

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Ready for College and Career

<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>
High School Course of Study 1.1	Early Steps: All students are given the option to take at least one advanced course. All Students are given the option to take math and science courses beyond the minimum graduation requirements.	<b>Extend Early steps:</b> Increase percentage of students enrolled in AP courses by 20% <b>New Paradigms:</b> All students earn credit for math or science courses beyond the minimum requirements including physics.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 eighth grade students will complete the ICAP to identify interest levels. The number of students that completes the ICAP will be calculated to ensure that all students participate.	The <b>Junior High counselor</b> will facilitate and monitor the process	January-May	Scheduled teachers to aid all 8th graders to complete ICAPs. Teachers should also monitor updates to ICAPs.		End of each school year
Meet with all 9th grade academy students during summer bridge to review the ICAPs and align their schedules to their interest levels. Also review ICAPs to make sure that they are given the opportunity to take advanced coursework or additional math and science coursework as junior and seniors.	Summer bridge teachers and counselor	June-July	Student and teacher participation		July of each year
Increase the awareness of parents and students to the MDE virtual schools. Sign in sheets will be available for parents and students to come in and view classes that are available through	Junior & High school counselors	Ongoing	Counselors making parents aware of vital school course offering.	Access to computers and	Ongoing

the MDE virtual schools. The number of parents and students that visit the school will be calculated.				scheduling times with parents	
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High School Course of Study 1.2	Early Steps: During and after school support is scheduled on an individual basis, determined by student performance and data.	Extend Early Steps: Provide additional group support to aid students, determined by student performance and data.

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<i>What task will be done? How will progress be monitored? 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>	
Increase time will be allotted for counselor/advisors to have contact with students to monitor progress. Counselors and advisors will have student sign in sheets. Outcomes will be measured by the percentage of students that attend the sessions.	Counselors and assigned advisors	Monthly meetings	Available time for students and counselor/advisors	Time restraints	Ongoing

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College Ready Skills 1.3	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.	<b>Early Steps:</b> College and career ready skills are implemented throughout the curriculum.

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<i>What task will be done? How will progress be monitored? 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>	
Beginning with the kindergarten classes, teachers will integrate written and oral communication, research skills and self monitoring skills into their daily curriculum. This will be monitored through lesson plan reviews. Outcomes will be measured via student progress on assessment (progress monitoring tools, informal and formal assessments)	Principals, Instructional coaches	Ongoing	Professional development training for teachers to ensure that college ready skills are being integrated into the curriculum.	Teachers not having adequate skills	Yearly
Beginning with the kindergarten classes, teachers will implement career and college awareness opportunities during the school year (examples, college fairs, college	Teachers and counselors	Ongoing	Monies for transportation, contact with colleges to schedule fairs and college trips	Financial and time restraints	Annually

awareness day, visiting area colleges, etc) to provide culminating activities to the college and career skills implemented. This will be monitored via lesson plan reviews. Outcomes will be measured by informal assessments.					
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College Ready Skills 1.4	Early Steps: Some students are prepared to make use of college and career resources.	Extend Early Steps: Increase the number of students that are prepared to make use of college and career resources.

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<i>What task will be done? How will progress be monitored? 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 district will continue to increase awareness of colleges, career and postsecondary opportunities for all students. Teachers will facilitate the uses of study groups, tutoring opportunities, and school and off site library usages. Progress will be monitored by lesson plan reviews and	Teachers	On going	Assist teachers in structuring classes to include the usage of college and career resources. Use PLC to aid teachers in building capacity to foster the usage of college and career resources with students.		On going

informal progress monitoring. Outcomes will be measured using informal assessments and surveys.					
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College Credit 1.5	Early Steps: Students review their four/five year iCAP occasionally with a staff member.	Growing Innovations: Each student has a well-defined four/five year iCAP that is continually monitored and updated to ensure graduation with a career credential or transferrable college credit.

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<i>What task will be done? How will progress be monitored? 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>	
Students will be assigned specific time to review their iCAPs with a designed staff member who will assist them with monitoring and updating information to ensure graduation with career credentials. Sign in sheets will be provided to the students. Outcomes will be measured by student participation.	High school and career counselors will facilitate the scheduling of staff members.	Quarterly	Teachers and staff members	Time restraints	Annually

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College Credit 1.6	Beginning: Select students enroll in some college classes	Extend Beginning: Increase the number of select students enrolled in some college classes. Early steps: Most students enroll in some college classes selected by interest only

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<i>What task will be done? How will progress be monitored? 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>	
An increased number of select students will be given the opportunity to enroll in some college classes that are provided on the high school campus. Schedules will be provided to measure student participation. Progress will be monitored by continued student participation.	Principal, counselor, Community College	Yearly	College course and instructor	Tuition for the class	Yearly
Students and the parents of high school students will be provided the opportunities to receive information on dual enrollment,	Principal, assistant principal,	Ongoing	School and college information about dual enrollment		Ongoing

tuition costs, and other college information. Sign in sheets will be collected to monitor participation and progress of the sessions. Surveys will be used to measure increased awareness.	teachers and counselor				
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College Going Culture 1.7	Early Steps Students are given the opportunity to participate in optional college visits	Growing innovation Multiple mandatory visits to two or four year institutions take place throughout the year

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<i>What task will be done? How will progress be monitored? 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>	
Beginning with the kindergarten classes, students are given the opportunity to participate in virtual college visits at least twice a year. The students will visit the neighboring two year institutions annually as part of the honor award program. Sign in sheets or teacher rosters will be provided to	Teachers and counselors	Ongoing	Computer access, monies for transportation, consent to visit community college		Annually

monitor participation. Outcomes will be measures via student participations.					
Beginning during the sixth grade year through the twelfth grade, all students will complete mandatory virtual college tours throughout the year. They will also complete one mandatory tour of a technical, two or four year institution throughout the year. Sign in sheets will be used to monitor participation. Surveys will be completed to measure outcomes.	Teachers and counselors at the junior high, high school and Career and technical center	Ongoing	Computer access, monies for transportation, consent to visit institutions		Annually

