

**SOUTH DELTA
SCHOOL DISTRICT
DROPOUT PREVENTION PLAN**



2020 - 2024

BOARD APPROVED 09/30/2020

**Part I. Dropout Prevention Plan
Cover Sheet**

School District: <u>South Delta School District</u>	
Superintendent: <u>James Johnson-Waldington</u>	_____ (signature)
Principal: <u>Michael Johnson</u>	_____ (signature)
School Name: <u>South Delta Elementary School</u>	Elementary Middle High Other (please check one)
Principal: <u>Deloris Williams</u>	_____ (signature)
School Name: <u>South Delta Middle School</u>	Elementary Middle High Other (please check one)
Principal: <u>Eddwin Smith</u>	_____ (signature)
School Name: <u>South Delta High School</u>	Elementary Middle High Other (please check one)
Principal:	_____ (signature)
School Name:	Elementary Middle High Other (please check one)
Principal:	_____ (signature)
School Name:	Elementary Middle High Other (please check one)
Principal:	_____ (signature)

Part II. Local Dropout Prevention Team Members—Final

School District: South Delta School District

Telephone #: 662-873-4302

Mailing Address: Post Office Box 219 / 106 Athletic Drive **Fax #:** 662-873-6114

Rolling Fork, MS 39159

**E-mail address for
Superintendent/Team Leader:** jwaldington@southdelta.k12.ms.us

		Please check one area for each		
		Civic/Gov't Agency Rep.	Community Rep.	School Staff
<u>James Johnson-Waldington</u> Superintendent	_____ (signature)			
<u>James Johnson-Waldington</u> Team Leader	_____ (signature)			
<u>Shelia McFarland</u> Team Sponsor	_____ (signature)			
<u>Charles Smith</u> Team Parent	_____ (signature)			
<u>Michael Johnson</u> Team Associate	_____ (signature)			
<u>Deloris Williams</u> Dropout Prevention Team Member	_____ (signature)			
<u>Eddwin Smith</u> Dropout Prevention Team Member	_____ (signature)			
<u>Adrian Dorsey</u> Dropout Prevention Team Member	_____ (signature)			
<u>Djuanita Felton-Garvin</u> Dropout Prevention Team Member	_____ (signature)			
<u>Latisha Jones</u> Dropout Prevention Team Member	_____ (signature)			
<u>Lindsey Adams</u> Dropout Prevention Team Member	_____ (signature)			

<u>Erra Kelly</u> Dropout Prevention Team Member	_____ (signature)			
<u>Sylvia White</u> Dropout Prevention Team Member	_____ (signature)			
<u>Tonia Brown</u> Dropout Prevention Team Member	_____ (signature)			
<u>Melvin Young</u> Dropout Prevention Team Member	_____ (signature)			
<u>Lakitha Williams</u> Dropout Prevention Team Member	_____ (signature)			
<u>Evenly Maxey</u> Dropout Prevention Team Member	_____ (signature)			

Part III. Statement of Assurance

On behalf of the South Delta School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate to 85% by 2023-2024; 2) reduce the state dropout rate by 50% by 2023-2024; and 3) reducing the truancy rate by 50% by 2023-2024.

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

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.

Dropout Prevention Team Leader:

Name: James Johnson-Waldington

Title: Superintendent

Mailing Address: Post Office Box 219

Telephone #: 662-873-4302

Fax #: 662-873-6114

District Superintendent: James Johnson-Waldington

(Signature)

School Board Chair: Marcellina Ford

(Signature)

Dropout Prevention Committee

Eddwin Smith, High School Principal

Lakeitha Williams, High School Counselor

Adrian Dorsey, CTE Director

Kimyla Hallmond, Vocational Counselor

Deloris Williams, Middle School Principal

Latisha Russell, Middle School Counselor

Erra Kelly, Curriculum Director

Lillian Williams, Teacher

Faith Johnson, Teacher

Mary Myles, Parent

Evelyn Maxey, Parent/PTO President

**South Delta School District
2020-2024
Dropout Prevention Plan/Graduation Restructuring Outline
Action Plan**

As a part of our Graduation Restructuring/Dropout Prevention Plan, these are areas that we have decided to use as a starting point to begin improving and increasing our graduation rate. These are not the only areas, but these are substantial and give us a starting point for improvement.

