



South Panola School District Dropout Prevention Plan 2015-2016

The South Panola School District's Dropout Prevention Plan addresses the following design principles and indicators:

Design Principle 1: Ready for College and Career

- **Indicator 1.2:** High School Course of Study: Goal: Students are allotted time to receive academic assistance (i.e. regular scheduled meetings with staff member, tutorials).
- **Indicator 1.4:** College Ready Skills: Goal: Some students are prepared to make use of college and career resources.
- **Indicator 1.5:** College Credit: Goal: Students review their four/five year iCAP occasionally with a staff member.
- **Indicator 1.10:** College Going Culture: Goal: 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 college.

Design Principle 2: Require Powerful Teaching and Learning

- **Indicator 2.1:** Curriculum: Goal: Teachers teach the Mississippi College and Career Ready Standards at an appropriate pace.
- **Indicator 2.4:** Instruction: Goal: Teachers regularly adapt resources and instruction to address learning differences in their students.

- **Indicator 2.13:** Assessment: Goal: Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes.

Design Principle 3: Personalization

- **Indicator 3.1:** Affective (Personal/Social) and Academic Support: Goal: Some planning for implementation of advisories/seminars exists.
- **Indicator 3.8:** Adult/Student Relationships: Goal: Every student has a teacher advisor.

Design Principle 4: Redefine Professionalism

- **Indicator 4.1:** Collaborative Work Orientation: Goal: Teachers observe their peers in practice.
- **Indicator 4.7:** Shared Responsibility and Collaborative Decision Making: Goal: Professional development opportunities offered to support youth development.
- **Indicator 4.9:** Sustainability: Goal: All staff routinely vets individual and shared resources and units of study posted in a shared best-practice library.
- **Indicator 4.13:** Professional Inquiry: Goal: Teachers in all content areas use research-based tools aligned with national standards to periodically assess and reflect on teaching and learning in their classrooms.

Design Principle 5: Leadership

- **Indicator 5.3:** Change Agent: Goal: The principal proactively develops partnerships with district and institutions (e.g. higher education colleagues) to the benefit of school and students.
- **Indicator 5.7:** Focus on Powerful Teaching and Learning: Goal: The principal facilitates conversations with staff about the use of data to improve school performance through systematic collection, analysis and goal setting.
- **Indicator 5.10:** Culture of High Expectations: Goal: The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.
- **Indicator 5.11:** Shared Leadership: Goal: The principal establishes a clear collaborative decision-making process so that all staff works together as appropriate to make decisions that advance the mission of the school.
- **Indicator 5.14:** Collaborative Work Environment: Goal: The principal designs a schedule and process that includes common planning opportunities.

Design Principle 1: Ready for College and Career

| Indicators | Goal | Administration | Responsibilities | Important Dates |
|---|---|--------------------|---|-------------------------|
| Indicator 1.2: High School Course of Study | Students are allotted time to receive academic assistance (i.e. regular scheduled meetings with staff member, tutorials). | Administration | <ol style="list-style-type: none"> 1. Identify a list of topics for advisory meetings 2. Provide Professional Development for each topic 3. Assign each student an advisor 4. Provide advisory roster to all teachers 5. Create schedule for students to attend advisory meetings 6. Establish Checkpoints to ensure advisory meetings are effective | Prior to August 6, 2015 |
| | | Advisory Committee | <ol style="list-style-type: none"> 1. Attend Professional Development for advisory meetings 2. Obtain advisee roster 3. Follow advisory schedule provided by administration (2 times per month for 20 minutes) | |
| | | Counselors | <ol style="list-style-type: none"> 1. Provide Professional Development to staff on: <ol style="list-style-type: none"> a) Graduation Options b) Diploma Tracks c) Carnegie Units needed d) iCAP 2. Provide information on various topics to students including but not limited to: <ol style="list-style-type: none"> a) FASFA b) Completing Applications for College | |

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| | | | c) Dual Enrollment Opportunities | |
| Indicator 1.4 College Ready Skills | Some students are prepared to make use of college and career resources. | Administration: Principal Assistant Principal District Curriculum Coordinator Counselor | <ol style="list-style-type: none"> 1. Identify Community College for Dual Enrollment courses to be offered 2. Sign Articulation Agreement with College to implement Dual Enrollment Courses 3. Identify students who qualify for: <ol style="list-style-type: none"> a) Advanced Placement Courses b) Dual Enrollment Courses 4. Send Notification to identified students 5. Host Parent Information Session on Dual Enrollment and Advanced Placement Courses 6. Review Advanced Placement courses offered 7. Discuss additions to Advanced Placement courses 8. Identify Teachers to train in Advanced Placement courses 9. Obtain Teacher Certification for added Advanced Placement courses | |
| | | Counselors | <ol style="list-style-type: none"> 1. Establish and organize College and Career events within the school day: <ol style="list-style-type: none"> a) College and Career Day b) ACT Prep Sessions | |
| Indicator 1.5 College Credit | Students review their four/five year iCAP occasionally with a staff member | Counselor Advisory Committee | <ol style="list-style-type: none"> 1. Counselors will meet with students in small groups to update iCAP information once each year. 2. Advisors will meet periodically to discuss individual iCAP with each advisee. | |
| Indicator 1.10 College Going | Teachers post information about their | Teachers | <ol style="list-style-type: none"> 1. Teachers will create a “Data Sheet” that entails: | |

