

East Tallahatchie School District



Dropout Prevention Plan 2018 – 2021

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Statement of Purpose

The East Tallahatchie School District is committed to increasing the graduation rate and decreasing the dropout rate through activities and initiatives that motivate students to become successful career and college ready graduates. The district will provide experiences that build character, self-determination and motivation to succeed, and develop skills to compete globally. The ultimate success of the district plan to individual school plans depend on a systemic approach that promote academic achievement, reduce the dropout rate and share a common expectation that all students will graduate college and career ready. Plans will be based on the six design principles in the Mississippi College and Career Readiness (CCR) Design Principles. The CCR Design Principles are structures around the following strategies: Ready for College and Career, Power Teaching and Learning, Personalization, Redesign Professionalism, and Leadership. Additional the district plan will address the following: the early and continued identification of students at risk of not graduating; providing at-risk students with services designed to keep them in school; identifying and encouraging youth who have left school without graduating to re-enter and graduate; implementing other comprehensive approaches; and implementing transition programs that help students successfully transition from middle school to high school.

Three-Year District Dropout Prevention Goals (2018-2021)

1. To increase the graduation rate for cohort classes to 80% or higher by the end of 2016-2017 school year.
2. Reduce the dropout rate by 10% or more each year beginning with the 2015-2016 school year until the dropout rate is less than 5 percent.
3. Increase the average daily attendance rate for school sites and district to 95% by reducing the district truancy rate each year.
4. Use the Positive Behavioral Interventions and Supports (PBIS) to create a positive school culture and climate.
5. Expand and strengthen partnerships with family, school, and community.
6. Distribute information regarding the effects of specific innovations and policies on dropout prevention.

Statement of Assurances

On behalf of the East Tallahatchie 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 Mississippi Department of Education. The district level plan addresses reducing the retention rates in grades kindergarten, first and second; targeting subgroups that need additional assistance to meet graduation requirements developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school; and addressing how students will transition to the home school district from the juvenile detention centers.

Charleston High School has a graduation rate below 90% and a graduation restructuring plan will be developed. This will be an annual plan for continuous improvement toward the goal of all students graduating college and career ready and will describe improvement actions, timelines, resources, measures for success and monitoring process. This plan will be based on the six design principles in the Mississippi College and Career Readiness (CCR) Design Principles. The CCR Design Principles are structures around the following strategies: Ready for College and Career, Power Teaching and Learning, Personalization, Redesign Professionalism, and Leadership.

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 consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

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 will endorse and implement the Mississippi College and Career Readiness (CCR) six design principles to promote a reduction in the dropout 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.

Dropout Prevention Team Leaders

Dropout Prevention Coordinator? _____

District Superintendent: Dr. Darron L. Edwards, Ph.D. _____

School Board President: Mr. Darrel Neal _____

District Cover Sheet

School District: East Tallahatchie School District	
Superintendent: <u>Dr. Darron L. Edwards, Ph.D.</u>	_____ (signature)
Principal: <u>Mark A. Beechem</u>	_____ (signature)
School Name: <u>Charleston High School</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle [*] High <input type="checkbox"/> Other
Principal: <u>Eric Rice</u>	_____ (signature)
School Name: <u>Charleston Middle School</u>	<input type="checkbox"/> Elementary [*] Middle <input type="checkbox"/> High <input type="checkbox"/> Other
Principal: <u>Bridney Jones</u>	_____ (signature)
School Name: <u>Charleston Elementary School</u>	[*] Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other
Director: <u>?</u>	_____ (signature)
School Name: <u>Charleston Career and Technical Center</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High [*] Other
Director: <u>?</u>	_____ (signature)
School Name: <u>Charleston Alternative School</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High [*] Other

2017-2018 Data is currently not available for public release.

This information will be added when MDE lifts the data embargo.

