# Tate County School District

# Dropout Prevention and Recovery Plan

2023-24

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**Mission:** Tate County School District exists to educate all students to be college and career ready, and to develop a lifelong love for learning.

**Vision:** Tate County School District will strive to become a learning organization in which students and staff work together to help all students exceed their potential in academics, the arts, and athletics.

## VALUES AND BELIEFS

- We believe that all students can learn.
- We believe that the person most responsible for learning is the student; therefore we will help students develop the attributes of an effective learner.
- We believe in partnerships between schools and community.
- We believe in safe, healthy schools with a positive climate conducive to learning.
- We believe in effectively communicating with parents and students to improve student achievement.

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**3105 - Dropout Prevention /Graduation Completion Plan (Proposed Revisions)**

1. Each school district shall implement a dropout prevention plan approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year.
   - Tate County School District will review the plan through the 2023-24 school year through administrator meetings, MTSS meetings, and school level meetings.
   - Tate County School District will attend meetings through 2023-24 school year concerning how to address Dropout Prevention and Graduation Success.

2. Each local school district will be held responsible for increasing the graduation rate and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of high school completion plan focusing on issues such as, but not limited to:

   a) Establishing policies and procedures that meet the needs of the districts. Through the 2023-24 school year the district will monitor student data and will provide a link to evidence-based resources to implement at the school level.
   b) Increasing awareness of students' reading skill levels in kindergarten through grade 3 by providing schools and teachers with effective diagnostic tools and clear standards for measuring each individual student's progress in learning to read.
      - TCSD utilizes Star Reading and the MKAS$^2$ pre and post assessment for all Kindergarteners.
      - MTSS – A District team has been established to review district data.
      - Interventionists located at elementary schools.
      - A District ELA Curriculum Specialist has been employed.
   c) Establishing policies and/or initiatives to ensure that students are college or career ready.
      - The strategic plan is designed to help ensure college and career readiness.
      - MTSS
      - Interventionists located at elementary schools.
      - A plan with all 7th grade students and up-dated each year.
      - Counselor advisement for schedule completion each year
      - Checklist for graduation credits and requirements
   d) Identification of current needs within the school district that will increase the district's high school graduation rate.

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- Needs assessments for Title I which addresses students, teachers, and parents
- State assessment data analysis done annually
- Benchmark assessment data analysis is done quarterly
- MTSS
- Monthly a review of leading and lagging indicators is reviewed and analyzed
- Partnership with William Carey for the "Grow Your Own" initiative
- Partnership with Delta State and the Mississippi Teacher Residency program

e) Identification of existing resources and existing prioritized needs.
- Annual review of the TCSD Dropout Plan to review indicators of success – Plan will be discussed and analyzed throughout the year at different meetings
- Strategic Plan

f) Identification of existing barriers that hinder meeting the needs of the district.
- Monthly review of the Leading and Lagging Indicators
- Randomly surveys are completed at different levels to identify barriers

g) Implementing high school completion initiatives emphasizing on the needs of individual local education agencies.
- College and Career day
- District College and Career Fair
- National Guard College and Career Day
- Student incentive programs and awards programs
- Visit to the colleges
- Signing Days at schools

3. Each local school district shall ensure that data is used to determine predictive indicators and documented needs of the district; characteristics of students served, and/or scientifically based practices based on, but not limited to:
   1. **Attendance Rate**
   2. **Truancy Rate**
   3. Mobility Rate
   4. **Graduation Rate**
   5. **Dropout Rate**
   6. **Disciplinary Infraction Rate**
   7. Disciplinary Recidivism Rate
   8. **School Population**
   9. **Economically Disadvantaged**
   10. **Limited English Proficient**
   11. **Students with Disabilities**
   12. **Percentage of Students by Subgroup** (i.e., White, African American, Females, Males)

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13. Teacher Attendance
14. Pregnancy/Teen Parent
15. Judicial Interaction (i.e., detention center and/or training school placement)
16. Educational Level of Parents
17. **Suspension Rate**
18. **Expulsion Rate**
19. Number of School Transfers
20. **Extracurricular Activities Participation**
21. Grade Point Average
22. **Reading and Math Scores**
23. **Policy statements regarding district-level dropout prevention strategies**
24. **Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school**

