs, academic tutors and interventionists will provide one on one and small group remediation. In addition, a number of technology-based resources, including the following, will be utilized:

**Instructional Coaches and Instructional Assistants**-Provide intervention, tutorial and progress monitoring services for students

**Compass Learning Odyssey**- Supplemental software program for interventions- Individualized instruction and learning

**Star 360 (Reading/Math) (Renaissance Learning)** -Progress monitoring- Benchmark testing to help guide instruction

**Accelerated Reader (Renaissance Learning)**- Supplemental software program- to enhance reading promote, and enhance literacy

**Rosetta Stone**- Supplemental software program- to assist ELL students in Literacy

**USATestPrep**- Supplemental software program- to provide extra learning practice for students in core subjects

These activities will have a measurable and sustainable effect on student achievement because they are scientifically based and have empirical data to support their effectiveness. Specifically, we will focus on direct and explicit instruction: aligning curriculum, reducing class sizes, instruction, and assessment; using thinking maps to improve student achievement; increasing time on task; and using comprehensive systems to monitor student progress. In addition, implementing a three-tiered approach to instruction delivery (core, supplemental and intensive remediation programs) will assist us in significantly improving academic achievement for all students.

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

The school has a unified instructional delivery system (EDI) which include research-based instructional strategies which are aligned with its mission and expectations for student learning. These include, but are not limited to, multi-tiered instructional model, balanced literacy, reading strategies, writing across the curriculum, math problem solving, concept development, inquiry in science, learning styles, cooperative learning, and use of instructional technology. Professional development in each of these areas is provided on a regular basis. Other professional development activities are determined by school or district initiatives. In addition to providing a variety of strategies and activities to support student achievement in regular education classes, a comprehensive special education program addresses the needs of students who have been identified with special needs. These programs include instructional services for students with disabilities as well as those identified as gifted/talented. A variety of instructional deliveries is used, including regular classes with supplemental aids and services, resource classes, and self-contained classes.

Existing programs and practices contribute to providing students with the best instruction possible. This instruction is based on data analysis, individual and group needs with a focus on the development of higher ordered thinking skills, and the ability of students to apply learning. Implementation of the district supported instructional strategies is monitored in many ways. Through the district's process of observation and evaluation, principals assess the effectiveness of the instructional strategies used by teachers.

In the school improvement process, we annually develop an action plan which is implemented and revised throughout the year. It identifies instructional strategies that promote the attainment of student achievement goals. The district's vision and mission are to promote high expectations for student success and provides the basis for schools to focus on through common goals that are addressed in the action plan.

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

Federal funds will be used for extended day and year programs to extend the learning time for students. Remediation is provided during the day, as well as, after-school and extended school services. During the day, students are served by tutors. Students are also served in an after school setting. Instruction is provided by highly qualified staff members. Extended year services are also provided to students. Students are identified based on test results, district assessments, and student classroom performance. These programs will be evaluated to determine if there has been an increase in student achievement. Students in grades 3-6 who scored below level 4 (State Assessments) in Math or Reading, and who appears to be struggling in 5th grade Science will be given the opportunity for extended day and year services. The students with the greatest academic and economic needs will be given priority for these services; however, all students will be able to partake of these services.

**Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.**

A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum. In fulfillment of the following, the school district:

- Analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness;
- Designs and employs instructional strategies and activities that are research-based and reflective of best practice;
- Aligns the instructional design, including strategies and action plans, with the system's mission and expectation for student learning;
- Allocates and protects instructional time to support student learning;
- Implements an instructional design that provides all students with instruction that stimulates and enhances intellectual and creative development of higher ordered thinking skills and requires students to apply their learning; and
- Provides a comprehensive program of information and media services that are aligned with its beliefs, mission, and goals

The Greenwood Public School District strives to provide teachers with the necessary resources, assessment tools, and strategies to ensure that all students receive quality instruction. A heterogeneous approach is used to place students in classes with the expectation that teachers will identify student needs and use flexible learning groups to address learner needs. Using the district's curriculum and student assessment data, teachers develop and submit weekly lesson plans to address learner needs. Lesson plans are reviewed by school administrators & instructional coaches and feedback are provided to teachers. Instructional time is protected by establishing classroom schedules at the beginning of each school year, limiting classroom interruptions and monitoring by schools and district administrators. Administrators regularly observe and provide feedback to teachers about instructional effectiveness. At the beginning of each school year, teachers in grades receive standardized test data for the students they will teach. Each teacher analyzes the data to identify strengths and challenges for their incoming students. They then develop an action plan for addressing learner needs.

Through its professional development program, the Greenwood Public School District communicates its expectations for instructional design and delivery. The district provides a comprehensive professional development program to meet district and school needs identified through the analysis of student achievement data. This professional development is provided during the school year, including Saturdays and during the summer. Implementations of programs and staff development are monitored through follow-up sessions and development of daily lesson plans.

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**Professional Development Planning**

<b>Identified Priority Needs</b>	<b>Data Sources</b>
<b>Improve Literacy across all grade levels</b>	<b>Test Data &amp; Survey Results</b>
<b>Improve Math Skills</b>	<b>Test Data</b>
<b>Explicit Direct Instructional Strategies</b>	<b>Observations, Test Data, Survey Results</b>
<b>Classroom Management</b>	<b>Discipline Data, Observations, Survey Results</b>
<b>Student Engagement through Technology</b>	<b>Surveys, Observations</b>

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

The Greenwood Public School District is committed to the continuing education of its faculty, staff and administrators through strategically designed professional development activities that support the district’s vision and mission. Need assessments are provided to all stakeholders. The results are utilized to plan and provide ongoing professional development throughout the school and district. In addition, ongoing professional development sessions are held bimonthly to ensure effective instructional strategies are implemented. PLC’s are conducted weekly to address specific teachers and students needs. External consultants are used in providing embedded support and follow-up to teachers and administrators in implementing instructional strategies. Technology training is provided for stakeholders once a month. Title II funds are used primarily to reduce class sizes and recruit and retain highly qualified teachers.

**Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.**

The activities implemented will be based on a review of scientifically based research in the content areas "best practices" in curriculum, instruction, and leadership as published in professional journals and articulated through professional standards, such as the ISLLC standards for school leaders, the NCTM Standards and Scientifically based reading researched programs. These activities, which are research-based, are expected to improve academic achievement because they have the research documentation and empirical data to substantiate their effectiveness. These activities will help teachers meet challenging state standards as well as help administrators monitor instruction and provide feedback to teachers on ways to improve student achievement. Further, research shows that reducing class sizes in the lower grades positively impacts student achievement

**Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have**

**substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.**

This Professional Development Plan meets the requirements of the MDE Learning Forward Standards. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Forward Standards of Mississippi Department of Education (MDE). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers and para-professionals with substantial professional development opportunities.

**Learning Communities:** Professional learning that increases educator effectiveness and results for all students occur within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Leadership:** Professional learning that increases educator effectiveness and results for all students require skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for the implementation of professional learning for long-term change.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students align its outcomes with educator performance and student curriculum standards.

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

Our professional development program is designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positively linked to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery. As a school, we will evaluate the improvement of its instructional and leadership practices as such:

- reflect a commitment to ongoing and continuous professional development that is based on the analysis of multiple sources of data
- include sufficient time and follow-up support provided to staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas such as One-to-One technology into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models are essential for successful implementation of professional development

Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

1. Identify school/district educational goals

- Review existing educational goals for state, district, and schools
- Analyze student achievement data: the past, present, and projected trends
- Diagnose areas of student need
- Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

2. Plan for implementation

- Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
- Identify sources of expertise to assist with identified needs and goals
- Select PD content and process
- Identify sources and uses of financial resources

3. Implement professional development strategies

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

4. Monitor progress

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation, and feedback
- Administer feedback surveys and collectively analyze results

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**Family and Community Involvement**

Identified Priority Needs	Data Sources
Parental & Community Involvement	Surveys & Monthly Meetings Participation Sign-Ins
Parent Literacy Training	Survey Results
Parent Technology Training	Survey Results
Parent Skills Training	Survey Results

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

The development and clear communication of a culture of academic achievement through rigorous and challenging programs for all students are a strength. We effectively communicate and display the district's mission, vision, and goals to all stakeholders. We will continue to sustain systemic communication that clearly focuses on student success and our commitment to shared values and beliefs about teaching and learning. While we view communication as an overall strength, improvement is needed in two-way discussions with stakeholders outside the district. To ensure future support of student learning, we will seek ways to encourage contributions from all stakeholders.

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

Communication between school and home is our highest rated area from surveys conducted. Assessments are analyzed from the school and district level and are communicated throughout the school year during parental/stakeholders involvement meetings and workshops. Parents have represented our school's Strategic Planning Committee, the Superintendent's Monthly Advisory Committee, and on the District Federal Programs Committee. Meetings are conducted with this committee to discuss and evaluate programs and make decisions regarding the implementation of programs, funding, and activities. In addition, parents also meet monthly with the Superintendent to discuss issues, programs, activities, and concerns.

Additional parental/stakeholder involvement strategies include the following:

1. A Parent Center and is served by a Parent/Stakeholder Liaison.
2. A representation on the Superintendent's Stakeholder's Advisory Committee that meets monthly with the Superintendent to discuss issues of concerns from parents and the community.
3. Materials for parents and stakeholders to help their children improve their academic achievement.

4. Parents are provided with opportunities to meet each semester with all their child's teachers on parent conference day.
5. Parent Teacher Organizations meet monthly at each school site to inform parents of programs and activities relative to the school.
6. Technology training is provided as needed for parents at each school site.
7. Parents are provided training opportunities on test taking strategies and ways to help their children succeed in school.
8. Health Fairs, Science Fairs, Reading Fairs, and Art Fairs are held to encourage parent and community participation.
9. Parents are recognized each month at the School Board meeting for their participation in school activities.
10. Parent Compacts are signed by all stakeholders.

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

The parent compacts are developed and implemented using the norms for parents, students, and teachers that will assure the success of all students.

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**Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)**

Year	K	1	2	3	4	5	6	7	8
2014-15	25:1	24:1	24:1	24:1	22:1	21:1	23:1		
2015-16	27:1	27:1	27:1	27:1	22:1	23:1	25:1		

**Stakeholder Decision Making**

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input checked="" type="checkbox"/> Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input checked="" type="checkbox"/> Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input checked="" type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input checked="" type="checkbox"/> Yes	

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

Class size reduction would afford students with smaller group instruction which would allow teachers to target students who are struggling and provide individualized instruction.

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

The following strategies have been implemented at Threadgill

1. Utilizing instructional coaches on a daily basis to work with teachers in building their capacity and improving student achievement.
2. Implementing a comprehensive instructional management plan that includes curriculum frameworks, pacing guides, and instructional strategies
3. Implementing common assessments and using the data to drive instructional improvements .
4. Providing targeted professional development aimed at building administrator, teacher, and staff capacity.
5. Implementing professional learning communities and grade level team meetings to assist teachers in planning, address issues, and concerns, and promote growth and development
6. Utilizing supplemental computer-based programs to support the delivery of instruction and the creating of assessments.

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

The following are challenges for Threadgill

1. Parental /Community Involvement. We are constantly seeking ways to increase parents' involvement in the education of their children as well as the community's engagement and involvement in the educational process.
2. Achievement gaps. Continuously seeking ways to decrease the achievement gap. One of the key reasons for this gap includes the students' literacy skills as well as student discipline.

**List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.**

1. Decreasing Student Achievement Gaps
2. Parental/ Community Involvement
3. Professional Development for all Stakeholders
4. Integration of technology classroom instruction, smaller classes, and additional learning time
5. School Safety/Health activities
6. Social/Character Building for students (guidance services)

## PERFORMANCE FRAMEWORK 5-YEAR GOALS

The Mississippi Department of Education is required to submit data for 18 metrics for each Priority or Focus school that implements one of the six required school intervention models and is served with SIG funds.

Schools are required to submit Baseline/Pre-data for the school year **prior** to the implementation of one of the six intervention models and for each subsequent year that the school implements the model. These goals will be updated once SY2016-2017 data becomes available.

### 5-YEAR GOALS

- 5-Year Goal - The goal to be achieved by the end of Year 5 of SIG implementation.
- SIG Year 2 Goal - Goal for the end of Year 1 of full implementation.
- SIG Year 3 Goal - Goal for the end of Year 2 implementation.
- SIG Year 4 Goal - Goal for the end of Year 3 implementation.
- SIG Year 5 Goal – Goal for the end of Sustainability Year. (Same as 5-Yr Goal)

### METRIC 1 INTERVENTION MODEL

Identify the intervention model that the school is implementing - **transformation**, turnaround, restart, closure.

### METRIC 2 AMO STATUS N/A

Identify the District and School's NCLB Adequate Yearly Progress (AMO) Status and indicate if growth was met or not met in reading/language arts, mathematics, and other academic indicators.

Was growth met or not met in the following areas?	Reading/ Language Arts		Mathematics		Other Academic Indicators		State Accountability Rating (notes)
	Met	Not Met	Met	Not Met	Met	Not Met	
Baseline/Pre-data							
5-Yr Goal							
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18							
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19							
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20							
SIG Year 5/ Sustainability Goal – FY 20-21							

**METRIC 3 AYP TARGETS MET AND MISSED BY SUBGROUPS N/A**

Identify by reading/language arts, mathematics, and other academic indicators whether AYP targets have been met or not met for each subgroup.

AMO Targets Mathematics	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets Mathematics	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

AMO Targets English/Language Arts	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets English/Language Arts	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

AMO Targets Other Academic Indicators	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets Other Academic Indicators	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

**METRIC 4 SCHOOL IMPROVEMENT STATUS N/A**

No longer applicable due to the ESEA flexibility waiver

**METRIC 5 NUMBER OF MINUTES AND TYPES OF INCREASED LEARNING TIME OFFERED**

EXAMPLE ONLY (results will vary for each school based on individual days and minutes):

The total minutes would be 78,780, calculated as follows:

Full days: 176 days multiplied by 390 minutes = 68,640 minutes

- Partial days: 4 days multiplied by 195 minutes = 780 minutes
- Afterschool: 80 days multiplied by 90 minutes = 7,200 minutes
- Professional Learning Community: 60 minutes a week X 36 weeks = 2160 minutes
- Add the results: 68,640 + 780 + 7,200 + 2160 = **78,780 minutes**

**NOTE: Additional learning time for which all students had the opportunity to participate.**

Increased learning time is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before/after school, summer school, weekend school. Source: School Data Reports EXCLUDES LUNCH PERIOD.

