



Sunflower County Consolidated School District

Dropout Prevention/Restructuring Plan

2018-2019

Miskia Davis, Superintendent

196 Dr. Martin Luther King Drive
Indianola, MS 38751

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A – Sunflower County Consolidated School District Dropout Prevention Team	



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

On behalf of the Sunflower County Consolidated School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate; 2) reduce the state dropout rate; and 3) reducing the truancy rate.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:

Name: LiThesia Kent

Title: District Test Coordinator

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

Telephone #: 662-887-4919

Fax #: 662-887-7051

District Superintendent: Miskia Davis

(Signature)

School Board Chair: Mr. Edward Thomas

(Signature)



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Sunflower Consolidated School District Dropout Prevention/Restructuring Plan

SECTION I

Demographic Data and Needs Assessment Outcomes



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

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

Graduation Rate: 76.65 _____ % **Dropout Rate: 15.56** _____ % **Truancy Rate: _____** %

	Elementary School	Middle School	High School
School Data			
Number of Schools	7	3	2
Cumulative Enrollment	2000	762	809
Counselor/ Student Ratio	286:1	254:1	405:1
Student Demographic Data			
	Number	Percentage	
Female	1762	49%	
Male	1809	50.6%	
Asian	1	0.0003%	
Black	3412	96%	
Hispanic	67	0.019%	
Native American	0	0.0%	
White	91	0.025%	
District –wide Staff Demographic Data (Teacher/Administrators)			
	Number	Percentage	
Female	289	80%	
Male	83	20%	
Black	284	76%	
White	74	23%	
Other	9	0.08%	



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

District Data (Continued)

	% of students proficient and above		% of students proficient and above	
Grade Level	Language Arts		Math	
Grade 3	32.9%		47.2%	
Grade 4	24%		25.9%	
Grade 5	12.4%		16.7%	
Grade 6	17.4%		21.2%	
Grade 7	14.7%		29.2%	
Grade 8	17.9%		20.4%	
High School Subjects Area Tests – Percent Proficient or above %				
	Algebra I	US History	Biology I	English II
Gentry High School	12%	47.6%	26.7%	13%
Ruleville High School	14.2%	28.6%	38.5%	20.7%



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Additional District Information	
Number of GED Options Program students N/A 0	Number of Students Taking the GED Test N/A 0
Number of GED Options Program Students Successfully Completing a GED N/A 0	Number of Students Passing one or more Section of the GED Test N/A 0
Average Length of Time Spent in GED Option Program <u>N/A</u> <input type="checkbox"/> 6 month <input type="checkbox"/> one year <input type="checkbox"/> two years <input type="checkbox"/> more than two years	
Number of students Who are Two or More Years Behind Grade Level by 9 th Grade 64	Does your district currently offer a “Fast- track” Program for high school students? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Number of students with 5 or More Unexcused Absences 1754	Number of students with 12 or More Unexcused Absences 426
Number of Discipline Referrals 749	Number of Students Receiving Free/Reduced Meals 3571



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

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

SHORT TERM GOALS

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

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

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

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

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

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

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

Objective 3: Maintain at least one counselor per school

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

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

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



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LONG TERM GOALS

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

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

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

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



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Sunflower Consolidated School District
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SECTION II

District Level Plan



AREA OF DISTRICT RESPONSIBILITY: Decrease K-2 Retentions

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



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

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

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



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

Procedures for Implementation	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How often will it take place or progress monitored? What evidence will support task?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Tasks: Develop partnerships with outside agencies to assist students in obtaining diploma, career and technical skills, and/or GED</p> <p>Frequency: Track students each semester</p> <p>Evidence: Students completing GED or receiving high school diploma</p>	<p>Dropout Prevention Coordinator</p>	<p>December 2018</p>	<p>MS Works contact transportation</p>	<p>Potential Barriers: Keeping an accurate contact information on students Ways to overcome Barriers: Counselors/parent liaison will track students after not returning. Also mandatory counseling with at-risk students.</p>	



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

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



Sunflower Consolidated School District Dropout Prevention/Restructuring Plan

SECTION III

Gentry High School Feeder Pattern

Action Plans

Schools

Gentry High School (Grades 10-12)