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| Culture | college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with a focus on attending and graduating college. | | <ul style="list-style-type: none"> a) College(s) attended b) Degree Held c) Major d) Positive Quote about College Experience <ul style="list-style-type: none"> 2. South Panola High School will have “College Friday” one time each month to promote “going to college. 3. During “College Friday” teachers will take 15 minutes during 5th period to take a “virtual tour” of chosen college (administration will choose college for the month) | |
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Design Principle 2: Require Powerful Teaching and Learning

| Indicators | Goal | Administration | Responsibilities | Important Dates |
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| Indicator 2.1 Curriculum | Teachers teach Mississippi College and Career Readiness Standards at an appropriate pace. | Principal | <ul style="list-style-type: none"> 1. Identify subject area instructional leaders/department chairs 2. Meet with identified instructional leaders/department chairs to: <ul style="list-style-type: none"> a) Establish expectations b) Establish guidelines for: <ul style="list-style-type: none"> 1. Meeting 2. Reporting to Administration | Prior to August 6, 2015 |
| | | District Curriculum Coordinator | <ul style="list-style-type: none"> 1. Provide MS College and Career Readiness Standards for: | |

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| | | | <ul style="list-style-type: none"> a) Math b) ELA <p>2. Provide MS Curriculum Frameworks for:</p> <ul style="list-style-type: none"> a) Science b) Social Studies | |
| | | Administration | <ul style="list-style-type: none"> 1. Identify Curriculum Teams 2. Provide timeline to create units based on MS College and Career Readiness Standards or MS Curriculum Frameworks 3. Ensure units are being taught by completing the following: <ul style="list-style-type: none"> a) Drop-in observations b) MSTAR evaluations c) Lesson Plans d) Meetings during common planning | |
| | | Lead Teacher Assistant Principals | <ul style="list-style-type: none"> 1. Work with curriculum team to ensure all units are aligned to the proper framework 2. Ensure the material is relative to the standard and is rigorous 3. Ensure resources are available to teach each unit | |
| Indicator 2.4 Instruction | Teachers regularly adapt resources and instruction to address learning differences in their students. | District Curriculum Coordinator | <ul style="list-style-type: none"> 1. Develop Lesson Plan Template from administrative and teacher input to include: <ul style="list-style-type: none"> 1) Set: Bell Ringer 2) Whole Group 3) Guided Practice 4) Independent Practice 5) Assessment 6) Homework 7) Remediation 8) Closure | July 2015 |

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| | | Principal/CTE Director/Assistant Principals/Lead Teacher | <ol style="list-style-type: none"> 1. Increase visibility of administration in the classroom. 2. Provide feedback in a timely manner from: <ol style="list-style-type: none"> 1) Drop-in observations 2) Extended observations 3) MSTAR evaluations | Daily beginning August 6, 2015 |
| | | Assistant Principals/Counselors | <ol style="list-style-type: none"> 1. Identify At-Risk students: <ol style="list-style-type: none"> a) Review Current State Test Data b) Identify Minimal and Basic students 2. Schedule students for success: <ol style="list-style-type: none"> a) Double Block Classes b) 5th Period c) "R" Classes for Subject Area failures | June 2015 |
| | | Assistant Principals/Counselors/CTE Director | <ol style="list-style-type: none"> 1. Identify top-performing students: <ol style="list-style-type: none"> a) Review Current State Test Data b) Identify Proficient and Advanced students 2. Schedule students for success: <ol style="list-style-type: none"> a) Accelerated Courses b) Advanced Placement Courses 3. Identify students who qualify for Dual Enrollment Courses: <ol style="list-style-type: none"> a) College Algebra b) English Comp I c) American History I d) Engine Performance I (4 hours, CTE) e) Intro to Safety and Emp. (1 hour, CTE) | July 2015 |

