



# Sunflower County Consolidated School District

## Dropout Prevention/Restructuring Plan

**Dr. Miskia Davis, Superintendent**

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Indianola, MS 38751

## TABLE OF CONTENTS

<b>SECTION I– DISTRICT INFORMATION</b>	1
District Demographic Overview	2
District Testing Data	3
District Additional Data	4
District Short Term Goals & Objectives	5
<b>SECTION II- DISTRICT PLAN</b>	6
District Dropout Prevention Action Plan	7
<b>SECTION III – Gentry High School Feeder Pattern School Level Plans</b>	11
Gentry High School Action Plan	12
Robert C. Merritt Junior High School Action Plan	15
<b>SECTION IV – Thomas E. Edwards Sr. High School Feeder Pattern School Level Plans</b>	18
Thomas E. Edwards Sr. High School Action Plan	19
Ruleville Middle School Action Plan	22
Drew Hunter Middle School Action Plan	25
<b>APPENDICES</b>	
A – Sunflower County Consolidated School District Dropout Prevention Team	28
<b>Board Approval Date and Signature Page</b>	29

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Sunflower Consolidated School District  
Dropout Prevention/Restructuring Plan

**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: 79.8 % Dropout Rate: 17.2 % Truancy Rate:      %

	Elementary School	Middle School	High School
<b>School Data</b>			
<b>Number of Schools</b>	7	3	2
<b>Cumulative Enrollment</b>	1671	692	946
<b>Counselor/ Student Ratio</b>	239:1	231:1	473:1
<b>Student Demographic Data</b>			
	<b>Number</b>	<b>Percentage</b>	
<b>Female</b>	1648	50%	
<b>Male</b>	1661	50%	
<b>Asian</b>	4	0.001%	
<b>Black</b>	3179	96%	
<b>Hispanic</b>	63	0.019%	
<b>Native American</b>	0	0.0%	
<b>White</b>	63	0.019%	
<b>District –wide Staff Demographic Data (Teacher/Administrators)</b>			
	<b>Number</b>	<b>Percentage</b>	
<b>Female</b>	265	73%	
<b>Male</b>	96	27%	
<b>Black</b>	284	79%	
<b>White</b>	64	18%	
<b>Other</b>	13	0.036 %	

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	<b>% of students proficient and above</b>	<b>% of students proficient and above</b>
<b>Grade Level</b>	<b>Language Arts</b>	<b>Math</b>
<b>Grade 3</b>	19	7
<b>Grade 4</b>	20	8
<b>Grade 5</b>	20	5
<b>Grade 6</b>	13	8
<b>Grade 7</b>	11	18
<b>Grade 8</b>	13	11

District Data (Continued)

<b>High School Subjects Area Tests – Percent Proficient or above %</b>				
	<b>Algebra I</b>	<b>US History</b>	<b>Biology I</b>	<b>English II</b>
<b>Gentry High School</b>	3	14	2	17
<b>Thomas E. Edwards, Sr. High School</b>	2	13	5	6
<b>Robert L. Merritt Jr. High</b>			25	

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Additional District Information</b>	
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> <ul style="list-style-type: none"> <li>• 6 month</li> <li>• one year</li> <li>• two years</li> <li>• more than two years</li> </ul>	
Number of students Who are Two or More Years Behind Grade Level by 9 <sup>th</sup> Grade 57	Does your district currently offer a “Fast- track” Program for high school students?  • Yes      X No
Number of students with 5 or More Unexcused Absences 1175	Number of students with 12 or More Unexcused Absences 412
Number of Discipline Referrals 157	Number of Students Receiving Free/Reduced Meals 3309

## Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

### Goals

#### 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

#### 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.

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Sunflower Consolidated School District  
Dropout Prevention/Restructuring Plan