Design Principles to Address

- Design Principle 1: Ready for College and Career 1.2
- Design Principle 2: Require Powerful Teaching and Learning 2.1
- Design Principle 3: Personalization 3.2, 3.6
- Design Principle 5: Leadership 5.6
- Design Principle 6: Purposeful Design 6.1

Design Principle 1: Ready for College and Career 1.2

- **Action Steps**

I. Collect Data (Benchmarking, formative and summative assessment, weekly monitoring, etc.)

Responsible: Data Team, Counselor, Teachers

Deadline: Weekly

Resources: Assessments, data, benchmarking tools

Potential Barriers: Providing PD for teachers on reading and analyzing data and making best use of data to drive instruction.

Date Achieved: Ongoing

- **Action Steps**

II. Study student data to determine where students are academically and establish strengths and weaknesses.

Responsible: Data Team, Counselor, Teachers, and Consultants

Deadline: Weekly

Resources: Benchmarking tools and student feedback

Potential Barriers: Providing PD for teachers on reading and analyzing data and making best use of data to drive instruction.

Date Achieved: Ongoing

- **Action Steps**

III. Implement a scheduled time for meetings with teachers .

Responsible: Data Team, Counselor, Teachers, Consultants

Deadline: Weekly

Resources: Benchmarking tools and student feedback

Potential Barriers: Providing PD for teachers on reading and analyzing data and making best use of data to drive instruction.

Date Achieved: Ongoing

Design Principle 2: Require Powerful Teaching and Learning

- **Action Steps**

I. Pace Checks (Check to make sure teachers are on pace at various times during the 9 weeks.)

Responsible: Curriculum Director, Principal Lead Teacher, Teachers, Consultants

Deadline: Weekly

Resources: Pacing Guides

Potential Barriers: Possible lack of common planning time. Teacher attendance.

Date Achieved: Ongoing

- **Action Steps**

II. Create pace charts/guide/calendars/skills checklist to make sure teachers stay paced and everyone knows where we are during the 9 weeks.

Responsible: Curriculum Office to report to the building Principals.

Deadline: Weekly

Resources: Pacing Guides

Potential Barriers: Complaints that students are not able to keep the desired pace.

Date Achieved: Ongoing

Design Principle 3: Personalization

- **Action Steps**

I. Hold monthly community meetings. Request all staff to attend community meetings.

Responsible: Curriculum Director, Principal Lead Teacher, Teachers, Consultants

Deadline: Monthly /ongoing

Resources: Pacing Guides

Potential Barriers: Time and attendance from the community and staff and consistency of attendance.

Date Achieved: Ongoing

- **Action Steps**

II. Partnership with community leaders, industries, IHL and career opportunities.

Responsible: Counselor/ Parent Liaison/ CTE Counselor

Deadline: Monthly /ongoing

Resources: Flyers/Phone calls/ Newspapers/ News Letters/ Art Class Competition/ Career fair to bring parents into school.

Potential Barriers: Having enough available options to increase all students. Limited business in area, that may limit what is available to students. Location may make it difficult to attract college reps from across the state.

Date Achieved: Ongoing

- **Action Steps**

III. Parent liaison reaches out to community members in attempt to create a better community/ school partnership/ WWISCAA .

Responsible: Counselor/ Parent Liaison/ CTE Counselor, WWISCAA

Deadline: Undecided

Resources: Flyers/Phone calls/ Newspapers/ News Letters/ Art Class Competition/ Career fair to bring parents into school.

Potential Barriers: Time/ making sure community industries can provide its partnership regularly.

Date Achieved: Ongoing

Design Principle 3: Personalization

- **Action Steps**

I. Parent night out for Rising Freshman/Rising Seniors. Interview with lower 25%. Orientation Night/Open House

Responsible: Counselors, Principal, Teachers

Deadline: July 31st

Resources: Time, Computer Labs, Parents

Potential Barriers: Student/Parent Attendance

Date Achieved: July 31st

- **Action Steps**

II. FAFSA Night

Responsible: Counselors, Principal, Government FAFSA Resource worker

Deadline: March 1st

Resources: Computer Labs, Parents

Potential Barriers: Student/Parent Attendance

Date Achieved: March 22nd

- **Action Steps**

III. Host “Real World” Fair

Responsible: Counselors, Principal, Community Members, Industry representatives

Deadline: Open

Resources: Time, Business Leaders

Potential Barriers: Student/Parent Attendance, Participation, Industry Members Schedules

Date Achieved: November 1st

Design Principle 5: Leadership

- **Action Steps**

I. Multiple Schedules to minimize class time lost

Responsible: Counselors, Principal

Deadline: Open

Resources: Bell Schedules/Master Schedules

Potential Barriers: Making sure that all possible scenarios are mapped out and make sure plans for any potential hiccup are in place.

