

# Baldwyn School District

## Dropout Prevention-Restructuring Plan



2015-2016

Superintendent:	Jason McKay
Assistant Superintendent:	Raymond Craven
Dropout Prevention Coordinator:	Rhonda Crump
Academic Coach:	Catie Haynes
Special Education Director:	Krystjan Jackson
Elementary School Principal:	Rickey Weaver
Middle School Principal:	Danny Ramsey
High School Principal:	Jeff Palmer
Elementary/Middle Counselor:	Holly Rakestraw
High School Counselor:	Miranda Garner

Approved on: \_\_\_\_\_

A handwritten signature in black ink, appearing to read "Jason McKay", written over a horizontal line.

JUL 23 2015

BOARD APPROVED

**Baldwyn School District will reduce the retention rates in grades Kindergarten, first and second in the following ways:**

- Ensure that early literacy instruction is based on best practices
- Early interventions for struggling readers
- 4 year-old Headstart classroom housed at Baldwyn Elementary School
- Provide resources and training for Headstart and other local childcare learning centers
- EZ Tracker will be used to create, compare, and analyze test data
- SAM Spectra Reports
- Provide ongoing professional development tied to the needs of the students

**Baldwyn School District will target subgroups that need additional assistance to meet graduation requirements in the following ways:**

- EZ Tracker will be used to create, compare, and analyze test data
- In-school Tutorial teacher will monitor attendance, grades, behavior, etc. and serve as a liaison between home and school
- Remediation will be provided by retired teachers in subject area content
- SAM Spectra Reports

**Baldwyn School District will develop dropout recovery initiatives for students age 17-21 who dropped out of school in the following ways:**

- Reach out and refer students to the Mississippi Works job resources
- Work with local community college to host a Career & Technical Fair

**Baldwyn School District will address how students will transition to the home school district from the juvenile detention centers in the following ways:**

- In-school tutorial teacher will monitor attendance, grades, behavior, etc. and serve as a liaison between home and school
- In-school tutoring will be provided
- School counselor and/or mental health therapist will work with them to develop plan to promote academic success, decrease inappropriate behavior, set realistic goals, etc.

# Action Plan Template

**Design Principle:** Design 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>1.4 College Ready Skills</b>	<b>Beginning:</b> Students are aware of college, career and post-secondary opportunities and resources	<b>Early Steps:</b> Some students are prepared to make use of college and career resources.

<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>	
Students will complete ICAP in 8 <sup>th</sup> grade	Counselors ICT Teacher	End of 8 <sup>th</sup> grade	Computers	NA	
Students and parents attend a financial aid workshop, College/Career Day, and FAFSA Day	Counselor	Spring 2016	College representatives Information on financial aid, college admissions, careers, etc.	Scheduling flexible times	
Students attend grade level college meetings	Counselor	During 2015-2016 year	Admission requirements Information from community colleges, colleges, and universities	Scheduling	

**Outcome:** \_\_\_\_\_

# Action Plan Template

**Design Principle:** Design 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>2.2 Curriculum</b>	Beginning: Content is course-specific.	Early Steps: Teachers relate the content from other courses to connect learning for students and incorporate literacy and problem solving instruction within each content area or discipline.

<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>	
All students will practice writing daily in all classes.	Teachers	Ongoing 2015- 2016	PD—UM Writing Project will provide ongoing professional development.	NA	

**Outcome:** \_\_\_\_\_

## Action Plan Template

**Design Principle:** Design Principle 3: Personalization

<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>3.7 Personalization</b>	Beginning: Some teachers meet occasionally to discuss the needs and progress of students.	Early Steps: There is a plan to develop a school schedule that provides time for teachers to meet to discuss the needs and progress of students.

<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>	
Common Planning 2X/month	Teachers Principals/Assistant Principals	Ongoing 2015- 2016	Grades Discipline Reports Attendance	Scheduling	
Incentives to reward good behavior, attendance, and grades each grading period	Teachers Principals/Assistant Principals	Ongoing 2015- 2016	Incentives	NA	

**Outcome:** \_\_\_\_\_

# Action Plan Template

**Design Principle:** Design 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>4.1 Collaborative Work Orientation</b>	Beginning: Principals observe teachers.	Growing Innovations: Teachers observe their peers in practice for the purpose of giving/receiving feedback for revision and improvement.

<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>	
Teachers will observe their peers at a frequency determined by Principal	Principal/Assistant Principal Teachers	Ongoing 2015- 2016	PD-Clearly define the intended purpose of observation and desired outcome	Scheduling	
Teachers will give specific feedback	Teachers	Ongoing 2015- 2016	Peer Observation Form	Teacher's inability to receive/give effective feedback	

**Outcome:** \_\_\_\_\_

## Action Plan Template

**Design Principle:** Design 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>5.14 Collaborative Work Environment</b>	Beginning: The principal designs a schedule and process that includes common planning opportunities.	Early Steps: Staff share instructional practices, lesson learned, and current challenges with peers during common planning opportunities.

<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>	
Staff Meetings at least once a month to address instructional practices, strategies, skills, etc.	Administrators	Ongoing 2015- 2016	Teachers and/or Administrators	Scheduling	

**Outcome:** \_\_\_\_\_

# Action Plan Template

**Design Principle:** Design Principle 6: Purposeful Design (Optional)

<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>6.13 Collaborative Work Orientation</b>	Beginning; Teachers collaborate within the school/program in their content or with grade level peers.	Early Steps: Staff members collaborate with peers and share expertise for professional learning and improved practice.

<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>	
District-wide Departmental Meetings	Administrators	Ongoing 2015-2016	Educational Consultants as needed Administrators	Scheduling	

**Outcome:** \_\_\_\_\_