**SECTION II**

District Level Plan



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

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence	
<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>		
<b>Task: Implementation of Interventions (K-2)</b> <i>Goal:</i> Student support <i>Frequency:</i> Daily Practice	MTSS Coordinator	On-going	<b>PD:</b> Effective Use of Centers Data Driven Instruction  <b>Resources:</b> Envision, External Providers	Sign in Sheets Lesson Plans	
<b>Task: I-Ready Implementation (K-8)</b> <i>Goal:</i> Student support (remediation, enrichment, and intervention) <i>Frequency:</i> 120 minutes weekly: Tier 1 Support	Curriculum Dept.	On-going	<b>PD:</b> I-Ready training <b>Resources:</b> Printed ready books	Sign in Sheets Lesson Plans Usage Reports	
<b>Task: Provide Streamlined District MTSS Services</b> <i>Goal:</i> Student support (specifically for Tier II and Tier III) <i>Frequency:</i> Meet on 20 day students; Progress monitor based on quarterly data	MTSS Coordinator	On-going	<b>PD:</b> MTSS process, intervention programs and/or support systems  <b>Resources:</b> MTSS student portfolios, computer based instructional programs, MTSS management system	MSIS Report MTSS documentation	

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

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

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence	
<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>		
<p><b>Task: Provide comprehensive counseling services</b></p> <p><i>Frequency:</i> PBIS biweekly</p>	<p>Counselors Teachers Administration MTSS coordinator</p>	On-going	<p>Collaborate with outside agencies</p> <p><b>PD:</b> ASCA Model, Effective Behavioral logs, Functional Behavior Assessment, PBIS</p>	<p>discipline data behavior documentation academic progress reports</p>	
<p><b>Task: Develop a system to increase parental involvement (parent night, School/grade level parent meetings, grade transition meetings for parents)</b></p> <p><i>Frequency:</i> monthly logs; parent participation rate at school events</p>	<p>Parent Liaison Principal</p>	On-going	<p>Parent liaisons</p> <p><b>PD:</b> Parent teacher conferences</p>	<p>Sign in sheets surveys</p>	

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**

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence	
<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>		
<p><b>Tasks: Develop partnerships with outside agencies to assist students in obtaining diploma, career and technical skills, and/or GED</b></p> <p><i>Frequency:</i> Track students each semester</p>	HS counselors	December 2021	MS Works contact transportation	Students completing GED or receiving high school diploma	
<p><b>Tasks: Ombudsman Implementation</b></p> <p><i>Frequency:</i> Track students each nine weeks</p>	IAAC Director	Ongoing	Ombudsman Program	Students completing GED or receiving high school diploma	

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

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

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence	
<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>		
<p><b>Task: Provide Parent and Student Orientation/Transition Meeting</b></p> <p><i>Goal:</i> student support/effective transition</p> <p><i>Frequency:</i> Upon return to home school</p>	Principal Counselor IAAC Director	On-going	Parental support, student transition team	Meeting Agendas Sign in Sheets	
<p><b>Task: Provide Individual Counseling Sessions</b></p> <p><i>Goal:</i> student support(academic/behavior) College and Career planning</p> <p><i>Frequency:</i> once a week/ 30 mins</p>	Counselors	On-going	Counseling curriculum/resources	Counseling Logs	
<p><b>Task: Provide Individual Education and Career Plan</b></p> <p><i>Progress Monitor:</i> Observations, progress reports quarterly</p>	Principal Counselor Teacher	On-going	Individual Education plan template PD: Developing Plan Cooperative learning	IECP goal sheets discipline data report cards	

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 7-9)

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
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<b>(1.9) College Going Culture</b>	<b>Beginning Steps:</b> Most students in grades 10 -12 will take the ACT.	<b>Early Steps:</b> Students in grades 8 – 11 will take a Mock ACT twice a year.
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**Gentry High School**

**Design Principle:** Principle 1: Ready for College and Career

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: Continue funding for 10 <sup>th</sup> and 11 <sup>th</sup> grade Mock ACT Testing.  Monitor: Principal & Counselor  Measurement Outcomes: N/A	Federal Program Director	July 2021	ACT materials	ACT scores	
Task 2: Continue funding for 10 <sup>th</sup> and 11 <sup>th</sup> grade ACT Prep  Monitor: Principal & Counselor  Measurement Outcomes: N/A	Federal Program Director	July 2021	ACT materials	ACT scores	

**Outcome:** Increase students' ACT scores and scholarship opportunities

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>(1.10) College Going Culture</b>	<b>Beginning Steps:</b> – 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.	<b>Early Steps:</b> 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.

