

Tate County School District
Dropout Prevention and Recovery Plan

2024-25

Mission: Tate County School District exists to educate all students to be college and career ready, and to develop a lifelong love for learning.

Vision: Tate County School District will strive to become a learning organization in which students and staff work together to help all students exceed their potential in academics, the arts, and athletics.

VALUES AND BELIEFS

- We believe that all students can learn.
- We believe that the person most responsible for learning is the student; therefore we will help students develop the attributes of an effective learner.
- We believe in partnerships between schools and the community.
- We believe in safe, healthy schools with a positive climate conducive to learning.
- We believe in effectively communicating with parents and students to improve student achievement.

3105 - Dropout Prevention /Graduation Completion Plan (Proposed Revisions)

1. Each school district shall implement a dropout prevention plan approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year.
 - Tate County School District will review the plan through the 2024-25 school year through district and administrator meetings, MTSS meetings, and school level meetings.
 - Tate County School District will attend meetings through 2024-25 school year concerning how to address Dropout Prevention and Graduation Success.
2. Each local school district will be held responsible for increasing the graduation rate and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of a high school completion plan focusing on issues such as, but not limited to:
 - a) Establishing policies and procedures that meet the needs of the districts.

Through the 2024-25 school year the district will monitor student data and will provide a link to evidence-based [resources](#) to implement at the school level.
 - b) Increasing awareness of students' reading skill levels in kindergarten through grade 3 by providing schools and teachers with effective diagnostic tools and clear standards for measuring each individual student's progress in learning to read.
 - TCSD utilizes Star Reading and the MKAS² pre and post assessment for all Kindergarteners.
 - MTSS – A District team will review district data.
 - Interventionists are employed at the elementary schools.
 - A District ELA Curriculum Specialist is employed to assist the schools.
 - c) Establishing policies and/or initiatives to ensure that students are college or career ready.
 - The strategic plan is designed to help ensure college and career readiness
 - MTSS
 - Interventionists employed at the elementary schools
 - All 7th grade students complete an individual success plan and are reviewed each year.
 - Counselors and career coaches advise students each year and monitor their progress in meeting the graduation requirements

- Counselors, principals, and district curriculum staff maintain a checklist to monitor students throughout high school as they earn graduation credits each year to ensure students are meeting all requirements
- d) Identification of current needs within the school district that will increase the district's high school graduation rate.
 - Needs assessments for Title I which addresses students, teachers, and parents
 - State assessment data analysis will be conducted annually
 - Benchmark assessment data analysis will be conducted on a quarterly basis
 - MTSS meetings will be held at the schools
 - On a monthly basis, the leading and lagging indicators will be reviewed and analyzed
 - Partnership with William Carey for the "Grow Your Own" initiative
 - Partnership with Delta State and the Mississippi Teacher Residency program
- e) Identification of existing resources and existing prioritized needs.
 - Annual review of the TCSD Dropout Plan to review indicators of success – Plan will be discussed and analyzed throughout the year at various meetings
 - Strategic Plan
- f) Identification of existing barriers that hinder meeting the needs of the district.
 - Randomly surveys are completed at different levels to identify current barriers
- g) Implementing high school completion initiatives emphasizing on the needs of individual local education agencies.
 - College and Career days at the schools
 - District College and Career Fair
 - National Guard College and Career Day
 - Student incentive programs and awards programs
 - Student visits to colleges and universities
 - Signing Days at schools
- 3. Each local school district shall ensure that data is used to determine predictive indicators and documented needs of the district; characteristics of students served, and/or scientifically based practices based on, but not limited to:
 1. **Attendance Rate**
 2. **Truancy Rate**
 3. Mobility Rate
 4. **Graduation Rate**
 5. **Dropout Rate**
 6. **Disciplinary Infraction Rate**
 7. **Disciplinary Recidivism Rate**

