Rankin County School District
TRADITION OF EXCELLENCE

Dropout Prevention Plan

2019 - 2020

RCSD School Board Approved on __11/13/19__ *(date)*

Dr. Sue Townsend, Superintendent

Buddy Bailey, Assistant Superintendent

Shane Sanders, Assistant Superintendent

Karen Schmidt, Assistant Superintendent

Dr. Undray Scott, Assistant Superintendent

Vision

Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

Motto

Great to BEST!

Hashtag

#RCSDg2b

Mission
Bring Everyone's Strengths Together!

We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

Core Values
STRIVE!

Service
Work to benefit others!

Teamwork
Drive success through strong collaboration and communication.

Relationships
Value people by building strong, respectful partnerships among our students, colleagues, families, businesses, and communities.

Integrity
Uphold our ethics and principles with every action and every decision.

Visionary
Plan for the future with imagination, innovation, creativity, and wisdom.

Excellence
Pursue and achieve academic excellence and personal development by delivering a high-quality education to every student.

Goals

1. We will all design and deliver a challenging and globally inspired curriculum, meaningful and engaging instruction, and rigorous assessments that focus on the continuous improvement of academic achievement.

2. We will all experience a safe, healthy, and inclusive environment.

3. We will all operate with fiscal integrity, efficiency, accountability, and transparency.

4. We will all use technology and resources for collaboration, innovation, research, analysis, and problem solving.

5. We will all, as partners with the community, support each aspect of every student's educational experience.
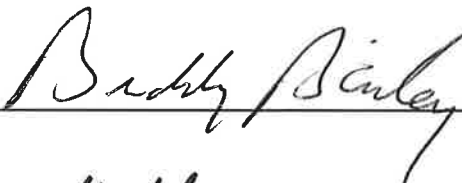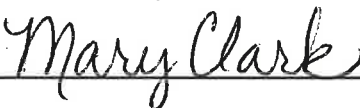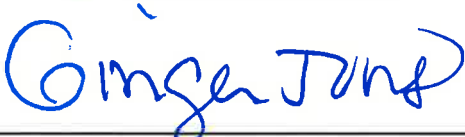
6. We will all grow socially, emotionally, and physically through fine arts, athletics, service, and extracurricular activities.

7. We will all strive to hire, train, and retain outstanding professionals.

Dropout Prevention Plan

Signatures

TITLE	SIGNATURE
Dr. Sue Townsend Superintendent Rankin County School District	
Buddy Bailey Assistant Superintendent Rankin County School District	
Shane Sanders Assistant Superintendent Rankin County School District	
Karen Schmidt Assistant Superintendent Rankin County School District	
Dr. Undray Scott Assistant Superintendent Rankin County School District	
Mary Clark Director of Elementary Curriculum and Instruction Rankin County School District	
Angy Graham Director of Secondary Curriculum and Instruction Rankin County School District	
Ginger Jones Director of Counseling/Student Support Services Rankin County School District	

School Data - RCSD - 28 total schools			
	Elementary Schools K- 6 grade: 9 K-1 grade: 1 2-3 grade: 1 4-5 grade: 1 K-2 grade: 2 3-5 grade: 1 3-6 grade: 1	**Middle Schools** 6-8 grade: 2 7 & 8 grade: 1	**High Schools** 7-12 grade: 5 9-12 grade: 3
Number of Schools	16	3	8 *1 alternative school: grades K-12 28 total schools
Cumulative Enrollment	9,705	2,858	6,629
Counselor / Student Ratio	1:417 (as of January 2019)	1:371 (as of January 2019)	

RCSD - Student Demographic Data - September 2019

Grade Level	Total in Grade	Asian	Black	Hispanic or Latino	American Indian or Alaskan Native	Native Hawaiian or other Pacific Islander	Two or More	White	Unclassified
-1	133 67/66	3 1/2	26 14/12	6 2/4	0 0/0	0 0/0	1 0/1	97 50/47	0 0/0
0	1360 711/649	29 9/20	309 155/154	49 28/21	2 1/1	1 1/0	41 22/19	928 495/433	1 0/1
1	1428 717/711	24 12/12	302 133/169	40 23/17	1 0/1	0 0/0	45 19/26	1016 530/486	0 0/0
2	1440 777/663	23 12/11	309 149/160	69 41/28	1 0/1	1 0/1	49 31/18	987 543/444	1 1/0
3	1472 762/710	23 9/14	333 180/153	69 28/41	3 1/2	2 1/1	33 13/20	1009 530/479	0 0/0
4	1444 757/687	20 13/7	345 182/163	47 25/22	1 1/0	2 1/1	28 15/13	1001 520/481	0 0/0
5	1491 762/729	27 20/7	374 197/177	46 22/24	2 2/0	1 0/1	29 13/16	1012 508/504	0 0/0
6	1587 813/774	25 13/12	419 200/219	40 16/24	2 1/1	0 0/0	20 8/12	1081 575/506	0 0/0
7	1597 803/794	25 10/15	410 211/199	72 41/31	2 1/1	0 0/0	33 16/17	1055 524/531	0 0/0
8	1519 778/741	25 11/14	354 192/162	50 25/25	2 1/1	2 2/0	22 11/11	1064 536/528	0 0/0