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



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Gentry High School

Design Principle: Principle 1: Ready for College and Career

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Task 1: Acquire funding for 10th and 11th grade Mock ACT Testing. Monitor: Principal & Counselor Measurement Outcomes: N/A</p>	<p>IPC Liaison/Federal Program Director</p>	<p>July 2018</p>	<p>Funding for testing.</p>	<p>Potential Barriers: Lack of updated technology and scheduling conflicts are potential barriers. Ways to overcome Barriers: Create schedule for testing that minimize time away from instruction.</p>	
<p>Task 2: Acquire funding for 10th and 11th grade ACT Prep teacher. Monitor: Principal & Counselor Measurement Outcomes: N/A</p>	<p>IPC Liaison/Federal Program Director</p>	<p>July 2018</p>	<p>Funding for teacher</p>	<p>Potential Barriers: Funding</p>	

Outcome: Increase students ACT scores and scholarship opportunities.



Gentry High School

Design Principle: Principle 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p align="center">(1.10) College Going Culture</p>	<p>Beginning Steps: – A list of institutes of higher education is posted in the counselor’s office. Displays throughout the school highlight colleges. Students aspire to attend college.</p>	<p>Early Steps: Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with a focus on attending and graduating from college.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Task 1: All instructors will display college information either in classroom or door. Monitor: Principal & Counselor Measurement Outcomes: Attractive displays in all classrooms.</p>	<p>Instructors Counselors</p>	<p>December 2018</p>	<p>Professional collaboration time to request, receive, and display college/university material.</p>	<p>There are no barriers for this task.</p>	
<p>Task 2: A College Corner will be created in student Common Areas such as the cafeteria. Monitor: Principal & Counselor Measurement Outcomes: Attractive displays in Common Areas.</p>	<p>Instructors Counselors</p>	<p>December 2018</p>	<p>Professional collaboration time to request, receive, and display college/university material.</p>	<p>There are no barriers for this task.</p>	

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



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Gentry High School

Design Principle: _____ Principle 4: Redefine Professionalism

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings. Monitor: Site Leadership Team Measurement Outcomes: Agenda, Minutes, Sign-In Sheet	Site Leadership Team	October 2018	Focused Leadership Team	There are no barriers for this task.	
Task 2: Grade Level and/or Subject Area Teams will establish Lesson Tuning Protocols. Monitor: Principal, Assistant Principal, Academic Coaches Measurement Outcomes: Observations, Minutes	All Instructors	On-going	Professional Development Time and Calendar	Potential Barriers: Unexpected events that disrupt/interfere with the Professional Development calendar. Ways to overcome Barriers: Provide detailed training of expectations and monitoring.	

Increase teacher collaboration which will ultimately increase student achievement.

Outcome: _____



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Merritt Junior High School

Design Principle: Principle 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
1.10 (College Going Culture)	Early Steps: Counselor currently have college information posted in counselor office			Growing Innovation: Students develop personal interest in college. Teachers and students talk daily about setting goals to attend college or get a job.	
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task 1: Counselor create a college wall in the school displaying pennants or other college paraphernalia. Monitor: Observations (Principal and Teachers). Measurement Outcomes: NA	Counselor	December 2018	Personnel, time, partnership with colleges/universities admissions office, money.	Potential Barriers: Response time in obtaining materials from colleges. Ways to overcome Barriers: Secure funding to order pennants.	
Task 2: Teachers create a visual display of the college/university they attended on or outside their classroom door. Monitor: Observations (Principal and Teachers) Measurement Outcomes: NA	Teachers	December 2018	Personnel, time, technology	There are no barriers for this task.	

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



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Merritt Junior High School

Design Principle: Principle 2: Require Powerful Teaching and Learning

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Task 1: Teachers will develop proficiency in the use of technology through professional development. Monitor: Observations, attendance at training, lesson plans</p>	<p>Principal Technology Department Teachers</p>	<p>Ongoing</p>	<p>Personnel and time</p>	<p>There are no barriers for this task.</p>	
<p>Task 2: Teachers will create authentic learning activities/lessons integrating technology. Monitor: Observations (Principal and Teachers).</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Personnel, time, support from technology department</p>	<p>Potential Barriers: Consistency in technology capabilities. Ways to overcome Barriers: Identify a school level technology champion to troubleshoot.</p>	

