

APPROVED

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Stone Co. School Board

Dropout Prevention-Restructuring Plan

2016/2017

Stone County Schools

Part VI. Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: increasing the district graduation rate; reducing the district dropout rate; and reducing the district truancy rate. Please provide an elaboration of each program on separate attachments, labeled Appendix A – Current District Initiatives.

15 Dropout Prevention Strategies	School / Grade Level			
	District-wide	Pre-Kindergarten	Elementary School	Middle School
Systemic Renewal	District Website 21st Century Community Center Safe Schools Plan Stone SUCCESS Differentiated Accountability Subgroup Action Plans		Reading Fair Science Fair Schoolwide Plans	Reading Fair Science Fair Pathways to Possibilities Stone County Center for Educational Opportunities
				Stone County Center for Educational Opportunities
School-Community Collaboration	"One Book, One County" Literacy Celebration	Excel by Five Head Start Day Cares MGCCC Parents as Teachers	Hearing/Vision Screening PTA/PTO MGCCC Rotary Club Schoolwide Planning Teams	Career Fair Pathways to Possibility PBIS
Safe Learning Environments	Safe Schools Plan Red Ribbon Week PBIS Behavior Facilitators Stone County Safe School Countywide Collaborative Meetings Health Fair Safety Fair			Stone County Center for Educational Opportunities
				Stone County Center for Educational Opportunities

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Family Engagement	School Website Extracurricular Programs Community Meetings Open Houses Health Fair Safety Fair	Parents are our First Teachers Weekly Reading Hour	PTO/PTA Book Character Parades Parent Center Lunch and Learn Family Read Time	PBIS Celebrations	"Destination Graduation" Parent Night
Early Childhood Education	Three Tier Instruction	Hearing/Vision Screening, Early Childhood Collaborative, Parent Center	Reading & Math Coaches Dyslexia Screening K-1 Early Childhood Collaborative Stone SUCCESS		
Early Literacy Development	Three-Tier Instruction, Three-Tier Training for Behavioral/Emotional Problems and DI Response to Intervention Dolly Parton Imagination Station Parents as Teachers	Hearing/Vision Screening Parents as Teachers Kindergarten Readiness Fair	Dyslexia Screener Family Read Time Kindergarten Readiness Fair Math and Reading Coaches		
Mentoring / Tutoring	Mentoring Program		21st Century Community Center	21st Century Community Center	SATP Tutorial After School Tutorial During School Intervention
Service-Learning	JR.BETA/BETA Club		Our Daily Bread Clothing Drive	Student Council Our Daily Bread	Senior Projects Student Council
Alternative Schooling			21 st Century Community Center & Summer Program	Stone County Center for Educational Opportunities 21 st Century Community Center	Credit Recovery Stone County Center for Educational Opportunities
After-School Opportunities			21st Century Community Center Summer Program	21st Century Community Center Extracurricular Activities	Various Clubs Extracurricular Activities After School Tutorial

15 Dropout Prevention Strategies		School / Grade Level			
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Professional Development	Professional Learning Communities GCEIC Mentors for New Teachers Curriculum Specialists MSTAR Training Consultants MPES District Administration Meetings				
Active Learning	Myriad of hands-on learning activities	Move to Learn	Move to Learn Book Character Parades Reading Fair Science Fair Walk-a-Thons	Science Fair Science Labs Robotics Reading Fair	Senior Project STEM
Educational Technology	Interwrite Interactive Boards Projectors Mobile Laptop Carts E Clickers ELs Renaissance Learning ISleep Computer Labs Document Cameras Tablets		Nooks/Tablets Brain Pop Iready	Iready Tablets Document Cameras	USA Test Prep Document Cameras Odysseyware
Individualized Instruction	Differentiated Instruction ELs ELL Instruction TST Interventions Behavior Facilitators Renaissance Learning		Accelerated Math/Reader My Reading Coach 21st Century Community Center Stone SUCCESS Iready Math and Reading Coaches	Accelerated Math/Reader Intervention Math and ELA 21st Century Community Center Stone SUCCESS	SATP Tutorial Intervention Math and ELA Credit Recovery After School Tutorial

15 Dropout Prevention Strategies	School / Grade Level			
	District-wide	Pre-Kindergarten	Elementary School	Middle School
Career and Technical Education (CTE)	Computer Labs in All Schools			ICAP STEM Robotics Pathways to Possibilities Career Day ICT I/ICT II
				ICAP STEM College Fair Robotics Culinary Arts 1, 2 Health Science 1, 2 Business Fundamentals Marketing Forestry 1, 2 Agriculture and Environmental Science Technology Family and Consumer Science

Stone High School Action Plan

Design Principle: 1: Ready for College and Career 1.2: During and after school support is scheduled on an individual basis, determined by student performance and data.

