



Jefferson Davis County School District
2015 – 2016 Dropout Prevention Plan



Design Principle: Principle 1: 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	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>	
Train each sponsor and counselor on CHOICES	District Office, Building Admin, Counselor, grade level sponsors	2015-2016	Computers, teacher sponsorship, allotted time for grade sponsor meetings, CHOICES training by MDE	Monitoring; Periodical checkups	2015 – 2016
Meet with all 9th grade – 11th grade students to review their iCAPS to make sure they are on track	Building Admin, Counselor, grade level sponsors	2015-2016	Computers, teacher sponsorship, allotted time for grade sponsor meetings, CHOICES training by MDE	Monitoring; Periodical checkups	2015 – 2016
Students are exposed to college and career opportunities that align with their pathway	Building Admin, Counselor, grade level sponsors	2015-2016	Guest Speakers, College visits, Career Fairs	Limited participation; Advertise, document, plan field trips	2015 – 2016

Outcome: TBA

Design Principle: Principle 2: 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>
<p align="center">2.1 Curriculum</p>	<p>Teachers plan using a variety of resources but without reference to local, state, or national standards or without consideration of appropriate pacing.</p>	<p>Teachers plan instruction around “big ideas” that are mapped to multiple standards and to 21st century skills</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</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><i>What could get in the way of task completion? How will you overcome them?</i></p>	
<p>Teachers will participate in content area planning and pacing analysis for the areas of ELA, MA, Social Studies, and Science</p>	<p>District Office, Building Admin, Teachers</p>	<p>2015-2016</p>	<p>Computers, teacher training, MS Frameworks, MS-CCR Standards, C3D Documents</p>	<p>Teacher absenteeism; Administrators need to expect ALL teachers to attend unless dire circumstances prohibit</p>	<p>July 22, 23, and 30, 2015 2015 – 2016</p>
<p>Grade Level/Content Area Planning Sessions (PLCs)</p>	<p>Building Admin, teachers</p>	<p>2015-2016</p>	<p>Computers, teachers, admins, external consultants, MS Framework, MS-CCR Standards</p>	<p>Monitoring; Periodical checkups</p>	<p>2015 – 2016</p>
<p>Teacher weekly, formative, and summative observations</p>	<p>Building Admin</p>	<p>2015-2016</p>	<p>MSTAR training</p>	<p>Holidays, Bad weather; Adjust minimal 10 walkthrough weekly requirement</p>	<p>Ongoing, Fall, and Spring of 2015 – 2016</p>

Outcome: TBA

Design Principle: Principle 4: 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>
4.4 Collaborative Work Orientation	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

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>	
One staff member was designated to monitor recruitment and retention	District Office, Director of Academic Success, Building Admins	2015-2016	College Teacher Fairs, New Teacher Orientation, Mentor/Mentee Program, Highly Qualified Program	Teachers not certified in needed areas; provide recruitment/retention incentives	July 2015 - June 2016
Administrators keep documentation of ineffective instructors for replacement	Building Admins	2015-2016	Improvement Plans, Teacher Training	Teachers not meeting goals; Replace the ineffective teachers	2015-2016

Outcome: TBA

Design Principle: Principle 5: 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>
5.10 Culture of High Expectations	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>	
Grade level/Content Area PLCs	District Office, Building Admin, teachers	2015-2016	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 2015 – May 2016
Administrators keep documentation of ineffective instructors for replacement	Building Admins, Director of Academic Success	2015-2016	Improvement Plans, Teacher Training for effective instructional practices	Knowing what effective instruction implementation looks like in practice; Leadership Coaching	August 2015- May 2016

Outcome: TBA