District Data Form

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Dropout Prevention Plan 2018-2019
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DISTRICT LEVEL PLAN – East Tallahatchie School District

Area of District Responsibility: Reducing the retention rates in kindergarten, first and second grades

<u>Procedures for Implementation</u>	<u>Responsible</u>	<u>Deadline</u>	<u>Resources/Professional Development Needed</u>
<i>What task will be done? How often will it take place? How will progress monitor? How will measure outcomes? What evidence will support task?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>
Early intervention Use K-2 state/district assessments to identify students who are deficient in readiness skills to improve reading literacy. Provide academic support, enrichment that helps to reengage the students and improve academic performance.	Principal Interventionist Specialists Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	July 2018 – June 2019	State and District Assessments, including but not limited to Case 21, STAR and STAR Literacy and Math Assessments, DIEBELS, MKAS, Kindergarten Readiness.
Administrators trained as Literacy and Math Intervention Specialists These assistant principals who have previous experience as intervention and instructional specialists will work with identified students utilizing specific strategies to increase student achievement and create a documented pathway for the student to achieve grade level expectations. They will work with individuals or small groups of students, either within the regular classroom or in "pulled out" sessions.	Principal Interventionist Specialist Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	September 2018 August 2018 – June 2019 (on-going)	District Funding Federal Funding
Trained instructional aides Work with students in small groups on specific skills within or outside classrooms.	Assistant Teachers Teachers/ Instructional Staff Principal Interventionist Specialists Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	August 2018 – June 2019 (on-going)	Professional Development on intervention and strategies

Parent awareness/involvement Ensure parents remain an integral part of their student's progress, Use of variety of strategies to communicate with the parents, Offer reading and math strategies workshops sessions for parents	Parent Liaison Federal Programs Director	August 2018 – May 2019	Training materials and personnel
On-going professional development and meetings Provide all staff with intensive training on effective intervention strategies for all students especially for low-achieving students.	Principal Interventionist Specialists Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	July 2018 – June 2019 (on-going)	Training materials and personnel
Response to Intervention (RTI) and Teacher Support Team (TST) Provide immediate and specialized supports for students who are in danger of academic failure. <i>Response to Intervention (RTI)</i> identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions and adjusts the interventions on student's response. <i>Teacher Support Team (TST)</i> implement the Three Tier Instructional Model in accordance with the process developed by the Mississippi Department of Education. The Team consists of a low performing students' classroom teacher plus a committee of teachers and administrators which create and action plan including research based interventions such as small group, additional one on one time, progress monitoring, and review.	Principal Teachers Teacher Support Team RTI/TST Coordinator	August 2018 –May 2019 (on-going)	RTI / TST training On-going support from RTI/TST Coordinator Established relationships with parents of tiered students
Active relationship with the attendance officer and the youth court Increase student attendance and decrease unnecessary absenteeism	Tallahatchie County Attendance Officers Secretary MSIS Clerk	August 2018 –May 2019 (on-going)	

DISTRICT LEVEL PLAN – East Tallahatchie School District

Area of District Responsibility: Targeting subgroups that need additional assistance to meet graduation requirements.

<u>Procedures for Implementation</u>	<u>Responsible</u>	<u>Deadline</u>	<u>Resources/Professional Development Needed</u>
<i>What task will be done? How often will it take place? How will progress monitor? How will measure outcomes? What evidence will support task?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>
Data tracking system Regular review and diagnosis of the number of students identified within the target subgroups that need early intervention. Maintains comprehensive database including data on student absences, disciplinary infractions, grade retention and low academic achievement.	School MSIS Clerk District MSIS Coordinator	August 2018 –May 2019 (on-going)	SAMS Spectra
Attendance rate Address the top five percent of students who have the highest number of unexcused absences, tardiness, or checkouts from school. Create a culture that promotes attending every day matters Students with two or more unexcused absences in a month will require meeting with an adult member of attendance team (clerk, teacher, counselor, administrator, or parent) to investigate the problem and find solutions.	School MSIS Clerk District MSIS Coordinator School Attendance Officer Counselor Building Administrator	August 2018 –May 2019 (on-going)	
Disciplinary referrals/ Positive Behavioral Interventions and Supports (PBIS)	Teachers School PBIS team	August 2018 –May 2019 (on-going)	PBIS training and resources

