



Where Children Come First

**Jefferson Davis County School District**

**2017 - 2018**

**Dropout Prevention Plan**

## Design Principle: Principle 1: Ready for College and Career

<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>1.5 College Credit</b>	Students develop a four/five year iCAP within ICT1 and ICT2.	Students review their four/five year iCAP occasionally with a grade sponsor.

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>	
<b>Train each sponsor and counselor on CHOICES</b>	District Office, Building Admin, Counselor, Grade Level Sponsors	2017 - 2018	Computers, teacher sponsorship, allotted time for grade sponsor meetings, CHOICES training by MDE	Monitoring; Periodical checkups	2017 - 2018
<b>Meet with all 9<sup>th</sup> grade – 11<sup>th</sup> grade students and parents to review their pathways to ensure they are on track for graduation</b>	Building Admin, Counselor, Grade Level Sponsors	2017 - 2018	Computers, teacher sponsorship, allotted time for grade sponsor meetings, CHOICES training by MDE	Monitoring; Periodical checkups	2017 - 2018
<b>Students are exposed to college and career opportunities that align with their pathway</b>	Building Admin, Counselor, Grade Level Sponsors	2017 - 2018	Guest Speakers, College visits, Career Fairs	Limited participation; Advertise, document, plan field trips	2017 - 2018

**Outcome:** Students will be college and career ready.

## Design Principle: Principle 2: Require Powerful Teaching and Learning

<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>2.1 Curriculum</b>	Teachers plan using a variety of resources but without reference to local, state, or national standards or without consideration of appropriate pacing.	Teachers plan instruction around “big ideas” that are mapped to multiple standards and to 21 <sup>st</sup> century skills.

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>	
<b>Teachers will participate in content area planning and pacing analysis for the areas of ELA, MA, Social Studies, and Science</b>	District Office, Building Admin, Teachers	2017 - 2018	Computers, teacher training, MS Frameworks, MS-CCR Standards, C3D Documents	Teacher absenteeism; Administrators need to expect ALL teachers to attend unless dire circumstances prohibit	2017 - 2018
<b>Grade Level/Content Area Planning Sessions (PLCs)</b>	Building Admin, teachers	2017 - 2018	Computers, teachers, admins, external consultants, MS Framework, MS-CCR Standards	Monitoring; Periodical checkups	2017 - 2018
<b>Teacher weekly, formative, and summative observations</b>	Building Admin	2017 - 2018	MSTAR training	Holidays, Bad weather; Adjust minimal 10 walkthrough weekly requirement	Ongoing, Fall, and Spring of 2017 - 2018

**Outcome:** Literacy skills will be taught across the curriculum.

## Design Principle: Principle 4: Redefine Professionalism

<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>4.4 Collaborative Work Orientation</b>	District includes one or more staff in recruitment, interview, and hiring processes for the district	A committee of staff, parents, students, and community members collaborate on recruitment, interview, and hiring processes to ensure alignment with the school's mission

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Date Achieved</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>	<i>What could get in the way of task completion? How will you overcome them?</i>	
<b>One staff member was designated to monitor recruitment and retention</b>	District Office, Director of Academic Success, Building Admins	2017 - 2018	College Teacher Fairs, New Teacher Orientation, Mentor/Mentee Program, Highly Qualified Program	Teachers not certified in needed areas; provide recruitment/retention incentives	July 2017 - June 2018
<b>Administrators keep documentation of ineffective instructors for replacement</b>	Building Admins	2017 - 2018	Improvement Plans, Teacher Training	Teachers not meeting goals; Replace the ineffective teachers	2017 - 2018

**Outcome:** The JDCSD will employ all highly qualified teachers at all schools.

## Design Principle: Principle 5: Leadership

<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>5.10 Culture of High Expectations</b>	The principal believes all staff members are capable of creating a rigorous and challenging learning environment for all students	The principal demonstrates evidence of high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students.

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>	
<b>Grade level/Content Area PLCs</b>	District Office, Building Admin, teachers	2017 - 2018	Teacher training for effective instructional practices, data analysis, TST process, MAP data analysis, STAR data review, Lesson planning, and content vertical alignment	Monitoring of desired expectations,; provide Leadership Coaching and documentation	August 2017 – May 2018
<b>Administrators keep documentation of ineffective instructors for replacement</b>	Building Admins, Director of Academic Success	2017 - 2018	Improvement Plans, Teacher Training for effective instructional practices	Knowing what effective instruction implementation looks like in practice; Leadership Coaching	August 2017 – May 2018

**Outcome:** The JDCSD will collect and analyze data and make revisions as needed to improve student achievement.