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College Going culture 1.8	Early Steps: Families are invited to presentation about FAFSA, CFNC, scholarships, and college admission process.	Growing Innovations: Families are supported through FAFSA and scholarship application processes on site

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Beginning with Sophomore students, parents are invited to the High School during parent college nights to introduce them to college preparation activities which includes being familiar with financial aid paperwork. Progress and outcomes will be measured by sign in sheets and surveys.	teachers, counselors, PTO, parent liaison	Twice yearly	Information from colleges	parent participation	End of school year
Twice yearly, parents of seniors will be supported with the completion of FAFSA and scholarship application processes on the school site.	Senior teachers, support teachers such as JROTC, counselors, career and technicals teachers	twice yearly	FAFSA and scholarship application information	student and parent participation	Twice yearly

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College Going culture 1.9	Early Steps: Students have access to take the PSAT/SAT or ASPIRE/ACT in sequence and on time	Growing Innovations: Students are given multiple opportunities to prepare for and participate in the PSAT/SAT or ASPIRE/ACT

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<i>What task will be done? How will progress be monitored? 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>	
Beginning with the sophomore grade, all students will be given the opportunity to participate in the pre/ACT (ASPIRE) tests to aid with identifying target skills that are needed to be successful on the ACT test. Identify the number of students taking the assessment. Outcomes will be measured by the number of students demonstrating success on the assessment.	Sophomore teachers, librarians, counselors	ongoing	testing materials		ongoing
All eleventh grade students will be mandated (unless SCD) to participate in the state ACT assessment. Any students will be given multiple opportunities to prepare for and participate in the PSAT/SAT or ASPIRE/ACT. this will be monitored by student participation in the assessments.	teachers and counselors	Ongoing	test preparation skills will be integrated throughout the curriculum to prepare for the various tests		ongoing

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College Going Culture 1.10	Beginning: A list of institutions of higher education is posted in the counselor's office. displays throughout the school highlight colleges. Students aspire to attend college	Growing Innovation: Students explore the internet and investigate possible colleges and careers based on their interests. Teachers and students talk daily about setting tangible goals in order to go to college or get a job. Conversations focus on which college to

		attend or career to plan for, not whether to go to college or work.
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<i>What task will be done? How will progress be monitored? 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 counselors will have listing of institutions of higher education posted in the counselor's office. All schools will display and highlight colleges to ensure that students are aware of colleges. Visual inspections will be used to measure progress and outcomes.	Counselors and librarians	Ongoing	college materials		Ongoing
All teachers will post information about their college(s) and discuss their college experiences with students. Frequent conversations will exist between students and teachers with a focus on attending and graduating college. Visual inspections will be used to measure progress and outcomes.	teachers and counselors	Ongoing	College information		ongoing

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College Going Culture 1.11	Beginning: Students are aware of high growth, sustainable wage career opportunities and qualifications	Extend beginning stage with K-5 students Early steps: Students know or have met a professional in a high growth, sustainable wage field and are aware of the qualifications for a high growth, sustainable wage career.
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Beginning with the kindergarten classes, students will be made aware of high growth sustainable wage career opportunities and qualifications through classroom activities via technology and guest to the classrooms. Lesson plans will be used to monitor progress. Rosters will be used to measure outcomes.	Classroom teachers	Ongoing	Technology and list of guest		Ongoing
Beginning with the kindergarten classes, students will be given the opportunity to meet a professional in a high growth, sustainable wage field and given the qualifications of the careers by visiting career sites or using technology. Lesson plans will be used to monitor progress. Rosters will be used to measure outcomes.	Counselor, principals, teachers	Ongoing	Professional		Ongoing

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Curriculum 2.1	Early steps : Teacher teach the Mississippi Career and Ready Standards at an appropriate pace	Growing Innovation: teachers plan instruction around “big ideas” that are mapped to multiple standards and to 21st century skills.

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All teachers will be allocated appropriate planning during common planning times to plan instructions around big ideas or themes that are mapped to multiple career and ready standards. Lesson plans will be used to monitor success and outcomes.	Principals , instructional coaches, teachers	Ongoing	Appropriate planning times Mississippi career and ready standards		Ongoing
All teachers will be given ongoing professional development via professional learning community to aid in planning and mapping multiple standards to 21st century skills. Sign in sheets and lesson plans will be used to monitor progress and outcomes.	Principals instructional coaches teachers	Ongoing	Professional development resources		Ongoing

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Curriculum 2.2	Early Steps: Teachers relate the content from other courses to connect learning for students and incorporate literacy and problems solving instruction within each content area or discipline.	Growing Innovation: Teachers relate the content to other disciplines and innovative school theme (if applicable) to deepen understanding and connect learning for students, across each school year as well as from year to year. Teachers further promote global awareness and its relevance to the subjects they teach.

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All teachers will create lesson plans that addresses the state's college and career standards that relates the content from other courses to connect learning to incorporate it literacy and problem solving instructions within each content area or discipline. This will be monitored through lesson plan reviews	Principals, instructional coaches	Ongoing	Resources		Ongoing
All teachers will create lesson plans that address standards course information across content discipline to ensure that literacy and problem solving strategies are addressed in all classes. This will be monitored through	Principals, instructional coaches	Ongoing	Lesson plan formatting, professional development of appropriate plans		Ongoing

lesson plan reviews and classroom observations.					
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Curriculum 2.3	Early Steps: Some teacher-directed learning activities enrich classroom curricula for some students	Growing Innovation: all students participate in purposeful and varied co-curricular learning opportunities that support college and work readiness and school theme (if applicable)

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All teachers will demonstrate teacher-directed learning activities with enrich classroom curricula for all students. Teachers will use progress monitoring to measure student progression in teacher directed learning activities. Teachers will use innovative teaching strategies that are a result of teacher collaboration of topic specific PLCs. This will be monitored via lesson plans, PLC agendas, and teacher observation.	Principals, coaches	Ongoing	Professional development		ongoing
Teachers will utilize purposeful learning opportunities for all students to support college and work readiness activities by	Principals, instructional	Ongoing			Ongoing



using the Mississippi college and career ready standards. Teachers will continue to receive targeted curricula training to ensure that the standards are being implemented across the curriculum to provide purposeful learning opportunities for all students. Lesson plans, PLC agendas, and observations will be used to monitor progression.	coaches, directors				
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Instruction 2.4	Beginning: Instruction meets the learning needs of some, but not all students	Early steps: Teachers regularly adapt resources and instruction to address learning differences in their students.