<p>Address ways to improve students' behavior and social skills by using curriculum based strategies that strengthen problem-solving and decision-making skills.</p> <p>Establish attainable academic and behavioral goals and have recognition of positive accomplishments. <i>Positive Behavioral Interventions and Supports (PBIS)</i> addresses classroom management and disciplinary issues that could negatively impact the teaching and learning environment by focusing on the positive.</p> <p>Continue with community partnerships to address and support external factors affecting social and behavioral interactions.</p>	<p>Building Administrators</p>		
<p>Test scores</p> <p>Identify students scoring minimum and basic on assessments. Ensure teachers provide individual or small group support in test-taking skills, study skills, or targeted subject areas such as English Language Arts or Math. Offer extra study time and remediation opportunities for growth through extended learning time to increase test scores.</p>	<p>Teachers Counselors Interventionist Specialists Principal/ Building Administrators Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development</p>	<p>July 2018 – June 2019 (on-going)</p>	
<p>Course grade failure</p> <p>Address the students who have failed or at risk of failing course(s). Provide relevant instruction to better engage students in learning and provide the skills needed for students to graduate college and career ready.</p>	<p>Teachers Counselors Interventionist Specialists Principal/ Building Administrators</p>	<p>Midterm and End of Nine-weeks</p>	
<p>Every student has a teacher/advisor</p> <p>Ensures students are moving toward graduation. Assign mentors to meet with the student face-to-face, check in on a regular basis to keep students</p>	<p>Counselors Interventionist Specialists Principal/ Building Administrators</p>	<p>August 2018 –May 2019 (on-going)</p>	

motivated, to provide social-emotional support and to help break down barriers to success.			
Professional developments Help ensure school staff is provided with the strategies necessary to identify and work with students at risk. The trainings will provide effective communication and tracking skills needed to help the students succeed at planning for life after high school	Interventionist Specialists Principal/ Building Administrators Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	July 2018 – June 2019 (on-going)	
Individual counseling sessions with school counselor to help students explore and determine which career path they will choose after graduation and provide sessions on graduation options for completing school with students and parents.	Counselor	August 2018 –May 2019 (on-going)	
Community engagement Support students and their families by enhancing extended learning opportunities through partnerships with community based programs and other agencies provided outside regular school hours. Examples of Learning opportunities are homework assistance, health and fitness programs, leisure activities, and etc.	School and District Personnel Community Partners	July 2018– June 2019 (on-going)	

DISTRICT LEVEL PLAN – East Tallahatchie School District

Area of District Responsibility: Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).

<u>Procedures for Implementation</u>	<u>Responsible</u>	<u>Deadline</u>	<u>Resources/Professional Development Needed</u>
<i>What task will be done? How often will it take place? How will progress monitor? How will you measure outcomes? What evidence will support task?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>
Ongoing analysis of district data Find out why students dropped out and how to better meet their needs.	Attendance Clerk East Tallahatchie Attendance Officers Counselors	July 2018 – June 2019 (on-going)	
Re-enrollment opportunities/programs Stress free re-entry process that leads to a diploma for students who have dropped out. Help students recover credits toward graduation or obtain a GED credential. Afternoon/evening online classes that are located the in schools Media Center or Computer Labs. Recovery sessions/workshops throughout the community to help motivate students to re-enroll into school, meet graduation requirements allowing them to move forward in their career or educational field.	Parent Liaisons Counselors Credit Recovery Personnel Counselors Community Partners P-16 Council	July 2018 – June 2019 (on-going)	Credit Recovery Program Advertising to inform students of recovery initiative plan
Customized student graduation plans Ensure that plans are tailored to the needs of each student to help optimize the time needed to complete graduation requirements and prepare for college or career advancement.	Counselors Review by building administrator	July 2018– June 2019 (on-going)	
Community outreach Build collaborative partnerships that provide services to help remove the issues that are barriers to student re-enrolling and succeeding in school. Barriers may include childcare, financial problems, transportation issues and address all other barriers the students may encounter	School and District Personnel	July 2018 – June 2019 (on-going)	