9	1536 793/743	25 10/15	381 186/195	61 36/25	3 3/0	0 0/0	25 15/10	1041 543/498	0 0/0
10	1513 781/732	20 8/12	381 199/182	53 32/21	2 1/1	0 0/0	26 12/14	1031 529/502	0 0/0
11	1398 698/700	23 11/12	339 156/183	43 24/19	2 2/0	0 0/0	18 7/11	973 498/475	0 0/0
12	1275 621/654	21 9/12	333 156/177	52 27/25	1 0/1	0 0/0	9 3/6	859 426/433	0 0/0
Total	19193 9840/9353	313 148/165	4615 2310/2305	697 370/327	24 14/10	9 5/4	379 185/194	13154 6807/6347	2 1/1

Rankin County School District Student Assessment and Accountability Data

The Rankin County School District 2018-2019 Statewide Assessment Results and the Statewide Accountability System for students in grades 3-8 and high school end-of-course subject area assessments in Algebra I, English II, Biology I, and U.S. History can be found at the link below:

https://www.mdek12.org/OPR/Reporting/Accountability/2019

Rankin County School District
4-Year Adjusted Cohort Graduation and Dropout Rates

District/School Name	2015 Cohort N-Count	2015 Graduation Rate	2015 Dropout Rate	2016 Cohort N-Count	2016 Graduation Rate	2016 Dropout Rate	2017 Cohort N-Count	2017 Graduation Rate	2017 Dropout Rate	2018 Cohort N-Count	2018 Graduation Rate	2018 Dropout Rate
Rankin Co School District	1,263	86.7	7.1	1,411	87.7	7.6	1,364	88.9	6.7	1,423	90.3	6.5
Brandon High School	358	90.4	5.0	371	90.9	5.7	374	89.6	6.4	424	91.9	5.7
Florence High School	169	83.1	9.2	181	88.9	7.1	167	89.8	8.4	186	94.1	4.8
McLaurin Attendance Center	77	85.8	7.9	86	80.5	11.4	92	87.0	6.5	84	88.1	7.1
Northwest Rankin High School	371	85.2	9.5	430	85.6	9.5	381	90.3	5.8	400	88.5	7.8
Pelahatchie Attendance Center	49	90.7	2.5	54	88.5	7.8	62	93.5	3.2	58	89.7	0
Pisgah High School	48	92.0	4.5	56	88.1	6.3	67	86.6	4.5	69	85.5	13.0
Puckett Attendance Center	50	93.0	3.0	65	93.5	4.6	65	92.3	1.5	58	91.4	3.4
Richland High School	134	83.7	6.0	161	88.2	6.8	158	83.5	11.4	144	89.6	7.6

Ready for College & Career: High School Course of Study

All students and parents are advised about higher level course offerings at their school through the pre registration process. All students have the opportunity to enroll in AP and Dual Enrollment classes if they meet the criteria for enrollment. All students are encouraged to push themselves beyond basic courses to enhance their ACT scores and also to enhance learning experiences and deepen knowledge through higher order thinking skills utilized in dual enrollment, AP and advanced courses.

Academic assistance is available to all students during specific times of the day that vary by building. Before and after school are options for academic support as well as specific blocks of time during the school day allotted for remediation and extra supports. Students identified through data as needing support through the academic tier process are given extra time with an instructor during the day to receive academic support. Students who fail a Carnegie Unit course with a grade between a 55-59 can apply for credit recovery. If approved, the students can take the modified course using Edgenuity. If a student successfully completes the modified course then they earn a grade of a 60. By using data to identify students who need extra academic support before it is too late, students are college or career ready upon graduation.

Students in the class of 2022 and beyond will be able to choose diploma endorsements from MDE's distinguished, academic, career/technical & traditional diploma endorsements.