Types: 1-Longer school year      2-Longer school day      3-Before/After school      4-Summer school      5-Weekend school  
6-Other (re-directed time within the school day)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>5-Yr Goal</b>	78,026	10,890			4,500	3,360	1,050		65,156		3,960
<b>Baseline/Pre-data</b>	67,136								65,156		1,980

**Baseline:**

**Core** -65,156 minutes =

(178 Full Days multiplied by 364 minutes = 64,792 minutes and 2- Partial days multiplied by 182 minutes = 364 mins)

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

**5-Yr Goal:**

**Core** -65,156 minutes =

(178 Full Days multiplied by 364 minutes = 64,792 minutes and 2- Partial days multiplied by 182 minutes = 364 mins)

**Teacher PD** – 3,960 minutes = 110 minutes a week X 36 weeks

**Summer School** – 3,360 minutes = 210 minutes a day X 16 days

**Saturday School**- 1,050 minutes = 210 minutes a day X 5 days

**After School**- 4,500 minutes = 90 minutes a day x 50 days

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 1 Actual</b>	78,026	10,890			4,500	3,360	1,050		65,156		3,960

**Core** -65,156 minutes =

(178 Full Days multiplied by 364 minutes = 64,792 minutes and 2- Partial days multiplied by 182 minutes = 364 mins)

**Teacher PD** – 3,960 minutes = 110 minutes a week X 36 weeks

**Summer School** – 3,360 minutes = 210 minutes a day X 16 days

**Saturday School**- 1,050 minutes = 210 minutes a day X 5 days

**After School**- 4,500 minutes = 90 minutes a day x 50 days

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 2 Actual</b>	78,026	10,890			4,500	3,360	1,050		65,156		3,960

**Core** -65,156 minutes =

(178 Full Days multiplied by 364 minutes = 64,792 minutes and 2- Partial days multiplied by 182 minutes = 364 mins)

**Teacher PD** – 3,960 minutes = 110 minutes a week X 36 weeks

**Summer School** – 3,360 minutes = 210 minutes a day X 16 days

**Saturday School**- 1,050 minutes = 210 minutes a day X 5 days

**After School**- 4,500 minutes = 90 minutes a day x 50 days

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 3 Actual</b>	78,026	10,890			4,500	3,360	1,050		65,156		3,960

**Core** -65,156 minutes =

(178 Full Days multiplied by 364 minutes = 64,792 minutes and 2- Partial days multiplied by 182 minutes = 364 mins)

**Teacher PD** – 3,960 minutes = 110 minutes a week X 36 weeks

**Summer School** – 3,360 minutes = 210 minutes a day X 16 days

**Saturday School**- 1,050 minutes = 210 minutes a day X 5 days

**After School**- 4,500 minutes = 90 minutes a day x 50 days

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 4 Actual</b>	78,026	10,890			4,500	3,360	1,050		65,156		3,960

**Core** -65,156 minutes =

(178 Full Days multiplied by 364 minutes = 64,792 minutes and 2- Partial days multiplied by 182 minutes = 364 mins)

**Teacher PD** – 3,960 minutes = 110 minutes a week X 36 weeks

**Summer School** – 3,360 minutes = 210 minutes a day X 16 days

**Saturday School**- 1,050 minutes = 210 minutes a day X 5 days

**After School**- 4,500 minutes = 90 minutes a day x 50 days

## METRIC 6 PROFICIENCY ON STATE ASSESSMENTS

Identify the percentage (%) of students by each proficiency level (minimal, basic, proficient, advanced) on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

Metric 6: Grade - 3

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

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	18.6	35.5	33.9	11.8	0.00	36.3	45.4	18.1	0.00	0.00	n/a	n/a	n/a	n/a	n/a	18.8	35.0	34.1	11.9	0.00
3 Yr Goal	0	20	50	25	5	25	35	35	5	0						10	20	45	20	5
Year 1 – Goal FY 17-18	13.6	30.5	38.9	15.8	2	33.3	42.4	23.1	1	0						16	30	37	15	2
Year 2 – Goal FY 18-19	8.6	25.5	43.9	21.8	3	28.3	38.4	28.1	2	0						14	25	41	17	3
Year 3 – Goal FY 19-20	0	20	50	25	5	25	35	35	5	0						10	20	45	20	5

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	n/a	n/a	n/a	n/a	n/a	18.6	35.5	33.9	11.8	0.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 Yr Goal						0	20	50	25	5															
Year 1 – Goal						13.6	30.5	38.9	15.8	2															
Year 2 – Goal						8.6	25.5	43.9	21.8	3															
Year 3 – Goal						0	20	50	25	5															

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	15.2	31.36	39.83	12.71	0.85	72.7	9.09	18.1	0.00	0.00	n/a	n/a	n/a	n/a	n/a	14.5	31.6	40.1	12.8	0.85
3 Yr Goal	0	30	30	30	10	53	20	25	2	0						10	20	45	20	5
Year 1 – Goal FY 17-18	13.2	30	37	17	3	67	12	20	1	0						13	28	37	15	2
Year 2 – Goal FY 18-19	8.2	30	36	24	6	60	17	22	1	0						12	25	43	17	3
Year 3 – Goal FY 19-20	0	30	30	30	10	53	20	25	2	0						10	20	45	20	5

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	n/a	n/a	n/a	n/a	n/a	15.2	31.3	39.8	12.7	0.85	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 Yr Goal						0	30	30	30	10															
Year 1 – Goal						13.2	30	37	17	3															
Year 2 – Goal						8.2	30	36	24	6															
Year 3 – Goal						0	30	30	30	10															

**Metric 6: Grade - 4**

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

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	11.43	48.57	25.71	12.86	1.43	33.3	66.6	0.00	0.00	0.00	n/a	n/a	n/a	n/a	n/a	11.5	47.8	26.0	13.0	1.45
3 Yr Goal	5	30	30	25	10	25	60	15	0	0						5	30	35	25	5
Year 1 - Goal FY 17-18	9	44	27	16	4	31	63	6	0	0						9	42	29	16	9
Year 2 - Goal FY 18-19	6	40	28	20	6	28	60	12	0	0						7	38	32	20	6
Year 3 - Goal FY 19-20	5	30	30	25	10	25	60	15	0	0						5	30	35	25	5

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	n/a	n/a	n/a	n/a	n/a	11.4	48.5	25.7	12.8	1.43	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 Yr Goal						5	30	30	25	10															
Year 1 - Goal						9	44	27	16	4															
Year 2 - Goal						6	40	28	20	6															
Year 3 - Goal						5	30	30	25	10															

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	12.8	41.4	32.8	11.4	1.43	66.6	33.3	0.00	0.00	0.00	n/a	n/a	n/a	n/a	n/a	13.0	42.0	31.8	11.5	1.45
3 Yr Goal	5	30	30	25	10	25	60	15	0	0						5	30	35	25	5
Year 1 - Goal FY 17-18	10	38	34	15	3	31	63	6	0	0						10	37	29	16	2
Year 2 - Goal FY 18-19	8	35	31	20	6	28	60	12	0	0						7	33	32	20	4
Year 3 - Goal FY 19-20	5	30	30	25	10	25	60	15	0	0						5	30	35	25	5

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	n/a	n/a	n/a	n/a	n/a	12.8	41.4	32.8	11.4	1.43	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 Yr Goal						5	30	30	25	10															
Year 1 - Goal						10	38	34	15	3															
Year 2 - Goal						8	35	31	20	6															
Year 3 - Goal						5	30	30	25	10															

**Metric 6: Grade - 5**

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

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	29.2	30.3	28.0	10.1	2.25	81.8	9.09	9.09	0.00	0.00	n/a	n/a	n/a	n/a	n/a	28.7	29.8	28.7	10.3	2.30
3 Yr Goal	15	25	25	25	10	50	25	25	0	0						15	25	25	25	10
Year 1 - Goal FY 17-18	25	28	29	14	4	70	20	10	0	0						25	28	29	14	4
Year 2 - Goal FY 18-19	20	26	26	18	7	60	25	15	0	0						20	26	26	18	7
Year 3 - Goal FY 19-20	15	25	25	25	10	50	25	25	0	0						15	25	25	25	10

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	n/a	n/a	n/a	n/a	n/a	29.2	30.3	28.0	10.1	2.25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 Yr Goal						15	25	25	25	10															
Year 1 - Goal						25	28	29	14	4															
Year 2 - Goal						20	26	26	18	7															
Year 3 - Goal						15	25	25	25	10															

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	17.9	37.0	34.8	6.74	3.37	27.2	72.7	0.00	0.00	0.00	n/a	n/a	n/a	n/a	n/a	18.3	36.7	34.4	6.90	3.45
3 Yr Goal	10	27	28	25	10	15	50	30	5	0						10	27	27	26	10
Year 1 - Goal FY 17-18	15	34	33	12	5	22	65	10	2	0						25	28	29	14	4
Year 2 - Goal FY 18-19	13	30	32	18	7	17	60	20	3	0						20	26	28	18	7
Year 3 - Goal FY 19-20	10	27	28	25	10	15	50	30	5	0						10	27	27	26	10

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	n/a	n/a	n/a	n/a	n/a	17.9	37.0	34.8	6.74	3.37	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 Yr Goal						10	27	28	25	10															
Year 1 - Goal						15	34	33	12	5															
Year 2 - Goal						13	30	32	18	7															
Year 3 - Goal						10	27	28	25	10															

**Metric 6: Grade - 6**

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

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	48.0	25.3	17.3	8.00	1.33	66.6	33.3	0.00	0.00	0.00	n/a	n/a	n/a	n/a	n/a	47.9	24.6	17.8	8.22	1.37
3 Yr Goal	20	20	25	25	10	25	60	15	0	0						35	20	25	15	5
Year 1 – Goal FY 17-18	40	25	20	12	3	31	63	6	0	0						42	21	21	11	2
Year 2 – Goal FY 18-19	30	24	22	18	6	28	60	12	0	0						39	23	22	13	3
Year 3 – Goal FY 19-20	20	20	25	25	10	25	60	15	0	0						35	20	25	15	5

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	n/a	n/a	n/a	n/a	n/a	48.0	25.3	17.3	8.00	1.33	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 Yr Goal						20	20	25	25	10															
Year 1 – Goal						40	25	20	12	3															
Year 2 – Goal						30	24	22	18	6															
Year 3 – Goal						20	20	25	25	10															

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	13.3	54.6	25.3	6.67	0.00	80.0	20.00	0.00	0.00	0.00	n/a	n/a	n/a	n/a	n/a	13.7	54.7	24.6	6.85	0.00
3 Yr Goal	5	25	35	25	10	50	25	25	0	0						5	42	35	15	3
Year 1 – Goal FY 17-18	10	47	28	12	3	70	20	10	0	0						10	51	27	9	1
Year 2 – Goal FY 18-19	8	35	33	18	6	60	25	15	0	0						7	48	33	12	2
Year 3 – Goal FY 19-20	5	25	35	25	10	50	25	25	0	0						5	42	35	15	3

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	n/a	n/a	n/a	n/a	n/a	13.3	54.6	25.3	6.67	0.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 Yr Goal						5	25	35	25	10															
Year 1 – Goal						10	47	28	12	3															
Year 2 – Goal						8	35	33	18	6															
Year 3 – Goal						5	25	35	25	10															

## METRIC 7 STUDENT PARTICIPATION RATE ON STATE ASSESSMENTS

Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

### Metric 7: Grade – 3

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	98.8	100	n/a	98.8	n/a	98.8	n/a	n/a	n/a
3 Yr Goal	98	100	100	98	100	98	100	100	100
Year 1 – Goal FY 17-18	98	100	100	98	100	98	100	100	100
Year 2 – Goal FY 18-19	98	100	100	98	100	98	100	100	100
Year 3 – Goal FY 19-20	98	100	100	98	100	98	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	98.8	100	n/a	100	n/a	98.8	n/a	n/a	n/a
3 Yr Goal	98	100	100	98	100	98	100	100	100
Year 1 – Goal FY 17-18	98	100	100	98	100	98	100	100	100
Year 2 – Goal FY 18-19	98	100	100	98	100	98	100	100	100
Year 3 – Goal FY 19-20	98	100	100	98	100	98	100	100	100

### Metric 7: Grade – 4

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	99	100	n/a	99	n/a	99	n/a	n/a	n/a
3 Yr Goal	99	100	100	99	100	99	100	100	100
Year 1 – Goal FY 17-18	99	100	100	99	100	99	100	100	100
Year 2 – Goal FY 18-19	99	100	100	99	100	99	100	100	100
Year 3 – Goal FY 19-20	99	100	100	99	100	99	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	97	100	n/a	97	n/a	97	n/a	n/a	n/a
3 Yr Goal	97	100	100	97	100	97	100	100	100
Year 1 – Goal FY 17-18	97	100	100	97	100	97	100	100	100
Year 2 – Goal FY 18-19	97	100	100	97	100	97	100	100	100
Year 3 – Goal FY 19-20	97	100	100	97	100	97	100	100	100

Metric 7: Grade – 5

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	99	100	n/a	99	n/a	99	n/a	n/a	n/a
3 Yr Goal	99	100	100	99	100	99	100	100	100
Year 1 – Goal FY 17-18	99	100	100	99	100	99	100	100	100
Year 2 – Goal FY 18-19	99	100	100	99	100	99	100	100	100
Year 3 – Goal FY 19-20	99	100	100	99	100	99	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	97	100	100	97	n/a	97	n/a	n/a	n/a
3 Yr Goal	97	100	100	97	100	97	100	100	100
Year 1 – Goal FY 17-18	97	100	100	97	100	97	100	100	100
Year 2 – Goal FY 18-19	97	100	100	97	100	97	100	100	100
Year 3 – Goal FY 19-20	97	100	100	97	100	97	100	100	100

Metric 7: Grade – 6

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	99	100	n/a	99	n/a	99	n/a	n/a	n/a
3 Yr Goal	99	100	100	99	100	99	100	100	100
Year 1 – Goal FY 17-18	99	100	100	99	100	99	100	100	100
Year 2 – Goal FY 18-19	99	100	100	99	100	99	100	100	100
Year 3 – Goal FY 19-20	99	100	100	99	100	99	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	97	100	n/a	97	n/a	97	n/a	n/a	n/a
3 Yr Goal	97	100	100	97	100	97	100	100	100
Year 1 – Goal FY 17-18	97	100	100	97	100	97	100	100	100
Year 2 – Goal FY 18-19	97	100	100	97	100	97	100	100	100
Year 3 – Goal FY 19-20	97	100	100	97	100	97	100	100	100

## METRIC 8 AVERAGE SCALE SCORE **N/A**

Identify the average scale score of students by each proficiency level on the State assessments for reading/ language arts and mathematics, by grade and by student subgroup.

Metric 8: Grade - 3

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

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 - Goal FY 14-15																
Year 2 - Goal FY 15-16																
Year 3 - Goal FY 16-17																

Reading/Lang uage Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 - Goal																				
Year 2 - Goal																				
Year 3 - Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 - Goal FY 14-15																
Year 2 - Goal FY 15-16																
Year 3 - Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 - Goal																				
Year 2 - Goal																				
Year 3 - Goal																				

Metric 8: Grade - 4

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

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 - Goal FY 14-15																
Year 2 - Goal FY 15-16																
Year 3 - Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 - Goal																				
Year 2 - Goal																				
Year 3 - Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 - Goal FY 14-15																
Year 2 - Goal FY 15-16																
Year 3 - Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 - Goal																				
Year 2 - Goal																				
Year 3 - Goal																				

Metric 8: Grade - 5

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

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 - Goal FY 14-15																
Year 2 - Goal FY 15-16																
Year 3 - Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 - Goal																				
Year 2 - Goal																				
Year 3 - Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 - Goal FY 14-15																
Year 2 - Goal FY 15-16																
Year 3 - Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 - Goal																				
Year 2 - Goal																				
Year 3 - Goal																				

Metric 8: Grade - 6

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

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

**METRIC 9 ATTAINMENT OF ENGLISH LANGUAGE PROFICIENCY N/A**

Identify the percentage of English Language students who attain English proficiency. (Refer to Mississippi guidelines for ELL; link is on the MS Star dashboard under Other Documents.)

	Percentage of ELL students who attain English proficiency	N/A
Baseline/Pre-data		N/A
3 Yr Goal		N/A
Year 1 – Goal FY 17-18		N/A
Year 2 – Goal FY 18-19		N/A
Year 3 – Goal FY 19-20		N/A

**METRIC 10 GRADUATION RATE N/A**

Identify the percentage of students graduating from high school (4 Year NCLB Graduation Rate).

	Percentage of students graduating from High School (4 year NCLB Graduation Rate)	N/A
Baseline/Pre-data		N/A
3 Yr Goal		N/A
Year 1 – Goal FY 17-18		N/A
Year 2 – Goal FY 18-19		N/A
Year 3 – Goal FY 19-20		N/A

**METRIC 11 DROPOUT RATE N/A**

Identify the percentage of students who fail to graduate from high school with their cohort group.

