

SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT

DROPOUT PREVENTION PLAN



James Johnson-Waldington, Superintendent
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District Name: **Sunflower County Consolidated School District**

Graduation Rate: 84.4 % Dropout Rate: 13 % Truancy Rate: %

	Elementary School	Middle School	High School
School Data			
Number of Schools	6	3	2
Cumulative Enrollment	1301	666	734
Counselor/ Student Ratio	217:1	152:1	245:1
Student Demographic			
Data		Number	Percentage
Female		1371	51%
Male		1330	49%
Asian		3	0.11%
Black		2186	96%
Hispanic		65	0.2.7%
Native American		1	0.04%
White		38	0.7%
District –wide Staff Demographic Data (Teacher/Administrators)			
		Number	Percentage
Female		145	80%
Male		37	20%
Black		160	88%
White		21	11%
Other		1	0.5%

	% of students proficient and above	% of students proficient and above		
Grade Level	Language Arts	Math		
Grade 3	43.6	47.2		
Grade 4	41.2	31.3		
Grade 5	45.1	33		
Grade 6	37.3	43		
Grade 7	27.8	44.3		
Grade 8	31.8	31.9		
High School Subjects Area Tests – Percent Proficient or above %				
	Algebra I	English II	Biology I	
Gentry High School	55	38.8	52.8	
Thomas E. Edwards, Sr. High School	59.1	39	40.6	
Robert L. Merritt Jr. High			52.2	

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> • 6 month • one year • two years • more than two years	
Number of students Who are Two or More Years Behind Grade Level by 9 th Grade 31	Does your district currently offer a "Fast-track" Program for high school students? • Yes X No
Number of students with 5 or More Unexcused Absences 1800	Number of students with 12 or More Unexcused Absences 924
Number of Discipline Referrals 531	Number of Students Receiving Free/Reduced Meals 2701

Sunflower County Consolidated School District

Dropout Prevention Plan

Section II District Plan

AREA OF DISTRICT RESPONSIBILITY: Decrease K-2 Retentions

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task: Implementation of Interventions (K-2) Goal: Student support Frequency: Daily Practice	MTSS Coordinator	On-going	PD: Effective Use of Centers Data Driven Instruction Resources: External Providers	Sign in Sheets Lesson Plans
Task: I-Ready Implementation (K-8) Goal: Student support (remediation, enrichment, and intervention) Frequency: 120 minutes weekly: Tier 1 Support	Curriculum Dept.	On-going	PD: I-Ready training Resources: Printed ready books	Sign in Sheets Lesson Plans Usage Reports
Task: Provide Streamlined District MTSS Services Goal: Student support (specifically for Tier II and Tier III) Frequency: Meet on 20 day students; Progress monitor based on quarterly data	MTSS Coordinator	On-going	PD: MTSS process, intervention programs and/or support systems Resources: MTSS student portfolios, computer based instructional programs, MTSS management system	MSIS Report MTSS documentation
Task: Midterm Assessments Goal: Student support Frequency: Progress monitor based on biweekly data	Teachers Academic Coach	On-going	PD: intervention programs and/or support systems Resources: student portfolios, computer based instructional programs	Data Defense

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

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task: Provide comprehensive counseling services Frequency: PBIS biweekly	Positive Behavior Specialist Counselors Teachers Administration MTSS coordinator	On-going	Collaborate with outside agencies PD: ASCA Model, Effective Behavioral logs, Functional Behavior Assessment, PBIS	discipline data behavior documentation academic progress reports
Task: Develop a system to increase parental involvement (parent night, School/grade level parent meetings, grade transition meetings for parents) Frequency: monthly logs; parent participation rate at school events	Parent Liaison Social Workers Principal	On-going	Parent liaisons/social Workers PD: Parent teacher conferences	Sign in sheets surveys

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

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Tasks: Develop partnerships with outside agencies to assist students in obtaining diploma, career and technical skills, and/or GED Frequency: Track students each semester	HS counselors	December 2026	MS Works contact transportation	Students completing GED or receiving high school diploma
Tasks: Ombudsman Implementation Frequency: Track students each nine weeks	IAAC Director	Ongoing	Ombudsman Program	Students completing GED or receiving high school diploma

