

## Comprehensive Progress Report

### Mission:

The Tupelo Public School District serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

### Vision:

The Tupelo High School vision is to forge strong, positive connections with students, so they can achieve independence, build confidence, and gain academic knowledge. Tupelo High provides students with a variety of opportunities to learn, grow, and thrive. Tupelo High School staff create a trusting, caring environment in which diversity is honored and respected. We acknowledge that growth occurs when individuals feel safe, respected, and appreciated. Tupelo High School staff create a culture that values people and connections, making it a unique, accepting, academic environment for students to succeed. At THS, our purpose is to prepare students to move forward with a strong sense of self into a life filled with promise.

### Goals:

- Increase student achievement.
- Provide a safe and orderly environment.
- Improve, develop and retain human capital.
- Improve internal and external communication.
- Increase management effectiveness and efficiency.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		District Context and Support for School Improvement				
Effective Practice:		Taking the change process into account				
	DC.1.01	LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.(6602)	Implementation Status	Assigned To	Target Date	

<b>Initial Assessment:</b>			Tupelo Public School District and Tupelo High School have structured support systems for recruitment, placement, induction and retention of teachers needed for school transformation in the following ways: <ul style="list-style-type: none"> <li>• School specific job fairs in the spring</li> <li>• New teacher mentor program</li> <li>• Professional Development throughout the school year</li> <li>• Professional Learning Communities weekly meetings</li> <li>• The University of Mississippi allows hours for continuing education.</li> <li>• Focus on school morale for retention</li> <li>• Incentive pay</li> <li>• Teacher Leadership Opportunities</li> <li>• Principal Corp Program</li> <li>• Free gym membership</li> <li>• Employee health clinics</li> </ul>	Full Implementation 11/13/2018		
		<b>DC.1.03</b>	<b>School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(6604)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Tupelo High School aligns allocations of resources to school improvement goals through teacher training, professional development, resources in the classroom, etc.	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			Tupelo High School will focus on providing extensive training and professional development for inclusion teachers that focuses on literacy skills for 9th-12th grade students who are reading below grade level.		<b>Leslie McNeal</b>	<b>08/01/2019</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	11/13/18		Special education teachers will be trained through professional development to implement an evidence-based literacy program geared specifically for 9th and 10th graders.		Leslie McNeal	05/20/2020
<i>Notes:</i>						

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>				
<b>Effective Practice:</b>		<b>Establish a team structure with specific duties and time for instructional planning</b>				
		<b>LDR.1.06</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(6611)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>1. The primary school leadership team meets weekly on Friday mornings.</p> <p>2. Professional learning community leadership teams meet weekly or bi-monthly.</p>	Full Implementation 11/13/2018		
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<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
	LDR.2.09	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(6624)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>1. Principal Dobbs established a leadership team to address the needs associated with identification as an ATSI school.</p> <p>2. Principal Dobbs drafted a letter to send to all parents describing ATSI and the steps we are taking to improve outcomes for all students, particularly students with disabilities.</p> <p>3. Data meetings are held quarterly with individual teachers in all tested subject areas. Students with special needs will be prioritized and discussed individually.</p>	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>		Teachers will discuss with principal and/or assistant principal the individual needs all students with disabilities, including updates on growth, proficiency, and pass/fail.		Art Dobbs	12/19/2018
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	11/13/18	The principal and/or assistant principal will meet with individual subject area teachers and special education teachers quarterly to discuss the progress of students with special needs using individual data.		Art Dobbs	05/20/2019
<i>Notes:</i>					