	Percentage of students who fail to graduate from High School with their cohort group	N/A
Baseline/Pre-data		N/A
3 Yr Goal		N/A
Year 1 – Goal FY 17-18		N/A
Year 2 – Goal FY 18-19		N/A
Year 3 – Goal FY 19-20		N/A

**METRIC 12 STUDENT ATTENDANCE RATE**

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

	<b>Attendance Rate</b>
<b>Baseline/Pre-data</b>	96
<b>3 Yr Goal</b>	96
<b>Year 1 – Goal FY 17-18</b>	96
<b>Year 2 – Goal FY 18-19</b>	96
<b>Year 3 – Goal FY 19-20</b>	96

## METRIC 13 DUAL ENROLLMENT AND ADVANCED COURSEWORK

Schools will identify three data metrics for this indicator.

**Advanced Coursework** is defined as the **number** of students who **complete** advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school and received course credit in accordance with state or local requirements.

**Dual Enrollment** refers to the **number** of high school students who **complete** at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

**Advanced Coursework and Dual Enrollment** is defined as the **number** of students who **complete** advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

*Example: If Chris is enrolled and completes an advanced placement class and dual enrollment class then his completion would be counted as completing 1) advanced coursework, 2) dual enrollment and 3) advanced coursework and dual enrollment.*

*If Deborah is enrolled in an advanced placement class and dual enrollment class but then only completes the advanced placement class, then she would only be counted as completing 1) advanced coursework.*

*If Linda is enrolled in a dual enrollment class but does not complete the class then she would not be counted.*

If Elementary/Middle school and this does not apply to you, please check:	<b>X</b>
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Number of students who completed the following:	Students completing Advanced Coursework (AP or IB classes only)		Students completing Dual Enrollment		Students completing Advanced Coursework and Dual Enrollment	
	Number#	Percentage%	Number#	Percentage%	Number#	Percentage%
<b>Baseline/Pre-data</b>						
<b>3 Yr Goal</b>						
<b>Year 1 – Goal FY 17-18</b>						
<b>Year 2 – Goal FY 18-19</b>						
<b>Year 3 – Goal FY 19-20</b>						

**METRIC 14 COLLEGE ENROLLMENT RATES N/A**

Identify the number and percentage of students who complete high school and enroll in post-secondary institutions.

	Number and percentage of students who completed high school and enrolled in postsecondary institutions	
	Number#	Percentage%
Baseline/Pre-data		
3 Yr Goal		
Year 1 – Goal FY 17-18		
Year 2 – Goal FY 19-20		
Year 3 – Goal FY 20-21		

**METRIC 15 DISCIPLINE RATES**

Identify the number of incidents of discipline data.

Discipline Rates	Weapons Offenses	Drug Offenses	Assaults / Fights	Bullying / Harassment	Thefts	Non-Violent Offenses
Baseline/Pre-data	0	0	11	0	0	543
3 Yr Goal	0	0	5	0	0	200
Year 1 – Goal FY 17-18	0	0	9	0	0	443
Year 2 – Goal FY 18-19	0	0	7	0	0	320
Year 3 – Goal FY 19-20	0	0	5	0	0	200

**\*Non-Violent Offenses include the following:**

- Failures to accept disciplinary action of the teacher
- Misbehavior on bus
- Rude and disrespectful behavior
- Disregard of directions or commands
- Disruption and interference with school

**METRIC 16 CHRONIC ABSENTEEISM**

Identify the number and percentage of students with absences equal to or greater than 10% of the total number of days in the regular academic school year.

	Number and percentage of students with 5 or more unexcused absences	
	Number#	Percentage%
Baseline/Pre-data	224	27.8
3 Yr Goal	124	15.4
Year 1 – Goal FY 17-18	188	23.3
Year 2 – Goal FY 18-19	158	19.6
Year 3 – Goal FY 19-20	124	15.4

**METRIC 17 DISTRIBUTION OF TEACHERS BY PERFORMANCE LEVEL**

Identify **number** of teachers. Identify the labels used in the district’s evaluation system (e.g., unsatisfactory, needs improvement, meets standards, exemplary) on the LEA’s teacher evaluation instrument and report the distribution of teachers and principals by performance levels.

Performance levels should be one of the following: Unsatisfactory, Needs Improvement, Meets Standards, Exemplary

Performance Levels used for the Teacher Evaluations	Level 1 - Number of teachers rated as (Lowest Performing) Unsatisfactory	Level 2 - Number of teachers rated as Needs Improvement	Level 3 - Number of teachers rated as Meets Standards	Level 4 - Number of teachers rated as (Highest Performing) Exemplary
<b>Baseline/Pre-data</b>	<b>0</b>	<b>16</b>	<b>25</b>	<b>0</b>
<b>3 Yr Goal</b>	0	5	25	11
<b>Year 1 – Goal FY 17-18</b>	0	10	26	5
<b>Year 2 – Goal FY 18-19</b>	0	8	26	7
<b>Year 3 – Goal FY 19-20</b>	0	5	25	11

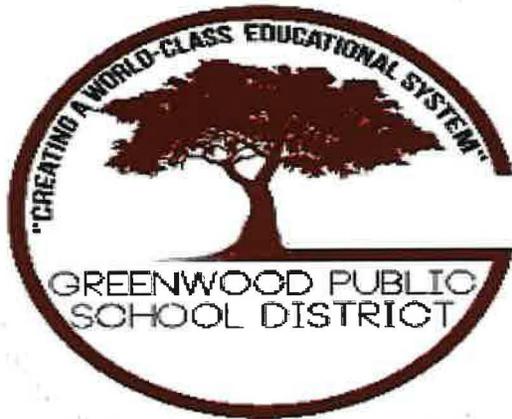
**METRIC 18 TEACHER ATTENDANCE RATES**

Identify the number of FTE days teachers worked divided by the maximum **number** of FTE teacher working days. (A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.)

	Teacher Attendance Rates
<b>Baseline/Pre-data</b>	<b>93</b>
<b>3 Yr Goal</b>	96
<b>Year 1 – Goal FY 17-18</b>	94
<b>Year 2 – Goal FY 18-19</b>	95
<b>Year 3 – Goal FY 19-20</b>	96

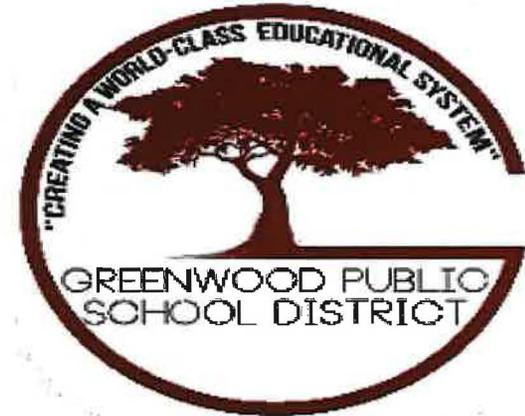


# The Multi-Tiered System of Supports (MTSS)



A Procedures Manual for  
Staff & Administrators of

**Greenwood Public School  
District**



2016-2017

Dr. Jennifer Wilson, Superintendent

Mrs. Mary Brown, Director of  
Curriculum and MTSS

## **Introduction**

This manual has been developed to provide important information about the Multi-Tiered System of Supports (MTSS) and the Early Warning System (EWS) both relatively new programs that school districts in Mississippi are expected to implement to promote academic success. The Mississippi Department of Education implemented MTSS in the fall of 2015. The Early Warning System was implemented in the fall of 2016. While MTSS was a new term, the process the term applied Response to Intervention (RTI) was not new. It dated back to 2005 when Mississippi first began requiring that school districts used an instructional model consisting of three tiers of instruction. Response to Intervention had first been mentioned in the **Individuals with Disabilities Education Act (IDEA) of 2004**.

In the IDEA law, RTI referred to the process of using research based interventions to aid in the identification of students with specific learning disabilities a category recognized under IDEA. During the 2016-2017 school year Mississippi schools are expected to be implementing MTSS and EWS. There are many similarities and overlapping areas of the two. This procedures manual defines the Greenwood Public School District's plan for integrating and successfully implementing both programs Linkages between MTSS and RTI will be addressed throughout this manual. This manual's purpose is to streamline and summarize and clarify what GPSD will do for MTSS and EWS. Our overall goal is to ensure that we are using uniform practices and clearly conveying what GPSD expects of employees and students.

This manual is a work in progress. It will be reviewed, refined, and revised as requirements new MDE unfold or the need for changes becomes to the document become apparent.

## **Multi-Tiered System of Supports**

MTSS refers to the process of systematically addressing and aligning the supports and resources for academics and behavior. MTSS encompasses a layered continuum of supports, collaborative and shared leadership, evidence-based instruction, intervention, and assessment practices, and data-based decision making. With the MTSS acronym Mississippi shifted from merely the Three Tier Intervention Model to a multi-tiered system of supports. The MTSS process incorporated the requirements/expectations of IDEA 2004, the Mississippi Literacy Based Promotion Act of 2013, Process Standard #20, MS House Bill 1031, and the Dyslexia Law.

## **Early Warning System (EWS)**

The MS Department of Education developed the Early Warning System as a guide to assist school district in their effort to help students succeed academically and emerge from MS high schools well prepared for college and careers. The EWS program provides information on how to effectively use early warning data to identify, support, and monitor at-risk students in grades K-12.

## **Our Basic Approach**

GPSD will immediately begin to use the MTSS and EWS terminology. GPSD will adopt all forms included in the MTSS AID Documentation Packet as the nucleus of our MTSS efforts. We will utilize district level and school level teams to direct the work related to MTSS and EWS. We will follow the guidance of MDE in the implementation of both efforts. We will use a district level coordinator to orchestrate our MTSS and EWS programs. We will use the support of an external provider to help us with systemic coordination and implementation.

On the following page is MDE's Flowchart for Pre-K – Grade 12 that summarizes the tiers and the expectations for each tier in the MTSS.

Superintendent  
Dr. Jennifer Wilson

MTSS/EWS  
Coordinator  
Mrs. Mary Brown

**Greenwood Middle**

**TST**

- Mrs. Chiquita Daniels, Chair
- Mr. Clell Ward, Co-Chair
- Mrs. Precious Redmond, Data Keeper
- Ms. Raven Ray, Record Keeper/Counselor
- Jennifer Alderson, Member
- Kenyatta Miller, Member
- Mildred Wilson-Moore, File/Case Manager

**Bankston Elementary**  
**TST**

- Mr. Kirby Love, Chair
- Mrs. Dawn West, Asst. Prin./Co-Chair
- Mrs. Robin Halfacre, Curriculum Specialist
- Sherry Toole, Counselor
- Elizabeth Hardin, Laquita Williams, Karen Allen, Latoya Fluker, Teacher

**Davis Elementary**  
**TST**

- Ms. Lakeisha Coleman, Chair
- Mrs. Denina Flowers & Mrs. Laurie Brewer, Co-Chairs
- Mrs. Denetrice McDonald, Counselor
- Elaine McKee, Time Keeper
- Amy Perkins, Record Keeper
- Ebony Thomas, Lori Spells, Tashea Brandon, Taleasha Bell, Data Keeper

**Threadgill Elementary**  
**TST**

- Ms. Lachada Robie, Chair
- Monroe Goldent, Co-Chair
- Yolanda Green, File Manager
- Tulawna Belcher, Data Keeper/Case Manager
- Mary Hammond, Member
- Natalie Waterman, Member
- Stephanie Smith, Member
- Arnetta Crutcher, Sandra St. Clair, Member

**Greenwood High**  
**TST**

- Mrs. Sabrina Tanner-Moore, Chair
- Mrs. Rena Price, Co-Chair
- Ms. Trimeka Peoples, Time Keeper
- Mrs. Dorothy Randle, Case Manager
- Mr. Sriram Nallani, Member
- Mrs. Catherine Jones, Member
- Mrs. Dorothy Randle, 9-10 Counselor
- Ms. Loria Gardner, 11-12 Counselor, Member,

acquisition of testing materials for benchmarking and progress monitoring assessments as well as intervention materials, supplies, and personnel.

### **Internal Communication & Professional Development**

- Personnel in attendance at District multi-tiered intervention (MTSS/Rtl) meetings will share the information and expectations with their colleagues at their schools for integration and implementation.
- The MTSS/EWS Plan of the district will be uploaded to the schools' and district's website with links that will provide information for parents, teachers, staff, students and other interested stakeholders..
- School Board meeting agendas provide a system for sharing ongoing district progress reports and outcome data. Both District and school level reports and information are provided to Board Members, local media, and members of the general public who are present at meetings.

### **Outline of GPSD Procedures for Instruction (including MTSS/ EWS//TST)**

- Instruction in GPSD is based on best practices backed by research.
- Curriculum is determined through MDE requirements and by work performed by grade level, department, and administrative curriculum teams.
- Professional development and ongoing support are provided to all instructional staff to build content mastery and district-wide capacity and continuity.
- Building principals are responsible for ensuring the quality and fidelity of instruction.
- Teachers in the district are evaluated using the M-STAR instrument. Administrators are evaluated using MPES.
- Multi-tiered interventions are to be provided to all students who perform below established standards (cut scores) on assessments with the priority for intervention prioritized address those in greatest need first. Classroom instructional interventions are implemented by teachers as soon as there is indication that a student is not making the expected progress. When such intervention(s) have been tried without success, a student's case is brought to the school's Teacher Support Team.
- Interventions used in GPSD will be based on scientifically (evidence—based) research and must be implemented with fidelity.
- The District MTSS plan will be posted on the Greenwood Public School District website and included in student and staff handbooks.
- MTSS plans detailing additional, intervention practices unique to individual schools will be developed and also made available on the website.
- The MTSS/EWS Leadership Team and school TSTs will review data, instruction, and interventions as part of their regularly scheduled meetings.

## Section IV

## MTSS/EWS

### Roles and Responsibilities of Personnel

#### District Leadership Team

- Provide professional development, resources, and materials
- Oversee District Leadership Team and school TSTs
- Conduct Fidelity checks of consistent use of forms and approved processes
- Support all stakeholders
- Coordinate and assist in data analysis
- Communicate the Universal Screener (benchmarking) dates and data entry deadlines to the district
- Coordinate consistent, district-wide research and research -based instruction/curriculum/intervention

#### Building Principals

- Establish TST schedule and delegate responsibilities
- Set dates for meetings
- Organize the building team
- Communicate to teachers, families, participants
- Support implementation
- Provide and facilitate professional development/ resource distribution
- Ensure fidelity of instruction and interventions
- Coordinate and assist in data analysis

#### Classroom Teachers (General Education)

- Implement research and evidence-based instruction/curriculum/interventions
- Differentiate levels of instruction
- Initiate and maintain fidelity of instruction, assessment, and intervention
- Evaluate students for placement in tiers for instruction and develop flexible Tier II/Tier III assignments to meet student needs
- Establish performance goals for the student in the targeted area(s)
- Develop a plan that details specific interventions to address goals and determine how a student's progress will be monitored
- Monitor/assess/document data and student progress
- Communicate and collaborate with all appropriate stakeholders
- Monitor progress according to the ISBE established timelines
- Problem-solve with principal and School TST regarding case-by-case questions as they arise

Administration dates will be determined using the guidelines of the chosen screening instrument. GPSD has identified the following cut scores for decisions about which student need intervention.

**Urgent (need for intervention)**

**Intervention**

**On Watch**

**At /above**

**below 10% score on screener**

**score between 10% and 24%**

**score between 25% and 39%**

**score at 40% and above indicates student is performing at or above grade level**

#### **Assessments for the purposes of screening/benchmarking**

- Screening/Benchmarking assessments also include:
- High School - Explore, PLAN, Choices
- State assessment results (prioritized from lowest to highest identify which student are in most need for intervention)

#### **Data Entry Schedule**

All benchmark/screening data shall be entered **within one week of test administration** STAR scores are automatically populated as students are assessed.