- 8. School Population**
 - 9. Economically Disadvantaged**
 - 10. Limited English Proficient**
 - 11. Students with Disabilities**
 - 12. Percentage of Students by Subgroup** (i.e., White, African American, Females, Males)
 - 13. Teacher Attendance**
 - 14. Pregnancy/Teen Parent**
 - 15. Judicial Interaction** (i.e., detention center and/or training school placement)
 - 16. Educational Level of Parents**
 - 17. Suspension Rate**
 - 18. Expulsion Rate**
 - 19. Number of School Transfers**
 - 20. Extracurricular Activities Participation**
 - 21. Grade Point Average**
 - 22. Reading and Math Scores**
 - 23. Policy statements regarding district-level dropout prevention strategies**
 - 24. Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school**
4. Focusing current student/learning supplemental supports programs connected to daily instruction.
 - Strategic Plan
 - MTSS
 - Interventionist employed at the elementary schools
 - Accelerated Reader
 - Foundations
 - Supplemental digital subscriptions offer districts online learning resources
 5. Developing in-classroom and school-wide approaches, including learning supports found effective in the state's high-poverty/high-achieving schools.
 - Rtl and TST implementation with interventionists
 6. Developing the capacity to implement learning supports through leadership training.
 - Professional development of teachers and administrators
 - PLC weekly meetings
 - Common planning times
 - New Teacher Orientation and mentoring throughout the year
 - ELA and Math Curriculum Specialist employed to coach teachers
 - Utilize MDE trainings and resources
 - Recruit certified teachers throughout the year through job fairs
 - Host annual TCSD job fair
 - Advertise positions online and with colleges/universities in the state

7. Developing and implementing accountability indicators directly related to the learning support system and fully integrating them into school improvement accountability.
 - Strategic Plan
 - Monitoring and implementing focus on Leading and Lagging Indicators monthly
 - Implementing the Mississippi Professional Growth System
8. Focusing on the student-centered goals and objectives that are measurable.
 - Active Learning focus through identifying and communicating with clarity objectives at the beginning of learning
 - Ensuring students are able communicate learning of objectives
9. Reducing the retention rates in grades kindergarten, first and second.
 - RtI/TST process with interventions at elementary schools
 - MKAS² to ensure Kindergarten students needs are met
 - Dyslexia Screener
10. Expanding educational affiliations to include head start, parochial, private and community early childhood programs to develop a systematic approach that will support students in acquiring the child development skills that are essential for success in a K-12 program. These skills will include cognitive, social, language, behavioral, gross and fine motor skills.
 - Working with the local Head Start
 - Kindergarten Transition Visits
 - Special Services are provided in private schools, community early childhood programs, and Head Start
11. Targeting subgroups that need additional assistance to meet graduation requirements.
 - Special Education students [inclusion, related services (counseling, behavior therapy, OT, PT), focus on ensuring graduation requirements are met]
 - ELL [assistance is provided at all locations for ELL students to master the language and improve their ability to master the skills needed to learn]
12. Utilizing counselors to perform duties as outlined in Mississippi Code of 1972 Section 37-9-79.
 - Counseling individual and groups of students
 - Academic counseling is provided
 - Vocational counseling is provided
 - Counseling in financial assistance for college and career opportunities
 - College and career coaches in the high schools
13. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).

- Review records of students who have previously dropped out in relation to new Graduation requirements
 - Credit Recovery
14. Ensuring that the **Response to Intervention (Rtl) process**, a multi-level prevention system to maximize student achievement and to reduce behavior problems, is implemented with fidelity. Schools must identify students at risk for poor learning and behavior outcomes, monitor student progress, provide evidence-based interventions, and revise the stated goals and objectives depending on a student's responsiveness.
- Each school has an active Teacher Support Team which implements the Rtl process
 - The district provides monitoring of the TST and Rtl process monthly at each school
 - The principal of each school monitors the interventionist and interventions in order to ensure fidelity
15. Ensuring that the district has accurate dropout statistics is necessary to build reliable historical information, to evaluate effectiveness of the academic/vocational instructional process and dropout prevention.
- The district will track data
 - Multiple personnel will review data to ensure its accuracy
16. Implementing programs that provide positive alternatives to students at risk.
- PBIS
 - Membership in various clubs/organizations at the school level
 - Athletic opportunities
17. Implementing procedures that incorporate parent training to provide strategies for motivating their children to stay in school.
- Parent Involvement Meetings which emphasize skills needed for their child to be successful at school will be held throughout the year.
18. Each school district's dropout prevention plan shall address how students will transition to the home school district from the juvenile detention centers.
- Tate County School Board Policy states the transition from juvenile detention centers to a Tate County School will encompass the student attending the Alternative Learning Center for a designated period of time to re-acclimate from a small to larger setting
19. Each high school with a graduation rate lower than 80% will be placed in a restructuring status and the district must incorporate the following within the district's dropout prevention /high school completion plan. **(See individual TCSD schools restructuring plans attached)**