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Effective Practice:</b>		<b>Engage teachers in aligning instruction with standards and benchmarks</b>			
	PLN.1.01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(6635)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	Each department develops units during professional development days, summer curriculum work, and throughout the school year within professional learning community meetings. Units are aligned with standards and benchmarks and adjusted based on students' needs.	Full Implementation 11/13/2018		
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<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>
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<b>Effective Practice:</b>	<b>Assess student learning frequently with standards-based assessments</b>
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		<b>PLN.4.05</b>	<b>Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(6648)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	<p>Instructional teams use student data to assess strengths and weaknesses of the curriculum and instructional strategies quarterly.</p> <p>The principal and instructional team assess data after each benchmark assessment to guide instruction, maintain pacing, and allow for reteaching and remediation.</p> <p>Changes to instructional strategies are based on student needs and data reporting throughout semester.</p>	Full Implementation 11/13/2018		
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<b>Core Function:</b>	<b>High School / Opportunity to Learn</b>
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<b>Effective Practice:</b>	<b>Make decisions to assist students based on data</b>
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		<b>HS.1.01</b>	<b>The Leadership Team regularly examines individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school.(6777)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	<p>The leadership team at Tupelo High School regularly examines individual and collective student data for all content areas in the following ways:</p> <ul style="list-style-type: none"> <li>• Principals assigned to individual subject areas</li> <li>• Monthly data meetings held for non tested subjects</li> <li>• Bi-monthly data meetings held for state tested subjects</li> <li>• Attendance incentive awards given to students</li> <li>• Weekly Leadership team meeting held</li> <li>• Weekly PLC meetings held with assigned department</li> <li>• Mentors assigned to at risk seniors</li> </ul>	Full Implementation 11/13/2018		
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		HS.1.02	The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.(6729)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Our leadership team currently monitors student transfers, dropouts, and graduation rates. However, we do not currently have a mechanism to monitor student performance post high school. In the future we would like to collect data to show us how are students are performing after high school. Possible solutions could be surveys or interview of randomly selected former students.	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			We would like to collect data to show us how our students are performing after high school. Possible solutions could be surveys or interview of randomly selected former students.		Leslie McNeal	05/31/2020
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	11/13/18		Survey randomly selected former students to collect data on how our former students are performing in college or within their career path and review data from colleges and universities most attended by THS students.		Leslie McNeal	05/31/2020
<i>Notes:</i>						
		HS.1.03	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.(6730)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators to identify students at risk for dropping out of high school in the following ways:</p> <ul style="list-style-type: none"> <li>• Weekly Leadership Team meetings</li> <li>• Behavior reports</li> <li>• Attendance reports</li> <li>• State test results</li> <li>• ACT results</li> <li>• Targeted bottom 25% based on 8th grade test data</li> </ul>	Full Implementation 11/13/2018		

Core Function:			High School / Opportunity to Learn			
Effective Practice:			Distribute management duties			
		HS.2.01	The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. (6731)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The roles of the principal and other administrators are broken up by grade level and subject area to allow adequate time for administrative attention to instruction and support students.</p> <p>Each administrator is assigned a tested area department to monitor data and provide support for students that have weaknesses in that specific area.</p> <p>Data is monitored by administrators monthly from benchmark assessments and teacher/department made formative assessments to guide student achievement.</p>	Full Implementation 11/13/2018		

Core Function:			High School / Opportunity to Learn			
Effective Practice:			Ensure content mastery and graduation			
		HS.3.01	The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(6732)	Implementation Status	Assigned To	Target Date

<p><b>Initial Assessment:</b></p>	<p>Tupelo High School provides all students with academic support to keep them on track for graduation by implementing various strategies listed below:</p> <ul style="list-style-type: none"> <li>• Teacher Advisory- A 25 minute period is built into the daily schedule and is utilized specifically for tutoring, providing interventions and reviewing carnegie units for graduation. In addition, targeted students are identified for state test and ACT tutoring using the Albert IO platform.</li> <li>• Special Education- At THS, the Special Education department has implemented a looping system designed to focus on the relationships with the students and their families. A case manager is assigned to a student/caseload and will follow that student/caseload through graduation. This looping has proven to be highly successful in the graduation rate among this subgroup.</li> <li>• Inclusion- Inclusion support is provided for all state tested subjects. The inclusion classroom is modeled as a co-teaching environment where both teachers are responsible for all student performance. In addition, the special education teacher provides and makes adjustments to the state testing accommodations on the IEP as needed to ensure student mastery on the state test.</li> <li>• Tutorial- Tutorial classes are a 96 minute block designed to reteach and remediate standards taught in the general education classroom. This time is also utilized to address deficit skills based on the IEP and baseline data. In addition, this time is also used to employ the monitoring of passing the required classes for graduation.</li> <li>• RTI- Students who are underperforming are referred to the MET team. The RTI supervisor determines the interventions to be implemented. Individual interventions are implemented in the classroom and during TA as necessary. The MET team reviews the data to determine if additional evaluations are necessary.</li> </ul>	<p>Full Implementation 11/13/2018</p>		
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		<b>HS.3.02</b>	<b>The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.(6733)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>The school provides all students extended learning opportunities to keep them on track for graduation through:</p> <ul style="list-style-type: none"> <li>• Teacher Advisory</li> <li>• Guidance Counselor support</li> <li>• Caseload Managers for students with disabilities</li> <li>• State test tutoring provided by on-site tutor</li> </ul>	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			Through an intensive summer literacy program, students will gain necessary skills to be successful in English I and English II courses, as well as, the English II state test. During this summer literacy program, students will meet with a certified teacher for two hours per day, three days per week for a two week period in July before school begins. During this time, students will receive intensive literacy instruction through an evidence-based program and additional assistance in completing the summer reading required assignment.		<b>Anna Thomas</b>	<b>11/30/2019</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	11/13/18		<p>Summer Reading Program</p> <p>Through an intensive summer literacy program, students will gain necessary skills to be successful in English I and English II courses. During this summer literacy program, students will meet with a certified teacher for two hours per day, three days per week for a two week period in July before school begins. During this time, students will receive intensive literacy instruction through an evidence-based program and additional assistance in completing the summer reading required assignment.</p>		Anna Thomas	08/30/2020
<i>Notes:</i>						
		<b>HS.3.03</b>	<b>The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(6734)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



