

# SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT

## DROPOUT PREVENTION PLAN



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Indianola, MS 38751

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District Name: **Sunflower County Consolidated School District**  
 Graduation Rate: 88.6 % Dropout Rate: 9.7 % Truancy Rate:      %

	Elementary School	Middle School	High School
<b>School Data</b>			
<b>Number of Schools</b>	6	3	2
<b>Cumulative Enrollment</b>	1292	579	941
<b>Counselor/ Student Ratio</b>	258:1	193:1	313:3
<b>Student Demographic Data</b>			
	<b>Number</b>		<b>Percentage</b>
<b>Female</b>	1334		49%
<b>Male</b>	1358		50%
<b>Asian</b>	1		0.0004%
<b>Black</b>	2692		96%
<b>Hispanic</b>	68		0.024%
<b>Native American</b>	1		0.0004%
<b>White</b>	50		0.015%
<b>District-wide Staff Demographic Data (Teacher/Administrators)</b>			
	<b>Number</b>		<b>Percentage</b>
<b>Female</b>	198		80%
<b>Male</b>	49		20%
<b>Black</b>	209		85%

<b>White</b>	50	9%
<b>Other</b>	8	0.032%

	<b>% of students proficient and above</b>	<b>% of students proficient and above</b>
<b>Grade Level</b>	<b>Language Arts</b>	<b>Math</b>
<b>Grade 3</b>	47.5	58.7
<b>Grade 4</b>	42.9	52.5
<b>Grade 5</b>	37.7	41.9
<b>Grade 6</b>	27.4	41
<b>Grade 7</b>	28.6	46.6
<b>Grade 8</b>	31.7	51.9

<b>High School Subjects Area Tests – Percent Proficient or above %</b>				
	<b>Algebra I</b>	<b>US History</b>	<b>Biology I</b>	<b>English II</b>
<b>Gentry High School</b>	23.9	61.6	50	23.9



Thomas E. Edwards, Sr. High School	31.9	57.9	36.6	28.8
Robert L. Merritt Jr. High	47.4		71.1	

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 <i>N/A</i> • 6 month • one year • two years • more than two years	
Number of students Who are Two or More Years Behind Grade Level by 9 <sup>th</sup> Grade 43	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 1737	Number of students with 12 or More Unexcused Absences 1076
Number of Discipline Referrals 228	Number of Students Receiving Free/Reduced Meals 2812

# 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>	
<b>Task: Implementation of Interventions (K-2)</b> <i>Goal:</i> Student support <i>Frequency:</i> Daily Practice	MTSS Coordinator	On-going	<i>PD:</i> Effective Use of Centers Data Driven Instruction  <i>Resources:</i> Envision, External Providers	Sign in Sheets Lesson Plans
<b>Task: I-Ready Implementation (K-8)</b> <i>Goal:</i> Student support (remediation, enrichment, and intervention) <i>Frequency:</i> 120 minutes weekly: Tier 1 Support	Curriculum Dept.	On-going	<i>PD:</i> I-Ready training Resources: Printed ready books	Sign in Sheets Lesson Plans Usage Reports
<b>Task: Provide Streamlined District MTSS Services</b> <i>Goal:</i> Student support (specifically for Tier II and Tier III) <i>Frequency:</i> Meet on 20 day students; Progress monitor based on quarterly data	MTSS Coordinator	On-going	<i>PD:</i> MTSS process, intervention programs and/or support systems  <i>Resources:</i> MTSS student portfolios, computer based instructional programs, MTSS management system	MSIS Report MTSS documentation
<b>Task: Biweekly Assessments</b> <i>Goal:</i> Student support <i>Frequency:</i> Progress monitor based on biweekly data	Teachers Academic Coach	On-going	<i>PD:</i> intervention programs and/or support systems  <i>Resources:</i> 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
<p><i>What task will be done? How often will it take place or progress monitored? What evidence will support task?</i></p> <p><b>Task: Provide comprehensive counseling services</b> <i>Frequency: PBIS biweekly</i></p>	<p><i>Who will do it?</i></p> <p>Counselors Teachers Administration MTSS coordinator</p>	<p><i>By when?</i></p> <p>On-going</p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p> <p>Collaborate with outside agencies <b>PD:</b> ASCA Model, Effective Behavioral logs, Functional Behavior Assessment, PBIS</p>	<p>discipline data behavior documentation academic progress reports</p>
<p><b>Task: Develop a system to increase parental involvement (parent night, School/grade level parent meetings, grade transition meetings for parents)</b> <i>Frequency: monthly logs; parent participation rate at school events</i></p>	<p>Parent Liaison Social Workers Principal</p>	<p>On-going</p>	<p>Parent liaisons <b>PD:</b> Parent teacher conferences</p>	<p>Sign in sheets surveys</p>