- Edgenuity: https://www.edgenuity.com
- Differentiated Instruction MTSS: Tiered Intervention for academics and behavior
- Major Clarity Career & College Exploration: https://majorclarity.com
- Newsela: https://newsela.com/about-pro/
- OdysseyWare: https://www.odysseyware.com

Ready for College & Career: Alternative Programs

The Rankin County School District began the Bridge to Success program in the 2017-2018 school year. It is a 21 credit opt out program for students who have a hardship/crisis that prevents them from attending their home school. Students take classes online through Edgenuity. The Bridge to Success program is housed at the Learning Center.

The Rankin County School District Learning Center is an alternative education school for grades K-12.

Ready for College & Career: Career and Technical Education

The Rankin County School District provides multiple career pathway options for high school students, including career academies, academic and career technical education programs of study at the high school, and career technical programs of study at the Pearl-Rankin Career Technical Center. High School Career Academies are school-within-a-school, career-based programs of study which integrate rigorous academic and technical courses aligned to provide students the knowledge and skills needed to transition to a post secondary institution or career. Programs follow a sequence of CTE courses, which provide opportunities for students to explore and apply 21st century skills to real-world scenarios.

During their senior year, students participate in work-based learning and internship experiences related to their career. In addition to CTE career academies, academic and CTE programs of study are offered which provide integration of rigorous academic and technical curricula with real-world relevance. Academies include Ag Science, Computer Science, C Spire Coding, Culinary, Digital Media, Graphic Design, Health Science,Sports Medicine, Teacher, Broadcast Journalism, Business, Engineering, Convergent Media Academy, Industrial Maintenance, Educational Leadership and Firefighter. The Pearl Rankin Career and Technical Center offers programs in Architecture and Engineering, Automotive Services, Business, Marketing and Economics, Collision Repair, Construction, Culinary Arts, Digital Media Technology, Early Childhood Services, Health Science, Metal Fabrication, Practical Nursing,and Simulation Animation and Design.

Ready for College & Career: College Ready Skills

Students are provided opportunities to practice college and career ready skills through presentations (Senior Project, MDE College and Career Readiness Course), work based learning classes, etc. Students are also exposed to various careers and colleges through events such as Career Fairs and the RCSD College Fair. Also, students are able to practice these skills through our academy courses and hands on type internships and work based learning experiences.

Students learn to make effective and efficient use of college and career resources through frequent meetings with their school counselor and using programs on a regular basis such as Major Clarity. In extra mini enrichment periods at some schools there are lessons taught on college entrance ACT scores and scholarships and various career opportunities.

Ready for College & Career: Dual Credit / College Credit

RCSD uses Major Clarity as a monitoring system for the district. All students are required to complete a five year course plan. This program is used to help students complete college and career goals. Major Clarity is monitored throughout the school year and student plans are

updated each year with the student and counselor. The student course plans created are updated each year.

Students that meet the ACT requirements set forth by Hinds Community College for dual enrollment are highly encouraged to enroll in college classes taught on each high school campus.

Ready for College & Career: College Going Culture

Each campus offers multiple college campus visits during the school year (two-year and four-year) to all juniors and seniors. Each student has the opportunity for a "college day" to explore options offered to them at the college of their choice. All 11th and 12th grade students attend the RCSD College Fair for exposure to many local, state and national colleges/universities.

Each campus offers students and families support through the FAFSA process by having local agencies (Get2College, Hinds CC), school counselors, and school websites where information is shared and can be accessed. Parents have the opportunity to attend FAFSA days at their student's high school where people from agencies such as Get2College assist them in filling out the FAFSA and provide financial aid advice one on one.

RCSD pays for all Freshman in the district to take the pre-ACT, sophomores in the district to take the ACT, and seniors who need ACT scores in lieu of the MDE End of the Year Assessment requirements. MDE pays for all Juniors to take the ACT each spring. Every student is offered the opportunity to take the ACT/SAT, PSAT/Aspire in sequence and on time. Each campus provides the opportunity for students to prepare for these tests by offering ACT/PSAT/SAT Preparatory classes during the school day. ACT Boot Camps are offered throughout the district by the RCSD College- and Career- Preparatory Specialist.

Growing Innovations - Every student completes a 4 year plan through Major Clarity beginning in the 19-20 school year, which begins in 7th grade and ends at 12th grade, where they plan their high school course of study, with the ultimate objective being the decision to pursue college at the community college level or at the university level. Students are supported daily by teachers, counselors and administrators who set a college-going culture through everyday experiences in our district such as college fairs, career fairs and college representatives who are visible and active in each high school when they visit for recruiting.

