# Tate County School District

# Independence High School

# DROPOUT PREVENTION RESTRUCTURING PLAN

REQUIREMENTS OF MISSISSIPPI CODE 37-16-7

| AREAS OF DISTRICT RESPONSIBILITY | CURRENT STATUS<br>ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED? | ACCOUNTABILITY | NEXT STEPS:<br>PROCESS AND DEADLINE |
|---|---|---|---|
| | **In Compliance** | **Provide Timeline & Responsible Personnel** | |
| **1. High School Restructuring Reforms**<br>a. Are you utilizing your best teachers in the most effective manner?<br>b. Are teachers encouraging students to care about education while focusing on connecting the relevancy to their lives?<br>**c.** Do all teachers know how to keep students on task? If no, which teachers and what is the district's plan to aid them in achieving the charge? | **Yes_ x___ No____**<br>**Yes__x__ No____**<br>**Yes __x__ No ____** | On-going<br>Superintendent<br>Deputy Superintendent<br>Principals<br>Counselors | a. Principals recruit highly qualified teachers. Additional support staff with teacher assistants is in place in Kindergarten and 1st grade. In critical areas students are double blocked for extra time. Inclusion teachers are in core areas as well. (on going)<br>b. The district ensures that all students have an iCAP. Teachers encourage students to set goals and work toward their future |

| | | | |
|---|---|---|---|
| | | | success. As part of the MSTAR evaluation, administrators check lesson plans to ensure that relevancy is part of the instructional plan. (on-going) [Teachers are using technology and real life applications to show relevancy]<br><br>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. (on-going) - [Leadership teams and mentors help support these teachers. If additional assistance is needed, teachers will be placed on an improvement plan |

| AREAS OF DISTRICT RESPONSIBILITY | CURRENT STATUS<br>ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED? | ACCOUNTABILITY | NEXT STEPS:<br>PROCESS AND DEADLINE |
|---|---|---|---|
| | **In Compliance** | **Provide Timeline & Responsible Personnel** | |
| **2. Accountability in Meeting Graduation Requirements**<br><br>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?<br><br>b. What percent of your district's dropouts are "live events dropouts," "fade outs," "push outs" and "failing to succeed students?<br><br>c. How early in their schooling can the majority of your district's dropouts be identified?<br><br>**d. Are schools in your district organized to help end the dropout crisis?** | Yes __x_ No____<br><br>Yes __x_No____<br><br>Yes__x__No ____<br><br>Yes__x__No____ | On-going<br><br>Superintendent<br>Deputy Superintendent<br>Principals<br>Counselors | A/B. 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) – IHS has a 30 to 35% drop-out rate. The school's drop-outs generally consist of students who are 17 years of age and are 1 to 2 years behind in school. Due typically to life events = 40%, fade-outs = 30%, push-outs = 10% and failure to succeed= 20%.<br><br>C/D. "At Risk" students can be identified as early as elementary school. Grades 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 at East Tate Elementary. (on-going)<br><br>Student discipline is monitored and discipline referrals are made if necessary.<br>ISS and Alternative School assignments are made so students will not miss any classwork. APEX is utilized to catch these students. |

| AREAS OF DISTRICT RESPONSIBILITY | CURRENT STATUS<br>ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED? | ACCOUNTABILITY | NEXT STEPS:<br>PROCESS AND DEADLINE |
|---|---|---|---|
| | **In Compliance** | **Provide Timeline & Responsible Personnel** | |
| **3. Focused Prevention, Intervention, and Recovery**<br><br>a. Does your district provide pre-k education to all young children who need or want it?<br><br>b. Is there a collaborative process with Pre-Kindergarten community programs? (i.e., transition and shared curriculum)<br><br>c. Does your district have reading benchmarks and provide multiple layers of support to insure all students can read by the beginning or ending of the 2nd year?<br><br>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?<br><br>e. Does your district provide high quality pre-k to 2nd grade mathematics instruction? | Yes____ No _x__<br><br>Yes _x___No ____<br><br>Yes _x___No____<br><br>Yes_x_ No____<br><br>Yes_x__ No____ | On-going<br><br>Superintendent<br>Deputy Superintendent<br>Principals | A. We presently do not provide a pre-k to students in Tate County. There is currently a local Head Start.<br><br>B. We are collaborating with our local Head Start Agency. Kindergarten teachers screen their students using Dibels. (on going) Head Start provides transition field trips to local Kindergarten classes. (yearly)<br><br>C. Our students are given reading assessments quarterly to monitor their progress. Students in the RTI process are monitored more often. We use STAR Reading for these assessments. We have an assistant teacher in every Kindergarten class. We have interventionists to aid in individual and small group instruction.(on- |

