

EAST TALLAHATCHIE SCHOOL DISTRICT



DROP-OUT PREVENTION PLAN 2015-2016

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EAST TALLAHATCHIE SCHOOL DISTRICT
DROP-OUT PREVENTION PLAN
2015 – 2016

As superintendent of the East Tallahatchie School District, I verify that I have reviewed and approved this Drop-Out Prevention Plan for the 2015 – 16 school year.

Ben Kennedy Ben Kennedy
SUPERINTENDENT'S SIGNATURE

8/13/15
DATE

8/13/15
Board Approval Date

As president of the East Tallahatchie School District Board of Trustees, I verify that I have reviewed and approved this Drop-Out Prevention Plan for the 2015 – 16 school year.

Sanny Adams Sanny Adams
School Board President's SIGNATURE

8/13/15
DATE

8/13/15
Board Approval Date

CHARLESTON HIGH SCHOOL

Design Principle1: Ready for College and Career

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
After advisors are assigned at High school they will be trained on i-CAP	JH and High School Counselor Principal Teacher	Aug 2015	Counselor and teachers will have to be trained on i-CAP. Computers will need to be made assessable.	Time, transfer students, Motivation, Funding Master schedule will be designed to accommodate. Replace withdrawn students with transfer ins to keep groups as even as possible. To address motivation – attendance will be treated like a class. Tardies and absences will be reported.	
Monitoring and updating	Advisor and counselor	Ongoing	“ “	“ “	

Design Principle2: Require Powerful Teaching and Learning

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>
2.13 Assessment	Early Steps	Growing Innovations

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will incorporate visual feedback on a weekly basis – Wednesdays 20 mins.	Teachers	Week 2	Professional Development on effective feedback	Teacher buy-in	
Constructive Feedback	Teachers	Aug 2015	Forms to provide guiding prompts for specific desired feedback.		
Active Parent to communicate about students development	Teachers	Aug 2015	Enable comment section	Parents and training - Hands on mass training with sign up at open house.	

Design Principle3: Personalization

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 Relationship	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Train advisors on what is expected	Counselor	Aug 2015	Professional Development on Guidelines Forms with Objectives and Resources	Time Incorrect advising – provide objectives and resources	
Advisors will be assigned	Principal and Counselor	Aug 2015	Teachers will be randomly assigned students. Teachers will be given a chance to swap out students that they don't feel they can reach successfully as mentors.	Staff turnover, Transfers, incoming students	
Advisor and advisee meet and review 1 time per week for a 20 minute period. This grouping will remain the same for the students' entire time in high school.	Principal Counselor Teacher and Students	Aug 2015		Scheduling - Master schedule creation and bell schedule will be adjusted for this time.	
Advisor, advisee, principal, counselor, parent and at risk student (failing at 9 report card time) will conference to assess and create a plan of improvement.	Principal Counselor Parent Teacher and Students	Oct 2015	Reports from SAMS on student Previous testing scores	Time/ Parent involvement Work around schedule of parents	

Design Principle4: Redefine Professionalism

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	Growing Innovations	New Paradigms

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will share and model at PLC meetings to increase strength in curriculum instruction and knowledge of diverse teaching techniques.	Principal, Assistant Principal Counselor	Ongoing	Share with teachers the plan	Time Schedule PLC time and encouragement from administration	

Design Principle4: Redefine Professionalism

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>
4.5 Shared Responsibility and Collaborative Decision Making	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Select the Research Based approach to student development	Principal, Assistant Principal Councilor	Aug	Share with teachers the plan	Money to purchase the program or monitoring	
Survey the students on the performance of the advisor	Councilor		Use survey monkey	Use free programs and/or programs already purchased	

Design Principle4: Redefine Professionalism

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>
4.6 Shared Responsibility and Collaborative Decision Making	Growing Innovations	New Paradigms

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Advisors will discuss with advisees choices on club options and extra curricular activities available at the high school level.	Principal Advisor/teachers	Ongoing	Share with teachers the plan and provide list of options	Time Schedule advisory time and encouragement from administration	