**Gentry High School**

**Design Principle:** Principle 1: Ready for College and Career

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: All instructors will display college information either in classroom or door.  Monitor: Principal & Counselor	Instructors Counselors	December 2021	Professional collaboration time to request, receive, and display college/university material.	Attractive displays in all classrooms.	
Task 2: A College Corner will be created in student Common Areas such as the cafeteria.  Monitor: Principal & Counselor	Instructors Counselors	December 2021	Professional collaboration time to request, receive, and display college/university material.	Attractive displays in all classrooms.	

**Outcome:** Increase students’ awareness of opportunities after high school

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>(4.2) Collaborative Work Orientation</b>	<b>Beginning Steps:</b> Instructors attend Staff Meetings and/or common planning opportunities, as appropriate.	<b>Early Steps:</b> Staff meetings and/or common planning opportunities model collaboration among adults.

**Gentry High School**

**Design Principle:** Principle 4: Redefine Professionalism

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings.  Monitor: Site Leadership Team	Site Leadership Team	October 2021	Focused Leadership Team	Agenda Sign-In Sheet	
Task 2: Grade Level and/or Subject Area Teams will establish Lesson Tuning Protocols.  Monitor: Principal, Assistant Principal, Academic Coaches	All Instructors	On-going	Professional Development Time and Calendar	Observations Agenda Sign in Sheet	

**Outcome:** Increase teacher collaboration which will ultimately increase student achievement



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.10 (College Going Culture)</b>	<b>Early Steps:</b> Counselor currently have college information posted in counselor office	<b>Growing Innovation:</b> Students develop personal interest in college. Teachers and students talk daily about setting goals to attend college or get a job.

**Merritt Junior High School**

**Design Principle:** Principle 1: Ready for College and Career

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: Counselor create a college wall in the school displaying pennants or other college paraphernalia.  Monitor: Observations (Principal and Teachers).	Counselor	December 2021	Personnel, time, partnership with colleges/universities admissions office, money.	Display	
Task 2: Teachers create a visual display of the college/university they attended on or outside their classroom door.  Monitor: Observations (Principal and Teachers)	Teachers	December 2021	Personnel, time, technology	Display	

**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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.5 (Instruction)</b>	<b>Early Steps:</b> There is limited use of technology by students for instruction	<b>Growing Innovation:</b> Teachers use technology daily for instruction in ways that model the use of technology in college and in the work world.

**Merritt Junior High School**

**Design Principle:** Principle 2: Require Powerful Teaching and Learning

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: Teachers will develop proficiency in the use of technology through professional development.	Principal Technology Department Teachers	Ongoing	Personnel and time	Observations Sign in Sheet lesson plans	
Task 2: Teachers will create authentic learning activities/lessons integrating technology.	Teachers	Ongoing	Personnel, time, support from technology department	Observations	

**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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>3.7 (Adult/Student Relationships)</b>	<b>Early Steps:</b> Some teachers meet to discuss students' progress	<b>Growing Innovation:</b> Teachers meet regularly to collaborate and discuss the needs and progress of students..