### **Section IV**

#### **Procedures to Identify Tier I, Tier II, and Tier III Students**

Students receiving scores below the target (cut) scores on benchmarking/screening assessments, those not meeting grade level or classroom expectations, those not meeting behavior expectations for the classroom or school will be considered for Tier II or Tier III Watch Lists. These students will be eligible to receive interventions and regular progress monitoring (by the assigned interventionist). Interventions can be provided by both the classroom teacher and/or other interventionists. Students (age-appropriate) and parents will be informed for Tier III placements. **The Building Principal (i.e., TST Chair) will take responsibility generating parent notifications.**

#### **Tier III Students**

- The list of Tier III students will be developed through the analysis of data during school level TST meetings with the highest priority going to the lowest performing students.
- Students who have repeated multiple grades, students returning from residential placements or hospitalizations, and student with chronic behavior issues
- 12th Grade students (seniors) will be monitored through use of the "Critical Seniors" list compiled by the high school guidance office. Considerations will include: grades, credits earned, and attendance.
- The school TST team will determine which intervention and interventionist will work with students. Interventions will be chosen from the approved research-based options the district has made available.

### **Data Entry for Progress Monitoring**

All progress monitoring data shall be entered into the student database **within one week of test administration**. Progress monitoring data will be reviewed periodically by the TST and adjustments to the child's interventions will be made accordingly. When the school TST has exhausted its resources for a child, the District Internal Review Team will be invited to collaborate to provide the next level of support and to consider further referral to the MET.

### **Problem Solving/Referral Process**

There are many reasons for learning problems in the classroom. It is essential to have a plan for studying children systematically before referring them for intensive evaluations. The Problem Solving Process emphasizes a preventative approach with research/evidence-based interventions to help students who are experiencing difficulty. Prior to referring a child for a Case Study Evaluation, this process allows for the use of collaborative problem solving in developing alternative research/evidence-based intervention strategies for use in the school setting in order to increase student performance. The process takes advantage of existing professional skills and helps to address problems that may be related to factors other than disability conditions. This model is consistent with Federal and State mandates. The purpose of this problem solving process is to expand available assistance to students in the regular classroom in a timely manner, not to deny needed services. It is required that there be dated and documented evidence of intensive interventions that are research/evidenced-based and data driven indicating a discrepancy from the peer group performance. The results of these interventions should be used as the basis for making decisions regarding further educational interventions and/or establishing the need for initiating a referral for consideration of a comprehensive individual assessment.

### **District Leadership Team**

The District Leadership Team will meet bi-monthly at the Central Office.

### **Teacher Support Teams/ Meeting Frequency**

Each school in GPSD has a Teacher Support Team. TSTs meet at least monthly but meetings may occur more frequently as the need arises. Teacher Support Teams review, discuss, examine, and analyze the cases of students who are struggling academically or behaviorally. Teacher Support Teams are chaired by building principals or their designees who hold administrative authority. Case files are built on each student being considered. Teacher Support Teams are charged with prescribing research based interventions to try with students before they are referred to see if a disability exists. Dates and times of meetings are determined by each school with information about meeting dates/times shared with district administration, staff, and parents.

Teacher Support Teams must meet within two (2) weeks of receiving a referral.

Parents must be notified of Teacher Support Team meetings even if the parents choose not to attend the meeting(s).

Documentation of TST meeting must be kept and must be readily available.

Every student met on the TST will have a TST folder developed that will contain multiple data sources to help determine the need for intervention and the progress made on interventions.

The documents to be included in students' TST Folders are identified below. To ensure a completed TST Folder is available multiple parties may need to assist in its compilation. It is important to have information regarding students' skill levels in all areas of academics, communication, social/emotional skills, motor skills, attention, information about work completion and content mastery, intervention data, and progress monitoring information.

#### **Forms/Documents to Be Used in GPSD**

GPSD has adopted all of the Mississippi Department of Education's required forms associated with MTSS and has added several additional local forms to ensure there is proper documentation of the district's efforts to notify and involve parents in the process. Outlined in the table below are the documents expected to be included in each student's TST folder:

Language Survey (if appropriate)
Parent Interview Family and Medical History
Completed Intervention Form(s)
Completed Intervention Log (s)
Completed Intervention Fidelity Observation(s)
Completed Progress Monitoring Data
Listing of Individualized Classroom Accommodations/Strategies Used

**GREENWOOD PUBLIC SCHOOL DISTRICT  
REFERRAL FOR TEACHER SUPPORT TEAM CONSIDERATION**

*(To be submitted to the TST Chair by person who believes student needs MTSS Interventions)*

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Grade: \_\_\_\_\_

Person Requesting Referral: \_\_\_\_\_

I request that data for the above named student be reviewed to assist in determining the need for MTSS interventions in an effort to improve his/her overall academic performance.

Consideration for supplemental support should be in the following area(s):

- Reading       English       Math       Behavior/Emotional

I have observed problems that interfere with his/her educational progress in the following area(s):

- Academic performance
- Inappropriate Behavior –  Inattention  Hyperactivity  Other
- Social/Emotional Problems – attach description
- Discipline Issues –  Office Referrals  Suspensions
- Language/communication
- Other, specify: \_\_\_\_\_

Data to support this request include the following *(place a checkmark by the items that support need for assistance; **Support data must be attached**)*:

<input type="checkbox"/>	Current grades	<input type="checkbox"/>	Medical information
<input type="checkbox"/>	Non-promotion in prior years	<input type="checkbox"/>	Psychological reports
<input type="checkbox"/>	Unit/Chapter Tests	<input type="checkbox"/>	Documented Behavior
<input type="checkbox"/>	Progress Monitoring Data	<input type="checkbox"/>	Discipline reports
<input type="checkbox"/>	Cumulative record insert information	<input type="checkbox"/>	Absenteeism
<input type="checkbox"/>	District Assessment Results	<input type="checkbox"/>	Observations
<input type="checkbox"/>	Results of Universal Screeners and comparison to peers		

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Protected Health Information

I authorize the following provider(s) to use and/or disclose educational and/or protected health information regarding my child.

(Student/Child's Name)

(Date of Birth)

(Other Names Used by Student/Child)

(School or Program Name)

**Name and address of health care provider authorized to:  
Send/disclose protected health information**

**Name and address of school program authorized to:  
Receive/use protected health information**

**2. I understand that this information will be used for the following purposes (Check all that apply.):**

- |  |  |
|--|--|
| <input type="checkbox"/> Determining eligibility for Special Education or other services U | <input type="checkbox"/> Developing an appropriate Individualized Education Program, Section 504 plan or academic/behavior interventions |
| <input type="checkbox"/> Determining student/child's current levels of performance U       | <input type="checkbox"/> Other (specify): _____  |
| <input type="checkbox"/> Developing an individualized health plan                          |  |

**3. By marking the boxes below, I authorize the use/disclosure of the following specific medical and/or educational records:**

- Physician's Eligibility
- Statement Health
- Assessment Statement
- History and physical exam
- Entire medical record
- Prenatal information

- Educational Information IFSP/IEP document
- Clinic records
- Communicable disease(s) Progress notes

- Psychological evaluations, Social work reports
- Other: \_\_\_\_\_

**initialing the spaces below, I authorize the use/disclosure of the following information. Specific records requested must be listed below, e.g., assessment, treatment plan, discharge plan.**

- \_\_\_ Drug/alcohol diagnosis, treatment or referral information requested: \_\_\_\_\_
- \_\_\_ HIV/AIDS related records requested: \_\_\_\_\_
- \_\_\_ Mental health related information requested: \_\_\_\_\_
- \_\_\_ Genetic testing information requested: \_\_\_\_\_

**5. By initialing the space below, I agree that:**

\_\_\_ The \_\_\_\_\_ may communicate with MS Medical Assistance Programs to determine eligibility  
(School/Program Name)  
for Medicaid reimbursement for Medicaid-covered services my child may receive in the educational setting.

**6. I understand that:**

- a. This authorization is voluntary and I may refuse to sign it without affecting my child's health care.
- b. I have the right to request a copy of this form after I sign it as well as inspect or copy any information to be used and/or disclosed under this authorization (if allowed by state and federal law. See 45 CFR § 164.524).
- c. I may revoke this authorization at any time by notifying \_\_\_\_\_ in writing. However, it will not affect any actions taken before the revocation was received or actions taken based on the previously shared information.
- d. Federal privacy rules for protected health information apply only to health plans, health care clearinghouses or health care providers. If I authorize disclosure of medical information to other agencies or individuals the disclosed information may no longer be protected by federal privacy regulations.
- e. Federal privacy rules for education information apply only to schools programs. If I authorize disclosure of educational information

**7. I consent to the use/disclosure of the above information. I understand that the use of this information for any reasons other than the expressed reasons stated above is prohibited. This consent is subject to revocation at any time, except to the extent that action has been taken based on information that has already been disclosed.**

(Signature of Parent, Legal Guardian, Student/Child)

(Relationship)

(Date)

8. This authorization expires on \_\_\_\_\_ (not to exceed one year from date of signature above).  
(Month/Day/Year)

GREENWOOD PUBLIC SCHOOL DISTRICT  
**Parent Notification of Intervention Services**  
(to be used when parent **does not attend** TST Meeting)

School \_\_\_\_\_

Date \_\_\_\_\_

Dear \_\_\_\_\_:

Throughout the school year, we review the classroom performance of each student. This review helps us to identify students who may need extra assistance at school. Based on your child's classroom performance, it has been determined he/she is in need of additional support to meet:

- Behavioral expectations  
 Academic objectives in the area(s) of:     reading                       math                       English

In addition to regular classroom assistance, your child will be receiving supportive strategies to assist him/her make progress in the area(s) marked above. These supportive strategies will target your child's weaknesses in performance, which is called a Tier II or III intervention. To ensure you have received this information, please complete the bottom of this form and return it to your child's teacher tomorrow. If you would like to meet and discuss the supportive strategies or your child's performance, please call me at \_\_\_\_\_ to set up a meeting time and date. If a meeting is not convenient for you, I will be glad to talk with you by telephone. I am sharing with you a copy of the MTSS Flowchart that explains what will be occurring with your child. I will keep you informed of your child's progress. Be sure and return this form to your child's teacher tomorrow. Feel free to call with any questions or concerns or to set up a conference.

Thank you for your support,

Teacher Support Team Chair

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**Verification of Parent Receipt of Notification of Intervention Services and the MTSS Flowchart**

My signature below indicates that I have received notification of intervention services and a copy of the MTSS Flowchart.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## HELPFUL RESOURCES

### Teacher Resources:

- CORE: Teaching Reading Sourcebook [www.corelearn.com](http://www.corelearn.com)
- The Florida Center for Reading Research [www.fcrr.org](http://www.fcrr.org)
- U.S. Department of Education Institute of Education Sciences: What Works Clearinghouse <http://ies.ed.gov/>
- Intervention Central- Response to Intervention Resources <http://www.interventioncentral.org/>
- Total RtI <http://thertisite.learningtodayonline.com/>
- National Center on Response to Intervention <http://www.rti4success.org/>
- The National Center for Learning Disabilities <http://www.nclid.org/>
- The IRIS Center: <http://www.iris.peabody.vanderbilt.edu/>
- National Association of State Directors of Special Education, Inc.: <http://www.nasdse.org/>
- The National Center on Student Progress Monitoring: <http://www.studentprogress.org/>
- National Reading Panel (NRP) <http://www.nationalreadingpanel.org/>
- RTI Action Network: <http://www.rtinetwork.org/>
- Reading Rockets: <http://www.readingrockets.org/>
- Texas Center for Reading and Language Arts <http://www.meadowscenter.org/vgc/>
- University of Kansas Center for Research on Learning <http://www.kucrl.org/>
- University of Oregon: [http://oregonreadingfirst.uoregon.edu/inst\\_curr\\_review\\_si.html](http://oregonreadingfirst.uoregon.edu/inst_curr_review_si.html)
- Khan Academy <http://www.khanacademy.org/>

### Parent/Family Resources:

- MS Department of Education [www.mde.k12.ms.us](http://www.mde.k12.ms.us)
- National Center on Response to Intervention <http://www.rti4success.org/>
- The National Center for Learning Disabilities <http://www.nclid.org/>
- Parenting <http://www.parenting.org/>
- Family Education <http://www.familyeducation.com/home/>
- The Starfall Store <http://www.starfall.com/>
- Reading Rockets <http://www.readingrockets.org/audience/parents/buildskills/>
- Math Online <http://www.math.com/>
- AplusMath <http://www.aplusmath.com/>
- Khan Academy <http://www.khanacademy.org/>

# GREENWOOD PUBLIC SCHOOL DISTRICT

## 2016-2017 SCHOOL CALENDAR



(President Day, 2 days for Fall Break and a week for Thanksgiving Holidays)

Month	Day of the Week	Activity
July 4 – 5, 2016	Monday - Tuesday	Holiday
August 1 - 3, 2016	Monday - Wednesday	Professional Development/Work Days
August 4, 2016	Thursday	Student Report ( <b>Full Day</b> )
September 5, 2016	Monday	Labor Day Holiday
September 7, 2016	Wednesday	1 <sup>st</sup> Quarter Progress Reports Issued
October 5, 2016	Wednesday	End of 1 <sup>st</sup> 9 Weeks
October 12, 2016	Wednesday	Parent Conference Day ( <b>No Students</b> ) (Report Cards Will Be Issued)
October 13 - 14, 2016	Thursday-Friday	Fall Break
November 9, 2016	Wednesday	2 <sup>nd</sup> Quarter Progress Reports Issued
November 21 - 25, 2016	Monday – Friday	Thanksgiving Holidays
December 20, 2016	Tuesday	End of 1 <sup>st</sup> Semester ( <b>60% Day</b> ) Holidays Begin
December 21 – January 3	Wednesday – Tuesday	Christmas/New Year’s Holiday
January 4, 2017	Wednesday	Professional Development ( <b>No Students</b> )
January 5, 2017	Thursday	Class Resume
January 11, 2017	Wednesday	Report Card Issued
January 16, 2017	Monday	Martin Luther King, Jr. Holiday
February 8, 2017	Wednesday	3 <sup>rd</sup> Quarter Progress Reports Issued
February 20, 2017	Monday	President Day
March 8, 2017	Wednesday	End of Third Nine Weeks
March 13 – 17, 2017	Monday-Friday	Spring Break
March 20, 2017	Monday	Parent Conference Day ( <b>No Student</b> ) (Report Card Will Be Issued)
April 14, 2017	Friday	Good Friday
April 17, 2017	Monday	Easter Monday
April 19, 2017	Wednesday	4 <sup>th</sup> Quarter Progress Report Issued
May 19, 2017	Friday	Graduation
May 24, 2017	Wednesday	Last day for Students( <b>60% Day</b> )
May 25, 2017	Thursday	Last day for Teachers Mailed Report Cards
May 29, 2017	Monday	Holiday (Memorial Day)

180 Student Days

187 Teacher Days

Additional Parent Teacher Conference Days may be added for Pre-K

Board Approved & Revised – May 17, 2016

**Threadgill Elementary School**  
**6<sup>TH</sup> Grade**  
**Master Schedule**  
**2016-2017**

<b>Teacher</b>	<b>Homeroom</b> 7:45-8:00	<b>1<sup>st</sup> Period</b> 8:05-8:55 (50 mins)	<b>2<sup>nd</sup> Period</b> 9:00-9:50 (50 mins)	<b>3<sup>rd</sup> Period</b> 9:55-10:45 (50 mins)	<b>4<sup>th</sup> Period</b> 10:45-11:35 (50 mins)	<b>5<sup>th</sup> RECESS</b> 11:35-11:51 (15 mins)	<b>6<sup>th</sup></b> 11:55-12:25 (30 mins) <b>(LUNCH)</b>	<b>7<sup>th</sup></b> 12:25-1:20 (55 mins)	<b>8<sup>th</sup> Period</b> 1:25-2:15 (50 mins)	<b>9<sup>th</sup> Period</b> 2:15-3:15 (57 mins)
<b>601 Mrs. Martin Room 1</b>	<b>HOMEROOM</b>	<b>PE/Art</b>	<b>601 Reading</b>	<b>601 Social Studies</b>	<b>603 Reading</b>	<b>RECESS</b>	<b>LUNCH</b>	<b>603 Social Studies</b>	<b>602 Reading</b>	<b>602 Social Studies</b>
<b>602 Kevin Haymore Room 3</b>	<b>HOMEROOM</b>	<b>PE/Art</b>	<b>602 Math</b>	<b>602 Science Health</b>	<b>601 Math</b>	<b>RECESS</b>	<b>LUNCH</b>	<b>601 Science Health</b>	<b>603 Math</b>	<b>603 Science Health</b>
<b>603 Robin York Room 2</b>	<b>HOMEROOM</b>	<b>PE/Art</b>	<b>603 Language</b>	<b>603 Writing</b>	<b>602 Language</b>	<b>RECESS</b>	<b>LUNCH</b>	<b>602 Writing</b>	<b>601 Language</b>	<b>601 Writing</b>
<b>HEALTH WILL BE TAUGHT 10 MINUTES PER DAY DURING THE SCIENCE PERIOD</b>										

