

Greenville Public School District Dropout Restructuring Action Plan



Janice Page-Johnson Ph.D. : Superintendent
Glenn Dedeaux Ph.D-Deputy Superintendent
Shirley Cartlidge: School Board President
Tracy H. Jackson Ed.D.: Academic Director

Table of Contents

Page 2.....	Table of Contents
Page 3.....	Goals and Objectives
Page 4.....	Statement of Assurance
Page 5.....	Action Plan



2018-2019

In compliance with Mississippi Code 37-13-80 mandated statewide dropout prevention program the Greenville Public School District will implement the identified strategies within the 6 Design Principles with the intent as mandated by statute is to increase graduation rate to 85% by school year 2018-2019

High schools with a graduation rate below 80% are to submit a restructuring plan that meets the following goal identified by MDE

- Increase graduation rates; decrease number of dropouts
- Involve innovation at multiple grade levels with goal of improving graduation rate
- Show collaboration between schools and community to provide evidence-based solutions
- Document use of educational strategies that increase graduation rates
- Yield information regarding programs, policies and collaborations that work

High School Graduation Restructuring Team Members as required by MDE Restructuring Plan

Academic Director

Strategic Programs Coordinator

Greenville High School Principal

Greenville High School Counselors

Coleman Middle School Principal

Coleman Middle School Counselor

T. L. Weston Middle School Principal

T. L. Weston Middle School Counselor

Greenville Technical Center Director

Greenville Technical Center Counselor

Six Elementary Representatives (One Per School)

Statement of Assurance

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

- Increasing the state graduation rate to 85% by 2018-2019
- Reduce the state dropout rate by 50% by 2012-2013
- Reducing the statewide truancy rate by 50% by 2012-2013

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

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

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

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

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

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

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

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

High School Graduation Restructuring Dropout Prevention Team Leader:

Name: Dr. Tracy Jackson

Title: Academic Director

Mailing Address: 412 S. Main St. Greenville, MS 38701

Telephone #: 662.334.8106 Fax#: 662.334.3480

Superintendent: Dr. Janice Page-Johnson

Signature: _____

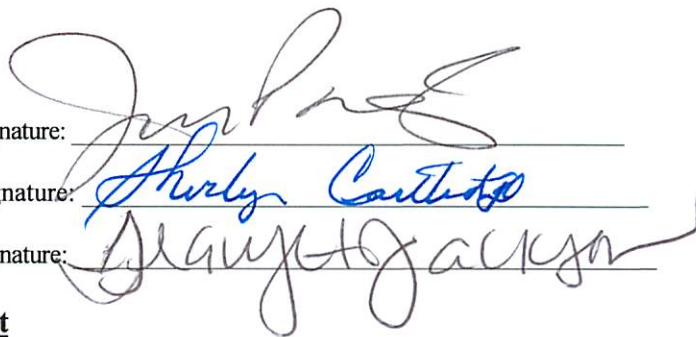
School Board Chair: Shirley Carlidge

Signature: _____

Academic Director: Tracy H. Jackson

Signature: _____

District Name: Greenville Public School District



GREENVILLE PUBLIC SCHOOL DISTRICT DROPOUT RESTRUCTURING PLAN –ALL ROADS LEAD TO GRADUATION!

Needs Assessment Area	Responsible Party	Timeline	Next Steps
<p>Advance Placement Course Enrollment and Progress as well as Accelerated Track (Principle #1)</p>	<p>Director of Curriculum Instructional Leadership Team Counselors</p>	<p>May 2019</p>	<p>Greenville High School: Advance Placement courses will be offered to all students regardless of GPA. Students are placed in AP courses as a part of maintaining a progressively rigorous curriculum. All students who take AP courses will be required to take the AP examination. It will be monitored through the scheduling process and outcomes will be measured by the number of students enrolled in AP courses.</p> <p>A minimum of three Dual Enrollment courses will be offered each year. This will be monitored by the number of classes on the master schedule.</p> <p>Students will be made aware of college, career, and post-secondary opportunities and resources by participating in college tours and on campus visits from colleges, universities, and businesses. This will be measured by the number of seniors who request official final transcripts to be sent to colleges and universities.</p> <p>Counselors will hold assemblies with seniors and juniors who are failing to progress toward graduation. Student’s parents will be invited to these meetings and next steps will be established for students with students. This will be measured by the increase in student achievement.</p> <p>ACT fees will be paid for by the district for selected students based on GPA and past performance in subjects that are considered important for ACT success. This process will help gauge the number of students who will score above a 22 in the 11th grade year and also give students more opportunities for college scholarships. This initiative will be measured by the number of students scoring a 22 or better.</p> <p>T.L. Weston Middle and Coleman Middle School: Students will develop a five year plan beginning at the end of their 7th grade year. Parents will be invited to the meeting. This initiative will be measured by the number of students graduating on time.</p>

		<p>T.L. Weston Middle and Coleman Middle School: Both middle schools in Greenville Public School District nurture an environment where students who are intellectually gifted are given an opportunity to learn with their peers in accelerated classes beginning in 6th grade. Content areas offering accelerated courses are as follows: English, math, and science.</p> <p>T.L. Weston Middle and Coleman Middle School: Provide rising 9th grade students with presentations and smart talks concerning advanced courses for students who plan to attend college.</p> <p>T.L. Weston Middle and Coleman Middle School: Career Fairs will be held at the middle school level to assist students in selecting careers. Students will be provided with access to review the Occupational Outlook Handbook to determine the duties, education, training, pay, and outlook for each of their careers.</p> <p>District Initiative: Students are provided the opportunity for academic support during, after school, and Saturday school. Tutorial support is scheduled on an individual basis and is determined by student performance and data.</p> <p>T.L. Weston Middle and Coleman Middle School: Early exposure to district offerings through virtual field trips or student to student talks for elementary and middle school students by high school students. This will be measured by the increase in the number of students entering and achieving in Greenville High School advanced placement courses, the number of students taking AP exams, and the number of students enrolling and passing the Career Pathway Assessment System (CPAS).</p>
--	--	---

GREENVILLE PUBLIC SCHOOL DISTRICT DROPOUT RESTRUCTURING PLAN –ALL ROADS LEAD TO GRADUATION!