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All teachers will participate in structured PLC to that they are incorporating teaching strategies that allows differentiated	Principals and instructional coaches	Ongoing	PLC agendas, specific topics for differentiation across the curriculum		Ongoing

instruction to meet the learning needs of all students within a classroom.					
All teachers will progress monitor student performance in the classrooms to ensure that standards are being addressed using various differentiation strategies. This will be monitored via lesson plans and reviewing of student data.	Principals, coaches	Ongoing			Ongoing

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Instruction 2.5	Beginning: There is limited use of technology for instruction	Early steps: Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling use of technology in ways similar to the working world.

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All teachers will be trained to integrate and use technology in their instructions to aid in addressing the Mississippi College and	District Technology department	Ongoing		internet capabilities	ongoing

career standards. This will be monitored through the increased use of integrating technology in instruction via lesson plan and classroom observations. Agendas or notes from trainings will also be used.			computers, internet, promethean boards, tablets, etc.		
Teachers will teach the students to work in collaborative groups as they use strategies to integrate and use technology during instructional time. Teachers will use modeling techniques to demonstrate how classroom technology practices can be integrated into the working world.	Principals, coaches,	Ongoing	computers, internet, boards, tablets	wireless internet capabilities	ongoing

### North Panola School District Dropout Prevention Action Plan

#### Design Principle: Require Powerful Teaching and Learning

<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>
Instruction: 2.6	Beginning: There is limited knowledge of a design cycle and its use.	Early Steps: Teachers in multiple content areas encourage students to apply a design cycle.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 and administrators will be provided professional learning opportunities	District Office	Ongoing	Resources such as books, professional development	Limited knowledge on	Ongoing

for Universal Design for Learning. This will be monitored through agenda and sign in sheets from the professional development opportunities.				UDL. Professional development opportunities will be provided.	
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### North Panola School District Dropout Prevention Action Plan

#### Design Principle: Require Powerful Teaching and Learning

<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>
Instruction 2.7	Early steps: Teachers organize student learning teams and teach the importance of cooperation and collaboration	Growing Innovation: Teachers organize learning teams deliberately and teach students how to create and manage their own teams.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 teachers will organize student learning teams within each classroom and teach the students the importance of cooperation and collaboration while in the student teams.	Teachers, Principals, instructional coaches	Ongoing			Ongoing

<p>The teachers will decrease the teacher responsibility during the student learning teams and increase the student responsibilities. The groups will transition from teacher lead to student lead. Collaboration grouping will be emphasized in the lesson plans. The school administration will monitor the activities through lesson plan review and observations.</p>	<p>Teachers Principals Instructional coaches</p>	<p>Ongoing. Student lead activities should be consistent by Fall semester.</p>			<p>Ongoing</p>
<p>The teachers will organize learning teams and teach students how to create and manage their own teams. The teacher will aid the student by teaching them to manage their learning teams by use rubrics. Collaboration grouping will be emphasized in the lesson plans. The school administration will monitor the activities through lesson plan review and observations.</p>	<p>Teachers Principals Instructional coaches</p>	<p>Ongoing</p>			<p>Ongoing</p>

### North Panola School District Dropout Prevention Action Plan

#### Design Principle: Require Powerful Teaching and Learning

<p><b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p><b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p><b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p>Instruction 2.8</p>	<p>Early Steps: Teachers communicate effectively with all students. Teachers help students articulate thoughts and ideas clearly and effectively.</p>	<p>Growing Innovation: Teachers teach students how to communicate effectively with each other and set up classroom practices that require them to do so. Collaboration and discussion among students is pervasive.</p>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Teachers will use collaborative strategies to teach the students to communicate effectively in group activities with clear, articulate, and effective skills. Collaboration grouping activities will be emphasized in the lesson plans. The school administration will monitor the activities through lesson plan review and observations.	Principals, teachers, Coaches	Ongoing			Ongoing
The teachers will monitor the students' effective communication skills during purposeful collaboration activities. Students will complete rubrics that will be used to guide discussion. Instructional strategies that facilitates collaborative grouping will be monitored by the principals and coaches.	Teachers, students, coaches, principals	Ongoing			Ongoing

## **North Panola School District Dropout Prevention Action Plan**

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

<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>
Instruction 2.9	Beginning: There is limited use of student engagement strategies.	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 experiences

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 will use structured lesson plans to increase student engagement in the classroom setting. Student engagement will be emphasized in the lesson plans. The school administration will monitor the activities through lesson plan review and observation.	Teachers, Coaches, Principals	Ongoing	Professional development PLC Modeling and peer observation		Ongoing
All teachers will use the Mississippi College and Career standards to make instruction more engaging for all students to ensure a coherent and consistent student learning experience. Teachers will use direct instruction and collaborative learning activities to ensure consistent student learning experiences. Student engagement and the college and career standards will be emphasized in the lesson plans. The school	Principals, teachers, coaches	Ongoing	Professional development PLC Modeling and peer observation		Ongoing

administration will monitor the activities through lesson plan review and observation.					
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### North Panola School District Dropout Prevention Action Plan