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

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>
<p><i>What task will be done? How often will it take place or progress monitored? What evidence will support task?</i></p>	<p><i>Who will do it?</i></p>	<p><i>By when?</i></p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p>	
<p><b>Tasks: Develop partnerships with outside agencies to assist students in obtaining diploma, career and technical skills, and/or GED</b></p> <p><i>Frequency:</i> Track students each semester</p>	<p>HS counselors</p>	<p>December 2023</p>	<p>MS Works contact transportation</p>	<p>Students completing GED or receiving high school diploma</p>
<p><b>Tasks: Ombudsman Implementation</b></p> <p><i>Frequency:</i> Track students each nine weeks</p>	<p>IAAC Director</p>	<p>Ongoing</p>	<p>Ombudsman Program</p>	<p>Students completing GED or receiving high school diploma</p>



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

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

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)

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>(1.9) College Going Culture</b>	<b>Beginning Steps:</b> Most students in grades 10-12 will take the ACT.	<b>Early Steps:</b> 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

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>
<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 <sup>th</sup> and 11 <sup>th</sup> grade Mock ACT Testing.  Monitor: Principal & Counselor  Measurement Outcomes: N/A	Federal Program Director	July 2023	ACT materials	ACT scores
Task 2: Continue funding for 10 <sup>th</sup> and 11 <sup>th</sup> grade ACT Prep  Monitor: Principal & Counselor  Measurement Outcomes: N/A	Federal Program Director	July 2023	ACT materials	ACT scores
Task 3: Administer Mock ACT test to 8-11th graders  Monitor: Principal & Counselor	STC	August 2023 January 2024	Instructure	ACT data

**Outcome:** Increase students' ACT scores and scholarship opportunities.



<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>(1.10) College Going Culture</b>	<b>Beginning Steps:</b> – 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.	<b>Early Steps:</b> 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

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>
<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 2023	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 2023	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 2024	Local businesses, military, colleges and universities	Pictures Sign-in sheets

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

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
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<b>(4.2) Collaborative Work Orientation</b>	<b>Beginning Steps:</b> Instructors attend Staff Meetings and/or common planning opportunities, as appropriate.	<b>Early Steps:</b> Staff meetings and/or common planning opportunities model collaboration among adults.
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**Gentry High School**

**Design Principle:** Principle 4: Redefine Professionalism

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>  Task 1: The Leadership Team will conduct a PLC on establishing Norms and Roles for future meetings.  Monitor: Site Leadership Team	<i>Who will do it?</i>  Site Leadership Team	<i>By when?</i>  October 2023	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>  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.

<b>Indicator Design Principle: Indicator (Ex. 1.1)</b>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.10 (College Going Culture)</b>	<b>Early Steps:</b> Counselor currently have college information posted in counselor office	<b>Growing Innovation:</b> 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	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 2023	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 2023	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.

<b>Indicator Design Principle:</b> <i>Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.5 (Instruction)</b>	<b>Early Steps:</b> There is limited use of technology by students for instruction	<b>Growing Innovation:</b> 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.