Growing Innovations - Students take required courses where the focus is on investigating colleges and careers based on their interests. Students meet with mentors who give them real-world knowledge of the career(s) that they are interested in pursuing. The district has created a culture where college and careers are the likely next step after high school.

<u>Require Powerful Teaching & Learning: Curriculum</u>

Rankin County School District Teachers plan instruction that incorporates multiple standards, Best Practices, and 21st century skills. The following are examples:

- <u>Wellness</u> - entire unit based on health incorporating technology into lessons as well as community involvement (i.e. "Move to Learn", Community Helper, and other character ed assemblies).
- <u>Leadership, Accountability & Social Responsibility</u> - PBIS and other positive behavioral systems are introduced at the beginning of the year and expectations are upheld throughout the year; students have the ability to brainstorm, research and provide input for activities based upon these initiatives.
- <u>Communication & Collaboration</u> - Guidance classes are offered at each elementary school and provide problem solving opportunities in which students interact together thus promoting teamwork, cooperation, and skills needed for the future. Elementary Counselors use Second Steps and Chick-fil-A Core Essentials curriculum in their guidance classes. General assemblies are conducted for the middle and high schools on topics of social responsibility and ethics. Major Clarity is implemented with middle and high school students to promote all of the skills mentioned. Middle school counselors also incorporate the Second Steps curriculum into guidance classes. Middle school and High school counselors utilize the Chick-fil-A Core Essentials in classes and school-wide.

Rankin County School District teachers relate the content to other disciplines:

<u>Cross disciplines</u> – enrichment teachers integrate ideas from classroom teachers to help promote understanding of various units and concepts; in turn, classroom teachers incorporate music, reading, physical movement, and counseling topics within their classrooms when appropriate to support a comprehensive educational environment.

<u>Global awareness</u> – encouraged by all educators within each school in order to make connections, master standards, and provide students opportunities to be an integral part of the ever-changing global society in which they live (e.g. Native Americans, rainforests, and natural disasters.)

Teachers provide opportunities for students to share ambitions, as well as integrating dress-up days, classroom guest speakers, and assemblies. This promotes early exploration of future opportunities. Counselors impart information regarding various colleges and lessons geared towards responsibilities and special talents desired in various fields. Beginning in grade 6, all students have the opportunity for career exploration through Major Clarity, our online platform for college and career exploration as well as where students can update and maintain a 5 year

course plan. In elementary schools, various aspects of career exploration are embedded in units that are taught at each grade level.

MTSS: Tier III Training: Employees receive training on the Tier III process.

- RCSD Professional Development
- RCSD Summer Professional Development
- RCSD Back to School Convocation
- RCSD Counselor Meetings
- Suicide Prevention Training
- RCSD New Teacher Training
- RCSD Director Meetings

For more information on the trainings listed above, visit RCSD Curriculum Webpage

Require Powerful Teaching & Learning: Instruction

Teachers create learning groups within the classroom that provide for varied instruction in the subjects of reading, language arts, and mathematics. Students are paired with other individuals in order to enhance learning within the classroom from one another, as well as teacher-led instruction. Teachers and counselors, along with administrators create individual student plans through the MTSS process and provide students the opportunity to develop skills with helpful accommodations promoting success. Progress Monitoring: Formative and summative assessments are administered frequently and the data is used by teachers and administrators to redesign practice and instruction to fit the needs of the individual students.

Teachers provide technology during instruction for research opportunities such as: I-pads and computers, as well as for basic learning skills with Smart-boards and document cameras. The district provides laptops to all students in grades 7-12 and lessons are integrated and delivered through Canvas.

Teachers are trained in teaching students to use the problem solving method through multiple professional developments throughout the school year. Teachers also participate in PLC's at the building level to examine the school wide design process and use it to take on problems that arise.

At each level of learning from elementary to high school, teachers organize learning teams deliberately and teach students how to create and manage their own teams. This begins at a young age and is practiced throughout the curriculum across years.

Teachers teach students how to communicate effectively with each other and set up classroom practices that require them to do so. Collaboration and discussion among students are

encouraged and expected. Teachers teach the students to "turn and talk" during each lesson in Reading/ Writing Workshops. Teachers teach and model effective communication skills, teach students critical thinking skills, and model collaboration and discussion techniques such as Socratic circles and panel discussions.

Teachers facilitate students' reading, writing, thinking, and talking daily to develop a deep understanding of core academic concepts. Effective communication skills are modeled and practiced at each grade level and expected from students. By facilitating their student's reading, writing, talking and thinking daily, students develop a deeper understanding of core academic concepts.