<p>Quality Pre-K-2nd Grade Math Instruction (Design Principle #2)</p>	<p>Professional Development Team Building Principals Classroom Teachers</p>	<p>May 2019</p>	<p>District Initiative: Instructional staff will be trained on how to teach with relevancy in mind. The curriculum department will set up training and in most instances provide the training to the staff. Keeping relevancy in mind, potential dropout students will engage in the lessons being taught. This will be measured through observation and the number of students mastering standards and passing district assessments. (Design Principle #4)</p>
<p>Teachers understanding how to keep kids on tasks (Design Principle #2)</p>	<p>Professional Development Team Building Principals Classroom Teachers</p>	<p>May 2019</p>	<p>District Initiative: Instructional staff will be trained on effective classroom procedures and afterwards will be monitored. The curriculum department will set up training and in most instances provide the training to the staff. Keeping relevancy in mind, potential dropout students will engage in the lessons being taught. This will be measured initially by the professional development surveys and in the long term measured by the number of students passing district and state assessments. (Design Principle #4)</p>
<p>Increase in proficiency levels on district and state assessments due to skills lacking in prior knowledge from previous grades (Design Principle #2)</p>	<p>Professional Development Team Building Principals Classroom Teachers</p>	<p>May 2019</p>	<p>District Initiative: Students are provided the opportunity for academic support during, after school, and Saturday school. Tutorial support is scheduled on an individual basis and is determined by student performance and data.</p> <p>Teachers plan instruction around essential questions that are aligned to multiple standards and to 21st century.</p>
<p>Highly qualified instructional and support staff and staff retention (Design Principle #2)</p>	<p>Building Principals Federal Programs Technology Coordinator Superintendent Personnel Director</p>	<p>March 2019</p>	<p>District Initiative: Emergency Certification and New and Novice Teacher Forums will be established to provide professional and mentoring for new staff. Success will be measured by the number of staff being retained.</p>

GREENVILLE PUBLIC SCHOOL DISTRICT DROPOUT RESTRUCTURING PLAN –ALL ROADS LEAD TO GRADUATION!

Increase in proficiency levels on district and state assessments. (Design Principle #3)	Building Principals Classroom Teachers	May 2019	District Initiative: Teachers regularly provide individualized feedback to students and parents regarding progress on specific learning outcomes through Active parent. This will be monitored by weekly SAMS checks for grades and comment posting.
Creating a culture of togetherness (Design Principle #3)	Building Principals Classroom Teachers Counselors	August 2018 January 2019	District Initiative: Schools host a welcome and orientation session for all incoming students and families. This event is measured by the number of students and parent signatures.
Increase in proficiency levels on district and state assessments. (Design Principle #3)	Professional Development Team Building Principals	August 2018	District Initiative: Schedule focused departmental and grade level meetings to address staff needs to ensure the needs of the students are being meet. (Design Principle #4)
Increase in proficiency levels on district and state assessments. (Design Principle #3)	Building Principals	May 2019	District Initiative Monthly data meetings will be scheduled to discuss student progress including attendance, behavior, grades, and proficiency and growth levels. (Design Principle #4)
Increase student awareness of the workforce and skills needed to be successful in addition to various budgets for living within ones means with that particular job. (Design Principle #3)	Counselors GTC Directors Principals	November 2018	District Initiative: Real World Fair- Students will have an opportunity to create a budget based on a set of funds. The students will have to work within the budget.
Flexibility of schedules to ensure personalization (Design Principle #3 and #4)	Curriculum Director Building Principals	May 2019	District Initiative: Students will be allowed to be on a “Fast Track” that will enable selected overage students to work toward Carnegie units toward graduation. Secondary Initiative: Develop a safety net program that will give overage students an opportunity to become successful and ultimately graduate. Greenville High School: Refine and enhance the track toward graduation opportunities for high school students.

GREENVILLE PUBLIC SCHOOL DISTRICT DROPOUT RESTRUCTURING PLAN –ALL ROADS LEAD TO GRADUATION!

Collaboration with Higher Learning Institutions (Design Principle #4)	Building Principals Classroom Teachers Counselors	September 2018	Greenville High School: MOU's developed with Mississippi Valley State University, Delta State University, and Mississippi Delta Community College.
Increase data analysis skills for leadership and principal core (Design Principle #4)	Professional Development Team Building Principals	September 2017- And ongoing	District Initiative: Administrative Meetings once a month and Principal core meetings bi-weekly- each meeting's goal is to discuss the current data in the district and to keep administrators trained on how to dissect the data.
Data Based Decision Making (Design Principle #6)	Superintendent Curriculum Director Principal Business Manager Personnel Director Deputy Superintendent	August 2017- and ongoing	District Initiative: No decision is made, no person is hired, and no money is spent without analyzing the current data.
Increase Community and Parental Involvement	Superintendent Public Relations Deputy Superintendent Federal Programs	September 2017 and ongoing	Federal Programs Initiative: Community and parents will be invited to share input on district initiatives and review data. Monthly, Parent Academy workshops are held to discuss relevant topics to help them increase their knowledge of initiatives in the GPSD.