#### Design Principle: Require Powerful Teaching and Learning

<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>
Assessment 2.10	Beginning: Teachers post learning objectives	Early Steps: Teachers communicate learning outcomes and the criteria for success and assess progress daily.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 will post the learning objectives daily and relate them to everyday life activities. All teachers will follow whiteboard protocol when posting learning objectives. This will be monitored through visual inspection by the instructional coaches and the administrators.	Teachers Coaches Administrators	Ongoing			Ongoing
All teachers will communicate the learning outcomes as stated in the learning objectives and the criteria for success daily.	Teachers Coaches Administrators	Ongoing			Ongoing



The communication will be written and verbal. Students will be aware of mastery levels for all objectives that are posted. Teachers will use a variety of assessment strategies to identify mastery of skills.					
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### North Panola School District Dropout Prevention Action Plan

#### Design Principle: Require Powerful Teaching and Learning

<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>
Assessment 2.11	Beginning: Teachers' use of a narrow range of assessment strategies limits their understanding of students' knowledge and skills	Early steps: Teachers employ varied assessment strategies that elicit student thinking related to learning outcomes. Teachers have a more complete understanding of students' knowledge and skills

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 will be given professional development opportunities to increase their range of assessment strategies. All teachers will have the opportunities to work with the instructional coaches to enhance their	Teachers Coaches	Ongoing	Professional Development		Ongoing

assessment strategies to measure student out effectively.					
All teachers will discuss and implement assessment strategies that can be generated via the use of technology to measure student knowledge and skills. Teachers will utilize PLC activities to collaborate and create assessments using a variety of assessment strategies.	Teachers Coaches	Ongoing			Ongoing

### North Panola School District Dropout Prevention Action Plan

#### Design Principle: Require Powerful Teaching and Learning

<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>
Assessment 2.12	Early Steps: Teachers provide instructional interventions based on data from assessments.	Growing Innovation: Teachers provide timely, targeted opportunities for students to learn and demonstrate particular outcomes based on data from assessments.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 will provide instructional and behavior intervention activities to students based on data from assessments. These	Teachers Coaches	Ongoing	Data assessments, Tier intervention data and portfolios		Ongoing

assessments will included progress monitoring data, classroom assessments, and biweekly data. The teachers will work collaborative to identify the strengths and deficits that are evident to effective create necessary interventions (both instructional or behavior).					
All teachers will provide timely, targeted opportunities for students to learn and demonstrate particular outcomes based on data from assessments. Teachers will base the activities on the student outcomes from various assessment strategies. The teachers will progress monitor the students outcomes based on data from assessments.	Teachers Principals Instructional Coaches	Ongoing			Ongoing

### North Panola School District Dropout Prevention Action Plan

#### Design Principle: Require Powerful Teaching and Learning

<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>
Assessment 2.13	Beginning: Teachers provide limited feedback to students and/or parents regarding student progress. Feedback is limited to grades and/or assignment completion.	Early Steps: Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
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<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How will you overcome them?</i></b>	
All teachers will provide feedback to students and parents regarding student progress for both instructional and behavior (when applicable). The feedback will not be limited to grades and assignments. It will include progression of the career and +college ready standards, activities to relate these standards to everyday usage, and remediation if needed. Teachers will provide examples of the feedback tools in the lesson plans. Communication logs will be used to document feedback with parents.	Principals Teachers Instructional coaches	Ongoing			Ongoing

## North Panola School District Dropout Prevention Action Plan

### Design Principle: PERSONALIZATION

<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>
3.1	<b>Beginning: Some planning for implementation of advisories and/or seminars exists.</b>	<b>Early: Advisory courses are provided for some grade levels.</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>

<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How will you overcome them?</i></b>	
The middle school principal along with the middle school counselor will meet with 8 <sup>th</sup> graders to discuss their academic performance level and affective needs.	Middle school principals and counselor	By the end of the first grade period.	Location to meet with students. Student needs assessments.	Time to evaluate needs assessments.	By the end of the first grading period.
High school principal, teacher coaches and counselor will meet with high school students by grade levels to discuss their academic performance and affective needs.	High school principal, teacher coaches, and counselor.	By the end of the first grading period.	Location to meet with students. Student needs assessments.	Time to evaluate needs assessments.	By the end of the first grading period.
High school principal and counselor will meet with 8th graders and discuss the transition process from middle to high school.	Principals/ Counselors	During the second semester	Scheduled times to meet with students according to academic and affective needs.	Time conflicts between middle school and high school	Before the end of school year.
Students who express interest in obtaining a trade and a high school diploma or GED will meet with representatives from Batesville Job Corps.	High school principal, counselor and parents.	When requested.	Scheduled time to meet with students and parents.		Ongoing
Seniors will meet with community college and university representatives according to their future career goals and plans	Counselor and college representatives	During college career fairs and individual college visits or college tours.	Scheduled times for students to meet with college representatives.		Ongoing

## North Panola School District Dropout Prevention Action Plan

Design Principle: 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>
3.2	Beginning: There is a plan to develop relationships with the student, staff, and community partners and any higher education partners.	Early: A systemic plan is followed in which each student is assigned to a teacher-advisor. The school counselor serves as an advisor and assists students with their academic and affective needs.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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 advisory team and the counselor will assign students to teacher advisors.	Counselor and advisory team.	Before the end of the first grading period.	Student Data	Time to meet with advisory team.	By the end of first grading period.
The advisory team and the counselor will meet with teacher advisors.	Counselor, advisory team and teacher advisors.	Before the end of the first grading period.	Training packets for teacher advisors.  Student data	Scheduled times to meet with students.	By the end of first grading period.

