



George County Schools

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Sheila Beasley, Vice-President
David Nelson, Secretary
Wendell Fallon, Member
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Dropout Prevention Plan 2015-2016

- Reduce retention rates in K-2 (Summer Reading Camp, TST, Coordinated Early Intervening Services Tutors - work with students daily to close the gap in a child's academics).
 - Targeting subgroups that need additional assistance to meet graduation requirements (STAR academy, TST, Special populations, Dyslexia K-6)
 - Develop drop-out recovery initiatives that focus on students age 17-21 year olds, who dropped out of school (GED, JMG Rayburn, Graduation coach for Special Educational students)
 - Addressing how students will transition to the home school district from juvenile detention centers (Behavioral Specialist to monitor specified students on a multi-weekly schedule, Singing River Services, School Counselor, NHACJV)

APPROVED

JUN 25 2015

G C SCHOOL BOARD

Action Plan Template

Design 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>
1.3 Integrate self advocacy, note taking skills, study skills, research, communication, time management, etc.	Beginning, Early Steps, Growing Innovations, or New Paradigms	Beginning, Early steps, Growing Innovation, or New Paradigms

Action Steps	Responsible <i>Who will do it?</i>	Deadline <i>By when?</i>	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers <i>What could get in the way of task completion? How will you overcome them?</i>	Date Achieved
Incorporate, beginning in elementary and continuing throughout middle and high school, the above skills	Classroom teachers	July 1, 2015 Give to principals for fall	Professional development as needed	Time, funding, cooperation, monitoring, etc.	
Create a pacing guide for the curriculum to be taught and timeline in which to teach it	Classroom teachers	July 21-24, 2015 10 days within school year	SREB modules created PLC's develop and create lessons plans	Time, material availability	
Meet with curriculum director and teachers to discuss goals and expectations of implementation, timeline, and curriculum	Classroom teachers	May 26, 2015 August 2015	Professional development May 26, 2015 new curriculum resource	Time, cooperation, and follow through, consistency throughout	

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1.10 A list of institutes of higher education is posted in the counselor's offices. Displays throughout the school highlight colleges. Students aspire to attend college.	Beginning			Early Steps	
Action Steps	Responsible <i>Who will do it?</i>	Deadline <i>By when?</i>	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers <i>What could get in the way of task completion? How will you overcome them?</i>	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	Teachers and faculty	Spring 2016	Schedule advisory meetings College Goal Day Innovative Program Keystone - incoming 9th grade Career Fair/College Fair Freshman Academy Homeroom Advisory Days #Focus2graduate	none	
Create an environment focused on going to college. Teachers post info about their colleges and discuss experiences with their students. Monitored by administration. Monitor outcomes through observation.					

Action Plan Template

Design Principle: #2 Require Powerful Teaching and Learning

<p style="text-align: center;">Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p> <p style="text-align: center;">2.7 Teachers provide limited opportunities for students to work in groups</p>	<p style="text-align: center;">Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p> <p style="text-align: center;">Beginning</p>	<p style="text-align: center;">GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p> <p style="text-align: center;">Early Steps</p>
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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>	
Create student learning teams. Monitored by administration. Monitor outcomes through observations and data.	teachers	August 2015	Kagan workshop focusing on cooperative learning and coopertaion	Time, motivation and buy in, resources, funding	March 13, 2015 Day One Workshop

Outcome: _____

Action Plan Template

Design Principle: #3 Personalization

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>
3.1 Some planning for implementation of advisories/seminars exists	Beginning	Early Steps

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>	
Provide homeroom advisories for 3 consecutive years. Provide homeroom advisories within Freshman Academy. Monitored by principals. Monitor outcomes through random surveys	Admin and counselors	August 2015	Homeroom schedules	Time/Scheduling	
Prepare a schedule throughout the year for advisory time in homeroom. Monitored by admin.	Admin	Summer 2015	Master Schedule/School Calendar	Time	
Create a pacing guide and goal for each meeting. Monitored by administration.	Admin/Team	Summer 2015	SREB Conference Internet Counselor Knowledge	Time and availability of ideas and resources	

Action Plan Template

Design Principle: #4 Redefine Professionalism

<p>Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p>Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p>GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p>4.7 Professional development opportunities are offered to support youth development</p>	<p>Growing Innovations</p>	<p>New Paradigms</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 collaboratively create flexible solutions for engaging challenging students</p>	<p>Star Academy teachers/counselor</p>	<p>Spring 2016</p>	<p>METIS Professional Development focusing on goal focused communication (students have previously been retained at some point in the academic career)</p>	<p>Motivation, cooperation of students</p>	

Outcome: _____

Action Plan Template

Design Principle: #5 Leadership

<p>Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p>Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p>GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p>5.4 The principal is self-reflective and occasionally engages in leadership professional development</p>		<p>New Paradigms</p>

<p>Action Steps</p>	<p>Responsible</p>	<p>Deadline</p>	<p>Resources/Professional Development Needed</p>	<p>Potential Barriers</p>	<p>Date Achieved</p>
<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>The principal builds staff capacity by encouraging and modeling a self-reflective culture and providing leadership development opportunities for staff</p>	<p>Principal/teachers</p>	<p>Spring 2016</p>	<p>EPIC (effective Principal Institute Collaborative) NISL Leadership workshop SREB High Schools That Work</p>	<p>Time, motivation</p>	

Action Plan Template

Design Principle: #6 Purposeful Design

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>
6.7 The school program is supported by the school district and local education partners	Growing Innovations	New Paradigms

Action Steps <i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	Responsible <i>Who will do it?</i>	Deadline <i>By when?</i>	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers <i>What could get in the way of task completion? How will you overcome them?</i>	Date Achieved
Short and long range plans for development and sustainability of the school/program are available and supported by the school district, higher education, and other partners	Central Services	Fall 2016	Lowest performing school in district will receive individualized professional development to increase student achievement Teacher coaching for lowest performing school in district (funded by Curriculum)	Teacher buy-in, motivation, cooperation	