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum <i>Early Steps, Growing Innovations, or New Paradigms?</i>	Goal: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
High School Course of Study 1.2	Beginning	Early Steps

Actions Steps	Responsible	Deadline	Resource/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? How will you measure outcomes?</i>	Who will do it?	By When?	What do you need to complete this step? (People, money, tools, resources, etc.)	What could get in the way of task completion? How will you overcome them?	
Students are allotted time for tutorial during and/or after school	Teachers, Admin	16/17	Personnel	Schedule time during the day	
Schedule students into interventions for math and ELA	Counselor, Teachers, Admin	16/17	Foundations of Math Course; ELA Interventions	Schedule	
Offer Credit Recovery During and After School	Teachers, Admin	16/17	After School- McKenzie During School: Career Center or Library; Training	Creative Scheduling	
Progress will be monitored by grades and/or screeners. Outcomes will be measured by individual academic progress.	Teachers, Admin, Counselors	16/17	Star, MAP	Training	

Outcome: _____

Stone High School Action Plan

Design Principle: 1 Ready for College and Career 1.4: Students are aware of and make use of college and career resources such as study groups, tutoring center, library and office hours.

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum <i>Early Steps, Growing Innovations, or New Paradigms?</i>	Goal: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
1.4 College Ready Skills	Beginning	Early Steps

Actions Steps	Responsible	Deadline	Resource/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? How will you measure outcomes?</i>	Who will do it?	By When?	What do you need to complete this step? (People, money, tools, resources, etc.)	What could get in the way of task completion? How will you overcome them?	
Provide students access to computer labs and library before, during, and/or after school	Admin, Teachers, Librarian	16/17	McKenzie- Front Lab with Credit Recovery	Time Constraints: Schedule the time and post times for students	
Increase awareness of scholarship opportunities	Admin, Teachers, Counselors	16/17	EDP Scholarships, College and Career Lab, Counselors		
Teachers and Counselors post office hours to assist/tutor students before, during, and after school	Teachers, Counselors	16/17			
This process will be monitored by admin checking to ensure it is done and informing students and parents via newsletter or connect ed calls. Outcomes will be measured by student surveys	Admin	16/17			

Outcome: _____

Stone High School Action Plan

Design Principle: 1: Ready for College and Career 1.5: Each student has a well-defined four/five year iCAP that is continually monitored and updated to ensure graduation with a career credential or transferrable college credit.

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum <i>Early Steps, Growing Innovations, or New Paradigms?</i>	Goal: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
1.5 College Credit	Early Steps	Growing Innovations

Actions Steps	Responsible	Deadline	Resource/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? How will you measure outcomes?</i>	Who will do it?	By When?	What do you need to complete this step? (People, money, tools, resources, etc.)	What could get in the way of task completion? How will you overcome them?	
Students review their iCAP yearly with a staff member	Counselors, Teachers	16/17	Train Staff Members on iCAPS	Admin/counselors explain iCAPS to HR teachers; Teachers guide students	
Update iCAP as needed to enable students to graduate with a career credential or transferrable college credit	Counselors, Admin, Teachers	16/17	Dual Credit Courses	Qualified Personnel	
Increase Dual Credit/AP Opportunities	Admin	16/17	Dual Credit Courses	Qualified Personnel	
The outcomes will be measured in the number of students earning college credit or career credentials before graduating high school.	Counselors, Admin	16/17			

Outcome: _____

Stone High School Action Plan

Design Principle: 3: Personalization 3.7: There is a plan to develop a schedule that provides time for teachers to meet at least once a week to discuss the needs and progress of students.

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum <i>Early Steps, Growing Innovations, or New Paradigms?</i>	Goal: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
3.7 Adult/Student Relationships	Beginning	Early Steps

Actions Steps	Responsible	Deadline	Resource/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? How will you measure outcomes?</i>	Who will do it?	By When?	What do you need to complete this step? (People, money, tools, resources, etc.)	What could get in the way of task completion? How will you overcome them?	
Teachers meet weekly to discuss the needs and progress of students	Teachers, Admin	16/17	grades, screening reports, state test data, SAMS reports	uncommon planning time; after school obligations- Principal makes PLC priority	
Teachers meet at least once a month in subject area PLCs to discuss curriculum and instruction	Teachers, Admin	16/17	grades, screening reports, state test data, SAMS reports	uncommon planning time; after school obligations- Principal makes PLC priority	
Teachers meet at least once a month in grade level teams to discuss needs and progress of students	Teachers, Counselors, Admin	16/17	SAMS reports: Attendance, Grades, Behavior	uncommon planning time; after school obligations- Principal makes PLC priority	
Teachers identify at-risk students based on attendance, grades, and behavior and provide documented TST interventions and support at each reporting period	Teachers, Counselors, admin	16/17	SAMS reports: Attendance, Grades, Behavior	uncommon planning time; after school obligations- Principal makes PLC priority	
This process will be monitored by administrators attending meetings and viewing minutes. Outcomes will be measured by a decrease in poor attendance, grades, and behavior.	Admin	16/17	SAMS reports: Attendance, Grades, Behavior, Meeting Minutes	Schedule the time	

Outcome: _____

Stone Middle School Action Plan

Design Principle: 1: Ready for College and Career 1.2: During and after school support is scheduled on an individual basis, determined by performance and data.

