



DROPOUT PREVENTION

SOUTH DELTA SCHOOL DISTRICT 2015-2019



Dropout Prevention Committee

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Depree MGee, Teacher

Mary Myles, Parent

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**South Delta School District
2015-2019
Dropout Prevention Plan/Graduation Restructuring Outline
Action Plan**

As a part of our Graduation Restructuring/Dropout Prevention Plan, these are areas that we have decided to use as a starting point to begin improving and increasing our graduation rate. These are not the only areas, but these are substantial and give us a starting point for improvement.

Design Principles to Address

- Design Principle 1: Ready for College and Career 1.2
- Design Principle 2: Require Powerful Teaching and Learning 2.1
- Design Principle 3: Personalization 3.2, 3.6
- Design Principle 5: Leadership 5.6
- Design Principle 6: Purposeful Design 6.1

Design Principle 1: Ready for College and Career 1.2

- **Action Steps**

I. Collect Data (Benchmarking, formative and summative assessment, weekly monitoring, etc)

Responsible: Data Team, Counselor, Teachers

Deadline: Weekly

Resources: Assessments, data, benchmarking tools

Potential Barriers: Providing PD for teachers on reading and analyzing data and making best use of data to drive instruction.

Date Achieved: Ongoing

- **Action Steps**

II. Study student data to determine where students are academically and establish strengths and weaknesses.

Responsible: Data Team, Counselor, Teachers, and Consultants

Deadline: Weekly

Resources: Benchmarking tools and student feedback

Potential Barriers: Providing PD for teachers on reading and analyzing data and making best use of data to drive instruction.

Date Achieved: Ongoing

- **Action Steps**

III. Implement a scheduled time for meetings with teachers .

Responsible: Data Team, Counselor, Teachers, Consultants

Deadline: Weekly

Resources: Benchmarking tools and student feedback

Potential Barriers: Providing PD for teachers on reading and analyzing data and making best use of data to drive instruction.

Date Achieved: Ongoing

Design Principle 2: Require Powerful Teaching and Learning

Action Steps

I. Pace Checks (Check to make sure teachers are on pace at various times during the 9 weeks.)

Responsible: Curriculum Director, Principal Lead Teacher, Teachers, Consultants

Deadline: Weekly

Resources: Pacing Guides

Potential Barriers: Possible lack of common planning time. Teacher attendance.

Date Achieved: Ongoing

Action Steps

II. Create pace charts/guide/calendars/skills checklist to make sure teachers stay paced and everyone knows where we are during the 9 weeks.

Responsible: Curriculum Office to report to the building Principals.

Deadline: Weekly

Resources: Pacing Guides

Potential Barriers: Complaints that students are not able to keep the desired pace.

Date Achieved: Ongoing

Design Principle 3: Personalization

• Action Steps

I. Hold monthly community meetings. Request all staff to attend community meetings.

Responsible: Curriculum Director, Principal Lead Teacher, Teachers, Consultants

Deadline: Monthly /ongoing

Resources: Pacing Guides

Potential Barriers: Time and attendance from the community and staff and consistency of attendance.

Date Achieved: Ongoing

• Action Steps

II. Partnership with community leaders, industries, IHL and career opportunities.

Responsible: Counselor/ Parent Liaison/ CTE Counselor

Deadline: Monthly /ongoing

Resources: Flyers/Phone calls/ Newspapers/ News Letters/ Art Class Competition/ Career fair to bring parents into school.

Potential Barriers: Having enough available options to increase all students. Limited business in area, that may limit what is available to students. Location may make it difficult to attract college reps from across the state.

Date Achieved: Ongoing

• Action Steps

III. Parent liaison reaches out to community members in attempt to create a better community/ school partnership/ WWISCAA .

Responsible: Counselor/ Parent Liaison/ CTE Counselor, WWISCAA

Deadline: Undecided

Resources: Flyers/Phone calls/ Newspapers/ News Letters/ Art Class Competition/ Career fair to bring parents into school.

Potential Barriers: Time/ making sure community industries can provide its partnership regularly.

