



Sunflower County Consolidated School District

Dropout Prevention/Restructuring Plan

2019-2020

Miskia Davis, Superintendent

196 Dr. Martin Luther King Drive
Indianola, MS 38751

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Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

On behalf of the Sunflower County Consolidated 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: 1) Increasing the state graduation rate; 2) reduce the state dropout rate; and 3) reducing the truancy rate.

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 Leader:

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District Superintendent: Miskia Davis

(Signature)

School Board Chair: Mr. Edward Thomas

(Signature)



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

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SECTION I

Demographic Data
and
Needs Assessment Outcomes



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

District Name: **Sunflower County Consolidated School District**

Graduation Rate: 74.3 % Dropout Rate: 14.1 % Truancy Rate: %

	Elementary School	Middle School	High School
School Data			
Number of Schools	7	3	2
Cumulative Enrollment	1619	874	970
Counselor/ Student Ratio	231:1	291:1	485:1
Student Demographic Data			
	Number	Percentage	
Female	1739	50%	
Male	1724	50%	
Asian	5	0.001%	
Black	3307	95%	
Hispanic	75	0.022%	
Native American	0	0.0%	
White	76	0.022%	
District –wide Staff Demographic Data (Teacher/Administrators)			
	Number	Percentage	
Female	272	75%	
Male	91	25%	
Black	284	78%	
White	70	19%	
Other	9	0.024 %	



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District Data (Continued)

	% of students proficient and above		% of students proficient and above	
Grade Level	Language Arts		Math	
Grade 3	44.9%		51.3%	
Grade 4	34.1%		35.4%	
Grade 5	22.2%		22.9%	
Grade 6	13.1%		22.8%	
Grade 7	21.8%		46.6%	
Grade 8	15.5%		28.3%	
High School Subjects Area Tests – Percent Proficient or above %				
	Algebra I	US History	Biology I	English II
Gentry High School	11.9%	48%	15.7%	19.8%
Thomas E. Edwards, Sr. High School	21.5%	26.6%	42.9%	20.4%



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Additional District Information	
Number of GED Options Program students N/A 0	Number of Students Taking the GED Test N/A 0
Number of GED Options Program Students Successfully Completing a GED N/A 0	Number of Students Passing one or more Section of the GED Test N/A 0
Average Length of Time Spent in GED Option Program <u>N/A</u> <input type="checkbox"/> 6 month <input type="checkbox"/> one year <input type="checkbox"/> two years <input type="checkbox"/> more than two years	
Number of students Who are Two or More Years Behind Grade Level by 9 th Grade 73	Does your district currently offer a "Fast- track" Program for high school students? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Number of students with 5 or More Unexcused Absences 1592	Number of students with 12 or More Unexcused Absences 439
Number of Discipline Referrals 677	Number of Students Receiving Free/Reduced Meals 3463



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan Needs Assessment Outcomes

Several measures were utilized to collect data on predictive indicators that contribute to the dropout rate and to identify the subgroup(s) that exhibit these dropout variables. An analysis of the district's Mississippi Student Information System (MSIS) reports on students' absences (students who had 5 or 12 or more absences), discipline referrals, and the district's demographic information were used to indicate an array of reasons why students drop out of school or fail to graduate from high school. Some of the factors that contribute to students' potential to dropout are attendance, suspensions, low academic skills, family problems, and teen pregnancy.

SHORT TERM GOALS

Based on need assessments, test scores and other school data the following short term goals have been developed:

GOAL I: Incorporate best practices for instruction to increase student achievement in Language Arts.

Objective 1: Provide all staff with on-going/job-embedded professional development on research based practices in teaching Language Arts.

Objective 2: Provide assistance to teachers in data analysis to develop instructional plans for students.

GOAL II: Provide behavioral support systems to enhance students' decision making skills

Objective 1: Train teachers and administrators in implementation of a Positive Behavior Intervention Support Systems

Objective 2: Create partnerships that will assist students in building positive relationships and make positive decisions

Objective 3: Maintain at least one counselor per school

GOAL III: Provide support systems to improve students' academic performance

Objective 1: Provide teacher training on selection and use of appropriate interventions of the Tier process (MTSS)

Objective 2: Increase the number of students who participate in after school tutorial and remediation programs



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LONG TERM GOALS

Based on short term goals and objectives the Sunflower County Consolidated School District has developed the following long term goals:

GOAL I: Increase the graduation rate by 10% over the next five years.