Date Achieved: July 31st

Design Principle 6: Purposeful Design

- **Action Steps**

I. Do a better job of retaining effective instructors and recruit quality instructors.

Responsible: Principal Assistant Principal, CTE Director

Deadline: ASAP

Resources: Teacher Fairs, Incentives, Rewards

Potential Barriers: Having the necessary people in place by the start of the school year, getting new teachers under contract getting new teachers to honor verbal commitments doing what's necessary to retain good teachers.

Date Achieved: ASAP

South Delta School District Dropout Prevention & Restructuring Plan

Objectives	Initiatives	Implementation Process	
Identify warning signs of dropping out	Use a data management system to track grades, test scores, retention, discipline, and attendance.	Triand provides data necessary to track student performance benchmark tests.	
		EZ Test Tracker tracks student performance on MCT3 and ELS Benchmark Assessments. Provides data for student performance in reading, language, and math.	
		CASE 21 assesses academic performance of the students in Grades K-8 Mathematics and Language Arts, Grades 5 and 8 Science, English II, Biology I, Algebra I, and US History). * All schools will begin using CASE21 assessments.	
		Renaissance Learning assesses academic performance and progress monitor.	
		SAM7 tracks grades, retention, discipline, and attendance.	
Reduce risk factors dropping out	Provide opportunities for students to receive assistance and/or credits to graduate. Provide various options for graduation.	Dual Enrollment allows high school juniors and seniors to earn high school and college credit simultaneously.	
		I Can Learn Lab is a self-paced, mastery-based instructional technology is fully aligned to Common Core State Standards for math, and allows for effective differentiated instruction in a positive learning environment.	
		Mississippi Virtual Public School allows high school students to take courses online that may not be offered on campus.	
	Provide support for students who are in danger of academic failure	Response to Intervention/Teacher Support Teams identify students with academic/behavioral weaknesses, provide individualized interventions to address areas of concern.	
		Student Support Personnel works with students in danger of failing, provides tutoring and information related resources to the students.	
		Extended School/Summer Enrichment provides support for students who are in danger of academic failure.	
		Upper Bound Program provides support for students who are in danger of academic failure. It also provides an enrichment program designed to generate skills and motivation in the math and science area for success in education beyond high school.	
		Apexis offered to junior high and high school students who have failed or are in danger of failing state tests. These courses provide intense instruction in reading and math.	
	Objectives	Initiatives	Implementation Process

Reduce risk factors dropping out	Provide opportunities for students to feel invested in their education.	Active Student is provided through the student information system. Students can log on to view their grades, attendance, and make course selections for the coming school year.
		Girls Achieving, Leading and Succeeding (GALS) Mentoring Program provides a mentoring program for junior and senior females.
		Individualized Career and Academic Plans (ICAP) are created by all 8th grade students and updated yearly.
	Provide support for students demonstrating excessive discipline issues.	School Counselors work to identify behavior issues, provide counseling, and develop behavior plans for students in need.
		South Delta School District and Sharkey /Issaquena Mental Health partner to provide counseling services for students with behavior/emotional problems.
		Adolescent Opportunity Program(AOP) provides transition for students returning from the Detention Center as well as placement for students with excessive behavioral problems in the traditional instructional environment.
Reduce student absences	Track student attendance and provide incentives to improve student attendance.	The South Delta Truancy Officers are notified when students obtain five unexcused attendance.
		AIM Parent Notification alerts parents when their child is absent school.
		Perfect Attendance Scroll and Announcements to display the students with perfect attendance.
Improve school/parent/ community partnerships	Develop programs/strategies for connecting school, home, and community.	Strategic Planning Committee is a group of school, parent, student, and community leaders who collaborate to identify district strengths and weaknesses and develop strategies for improvement.
		Active Parent online tool allows parents to view their child’s grades, attendance, homework, and discipline.
		Parent-Teacher Conferences are scheduled as needed during the school year.
		School Events such as sports, theatre programs, music programs, awards program are scheduled throughout the year and advertised for parent/community participation. *Representatives from all schools are present at each to inform attendees of upcoming events at the other schools.