Title I/District: Community Based After-School Tutorial Program: Area churches, in partnership with the district, provide elementary students in grades 1st – 5th with personalized tutorial services two days per week.

iReady Reading and Math: Individualized Computer Based Instruction and Assessment. i-Ready Diagnostic helps teachers understand the root causes behind student challenges. It automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.

Gifted Class(ALL): Pull out program for students tested and identified as intellectually gifted.

I.E.P – Individualized Education Plans: This is a document created for individual students who receive special education services. It outlines academic and /or behavior goals and services and accommodations that will be made available for the child. The IEP is developed by the special education teacher, regular education teacher, and parent during an official meeting.

Require Powerful Teaching & Learning: Assessment

Teachers routinely share the rubrics with students that clearly communicate meaningful learning outcomes and criteria for success. Teachers monitor progress throughout each lesson. Teachers focus on the percentage of incorrect standards and break down data from common and district assessments to ensure students' success. By sharing rubrics in this way and making changes to them as necessary, two way communication between learners and teachers is being practiced and knowledge is being gained.

Teachers employ varied assessment strategies that elicit student thinking related to learning outcomes. Teachers have a more complete understanding of students' knowledge and skills. Teachers use a wide variety of resources to help elicit student thinking related to learning outcomes. Also used are a wide variety of assessment tools and data to make it easier for teachers to assess student understanding and mastery of skills.

Teachers provide instructional interventions based on data from assessments. Teachers provide Tier II and Tier III interventions for students who do not master skills in math and reading. Timely and targeted opportunities for students to learn are afforded to students and teachers collaborate on data gathered from assessments.

Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes. Parents have access to Powerschool Parent Portal where they can access student grades at anytime. Progress reports and Report Cards are issued to parents every four and nine weeks. Teachers use Swift K12 and Canvas to provide information to parents and students.

Personalization: Affective (Personal/Social) & Academic Support

Rankin County School District has a partnership with Region 8 that provides school based mental health therapists and nurses in our schools.

Bully Prevention Awareness - RCSD Bully Prevention Awareness

Some RCSD high schools have advisory blocks for college and career planning and state and national test preparation. Middle school students have advisory teams through Cyber Foundations I and II. Counselors visit advisory blocks as well as prepare lessons that regular advisory teachers use to assist their students with goal setting, long range plans and college and career planning.

Teachers work with students during the spring semester for pre registration and also use the career exploration program " Major Clarity". Counselors are assigned to work with the same "group" of students throughout their education experience in a particular building. This enhances relationships between families and students and their school counselor so the counselor acts as a true advisor.

Students have access to Edgenuity and correspondence courses from state universities.

Some academic supports are in place such as summer bridge program and tutoring session times available before and after school. After-school tutoring in the elementary grades is provided. Students identified as needing extra academic supports are scheduled in a course during the day where they can receive the interventions needed to help them be successful.

Students in grades 6-12 have accounts with Major Clarity that enables them to explore their career interests and future ready skills. Students are also afforded opportunities through Work Based Learning and academy opportunities to be exposed to real world experiences and obtain knowledge and skills beyond the classroom.

Personalization: Adult/Student Relationships

Welcome letters are on school websites and social media messages are sent to welcome students and parents to the new school year. Orientations and back to school nights are held in the first few weeks of the school year. Parent conference days and opportunities are presented throughout the year as well.

Teachers meet weekly by grade level or department to discuss needs and progress of students. Counselors have advisory councils that involve parents, students, community members and faculty members to set goals and talk about plans for the departments. Also, counselors have annual agreements that they sign with their principal to ensure that school goals and vision are aligned with the guidance department goals and vision.

Students are assigned a homeroom and in high schools an advisory block. Students meet with their advisor to review grades and receive instruction on goal setting, standardized test taking, college and career and long range plans.

Through the yearly needs assessments conducted by counselors, we can see that the majority of students feel known, respected, and cared for by the adults in their school.

School newsletters are provided in Spanish and English versions. Elementary School Counselors are provided through Resources for Educators, electronic counseling and guidance newsletters in Spanish and English. Administrators and Counselors use the school webpage to deliver information to their audience daily. RCSD webpage is also available to be translated in other languages.

Redefine Professionalism: Collaborative Work Orientation

Teachers participate in benchmarking /observing their peers and give and receive feedback in order to become better instructors, revise instruction and change strategies if necessary. The MS Teacher Growth Rubric is used to give teachers feedback and keep them accountable for classroom management and good instruction.