GOAL II: Decrease dropout rate by 10% over the next five years.

GOAL III: Decrease truancy by 10% over the next five years.



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SECTION II

District Level Plan



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

AREA OF DISTRICT RESPONSIBILITY: **Decrease K-2 Retentions**

Procedures for Implementation	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How often will it take place or progress monitored? 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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task: Implementation of Intervention Block (K-12) Goal: Student support Frequency: Daily Practice Evidence: 30 minutes or more of intervention with 85% accuracy	K-3 ELA Supervisor	On-going	PD: Effective Use of Centers Data Driven Instruction Resources: Envision, External Providers	Potential Barriers: Fidelity of implementation Ways to overcome Barriers: Training and monitoring of program	
Task: I-Ready Implementation (K-8) Goal: Student support (remediation, enrichment, and intervention) Frequency: 120 minutes weekly: Tier 1 Support Evidence: Review of Usage Reports; Avg. % correct	Curriculum Dept.	On-going	PD: I-Ready training Resources: Printed ready books	Potential Barriers: Fidelity of Implementation Ways to overcome Barriers: Training and monitoring of program	
Task: Provide Streamlined District RTI Services Goal: Student support (specifically for Tier II and Tier III) Frequency: Meet on 20 day students; Progress monitor based on quarterly data Evidence: RTI documentation for students	MTSS Coordinator	On-going	PD: RTI process, intervention programs and/or support systems Resources: RTI student portfolios, computer based instructional programs, Rti management system	Potential Barriers: Fidelity of Implementation/Integrity Knowledge of RTI process Ways to overcome Barriers: Training and monitoring of program	



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AREA OF DISTRICT RESPONSIBILITY: **Subgroup needing additional assistance to meet graduation requirements.**

Subgroups Identified
Over aged students, Truant students, SATP Re-testers, Habitual disciplined students

Procedures for Implementation	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How often will it take place or progress monitored? 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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task: Provide comprehensive counseling services Frequency: PBIS biweekly Evidence: discipline data; behavior documentation, academic progress reports	Counselors Teachers Administration MTSS coordinator	On-going	Collaborate with outside agencies PD: ASCA Model, Effective Behavioral logs, Functional Behavior Assessment, PBIS	Potential Barriers: Funding Ways to overcome Barriers: Seek outside funding donations	
Task: Develop a system to increase parental involvement (parent night, School/grade level parent meetings, grade transition meetings for parents) Frequency: monthly logs; parent participation rate at school events Evidence: Sign in sheets, surveys	Parent Liaison Parent Liaison Coordinator Principal	On-going	Parent liaisons PD: Parent teacher conferences	Potential Barriers: Parental Support Funding Transportation Building Positive Rapport, trust with parents Ways to overcome Barriers: Activities catered to the needs of parents, increased communication	



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

AREA OF DISTRICT RESPONSIBILITY: Dropout Recovery Initiatives for students ages 17- 21 who dropped out of school

Procedures for Implementation	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How often will it take place or progress monitored? 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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Tasks: Develop partnerships with outside agencies to assist students in obtaining diploma, career and technical skills, and/or GED Frequency: Track students each semester Evidence: Students completing GED or receiving high school diploma	HS counselors	December 2019	MS Works contact transportation	Potential Barriers: Keeping an accurate contact information on students Ways to overcome Barriers: Counselors/parent liaison will track students after not returning. Also mandatory counseling with at-risk students.	