| | | | |
|---|---|---|---|
| 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? | Yes _x__ No ____ | | going) – ETE utilizes dibels, weekly progress probes, cold reads, and AR. IHS utilizes AR and STAR reading. |
| g. Are your middle schools organized to engage middle grade students and meet their need for adventure and camaraderie? | Yes_x__ No____ | | D. We use Title funds as well as local funds for class size reduction in grades K-8. Learning Strategies classes, Title I teacher, TST, compensatory classes, new promotion/retention requirements will help in grade 4-8, tutorial sessions offered. |
| h. Is there a plan to transform high schools with low graduation rates into strong learning institutions? | Yes _x___ No____ | | |
| **i.** Is the plan sufficiently comprehensive? Does it have organizational, engagement, instructional, and teacher support components? | Yes__x__ No ____ | | E. We use the math probes and give common assessments to monitor student progress. We have purchased the new Pearson Math series which contains Pearson Success Net. We also provide the RTI instruction to ensure mastery. (on-going) We provide high quality K-2nd grade instruction in math. Compass Math is in place. The teachers practice differentiated instruction. The math program utilizes manipulatives, repetition, and continuous review. |
| **j. Is implementation support being provided by a professional who is experienced with high school reform?** | Yes__x__ No ____ | | |
| **k. Does your district do whatever it takes to insure that all students are earning on-time promotion from grade to grade?** | Yes__x__ No ____ | | |
| **l. Are high school students being helped to make the transition to post-secondary education or workforce?** | Yes__x__ No ____ | | |
| **m. Are parents being actively engaged to help students organize their future?** | Yes__x__ No ____ | | F. Students are placed in learning strategy classes to assist with core skill |
| | Yes__x__ No ____ | | |

| | | | |
|---|---|---|---|
| **n. Does your school system provide multiple pathways to graduation/lifelong learning?**<br><br>**o. Does the district utilize the iCAP in accordance to the Mississippi Department of Education Guidelines?** | Yes__x__ No ____ | | deficiencies. Students' progress is monitored regularly by counselors, RTI personnel and interventionists.(on-going) Reward systems consists of Tardy Party, Honor Roll and attendance rewards. We also maintain contact with the Attendance Officer, make parent contacts and conferences, As well as implementing behavior plans, tutoring, tier process.<br><br>G. Students are offered opportunities to participate in band and choir as well as athletics. There are various clubs on campus they can participate in. (on-going) – Educational field trips are also utilized<br><br>H. Our district has developed a mission statement and goals that provide us with a vision to transform our school into a strong learning institution. Credit Recovery classes are provided for all students who are at risk of not graduating due to course failure.(on-going)<br><br>I. PLC groups have been put |

| | | | |
|---|---|---|---|
| | | | into place allowing teachers common planning and professional growth time during the day. (on-going)<br><br>J. Our principal at IHS is a veteran principal who are leading the reform in our schools. Our superintendent is also a veteran principal and recognized for his work in turning around a high school.<br>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. We also use learning strategies, and compensatory classes to focus on these students. Tutorial sessions are also provided. New promotion and retention requirements and IHS is implementing a teacher student mentors program.<br>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).<br>M. Tate County Schools provide several opportunities for parental involvement in which discussions pertain to college and career opportunities.<br>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.<br>O. Each year from 8th grade through 12th grade students utilize the iCAP to plan their courses and select career choices. – |

| AREAS OF DISTRICT RESPONSIBILITY | CURRENT STATUS<br>ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED? | ACCOUNTABILITY | NEXT STEPS: PROCESS AND DEADLINE |
|---|---|---|---|
| | **In Compliance** | **Provide Timeline & Responsible Personnel** | |
| **4. Professional Development**<br><br>**a. The district provides teachers with professional development to expand their knowledge and skills.**<br><br>**b. The district provides principals and teacher leaders with training to supervise and support teachers in engaging students academically and socially in school.** | Yes__x__ No ____<br><br>Yes_x___ No ____ | Superintendent<br>Deputy Superintendent<br>Principals | The district has a PD plan. Teachers meet in PLCs on a weekly basis. Our teachers and administrators complete a Needs Assessment yearly (yearly)<br><br>All principals, assistant principals and teachers have been trained in MSTAR (on-going). |