**Threadgill Elementary School**  
**5<sup>TH</sup> Grade**  
**Master Schedule**  
**2015-2016**

<b>Teacher</b>	<b>HOMEROOM</b> 7:30-7:45	<b>1<sup>st</sup> Period</b> 7:45-8:35 (70 mins)	<b>2<sup>nd</sup> Period</b> 9:00-9:50 (60 mins)	<b>3<sup>rd</sup> Period</b> 9:50-10:40 (60 mins)	<b>4<sup>th</sup> Period</b> 10:40-11:30 (60 mins)	<b>5<sup>th</sup> Period</b> 11:30-12:30 (64 mins)	<b>12:30-1:00</b> (30 mins)	<b>Recess</b> 1:00-1:15 (15 mins)	<b>6<sup>th</sup> Period</b> 1:30-2:10 (60 mins)	<b>7<sup>th</sup> Period</b> 2:10-3:10 (60 mins)
<b>501 Michael Higgin Room 5</b>	HOMEROOM	<b>501 Math</b>	PLAN	<b>501 Health/DI</b>	<b>502 Math</b>	<b>502 Health/DI</b>	LUNCH	Recess	<b>503 Math</b>	<b>504 Math</b>
<b>502 Deirdre Brownlee Room 8</b>	HOMEROOM	<b>502 Science</b>	PLAN	<b>502 Soc. Stud</b>	<b>501 Science</b>	<b>501 Soc. Stud</b>	LUNCH	Recess	<b>504 Science</b>	<b>503 Science</b>
<b>503 Carol Salley Room 4</b>	HOMEROOM	<b>503 Reading</b>	PLAN	<b>503 Social Studies</b>	<b>504 Reading</b>	<b>504 Soc. Stud.</b>	LUNCH	Recess	<b>502 Reading</b>	<b>501 Reading</b>
<b>504 Tawhla Elmore Room 6</b>	HOMEROOM	<b>504 Lang. Arts</b>	PLAN	<b>504 DI (writing)</b>	<b>503 Lang. Arts</b>	<b>503 DI (writing)</b>	LUNCH	Recess	<b>501 Language Arts</b>	<b>502 Language Arts</b>

**HEALTH WILL BE TAUGHT 10 MINUTES PER DAY DURING THE SCIENCE WITH BROWNLEE PERIOD & DI**

**Threadgill Elementary School  
Master Schedule  
2015-2016  
4<sup>th</sup> Grade**

Teacher	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	LUNCH/RECESS		5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period
	7:45-8:50 (65 mins)	8:52-9:47 (55 mins)	9:50-10:45 (58 mins)	10:50-11:40 (50 mins)	11:40-12:30 (30 mins)		12:35-1:40 (65 mins)	1:45-2:10 (25 mins)	2:15-3:15 (60mins)
					LUNCH 11:40-12:10	RECESS 12:15-12:30		<b>Move to Learn</b>	
402 Tulawna Belcher Room 12	402 Reading	403 Reading	401 Reading	Plan			404 Reading	402 Health	402 SCI
403 Jennifer Jyles Room 10	403 Math	402 Math	404 Math	Plan			401 Math	403 Health	403 SCI
								1:40-2:25 (45 mins)	2:30-3:15 (45 mins)
401 Orlanda Thomas Room 11	LANG 401	LANG 404	LANG 402	Plan			LANG 403	SCI 401 Health	SCI 404 Health
404 Willie Shoddie Room 13	SOC. STUD 404	SOC. STUD 401	SOC. STUD 403	Plan			SOC. STUD 402	DI 404	DI 401

**HEALTH WILL BE TAUGHT 10 MINUTES PER DAY DURING THE SCIENCE PERIOD IN THOMAS**

**Threadgill Elementary School  
3<sup>rd</sup> Grade  
Master Schedule**

	<b>301 Reading</b>	<b>301 Language</b>	<b>Plan</b>	<b>301 Soc. Stud</b>				<b>302 Lang</b>	<b>302 Health</b>
	<b>302 Math</b>	<b>302 Science</b>	<b>Plan</b>	<b>302 Soc. Stud</b>				<b>301 Science</b>	<b>301 Health</b>
<b>303 Patricia Adams Room 17</b>	<b>303 Reading</b>	<b>303 Language</b>	<b>Plan</b>	<b>303 Soc. Stud</b>	<b>Lunch</b>	<b>RECESS</b>	<b>304 Reading</b>	<b>304 Language</b>	<b>304 Health</b>
	<b>304 Math</b>	<b>304 Science</b>	<b>Plan</b>	<b>304 Soc. Stud</b>				<b>303 Science</b>	<b>303 Health</b>
	<b>305 Reading</b>	<b>305 Language</b>	<b>Plan</b>	<b>305 Math</b>				<b>305 Soc. Stud.</b>	<b>305 Health</b>

**Threadgill Elementary School**  
**2<sup>nd</sup> Grade**  
**Master Schedule 2016-2017**

<b>Teacher</b>	<b>1<sup>st</sup> Period 7:45-9:30 (105 mins)</b>	<b>2<sup>nd</sup> Period Recess 9:35-9:50 (15 mins)</b>	<b>3<sup>rd</sup> Period 9:55-11:10 (75 mins)</b>	<b>Lunch 11:15-11:45 (30 mins)</b>	<b>4<sup>th</sup> Period 11:45-12:30 (45 mins)</b>	<b>5<sup>th</sup> Period Physical Ed. Move to Learn 12:35-12:45 (10 mins)</b>	<b>6<sup>th</sup> Period 12:50-2:10 (75 mins)</b>	<b>7<sup>th</sup> Period 2:15-3:15 (60 mins)</b>	
<b>201 Janet Dupont Room 46</b>	<b>201 Reading</b>	<b>201 Recess</b>	<b>201 Language</b>	<b>201 Lunch</b>	<b>Planning</b>	<b>Move to Learn</b>	<b>201 Math</b>	<b>Science (S1) Soc. Stud (S2)</b>	
<b>202 Wanda Love Room 41</b>	<b>202 Reading</b>	<b>202 Recess</b>	<b>202 Language</b>	<b>202 Lunch</b>	<b>Planning</b>	<b>Move to Learn</b>	<b>202 Math</b>	<b>Science (S1) Soc. Stud (S2)</b>	
<b>203 Arnetta Crutcher Room 42</b>	<b>203 Reading</b>	<b>203 Recess</b>	<b>203 Language</b>	<b>203 Lunch</b>	<b>Planning</b>	<b>Move to Learn</b>	<b>203 Math</b>	<b>203 Science (S1) Soc. Stud (S2)</b>	
<b>204 Stefanie Lott Room 50</b>	<b>204 Reading</b>	<b>204 Recess</b>	<b>204 Language</b>	<b>204 Lunch</b>	<b>Planning</b>	<b>Move to Learn</b>	<b>204 Math</b>	<b>Science (S1) Soc. Stud (S2)</b>	
<b>205 Leah Schnelle 48</b>	<b>205 Reading</b>	<b>205 Recess</b>	<b>205 Language</b>	<b>Lunch</b>	<b>Planning</b>	<b>Move to Learn</b>	<b>205 Math</b>	<b>205 Science (S1) Soc. Stud (S2)</b>	

**HEALTH WILL BE TAUGHT 10 MINUTES PER DAY DURING THE SCIENCE PERIOD**

**Threadgill Elementary School**  
**1st Grade**  
**Master Schedule**  
**2016-2017**

<b>101 Tysha Ware Room 44</b>	<b>Reading</b>	<b>Recess</b>	<b>Language</b>	<b>LUNCH</b>	<b>Math</b>	<b>Planning</b>	<b>Science(S1) Soc. Stud (S2)</b>	<b>Health</b>	
<b>102 Eunice Bales Brown Room 45</b>	<b>Reading</b>	<b>Recess</b>	<b>Language</b>	<b>LUNCH</b>	<b>Math</b>	<b>Planning</b>	<b>Science(S1) Soc. Stud (S2)</b>	<b>Health</b>	
<b>103 Stephanie Mathis Room 38</b>	<b>Reading</b>	<b>Recess</b>	<b>Language</b>	<b>LUNCH</b>	<b>Math</b>	<b>Planning</b>	<b>Science(S1) Soc. Stud (S2)</b>	<b>Health</b>	
<b>104 Carolyn Haley 36</b>	<b>Reading</b>	<b>Recess</b>	<b>Language</b>	<b>LUNCH</b>	<b>Math</b>	<b>Planning</b>	<b>Science(S1) Soc. Stud (S2)</b>	<b>Health</b>	
<b>105 Freida Jordan Room 40</b>	<b>Reading</b>	<b>Recess</b>	<b>Language</b>	<b>LUNCH</b>	<b>Math</b>	<b>Planning</b>	<b>Science(S1) Soc. Stud (S2)</b>	<b>Health</b>	

**Threadgill Elementary School  
Master Schedule  
Kindergarten**

Teachers	1st PERIOD 7:45-8:15 (30 min)	2nd PERIOD 8:15-8:45 (30 min)	LUNCH 8:45- 9:15 (30 min)	RECESS 9:15- 9:45 (30 min)	3rd PERIOD 9:45- 10:15 (30 min)	4th PERIOD 10:15- 10:45 (30 min)	5th PERIOD 10:45- 11:15 (30 min)	6th PERIOD 11:15- 11:45 (30 min)	7th PERIOD 11:45- 12:15 (30 min)
0003 Wendy/Catherine Turner Room 103	Reading	Language	Lunch	Recess	Math	Sci/SS	Health	Planning	DI/ Center Time
0004 Corynn/Cynthia Jones Room 104	Reading	Language	Lunch	Recess	Math	Sci/SS	Health	Planning	DI/ Center Time
0002 Dale/Cheryl/Annie Goodman Room 102	Reading	Language	Lunch	Recess	Math	Sci/SS	Health	Planning	DI/ Center Time
0001 Corynn/Cynthia Jones Room 101	Reading	Language	Lunch	Recess	Math	Sci/SS	Health	Planning	DI/ Center Time
0005 Tiketha Patty-Harris/Shelli Acy	Reading	Language	Lunch	Recess	Math	Sci/SS	Health	Planning	DI/ Center Time

Science is taught the 1<sup>st</sup> semester; Social Studies is taught the second semester.

\*DI may include Kindergarten curriculum recommended quiet time to include but not limited to individual activities, sustained silent reading, listening to books on tape, drawing, or resting, as appropriate for each individual student.

## GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

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**POSITION TITLE:** Principal

**REPORTS TO:** Superintendent

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**JOB GOAL:**

To provide instructional leadership to ensure a successful or higher accreditation rating and meet AYP in Language Arts and Mathematics. Principals must also be responsible for building administration and ensure the safety and welfare of all students and staff.

**Essential Duties and Responsibilities. (Other duties may be assigned)**

1. Maintains a school QDI of successful or higher on all state, district, and school-level assessments.
2. Ensures that the school meets Annual Yearly Progress (AYP) in Language Arts and Mathematics.
3. Leads in the development and implementation of the district's focus, vision, mission, goal and strategies that emphasize student learning.
4. Leads the development and implementation of annual, data-driven school improvement plans, strategic plans and school-wide plans.
5. Advocates, nurtures, and sustains a school climate and culture conducive to teaching and learning.
6. Provides leadership in curriculum development and the instructional program.
7. Creates an environment of collaboration among all stakeholders.
8. Supervises and evaluates staff.
9. Monitors instruction on a daily basis.
10. Promotes and leads professional development of staff.
11. Maintains a safe, disciplined and respectful environment for staff and students.
12. Manages fiscal resources: budgets, activity funds.
13. Manages information technology.

35. Communicates the importance of focusing on the needs of students and parents.
36. Ensures teachers are evaluated on a regular basis.
37. Provides staff with opportunities for professional growth.
38. Delegates leadership to assistant principal or designee.
39. Interacts effectively with faculty, students, and parents.
40. Effectively implements the Response To Intervention (RTI) Tier Process.
41. Provides faculty and staff with information concerning current laws and policies which affect instruction.
42. Monitors programs and activities in this school.
43. Keeps classroom interruptions to a minimum.
44. Establishes routines and procedures that contribute to teaching and learning.
45. Expects teachers to keep students actively engaged in meaningful classroom activities.
46. Actively seeks resources for this school.
47. Promotes the use of technology in all aspects of the school.
48. Ensures that assistance is provided to faculty and others in utilizing technology.
49. Communicates information clearly and succinctly.
50. Performs duties in a professional manner.
51. Dresses appropriately.
52. Keeps Assistant Superintendent for Academic Education and Instruction and the Superintendent informed of the school's activities and problems.
53. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
54. Works cooperatively with members of the Central Office Staff: Personnel, Finance, Food Service, Maintenance and Transportation, Academic Education and Special Education.

70. Supervises the guidance program to enhance individual student education and development.
71. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.
72. Attends special events held to recognize student achievement, and attends school sponsored activities, functions, and athletic events.
73. Promotes the health and well-being of all students.
74. Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.
75. Works with the Personnel Director in the selection and supervision of all school building personnel except cafeteria.
76. Approves the master schedule and any special assignments.
77. Orientates newly assigned staff members.
78. Conducts meetings of the staff as necessary for the proper functioning of the school.
79. Recommends, according to established procedures, the removal of a teacher whose work is unsatisfactory.
80. Makes arrangements for special conferences between parents and teachers.
81. Supervises the daily use of the school facilities for both academic and nonacademic purposes.
82. Plans and supervises fire drills, tornado drills, and an emergency preparedness program.
83. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.
84. Provides for adequate inventories of property under his jurisdiction and for the security and accountability for that property.
85. Supervises all activities and programs that are outgrowths of the school's curriculum.
86. Supervises and evaluates the school's extracurricular programs.

## GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

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**POSITION TITLE:** District School Improvement Specialist

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

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

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### **JOB GOAL:**

The District School Improvement Specialist is a master teacher and a communication link for curriculum and instruction issues between District Curriculum and Instruction, other departments and the assigned School Improvement school sites. The specialist assists, supports, and coaches staff members in effective instruction with emphasis in the curriculum areas of reading, writing and mathematics to ensure student success and academic achievement. Specialists promote school improvement by facilitating training, providing professional development and ensuring the implementation of Mississippi College and Career Readiness ELA and Math Standards, district curriculum, and the school improvement plan including all ESEA compliance regulations. The goal of the school improvement specialist is to build capacity in the use of effective instruction by providing ongoing coaching, demonstration teaching, program monitoring, prescriptive intervention strategies for all identified school sites and teachers and to assist the principal in providing school-wide leadership in implementing program requirements and documentation.

### **Essential Duties and Responsibilities. (Other duties may be assigned)**

1. Assists the principal in the overall administration of the School Improvement program.
2. Advise administrators of Accountability requirements.
3. Demonstrate understanding and proficient use of current software related to assessment and accountability.
4. Supervises the scoring of all assessments and conducts statistical analyses of results for all schools and areas of group testing conducted.
5. Develops and delivers professional development on the administration of assessments, use of data, and data analysis with teachers and administrators.
6. Creates documents that assist in the analyzation of school level and District level data
7. Makes quarterly reports to the Board on benchmark assessment data
8. Attends and facilitates data sessions at schools upon request
9. Prepares informative reports, including graphic tabular and narrative forms, and instructional materials for all stakeholders.