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AREA OF DISTRICT RESPONSIBILITY: **Students transitioning from Juvenile detention centers to home schools**

Procedures for Implementation	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How often will it take place or progress monitored? 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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task: Provide Parent and Student Orientation/Transition Meeting Goal: student support/effective transition Frequency: Upon return to home school Evidence: Documentation of orientation/transition meeting with signatures	Principal Counselor IAAC Director	On-going	Parental support, student transition team	No barriers exist for this task.	
Task: Provide Individual Counseling Sessions Goal: student support(academic/behavior) College and Career planning Frequency: once a week/ 30 mins Evidence: documentation of counseling sessions	Counselors	On-going	Counseling curriculum/resources	No barrier exists for this task.	
Task: Provide Individual Education and Career Plan Progress Monitor: Observations, progress reports quaterly Evidence: Goals met on IECF discipline data, report cards	Principal Counselor Teacher	On-going	Individual Education plan template PD: Developing Plan Cooperative learning	Potential Barriers: Student /teacher participation Ways to overcome Barriers: Training and meeting with teachers regularly.	



Sunflower Consolidated School District Dropout Prevention/Restructuring Plan

SECTION III

Gentry High School Feeder Pattern

Action Plans

Schools

Gentry High School (Grades 10-12)

Robert L. Merritt Jr. High School (Grades 6-9)



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Gentry High School

Design Principle: Principle 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
(1.9) College Going Culture	Beginning Steps: Most students in grades 10 -12 will take the ACT.	Early Steps: Students in grades 8 – 11 will take a Mock ACT twice a year.

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>	
Task 1: Continue funding for 10 th and 11 th grade Mock ACT Testing. Monitor: Principal & Counselor Measurement Outcomes: N/A	Federal Program Director	July 2019	Funding for testing.	Potential Barriers: Lack of updated technology and scheduling conflicts are potential barriers. Ways to overcome Barriers: Create schedule for testing that minimize time away from instruction.	
Task 2: Continue funding for 10 th and 11 th grade ACT Prep teacher. Monitor: Principal & Counselor Measurement Outcomes: N/A	Federal Program Director	July 2019	Funding for teacher	Potential Barriers: Funding	

Outcome: Increase students ACT scores and scholarship opportunities.



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Gentry High School

Design Principle: Principle 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
(1.10) College Going Culture	Beginning Steps: – A list of institutes of higher education is posted in the counselor’s office. Displays throughout the school highlight colleges. Students aspire to attend college.	Early Steps: Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with a focus on attending and graduating from college.

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>	
Task 1: All instructors will display college information either in classroom or door. Monitor: Principal & Counselor Measurement Outcomes: Attractive displays in all classrooms.	Instructors Counselors	December 2019	Professional collaboration time to request, receive, and display college/university material.	There are no barriers for this task.	
Task 2: A College Corner will be created in student Common Areas such as the cafeteria. Monitor: Principal & Counselor Measurement Outcomes: Attractive displays in Common Areas.	Instructors Counselors	December 2019	Professional collaboration time to request, receive, and display college/university material.	There are no barriers for this task.	

Outcome: Increase students’ awareness of opportunities after high school



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Gentry High School

Design Principle: Principle 4: Redefine Professionalism

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
(4.2) Collaborative Work Orientation	Beginning Steps: Instructors attend Staff Meetings and/or common planning opportunities, as appropriate.	Early Steps: Staff meetings and/or common planning opportunities model collaboration among adults.

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>	
Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings. Monitor: Site Leadership Team Measurement Outcomes: Agenda, Minutes, Sign-In Sheet	Site Leadership Team	October 2019	Focused Leadership Team	There are no barriers for this task.	
Task 2: Grade Level and/or Subject Area Teams will establish Lesson Tuning Protocols. Monitor: Principal, Assistant Principal, Academic Coaches Measurement Outcomes: Observations, Minutes	All Instructors	On-going	Professional Development Time and Calendar	Potential Barriers: Unexpected events that disrupt/interfere with the Professional Development calendar. Ways to overcome Barriers: Provide detailed training of expectations and monitoring.	

Increase teacher collaboration which will ultimately increase student achievement.

Outcome: _____



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Merritt Junior High School

Design Principle: Principle 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>	
1.10 (College Going Culture)	Early Steps: Counselor currently have college information posted in counselor office			Growing Innovation: Students develop personal interest in college. Teachers and students talk daily about setting goals to attend college or get a job.	
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>	
Task 1: Counselor create a college wall in the school displaying pennants or other college paraphernalia. Monitor: Observations (Principal and Teachers). Measurement Outcomes: NA	Counselor	December 2019	Personnel, time, partnership with colleges/universities admissions office, money.	Potential Barriers: Response time in obtaining materials from colleges. Ways to overcome Barriers: Secure funding to order pennants.	
Task 2: Teachers create a visual display of the college/university they attended on or outside their classroom door. Monitor: Observations (Principal and Teachers) Measurement Outcomes: NA	Teachers	December 2019	Personnel, time, technology	There are no barriers for this task.	