4. Focusing current student/learning supplemental supports programs connected to daily instruction.
   - Strategic Plan
   - MTSS
   - Interventionist located at elementary schools
   - Accelerated Reader
   - Fundations
   - Supplemental digital subscriptions offer districts online learning resources:
     i. K-2 English Language Arts: Homer Learning
     ii. 3-12 English Language Arts: Newsela
     iii. K-8 Math: Imagine Learning
     iv. K-8 Social Studies: News-O-Matic
     v. K-6 Science: Discovery Education
     vi. 7-12 Science: Gale

5. Developing in-classroom and school-wide approaches, including learning supports found effective in the state's high-poverty/high-achieving schools.
   - RtI and TST implementation with interventionist

6. Developing the capacity to implement learning supports through leadership training.
   - Professional development of teachers and administrators
   - PLC weekly meetings
   - Common planning times
   - New Teacher Orientation throughout the year
   - ELA and Math Curriculum Specialist employed to coach our teachers
   - Technology Specialist employed to coach our teachers
   - Utilizing MDE trainings
   - Recruiting certified teachers throughout the year through job fairs
   - Hosting yearly TCSD job fair
   - Advertising positions online and with colleges in the state

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7. Developing and implementing accountability indicators directly related to the learning support system and fully integrating them into school improvement accountability.
   - Strategic Plan
   - Monitoring and implementing focus on Leading and Lagging Indicators monthly
   - Implementing the Mississippi Professional Growth System

8. Focusing on the student-centered goals and objectives that are measurable.
   - Active Learning focus through identifying and communicating with clarity objectives at the beginning of learning
   - Ensuring students are able communicate learning of objectives

9. Reducing the retention rates in grades kindergarten, first and second.
   - RtI/TST process with interventions at elementary schools
   - MKAS$^2$ to ensure Kindergarten students needs are meet
   - Dyslexia Screener

10. Expanding educational affiliations to include head start, parochial, private and community early childhood programs to develop a systematic approach that will support students in acquiring the child development skills that are essential for success in a K-12 program. These skills will include cognitive, social, language, behavioral, gross and fine motor skills.
    - Working with the local Head Start
    - Kindergarten Transition Visits
    - Special Services are provided in private schools, community early childhood programs, and Head Start

11. Targeting subgroups that need additional assistance to meet graduation requirements.
    - Special Education students [inclusion, related services (counseling, behavior therapy, OT, PT), focus on ensuring graduation requirements are met]
    - ELL [assistance is provided at all locations for ELL students to master the language and improve their ability to master the skills needed to learn]

12. Utilizing counselors to perform duties as outlined in Mississippi Code of 1972 Section 37-9-79.
    - Counseling individual and groups of students
    - Academic counseling is provided
    - Vocational counseling is provided
    - Counseling in financial assistance for college and career opportunities
    - College and career coaches in the high schools

13. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).

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- Review records of students who have previously dropped out in relation to new Graduation requirements
- Credit Recovery

14. Ensuring that the **Response to Intervention (RtI) process,** a multi-level prevention system to maximize student achievement and to reduce behavior problems, is implemented with fidelity. Schools must identify students at risk for poor learning and behavior outcomes, monitor student progress, provide evidence-based interventions, and revise the stated goals and objectives depending on a student's responsiveness.
    - Each school has an active Teacher Support Team which implements the RtI process
    - The district provides monitoring of the TST and RtI process monthly at each school
    - The principal of each school monitors the interventionist and interventions in order to ensure fidelity

15. Ensuring that the district has accurate dropout statistics is necessary to build reliable historical information, to evaluate effectiveness of the academic/vocational instructional process and dropout prevention.
    - The district will track data
    - Multiple personnel will review data to ensure its accuracy

16. Implementing programs that provide positive alternatives to students at risk.
    - PBIS
    - Membership in various clubs/organizations at the school level
    - Athletic opportunities

17. Implementing procedures that incorporate parent training to provide strategies for motivating their children to stay in school.
    - Parent Involvement Meetings which emphasize skills needed for their child to be successful at school will be held throughout the year.

