

Tate County School District

Independence High School

DROPOUT PREVENTION RESTRUCTURING PLAN

REQUIREMENTS OF MISSISSIPPI CODE 37-16-7

AREAS OF DISTRICT RESPONSIBILITY	CURRENT STATUS ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED?	ACCOUNTABILITY	NEXT STEPS: PROCESS AND DEADLINE
	In Compliance	Provide Timeline & Responsible Personnel	
<p>1. High School Restructuring Reforms</p> <p>a. Are you utilizing your best teachers in the most effective manner?</p> <p>b. Are teachers encouraging students to care about education while focusing on connecting the relevancy to their lives?</p> <p>c. Do all teachers know how to keep students on task? If no, which teachers and what is the school's plan to aid them in achieving the charge?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>On-going</p> <p>Superintendent Deputy Superintendents Principals Counselors</p>	<p>a. Principals recruit highly qualified teachers. Additional support staff with teacher assistants is in place in Kindergarten and 1st grade. Inclusion teachers are in core areas as well. (on going) Teachers will continue building relationships with students outside of the classrooms to foster student pride and success.</p> <p>b. The school ensures that all students have an iCAP.</p>

			<p>Teachers encourage students to set goals and work toward their future success. As part of the MSTAR evaluation, administrators check lesson plans to insure that relevancy is part of the instructional plan. (on-going)</p> <p>C. Through professional development, all teachers have been trained in classroom management. Administrators conduct “walk throughs” daily and can address any problems the teacher may be encountering. We have behavioral specialists and an administrator who can provide additional support or coaching if extra intervention is needed. All teachers will development professional growth plans based on their personal/professional strengths and areas of needed improvement. (on-going)</p>
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AREAS OF SCHOOL RESPONSIBILITY	CURRENT STATUS ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED?	ACCOUNTABILITY	NEXT STEPS: PROCESS AND DEADLINE
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<p>2. Accountability in Meeting Graduation Requirements</p> <p>a. How many students who start high school fail to earn a high school diploma? How far from graduation are they when they dropout? From which high schools do they dropout? Which middle schools send students to high schools with low graduation rates?</p> <p>b. What percent of your school's dropouts are "life events dropouts," "fade outs," "push outs" and "failing to succeed students?"</p> <p>c. How early in their schooling can the majority of your school's dropouts be identified?</p> <p>d. Is your school organized to help end the dropout crisis?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>On-going</p> <p>Superintendent Deputy Superintendents Principals Counselors</p>	<p>A/B. Approximately 10% of our students fail to earn a high school diploma. The majority of our students who drop out do not earn a diploma due to failure to pass state tests. There is a number who dropout due to life events (pregnancy, home situations) . Counselors monitor students who withdraw from school and document their reasons for leaving school.(on-going) .</p> <p>C/D. "At Risk" students can be identified as early as elementary school. 1-8 are given the STAR reading assessment. We utilize our district RTI process to provide intervention for students scoring below grade level. Through the RTI process parents are notified of those students reading below grade level quarterly. (on-going) Parents are notified if student</p>

			<p>is reading below grade level. (quarterly) Kindergarten students are assessed using the MKAS2 at benchmark periods throughout the school year. Students discipline is monitored and discipline referrals are made if necessary. ISS and Alternative School assignments are made so students will not miss any classwork. Apex is utilized to catch students.</p>
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<p>3. Focused Prevention, Intervention, and Recovery</p> <p>a. Does your school provide pre-k education to all young children who need or want it?</p> <p>b. Is there a collaborative process with Pre-Kindergarten community programs? (i.e., transition and shared curriculum)</p> <p>c. Does your school have reading benchmarks and provide multiple layers of support to insure all students can read by the beginning or ending of the 2nd year?</p> <p>d. Is class size reduction used strategically, so elementary teachers are not overwhelmed and can take the time it takes to teach all students in a caring manner the behavioral norms of schooling?</p> <p>e. Does your school provide high quality pre-k to 2nd grade mathematics instruction?</p>	<p>Yes ____ No <u>x</u></p> <p>Yes <u>X</u> No ____</p> <p>Yes <u>X</u> No ____</p> <p>Yes_ No__x__</p> <p>Yes_X_ No____</p>	<p>On-going</p> <p>Superintendent Deputy Superintendent Principals</p>	<p>A. none</p> <p>B. We work with the local headstart throughout the year and complete transition days for the students.</p> <p>C. We monitor the students K-2 through MTSS team by utilizing MKAS², STAR, district benchmarks to ensure students are on grade level in reading.</p> <p>D. none</p> <p>E. Students are monitored in K-2 in Math through STAR. Also the district has a Mathematics Curriculum Specialist employed to assist in ensuring students are provided high quality mathematics instruction.</p> <p>F. Students are placed in learning strategy classes to assist with core skill</p>