Outcome: Students are researching and developing personal interest in colleges/careers. There is daily conversation in the classrooms about colleges/careers.



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Merritt Junior High School

Design Principle: Principle 2: Require Powerful Teaching and Learning

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
2.5 (Instruction)	Early Steps: There is limited use of technology by students for instruction	Growing Innovation: Teachers use technology daily for instruction in ways that model the use of technology in college and in the work world.

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>	
Task 1: Teachers will develop proficiency in the use of technology through professional development. Monitor: Observations, attendance at training, lesson plans	Principal Technology Department Teachers	Ongoing	Personnel and time	There are no barriers for this task.	
Task 2: Teachers will create authentic learning activities/lessons integrating technology. Monitor: Observations (Principal and Teachers).	Teachers	Ongoing	Personnel, time, support from technology department	Potential Barriers: Consistency in technology capabilities. Ways to overcome Barriers: Identify a school level technology champion to troubleshoot.	

Outcome: Students are using technology to solve problems, gather information and think critically. Students are helping teachers and other students to use technology in the classroom.



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Merritt Junior High School

Design Principle: Principle 3: Personalization

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
3.7 (Adult/Student Relationships)	Early Steps: Some teachers meet to discuss students' progress	Growing Innovation: Teachers meet regularly to collaborate and discuss the needs and progress of students..

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>	
Task 1: Develop a weekly grade level meeting for teachers to discuss the needs and progress of students. Monitor: Observations (Principal and Teachers). Meeting agendas/minutes, achievement and behavior data Measurement Outcomes:	Teachers Counselor Assistant Principal Principal	Ongoing	Personnel, time, achievement and behavior data	N/A	

Outcome: All teachers are meeting weekly to discuss the needs and progress of students during grade level meetings.



Sunflower Consolidated School District Dropout Prevention/Restructuring Plan

SECTION IV

Thomas E. Edwards, Sr. High School Feeder Pattern

Action Plans

Schools

Ruleville Central High School (Grades 9-12)

Ruleville Middle School (Grades 6-8)

Drew Hunter Middle School (Grades 6-8)



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Ruleville Central High School

Design Principle: Principle 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
1.9 (College Going Culture)	Beginning Steps: Most students in grades 11 -12 will take the ACT.	Early Steps: Students in grades 8- 11 will take a Mock ACT twice a year.

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>	
Task 1: Administer Mock ACT test to 8-11 th graders Monitor: Principal & Counselor Measurement Outcomes: N/A	STC	August 2019 January 2020	EDMAS	Potential Barriers: Scheduling conflicts are potential barriers. Ways to overcome Barriers:	
Task 2: Continue funding for 8-11 th grade MOCK ACT test. Monitor: Principal & Counselor Measurement Outcomes: N/A	Federal Program Director	August 2019 January 2020	Edmentum	Potential Barriers: Funding. Ways to overcome Barriers:	

Outcome: Increase ACT scores and scholarship opportunities for students



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Ruleville Central High School

Design Principle: Principle 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
1.10 (College Going Culture)	Beginning Steps: – A list of institutes of higher education is posted in the counselor’s office. Displays throughout the school highlight colleges. Students aspire to attend college.	Early Steps: Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with a focus on attending and graduating from college.

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>	
Task 1: All instructors will create a College Corner in their classrooms . Monitor: Principal & Counselor Measurement Attractive displays in all classrooms.	Instructors Counselors	December 2019	Professional collaboration time to request, receive, and display college/university material.	N/A	
Task 2: A College Corner will be created in student Common Areas such as the cafeteria. Monitor: Principal & Counselor Measurement Outcomes: Attractive displays in Common Areas.	Instructors Counselors	December 2019	Professional collaboration time to request, receive, and display college/university material.	N/A	

Outcome: Increase student’s awareness of colleges and universities.