**Merritt Junior High School**

**Design Principle:** Principle 3: Personalization

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: Develop a weekly grade level meeting for teachers to discuss the needs and progress of students.  Monitor: Observations (Principal and Teachers).	Teachers Counselor Aca. Coach Assistant Principal Principal	Ongoing	Personnel, time, achievement and behavior data	Meeting agendas minutes achievement and behavior data	

**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

Thomas E. Edwards, Sr. 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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.9 (College Going Culture)</b>	<b>Beginning Steps:</b> Most students in grades 11 -12 will take the ACT.	<b>Early Steps:</b> Students in grades 8- 11 will take a Mock ACT twice a year.

**Thomas E. Edwards Sr. High School**

**Design Principle:** Principle 1: Ready for College and Career

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: Administer Mock ACT test to 8-11 <sup>th</sup> graders  Monitor: Principal & Counselor	STC	August 2021 January 2022	EDMAS	ACT data	
Task 2: Continue funding for 8-11 <sup>th</sup> grade MOCK ACT test.  Monitor: Principal & Counselor	Federal Program Director	August 2021 January 2022	Edmentum	ACT data	

**Outcome:** Increase ACT scores and scholarship opportunities for students

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.10 (College Going Culture)</b>	<b>Beginning Steps:</b> – 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.	<b>Early Steps:</b> 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.

**Thomas E. Edwards Sr. High School**

**Design Principle:** Principle 1: Ready for College and Career

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: All instructors will create a College Corner in their classrooms.  Monitor: Principal & Counselor	Instructors Counselors	December 2021	Professional collaboration time to request, receive, and display college/university material.	Attractive displays in all classrooms.	
Task 2: A College Corner will be created in student Common Areas such as the cafeteria.  Monitor: Principal & Counselor	Instructors Counselors	December 2021	Professional collaboration time to request, receive, and display college/university material.	Attractive displays in all classrooms.	

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

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>4.2 (Collaborative Work Orientation)</b>	<b>Beginning Steps:</b> Instructors attend Staff Meetings and/or common planning opportunities, as appropriate.	<b>Early Steps:</b> Staff meetings and/or common planning opportunities model collaboration among adults.

**Thomas E. Edwards Sr. High School**

**Design Principle:** Principle 4: Redefine Professionalism

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings.  Monitor: Ruleville Central High School Leadership Team	Leadership Team	October 2021	Leadership Team/ Professional Learning Communities	Agenda Sign-In Sheet	
Task 2: Grade Level and/or Subject Area Teams will establish Lesson Tuning Protocols.  Monitor: Principal, Assistant Principal, Academic Coaches	All Instructors	On-going	Professional Development Time and Calendar	Observations Lesson Plans	

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

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.7 (Instruction)</b>	<b>Early Steps:</b> Teachers allow students to work in small groups and groups are managed by teachers.	<b>Growing Innovation:</b> Students will be able to organize and manage their own learning teams and work collaboratively without being managed by teacher.

Ruleville Middle School

**Design Principle:** Principle 2: Require Powerful Teaching and Learning

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: Develop small groups during instructional time.  Monitor: Observations (Principal, Academic Coach and Teachers).	Principal Aca. Coach	On going	Personnel Professional development on Cooperative Learning	Observations	
Task 2: Conduct Professional Development on Cooperative learning strategies  <b>Monitor: Observations</b> (Principal, Academic Coach and Teachers)	Principal Aca. Coach	On going	Professional Development Personnel Cooperative learning Strategies Money for consultant to provide professional development	Observations	

**Outcome:** The teachers and students will form cooperative learning groups and work collaboratively during instructional time



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>3.8 (Adult /Student Relationships)</b>	<b>Early Steps:</b> Every student has a teacher-advisor	<b>Early Steps:</b> Teacher-Advisors meet with their assigned students once a month

**Ruleville Middle School**

**Design Principle:** Principle 3: Personalization

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
<b>Task 1:</b> Develop a teacher-advisor team <b>Monitor:</b> Teachers-Advisors meet with students once a month	Principal Aca. Coach Counselor Teachers	On going	Personnel Guidelines for Teacher Advisory Teams	Calendar of Meetings Agendas Sign in Sheets	

**Outcome:** To establish a Teacher-Advisor Council to meet monthly.

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>4.1(Collaborative Work Orientation)</b>	<b>Growing Innovations</b> Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement	<b>New Paradigms:</b> All staff members solicit peer feedback in order to advance their own practices.