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| | | Teachers | <ol style="list-style-type: none"> 1. Adjust Instruction to meet the needs of the identified students: <ol style="list-style-type: none"> 1) At-Risk 2) Top-Performing 2. Document in Lesson Plans the differentiated instruction provided to each group | Ongoing |
| | | 6-8 Administration PATHWAYS Program | <ol style="list-style-type: none"> 1. Establish Pathways Program for 6-8 grades 2. Identify eligible students in Tier II and Tier III for Behavior 3. Assign eligible students to a Pathways classroom within their building: <ol style="list-style-type: none"> a) Office Referrals as determined by administration b) Students can be assigned for a period of 5-45 days depending on severity of discipline record c) Notification to Parents 4. Assign certified subject area teachers to a Pathways Classroom | October 2015 |
| | | K-3 Administration READING | <ol style="list-style-type: none"> 1. Increase students reading on grade level in grades K-3 <ol style="list-style-type: none"> a) Identify Universal Screener for use 3x each year b) Analyze data from Universal Screener to identify bottom 25% of students within each grade and classroom c) Provide individualized instruction based on data d) Progress Monitor using the STAR Reading assessment | |

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| | | | <p>bimonthly</p> <ol style="list-style-type: none"> 2. Provide Pre-K and Kindergarten the MKAS assessment 2x each year. <ol style="list-style-type: none"> a) Analyze data for MKAS and identify bottom 25% per classroom and grade b) Provide individualized instruction based on data c) Progress monitor bimonthly using the STAR Early Literacy assessment 3. Provide written notification to parents 3 times each year on the progress of their student 4. Provide Professional Development to teachers in the area of Effective Literacy Instruction (LETRS training) 5. Provide K-3 Literacy Consultant to teachers <ol style="list-style-type: none"> a) Observe Teachers b) Model and Co-Teach with Teachers c) Provide Strategies and Resources to teachers on Literacy 6. Provide Certified Reading Tutors to work with identified bottom 25% of students | |
| Indicator 2.13 Assessment | Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes. | MSIS Clerk | <ol style="list-style-type: none"> 1. Provide Information for parents to sign up for Active Parent. 2. Print Progress Reports every 4 weeks 3. Print Report Cards every 9 weeks | |

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| | | Administration | <ol style="list-style-type: none"> 1. Set expectation for grades to be entered weekly into SAMs 2. Put Checkpoints into place to ensure all grades are updated weekly 3. Set Open House dates for Report Cards to be picked up 4. Identify Seniors At-Risk of not graduating <ol style="list-style-type: none"> a) Conduct Face to Face meeting with Parent and Student after: <ol style="list-style-type: none"> 1) Progress Reports 2) Report Cards 5. Provide Formal Assessment updates 3x each year to Advisory Committee <ol style="list-style-type: none"> 1) Benchmark Assessment 2) ACT Practice Test | |
| | | Advisory Committee | <ol style="list-style-type: none"> 1. Meet with students to discuss progress: <ol style="list-style-type: none"> a) Progress Reports b) Report Cards c) Benchmark Assessments | |
| | | School Testing Coordinator | <ol style="list-style-type: none"> 1. Train Teachers on new Questar Blueprints | August 2015 |
| | | Lead Teachers/Assistant Principals | <ol style="list-style-type: none"> 2. Work with Curriculum Teams to determine assessments are aligned to the Questar Blueprints | |
| | | Teachers | <ol style="list-style-type: none"> 1. Create Assessments that are aligned to the Questar Blueprints | |

Design Principle 3: Personalization

| Indicators | Goal | Administration | Responsibilities | Important Dates |
|---|---|---------------------|--|-----------------|
| Indicator 3.1 Affective (Personal/Social) and Academic Support | Some planning for implementation of advisories already exist. | Administration | <ol style="list-style-type: none"> 1. Create a strategic plan to implement Advisory Sessions for each student 2. Provide Professional Development/Training for Advisors | June-July 2015 |
| | | Assistant Principal | <ol style="list-style-type: none"> 1. Ensure Advisory Sessions are included within the Master Schedule <ol style="list-style-type: none"> a) Run Activity Schedule 1 time each month | |
| Indicator 3.8 Adult/Student Relationships **Aligned with Indicator 1.2 | Every Student has a teacher advisor | Administration | <ol style="list-style-type: none"> 1. Identify a list of topics for advisory meetings 2. Provide Professional Development for each topic 3. Assign each student an advisor 4. Provide advisory roster to all teachers 5. Create schedule for students to attend advisory meetings 6. Establish Checkpoints to ensure advisory meetings are effective | |