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Ruleville Central High School

Design Principle: Principle 4: Redefine Professionalism

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
4.2 (Collaborative Work Orientation)	Beginning Steps: Instructors attend Staff Meetings and/or common planning opportunities, as appropriate.	Early Steps: Staff meetings and/or common planning opportunities model collaboration among adults.

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>	
Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings. Monitor: Ruleville Central High School Leadership Team Measurement Outcomes: Agenda, Minutes, Sign-In Sheet	RCHS Leadership Team	October 2019	Leadership Team/ Professional Learning Communities	N/A	
Task 2: Grade Level and/or Subject Area Teams will establish Lesson Tuning Protocols. Monitor: Principal, Assistant Principal, Academic Coaches Measurement Outcomes: Observations, Minutes	All Instructors	On-going	Professional Development Time and Calendar	Potential Barriers: Unexpected events that disrupt/interfere with the Professional Development calendar.	

Outcome Increase teacher collaboration and allow teachers to share best practices.



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Ruleville Middle School

Design Principle: Principle 2: Require Powerful Teaching and Learning

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>	
2.7 (Instruction)	Early Steps: Teachers allow students to work in small groups and groups are managed by teachers.			Growing Innovation: Students will be able to organize and manage their own learning teams and work collaboratively without being managed by teacher.	
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>	
Task 1: Develop small groups during instructional time. Monitor: Observations (Principal, Academic Coach and Teachers). Measurement Outcomes: Students are working collaboratively in small groups and forming their own collaborative groups based on their instructional needs	Principal Aca. Coach	On going	<ul style="list-style-type: none"> Personnel Professional development on Cooperative Learning 	There will be no barrier for the implementation of this design principle	
Task 2: Conduct Professional Development on Cooperative learning strategies Monitor: Observations (Principal, Academic Coach and Teachers) Measurement Outcomes: Teachers are	Principal Aca. Coach	On going	<ul style="list-style-type: none"> Professional Development Personnel Cooperative learning Strategies Money for consultant to provide professional 	Potential Barriers: <ul style="list-style-type: none"> Teachers using cooperative learning strategies Providing time for professional development 	



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incorporating cooperative learning strategies into daily instructional practices			development	Ways to overcome Barriers: <ul style="list-style-type: none">• Schedule time for Professional Development• Allow teachers to select a strategy to implement and provide feedback on the implementation of the cooperative learning strategy selected.• Teachers discuss implementation of strategies during Professional Learning Community.• Teacher observe peer modeling during class time.• Administrative team monitors the implementation of strategies during instructional time.	
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Outcome: The teachers and students will form cooperative learning groups and work collaboratively during instructional time.



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Ruleville Middle School

Design Principle: Principle 3: Personalization

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
3.8 (Adult /Student Relationships)	Early Steps: Every student has a teacher-advisor	Early Steps: Teacher-Advisors meet with their assigned students once a month

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>	
Task 1: Develop a teacher-advisor team Monitor: Teachers-Advisors meet with students once a month Measurement Outcomes: Monitoring the effectiveness of the Teacher-Advisors Meetings	Principal Aca. Coach Counselor Teachers	On going	<ul style="list-style-type: none"> Personnel Guidelines for Teacher Advisory Teams 	Potential Barriers: <ul style="list-style-type: none"> Scheduling designated time once a month or Teacher-Advisor Councils Deciding on topics to address during Teacher-Advisor Council meeting with students Ways to overcome Barriers <ul style="list-style-type: none"> Time will be carved out on a Friday once a month during the 7th period. Schedules will be amended to accommodate modification. Advisor-Teachers will 	



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				use needs assessments results to identify specific topics.	
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Outcome: To establish a Teacher-Advisor Council to meet monthly.



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Ruleville Middle School

Design Principle: Principle 4: Redefine Professionalism

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
4.1(Collaborative Work Orientation)	Growing Innovations Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement	New Paradigms: All staff members solicit peer feedback in order to advance their own practices.