18. Each school district's dropout prevention plan shall address how students will transition to the home school district from the juvenile detention centers.
    - Tate County School Board Policy states the transition from juvenile detention centers to a Tate County School will encompass the student attending the Alternative Learning Center for a designated period of time to re-acclimate from a small to larger setting

19. Each high school with a graduation rate lower than 80% will be placed in a restructuring status and the district must incorporate the following within the district's dropout prevention /high school completion plan. **(See individual TCSD schools restructuring plans attached)**

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a) The school/district dropout plan must describe improvement actions, progress in achieving a graduation rate of 80% or higher, timelines, measures for success and monitoring process.

b) The restructuring process must address fundamental reforms, such as highly effective teachers are currently utilized.

c) The restructuring process must address modifying district financing and material resources based on the data.

d) The district must ensure that all students have an Individualized Career and Academic Plan (iCAP).

e) The restructuring process must address student accountability in meeting graduation requirements by utilizing, but not limited to extended school day, reorganizing instructional delivery, support for students into smaller learning communities, and/or building of staff as professional learning communities.

f) The restructuring process must address student behaviors.

g) The restructuring process must integrate curriculum changes to increase academic rigor and offer an extensive range of educational choices.

h) The restructuring process must address the collaboration between the high school, elementary and middle schools within its zone focusing on attendance, behavior, and academic performance patterns.

i) The restructuring process must outline detailed professional development that facilitates improved instruction and assessment methods.

j) The restructuring process must include strategies to support staff changes that will enhance communication and foster cooperation among elementary, middle and high school stakeholders (i.e., staff, students, families, and community).

k) The school/district may implement a tutorial program to foster relationship building and positive educational outcomes (i.e., staff/student, peer/peer, student/community stakeholder).

l) The restructuring process shall include a process to increase student ownership that includes an advisement program for all students that focuses on career opportunities.

20. The district superintendent shall attest that all the information in the plan is factual and that the restructuring process has been duly approved by the local school board.
    - The Dropout Prevention Plan will be approved by the Tate County School Board and Superintendent of Education

21. The district superintendent must ensure that the restructuring process is incorporated into the district's current dropout prevention/high school completion

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plan no later than ninety (90) days from the release of graduation/dropout rates published by the Mississippi Department of Education. The document must be approved by the Office of Dropout Prevention.

- The Dropout Prevention Plan will include the Restructuring Process of each school (IHS and SHS) and will be approved by the Tate County School Board and Superintendent of Education. Based on the 2017 release of graduation/dropout rates, within 90 days the Dropout Prevention Plan will include the Restructuring Process of each school under 80% and will be approved by the Tate County School Board and Superintendent of Education.

22. The dropout prevention/high school completion plan will be reviewed to determine whether the district has successfully outlined a process that will fundamentally reform quality of services for students.

- Each year the Dropout Prevention Plan will be reviewed to revise.

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# Restructuring Plan 2023-2024