**SUPERVISORY RESPONSIBILITIES:**

The School Improvement Specialist works in conjunction with district leadership and various departments to enhance teacher effectiveness and student achievement. The specialist • supports the goals, objectives, strategies and programs of the district • is a communication link between the district and school sites • develops and/or provides professional development • assists the alignment of standards/curriculum with related instructional materials, strategies and activities • assists the design and creation of materials and assessments to align with standards and performance objectives • is an active, participating member of district assigned curriculum committees • attends district-level meetings and trainings • completes other duties as assigned.

**EDUCATION AND/OR EXPERIENCE:**

- Master's Degree in Education with 5 years documented successful experience teaching reading -OR-
- Bachelor's Degree with 6 years documented successful experience teaching reading with a minimum of 4 years of literacy experience at the State, District, or School Level,
- Successful experience facilitating adult learning and delivering professional development specific to literacy instruction (e.g., professional development feedback / surveys, letters from participants, etc.),
- Experience mentoring, coaching, and providing feedback about instruction to classroom teachers,
- Experience leading others in a collaborative process,
- Experience analyzing and using student achievement data for instructional purposes, and
- Extreme knowledge of Accountability Model and Business Rules

**CERTIFICATES, LICENSES, REGISTRATIONS:**

Valid K-12 Mississippi Administrative License

**TERMS OF EMPLOYMENT:**

Salary and work year to be established by the Board.

**EVALUATIONS:**

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Certified Personnel.

**Approved by:** Board of Trustees, Greenwood Public Schools      **Date** \_\_\_\_\_

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

## GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

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**POSITION TITLE:** District Positive Behavior Intervention and Support (PBIS) Specialist

**REPORTS TO:** Principal, Director of Curriculum and Instruction and Director of Special Education

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

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### **JOB GOAL:**

The District Positive Behavior Intervention and Support (PBIS) Specialist provides leadership and direction at the school level, working to design, implement, coordinate and evaluate a comprehensive behavior support program. In addition, the District Positive Behavior Intervention Specialist works directly and aggressively with identified students to adopt behaviors that substantially increase their academic performance. These students are the lowest achieving students who have been identified in Child Find as requiring substantial supplemental behavior intervention and support. Under the supervision of the building principal and district representative, the Positive Behavior Intervention Specialist will provide diversified strategies and activities specifically designed for targeted students.

### **Essential Duties and Responsibilities. (Other duties may be assigned)**

1. Provide district leadership in sustaining the District level PBIS team.
2. Contribute to district level PBIS team and provide support for decision making and effective team functioning.
3. Coach and train school PBIS coordinators.
4. Meet with District administration to produce district level support and products for successful PBIS implementation within the schools.
5. Present quarterly report to District administration on the ongoing successes and barriers to PBIS implementation.
6. Maintain open and ongoing communication with district and building PBIS leadership teams.
7. Provide staff development to support successful implementation of PBIS.
8. Provide training and technical support for PBIS and SWIS.
9. Promote PBIS within the District through various modes (school board meetings, newsletter, website).
10. Work collaboratively with school level PBIS teams and coordinators.

28. Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
29. Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
30. Conduct conflict resolution and peer mediation sessions
31. Review behavior referrals and SWIS data reports
32. Consult with community social workers, school counselors, and teachers
33. Attend professional development opportunities to maintain high level of skill and knowledge of current research and practices
34. Serve as a consultant to administrators, teachers, and parents
35. Organize and schedule time commitments to meet demands of the job
36. Comply with all safety policies, practices and procedures; report all unsafe activities to supervisor and/or Human Resources.
37. Participate in proactive team efforts to achieve District, building, departmental and/or grade level goals
38. Provide leadership to others through example and sharing of knowledge/skill
39. Adheres to all GPSD policies and procedures as well as the Mississippi Educator Code of Ethics.
40. Serve as a bridge to connect students, parents, and teachers to a building level advocate for the purpose of monitoring and communicating student progress.
41. Work with students, staff, parents and guardians for the purpose of evaluating situations, solving problems, resolving conflicts, referring to appropriate professionals, and enhancing student success in school.
42. Attends professional development sessions as scheduled in the district professional development plan.
43. All certified employees are expected to work an 8-hour work day, usually 7:30 a.m. to 3:30 p.m. unless otherwise noted or as adjusted by the principal or supervisor.
44. Punctuality.
45. Must clock in and out at the appropriate scheduled time assigned.
46. Shall dress in an appropriate professional manner.
47. All District level staff must inform their supervisor whenever leaving their office during the working day.

## GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

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

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

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### **JOB GOAL:**

The MTSS Coordinator/Interventionist focuses on improving student performance through systemic change that emphasizes identifying and providing evidence-based intervention/prevention strategies supported by current research and best practices. This position is also responsible for assisting the Director of Curriculum with the seamless implementation of the Multi-Tiered System of Supports and the Early Warning System in compliance with MS State Board Policy Chapter 3 Part 41 - Intervention.

### **Knowledge, Skills, and Attributes**

- Excellent interpersonal skills;
- Ability to articulate and present information, overviews and reports in both written and verbal form;
- Thorough knowledge of MTSS/EWS, intervention initiatives and trends;
- Thorough knowledge of implementing and sustaining Student Assistance Programs (SAP) in schools;
- Knowledge of STI, STAR, School Status, MSIS and their report frameworks along with other computer/technology skills that include, but are not limited to, Word, PowerPoint, Excel
- Knowledge of additional electronic data collection and graphing software;
- Ability to keep abreast of new guidelines, practices and regulations related to program compliance and quality assurance standards;
- Demonstrated organizational and leadership skills;
- Ability to work with and among diverse populations; and
- Demonstrated knowledge of state laws and district policies and procedures to ensure adherence to the rights and responsibilities of students, parents, and school system personnel.

### **Essential Duties and Responsibilities. (Other duties may be assigned)**

1. Serve as the liaison between the Office of the Director of Curriculum and each school
2. Serve as the liaison between the Office of the Director of Curriculum and the district's Office of Special Education

21. Must clock in and out at the appropriate scheduled time assigned.
22. Shall dress in an appropriate professional manner.
23. All Central Office staff must inform their supervisor whenever leaving their office during the working day.

**SUPERVISORY RESPONSIBILITIES:**

Will oversee members of school-based MTSS (TST) teams;

Will oversee the work of external service providers used to further the implementation of MTSS facilitators that deliver the curriculum for the district's tobacco prevention initiative.

**EDUCATION AND/OR EXPERIENCE:**

- Minimum of a bachelor's degree from an accredited college or university (master's degree preferred)
- Minimum of three (3) years of successful teaching and/or counseling experience
- Successful experience facilitating adult learning and delivering professional development specific to literacy instruction (e.g., professional development feedback / surveys, letters from participants, etc.),
- Experience mentoring, coaching, and providing feedback about instruction to classroom teachers,
- Experience leading others in a collaborative process,
- Experience analyzing and using student achievement data for instructional purposes, and

**CERTIFICATES, LICENSES, REGISTRATIONS:**

Valid K-12 Mississippi Educator's License

**TERMS OF EMPLOYMENT:**

Salary and work year to be established by the School Board Salary Schedule.

**EVALUATIONS:**

Performance of this job will be evaluated in accordance with the provisions of the Board's Policy on Evaluation of Certified Personnel.

Approved by: Board of Trustees, Greenwood Public Schools                      Date \_\_\_\_\_

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

## GREENWOOD PUBLIC SCHOOL DISTRICT POSITION DESCRIPTION

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**POSITION TITLE:** Interventionist

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

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

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### **JOB GOAL:**

The interventionist will provide systematic intervention to students in the assigned school. The school interventionist's primary purpose is to improve academic achievement of all students. Interventionists will provide leadership to classroom teachers in implementing intervention initiatives. They will also plan, implement, and assess intervention services to ensure fidelity. Interventionists will increase the staff's capacity to effectively implement identified core or universal practices to all students, by providing staff with ongoing and embedded professional development. School interventionist will address the needs of specific groups of students who were previously identified as requiring special education services, including students who have dropped out of school and those who are at risk for school failure due to academic, social, or behavioral issues; and work closely with the School Teacher Support Committee (TST) Committee as well as a community advisory board.

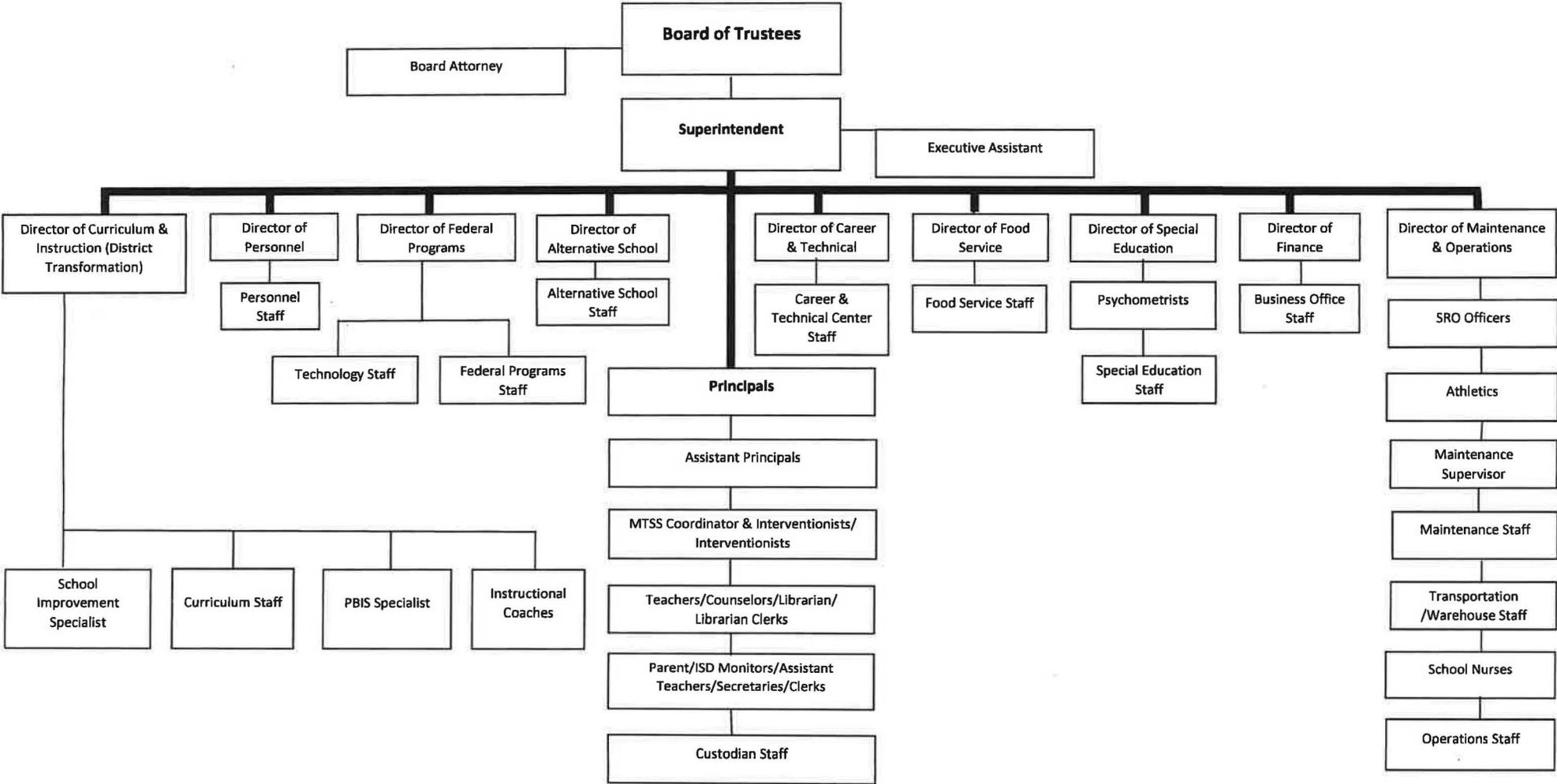
### **Essential Duties and Responsibilities. (Other duties may be assigned)**

1. Assist the buildings and district in implementing Multi-Tiered Systems of Supports, Teacher Support Team (TST) and 504 process.
2. Direct services designed to assist students for the purpose of helping students successfully meet Mississippi College and Career Readiness Standards.
3. Assists in reviewing/revising curriculum documentations at the district and school level.
4. Assists the organization and administration of any district's academic/instructional initiative programs.
5. Analyze grade, class and individual student academic and behavioral data for the purpose of increasing student achievement and making informed decisions relative to instructional practices.
6. Review and evaluate student achievement information in order to place students in appropriate academic intervention and support services.

and adjusting intervention and instructional strategies to make content accessible to every student.

20. Mentor and coach staff for the purpose of building capacity to teach academic and behavioral skills in order to improve academic and behavior instruction at the schools.
21. Effectively communicate, collaborate and consult with staff, administrators and families on promoting positive peer relationships and social problem solving, school wide positive behavior systems, interventions, supports and programs to promote student wellness and reduce barriers to learning.
22. Use collaboration and communication skills to function as change agents to promote necessary change at the individual student, classroom, school and district level.
23. Communicate knowledge and experience by taking on a leadership role, district and/or school wide, when initiatives involve area of expertise..
24. Identify students with special education needs who have dropped out or are at risk of dropping out of school for the purpose of providing assistance to help students meet academic requirements for graduation.
25. Lead students to existing credit recovery programs for the purpose of helping students meet credit requirements for graduation.
26. Assist with monitoring drop out information required by the Mississippi Department of Education for the purpose of ensuring compliance with state legal reporting requirements.
27. Research evaluate, and present best practice in dropout prevention and recovery strategies for the purpose of re-engaging student dropouts.
28. Adheres to all GPSD policies and procedures as well as the Mississippi Educator Code of Ethics.
29. Work with students, staff, parents and guardians for the purpose of evaluating situations, solving problems, resolving conflicts, referring to appropriate professionals, and enhancing student success in school.
30. Attends professional development sessions as scheduled in the district professional development plan.
31. All certified employees are expected to work an 8 hour work day, usually 7:30 a.m. to 3:30 p.m. unless otherwise noted or as adjusted by the principal or supervisor.
32. Punctuality.

# Proposed Greenwood Public Schools Organizational Chart



RECEIVED

Revised 11/16/15

OFFICE OF PROCUREMENT

MDE Grant No. 18/1201058410/6000000999/3369/002

Page 1 of 6

2017 JUL 26 PM 12 28

MISSISSIPPI DEPARTMENT OF EDUCATION  
GRANT SIGNATURE SHEET  
P. O. BOX 771  
JACKSON, MISSISSIPPI 39205

1. Grantee's Name and Address  
Greenwood Public School District  
(Threadgill Elementary)  
Post Office Box 1497  
401 Howard Street  
Greenwood, MS 38930

2. Grantee's Contact Person and Telephone No.

Dr. Jennifer Wilson, Superintendent 662-453-4231

3. CFDA No. 84.377

4. Title of Federal Program School Improvement Grant 1003(g)

5. Federal Award No. ES377A140025, ES377A150025, ES377A160025

6. Grant Beginning and Ending Dates: Year 1 (SY17-18) July 1, 2017 - July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 - July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 - July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 - July 31, 2021, with a liquidation period ending Sept. 12, 2021

7. The following funds are obligated:

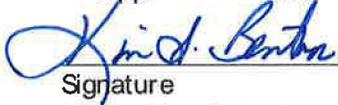
SY	GENERAL	FEDERAL/OTHER FUNDS	TOTAL
Year 1		\$478,647.34	\$478,647.34
Year 2		\$452,714.00	\$452,714.00
Year 3		\$349,214.00	\$349,214.00
Year 4		\$233,002.66	\$233,002.66
<b>Grand Total</b>		<b>\$1,513,578.00</b>	<b>\$1,513,578.00</b>

8. The grantee agrees to carry out tasks outlined in this grant in accordance with all provisions of this grant included herein. The following sections are attached and incorporated into this agreement:

- Statement of Work
- Budget Summary
- Budget Narrative
- Standard Terms and Conditions

- Reporting Requirements
- Special Condition
- Travel Policy
- Other: \_\_\_\_\_

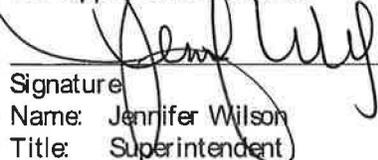
9. Approved for Mississippi Department of Education



Signature  
Name: Kim S. Benton  
Title: Chief Academic Officer

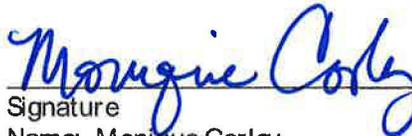
7/25/17  
Date

10. Approved for Grantee



Signature  
Name: Jennifer Wilson  
Title: Superintendent

7/12/17  
Date



Signature  
Name: Monique Corley  
Title: Director, Office of Procurement

7/26/2017  
Date

## INTRODUCTION

The grant agreement between the Mississippi Department of Education (hereinafter referred to as the "MDE") and Greenwood Public School District (hereinafter referred to as the "Grantee") is for the purpose of administering the School Improvement Grant Awards. The time period of the grant will be Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021.