> Break Out Sessions for Professional Development: This Back to School Professional Development is staff development for all elementary & secondary teachers in the RCSD. It is delivered in a conference format. Teachers and staff may choose programs of interest for morning and afternoon sessions.
> - Principal Academy
> - K-12 Principal Meeting
> - Superintendent Teacher Advisory

- Superintendent Student Advisory
- Principal Advisory

Staff regularly participates and are engaged in PLC's and professional development to enhance their teaching and instruction through the support and guidance of peers. Sharing of lessons and work are also beneficial to improving instruction. Data is analyzed and used to drive instruction.

Staff members hold each of their departments and peers accountable for improving student learning, sharing best practices with each other, giving and receiving feedback from benchmarking, and participating in PLC's and PD to enhance their instruction.

When new hires are made, administrators collaborate with teachers and departments on interviewing and hiring people who will be the "best fit" for the school and will align with the school's mission and vision.

Redefine Professionalism: Shared Responsibility & Collaborative Decision Making

Teachers are responsible for advisory classes that meet at various times (depending on location) and examine college and career options through the computer program Major Clarity. Also, students receive guided practice on ACT testing during advisory block along with subject area testing practice, pre-registration and course information for the next school year. Lessons are also taught on the importance of education on future salaries, etc.

Student groups and classes participate in various activities throughout the year to ensure community engagement and to contribute to citizenship. Programs that involve retired military persons, having grandparents and community mentors in our buildings, students performing volunteer service through various organizations, clubs sponsoring needy families, various student groups welcoming new students, these are a few of the many things our schools do to encourage students to become better citizens.

- Student Council: Student Council is involved in various service projects throughout the year to assist those within the school community. This club prides itself in setting goals to assist students in becoming positive, productive citizens.
- SAVE Promise Clubs - Students Against Violence Everywhere
- National Junior Beta Club & Beta Club
- Key Club and Others: Local schools have clubs that provide students with opportunities for community service.

Through the MTSS process, teachers create many "out of the box" instructional practices to engage and help with the challenging students in their classrooms. Modifying instruction,

varying assignments and creating a behavior plan are examples of instructional practices teachers may use with a challenging student.

Staff members are provided various channels to be able to give input on school decisions. Some schools do things such as surveys or Google forms while others have active discussions in faculty meetings and PLC's to achieve this goal.

Redefine Professionalism: Sustainability

Staff members share lessons and resources and provide feedback and advice to one another after benchmarking. Teachers routinely meet and share on "best practices". Mentor teachers actively assist new hires on lessons and resources.

PLC's are provided for staff participation to enhance teaching and share best practices with one another. Feedback is key. Data is reviewed and lessons and objectives are planned around student achievement and the critical question of "what do we want students to learn"?

Through advisory council meetings the faculty/staff feels ownership in a wide array of decisions made and speak confidently to stakeholders in the community and school regarding these decisions. By collaboration, staff/faculty are able to meet the goals of the school's mission and vision statements. Through participating in and holding various "advisory councils" and "Leadership team meetings, staff feel ownership and are stakeholders in the decision making process.

Our schools use tools such as Google Drive and Canvas to easily disseminate resources and materials received at trainings and professional developments. These tools are also used to share lessons and classroom resources by teachers and counselors.

Redefine Professionalism: Professional Inquiry

National standards and research based tools are used by teachers and monitored and reviewed by administrators to help enhance best practice in the classroom and address deficiencies through feedback and collaboration. Teachers regularly attend PLC's and professional development opportunities to better their instructional practice and reach a wide variety of learning styles and needs in their classrooms.

Leadership: Shared Mission & Vision

Staff members participate in professional development where common vision and mission are established. Through regular meetings and collaboration, teachers promote the vision and mission in classrooms and create positive learning environments that foster the vision and mission.

Leadership: Change Agent

Leadership teams meet on a regular basis within school buildings. In these meetings, teachers are encouraged to collaborate with school principals in exploring solutions to meet the needs of all students and to think of creative ways to reach at risk students. Also, data is analyzed and current trends and "issues" in the school are addressed.

Principals take part in a district advisory team and various state commissions or committees. They then bring the knowledge they acquire from around the state back to our district and implement best practice in our district.

Teachers can participate in various leadership teams at the school and district level. Students have numerous opportunities to build leadership skills, including but not limited to, student government, JROTC, and other clubs and organizations.

Leadership: Focus on Powerful Teaching & Learning

Schools schedule regular PLC's, faculty meetings, data meetings, leadership team meetings, and growth model debriefings. Teachers are responsible for reading assignments in a district wide book study based on best practice in classroom instruction and teaching.