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum <i>Early Steps, Growing Innovations, or New Paradigms?</i>	Goal: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
1.2 High School Course of Study	Beginning	Early Steps

Actions Steps	Responsible	Deadline	Resource/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? How will you measure outcomes?</i>	Who will do it?	By When?	What do you need to complete this step? (People, money, tools, resources, etc.)	What could get in the way of task completion? How will you overcome them?	
Tutorial and Academic Support offered during and after the school day	Teachers, Admin, Counselor	16/17	Personnel, Scheduling	Creative scheduling	
Intervention ELA and Math Classes Offered	Teachers, Admin, Counselor	16/17	Personnel, Scheduling	Creative scheduling	
Tutorial offered after school	Teachers, Admin, Counselor	16/17	Personnel, Funding	21st Century Grant and District Funds	
"Pass System" to excuse students from electives to return to classes where they are struggling for extra assistance	Teachers, Admin, Counselor	16/17			
Progress will be monitored by grades and/or universal screeners. Outcomes will be measured by individual academic progress.	Teachers, Admin, Counselor	16/17			

Outcome: _____

Stone Middle School Action Plan

Design Principle: 1 Ready for College and Career 1.5: Each student has a well-defined four/five year iCAP that is continually monitored and updated to ensure graduation with a career credential or transferrable college credit.

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum <i>Early Steps, Growing Innovations, or New Paradigms?</i>	Goal: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
1.5 College Credit	Early Steps	Growing Innovation

Actions Steps	Responsible	Deadline	Resource/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? How will you measure outcomes?</i>	Who will do it?	By When?	What do you need to complete this step? (People, money, tools, resources, etc.)	What could get in the way of task completion? How will you overcome them?	
Advisory Team will create iCAP and inform 8th grade students of options for graduation	Advisory Team	16/17	Train Advisory Team	Creative Scheduling to meet with all students	
Transitioning: Inform 8th grade students about importance of ACT, GPA, Scholarships, Credits, Advanced Courses, CTE Options	Admin, Teachers, Counselor	16/17	Handouts, Powerpoint Presentation	Creative Scheduling to meet with all students	
"Fast Forward" Program to allow students who are one or more grades behind to advance	Admin, Counselor	16/17	Intervention Teacher	Creative Scheduling	
The outcomes will be measured by an increase in number of students enrolling in advanced classes for college credit or career credentials.	Counselors, Admin	16/17			

Outcome: _____

Stone Middle School Action Plan

Design Principle 3: Personalization 3. 7: There is a plan to develop a schedule that provides time for teachers to meet at least once a week to discuss the needs and progress of students.

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum <i>Early Steps, Growing Innovations, or New Paradigms?</i>	Beginning, <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
3.7: Adult/Student Relationships					
Beginning					
Early Innovations					
Actions Steps	Responsible	Deadline	Resource/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress be monitored? How will you measure outcomes?</i>	Who will do it?	By When?	What do you need to complete this step? (People, money, tools, resources, etc.)	What could get in the way of task completion? How will you overcome them?	
Teachers will meet weekly to discuss the needs and progress of students	Teachers, Admin	16/17	grades, screening reports, state test data, SAM reports	Schedule the time	
Teachers meet weekly in subject area PLCs to discuss curriculum and instruction	Teachers, Admin	16/17	grades, screening reports, state test data, SAM reports, best practices	Schedule the time	
Teachers will meet at least once a month in grade level teams to discuss the needs and progress of students	Teachers, Admin, Counselor	16/17	SAM reports, Attendance, Grades, Behavior	Schedule the time	
Teachers identify at-risk students based on attendance, grades, and behavior and provide documented TST interventions and support at each reporting period	Teachers, Admin, Counselor	16/17	SAM reports, Attendance, Grades, Behavior	Schedule the time	
This process will be monitored by administrators attending meetings and viewing minutes. Outcomes will be measured by a decrease in poor attendance, grades, and behavior.	Admin	16/17	SAM reports, Attendance, Grades, Behavior, Meeting Minutes	Schedule the time	

Outcome: _____