- a) The school/district dropout plan must describe improvement actions, progress in achieving a graduation rate of 80% or higher, timelines, measures for success and monitoring process.
 - b) The restructuring process must address fundamental reforms, such as highly effective teachers are currently utilized.
 - c) The restructuring process must address modifying district financing and material resources based on the data.
 - d) The district must ensure that all students have an individualized career and academic plan.
 - e) The restructuring process must address student accountability in meeting graduation requirements by utilizing, but not limited to extended school day, reorganizing instructional delivery, support for students into smaller learning communities, and/or building of staff as professional learning communities.
 - f) The restructuring process must address student behaviors.
 - g) The restructuring process must integrate curriculum changes to increase academic rigor and offer an extensive range of educational choices.
 - h) The restructuring process must address the collaboration between the high school, elementary and middle schools within its zone focusing on attendance, behavior, and academic performance patterns.
 - i) The restructuring process must outline detailed professional development that facilitates improved instruction and assessment methods.
 - j) The restructuring process must include strategies to support staff changes that will enhance communication and foster cooperation among elementary, middle and high school stakeholders (i.e., staff, students, families, and community).
 - k) The school/district may implement a tutorial program to foster relationship building and positive educational outcomes (i.e., staff/student, peer/peer, student/community stakeholder).
 - l) The restructuring process shall include a process to increase student ownership that includes an advisement program for all students that focuses on career opportunities.
20. The district superintendent shall attest that all the information in the plan is factual and that the restructuring process has been duly approved by the local school board.
- The Dropout Prevention Plan will be approved by the Tate County School Board and Superintendent of Education
21. The district superintendent must ensure that the restructuring process is incorporated into the district's current dropout prevention/high school completion

plan no later than ninety (90) days from the release of graduation/dropout rates published by the Mississippi Department of Education. The document must be approved by the Office of Dropout Prevention.

- The Dropout Prevention Plan will include the Restructuring Process of each school (IHS and SHS) and will be approved by the Tate County School Board and Superintendent of Education. Based on the 2017 release of graduation/dropout rates, within 90 days the Dropout Prevention Plan will include the Restructuring Process of each school under 80% and will be approved by the Tate County School Board and Superintendent of Education.

22. The dropout prevention/high school completion plan will be reviewed to determine whether the district has successfully outlined a process that will fundamentally reform quality of services for students.

- Each year the Dropout Prevention Plan will be reviewed to revise.

RESTRUCTURING PLAN 2024-2025

SCHOOL DISTRICT: Tate County Schools

SCHOOL: Coldwater Elementary School

DATE: 6/03/2024

	Goals	Barriers to Achieving Goal	Strengths Related to Goal	Strategies to Achieve Goal	Actions & Time-Line
1	Reduce the number of students with discipline referrals to under 20%	<ul style="list-style-type: none"> -Lack of classroom management among teachers -Inconsistencies with rules and procedures -Lack of parental involvement 	<ul style="list-style-type: none"> -Identifying antecedents to the misbehaviors -Community partner support 	<ul style="list-style-type: none"> -Increase teacher capacity with classroom management -Offer more positive reinforcements for desired behaviors -Utilize MTSS 	<ul style="list-style-type: none"> -Provide on-going classroom management professional development. -Monthly rewards for students for with no referrals -Individual behavior contracts for students with more than 2 referrals
2	Maintain a 95% ADA	<ul style="list-style-type: none"> -Parental involvement -Lack of extra-curricular activities which would motivate student attendance 	<ul style="list-style-type: none"> -Teacher encouragement -Letters to parents for students with excessive absences -Parent contact when student is absent 	<ul style="list-style-type: none"> -Communicate with parents the importance of attendance -Increase student rewards (Game Room, Class trophy) 	<ul style="list-style-type: none"> -Communicate ADA daily through morning announcements. -Display perfect attendance recipients monthly -Perfect Attendance Awards every 9 weeks -Teacher/Parent contact per school status