Staff members participate in professional learning communities and professional development activities. Through department & grade level meetings and PLC's, teachers hold each other accountable for improving teaching practices and professional learning.

School leaders & teachers collect and analyze data, analyze summative assessments, and schedule growth debriefings. Each school has a data plan that is submitted to the district office to explain how they will use and analyze data within their particular building to improve student achievement. Teachers are trained on how to analyze data and how to use it effectively in instruction.

Principals facilitate PLC meetings and RCSD curriculum specific professional development. Principals are instructional leaders in their buildings and are responsible for coaching staff and implementing new programs and curriculums.

Leadership: Culture of High Expectations

The principal holds staff accountable for ensuring the success of each student through weekly data meetings and progress reports. Departments within the school regularly meet and collaborate together to look at "at risk" students and what can be done to help them grow.

Teachers are held accountable for the full engagement and implementation of a rigorous and challenging learning environment. Teachers and principals collaborate frequently with the principal being the instructional leader in the school. The principal demonstrates evidence of high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students through the Mississippi Educator & Administrator professional growth rubric.

Leadership: Shared Leadership

Staff have a variety of ways to give input on decisions that are appropriate for staff to be a part of. Principals ensure when using groups to make decisions that a wide variety of diversity is incorporated in the makeup of the decision-making group of stakeholders.

The principal actively encourages teacher leadership through traditional school-based leadership opportunities, including department/grade level leaders, school improvement team, etc. - The department heads are responsible for leading weekly meetings with their peers and teachers are encouraged to participate in leadership opportunities beyond the school walls. The principal promotes staff participation in district and external leadership opportunities and enables staff to lead school-based conversations about those experiences. - MDE (Mississippi Department of Education) Committees and SREB (Southern Regional Education Board) district committees.

Leadership: Collaborative Work Environment

Through regularly scheduled PTO meetings, and events such as back to school nights, pre-registration nights, advisory blocks and class meetings, the staff and administration proactively develop relationships with students, families, and community partners. Schools are encouraged to nominate and participate in student, teacher, staff member, principal and parent of the month programs, and also to sponsor clubs and other organizations.

Teachers administer benchmarks and collaborate with peers in their local building and across the district. The collaboration includes giving and receiving feedback on assessment results and instructional practices. Staff share instructional practices, lessons learned, and current challenges with peers during common planning opportunities through PLC's (Professional Learning Communities), morning zero block, common planning blocks, monthly book studies, weekly/monthly unit planning, ELA (English/Language Arts) assessment analysis, and Math assessment analysis, as well as "plus day" planning where applicable.

Purposeful Design: Autonomous Governance

Regular administrative advisory meetings are held with internal stakeholders. Principals meet regularly to discuss policies, curriculum & instruction, and praises for staff on the administrative level. On the school level, many schools have leadership teams involving department heads

and other key leaders within the school to talk about policies and procedures and curriculum and instruction issues.

Principals collaborate with RCSD on local school budgets. Our budgets are prepared at the district level and given to schools. Various organizations within the school community, such as PTO and private foundations designed to raise educational funds, are able to supplement the school's budget as needs arise throughout the year.

Our schools actively advertise through social media outlets and our school and district websites the various social/ emotional/ behavioral curriculum themes and our district strategic plan summary. During pre-registration season in the spring of each year, students who will be in high school are given the opportunity to tour the various programs available at their local high school through either a Pre-Registration night or a day in which 8th graders are brought to the high school to tour. In addition, 9th graders are taken to the Pearl branch of Hinds CC Rankin to tour the Career and Technical Center and view the programs available there.

Principals have the discretion to allow staff to attend professional development events. District office is involved in identifying who will attend professional development from each building and planning and designing the district level professional development to be beneficial to staff.

Each RCSD school has a schedule that is designed for that school's individual needs. Principals regularly will adjust the timing within the school day to meet the needs of students and faculty, such as state test review days, etc. Teachers and staff are regularly consulted over what changes would be best for the school and benefit students the most.

FAMILY ENGAGEMENT & SCHOOL /COMMUNITY COLLABORATION

RCSD offers many programs/services regarding family engagement and school/community collaboration:

- BEST Mobile-mobile resource center for parents and students - technology, books, parenting resources, internet access point, etc.
- School Websites: Every school in RCSD has a website. Information for students and parents is updated regularly.
- Swift K-12 - district notification system for sending parent notifications and emergency alerts
- SAY SOMETHING hotline/ app to report any concerns
- Open House: This event is held annually to provide parents with essential information pertaining to his or her child's education. Parents and students attend a briefing conducted by school administration and visit classrooms to review the details of the classroom syllabus with teachers.
- Parent-Community Surveys: Parents and community members provide feedback

annually about the schools' programs, safety, and general functioning via survey. The information is collected and analyzed to assist the principal and district in the development of Title I school- wide plans which detail such plans as school reform initiatives, timely assistance to students, professional development, and highly-qualified teachers and teacher assistants.