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

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<i>What task will be done? How often will it take place or progress monitored? What evidence will support task?</i> Task: Provide Parent and Student Orientation/Transition Meeting Goal: student support/effective transition Frequency: Upon return to home school	<i>Who will do it?</i> Principal Counselor IAAC Director	<i>By when?</i> On-going	<i>What do you need to complete this step?</i> (People, money, tools, resources, etc.) Parental support, student transition team	Meeting Agendas Sign in Sheets
Task: Provide Individual Counseling Sessions Goal: student support(academic/behavior) College and Career planning Frequency: once a week/ 30 mins	Counselors	On-going	Counseling curriculum/resources	Counseling Logs
Task: Provide Individual Education and Career Plan Progress Monitor: Observations, progress reports quarterly	Principal Counselor Teacher	On-going	Individual Education Plan template PD: Developing Plan Cooperative learning	IECP goal sheets discipline data report cards

Sunflower County Consolidated School District
Dropout Prevention Plan

Section III

Gentry High School Feeder Pattern

Action Plans

Schools

Gentry High School (Grades 10-12)

Robert L. Merritt Jr. High School (Grades 7-9)

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 10-12 will take the ACT.	Early Steps: Students in grades 8 – 11 will take a Mock ACT once a year.

Gentry High School

Design Principle: Principle 1: Ready for College and Career

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Continue funding for 10 th and 11 th grade Mock ACT Testing. Monitor: Principal & Counselor Measurement Outcomes: N/A	Federal Program Director	July 2026	ACT materials	ACT scores
Task 2: Continue funding for 10 th and 11 th grade ACT Prep Monitor: Principal & Counselor Measurement Outcomes: N/A	Federal Program Director	July 2026	ACT materials	ACT scores
Task 3: Administer Mock ACT test to 8-11th graders Monitor: Principal & Counselor	STC	August 2026 January 2027	Instructure	ACT data

Outcome: Increase students' ACT scores and scholarship opportunities.

Indicator Design Principle: Indicator (Ex. 1.1)	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	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. Students attend high school career fair.	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. Introduce students to a variety of careers.

Gentry High School

Design Principle: Principle 1: Ready for College and Career

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: All instructors will display college information either in classroom or door. Monitor: Principal & Counselor	Instructors Counselors	December 2026	Professional collaboration time to request, receive, and display college/university material.	Attractive displays in all schools.
Task 2: A College Corner will be created in student Common Areas such as the cafeteria. Monitor: Principal & Counselor	Instructors Counselors	December 2026	Professional collaboration time to request, receive, and display college/university material.	Attractive displays in all schools.
Task 3: School will have an annual career fair	Counselors	May 2027	Local businesses, military, colleges and universities	Pictures Sign-in sheets

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

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.

Gentry High School

Design Principle: Principle 4: Redefine Professionalism

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings. Monitor: Site Leadership Team	Site Leadership Team	October 2026	Focused Leadership Team	Agenda Sign-In Sheet
Task 2: Grade Level and/or Subject Area Teams will establish Lesson Tuning Protocols. Monitor: Principal, Assistant Principal, Academic Coaches	All Instructors	On-going	Professional Development Time and Calendar	Observations Agenda Sign in Sheet

Outcome: Increase teacher collaboration which will ultimately increase student achievement.

Indicator Design Principle: <i>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.

Robert L. Merritt Junior High School

Design Principle: Principle 1: Ready for College and Career

Action	Person(s) Responsible <i>Who will do it?</i>	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Counselor create a college wall in the school displaying pennants or other college paraphernalia. Monitor: Observations (Principal and Teachers).	Counselor	December 2026	Personnel, time, partnership with colleges/universities admissions office, money.	Display
Task 2: Teachers create a visual display of the college/university they attended on or outside their classroom door. Monitor: Observations (Principal and Teachers)	Teachers	December 2026	Personnel, time, technology	Display

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

Indicator <i>Design Principle:</i> <i>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>
2.5 (Instruction)	Early Steps: There is limited use of technology by students for instruction	Growing Innovation: Teachers use technology daily for instruction in ways that model the use of technology in college and in the work world.

Robert L. Merritt Junior High School

Design Principle: Principle 2: Require Powerful Teaching and Learning

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Teachers will develop proficiency in the use of technology through professional development.	Principal Technology Department Teachers	Ongoing	Personnel and time	Observations Sign in Sheet lesson plans
Task 2: Teachers will create authentic learning activities/lessons integrating technology.	Teachers	Ongoing	Personnel, time, support from technology department	Observations

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.