**SCHOOL DISTRICT: Tate County**  **SCHOOL: Independence High**  **DATE: June 27, 2023**

| | Goals | Barriers to Achieving Goal | Strengths Related to Goal | Strategies to Achieve Goal | Actions & Time-Line |
|---|---|---|---|---|---|
| 1 | Increase student proficiency in all state tested subjects as measured by the MS Academic Assessment Program (MAAP) by a minimal 15% | Student attendance, Teacher attendance, Instructional practice, Rigor, Expectation Management, Teacher experience, Teacher certification, Teacher assessment, Class sizes | Three Tier Process for academics, District Level Curriculum Specialist in Reading and Math, District-wide PLCs, External Providers | Identify the students who are one point of proficiency by analysing previous MAAP and benchmark data. Shift towards data driven instruction. Create all assessments in MasteryConnect. Ensure teachers are utilizing proven instructional strategies. Communicate with parents and guardians on students that are not reaching goals. Conduct walk-throughs and formal evaluations of teachers. Utilize peer observations, PLC's, collaborative planning to improve instruction | July 2023 – May 2024 |
| 2 | Show growth for 100% of students identified in the bottom 25% in ELA and Math state tested subjects as measured by the MS Academic Assessment Program (MAAP) | Student attendance, Teacher attendance, Instructional practice, Rigor, Expectation Management, Teacher experience, Teacher assessment, Class sizes | Three Tier Process for academics, District Level Curriculum Specialist in Reading and Math, District-wide PLCs, External Providers | Identify the bottom 25% analysing prior year MAAP data. Shift towards data driven instruction. Interpret benchmark data in a timely manner. Create all assessments in MasteryConnect. Ensure teachers are utilizing proven instructional strategies. Communicate with parents and guardians on students that are not reaching goals. Conduct walk-throughs and formal evaluations of teachers. Utilize peer observations, PLC's, and collaborative planning to improve instruction | July 2023 – May 2024 |
| 3 | Reduce Overall Discipline referrals, suspensions, and expulsions by 50% each year. | Contact information not up-to-date, Teacher and parent expectations do not match, Expectation management | Three Tier Process for behaviour system, Teaching bell to bell, Behaviour Matrix | Identify and monitor students with an excessive amount (more than 3) of discipline referrals, refer to the Counsellor, develop and monitor individual behaviour plans involving parents, students, teachers, Counselors, and Administrators. Develop and institute a behaviour matrix. Incorporate Social and Emotional Learning, and conduct needs assessments | July 2023 – May 2024 |
| 4 | Improve overall attendance of at risk (dropout) and other students. | Parental apathy, Parental understanding of the Attendance Law, Language barrier, Students with jobs, Truancy Enforcement | Keep direct and daily communication with parents through School Status and parent phone calls, maintain accurate records of attendance and assignments | Identify and monitor students at risk of dropping out because of academic performance or behaviour, notify parent(s), PTA implementation, social media campaigns, PBIS, conduct needs assessments | July 2023 – May 2024 |
| 5 | Improve College and Career Readiness for all high school students | Scheduling, attendance, course offerings, and community partnerships | ACT remediation, fee waivers, External Providers, military recruiters, dual enrollment and advising, Career Coach | Career Coach, ACT course elective, practice materials, review sessions, outside consultants, college fairs, parent engagement, Industry visits, PTA implementation, and college campus visits | July 2023 – May 2024 |
| 6 | Improve instructional delivery | Certified staff, Time | Lesson plans, Instructional | Multiple formative observations, PLC's, | July 2023 – May 2024 |

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| | and student engagement for ALL students | management, clear learning expectations, clear success criteria, total participation techniques, consistency, and teacher attendance | Model implementation, PLCs, walk through observations, learning walks, and consultants | learning walks, professional development, monthly faculty meetings, collaborative planning, improvement plans, External Providers, Teacher led professional development | |
| 7 | Improve building safety and school climate | Logistical issues and location, teacher attendance, student attendance/tardy, minimal security infrastructure, more cameras needed, vape detectors needed | School safety platforms, continual communication with Tate County Sheriff Department, staff training | SRO, Staff development and training, outside partnerships, shared understanding, revamped staff duty plan, improved internal and external communication | July 2023 – May 2024 |
| 8 | Staff Recruitment & Retention | Geographic location, local supplements, extracurricular activities, Accountability rating, student/teacher ratio, discipline | Staff retention, invested stakeholders, improved accountability rating, decreased discipline | Schoolwide initiatives, staff incentives, local college recruitment visits, TCSD Advisory Committee | July 2023 – May 2024 |