Date Achieved: Ongoing

Design Principle 3: Personalization

- **Action Steps**

I. Parent night out for Rising Freshman/Rising Seniors. Interview with lower 25%.
Orientation Night/Open House

Responsible: Counselors, Principal, Teachers

Deadline: July 31st

Resources: Time, Computer Labs, Parents

Potential Barriers: Student/Parent Attendance

Date Achieved: July 31st

- **Action Steps**

II. FAFSA Night

Responsible: Counselors, Principal, Government FAFSA Resource worker

Deadline: March 1st

Resources: Computer Labs, Parents

Potential Barriers: Student/Parent Attendance

Date Achieved: March 22nd

- **Action Steps**

III. Host "Real World" Fair

Responsible: Counselors, Principal, Community Members, Industry representatives

Deadline: Open

Resources: Time, Business Leaders

Potential Barriers: Student/Parent Attendance, Participation, Industry Members Schedules

Date Achieved: November 1st

Design Principle 5: Leadership

- **Action Steps**

I. Multiple Schedules to minimize class time lost

Responsible: Counselors, Principal

Deadline: Open

Resources: Bell Schedules/Master Schedules

Potential Barriers: Making sure that all possible scenarios are mapped out and make sure plans for any potential hiccup are in place.

Date Achieved: July 31st

Design Principle 6: Purposeful Design

- **Action Steps**

I. Do a better job of retaining effective instructors and recruit quality instructors.

Responsible: Principal Assistant Principal, CTE Director

Deadline: ASAP

Resources: Teacher Fairs, Incentives, Rewards

Potential Barriers: Having the necessary people in place by the start of the school year, getting new teachers under contract getting new teachers to honor verbal commitments doing what's necessary to retain good teachers.

Date Achieved: ASAP

South Delta School District Dropout Prevention & Restructuring Plan

Identify warning signs of dropping out	Use a data management system to track grades, test scores, retention, discipline, and attendance.	Triand provides data necessary to track student performance benchmark tests. EZ Test Tracker tracks student performance on MCT3 and ELS Benchmark Assessments. Provides data for student performance in reading, language, and math. CASE 21 assesses academic performance of the students in Grades K-8 Mathematics and Language Arts, Grades 5 and 8 Science, English II, Biology I, Algebra I, and US History). * All schools will begin using CASE21 assessments. Renaissance Learning assesses academic performance and progress monitor. SAM7 tracks grades, retention, discipline, and attendance.
Reduce risk factors dropping out	Provide opportunities for students to receive assistance and/or credits to graduate. Provide various options for graduation.	Dual Enrollment allows high school juniors and seniors to earn high school and college credit simultaneously. I Can Learn Lab is a self-paced, mastery-based instructional technology is fully aligned to Common Core State Standards for math, and allows for effective differentiated instruction in a positive learning environment. Mississippi Virtual Public School allows high school students to take courses online that may not be offered on campus. Response to Intervention/Teacher Support Teams identify students with academic/behavioral weaknesses, provide individualized interventions to address areas of concern. Student Support Personnel works with students in danger of failing, provides tutoring and information related resources to the students. Extended School/Summer Enrichment provides support for students who are in danger of academic failure. Upper Bound Program provides support for students who are in danger of academic failure. It also provides an enrichment program designed to generate skills and motivation in the math and science area for success in education beyond high school. Apexis offered to junior high and high school students who have failed or are in danger of failing state tests. These courses provide intense instruction in reading and math.

Reduce risk factors dropping out	Provide opportunities for students to feel invested in their education.	Active Student is provided through the student information system. Students can log on to view their grades, attendance, and make course selections for the coming school year. Girls Achieving, Leading and Succeeding (GALS) Mentoring Program provides a mentoring program for junior and senior females. Individualized Career and Academic Plans (ICAP) are created by all 8th grade students and updated yearly. School Counselors work to identify behavior issues, provide counseling, and develop behavior plans for students in need. South Delta School District and Sharkey /Issaquena MentalHealth partner to provide counseling services for students with behavior/emotional problems. Adolescent Opportunity Program(AOP) provides transition for students returning from the Detention Center as well as placement for students with excessive behavioral problems in the traditional instructional environment.
	Track student attendance and provide incentives to improve student attendance.	The South Delta Truancy Officers are notified when students obtain five unexcused attendance. AIM Parent Notification alerts parents when their child is absent school.
	Improve school/parent/ community partnerships	Perfect Attendance Scroll and Announcements to display the students with perfect attendance. Strategic Planning Committee is a group of school, parent, student, and community leaders who collaborate to identify district strengths and weaknesses and develop strategies for improvement. Active Parent online tool allows parents to view their child's grades, attendance, homework, and discipline. Parent-Teacher Conferences are scheduled as needed during the school year. School Events such as sports, theatre programs, music programs, awards program are scheduled throughout the year and advertised for parent/community participation. *Representatives from all schools are present at each to inform attendees of upcoming events at the other schools.