## STATEMENT OF WORK

The grantee, Greenwood Public School District, will fulfill all terms and conditions as outlined in the documents listed below. In the event of conflict between the documents, the terms contained in the later document will prevail over the terms contained in the earlier documents.

Attachment 1:           The Mississippi Department of Education Request for Proposal for the FY15-FY16 School Improvement Grant 1003(G) dated March 27, 2017.

Attachment 2:           Proposal submitted by Greenwood Public School District.

The above documents, as well as written interpretations and grant negotiations, will govern this grant.

The statement of work is outlined in detail in the attached Request for Proposal and the proposal. The grantee is expected to perform all specified tasks unless otherwise notified by the department or mutually agreed upon by the grantee and the Mississippi Department of Education.

## PROGRAM REPORTING, COMPENSATION AND FINANCIAL REPORTS

The Mississippi Department of Education will grant Greenwood Public School District an amount not to exceed Year 1 (SY17-18) \$478,647.34; Year 2 (SY18-19) \$452,714.00; and Year 3 (SY19-20) \$349,214.00, Year 4 (SY20-21) \$233,002.66 for the purpose of cost reimbursement. School districts shall request reimbursement by submission of a Request for Funds form. Travel expenses will be reimbursed in accordance with MDE Travel Policy for Grantee.

## STANDARD TERMS AND CONDITIONS

### Availability of Funds

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

### Changes

This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

### Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

### Termination

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

### Access to Records

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorized their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the five year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

### Laws

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

### Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

### Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law.

### Copyrights

The Grantee: (i) agrees that the MDE shall determine the disposition of the title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Grantee's opinion be likely to become, the subject of any infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

### Personnel

Grantee agrees that, at all times, the employees of grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner.

### Surrender of Equipment

Grantee and the Mississippi Department of Education shall jointly conduct a closing inventory and grantee shall replace or repair all equipment lost, damaged, or destroyed to make up any deficiency between opening and closing inventories.

### Assignment

Grantee shall not assign or subcontract in whole or in part, its rights of obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent will be void and of no effect.

Property, Equipment and Supplies

Property, equipment and supplies purchased, in whole or in part, with funds provided under this agreement shall be procured, accounted for and disposed of in accordance with applicable State and Federal laws and regulations. Title to any equipment and supplies purchased under this agreement shall be vested in the grantee.

Mississippi Ethics

It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

BUDGET NARRATIVE

The Mississippi Department of Education will reimburse an amount not to exceed Year 1 (SY17-18) \$478,647.34; Year 2 (SY18-19) \$452,714.00; and Year 3 (SY19-20) \$349,214.00, Year 4 (SY20-21) \$233,002.66 using the breakdown of expenses approved in the Grant Renewal Application for each school year. Travel expenses will be documented in accordance with the attached travel policy.

MISSISSIPPI DEPARTMENT OF EDUCATION  
GRANT BUDGET SUMMARY  
P. O. BOX 771  
JACKSON, MISSISSIPPI 39205

<p>2. Grantee's Name and Address Greenwood Public School District (Threadgill Elementary) Post Office Box 1497 401 Howard Street Greenwood, MS 38930</p>	<p>2. Grantee's Contact Person and Telephone No. <u>Dr. Jennifer Wilson, Superintendent 662-453-4231</u></p> <p>3. CFDA No. <u>84.377</u></p> <p>4. Title of Federal Program <u>School Improvement Grant 1003(g)</u></p> <p>5. Federal Award No. <u>ES377A140025, ES377A150025, ES377A160025</u></p> <p>6. Grant Beginning and Ending Dates: <u>Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021</u></p>
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COST CATEGORY	TOTAL FUNDS
1. Salaries, Wages, Fees, and/or Fringe Benefits	1. _____
2. Travel (see travel policy) a. in-state b. out-of-state	2. _____ a. _____ b. _____
3. Contractual Services a. postage b. telephone c. rental of buildings and floor space d. rental of EDP and computer equipment e. other contractual services	3. _____ a. _____ b. _____ c. _____ d. _____ e. _____
4. Commodities	4. _____
5. Equipment a. office machines, furniture, fixtures and equipment b. data processing and computer equipment c. other equipment	5. _____ a. _____ b. _____ c. _____
6. Administrative Fees	6. _____
<b>GRAND TOTAL</b>	<b>\$ 1,513,578.00</b>



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

DISTRICT NAME <b>Greenwood Public School District</b>	DISTRICT NUMBER <b>4220</b>	SCHOOL CODE <b>4220020</b>
NCES LEA ID <b>2801650</b>	NCES SCHOOL ID <b>280165000259</b>	SUPERINTENDENT'S NAME <b>Dr. Jennifer Wilson</b>
SIG 1003(G) PROGRAM CONTACT <b>Mr. Charles Johnson</b>	ADDRESS <b>401 Howard Street</b>	
EMAIL ADDRESS <b>charlesjohnson@greenwood.k12.ms.us</b>	TELEPHONE NUMBER <b>662-453-4231</b>	FAX NUMBER <b>662-453-7423</b>

MODEL SELECTION  
**Transformation Model**

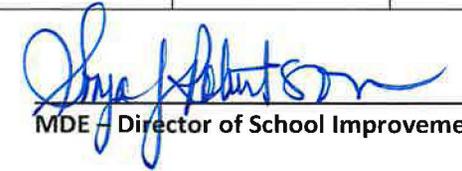
**Directions:**  
**LEA Budget Amounts Years 1, 2, and 3** = provide the total of Attachment (Implementation Budget), based on projected costs  
**LEA Budget Amounts Year 4 (Sustainability Activities)** = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of Year 1

School Name	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Four-Year Total
	Implementation	Implementation	Implementation	Sustainability Activities	
Threadgill Elementary School	478,647.34	452,714.00	349,214.00	233,002.66	\$ 1,513,578.00

7/25/17  
Date

  
MDE – Director of Fiscal Grants Management

7/25/2017  
Date

  
MDE / Director of School Improvement

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year 17-18)
- Priority
- Focus

FISCAL YEAR <b>FY18</b>	DISTRICT NUMBER <b>4220</b>	SCHOOL CODE <b>4220-020</b>	NCES LEA ID <b>2801650</b>	NCES SCHOOL ID <b>280165000259</b>
DISTRICT NAME <b>Greenwood Public School</b>			SCHOOL NAME <b>Threadgill Elementary School</b>	
ADDRESS <b>401 Howard Street</b>		SIG 1003(G) PROGRAM CONTACT <b>Charles Johnson</b>	SUPERINTENDENT NAME <b>Dr. Jennifer Wilson</b>	
EMAIL ADDRESS <b>charlesjohnson@greenwood.k12.ms.us</b>		TELEPHONE NUMBER <b>662-453-4231</b>	FAX NUMBER <b>662-453-7423</b>	



**MISSISSIPPI DEPARTMENT OF EDUCATION**  
Ensuring a bright future for every child

**FY 2017**  
**SCHOOL IMPROVEMENT GRANT (SIG) 1003(G)**  
**LEA FEDERAL BUDGET SUMMARY**  
**Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536**

<b>MDE USE ONLY</b>	PROGRAM APPROVAL DATE <b>7/25/17</b>		TOTALS <i>oak</i>
	TOTAL FUNDS <b>\$1,513,578.00</b>		
	CARRYOVER FUNDS		
	CURRENT FUNDS <b>\$478,647.34</b>		
	BEGIN DATE <b>7/1/17</b>	END DATE <b>9/30/17</b>	

**Directions:** Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	30000	7033				1,500.03			\$ 38,533.03
7	1270	Remediation Extended School Year	32000	7731				2000			\$ 41,731
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services	21666.66	6503.33				1000			\$ 29,170
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	103000	31361	70000			46100	30000		\$ 280,461
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	26000	7519		833.33		7666.66	13333.33		\$ 55,352.32
18	2710 - 2799	Student Transportation Services	13400	3200							\$ 16,600
19	2800 - 2899	Central Support Services (Tech)	12000	2800				2000			\$ 16,800
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
22	Total Budget		\$ 238,067	\$ 66,147	\$ 70,000	\$ 833.33	\$ 0	\$ 60,266.69	\$ 43,333.33	\$ 0	\$ 478,647.34

Date 7/25/17 MDE - Director of Fiscal Grants Management Delisha Campbell Date 7/25/17 MDE - Director of School Improvement Shya Robinson

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



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

<b>DISTRICT NAME</b> <b>Greenwood Public School District</b>	<b>SCHOOL NAME</b> <b>Threadgill Elementary School</b>	<b>DISTRICT CODE</b> <b>4220</b>
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**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Professional Services: Provide Professional Development services from July to the end of June to build teacher and administrator capacity in the form of modeling, coaching, training, tutoring, and observing for all subjects such as English, mathematics, science, social studies and etc...(for 58 days at \$1,200 Per Day)			70,000						\$ 70,000	54-72 93-12 1,128 -129
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$19,725	55,000	19,725							\$ 74,725	54-58, 77, 1 22-1 34
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables instructional materials, student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), lab kits, microscopes, tables, chairs, copiers, cameras, interactive boards, computers, mobile devices, etc..						46,100	30,000		\$ 76,100	56-59, 130-13 2, 144-15 1
2210	Financial Incentives: Stipends for staff members for achieving established school accountability goals	48,000	11,636							\$ 59,636	160, 166- 169
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 103,000	\$ 31,361	\$ 70,000	\$ 0	\$ 0	\$ 46,100	\$ 30,000	\$ 0	\$ 280,461	

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



Ensuring a bright future for every child

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

<b>DISTRICT NAME</b> <b>Greenwood Public School District</b>	<b>SCHOOL NAME</b> <b>Threadgill Elementary School</b>	<b>DISTRICT CODE</b> <b>4220</b>
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended-Day and Saturday School Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School and Saturday School) includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, and 4 hours for 5 days instructional supplies to enhance and operate the programs	30,000	7,033				1,500.03			\$ 38,533.03	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 30,000	\$ 7,033	\$ 0	\$ 0	\$ 0	\$ 1,500.03	\$ 0	\$ 0	\$ 38,533.03	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1270	Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development) includes salaries and benefits for 10 staff members working these programs @ 50.00 per hour, x 4 for 16 days instructional supplies to enhance and operate the programs	32,000	7,731				2,000			\$ 41,731	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 41,731	

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



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION  
*Ensuring a bright future for every child*

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

DISTRICT NAME <b>Greenwood Public School District</b>	SCHOOL NAME <b>Threadgill Elementary School</b>	DISTRICT CODE <b>4220</b>
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2710	Extended-Day and Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School, Saturday School, and Summer Development) includes salaries and benefits for (2) Bus Drivers working these programs @ 13.19 per hour	13,400	3,200							\$ 16,600	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 13,400	\$ 3,200	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,600	

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



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

<b>DISTRICT NAME</b> <b>Greenwood Public School District</b>	<b>SCHOOL NAME</b> <b>Threadgill Elementary School</b>	<b>DISTRICT CODE</b> <b>4220</b>
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2832	Recruitment: Salary Bonuses for Perspective Elementary Education teachers (Tested areas) @ \$2,000 x 6 teachers = \$12,000 and \$2,000 for recruitment supplies and materials to include but not limited to display boards, paper and ink for pamphlets, posters, brochures and etc....	12,000	2,800				2,000			\$ 16,800	160
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 12,000	\$ 2,800	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 16,800	

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



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

<b>DISTRICT NAME</b> <b>Greenwood Public School District</b>	<b>SCHOOL NAME</b> <b>Threadgill Elementary</b>	<b>DISTRICT CODE</b> <b>4220-020</b>
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2330	District Wide Staff for the School Improvement Implementation, Monitoring and Compliance : School Improvement Specialist 1/3- Salary-\$78,000 /Benefits-\$22,557 and \$3,000 for supplies and materials	26,000	7,519				1,000			\$ 34,519.00	39,40, 50,51, 100-10 4,156
2330	Professional Development Center: Provide equipment, furniture and supplies to be used to create a professional development center for school professional development sessions and Professional Learning Community meetings (Such as instructional books to be used in professional development sessions and PLC meetings, instructional resources to guide professional development and PLC meetings, Interactive display boards, white boards, tables, chairs and etc.)				833.33		6,666.66	13,333.33		\$ 20,833.32	101, 131, 132
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 26,000	\$ 7,519	\$ 0	\$ 833.33	\$ 0.00	\$ 7,666.66	\$ 13,333.33	\$ 0	\$ 55,352.32	

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



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

<b>DISTRICT NAME</b> <b>Greenwood Public School District</b>	<b>SCHOOL NAME</b> <b>Threadgill Elementary</b>	<b>DISTRICT CODE</b> <b>4220-020</b>
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2111	District Wide Staff for the Behavior Interventions and Supports- Implementation, Monitoring and Compliance : Positive Behavior Interventions & Supports (PBIS) Specialist -1/3- Salary-\$65,000 /Benefits-\$19,510 and \$3,000 for supplies and materials	21,667	6,503				1,000			\$ 29,170	50,51 ,65,6 6,136 ,187
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 21,667	\$ 6,503	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 29,170	

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year 18-19)
- Priority
- Focus



**FY 2017**  
**SCHOOL IMPROVEMENT GRANT (SIG)**  
**1003(G)**  
**LEA FEDERAL BUDGET SUMMARY**  
 Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

MDE USE ONLY	PROGRAM APPROVAL DATE	INITIALS
	TOTAL FUNDS	\$1,513,578.00
	CARRYOVER FUNDS	
	CURRENT FUNDS	\$452,714.00
	BEGIN DATE	END DATE
	7/1/17	9/30/21

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
FY19	4220	4220-020	2801650	280165000259
DISTRICT NAME			SCHOOL NAME	
Greenwood Public School			Threadgill Elementary School	
ADDRESS		SIG 1003(G) PROGRAM CONTACT		SUPERINTENDENT NAME
401 Howard Street		Charles Johnson		Dr. Jennifer Wilson
EMAIL ADDRESS		TELEPHONE NUMBER		FAX NUMBER
charlesjohnson@greenwood.k12.ms.us		662-453-4231		662-453-7423