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## RESTRUCTURING PLAN
## Strayhorn High School

| Goals | Barriers to Achieving Goal | Strength Related to Goal | Strategies to Achieve Goal | Actions & timeline |
|---|---|---|---|---|
| Decrease dropout rate from 15% to 10% by 2024 | • Multiple year retentions in K-6<br>• Teen pregnancy and students working part time jobs<br>• Student failures on required state tests | • Ability to track data including MTSS data<br>• Small size of classes<br>• Large increase in students taking Dual Credit classes | • Increase enrollment in online courses for Credit Recovery.<br>• Increase Dual Credit opportunities<br>• Individual success plan completed by students. | • Monthly MTSS meetings<br>• Assessed/Tracked bi-annually |
| Increase academic performance in Reading, Language, Science, and Math as measured by MAAP | • Attendance rate<br>• Lack of certified teachers<br>• Money | • Mastery connect assessment platform<br>• Data tracking<br>• Collaborative PLCs<br>• Partnership with external providers<br>• Ability to track data including MTSS and Benchmark data | • Collaborative PLCs<br>• Common assessments in Mastery Connect<br>• Targeted PD for teachers<br>• Increase teacher retention rate | • Assessed/Tracked monthly and quarterly<br>• Monthly MTSS and Benchmark data meetings |
| Reduce overall discipline referrals by 5% each year | • Students' two years over age in some grades<br>• Lack of consistency in classroom management and expectations<br>• Poor and inconsistent student | • Junior High PBIS -<br>• Master Schedule<br>• Small class sizes<br>• Few first-year or inexperienced teachers<br>• Partnerships with outside mental health organizations<br>• Ability to track data including MTSS data | • Continue to utilize SWPBIS<br>• Offer targeted PD for those struggling in classroom management<br>• Increase Teacher retention rate<br>• Grade level parent meetings<br>• Increase attendance through incentives and | • Assessed Weekly in grades 7-8<br>• Rewarded monthly and quarterly in grades 7-8<br>• Assessed monthly in grades 9-12<br>• Monthly MTSS meetings |

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# RESTRUCTURING PLAN
## Strayhorn High School

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| attendance<br>• Time, money, training, personnel resources | | • rewards<br>• Increase Parent Teacher conferences |

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# RESTRUCTURING PLAN 2023-2024

**SCHOOL DISTRICT: Tate County Schools**  **SCHOOL: Coldwater Elementary School**  **DATE: 6/16/2023**

| | Goals | Barriers to Achieving Goal | Strengths Related to Goal | Strategies to Achieve Goal | Actions & Time-Line |
|---|---|---|---|---|---|
| 1 | Reduce the number of students with discipline referrals to under 20% | -Lack of classroom management among teachers<br>-Inconsistencies with rules and procedures<br>-Lack of parental involvement | -Identifying antecedents to the misbehaviors<br>-Community partner support | -Increase teacher capacity with classroom management<br>-Offer more positive reinforcements for desired behaviors<br>-Utilize MTSS | -Provide on-going classroom management professional development.<br>-Monthly rewards for students for with no referrals<br>-Individual behavior contracts for students with more than 2 referrals |
| 2 | Maintain a 95% ADA | -Parental involvement<br>-Lack of extra-curricular activities which would motivate student attendance | -Teacher encouragement<br>-Letters to parents for students with excessive absences<br>-Parent contact when student is absent | -Communicate with parents the importance of attendance<br>-Increase student rewards | -Communicate ADA weekly through morning announcements.<br>-Display perfect attendance recipients monthly<br>-Perfect Attendance Awards every 9 weeks<br>-Teacher/Parent contact per school status |

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| 3 | Increase the number of students passing core courses to 95%. | -Gaps in foundational skills<br>-Low proficiency in reading<br>-Parental Involvement<br>-Motivation | -Teacher Monitoring of Data<br>-Interventions and Remediation by teachers and interventionist | -Rewards for grades at progress report time as well as 9 weeks<br>-Parent teacher communication<br>-Professional development for teachers<br>-Utilize MTSS | -Teacher Growth Plans<br>-Principal review of lesson plans and weekly observations<br>-On the job professional development for teachers<br>-Teacher/Parent contact per school status and phone call when students are at risk of failing on a weekly basis<br>-ongoing data tracking of student performance |
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# RESTRUCTURING PLAN