The counselor and teacher advisors will meet with all students at least once a month.	Counselor and teacher advisors	Once a month	Student Information packets.	Scheduled times to meet with students.	Ongoing
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## North Panola School District Dropout Prevention Action Plan

**Design Principle:**

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>
3.3	<b>Beginning: Some online courses are available.</b>	<b>Early: A variety of online courses are available which students may take based on their academic needs.</b>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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 students will be informed of the online Mississippi Virtual Public School during	Counselor and teacher advisors.	During registration and beginning of school year.	Course selection sheets and information about registration for Mississippi Virtual Public School.	Student access to the computer lab during school hours. Students completing course work in a timely manner.	Ongoing

registration and course selection for upcoming year.				Teachers needed to help monitor student progress in course.	
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## North Panola School District Dropout Prevention Action Plan

**Design Principle:**

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>
3.4	Early Steps: Some academic supports are in place such as a summer bridge program and tutoring session times available before and after school.	Growing Innovations: Academic support programs are in place during the summer and before during and after the school day such as tutoring sessions and academic support labs.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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>	
Teacher coaches and counselors will identify students who are at risk of failing and are functioning on a low academic level.	Teacher coaches and counselor.	After the first grading period.	Teacher coaches		By the end of the first grading period.



Teacher coaches will assign students to teachers who will enhance their academic needs.	Teacher coaches, teachers	During the second grading period.	Teacher coaches	Time to assign students.	Before the end of the second grading period.
Students functioning on low academic levels will be required to attend a two week education enhancement program during the summer.	Teachers	June	Teacher coaches, summer enhancement teachers, funding to pay teachers and facilitate summer program.	Funding to facilitate program.	June

## North Panola School District Dropout Prevention Action Plan

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3.5	<b>Beginning: Students explore and identify their interests.</b>	<b>Early Steps: Students pursue their interests in a purposeful manner.</b>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
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<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How will you overcome them?</i></b>	
All 8 <sup>th</sup> grade students will complete an ICAP	Middle school counselor and teacher advisors.	End of 8 <sup>th</sup> grade school year.	ICAPS/CHOICES PROGRAM	SCHEDULED TIMES TO MEET WITH STUDENTS. AVAILABILITY OF COMPUTER LAB.	End of 8 <sup>th</sup> grade school year.
All high school students will review ICAPS with advisors.	Counselor and teacher advisors.	Ongoing	ICAPS/CHOICES PROGRAM	SCHEDULED TIMES TO MEET WITH STUDENTS. AVAILABILITY OF COMPUTER LAB.	Ongoing
All students will research career paths of their interests.	Advisors/counselors	Ongoing	ICAPS/CHOICES PROGRAM	SCHEDULED TIMES TO MEET WITH STUDENTS. AVAILABILITY OF COMPUTER LAB.	Ongoing
Students will review ICAPS and relate course of study with career path.	Advisors/counselors	Ongoing	ICAPS/CHOICES PROGRAM	SCHEDULED TIMES TO MEET WITH STUDENTS. AVAILABILITY OF COMPUTER LAB.	Ongoing

## North Panola School District Dropout Prevention Action Plan

### Design Principle:

<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>
3.6	<b>Beginning:</b> A welcome letter is sent to all incoming students.	<b>Early Steps:</b> The school hosts a welcome and orientation session for all incoming students and families.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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 all 9 <sup>th</sup> grade academy students during the Summer Bridge Program to review the ICAP's and align schedules to interest levels	Summer Bridge teachers/Counselor	July	Summer Bridge teachers.		July
Summer Bridge Students will also participate in an orientation to help cope with the transition from middle school to high school	Summer Bridge Teachers	July	Summer Bridge teachers.		July
The school will host a Freshman Night for incoming 9 <sup>th</sup> graders and parents.	Principal, counselor and freshmen teachers.	July	Principal, freshmen teachers, counselor, funding for program.	Time to plan and funding needed to host freshmen night.	July-August

## North Panola School District Dropout Prevention Action Plan

**Design Principle:**

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

<b>3.7</b>	<b>Growing Innovations: All teachers meet weekly by grade level or subject area to discuss the needs and progress of students.</b>	<b>New Paradigms: Teachers are grouped by students and meet during scheduled common planning times daily to discuss student needs and develop supports.</b>
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<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Teacher coaches will meet with subject area teachers during PLC's to discuss student progress and needs.	Teacher coaches, Teachers	Ongoing	Teacher coaches, Teachers		Ongoing
Teacher coaches and teachers will identify student needs and develop solutions to ensure students are successful.	Teacher coaches, Teachers	Ongoing	Teacher coaches, Teachers		Ongoing
Teacher coaches and teachers will continue to meet during common planning times to discuss and monitor student progress.	Teacher coaches, Teacher	Ongoing	Teacher coaches, Teachers		Ongoing

### North Panola School District Dropout Prevention Action Plan

**Design Principle:**

<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</b>	<b>Beginning: Every student has a teacher-advisor</b>	<b>Early Steps: Teacher- advisors meet with their assigned students once a month.</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Every student will be assigned a teacher advisor.	Counselor & Teacher coaches	End of first nine weeks	Teachers, Counselor and student data.	Scheduled times to meet with teacher coaches, teacher advisors and students.	By end of first nine weeks.
Assign advisors to all students.	Counselor/Teacher coaches	Ongoing	Teachers, Counselor and student data.	Scheduled times to meet with teacher coaches, teacher advisors and students.	Ongoing
Teacher advisors will monitor academic/social growth of individual student.	Counselor Teacher coaches Teacher advisors	Ongoing	Teachers, Counselor and student data.	Scheduled times to meet with teacher coaches, teacher advisors and students.	Ongoing

## North Panola School District Dropout Prevention Action Plan

**Design Principle:**

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>
3.9	Beginning: During informal conversations, students state that they feel their teachers care about them.	Early: Data gathered from sources such as student surveys indicate that a majority of students feel known and cared for by the adults in their school.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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>	
Students will be given surveys to determine how they feel about their relationship with their teachers.	Counselor/teacher advisors.	By the end of first nine weeks.	Counselor, teacher advisors, surveys	Scheduled times to meet with teacher advisors/students and time to evaluate surveys.	By the end of first nine weeks.
Student surveys will be evaluated to determine what changes need to be made in teacher/student relationships.	Counselor/teacher advisors	By the end of first nine weeks.	Counselor, teacher advisors, surveys	Scheduled times to meet with teacher advisors/students and time to evaluate surveys	Ongoing
Results of student surveys will be shared with staff during a professional development.	Counselor/teacher advisors	By the end of first nine weeks.	Counselor, teacher advisors, surveys	Scheduled times to meet with teacher advisors/students and time to evaluate surveys	Ongoing