P-16 Council Work in collaboration on projects to support the vision of the district focusing on parental awareness, student attendance, and dropout prevention.	Teachers Federal Programs Director Parent Liaisons Community Partners	July 2018 – June 2019 (on-going)	
Jobs for Mississippi Graduates program The district offers this program which provides dropout prevention services that support school attendance, graduation, and employability skills through classroom and work based	JMG teacher JMG Program Support	July 2018 – June 2019 (on-going)	JMG Teacher Training Funding to provide JMG program
Partner with Community Colleges and Universities in surrounding area. Allow students to participate in programs offering mentoring activities for both middle and high school students to prepare them for state and national test, graduation, careers, and college.	Counselor Community College Representatives	July 2018– June 2019 (on-going)	

DISTRICT LEVEL PLAN – East Tallahatchie School District

Area of District Responsibility: Addressing how students will transition to the home school district from the juvenile detention centers

<p>Parental/Guardian and student meeting</p> <p>Representatives such as the Principal, Counselor, School Attendance officer and other designated staff setup a transitional support meeting upon the return of the student to the home school. The meetings should be conducted immediately upon the student's return to their home school and aimed to develop strategies that help provide the student with an effective transition resulting in an individualized transition plan. The student's plan will be kept on file in the Counselor's office and copies of the plans shall be provided to the student or parents/guardian.</p>	<p>Parent Student Counselor School Attendance Officer Principal/ Building Level Administrator</p>	<p>August 2018 – June 2019 (on-going)</p>	<p><i>Individualized student transition Plan.</i> The goal of the plan is to provide a foundation and path of knowledge that will assist the teacher and guide the student to achieve their individual academic and career goals.</p>
<p>Individual counseling follow-up sessions</p> <p>School counselor will meet to discuss the student's academic options and ways to incorporate their classwork into the student's curriculum. The sessions should also address behavioral and social needs of the students that promote a smooth transition back to their home school. The juvenile detention center is responsible for reporting to the home school all students' records. Counselor will review and verify the student attendance records in SAM Spectra match the documentation reported from the detention center. Advise Attendance Clerk of any required adjustments. Also, the counselor shall update the student Individual Transition Plan during each follow up sessions</p>	<p>Counselor Teachers Intervention Specialist</p>	<p>August 2018 – June 2019 (on-going)</p>	

Charleston High School
Graduation Restructuring Plan
Design Principle 1: Ready for College and Career

Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		
College Ready Skills 1.3	Developmental Stage		Beginning: A curriculum integrating but not limited to self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring and time management (college ready skills) exists.		
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Meet with school level and district level curriculum coordinators to review existing curriculum	Principal CTE Director School Curriculum Coordinator District Curriculum Coordinator Counselor	June 2019	Human Capacity College and Career Ready Standard (MS) District Standards	N/A	
Present to Superintendent and School Board for adoption of new curriculum	Principal District Curriculum Coordinator	July 2019	People – Consent of Superintendent and School Board Members	Board Adoption	

Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		
College Going Culture 1.9	Beginning: Some students take the ACT/SAT at some point.		Growing Innovations: Students are given multiple opportunities to prepare for and participate in the PSAT/SAT or ASPIRE/ACT		
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Acquire ACT introductory testing EXPLORE and PLAN materials	Principal Federal Programs Director	July 2019	Professional Development on Test Administration		
Offer ACT Prep course offering within school day and after-school.	Principal Counselor Federal Programs Director	July 2019	Materials for Class On-line program in addition to human monitor.	Funding	

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	District Business Manager				
Every junior will participate in ACT testing	Principal Counselor	March 2019	Testing Plan and Space		

Charleston High School
Graduation Restructuring Plan
Design Principle 2: Require Powerful Teaching and Learning

Indicator <i>Design Principle, Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
Curriculum 2.2	Beginning: Content is course-specific.	Early Steps: Teacher relate the content from other courses to connect learning for students and incorporate literacy and problem solving instruction within each content area or discipline.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Build grade level and departmental meeting into Master Schedule to hold Professional Learning Communities (PLC) meetings.	Principal Counselor School Curriculum Coordinator Department Chairs Grade Level Chairs	July – Sept 2019	Flexible schedule Time before/after school to allow time for teachers to meet.	Time Funding	
Provide training on how to incorporate literacy across the curriculum.	Interventionist Specialists Principal/ Building Administrators Director of Curriculum, Testing and Professional Development		Funding Trainers/Consultants		
Build literacy across the curriculum into daily lesson plans	Principal School Curriculum Coordinator Individual Teachers Department Chairs Grade Level Chairs	August 2018 –May 2019 (on-going)			
Classroom observations and focus walks for implementation monitoring.	Principal School Administrators				

Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
Instruction 2.9	Early Steps: All teachers adopt a common instructional framework to make instruction more engaging for all students and to ensure a coherent and consistent student learning experience.	Growing Innovations: Teachers facilitate students' reading, writing, thinking and talking daily to develop a deep understanding of core academic concepts. All teachers actively engage students in the learning process.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
All teachers actively engage students in the learning process.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2018 –May 2019 (on-going)			
Teachers will be required to use the standard lesson line including the use of strategies, such as effective questioning, relevant activities, and authentic projects.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2018 –May 2019 (on-going)			

Charleston High School
Graduation Restructuring Plan
Design Principle 3: Personalization

Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
Adult/Student Relationships Instruction 3.8	Beginning: Every student has a teacher-advisor.	New Paradigms: Teacher-advisors meet with assigned students at least once a week to review their progress and provide academic and affective supports as needed. Teacher-advisors are looped to advance with students as they advance through high school and review students' personal education plans in order to ensure successful completion.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Develop teacher advisory teams by grade level.	Principal School Administrators Counselors	March 2019	Rosters to match teachers with grade level they currently teach for homeroom/advisory assignments	N/A	
Provide Professional Development Training on guidance, personal learning plans, youth development, and supporting mechanisms for emotional, social, and academic needs.	Principal School Administrators Counselors District Curriculum Coordinator Federal Programs Director	June 2019	Professional Development		
Adjust Master Schedule to incorporate advisor/advisee period	Principal District MSIS/SAMS Technology Coordinator	May 2019			
Divide and assign students to advisors by grade level	Principal School Administrators Counselors	July 2018 August 2019– May 2017 (on-going)			

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Establish protocol where students retain same advisor throughout high school career to track progress towards high school completion.	Principal	August 2018 –May 2019 (on-going)		Teachers not developing advisory relationship with students Lack of focus on individualized learning plans	
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Charleston High School
Graduation Restructuring Plan
Design Principle 4: Redefine Professionalism

Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
Collaborative Work Orientation 4.2	Growing Innovations: Staff meetings and/or common planning opportunities model inquiry among adults.	New Paradigms: Staff is engaged in inquiry around their practice through sharing their work, student work, and professional dilemmas for feedback and support.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
All teachers meet in teams (vertical and horizontal) with clear expectations and time for planning.	Principal Curriculum Specialist Department Chairs	August 2018 –May 2019 (on-going)			
The principal will a climate where teachers will meet once a week to discuss data by subject areas and once a week to discuss data by grade level (vertical and horizontal alignment).		August 2018 –May 2019 (on-going)	Data sheets for weekly documentation		
There will be a documentation sheet created that will be different for department meetings and subject area meetings.		August 2018 –May 2019 (on-going)			

Charleston High School
Graduation Restructuring Plan
Design Principle 4: Redefine Professionalism

Indicator <i>Design Principle, Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
Sustainability 4.12	Growing Innovations: Schools secure resources and professional development experiences aligned with the school's mission and vision and Design Principles.	New Paradigms: Schools have a systematic, internal process for the on-boarding and development of new staff and cross-training, capacity building, and continued acculturation of existing staff aligned with Design Principles.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
East Tallahatchie School District and Charleston High School will provide induction programs for new teachers and administrators	East Tallahatchie School District Administrators Principal School Leadership Team	August 2018 –May 2019 (on-going)			
East Tallahatchie School District and Charleston High School will implement a written plan of support for new teachers and administrators that include professional development and on-going monitoring to support the distinct needs of new staff.	East Tallahatchie School District Administrators Principal School Leadership Team	August 2018–May 2019 (on-going)			
East Tallahatchie School District and Charleston High School will identify and support staff that are struggling or remove staff who fails to improve their professional practice.	East Tallahatchie School District Administrators Principal School Leadership Team	August 2018 –May 2019 (on-going)			
East Tallahatchie School District and Charleston High School will develop and implement targeted improvement plans for teachers who are struggling during the first semester.	East Tallahatchie School District Administrators Principal School Leadership Team	August 2018 –May 2019 (on-going)			
East Tallahatchie School District and Charleston	East Tallahatchie School District	August 2018 –May 2019			