<p>f. Do you have a multi-tiered prevention and intervention system in place in your middle schools to react effectively to the first signs of poor attendance, behavior, and course failure?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		<p>deficiencies. Students' progress is monitored regularly by counselors, RTI personal, and interventionists Strategies such as "No Tardy Party," Honor Roll Breakfast, PBIS, recognition of students are also in place (on-going).</p>
<p>g. Are your middle schools organized to engage middle grade students and meet their need for adventure and camaraderie?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		
<p>h. Is there a plan to transform high schools with low graduation rates into strong learning institutions?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		<p>G. Students are offered opportunities to participate in choir, clubs, and athletics. There are various clubs on campus they can participate in. (on-going).</p>
<p>i. Is the plan sufficiently comprehensive? Does it have organizational, engagement, instructional, and teacher support components?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		
<p>j. Is implementation support being provided by a professional who is experienced with high school reform?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		
<p>k. Does your school do whatever it takes to insure that all students are earning on-time promotion from grade to grade?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		<p>H. We utilizes the "block schedule" flexibility as a means of credit recovery. In addition, for those students who have "passed", but have exceeded the permissible number of absences, we allow them to retain those credits through "seat-time" (on-going)</p>
<p>l. Are high school students being helped to make the transition to post-secondary education or workforce?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		
<p>m. Are parents being actively engaged to help students organize their future?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		<p>I. PLC groups have been put into place allowing teachers common planning and professional growth time during the day. (on-going)</p>

<p>n. Does your school system provide multiple pathways to graduation/lifelong learning?</p> <p>o. Does the school utilize the iCAP in accordance to the Mississippi Department of Education Guidelines?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>		<p>J. The principal of IHS was the assistant principal for 4 years during the time when the school's rating went from "D" to "B". Our superintendent is also a veteran principal who is recognized for his work in turning around a high school. The district also uses outside partners to provide additional support.</p> <p>K. Students are provided extra assistance and tutoring to assist in promotion. The TST regularly meets to analyze data to identify students who are not progressing and to provide interventions for these students to be successful.</p> <p>L. Schools provide career and college fairs for the students. The local National Guard host a College and Career Fair which all Tate County High School attends. (yearly) The Senatobia-Tate County Career Center provides students with opportunities to learn job skills to be career ready when leaving high school. (ongoing).</p> <p>M. Tate County Schools provide several</p>
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			<p>opportunities for parental involvement in which discussions pertain to college and career opportunities. School counselor provides support and guidance for student decision making.</p> <p>N. Tate County offers multiple graduation routes according to the Mississippi State School Board Policy. The school encourages each student toward the route which will yield success for each individual student.</p> <p>O. Each year from 8th grade through 12th grade students utilize the iCAP to plan their courses and select career choices.</p>
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<p>4. Professional Development</p> <p>a. The school provides teachers with professional development to expand their knowledge and skills.</p> <p>b. The school provides principals and teacher leaders with training to supervise and support teachers in engaging students academically and socially in school.</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Superintendent Deputy Superintendents Principals</p>	<p>a. The school has a PD plan. Teachers meet in PLCs on a weekly basis. Our teachers and administrators complete a Needs Assessment yearly (yearly)</p> <p>b. All principals, assistant principals and teachers have been trained in Mississippi Growth System for Teachers. Principals are trained in Mississippi Growth System for Administrators (on-going).</p>

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<p>5. Using Data for Planning and Accountability</p> <p>a. The school utilizes a system that provides longitudinal student-level data on enrollment and risk factors for dropout (e.g., academic problems, truancy, behavior problems, etc.)</p> <p>b. The school provides staff with training on how to use data to identify students at risk of dropping out.</p> <p>c. The school works with each school to ensure that data is analyzed regularly and the school has strategies in place to work with identified students.</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>On-Going</p> <p>Superintendent Deputy Superintendents MSIS Coordinator Principals Counselors Truancy Officer</p>	<p>A. Our school uses MSIS, Power School, and ELS to provide us with this data. Counselors, principals, and teachers monitor this data. (on going)</p> <p>B. Teachers were provided training by School administrators to help teachers analyze the data that is available to them. (on-going)</p> <p>C. Through monthly principal meetings and weekly teacher PLC meetings, strategies are developed to identify and help these students. The school discusses student data</p>

			with the TST through the RTI process.
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<p>6. Utilizing District Finances and Materials Based on Data</p> <p>a. Based on annual review of progress and needs of each school, the school identifies needs for additional staff resources.</p> <p>b. School progress and needs are factored into decisions about distribution of state and federal funds for school improvement.</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>School Board Superintendent Deputy Superintendents Business Manager Principals</p>	<p>A and B. A comprehensive needs assessment is conducted by the school. The allocation of local and federal dollars is discussed. Recommendations on how they can best serve our students are evaluated. A budget hearing is conducted that is open to the public. Allocation adjustments are made with the approval of the School Board (on-going).</p>

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<p>7. Engaging Families and District</p> <p>a. The school communicates policies for working with students at risk of dropping out to parents and school organizations.</p> <p>b. The school has established partnerships with school-based program providers and other agencies such as social services, welfare, metal health, and law enforcement, to implement behavior and social skills programs.</p> <p>c. The school has established partnerships with district agencies, businesses, and colleges/universities, etc. to obtain adult advocates.</p> <p>d. The school has developed partnerships with local postsecondary institutions to host prospective student visits and workshops on completing postsecondary and financial aid applications.</p>	<p>Yes_x___ No___</p> <p>Yes_x___ No___</p> <p>Yes_x___ No___</p> <p>Yes_x___ No___</p>	<p>On-Going</p> <p>Superintendent Deputy Superintendents Principals CTC Director Alternative School Counselors Outside Agencies Truancy Officer</p>	<p>A. At- Risk students are identified. They are recommended to RTI personnel, counselors, truancy officers or whoever can help them address their specific areas of problem. (on-going).</p> <p>B. We have partnered with the Rotary Club, the local Youth Court, Northwest Mississippi Community College Library, "Bridging the Gap," DARE, Communicare, contracted psychological services. and Teens for Tate (on-going</p> <p>C. We have partnered with Northwest Mississippi Community College to offer Dual-</p>

			Enrollment classes. (ongoing).
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