<b>Initial Assessment:</b>	<p>Tupelo High School provides all students with opportunities for content and credit recovery that are integrated in the regular school day in the following ways:</p> <ul style="list-style-type: none"> <li>• PLATO- this is an online platform student use to recover credits in previously failed classes. A teacher is assigned to this class to assist students in coursework and ensure success of the credit recovery. This program is also utilized to serve as additional content reinforcement in all college and career readiness courses.</li> <li>• Tutorial- Tutorial is used for special education students who need the content reinforcement from the general education classroom.</li> </ul>	Full Implementation 11/13/2018		
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<b>Core Function:</b>			<b>High School / Opportunity to Learn</b>		
<b>Effective Practice:</b>			<b>Prepare students for post-secondary options</b>		
		<b>HS.4.01</b>	<b>Guidance counselors provide all students with feedback and reports on their assessment results (academic, aptitude, interest) to facilitate student-driven decisions about their own work and college and career goals.(6778)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			<p>Tupelo High School provides guidance counselors for all students in which they give feedback and reports on their assessment results. Counselors meet individually with students who have not received a passing score to discuss tutoring, remediation and/or alternative means through the ACT, concordance table, combined minimum, CPAS, etc. In addition, subject area teachers have individual data meetings with students. The Tupelo Public School District also provides career coaches, community college visits, and career planning programs for students with special needs (ability works).</p>	Full Implementation 11/13/2018	
		<b>HS.4.02</b>	<b>The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(6735)</b>	<b>Implementation Status</b>	<b>Assigned To</b>

<b>Initial Assessment:</b>			<p>Tupelo High School provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.</p> <p>All students have the opportunity to enroll in dual credit classes and career technical classes as well as the traditional college and career readiness courses.</p> <p>All students meet with counselors each year to monitor progress toward career pathways selected.</p>	Full Implementation 11/13/2018		
		<b>HS.4.03</b>	<b>The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.(6736)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>Tupelo High School provides all students with academic supports in rigorous courses designed for college and career readiness through</p> <ul style="list-style-type: none"> <li>• Teacher Training</li> <li>• Weekly PLC's</li> <li>• Targeted support for struggling students</li> <li>• Inclusion Classes for all subject area tested subjects</li> </ul>	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			Provide an evidence based intervention to provide literacy support for students who are struggling and reading below grade level.		<b>Leslie McNeal</b>	<b>11/30/2019</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	11/13/18		Provide an evidence based intervention program for students with disabilities designed for one-on-one and/or small group interventions with on-line support.		Anne Marie Goad	05/20/2020
<i>Notes:</i>						
		<b>HS.4.04</b>	<b>The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising).(6737)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>			<p>Tupelo High School provides all students with supports and guidance to prepare them for college and careers:</p> <ul style="list-style-type: none"> <li>• On site career coaches</li> <li>• Career/Technical Program</li> <li>• Career/Technical Program Fair for 9th graders</li> <li>• College Fair</li> <li>• College recruiters once a week</li> <li>• Career Cafe during lunch once a week</li> <li>• FAFSA workshops</li> <li>• Excused college visits per semester</li> <li>• Counselors provide one on one advising in choosing course requests</li> </ul>	Full Implementation 11/13/2018		
		<b>HS.4.05</b>	<b>The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals.(6779)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>Tupelo High School provides all students with access to relevant data to make decisions about their course of study as they progress through their goals in the following ways:</p> <ul style="list-style-type: none"> <li>• One on One advising with counselors during course selection</li> <li>• Special Educations Loop with caseloads starting at the 9th grade to provide more support for students with disabilities</li> <li>• On site career coaches</li> <li>• Transition Coordinator for students with disabilities</li> <li>• Opportunities to explore careers during Teacher Advisory</li> </ul>	Full Implementation 11/13/2018		
		<b>HS.4.06</b>	<b>The school provides all students with information, guidance, and support to secure financial assistance and scholarships for college or other post-secondary education.(6780)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>Tupelo High School provides all students with information, guidance, and support to secure financial assistance and scholarships for college through:</p> <ul style="list-style-type: none"> <li>• FAFSA Workshops</li> <li>• Waivers for the ACT</li> <li>• Lee County Tuition Assistance</li> <li>• College Fairs</li> <li>• Get2College.org provide workshops</li> <li>• Guidance Counselor support for college applications</li> <li>• On site Career Coaches</li> </ul>	Full Implementation 11/13/2018		