## North Panola School District Dropout Prevention Action Plan

**Design Principle:**

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>
<b>3.10</b>	<b>Beginning:</b> The school distributes newsletters or other forms of communication to provide updates and information frequently.	<b>Early:</b> School newsletters and communications are provided in a language other than English.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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 school district technology staff will make sure the school district website can be accessed in other language versions such as Spanish.	District technology staff.	End of first semester.		Funding, Resources to translate language.	Ongoing.
School newsletters/ parent information/student information will be available in other language versions to meet the needs of students/parents who do not speak English.	District technology staff/school	End of first semester.		Funding, Resources to translate language.	Ongoing.

	contact person for each school.				
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## North Panola School District Dropout Prevention Action Plan

### Design Principle: 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>
Collaborative Work Orientation 4.1	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 practice.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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 an allowable schedule/time for peer observations.	Principal Teachers	August 2015		Time Not providing honest feedback	Ongoing
Principal will require peer observations four times per semester.	Principals	August 2015			Ongoing



Teachers will complete and submit documentation as evidence of peer observation and feedback.	Teachers and Principals	October 2015			Ongoing
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## North Panola School District Dropout Prevention Action Plan

### Design Principle: 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>
<b>Collaborative Work Orientation 4.2</b>	<b>Early Steps: Staff meetings and/or common planning opportunities model collaboration among adults.</b>	<b>Growing Innovation: Staff meetings and/or common planning opportunities model inquiry among adults.</b>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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>	
Provide teachers common planning time to collaborate across grade levels and disciplines.	Principal and Counselors	August 2015			Ongoing

Assign teachers mentors to work collaborative, share work, and support one another.	Instructional Coaches and Teachers	August 2015			Ongoing
Administrators will participate in PLC's and require minutes to be submitted as evidence of the meeting.	Principals Instructional Coaches	Aug 2015			Ongoing

## North Panola School District Dropout Prevention Action Plan

### Design Principle: 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>
<b>Collaborative Work Orientation 4.3</b>	Early Steps: Staff collaborates with peers and, at times, share expertise for professional learning and improved practice.	Growing Innovations: Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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 an accountability model for all peer reviews.	Principals and Instructional Coaches	August 2015			Ongoing
All teachers will use feedback and be provided the opportunity for professional learning and improved practice.	Principal and Teacher's	August 2015			Ongoing

## North Panola School District Dropout Prevention Action Plan

### Design Principle: 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>
<b>Collaborative Work Orientation 4.4</b>	<b>Beginning: School implements district protocols for recruitment, interview, and hiring processes.</b>	<b>Early Steps: Principal includes one or more staff in recruitment, interview, and hiring processes for their specific school.</b>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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>	

Principals at each school will compose an interview team consisting of one or more staff members to assist with interview and hiring process for their specific school.	Principals	August 2015		Confidentiality	Ongoing
Principal will collaborate with staff members to ensure alignment with the school's' mission.	Principals and teachers	August 2015			Ongoing

### North Panola School District Dropout Prevention Action Plan

#### Design Principle: 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>
<b>Shared Responsibility and Collaborative Decision Making 4.5</b>	<b>Beginning: Teachers supervise advisories</b>	<b>Early Steps: Teachers are developed as teacher-counselors through common research-based approach to student development.</b>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
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<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How will you overcome them?</i></b>	
Develop teacher advisory team by grade levels.	Principals School administrator Counselors	August 2015	Rosters to match teachers with grade level they currently teacher for homeroom/advisory assignments		
Divide and assign students to advisory by grade level.	Principal Counselors	May 2015			Ongoing
Adjust schedule to incorporate advisor/ advisories at least once a month during intervention.	Counselors	May 2015			Ongoing

**North Panola School District Dropout Prevention Action Plan**

**Design Principle: Redefine Professionalism**

<b>Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></b>	<b>Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></b>	<b>GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></b>
<b>Shared Responsibility and Collaborative Decision Making 4.6</b>	<b>Beginning: Students are organized into advisory groups and/or project teams.</b>	<b>Early Steps: Peer connections are promoted through advisory groups and/or projects and teams.</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Have students complete a needs based survey.	Teachers	September 2015	Surveys		Ongoing
Principals and Counselors assign students to advisory groups based on student's needs.	Principals and Teachers	September 2015			Ongoing
All teachers will be creative and promote peer connections through assigned project and teams.					

### **North Panola School District Dropout Prevention Action Plan**

#### **Design Principle: Redefine Professionalism**

<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>Shared Responsibility and Collaborative Decision Making 4.7</b>	<b>Beginning:</b> Professional development opportunities are offered to support youth development.	<b>Early Steps:</b> Teachers share strategies for engaging challenging students.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Provide orientation for incoming teachers/staff on student's challenges, community characteristic, and school cultural.	Principals and Coaches	Ongoing		Preconceived notions of the new teachers negative perceptions	
Provide opportunities for elementary level schools and secondary schools to work collaborative during staff training to address strategies to support youth development.		Ongoing	Scheduled times for meetings	Conflicts in times;	
Have students complete needs based survey			Technology and access to surveys	Students not taking the survey serious	

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Redefine Professionalism

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

	<i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
Sustainability 4.9	Growing Innovations: All staff post and use resources and units of study in a shared best-practice library.	New Paradigms: All staff routinely vets individual and shared resources and units of study posted in a shared best practice library with school-based peers and with peers across the state.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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 will work collaboratively and share best practice library which can be done using google docs.	Teachers	September 2015	Tech savvy Google docs		Ongoing
Principals will ensure teachers have access to shared resources in the PLC room and monitor it routinely ensuring resources are updated.	Principals and teachers		Google docs PLC Minutes		Ongoing