Indicator <i>Design Principle: Indicator</i> (Ex. 1.1)	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: Teachers meet to discuss students' progress	Growing Innovation: Teachers meet regularly to collaborate and discuss the needs and progress of students.

Robert L. Merritt Junior High School

Design Principle: Principle 3: Personalization

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Develop a bi-weekly grade level meeting for teachers to discuss the needs and progress of students.	Teachers Counselor	Ongoing	Personnel, time, achievement and behavior data	Meeting agendas minutes
Monitor: Observations (Principal and Teachers).	Academic Coach Assistant Principal Principal			achievement and behavior data

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

SECTIONIV

Thomas E. Edwards, Sr. High School Feeder Pattern

Action Plans

Schools

Thomas E. Edwards, Sr. High School (Grades 9-12)

Ruleville Middle School (Grades 6-8)

Drew Hunter Middle School (Grades 6-8)

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 8- 11 will take a Mock ACT twice a year.

Thomas E. Edwards Sr. High School

Design Principle: Principle 1: Ready for College and Career

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Administer Mock ACT test to 8-11 ^a graders Monitor: Principal & Counselor	STC	August 2026 January 2027	Instructure	ACT data
Task 2: Continue funding for 8-11 ^a grade MOCK ACT test. Monitor: Principal & Counselor	Federal Program Director	August 2026 January 2027	Instructure	ACT data

Outcome: Increase ACT scores and scholarship opportunities for students.

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)	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. Students will attend career fair.	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. Students will be exposed to a variety of careers.

Thomas E. Edwards Sr. High School

Design Principle: Principle 1: Ready for College and Career

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: All schools will create a College Corner in their building. Monitor: Principal & Counselor	Teachers Counselors	December 2026	Professional collaboration time to request, receive, and display college/university material.	Attractive displays in all classrooms.
Task 2: A College Corner will be created in student Common Areas such as the cafeteria. Monitor: Principal & Counselor	Instructors Counselors	December 2026	Professional collaboration time to request, receive, and display college/university material.	Attractive displays in all classrooms.
Task 3: School will have an annual career fair	HS Counselors	May 2027	Local businesses, military, colleges and universities	Pictures Sign-in sheets

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

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

Thomas E. Edwards Sr. High School

Design Principle: Principle 4: Redefine Professionalism

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings. Monitor: Thomas E. Edwards Sr. High School Leadership Team	Leadership Team	October 2026	Leadership Team/ Professional Learning Communities	Agenda Sign-In Sheet
Task 2: Grade Level and/or Subject Area Teams will establish Lesson Tuning Protocols. Monitor: Principal, Assistant Principal, Academic Coaches	All Instructors	On-going	Professional Development Time and Calendar	Observations Lesson Plans

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

Indicator <i>Design Principle:</i> <i>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>
2.7 (Instruction)	Early Steps: Teachers allow students to work in small groups and groups are managed by teachers.	Growing Innovation: Students will be able to organize and manage their own learning teams and work collaboratively without being managed by teacher.

Ruleville Middle School

Design Principle: Principle 2: Require Powerful Teaching and Learning

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Develop small groups during instructional time. Monitor: Observations (Principal, Academic Coach and Teachers).	Principal Academic Coach	On going	Personnel Professional development on Cooperative Learning	Observations
Task 2: Conduct Professional Development on Cooperative learning strategies Monitor: Observations (Principal, Academic Coach and Teachers)	Principal Academic Coach	On going	Professional Development Personnel Cooperative learning Strategies Money for consultant to provide professional development	Observations

Outcome: The teachers and students will form cooperative learning groups and work collaboratively during instructional time.

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

Ruleville Middle School

Design Principle: Principle 3: Personalization

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Develop a teacher-advisor team Monitor: Teachers-Advisors meet with students once a month	Principal Academic Coach Counselor Teachers	On going	Personnel Guidelines for Teacher Advisory Teams	Calendar of Meetings Agendas Sign in Sheets

Outcome: To establish a Teacher-Advisor Council to meet monthly,

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.