| AREAS OF DISTRICT RESPONSIBILITY | CURRENT STATUS<br>ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED? | ACCOUNTABILITY | NEXT STEPS: PROCESS AND DEADLINE |
|---|---|---|---|
| | **In Compliance** | **Provide Timeline & Responsible Personnel** | |

| | | | |
|---|---|---|---|
| **5. Using Data for Planning and Accountability**<br><br>**a. The district utilizes a system that provides longitudinal student-level data on enrollment and risk factors for dropout (e.g., academic problems, truancy, behavior problems, etc.)**<br><br>**b. The district provides school staff with training on how to use data to identify students at risk of dropping out.**<br><br>**c. The district works with each school to ensure that data is analyzed regularly and the school has strategies in place to work with identified students.** | Yes __x__No____<br><br>Yes _x___No____<br><br>Yes _x_ No____ | On-Going<br><br>Superintendent<br>Deputy Superintendent<br>MSIS Coordinator<br>Principals<br>Counselors<br>Truancy Officer | A. Our district uses MSIS, SAMS, and School Status to provide us with this data. Counselors, principals, and teachers monitor this data. (on going)<br><br>B. Teachers were provided training by School administrators to help teachers analyze the data that is available to them. (on-going)<br><br>C. Through monthly principal meetings and weekly teacher PLC meetings, strategies are developed to identify and help these students. |
| **AREAS OF DISTRICT RESPONSIBILITY** | **CURRENT STATUS**<br>**ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED?** | **ACCOUNTABILITY** | **NEXT STEPS: PROCESS AND DEADLINE** |
| | **In Compliance** | **Provide Timeline & Responsible Personnel** | |

| | | | |
|---|---|---|---|
| **6. Utilizing District Finances and Materials Based on Data**<br><br>**a. Based on annual review of progress and needs of each school, the district identifies needs for additional staff resources.**<br><br>**b. School progress and needs are factored into decisions about distribution of state and federal funds for school improvement.** | Yes_x__No____<br><br>Yes_x__No____ | School Board<br>Superintendent<br>Deputy Superintendent<br>Business Manager<br>Principals | A and B. A comprehensive needs assessment is conducted by the district. 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. |

| **AREAS OF DISTRICT RESPONSIBILITY** | **CURRENT STATUS**<br>**ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED?** | **ACCOUNTABILITY** | **NEXT STEPS: PROCESS AND DEADLINE** |
|---|---|---|---|
| | **In Compliance** | **Provide Timeline & Responsible Personnel** | |

| | | | |
|---|---|---|---|
| **7. Engaging Families and District**<br><br>**a. The district communicates policies for working with students at risk of dropping out to parents and district organizations.**<br><br>**b. The district has established partnerships with district-based program providers and other agencies such as social services, welfare, metal health, and law enforcement, to implement behavior and social skills programs.**<br><br>**c. The district has established partnerships with district agencies, businesses, and colleges/universities, etc. to obtain adult advocates.**<br><br>**d. The district has developed partnerships with local postsecondary institutions to host prospective student visits and workshops on completing postsecondary and financial aid applications.** | Yes_x___ No_____<br><br>Yes_x___No_____<br><br>Yes_x___No_____<br><br>Yes_x___No_____ | On-Going<br><br>Superintendent<br>Deputy Superintendent<br>Principals<br>CTC Director<br>Alternative School Counselors<br>Outside Agencies<br>Truancy Officer | 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)<br><br>B. We have partnered with the Rotary Club, the local Youth Court, and Teens for Tate (on-going) – IHS works with Communicare Services, DARE, and Sheriff's Office, Abstinence Program, DHS, DARE, Dr. McPhail, and Dr Johnson's team.<br>C. ETE hosts a Career Day and IHS host a College Day. NWCC presents a financial aid program for the students. Get-2-College does ACT workshops. Speakers from the community are invited to make presentations for students.<br><br>D. We have partnered with Northwest Mississippi Community |

| | | | |
|---|---|---|---|
| | | | College to offer Dual-Enrollment classes. (on-going) – We also offer FAFSA workshop, Get-2-College, and ACT workshops. IHS is partnered with NWCC to assist the school with recruitments, scholarships, and financial aid. National Guard to assist with ASVAB. College tours are taken to encourage students to attend college. |