Ruleville Middle School

**Design Principle:** Principle 4: Redefine Professionalism

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
<b>Task 1:</b> Develop peer observation schedule <b>Monitor:</b> Teachers observes peers and provide feedback	Principal Aca. Coach Counselor Teachers	On going	Personnel Peer observation template Peer observation schedule	Observation schedule	

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

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p align="center"><b>2.7 (Instruction)</b></p>	<p><b>Early Steps:</b> Teachers allow students to work in small groups and groups are managed by teachers.</p>	<p><b>Growing Innovation:</b> Students will be able to organize and manage their own learning teams and work collaboratively without being managed by teacher.</p>

**Drew Hunter Middle School**

**Design Principle:** Principle 2: Require Powerful Teaching and Learning

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
<p>Task 1: Develop small groups during instructional time.</p>	<p>Principal Aca. Coach Teachers</p>	<p>Ongoing</p>	<p>Personnel Professional development on Cooperative Learning</p>	<p>Observations</p>	
<p>Task 2: Conduct Professional Development on Cooperative learning strategies Monitor: Observations (Principal, Academic Coach and Teachers)</p>	<p>Principal Aca. Coach</p>	<p>Ongoing</p>	<p>Professional Development on Cooperative Learning Strategies</p>	<p>Lesson Plans Observations</p>	

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

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>4.1 (Collaborative Work Orientation)</b>	<b>Early Steps:</b> Teachers observe their peers in practice.	<b>Growing Innovation:</b> Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement.

**Drew Hunter Middle School**

**Design Principle:** Principle 4: Redefine Professionalism

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>		
Task 1: Develop peer observation schedule.  Monitor: Teacher Observations  Peer Observation forms will be submitted electronically to principal and academic coach	Principal Aca. Coach	September 2021	Schedule matrix	Peer observation forms	
Task 2: Teachers will conduct peer observations. Monitor: Effective instructional practices in use. (Teachers) 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	Peer observation forms	

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

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or                      New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation,                      or                      New Paradigms?</i>
<b>5.6 (Focus on Powerful Teaching and Learning)</b>	<b>Early Steps:</b> The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and targeted feedback to teachers.	<b>Growing Innovation:</b> The principal holds staff accountable for full implementation of the College and Career Ready standards and continuous learning and professional development.

**Drew Hunter Middle School**

**Design Principle:** Principle 5: Leadership

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>	
<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>	<b>Evidence</b>	
Task 1: Develop a schedule for monitoring classroom instruction.  Monitor: Classroom instruction  Principal will monitor classroom instructional practices to ensure that teachers are implementing the Common Instructional Framework.	Principal	Ongoing	None	Observations	

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

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

**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**

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

**Gentry High School Feeder Pattern Task Force**

Edmond Williams	Principal, Gentry High School
Glen Newson	Principal, Merritt Jr. High School
Rosalind Johnson	ICTC Director

**Ruleville Central High School Feeder Pattern Task Force**

Eric Lakes	Principal, Ruleville Central High School
Earnest Nelson	Principal, Ruleville Middle School
Tina Steele	Principal, Drew Hunter Middle School

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

Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

**Dropout Prevention/Restructuring Plan Assurances**

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:

- 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 (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

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.

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**Dropout Prevention Team Leader:**

Name: LiThesia Kent

Title: District Test Coordinator

Mailing Address: P.O. Box 70 Indianola, MS 38751

Telephone #: 662-884-1200 Ext. 131

Fax #: 662-887-7042

District Superintendent: Dr. Miskia Davis

  
\_\_\_\_\_  
(Signature)

School Board Chair: Mr. Edward Thomas

  
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(Signature)