**SCHOOL DISTRICT:** *Tate County School District*  **SCHOOL:** *East Tate Elementary*  **DATE:** 6/30/23

| | Goals | Barriers to Achieving Goal | Strengths Related to Goal | Strategies to Achieve Goal | Actions & Time-Line |
|---|---|---|---|---|---|
| 1 | Increase academic performance in the areas of Reading, Language, Math, Science, and Social Studies as measured by the MS Academic Assessment Program (MAAP). | Student attendance, Teacher attendance, Teacher experience, Teacher assessment knowledge | MTSS team for academics, District Level Curriculum Specialist in Reading and Math, PLCs district wide, | Analysing Benchmark data, Differentiated Instruction in the classroom in small groups, interventions and enrichment activities, Conduct parent conferences for students that are not succeeding academically, Conduct walk-throughs and formal evaluations, Peer observations | August 2023 – May 2024 |
| 2 | Reduce overall discipline referrals, suspensions, and expulsions by 5% each year. | Contact information not up-to-date, Teacher and parent expectations do not match, Teacher experience/lack of classroom management | MTSS team for behaviour, PBIS, School wide behaviour system, Teach bell to bell | Identify and monitor students with an excessive amount (more than 5) of discipline referrals, Refer to the counselor, Conduct parent conferences, Provide incentives for students with very few referrals, Reinforce desired behaviors | August 2023 – May 2024 |
| 3 | Increase attendance and reduce truancy as measured by ADA. | Parental apathy, Parental understanding of the Attendance Law, Doctor appointments scheduled during the school hours | Keep direct and daily communication with parents through School Status, Daily assiduity of attendance, Keep accurate records of attendance | Identify and monitor students with excessive absences, display of the attendance count in the office, provide incentives for attendance, communicate and notify parents through School Status about attendance | August 2023 – May 2024 |

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# RESTRUCTURING PLAN

**SCHOOL DISTRICT: TATE**  **SCHOOL:** *Strayhorn Elementary*  **DATE:** *2023-2024*

| | Goals | Barriers to Achieving Goal | Strengths Related to Goal | Strategies to Achieve Goal | Actions & Time-Line |
|---|---|---|---|---|---|
| 1 | Reduce retention rates K-6. | *lack of Pre-school<br>*3rd Grade Gate | *Overseen by admin & counselor in one building (K-6)<br>*Lower student population (easier to track) | *Data Tracking.<br>*MTSS support services for students.<br>*Tutors.<br>*Small-Group remediation. | *Data Meetings/MTSS at least every 6 wks. (Intervene when necessary)<br>*Small group or individualized remediation 2 to 3xs a week.<br>*Cum review by teacher each academic year. |
| 2 | Increase academic performance in areas of Reading and Language Arts as measured by the MAAP & MKAS. | *Lack of pre-school<br>*Interventionist/ Personnel<br>*Attendance Rate | *Utilizing Mastery Connect/ STAR.<br>*Data Tracking.<br>*Partnerships w/ curriculum specialist. | *Targeted PD.<br>*Job-embedded PD w/ consultants.<br>*Utilizing evidenced based intervention/ support with bottom 25. (small group remediation) | *Observations.<br>*Data Review.<br>*District PD Plan. |
| 3 | Reduce overall discipline referrals, suspensions, and expulsions by 8%. | *Parental Support.<br>*Classroom Management.<br>*Over-Age.<br>*Lack of consistency & expectations.<br>*Time. | *Reward students for positive behavior.<br>*Parental Contact via School Status.<br>*Positive recognition.<br>*Continue Behavior folders with identified students. | *PBIS—"Caught Being Good"<br>*Student of the Week.<br>*Daily Check-Ins w/ behavior folder students.<br>*Words of Wisdom on morning announcements. | *Recognition for "Caught Being Good" daily.<br>*Intercom recognition for student of the week.<br>*Daily, weekly, & monthly rewards for positive behavior success on folder system.<br>*contact parents for praise/good reports" |

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