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High School will provide professional development opportunities to assist with teacher improvement efforts and remove teachers who fail to comply.	Administrators Principal School Leadership Team	(on-going)			
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Charleston High School
Graduation Restructuring Plan
Design Principle 5: Leadership

Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		
Change Agent 5.2	Growing Innovations: The principal acts as a catalyst to seek new solutions and encourages risk-taking in meeting individual student needs with potentially beneficial outcomes.		New Paradigms: Staff assumes ownership for the development of new solutions to meet school and individual student needs.		
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The principal ensures alignment of the school's vision with the implementation of evidence-based strategies to improve student performance and meet the goals of the school's action plan	Principal	July 2018 August 2019 – May 2019 (on-going)			
The principal builds staff capacity by encouraging and modeling a self-reflective culture and providing leadership development opportunities for staff.	Principal	August 2018 – May 2019 (on-going)			

Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
Focus on Powerful Teaching and Learning 5.5	Growing Innovations: The principal leads discussions about standards-based upon	New Paradigms: Staff members assume ownership of problem identification, solution generation, and strategy implementation

research and best practice.					
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
All teachers establish and maintain a culture of learning to high expectations.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2018–May 2019 (on-going)			
Administrative Team will hold teachers accountable for communicating rigorous, instructional goals and holding students accountable for meeting those goals.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2018–May 2019 (on-going)			
Administrators will require teachers to establish classroom environments conducive to learning.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2018 –May 2019 (on-going)			

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Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
Autonomous Governance 6.4	Early Steps: The district office has waived required Attendance at some of the district level professional development	New Paradigms: The principal and staff have complete autonomy regarding attendance at district level professional development events. They attend and implement all network professional development and work together to identify and provide additional professional development.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
LEA has established a district turnaround office to support Priority implementation.	Director of Curriculum, Professional Development and Testing Federal Programs Director	May 2019 - ongoing			
Written evidence such as agendas and sign in sheets will be provided to support regular meetings backing the priority school implementation.	Director of Curriculum, Professional Development and Testing Federal Programs Director	May 2019 - ongoing			

Indicator <i>Design Principle; Indicator</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
Autonomous Governance 6.5	Growing Innovations: The school/program schedule is flexible and responsive to student and staff needs. The principal and staff meet frequently to discuss the school schedule and make revisions as necessary.	New Paradigms: The principal and staff meet to review and revise the school schedule as needed to make flexible use of time in the best interest of students and to allow for regular opportunities to learn outside of the classroom.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Charleston High School has already	Teachers Interventionist	August 2018 -May 2019	No further action needed.	No further action needed.	No further action

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increased learning time for all students by increasing the length of the school day by 25 minutes.	Specialists Principal/ Building Administrators	(on-going)			needed.
All teachers maximize time available for instruction.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2018 –May 2019 (on-going)			
The principal will promote a culture of high teacher expectation that requires all teachers to begin classes on time, establish and follow procedures consistently, manage disruptions and digressions in a consistent manner, and use appropriate pacing to maximize students' time on task.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2018 –May 2019 (on-going)	Administrative Team will monitor teachers through daily informal teacher observations.		
School continuously evaluates the effectiveness of increased learning time Monitor students by cohort groups who are attending additional tutorial sessions. -Monitor the progress of the students attending Saturday school by proficiency levels -Teachers will meet weekly in their department/subject area meetings to discuss student data and to monitor student's progress -Teachers will record weekly test data on data and nine weeks case 21 test data	Teachers Interventionist Specialists Principal/ Building Administrators	August 2018 –May 2019 (on-going)			

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