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Redefine Professionalism

Indicator	Current Status on Continuum	GOAL: Next Status Level on Continuum
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<b>Design Principle: Indicator (Ex. 1.1)</b>	<b>Beginning, Early Steps, Growing Innovation, or New Paradigms?</b>	<b>Beginning, Early Steps, Growing Innovation, or New Paradigms?</b>
<b>Sustainability 4.10</b>	<b>Beginning: Networking: Assign teachers participate in scheduled network events.</b>	<b>Early Steps: Teachers initiate participation in scheduled network events.</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 opportunities	Principals and teachers	September 2015	Flexible Schedule Time before and after school Professional Development Consultants	Time	
Allow teachers to attend professional developments to network and share ideas with other districts	Teachers	August 2015			

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Redefine Professionalism

<b>Indicator</b>	<b>Current Status on Continuum</b>	<b>GOAL: Next Status Level on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms?</b>
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<b>Design Principle: Indicator (Ex. 1.1)</b>	<b>Beginning, Early Steps, Growing Innovation, or New Paradigms?</b>	
<b>Sustainability 4.11</b>	<b>Beginning: Communication: Staff members sometime speak in support of the school with internal and external stakeholders.</b>	<b>Early Steps: Staff members routinely speak in support of the school with internal and external stakeholders.</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How will you overcome them?</i></b>	
Provide stakeholders with clear, accurate, and transparent data.	Principal School Administrator Teachers	September 2015			Ongoing

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Redefine Professionalism

<b>Indicator Design Principle:</b>	<b>Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></b>	<b>GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></b>
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<b>Indicator (Ex. 1.1)</b>		
<b>Professional Inquiry 4.13</b>	<b>Beginning: All teachers participate in professional development in their content area.</b>	<b>Early Steps: All teachers keep abreast of current research on student learning and national standards in their content area and consider them in planning and delivering instruction.</b>

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 professional development calendar	District Personnel Principals	August 2015	Resources, consultants		August 2015
Provide content related professional development for teachers on non-student days include teachers, teacher-aide, and substitute teachers.	Curriculum coordinator Principals	August 2015		Funds	Ongoing
Require all teachers to participate in at least two professional development sessions.	Principals Teachers	August 2015	PD dates		Ongoing

**North Panola School District Dropout Prevention Action Plan**

## Design Principal: Leadership

<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>
Change Agent 5.2-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.	Early Steps	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.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Student data will be reviewed to identify skill deficits. Collaboration among teachers, the students in question, instructional coaches, and principals will be had to set goals and potential timelines for helping students meet individual achievement goals.	Principals, Instructional Coaches	After each bi-weekly assessment	Student data		On-going
PLC meetings will be had to build teacher instructional capacity to better assist students in meeting achievement goals.	Principals, Instructional Coaches, Consultants	July- On-going	Book Studies, Article reviews, etc.. on research-based strategies For increasing student achievement		On-going

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Leadership

<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>
Change Agent 5.2-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.	Early Steps	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.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How will you overcome them?</i></b>	
Student data will be reviewed to identify skill deficits. Collaboration among teachers, the students in question, instructional coaches, and principals will be had to set goals and potential timelines for helping students meet individual achievement goals.	Principals, Instructional Coaches	After each bi-weekly assessment	Student data		On-going
PLC meetings will be had to build teacher instructional capacity to better assist students in meeting achievement goals.	Principals, Instructional Coaches, Consultants	July- On-going	Book Studies, Article reviews, etc.. on research-based strategies for increasing student achievement		On-going

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Leadership

<b>Indicator</b> <i>Design Principle: (Ex. Indicator 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>
5.3- The principal allows teachers to take risks in meeting students' needs.	Beginning	Early Steps: The principal and staff creatively seek opportunities to build new and unique connections between the school and community to the benefit of school and students.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Principals will organize a committee that encompasses representatives from all stakeholder groups to serve on the school leadership teams, school wide planning teams, and strategic planning committees in order to gain each representative's perspective on potential strategies to address school challenges and initiatives.	Principals, Teachers, All stakeholders	August 2015-Ongoing	Adequate scheduling of meetings		On-going
School leadership teams will set goals and make plans for inclusiveness of community stakeholders when planning school initiatives; and survey those individuals to monitor their perception of the quality and timeliness of the	Leadership Teams	August 2015-Ongoing	Surveys		On-going

communication between the school and community.					
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## North Panola School District Dropout Prevention Action Plan

### Design Principle: Leadership

<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>
5.4- The principal is self-reflective and occasionally engages in leadership development opportunities.	Beginning	Early Steps: The principal reflects consistently and actively pursues leadership development opportunities.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Principals will attend monthly principals meetings and collaborate on strategies and research-based best practices of highly-successful instructional leaders.	District-Level Administrators, Principals, Consultants	Ongoing	Books for book studies, Articles for review		Ongoing
Principals will subscribe to at least one nationally-recognized education association in order to acquire professional development information and materials to review that relate to education initiatives, laws, and strategies for promoting overall school improvement.	Principals	Yearly			Yearly

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Leadership

<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>
5.5: Focus on Powerful Teaching and Learning	Early Steps	Growing Innovation: The principal leads discussions about standards based upon research and best practices.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Design a schedule for daily monitoring of classrooms for full implementation of common instructional frameworks and the usage of district classroom norms.	Principal/Designee	On-going		Time factors	
Design peer observations for teachers to observe innovative ideas noted in classrooms; and discussions of processes for implementation of those ideas in other classrooms.	Principal/Designee	On-going		Scheduling/Class Coverage	

## North Panola School District Dropout Prevention Action Plan



## Design Principle: Leadership

<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>
5.6: The principal monitors instruction in classrooms daily for full implementation of the common instructional framework and provides relevant and targeted feedback to teachers.	Early Steps	Growing Innovations: The principal holds staff accountable for full implementation of the common instructional framework and for continuous learning and professional development.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Design a schedule for the principal and designee to monitor classrooms daily for full implementation of CIF and the usage of district classroom norms.	Principal/ Designee	On-going		Time Factors	
Hold weekly professional development within grade-level or dept. PLC meetings where modeling, discussion of, and reflection on observed classroom instructional best practices takes place.					
Require teachers and staff to complete literature reviews on best practices on instruction within their content area; and expound on how they will incorporate those practices into upcoming lessons that will be observed.					