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>	
Task 1: Develop peer observation schedule Monitor: Teachers observes peers and provide feedback Measurement Outcomes: Teachers will solicit feedback from peers based on their instructional needs without being prompted by administration.	Principal Aca. Coach Counselor Teachers	On going	<ul style="list-style-type: none"> Personnel Peer observation template Peer observation schedule 	<ul style="list-style-type: none"> There are no potential barriers for implementation of this design principle. 	

Outcome: Teachers will solicit feedback from peers based on their instructional needs without being prompted by administration.



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Drew Hunter Middle School

Design Principle: Principle 2: Require Powerful Teaching and Learning

Outcome: Increase of differentiated instruction to meet the needs of students.

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>	
2.7 (Instruction)	Early Steps: Teachers allow students to work in small groups and groups are managed by teachers.			Growing Innovation: Students will be able to organize and manage their own learning teams and work collaboratively without being	
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>	
Task 1: Develop small groups during instructional time. Monitor: Observations (Principal, Academic Coach and Teachers). Measurement Outcomes: Students are working collaboratively in small groups and forming their own collaborative groups based on their instructional needs	Principal Lead Teacher Teachers	Ongoing	Personnel Professional development on Cooperative Learning	There will be no barrier for the implementation of this design principle	
Task 2: Conduct Professional Development on Cooperative learning strategies Monitor: Observations (Principal, Academic Coach and Teachers) Measurement Outcomes: Teachers are incorporating cooperative learning strategies into daily instructional practices	Principal Lead Teacher	Ongoing	Professional Development on Cooperative Learning Strategies	NA	



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Drew Hunter Middle School

Design Principle: Principle 4: Redefine Professionalism

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
4.1 (Collaborative Work Orientation)	Early Steps: Teachers observe their peers in practice.	Growing Innovation: Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement.

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>	
Task 1: Develop peer observation schedule. Monitor: Teacher Observations Measurement Outcomes: Peer observation forms will be submitted electronically to principal and academic coach	Principal Aca. Coach	September 2019	Schedule matrix	There will be no barrier for the implementation of this design principle	
Task 2: Teachers will conduct peer observations. Monitor: Effective instructional practices in use. (Teachers) Measurement Outcomes: Teachers observe their peers in practice to gain effective teaching strategies (these strategies can be inclusive of research based practices).	Teachers	Ongoing	Peer observation form	Time. However, time will be carved into the instructional day for peers to provide feedback.	

Outcome: Teachers are able to observe best practices to utilize in instruction.



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Drew Hunter Middle School

Design Principle: Principle 5: Leadership

Indicator <i>Design Principle: Indicator (Ex. 1.1)</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>
5.6 (Focus on Powerful Teaching and Learning)	Early Steps: The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and targeted feedback to teachers.	Growing Innovation: The principal holds staff accountable for full implementation of the College and Career Ready standards and continuous learning and 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>	
Task 1: Develop a schedule for monitoring classroom instruction. Monitor: Classroom instruction Measurement Outcomes: Principal will monitor classroom instructional practices to ensure that teachers are implementing the Common Instructional Framework.	Principal	Ongoing	None	There will be no barrier for the implementation of this design principle	

Outcome: To ensure effective teaching and learning is taking place school-wide.



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APPENDIX A

DISTRICT DROPOUT PREVENTION TEAM INFORMATION

Listed below are the members of the Sunflower Consolidated County School District's dropout prevention team and feeder pattern teams:

DISTRICT TASK FORCE

<u>NAME</u>	<u>TITLE</u>
Miskia Davis	Superintendent
Li'Thesia Kent	District Test Coordinator
Khalilah Ranson	Indianola Academic Achievement Center Director
Shamethria Beaman	Curriculum Specialist
Dylan Jones	District Data Specialist
Leigh Ann Reynolds	Director of Early Childhood

Gentry High School Feeder Pattern Task Force

Willie Bolden	Principal, Gentry High School
Chris Turner	Principal, Merritt Jr. High School
Rosalind Johnson	ICTC Director

Ruleville Central High School Feeder Pattern Task Force

Eric Lakes	Principal, Ruleville Central High School
Tommy Molden	Principal, Ruleville Middle School
Tony Young	Principal, Drew Hunter Middle School

Note: Additional team members will be added to include other necessary school personnel and community and business leaders.