



Where Children Come First

Jefferson Davis County School District

2021 - 2022

Dropout Prevention Plan

Design Principle: 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>
High School Course of Study College Credit	Growing Innovation	Growing Innovation

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>	
Master schedule will be modified to reflect additional acceleration courses for either Dual Credit Enrollment and/or Advanced Placement (1.6)	Principal, Curriculum Director, Counselor, CTE Director	2021– 2022	Time to pull key stakeholders in to get input and buy in once implemented	Limitations of current schedule, certifications of current staff	2021- 2022
Meet with all 9 th grade – 11 th grade students and parents to review their pathways to ensure they are on track for graduation.	Building Admin, Counselor, Grade Level Sponsors	2021– 2022	Computers, teacher sponsorship, allotted time for grade sponsor meetings	Monitoring; Periodical checkups	2021 – 2022
Students are exposed to college and career opportunities that align with their pathway (1.5)	Building Admin, Counselor, Grade Level Sponsors	2021– 2022	Guest Speakers, College visits, Career Fairs	Limited participation; funds, time, available of supervisors, preparation for field trips	2021 – 2022

Outcome: Students will be college and career ready.

Design Principle: Principle 2: Require Powerful Teaching and Learning

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>
2.1 Curriculum	Growing Innovation	Growing Innovation

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>	
Teachers will participate in content area planning and pacing analysis for the areas of ELA, MA, Social Studies, and Science.	Curriculum Director, Building Admin, Coaches, Teachers	2021– 2022	Computers, teacher training, MS Frameworks, MS-CCR Standards, Case Pacing Guides, C3D Documents	Teacher absenteeism; Administrators need to expect ALL teachers to attend unless dire circumstances prohibit	2021 – 2022
Teachers will participate in weekly Grade Level/Content Area Planning (PLC’s) that focus on best practice sharing and teacher lead training for research based learning strategies (2.9)	Building Admin, Teachers, District Coaches	2021– 2022	Computers, teachers, admins, external consultants, MS Framework, MS-CCR Standards	Monitoring; Periodical checkups	2021 – 2022
Teacher weekly, formative, and summative observations	Building Admin	2021– 2022	MS Professional Growth System Training	Holidays, Bad weather; Adjust minimal 7 walkthrough weekly requirement	2021 – 2022

Outcome: Literacy skills will be taught across the curriculum.

Design Principle: Principle 4: Redefine Professionalism

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>
4.4 Collaborative Work Orientation	Growing Innovation	Growing Innovation

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>	
One staff member designated to monitor recruitment and retention	District Office, Director of Student Services	2021– 2022	College Teacher Fairs, New Teacher Orientation, Mentor/Mentee Program, Beginning Teacher Support Program	Teachers not certified in needed areas; provide recruitment/retention incentives	2021 – 2022
Administrators keep documentation of ineffective instructors for replacement	Building Admins	2021– 2022	Improvement Plans, Teacher Training	Teachers not meeting goals; Replace the ineffective teachers	2021 – 2022
Implementation of beginning teacher support program	District Office Personnel Curriculum Director Principals Consultants	2021–2022	Time, training materials. Professional development	Time and lack of funding Pre-planning and proper budgeting of funds for beginning teacher program	2021 – 2022

Outcome: The JDCSD will employ all highly qualified teachers at all schools.

Design Principle: Principle 5: Leadership

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>
5.10 Culture of High Expectations	Growing Innovation	Growing Innovation

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>	
Grade level/Content Area PLC's	District Office, Building Admin, Teachers Academic Coaches, Consultants	2021 – 2022	Teacher training for effective instructional practices, data analysis, TST process, MAP data analysis, STAR data review, Lesson planning, and content vertical alignment	Monitoring of desired expectations,; provide Leadership Coaching and documentation	August 2021 – May 2021
Administrators keep documentation of ineffective instructors for replacement	Building Admins, Director of Student Services	2021 – 2022	Improvement Plans, Teacher Training for effective instructional practices	Knowing what effective instruction implementation looks like in practice; Leadership Coaching	August 2021 – May 2022

Outcome: The JDCSD will collect and analyze data and make revisions as needed to improve student achievement.