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Leadership

<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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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? 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>	
Principals/designee will hold weekly grade/department PLC meetings to present and collaborate with teachers about information/strategies acquired within his/her professional development opportunities.	Principal/Designee	On-going			On-going
Principal/Designee will design a schedule for classroom observations to look for implementation of strategies shared within PLC meetings.	Principal/Designee				
Principal/Designee will provide daily observational feedback and coaching regarding the quality of strategy implementation observed during classroom observations with teachers.	Principal/Designee				

## North Panola School District Dropout Prevention Action Plan

## Design Principle: Leadership

<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>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
Teachers will submit bi-weekly assessment data documentation of student mastery of skills taught; interventions planned for those students who did not master skills taught; and a schedule for when these interventions will occur.	Teachers	Bi-weekly	Data forms		
SPED staff and Gen. Ed. staff will work collaboratively to plan lessons that will meet the needs of SPED students; outlining appropriate accommodations/modifications for those students. Principal/designee will review plans and give feedback.	SPED/GEN. Ed. Teachers.				
Counselor will review discipline referrals and collaborate with parents, teachers, and students about action plans for helping students address behavioral issues exhibited at school that hinder optimal learning. Student reward/consequence system will be created to promote adherence to school expectations.	Counselor/ Teachers/Parents.				

## North Panola School District Dropout Prevention Action Plan

### Design Principle: Leadership

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5.10: The principal demonstrates evidence of high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students.	Early Steps	Growing Innovations

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How will you overcome them?</i></b>	
Principal/designee will create schedules to monitor classroom instruction daily for implementation of student engagement in rigorous learning activities and critical thinking.	Principal/Designee	On-going			
Principal will place staff members on improvement/success plans to ensure that student achievement is directly linked to staff members' overall performance rating.	Principal	On-going			
Plan professional development for teachers who exhibit a need for capacity -building in the areas of rigorous classroom instruction.	Principal/Designee	On-going			

## North Panola School District Dropout Prevention Action Plan

### Design Principle:

<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>
6.1 Autonomous Governance	Early Steps	Growing Innovations

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
To ensure that leadership has contextual knowledge of school needs, review school level data and develop school- level staffing structure to ensure adequate support of both the instructional and co-curricular programming.	Principal/Designee	May 1, 2016	Leadership Team, School data	Scheduling	
Develop schedule for leadership teams to discuss and continually assess staffing and needs of the school to ensure that efforts are being targeted to address those needs.	Principal/Designee	July 1, 2016		Scheduling	
Implement protocols for school level leadership teams to examine data to ensure that teams are engaged in data review, program evaluation, and accountability for program outcomes.	Principal/Designee	August 1, 2015		Scheduling	

## North Panola School District Dropout Prevention Action Plan

### Design Principle:

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6.2 - Autonomous Governance	Beginning	Growing Innovations

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
To ensure that budgetary items are allocated to meet school needs, school leadership teams meet to review data school needs to to ensure adequate allocation funding to support goals of the program.	Principal/designee/Leadership team	May 1, 2016			
Each school develops a budget that provides for strategic allocation of resources to support educational programming.	Leadership team/central office staff	May 1, 2016			

## North Panola School District Dropout Prevention Action Plan

**Design Principle:**

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6.3 Autonomous Governance	Beginning	Early Steps

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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>	
School leadership teams, staff, and stakeholders develop a system of core values and non-negotiables that will serve as the foundation of the school identity and theme.	Principal/designee/leadership team	On-going			

**North Panola School District Dropout Prevention Action Plan**

**Design Principle:**

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6.6 School/Program Sustainability	Beginning	Early Steps

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<i>What task will be done? How will progress be monitored? 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 school/program will develop opportunities to participate in meaningful dialog with the community stakeholders and local entities.	Principal/designee /leadership team	August 2015			
The school/program will form/develop formal and informal partnerships with community stakeholders and local entities to include but not be limited to participation on school committees, programs/activities, internships, etc.	Principal/designee /leadership team	August 2015 - Ongoing			
Provide opportunities for students to be involved in community service projects during the school year.	Principal/designee /leadership team				

### North Panola School District Dropout Prevention Action Plan

#### Design Principle:

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6.7 School/Program Sustainability	Beginning	Early Steps

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
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<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How will you overcome them?</i></b>	
The school/program will develop plans of action to support the goals of the school/district.	Principal/designee /leadership team				
The school/program will develop formal and informal partnerships with stakeholders, community entities, businesses, and IHL's to garner support for school/program goals.	Principal/designee /leadership team				
The school/program will develop a calendar of meetings with stakeholders, community stakeholders, businesses, and IHL's.	Principal/designee /leadership team				

## North Panola School District Dropout Prevention Action Plan

### Design Principle:

<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>
6.9 Facilities and Resources		

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</b>
<b><i>What task will be done? How will progress be monitored? How will you measure outcomes?</i></b>	<b><i>Who will do it?</i></b>	<b><i>By When?</i></b>	<b><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></b>	<b><i>What could get in the way of task completion? How</i></b>	

				<i>will you overcome them?</i>	
The school/program will conduct an annual needs assessment and evaluation of resources to include use, capacity to support effective implementation, and additional support needed to effectively implement.	Principal/designee/ leadership team	May 1, 2016			