Design Principle 4: Redefine Professionalism

| Indicators | Goal | Administration | Responsibilities | Important Dates |
|---|---|----------------|---|-----------------|
| Indicator 4.1 Collaborative Work Orientation | Teachers observe their peers in practice. | Administration | <ol style="list-style-type: none"> 1. Identify High Performing Teachers 2. Identify Teachers with Effective Classroom Management 3. Identify Teachers needing effective teaching strategies 4. Identify Teachers who would benefit from Effective Classroom Management strategies 5. Meet with Identified Teachers <ol style="list-style-type: none"> a) High Performing Teachers b) Teachers with Effective Classroom Management 6. Set Expectations for Identified Teachers to be observed 7. Create Form for use during Peer Observations 8. Meet with Identified Teachers: <ol style="list-style-type: none"> a) Teachers who will benefit from Effective Teaching Strategies b) Teachers who will benefit from Effective Classroom Management Strategies 9. Set Expectations for Identified Teachers who will observe their peer. 10. Provide time during PLC for teachers to meet with their peer teacher to discuss feedback | |

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| Indicator 4.7 Shared Responsibility and Collaborative Decision Making | Professional Development Opportunities to support youth development | Administration | <ol style="list-style-type: none"> 1. Develop a Needs Assessment Survey for Professional Development based on student data within the building: <ol style="list-style-type: none"> a) Identify most frequently reported challenging student behavior b) Present Data to Principal 2. Utilize Professional Learning Communities to target identified behaviors <ol style="list-style-type: none"> a) Identify Teachers or Speakers to train staff to handle the identified behaviors | To be completed once each nine weeks |
| Indicator 4.9 Sustainability | All staff routinely vets individual and shared resources and units of student posted in a shared best-practice library | Instructional Leaders/Department Chairs | <ol style="list-style-type: none"> 1. Train subject area teachers how to utilize the established electronic shared library 2. Upload units to each library: <ol style="list-style-type: none"> a) Math b) English c) Science d) Social Studies | |
| | | Teachers | <ol style="list-style-type: none"> 1. Upload units/proven strategies to proper library: <ol style="list-style-type: none"> a) Math b) English c) Science d) Social Studies | |
| Indicator 4.13 Professional Inquiry | Teachers in all content areas use research-based tools aligned with national standards to periodically assess and reflect on teaching and learning in their classrooms | Instructional Specialists Lead Teacher | <ol style="list-style-type: none"> 1. Provide Research-based tools for teacher implementation within content area 2. Observe to determine if research-based tools are being properly utilized 3. Provide feedback to teachers on use of research-based tools | |

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| | | | 4. Utilize PLCs and common planning for teachers to reflect on practice and adjust instruction | |
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Design Principle 5: Leadership

| Indicators | Goal | Administration | Responsibilities | Important Dates |
|---------------------------------------|--|---------------------------------|---|------------------------|
| Indicator 5.3 Change Agent | The principal proactively develops partnerships with district and institutions (e.g. higher education colleagues) to the benefit of the school and students. | District Curriculum Coordinator | <ol style="list-style-type: none"> 1. Establish Articulation Agreement with Northwest Mississippi Community College to offer Dual Enrollment/Credit courses: <ol style="list-style-type: none"> a) College Algebra b) English Comp I c) English Comp II d) American History I e) Performance Engineering I (CTE) f) Safety Guidelines (CTE) 2. Create Flyers to inform: <ol style="list-style-type: none"> a) Parents b) Students c) Media 3. Host Parent Information Sessions 4. Provide Teachers with resources needed to teach the course | |
| | | Principal | <ol style="list-style-type: none"> 1. Identify Teachers who qualify to teach Dual Enrollment/Credit at South Panola 2. Provide “Bank Hour” credit to teachers needing 3-9 hours to qualify to teach Dual Enrollment/Credit at South Panola 3. Assist in Parent Information | |

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| | | | Sessions | |
| | | Counselor | 1. Collect and Submit Complete Application Packets for Dual Enrollment/Credit Courses | |
| | | Public Information Director | 1. Place all Dual Enrollment/Credit information on: a) SPSD Facebook page b) SPSD website c) Media outlets | |
| Indicator 5.10 Culture of High Expectations | The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students. | Administration | 1. Outline all expectations at the beginning of the year 2. Observe in classrooms daily 3. Provide timely feedback to teachers observed 4. Review Lesson Plans weekly 5. Assessments are prepared before lesson plans are written 6. Assessments are available for review (in binder near teacher door for quick access) | |
| Indicator 5.11 Shared Leadership | The principal establishes a clear collaborative decision-making process so that all staff works together as appropriate to make decisions that advance the mission of the school | | 1. Establish Common Planning times with weekly meeting: a) Assigned administrator will attend. 2. Establish department chairs in all content areas including: a) English II b) Algebra I c) Biology I d) U.S. History 3. Improve Communication Efforts internally | |
| Indicator 5.14 Collaborative Work Environment | The principal designs a schedule and process that includes common planning opportunities | | 1. Establish Common Planning Times for all content areas 2. Establish bimonthly PLC meetings | 2nd and 4th Monday District-wide |