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



Merritt Junior High School

Design Principle: Principle 3: Personalization

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task 1: Develop a weekly grade level meeting for teachers to discuss the needs and progress of students. Monitor: Observations (Principal and Teachers). Meeting agendas/minutes, achievement and behavior data Measurement Outcomes:	Teachers Counselor Assistant Principal Principal	Ongoing	Personnel, time, achievement and behavior data	N/A	

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



Sunflower Consolidated School District Dropout Prevention/Restructuring Plan

SECTION IV

Ruleville Central High School Feeder Pattern

Action Plans

Schools

Ruleville Central High School (Grades 9-12)

Ruleville Middle School (Grades 6-8)

Drew Hunter Middle School (Grades 6-8)



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Ruleville Central High School

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

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task 1: Administer Mock ACT test to 11 th graders Monitor: Principal & Counselor Measurement Outcomes: N/A	STC	August 2018 January 2019	EDMAS	Potential Barriers: Scheduling conflicts are potential barriers. Ways to overcome Barriers:	
Task 2: Acquire funding for 10 th grade MOCK ACT test. Monitor: Principal & Counselor Measurement Outcomes: N/A	Federal Program Director	December 2018	Edmentum	Potential Barriers: Funding. Ways to overcome Barriers:	

Outcome: Increase ACT scores and scholarship opportunities for students. _____



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Ruleville Central High School

Design Principle: Principle 1: Ready for College and Career

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Task 1: All instructors will create a College Corner in their classrooms . Monitor: Principal & Counselor Measurement Attractive displays in all classrooms.</p>	<p>Instructors Counselors</p>	<p>December 2018</p>	<p>Professional collaboration time to request, receive, and display college/university material.</p>	<p>N/A</p>	
<p>Task 2: A College Corner will be created in student Common Areas such as the cafeteria. Monitor: Principal & Counselor Measurement Outcomes: Attractive displays in Common Areas.</p>	<p>Instructors Counselors</p>	<p>December 2018</p>	<p>Professional collaboration time to request, receive, and display college/university material.</p>	<p>N/A</p>	

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



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

Ruleville Central High School

Design Principle: Principle 4: Redefine Professionalism

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings. Monitor: Ruleville Central High School Leadership Team Measurement Outcomes: Agenda, Minutes, Sign-In Sheet	RCHS Leadership Team	October 2018	Leadership Team/ Professional Learning Communities	N/A	
Task 2: Grade Level and/or Subject Area Teams will establish Lesson Tuning Protocols. Monitor: Principal, Assistant Principal, Academic Coaches Measurement Outcomes: Observations, Minutes	All Instructors	On-going	Professional Development Time and Calendar	Potential Barriers: Unexpected events that disrupt/interfere with the Professional Development calendar.	

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



Ruleville Middle School

Design Principle: Principle 2: Require Powerful Teaching and Learning

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Task 1: Develop small groups during instructional time.</p> <p>Monitor: Observations (Principal, Academic Coach and Teachers).</p> <p>Measurement Outcomes: Students are working collaboratively in small groups and forming their own collaborative groups based on their instructional needs</p>	<p align="center">Principal Aca. Coach</p>	<p align="center">On going</p>	<ul style="list-style-type: none"> • Personnel • Professional development on Cooperative Learning 	<p>There will be no barrier for the implementation of this design principle</p>	
<p>Task 2: Conduct Professional Development on Cooperative learning strategies</p> <p>Monitor: Observations (Principal, Academic Coach and Teachers)</p> <p>Measurement Outcomes: Teachers are</p>	<p align="center">Principal Aca. Coach</p>	<p align="center">On going</p>	<ul style="list-style-type: none"> • Professional Development on Kaagan Structures • Materials: Manuel with Kaagan Structures • Personnel • Cooperative learning 	<p>Potential Barriers:</p> <ul style="list-style-type: none"> • Teachers using cooperative learning strategies from Kaagan Structures • Providing time for 	



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



Ruleville Middle School

Design Principle: Principle 3: Personalization

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
<p>Task 1: Develop a teacher-advisor team</p> <p>Monitor: Teachers-Advisors meet with students once a month</p> <p>Measurement Outcomes: Monitoring the effectiveness of the Teacher-Advisors Meetings</p>	<p>Principal Aca. Coach Counselor Teachers</p>	<p>On going</p>	<ul style="list-style-type: none"> • Personnel • Guidelines for Teacher Advisory Teams 	<p>Potential Barriers:</p> <ul style="list-style-type: none"> • Scheduling designated time once a month or Teacher-Advisor Councils • Deciding on topics to address during Teacher-Advisor Council meeting with students <p>Ways to overcome Barriers</p> <ul style="list-style-type: none"> • Time will be carved out on a Friday once a month during the 7th period. • Schedules will be amended to accommodate modification. 	