		HS.4.07	All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(6738)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>All teachers at Tupelo High School integrate college and career guidance and supports relevant to their subject areas:</p> <ul style="list-style-type: none"> <li>• Albert IO</li> <li>• ACT prep/bellringers</li> <li>• College and Career standards based lesson plans</li> <li>• Writing across the curriculum</li> <li>• Interdisciplinary Connections</li> <li>• Career Cruising</li> </ul>	Full Implementation 11/13/2018		
		HS.4.08	The school routinely provides all students with information and experience in a variety of career pathways.(6739)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators to identify students at risk for dropping out of high school in the following ways:</p> <ul style="list-style-type: none"> <li>• Weekly Leadership Team meetings</li> <li>• Behavior reports</li> <li>• Attendance reports</li> <li>• State test results</li> <li>• ACT results</li> <li>• Targeted bottom 25% based on 8th grade test data</li> </ul>	Full Implementation 11/13/2018		

<b>Core Function:</b>		<b>High School / Opportunity to Learn</b>				
<b>Effective Practice:</b>		<b>Extend learning opportunities for students</b>				
		HS.5.01	The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships).(6740)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>			<p>Tupelo High School expects all students to participate in activities to develop skills outside of the classroom through:</p> <ul style="list-style-type: none"> <li>• Club Fair- over 100 various clubs offered with the student body in mind</li> <li>• Career/Technical Programs</li> <li>• Athletics (bowling, football, volleyball, soccer, archery, etc)</li> <li>• Arts (Synergy, Drum Line, Band, Theater, Madrigals)</li> <li>• Honor Clubs</li> <li>• Competitive Academic Teams</li> <li>• Robotics</li> <li>• Senior service project</li> </ul>	Full Implementation 11/13/2018		
		<b>HS.5.02</b>	<b>The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(6741)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Students are offered opportunities to take advanced placement courses, career and technical courses, online courses, and dual-enrollment courses.	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			Tupelo High School will have a 10% increase in enrollment for career and technical and dual enrollment classes for all students, with a special interest in recruiting students with disabilities.		Leslie McNeal	08/30/2019
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	11/13/18		Increase the enrollment in dual credit courses by 10%; recruit students with special needs who meet higher education requirements to take dual credit courses. Provide tuition assistance to economically disadvantaged students who qualify for dual credit courses.		Leslie McNeal	08/31/2019
<i>Notes:</i>						
		<b>HS.5.03</b>	<b>The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions.(6781)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>Tupelo High School provides all students with formal supports and a network of contacts with school personnel, community members and workplace personnel to ensure the social capital necessary to make informed decisions through:</p> <ul style="list-style-type: none"> <li>• Community Service Based Senior Project Requirement</li> <li>• Resume Development in the 11th and 12th grade</li> <li>• Guidance Counselors</li> <li>• Career Coaches</li> <li>• Community Outreach opportunities</li> </ul>	Full Implementation 11/13/2018		
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<b>Core Function:</b>		<b>High School / Opportunity to Learn</b>			
<b>Effective Practice:</b>		<b>Assist students with transitions</b>			
	HS.6.01	The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).(6742)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>Tupelo High School provides incoming freshman students with supports as they transition to high school through:</p> <ul style="list-style-type: none"> <li>• One-on-one meetings with guidance counselors for course selections</li> <li>• 9th grade Orientation scheduled</li> <li>• 9th grade assembly and Meet the Teacher night before school begins</li> <li>• 9th grade counselor support</li> <li>• Teacher Advisory Period for all 9th graders</li> </ul>	Full Implementation 11/13/2018		
	HS.6.02	The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).(6743)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>			Tupelo High School provides senior students with formal supports as they make the transition out of high school through the following ways: <ul style="list-style-type: none"><li>• FASFA workshop twice per year</li><li>• College Fair twice per year</li><li>• Weekly college recruiters</li><li>• Senior assembly with local community college and university recruiters</li><li>• Senior field trip to local WIN Job Center</li><li>• Senior field trip to local community college technical program campus</li></ul>	Full Implementation 11/13/2018		
		<b>HS.6.03</b>	<b>The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(6744)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Accomplishments of graduates are occasionally reported to the school boards.	Limited Development 11/13/2018		
<b>How it will look when fully met:</b>			* In accordance with action plan associated with Standard HS 1.02, the principal will submit the findings of the former student survey to the school board yearly.  * Tupelo High School will review data regarding student performance at our local community colleges and universities.		<b>Art Dobbs</b>	<b>05/31/2020</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
11/13/18			Survey randomly selected former students to collect data on how our former students are performing in college or within their career path.		Leslie McNeal	05/31/2020
<i>Notes:</i>						