Ruleville Middle School

Design Principle: Principle 4: Redefine Professionalism

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Develop peer observation schedule Monitor: Teachers observes peers and provide feedback	Principal Academic Coach Counselor Teachers	On going	Personnel Peer observation template Peer observation schedule	Observation schedule

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

Indicator Design Principle: <i>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>
2.7 (Instruction)	Early Steps: Teachers allow students to work in small groups and groups are managed by teachers.	Growing Innovation: Students will be able to organize and manage their own learning teams and work collaboratively without being managed by teacher.

Drew Hunter Middle School

Design Principle: Principle 2: Require Powerful Teaching and Learning

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Develop small groups during instructional time.	Principal Academic Coach Teachers	Ongoing	Personnel Professional development on Cooperative Learning	Observations
Task 2: Conduct Professional Development on Cooperative learning strategies Monitor: Observations (Principal, Academic Coach and Teachers)	Principal Aca. Coach	Ongoing	Professional Development on Cooperative Learning Strategies	Lesson Plans Observations

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

Indicator <i>Design Principle: Indicator</i> <i>(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.

Drew Hunter Middle School

Design Principle: Principle 4: Redefine Professionalism

Action	Person(s) Responsible	Timeline	Resources/Professional Development Needed	Evidence
<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>	
Task 1: Develop peer observation schedule. Monitor: Teacher Observations Peer Observation forms will be submitted electronically to principal and academic coach	Principal Aca. Coach	September 2026	Schedule matrix	Peer observation forms
Task 2: Teachers will conduct peer observations. Monitor: Effective instructional practices in use. (Teachers) Teachers observe their peers in practice to gain effective teaching strategies (these strategies can be inclusive of research-based practices).	Teachers	Ongoing	Peer observation form	Peer observation forms

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

Indicator Design Principle: <i>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>
5.6 (Focus on Powerful Teaching and Learning)	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.	Growing Innovation: The principal holds staff accountable for full implementation of the College and Career Ready standards and continuous learning and professional development.

Drew Hunter Middle School

Design Principle: Principle 5: Leadership

Action	Person(s) Responsible <i>Who will do it?</i>	Timeline	Resources/Professional Development Needed	Evidence
<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>	Evidence
Task 1: Develop a schedule for monitoring classroom instruction. Monitor: Classroom instruction Principal will monitor classroom instructional practices to ensure that teachers are implementing the Common Instructional Framework.	Principal Assistant Principal Academic Coach	Ongoing	None	Observations

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

DISTRICT DROPOUT PREVENTION TEAM INFORMATION

Appendix A

Team Member	Position
James Johnson-Waldington	Superintendent
William Murphy	Assistant Superintendent
LiThesia Kent	District Test Coordinator
Khaliyah Ransom	Indianola Academic Achievement Center Director
Shamethria Beaman	Curriculum Specialist
Barren Cleark	Federal Programs Director/ Data Specialist
Sawanda Washington	Principal, Rosser Early Learning Center
Edmond Williams	Principal, Gentry High School
Rodney Adams	Principal, Robert L. Merritt Jr. High School
Rosalind Johnson	Indianola Career & Technical Center Director
Errick Lakes	Principal, Thomas E. Edwards Sr. High School
Chiquita Bracey	Principal, Ruleville Middle School
Tina Steele	Principal, Drew Hunter Middle School

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

List of Data Analyzed
Attendance from SAM7i/MSIS
MAAP data
Discipline Reports from SAM7i/MSIS
Staff data from SAM7i
Needs Assessment
MDE Accountability Data

Dropout Prevention/Restructuring Plan Assurances Page

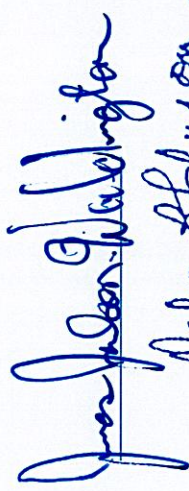
On behalf of Sunflower County Consolidated School District, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- Reducing the retention rates in grades kindergarten, first and second.
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

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.

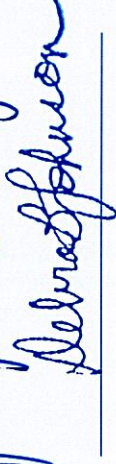
I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

District Superintendent: James Johnson-Waldington



7/20/26

School Board Chair: Debra Johnson



7/30/26