**Directions:** Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)	
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1	1105	Pre-Kindergarten Programs									\$ 0	
2	1110	Kindergarten Programs									\$ 0	
3	1120	Elementary Programs									\$ 0	
4	1130	Middle-Junior High Programs									\$ 0	
5	1140	High School Programs									\$ 0	
6	1260	After School Programs	30000	7033				1500			\$ 38,533	
7	1270	Remediation Extended School Year	32000	7731				2000			\$ 41,731	
8	1300 - 1390	Adult/Continuing Education									\$ 0	
9	1410 - 1420	Summer School Programs									\$ 0	
10	1930 - 1990	Other Instructional Programs									\$ 0	
11	2110 - 2119	Attendance & Social Work Services	21666.66	6503.33				1000			\$ 29,170	
12	2120 - 2129	Guidance Services									\$ 0	
13	2130 - 2139	Health Services									\$ 0	
14	2190	Other Support Services - Students									\$ 0	
15	2210 - 2290	Improvement of Instruction	103000	31361	65000			50000	24000		\$ 273,361	
16	2220 - 2229	Educational Media Services									\$ 0	
17	2330	Special Area Administration	26000	7519				3000			\$ 36,519	
18	2710 - 2799	Student Transportation Services	13400	3200							\$ 16,600	
19	2800 - 2899	Central Support Services (Tech)	12000	2800				2000			\$ 16,800	
20	3900 - 3999	Other Non-Instructional Support									\$ 0	
21	7110	Indirect Costs Transfer Out	<b>Enter Indirect Cost Transfer Amount in the Total Column ONLY</b>									\$ 0
22	Total Budget		\$ 238,067	\$ 66,147	\$ 65,000	\$ 0	\$ 0	\$ 59,500	\$ 24,000	\$ 0	\$ 452,714	

Date 7/25/17

*Shirley Campbell*  
 MDE - Director of Fiscal Grants Management

Date 7/25/2017

*John J. Robertson*  
 MDE - Director of School Improvement

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Professional Development: Provide Professional Development services to build teacher and administrator capacity in the form of modeling, coaching, training, tutoring, and observing for all subjects such as English, mathematics, science, social studies and etc...(for 54 days at \$1,200 per day)			65,000						\$ 65,000	54-72, 93-121, 128-129
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$19,725	55,000	19,725							\$ 74,725	54-58, 77, 122-134
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables instructional materials, student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), lab kits, microscopes, tables, chairs, copiers, cameras, interactive boards, computers, mobile devices, etc..						50,000	24,000		\$ 74,000	54-59, 130-132, 144-151
2210	Financial Incentives: Stipends for staff members for achieving established school accountability goals	48,000	11,636							\$ 59,636	160, 166-169
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 103,000	\$ 31,361	\$ 65,000	\$ 0	\$ 0	\$ 50,000	\$ 24,000	\$ 0	\$ 273,361	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended-Day and Saturday School Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School and Saturday School) includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, and 4 hours for 5 days instructional supplies to enhance and operate the programs	30,000	7,033				1,500			\$ 38,533	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 30,000	\$ 7,033	\$ 0	\$ 0	\$ 0	\$ 1,500	\$ 0	\$ 0	\$ 38,533	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1270	Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development) includes salaries and benefits for 10 staff members working these programs @ 50.00 per hour, x 4 for 16 days instructional supplies to enhance and operate the programs	32,000	7,731				2,000			\$ 41,731	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 41,731	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2710	Extended-Day and Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School, Saturday School, and Summer Development) includes salaries and benefits for (2) Bus Drivers working these programs @ 13.19 per hour	13,400	3,200							\$ 16,600	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 13,400	\$ 3,200	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,600	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2832	Recruitment: Salary Bonuses for Perspective Elementary Education teachers @ \$2,000 x 6 teachers = \$12,000 and \$2,000 for recruitment supplies and materials to include but not limited to display boards, paper and ink for pamphlets, posters, brochures and etc....	12,000	2,800				2,000			\$ 16,800	160
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 12,000	\$ 2,800	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 16,800	

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



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

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

DISTRICT NAME <b>Greenwood Public School District</b>	SCHOOL NAME <b>Threadgill Elementary</b>	DISTRICT CODE <b>4220</b>
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2330	District Wide Staff for the School Improvement Implementation, Monitoring and Compliance : School Improvement Specialist 1/3- Salary-\$78,000 /Benefits-\$22,557 and \$3,000 for supplies and materials	26,000	7,519				1,000			\$ 34,519	39,40, 50,51, 100-10 4,156
2330	Professional Development Center: Provide equipment, furniture and supplies to be used to create a professional development center for school professional development sessions and Professional Learning Community meetings (Such as instructional books to be used in professional development sessions and PLC meetings, instructional resources to guide professional development and PLC meetings, Interactive display boards, white boards, tables, chairs and etc..)						2,000			\$ 2,000	101, 131, 132
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 26,000	\$ 7,519	\$ 0	\$ 0	\$ 0	\$ 3,000	\$ 0	\$ 0	\$ 36,519	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary	<b>DISTRICT CODE</b> 4220
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2111	District Wide Staff for the Behavior Interventions and Supports- Implementation, Monitoring and Compliance : Positive Behavior Interventions & Supports (PBIS) Specialist -1/3- Salary-\$65,000 /Benefits-\$19,510 and \$3,000 for supplies and materials	21,667	6,503				1,000			\$ 29,170	50,51,65,66,136,187
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 21,667	\$ 6,503	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 29,170	

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year 19-20)
- Priority
- Focus



**FY 2017**  
**SCHOOL IMPROVEMENT GRANT (SIG)**  
**1003(G)**  
**LEA FEDERAL BUDGET SUMMARY**  
 Use whole dollars only. Omit Commas  
 and Decimal Places, e.g., 2536

MDE USE ONLY	PROGRAM APPROVAL DATE		INITIALS
	7/25/17		JK
	TOTAL FUNDS		
	\$1,513,578.00		
	CARRYOVER FUNDS		
CURRENT FUNDS			
\$349,214.00			
BEGIN DATE		END DATE	
7/1/17		9/30/21	

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
FY20	4220	4220-020	2801650	280165000259
DISTRICT NAME			SCHOOL NAME	
Greenwood Public School			Threadgill Elementary School	
ADDRESS		SIG 1003(G) PROGRAM CONTACT		SUPERINTENDENT NAME
401 Howard Street		Charles Johnson		Dr. Jennifer Wilson
EMAIL ADDRESS		TELEPHONE NUMBER		FAX NUMBER
charlesjohnson@greenwood.k12.ms.us		662-453-4231		662-453-7423

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Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	30000	7033				1000			\$ 38,033
7	1270	Remediation Extended School Year	32000	7731				1000			\$ 40,731
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services	21666.66	6503.33				1000			\$ 29,170
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	103000	31361				39000			\$ 173,361
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	26000	7519				3000			\$ 36,519
18	2710 - 2799	Student Transportation Services	13400	3200							\$ 16,600
19	2800 - 2899	Central Support Services (Tech)	12000	2800							\$ 14,800
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
			<b>Enter Indirect Cost Transfer Amount in the Total Column ONLY</b>								
22	Total Budget		\$ 238,067	\$ 66,147	\$ 0	\$ 0	\$ 0	\$ 45,000	\$ 0	\$ 0	\$ 349,214

Date 7/25/17

*Delisha Campbell*  
 MDE - Director of Fiscal Grants Management

Date 7/25/2017

*Sonya Johnson*  
 MDE - Director of School Improvement

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$65,000/Benefits-\$19,725	55,000	19,725							<b>\$ 74,725</b>	54-58, 77,12 1,-134
2210	<small>Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables instructional materials, student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), lab kits, microscopes, tables, chairs, copiers, cameras, interactive boards, computers, mobile devices, etc.</small>						39,000			<b>\$ 39,000</b>	56-59, 130-1 32,14 4-151
2210	Financial Incentives: Stipends for staff members for achieving established school accountability goals	48,000	11,636							<b>\$ 59,636</b>	160, 166- 169
										<b>\$ 0</b>	
										<b>\$ 0</b>	
										<b>\$ 0</b>	
<b>FUNCTION TOTAL</b>		\$ 103,000	\$ 31,361	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	\$ 39,000	<b>\$ 0</b>	<b>\$ 0</b>	\$ 173,361	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended-Day and Saturday School Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School and Saturday School) includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, and 4 hours for 5 days instructional supplies to enhance and operate the programs	30,000	7,033				1,000			\$ 38,033	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 30,000	\$ 7,033	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 38,033	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1270	Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development) includes salaries and benefits for 10 staff members working these programs @ 50.00 per hour, x 4 for 16 days instructional supplies to enhance and operate the programs	32,000	7,731				1,000			\$ 40,731	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 32,000	\$ 7,731	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 40,731	

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



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

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

DISTRICT NAME <b>Greenwood Public School District</b>	SCHOOL NAME <b>Threadgill Elementary School</b>	DISTRICT CODE <b>4220</b>
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2710	Extended-Day and Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School, Saturday School, and Summer Development) includes salaries and benefits for (2) Bus Drivers working these programs @ 13.19 per hour	13,400	3,200							\$ 16,600	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 13,400	\$ 3,200	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,600	

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



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

DISTRICT NAME <b>Greenwood Public School District</b>	SCHOOL NAME <b>Threadgill Elementary School</b>	DISTRICT CODE <b>4220</b>
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2832	Recruitment: Salary Bonuses for Perspective Elementary Education teachers @ \$2,000 x 6 teachers = \$12,000 and f \$2,000 for recruitment supplies and materials to include but not limited to display boards, paper and ink for pamphlets, posters, brochures and etc....	12,000	2,800							\$ 14,800	160
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 12,000	\$ 2,800	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 14,800	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary	<b>DISTRICT CODE</b> 4220
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**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2330	District Wide Staff for the School Improvement Implementation, Monitoring and Compliance : School Improvement Specialist 1/3- Salary-\$78,000 /Benefits-\$22,557 and \$3,000 for supplies and materials	26,000	7,519				1,000			\$ 34,519	39,40, 50,51, 100-10 4,156
2330	Professional Development Center: Provide equipment, furniture and supplies to be used to create a professional development center for school professional development sessions and Professional Learning Community meetings (Such as instructional books to be used in professional development sessions and PLC meetings, instructional resources to guide professional development and PLC meetings, Interactive display boards, white boards, tables, chairs and etc.,)						2,000			\$ 2,000	101, 131, 132
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 26,000	\$ 7,519	\$ 0	\$ 0	\$ 0	\$ 3,000	\$ 0	\$ 0	\$ 36,519	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary	<b>DISTRICT CODE</b> 4220-020
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2111	District Wide Staff for the Behavior Interventions and Supports- Implementation, Monitoring and Compliance : Positive Behavior Interventions & Supports (PBIS) Specialist -1/3- Salary-\$65,000 /Benefits-\$19,510 and \$3,000 for supplies and materials	21,667	6,503				1,000			\$ 29,170	50,51 ,65,6 6,136 ,187
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 21,667	\$ 6,503	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 29,170	

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year \_\_\_\_\_)
- Priority
- Focus



**FY 2017**  
**SCHOOL IMPROVEMENT GRANT (SIG)**  
**1003(G)**  
**LEA FEDERAL BUDGET SUMMARY**  
**Use whole dollars only. Omit Commas**  
**and Decimal Places, e.g., 2536**

MDE USE ONLY	PROGRAM APPROVAL DATE		INITIALS
	7/25/17		JKR
	TOTAL FUNDS		
	\$1,513,578.00		
	CARRYOVER FUNDS		
CURRENT FUNDS			
\$233,002.66			
BEGIN DATE		END DATE	
7/1/17		9/30/21	

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
FY21	4220	4220-020	2801650	280165000259
DISTRICT NAME			SCHOOL NAME	
Greenwood Public School			Threadgill Elementary School	
ADDRESS		SIG 1003(G) PROGRAM CONTACT		SUPERINTENDENT NAME
401 Howard Street		Charles Johnson		Dr. Jennifer Wilson
EMAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER	
charlesjohnson@greenwood.k12.ms.us		662-453-4231	662-453-7423	

**Directions:** Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	30000	7033				1000.01			\$ 38,033.01
7	1270	Remediation Extended School Year	28800	7000				1000			\$ 36,800
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services	10833.33	3251.66				\$ 1,000.00			\$ 15,084.99
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	55000	19725				34000			\$ 108,725
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	13000	3759.66				1000			\$ 17,759.66
18	2710 - 2799	Student Transportation Services	13400	3200							\$ 16,600.00
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
<b>Enter Indirect Cost Transfer Amount in the Total Column ONLY</b>											
22	Total Budget		\$ 151,033.33	\$ 43,969.32	\$ 0.00	\$ 0.00	\$ 0	\$ 38,000.01	\$ 0.00	\$ 0	\$ 233,002.66

Date 7/25/17

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

Date 7/25/2017

*[Signature]*  
MDE - Director of School Improvement

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Additional Staff for the Improvement of School Achievement: MTSS Coordinator/Interventionist -100% -Salary-\$55,000/Benefits-\$19,725	55,000	19,725							\$ 74,725	54-58, 71-72,9 3-121, 128-129
2210	Instructional Supplies and Equipment: Provide instructional supplies to include, but not limited to workbooks, consumables instructional materials, student incentives/rewards; computer software license purchases and renewals; instructional equipment to include, but not limited to (visual and auditory devices), lab kits, microscopes, tables, chairs, copiers, cameras, interactive boards, computers, mobile devices, etc...						34,000			\$ 34,000	56-59, 130-132, 144-151
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 55,000	\$ 19,725	\$ 0	\$ 0	\$ 0	\$ 34,000	\$ 0	\$ 0	\$ 108,725	

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



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

<b>DISTRICT NAME</b> <b>Greenwood Public School District</b>	<b>SCHOOL NAME</b> <b>Threadgill Elementary School</b>	<b>DISTRICT CODE</b> <b>4220</b>
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Extended-Day and Saturday School Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School and Saturday School) includes salaries and benefits for 10 staff members working these programs @ 25.00 per hour x 2 hours for 50 days, and 4 hours for 5 days instructional supplies to enhance and operate the programs	30,000	7,033				1,000.01			\$ 38,033.01	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 30,000	\$ 7,033	\$ 0	\$ 0	\$ 0	\$ 1,000.01	\$ 0	\$ 0	\$ 38,033.01	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1270	Extended Year: Provide students with extended learning time for practice, remediation, and enrichment (Such as Summer Development) includes salaries and benefits for 9 staff members working these programs @ 50.00 per hour, x 4 for 16 days instructional supplies to enhance and operate the programs	28,800	7,000				1,000			\$ 36,800	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 28,800	\$ 7,000	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 36,800	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary School	<b>DISTRICT CODE</b> 4220
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2710	Extended-Day and Extended Year Services: Provide students with extended learning time for practice, remediation, and enrichment (Such as After-School, Saturday School, and Summer Development) includes salaries and benefits for (2) Bus Drivers working these programs @ 13.19 per hour	13,400	3,200							\$ 16,600	142-143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 13,400	\$ 3,200	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,600	

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



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

<b>DISTRICT NAME</b> Greenwood Public School District	<b>SCHOOL NAME</b> Threadgill Elementary	<b>DISTRICT CODE</b> 4220
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2330	District Wide Staff for the School Improvement Implementation, Monitoring and Compliance : School Improvement Specialist 1/3- Salary-\$39,000 /Benefits-\$11,278.50 and \$1,000 for supplies and materials	13,000.00	3,759.66				1,000			\$ 17,759.66	39.40, 50.51, 100-10 4,156
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 13,000	\$ 3,759.66	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 17,759.66	

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



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

<b>DISTRICT NAME</b> <b>Greenwood Public School District</b>	<b>SCHOOL NAME</b> <b>Threadgill Elementary</b>	<b>DISTRICT CODE</b> <b>4220-020</b>
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FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2111	District Wide Staff for the Behavior Interventions and Supports- Implementation, Monitoring and Compliance : Positive Behavior Interventions & Supports (PBIS) Specialist -1/3- Salary-\$32,000/Benefits-\$9,755 and \$3,000 for supplies and materials	10,833.33	3,251.66				1,000			\$ 15,084.99	50,51,65,66,136,187
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 10,833.33	\$ 3,251.66	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 15,084.99	