3	<p>Increase the number of students passing core courses to 95%.</p>	<ul style="list-style-type: none"> -Gaps in foundational skills -Low proficiency in reading -Parental Involvement -Motivation 	<ul style="list-style-type: none"> -Teacher Monitoring of Data -Interventions and Remediation by teachers and interventionist 	<ul style="list-style-type: none"> -Rewards for grades at progress report time as well as 9 weeks -Parent teacher communication -Professional development for teachers -Utilize MTSS 	<ul style="list-style-type: none"> -Teacher Growth Plans -Principal review of lesson plans and weekly observations -On the job professional development for teachers -Teacher/Parent contact per school status and phone call when students are at risk of failing on a weekly basis -ongoing data tracking of student performance
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RESTRUCTURING PLAN

SCHOOL DISTRICT: Tate County School District

SCHOOL: East Tate Elementary

DATE: 6/30/24

	Goals	Barriers to Achieving Goal	Strengths Related to Goal	Strategies to Achieve Goal	Actions & Time-Line
1	Increase academic performance in the areas of Reading, Language, Math, Science, and Social Studies as measured by the MS Academic Assessment Program (MAAP).	Student attendance, Teacher attendance, Teacher experience, Teacher assessment knowledge	MTSS team for academics, District Level Curriculum Specialist in Reading and Math, PLCs district wide,	Analysing Benchmark data, Differentiated Instruction in the classroom in small groups, Interventions and enrichment activities, Conduct parent conferences for students that are not succeeding academically, Conduct walk-throughs and formal evaluations, Peer observations	August 2024 – May 2025
2	Reduce overall discipline referrals, suspensions, and expulsions by 5% each year.	Contact information not up-to-date, Teacher and parent expectations do not match, Teacher experience/lack of classroom management	MTSS team for behaviour, PBIS, School wide behaviour system, Teach bell to bell	Identify and monitor students with an excessive amount (more than 5) of discipline referrals, Refer to the counselor, Conduct parent conferences, Provide incentives for students with very few referrals, Reinforce desired behaviors	August 2024 – May 2025
3	Increase attendance and reduce truancy as measured by ADA.	Parental apathy, Parental understanding of the Attendance Law, Doctor appointments scheduled during the school hours	Keep direct and daily communication with parents through School Status, Daily assiduity of attendance, Keep accurate records of attendance	Identify and monitor students with excessive absences, display of the attendance count in the office, provide incentives for attendance, communicate and notify parents through School Status about attendance	August 2024 – May 2025

Review Date:

Dropout Prevention & Restructuring Plan 2024-2025

SCHOOL DISTRICT: Tate County

SCHOOL: Independence High

DATE: May 22, 2024

Goals	Barriers to Achieving Goal	Strengths Related to Goal	Strategies to Achieve Goal	Actions & Time-Line
1 Increase student proficiency in all state tested subjects as measured by the MS Academic Assessment Program (MAAP) by a minimal 25%	Student attendance, Teacher attendance, Instructional practice, Rigor, Expectation Management, Teacher experience, Teacher certification, Teacher assessment, Class sizes	Three Tier Process for academics, District Level Curriculum Specialist in Reading and Math, District-wide PLCs, External Providers	Identify the students who are one point of proficiency by analysing previous MAAP data. Shift towards data driven instruction. Create all assessments in MasteryConnect. Ensure teachers are utilizing proven instructional strategies. Communicate with parents and guardians on students that are not reaching goals. Conduct walk-throughs and formal evaluations of teachers. Utilize peer observations, PLCs, and collaborative planning to improve instruction	July 2024 – May 2025
2 Show growth for 100% of students identified in ELA and math state tested subjects as measured by the MS Academic Assessment Program (MAAP)	Student attendance, Teacher attendance, Instructional practice, Rigor, Expectation Management, Teacher experience, Teacher assessment, Class sizes	Three Tier Process for academics, District Level Curriculum Specialist in Reading and Math, District-wide PLCs, External Providers	Identify the bottom 25% analysing prior year MAAP data. Shift towards data driven instruction. Interpret benchmark data each nine weeks. Create all assessments in MasteryConnect. Ensure teachers are utilizing proven instructional strategies. Communicate with parents and guardians on students that are not reaching goals. Conduct walk-throughs and formal evaluations of teachers. Utilize peer observations, PLCs, and collaborative planning to improve instruction	July 2024 – May 2025
3 Reduce overall discipline referrals, suspensions, and expulsions by 25% each year.	Contact information not up-to-date, Teacher and parent expectations do not match, Expectation management	Three Tier Process for behaviour system, Teaching bell to bell, Behaviour Matrix	Build all high school and junior high sports into the master schedule. Incorporate break and lunch detention. Identify and monitor students with an excessive amount (more than 3) of discipline referrals, refer to the Counsellor, develop and monitor individual behaviour plans involving parents, students, teachers, Counselors, and Administrators, Develop and institute a behaviour matrix. Incorporate Social and Emotional Learning, and conduct needs assessments	July 2024 – May 2025
4 Improve overall attendance of at risk (dropout) and other students and maintain a graduation rate of 85%.	Parental apathy, Parental understanding of the Attendance Law, Language barrier, Students with jobs, Truancy Enforcement	Keep direct and daily communication with students and parents through face to face interaction, School Status and parent phone calls, maintain accurate records of attendance and assignments	Identify and monitor students at risk of dropping out because of academic performance or behavior. Notify parent(s). Create social media campaigns, PBIS, and conduct needs assessments (students and staff). Incorporate Grade Results for credit recovery.	July 2024 – May 2025
5 Improve college and career readiness for all high school students	Scheduling, attendance, course offerings, and community partnerships	ACT remediation, fee waivers, External Providers, military recruiters, dual enrollment	Implement the WorkKeys assessment for all Seniors. Discuss the implement of Work Based Learning (WBL) with district level	July 2024 – May 2025

			and advising, Career Coach	officials. Utilize Career Coach, ACT course elective, ACT practice materials and review sessions, and outside External Providers. Take students to college fairs, industry visits, and college campus visits. Continue parental engagement.	
6	Improve instructional delivery and student engagement for ALL students	Certified staff, Time management, clear learning expectations, clear success criteria, total participation techniques, consistency, and teacher attendance	Lesson plans, Instructional Model implementation, PLCs, walk through observations, learning walks, and consultants	Ensure teachers are highly qualified. Conduct multiple formative observations, PLC's, learning walks, professional development, monthly faculty meetings, and collaborative planning. Implement improvement plans as needed, partner with external providers, and implement teacher led professional development.	July 2024 – May 2025
7	Improve building safety and school climate	Logistical issues and location, teacher attendance, student attendance/tardy, minimal security infrastructure, more cameras needed, vape detectors needed	School safety platforms, continual communication with Tate County Sheriff Department, staff training	Empower the School Resource Officer. Conduct staff development and training. Create outside partnerships, revamp staff duty plan, improve internal and external communication.	July 2024 – May 2025
8	Staff recruitment & retention	Geographic location, local supplements, extracurricular activities, Accountability rating, student/teacher ratio, discipline	Staff retention, invested stakeholders, improved accountability rating, decreased discipline	Empower the School Leadership Team, Create school wide initiatives to recruit and retain, introduce staff incentives, and conduct local college recruitment visits.	July 2024 – May 2025

Review Date:

RESTRUCTURING PLAN

SCHOOL DISTRICT: TATE

SCHOOL: Strayhorn Elementary

DATE: 2024-2025

Goals	Barriers to Achieving Goal	Strengths Related to Goal	Strategies to Achieve Goal	Actions & Time-Line
1 Reduce retention rates K-6.	*Lack of Pre-school *3 rd Grade Gate	*Overseen by admin & counselor in one building (K-6) *Lower student population (easier to track)	*Data Tracking. *MTSS support services for students. *Tutors. *Small-Group remediation.	*Data Meetings/MTSS at least every 6 wks. (Intervene when necessary) *Small group or individualized remediation 2 to 3xs a week. *Cum review by teacher each academic year.
2 Increase academic performance in areas of Reading and Language Arts as measured by the MAP & MKAS.	*Lack of pre-school *Interventionist/ Personnel *Attendance Rate	*Utilizing Mastery Connect/ STAR. *Data Tracking. *Partnerships w/ curriculum specialist.	*Targeted PD. *Job-embedded PD w/ consultants. *Utilizing evidenced based intervention/ support with bottom 25. (small group remediation)	*Observations. *Data Review. *District PD Plan.
3 Reduce overall discipline referrals, suspensions, and expulsions by 8%.	*Parental Support. *Classroom Management. *Over-Age. *Lack of consistency & expectations. *Time.	*Reward students for positive behavior. *Parental Contact via School Status. *Positive recognition. *Continue Behavior folders with identified students.	*PBIS—"Caught Being Good" *Student of the Week. *Daily Check-Ins w/ behavior folder students. *Words of Wisdom on morning announcements.	*Recognition for "Caught Being Good" daily. *Intercom recognition for student of the week. *Daily, weekly, & monthly rewards for positive behavior success on folder system. *contact parents for praise/good reports"

RESTRUCTURING PLAN
Strayhorn High School

Goals	Barriers to Achieving Goal	Strength Related to Goal	Strategies to Achieve Goal	Actions & timeline
Decrease dropout rate from 15% to 10% by 2025	<ul style="list-style-type: none"> • Multiple Year retentions in K-6 • Teen pregnancy and students working part time jobs. • Student failures on required state tests • Parental apathy 	<ul style="list-style-type: none"> • Ability to track data including MTSS data • Small size of classes • Large increase in students taking Dual Credit classes • Utilization of College and Career Coach • Personalized FAFSA appointment with advising from community partners • Relevant Vocational class offerings • SchoolStatus communication tool 	<ul style="list-style-type: none"> • Increase enrollment in online courses for Credit Recovery with Grade Results. • Increase Dual Credit opportunities • Individual success plan completed by students. • Increase Advanced Placement opportunities • Increase Vocational school tours/virtual appointments/clear application process • increase student ownership including an advisement program with College and Career Coach for all students that focuses on career opportunities. • Hold a Grade Level "Parent Night" annually 	<ul style="list-style-type: none"> • Monthly MTSS meetings • Assessed/Tracked bi-annually. • Bi-annual Vocational school visit (on-site, in school, and virtual) • Quarterly meetings with students and College and Career coach
Increase academic performance in Reading, Science, and Math as measured by	<ul style="list-style-type: none"> • Attendance rate • Lack of certified teacher • applicant pool • Money 	<ul style="list-style-type: none"> • Entire assessment platform • Data tracking • Collaborative PLCs • Partnership with external providers/coaches • District paid Curriculum 	<ul style="list-style-type: none"> • Collaborative PLCs • Common assessments in • Entire • Targeted PD for teachers • Small group and individual student tutorial 	<ul style="list-style-type: none"> • Assessed/Tracked monthly and quarterly • Monthly MTSS

RESTRUCTURING PLAN
Strayhorn High School

MAAP		<ul style="list-style-type: none"> coaches Ability to track data including MTSS and Benchmark data 	based on data analysis <ul style="list-style-type: none"> Increase teacher retention rate 	and Benchmark data meetings
Reduce overall discipline referrals by 5% each year	<ul style="list-style-type: none"> Students' two years over age in some grades Lack of consistency in classroom management and expectations Poor and inconsistent student attendance Time, money, training, personnel resources First-year or inexperienced teachers and teacher retention inconsistency 	<ul style="list-style-type: none"> Schoolwide PBIS - Master Schedule Small class sizes Partnerships with outside mental health organizations Ability to track data including MTSS data 	<ul style="list-style-type: none"> Continue to utilize SWPBIS Offer targeted PD for those struggling in classroom management Increase Teacher retention rate Grade level parent meetings Increase attendance through incentives and rewards Increase Parent Teacher conferences Broaden teacher recruitment outreach 	<ul style="list-style-type: none"> Assessed Weekly in grades 7-8 Rewarded monthly and quarterly in grades 7-8 Assessed monthly in grades 9-12. Monthly MTSS meetings