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				<ul style="list-style-type: none">• Advisor-Teachers will use needs assessments results to identify specific topics.	
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Outcome: To establish a Teacher-Advisor Council to meet monthly.



Ruleville Middle School

Design Principle: Principle 4: Redefine Professionalism

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

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task 1: Develop peer observation schedule Monitor: Teachers observes peers and provide feedback Measurement Outcomes: Teachers will solicit feedback from peers based on their instructional needs without being prompted by administration.	Principal Aca. Coach Counselor Teachers	On going	<ul style="list-style-type: none"> • Personnel • Peer observation template • Peer observation schedule 	<ul style="list-style-type: none"> • There are no potential barriers for implementation of this design principle. 	

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

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>
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<p>2.7 (Instruction)</p>	<p>Early Steps: Teachers allow students to work in small groups and groups are managed by teachers.</p>	<p>Growing Innovation: Students will be able to organize and manage their own learning teams and work collaboratively without being managed by teacher.</p>
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Task 1: Develop small groups during instructional time.</p> <p>Monitor: Observations (Principal, Academic Coach and Teachers).</p> <p>Measurement Outcomes: Students are working collaboratively in small groups and forming their own collaborative groups based on their instructional needs</p>	<p>Principal Lead Teacher Teachers</p>	<p>Ongoing</p>	<p>Personnel Professional development on Cooperative Learning</p>	<p>There will be no barrier for the implementation of this design principle</p>	



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Task 2: Conduct Professional Development on Cooperative learning strategies					
Monitor: Observations (Principal, Academic Coach and Teachers) Measurement Outcomes: Teachers are incorporating cooperative learning strategies into daily instructional practices	Principal Lead Teacher	Ongoing	Kaagan Structures	NA	

Drew Hunter Middle School

Design Principle: Principle 2: Require Powerful Teaching and Learning

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

Drew Hunter Middle School

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Task 1: Develop peer observation schedule. Monitor: Teacher Observations Measurement Outcomes: Peer observation forms will	Principal Aca. Coach	September 2018	Schedule matrix	There will be no barrier for the implementation of this design principle	



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be submitted electronically to principal and academic coach					
<p>Task 2: Teachers will conduct peer observations.</p> <p>Monitor: Effective instructional practices in use. (Teachers)</p> <p>Measurement Outcomes: Teachers observe their peers in practice to gain effective teaching strategies (these strategies can be inclusive of research based practices).</p>	Teachers	Ongoing	Peer observation form	Time. However, time will be carved into the instructional day for peers to provide feedback.	

Design Principle: Principle 4: Redefine Professionalism

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

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

Drew Hunter Middle School

Design Principle: Principle 5: Leadership

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



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<p>5.6 (Focus on Powerful Teaching and Learning)</p>	<p>Early Steps: The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and targeted feedback to teachers.</p>	<p>Growing Innovation: The principal holds staff accountable for full implementation of the College and Career Ready standards and continuous learning and professional development.</p>
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Task 1: Develop a schedule for monitoring classroom instruction.</p> <p>Monitor: Classroom instruction</p> <p>Measurement Outcomes: Principal will monitor classroom instructional practices to ensure that teachers are implementing the Common Instructional Framework.</p>	<p>Principal</p>	<p>Ongoing</p>	<p>None</p>	<p>There will be no barrier for the implementation of this design principle</p>	

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

APPENDIX A

DISTRICT DROPOUT PREVENTION TEAM INFORMATION

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



Sunflower County Consolidated School District Dropout Prevention /Restructuring Plan

DISTRICT TASK FORCE

NAME

Miskia Davis
Li'Thesia Kent
Khalilah Ranson
Shamethria Beaman
Dylan Jones
Leigh Ann Reynolds

TITLE

Superintendent
District Test Coordinator
Indianola Academic Achievement Center Director
Curriculum Specialist
District Data Specialist
Director of Early Childhood

Gentry High School Feeder Pattern Task Force

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

Ruleville Central High School Feeder Pattern Task Force

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

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