- School Resource Officers: Every school has access to a police officer.
- Career Speakers: All RCSD schools have career speakers who visit the schools at various times during the school year.
- Partnership with local businesses to provide student rewards/incentives
- Region 8 Partnership: Region 8 provides school based mental health therapists and nurses
- MDE School Attendance Officers
- Junior Auxiliary of Rankin County: Junior Auxiliary works with our schools in helping provide school supplies, clothing, etc for our students in need.
- First Responders Lunch: First Responders are invited to each lunch in any RCSD school cafeteria on any school day. This encourages healthy relationships with RCSD students and First Responders.
- Elementary Student of the Month
- Secondary Student of the Month
- Red Ribbon Week - All schools participate in the national Red Ribbon Week to educate students on the dangers of drugs and alcohol.
- SAVE Promise Clubs - all schools with grades 2-12
- FAFSA Day/Workshops - schools hold workshops for educating parents on completing financial aid, host set days for parents to come fill out financial aid application
- Rankin College Fair - partnering with MACRO, this is held annually for all juniors and seniors
- Hinds Community College Partnership: Dual Credit Classes
- Get 2 College teams up with our middle & high schools to offer workshops on a variety of topics from colleges & scholarships to careers and applications.
- Hinds Community College Partnership: Rankin County School District and HCC have established a partnership to provide students the opportunity to take dual credit classes.
- Positive Behavior Systems and Supports: Each school has a positive behavior plan in place. Many of our schools are PBIS schools that have been recognized as a model site for PBIS. Students are rewarded in a variety of ways based on improvements in grades, behavior and attendance.
- College and Career Planning: Counselors meet with each student's family to discuss schedules and career planning. This meeting takes place after their 9th, 10th, and 11th grade years.
- Orientation: New student orientation is held in August of each year to welcome all ninth grade students and parents.
- Parent- Student Workshops: Workshops are held throughout the school year. Parents are informed about the timetable for the senior year. Information that is shared with

parents may include NCAA eligibility, financial aid, college information, career pathways, and any other necessary information deemed appropriate by the local schools.
  • Awards programs: Local schools hold awards programs to recognize students for a wide variety of accomplishments, not limited just to academics.

Purposeful Design: School/Program Sustainability

Advisory Councils are created by counselors and administrators at each school and the superintendent on the district level. Our district theme is "Great to Best". We strive to achieve this goal with our articulation agreement with Hinds Community College and offer dual credit in the secondary setting in every high school within the district. Also, we offer a wide variety of AP courses. We have a district Strategic Plan Summary that our superintendent has made very public and placed posters in all local schools to make the community aware of district goals, mission, and vision. Each department in our district office and each school has their own strategic plan that aligns with the district plan.

Partners in Education is implemented with all school zones and honored through multimedia advertising and support. PIE robustly supports our school programs by offering fundraising opportunities for our programs. RCSD communicates clearly what our specific budgets are and provides above adequate funds to ensure program sustainability.

Purposeful Design: Facilities & Resources

Adequate space in buildings provides the ability to collaborate. Our recently passed bond issue has allowed for expansion and improvements on all of our campuses. Teachers and staff are provided a variety of curriculum and technology resources in order to produce lifelong learners and high achievers. Technology is readily available to all staff and students. All students in grades 7-12 are provided a Macbook computer ($50 deposit) and are able to utilize Canvas and other online learning platforms.

Purposeful Design: Collaborative Work Orientation

Staff meets and collaborates with building level peers and have common planning time in many of our schools in order to enhance cross curricular and vertical development. Staff also attend regularly district training and professional developments. Beginning in school year 2019-2020, Rankin County Schools will begin implementing Time Redesign which is a strategic way to incorporate teacher professional development, planning and collaboration while at the same time providing students opportunities to receive services and programs that would have been presented to them during the school year regardless such as (Pre-Registration, drug education, career exploration, etc). With time redesign, this is done in a way that a substitute teacher would

not have to be utilized. Instead of a substitute, a "plus team" from each school would rotate into the classroom of the teacher who was attending professional development or planning and present these other relevant lessons instead of having to invade class time to do so or utilize and pay for a substitute teacher.