Design Principle5: Leadership

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>
<p align="center">5.13 Change Agent</p>	<p align="center">Early Steps</p>	<p align="center">Growing Innovation</p>

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
<p>Principal will attend advisory meetings to build rapport with students and teachers.</p>	<p>Principal</p>	<p>Ongoing</p>	<p>None</p>	<p>Time Principal will know ahead of time when meetings are and can attempt to clear schedule.</p>	

CHARLESTON MIDDLE SCHOOL

Design Principle1: Ready for College and Career

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>
1.5 College Credit	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Students will take i-cap test beginning in 7th grade and again in 8th grade	ICT1 & ICT2 teachers	May 2016	Teachers will have to be trained on i-CAP. Computers will need to be purchased.	Time, Motivation, Funding for computers	

Design Principle1: Ready for College and Career

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	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will post a list of colleges in classrooms and will discuss their college experience with the students.	Teachers	On going	Teachers will have to print a list of colleges, money for paper, toner, and time	Time, Motivation, Funding for computers, copy paper, toner	
Students in ICT 1 & ICT2 will have students to research a career path and the school could host a job fair where students get to have time to talk to people.	Teachers Principal Computer teachers	May 2016	Computer time, Motivation, community help for job fair, Time for job fair	Time, Motivation, Computers, Community help	

Design Principle2: Require Powerful Teaching and Learning

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>
2.11 Assessment	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will keep a checklist for mastery of skills and do more formative type of assessments.	Teachers	Week 1 and ongoing	Teachers, computers, paper, toner, time	Teacher buy-in	

Design Principle2: Require Powerful Teaching and Learning

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>
2.13 Assessment	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will have and use either Class Dojo, or Remind101 to report to parents about behavior, homework, and to send reports from i-ready	Teachers	Sept. 2015	Computer, phone, Parents willingness to sign up	Teacher buy-in and use one or both. Parents not signing up for both.	

Design Principle3: Personalization

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>
3.4 Adult/Student Relationship	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
All staff will send home a welcome letter and a course syllabus.	Teacher	Aug 2015	Time, Computer, copy paper, toner	Time, Computer, copy paper, toner	

Design Principle3: Personalization

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 Relationship	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Students will be assigned a teacher advisor to check on them about grades, behavior, parts in programs.	Teacher Principal	September 2015	Time, Staff turnover, Transfers, incoming students, Scheduling time to meet	Staff turnover, Transfers, incoming students, Scheduling time to meet	

Design Principle4: Redefine Professionalism

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	Early Steps	Growing Innovations

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will meet during PLC’s. Teachers will model differentiation and collaboration among each other.	Principal, teachers	Aug	Teachers willing to share and model	Time to meet, teachers modeling collaboration.	

Design Principle4: Redefine Professionalism

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>
4.6 Shared Responsibility and Collaborative Decision Making	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will help develop students into project teams of Student Council, FCA, Art Club, and Music Club.	Principal, teachers	Aug	Willingness of staff and students.	Time to meet, students and staff	

Design Principle5: Leadership

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>
5.11 Shared Leadership	Early Steps	Growing Innovation

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The principal will meet with the school leadership team to seek input about decisions made at the school and to advance the mission and vision of the school.	Principal School Leadership Team	Ongoing	School Leadership Team, time to meet,	Time,	

Design Principle5: Leadership

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>
5.13 Collaborative Work Environment	Early Steps	Growing Innovation

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The principal will meet with students, families and community partners to help develop plans for the improvement of the school	Principal	Ongoing	time to meet, students, parents,	Time, willingness of parents to meet	

Design Principle6: Purposeful Design (for optional consideration)

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>
6.6 School /Program Sustainability	Beginning	Early Steps

Outcome: _____

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
The principal will meet with the school leadership team to write articles about what’s happening in the school.	Principal School Leadership Team	Ongoing	School Leadership Team, time to meet,	Time,	
The Principal and leadership team will try to meet with the Rotary Club, Care and the community to speak about areas of need for participation in projects and financial support for those projects.	Principal School Leadership Team	Ongoing	Principal, School Leadership Team, time to meet	Time, Community support	