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		
<b>3.7 (Adult/Student Relationships)</b>	<b>Early Steps:</b> Teachers meet to discuss students' progress	<b>Growing Innovation:</b> 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)



<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.9 (College Going Culture)</b>	<b>Beginning Steps:</b> Most students in grades 11 -12 will take the ACT.	<b>Early Steps:</b> 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

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>
<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 <sup>th</sup> graders  Monitor: Principal & Counselor	STC	August 2023 January 2024	Instructure	ACT data
Task 2: Continue funding for 8-11 <sup>th</sup> grade MOCK ACT test.  Monitor: Principal & Counselor	Federal Program Director	August 2023 January 2024	Instructure	ACT data

**Outcome:** Increase ACT scores and scholarship opportunities for students.

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>1.10 (College Going Culture)</b>	<b>Beginning Steps:</b> – 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.	<b>Early Steps:</b> 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**

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>
<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 2023	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 2023	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	Counselors	May 2024	Local businesses, military, colleges and universities	Pictures Sign-in sheets

**Outcome:** Increase student's awareness of colleges and universities.

<b>Indicator</b>	<b>Current Status on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms?</b>	<b>GOAL: Next Status Level on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms?</b>
<i>Design Principle: Indicator (Ex. 1.1)</i>	<i>New Paradigms?</i>	<i>New Paradigms?</i>
<b>4.2 (Collaborative Work Orientation)</b>	<b>Beginning Steps:</b> Instructors attend Staff Meetings and/or common planning opportunities, as appropriate.	<b>Early Steps:</b> Staff meetings and/or common planning opportunities model collaboration among adults.

**Thomas E. Edwards Sr. High School**

**Design Principle: Principle 4: Redefine Professionalism**

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>
<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 2023	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.

<b>Indicator Design Principle:</b> <i>(Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.7 (Instruction)</b>	<b>Early Steps:</b> Teachers allow students to work in small groups and groups are managed by teachers.	<b>Growing Innovation:</b> 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	Principal Academic Coach	On going	Professional Development Personnel Cooperative learning Strategies Money for consultant to provide professional development	Observations
<b>Monitor: Observations</b> (Principal, Academic Coach and Teachers)				
<b>Outcome:</b> The teachers and students will form cooperative learning groups and work collaboratively during instructional time.				

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>3.8 (Adult /Student Relationships)</b>	<b>Early Steps:</b> Every student has a teacher-advisor			<b>Early Steps:</b> 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>	
<b>Task 1:</b> Develop a teacher-advisor team <b>Monitor:</b> 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,

<b>Indicator</b> <i>Design Principle: Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>4.1(Collaborative Work Orientation)</b>	<b>Growing Innovations</b> Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement	<b>New Paradigms:</b> All staff members solicit peer feedback in order to advance their own practices.

**Ruleville Middle School**

**Design Principle:** Principle 4: Redefine Professionalism

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources/Professional Development Needed</b>	<b>Evidence</b>
<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>	
<b>Task 1:</b> Develop peer observation schedule <b>Monitor:</b> Teachers observe 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.

<b>Indicator Design Principle:</b> <i>Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>2.7 (Instruction)</b>	<b>Early Steps:</b> Teachers allow students to work in small groups and groups are managed by teachers.	<b>Growing Innovation:</b> 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 (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>
<b>4.1 (Collaborative Work Orientation)</b>	<b>Early Steps:</b> Teachers observe their peers in practice.	<b>Growing Innovation:</b> 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 2023	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.

<b>Indicator Design Principle:</b> <i>Indicator (Ex. 1.1)</i>	<b>Current Status on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	<b>GOAL: Next Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<b>5.6 (Focus on Powerful Teaching and Learning)</b>	<b>Early Steps:</b> The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and targeted feedback to teachers.	<b>Growing Innovation:</b> 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	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>	<b>Evidence</b>
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
Miskia Davis	Superintendent
LiThesia Kent	District Test Coordinator
Khaliah Ranson	Indianola Academic Achievement Center Director
Shamethria Beaman	Curriculum Specialist
Dylan Jones	Federal Programs Director/ Data Specialist
Daisy Hawkins	Principal, Rosser Early Learning Center
Edmond Williams	Principal, Gentry High School
Deberah Collins	Principal, Robert L. Merritt Jr. High School
Rosalind Johnson	Indianola Career & Technical Center Director
Eric Lakes	Principal, Thomas E. Edwards Sr. High School
Earnest Nelson	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
MAAP data
Discipline Reports from SAM7i
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: Miskia Davis \_\_\_\_\_



09/18/2024

School Board Chair: Debra Johnson \_\_\_\_\_



09/10/2024