

# **DROPOUT PREVENTION PLAN**



**2020-2021**

North Bolivar Consolidated School District  
Dropout Prevention Plan  
2020-2021

Current state and district data were used to drive the North Bolivar Consolidated School District 2020-2021 Dropout Prevention Plan. Our plan reflects strategies and processes that will address the needs of our students.

### **District Level Requirements**

#### Reducing the retention rates in grades kindergarten, first, and second

The North Bolivar Consolidated School District (NBCSD) believes that given the support, students can achieve academic excellence. We are, in an effort to reduce the retention rate in our schools at all grade levels, but especially K-3, utilizing the following:

- Multi-Tiered Student Support System (MTSS) — NBCSD Administrative Team will implement the MTSS in order to provide academic and behavioral interventions for needed students. Training will be sought for administrators and teachers to enhance implementation efforts of the model.
- Literacy Coach (MDE) — MDE has assigned a literacy coach to one of our elementary schools. The coach assists with the implementation of the Literacy Based Promotion Act. She provides assistance through observations, modeling and co-teaching in the classrooms, professional learning communities, professional development, and data analysis.
- Computer-Assisted Programs — Each elementary school rotates students in the computer labs. The computer lab assistants work with students to remediate or enrich skills learned in the regular classroom through the use of programs such as i-Ready, Study Island, Edgenuity, & USA Testprep. These program provide individual learning paths for students based on diagnostic assessment data.
- Progress Monitoring — NBCSD assesses our students at least 3 times per year to determine their strengths and weaknesses in reading and mathematics. Our elementary schools use the i-Ready Assessment which is aligned to the progress monitoring system used by MDE for MKAS2 testing. The high school uses i-Ready for grades 7-8 and Edgenuity for grades 9-12.
- Save the Children Partnership — This organization provides tutorial services for our students during and after school in reading.
- Parental Involvement Activities — NBCSD believes that parents are our children's first teachers. Each elementary school offers various activities to involve parents in the learning process. Some such activities include, but are not limited to, Literacy and Math Nights, active PTA, parent workshop — Literacy Based Promotion Act, Muffins for Moms, Donuts for Dads, and Parent / teacher conferences. In addition, parents are encouraged to volunteer as

classroom readers. Also, the district employs a parent liaison to help bridge the communication gap between school and home, and a community ambassador will be utilized to bridge the gap between school, community, and home. This ambassador is funded through the VRoom grant.

- Because school counselors specialize in helping students with social and emotional issues that may become barriers to academic success, Northside High School has added an additional counseling position. Within the context of Northside’s counseling program, counselors will use a proven social and emotional learning curriculum that addresses the needs of adolescents ages 12-18. The counselors at the high school conduct character education sessions that help to build self-confidence and to promote strong character and citizenship among the students. In addition, counselor works with students individually and in group sessions to neutralize social challenges that are prevalent in the home and community.

Data is constantly reviewed in order to address the needs of the students. Motivational incentives and events for achievement are in place at each school.

#### Targeted subgroups that need additional assistance to meet graduation requirements

NBCSD high school offer the following:

- Learning Strategies Classes — Students in grades 10 — 12 who have failed a graduation required state assessment are scheduled in learning strategies classes that are geared toward a specific subject. In these classes, students are provided academic interventions to enhance chances of being successful on the assessments.
- In-school and Afterschool Tutorial — Subject area teachers provide in-school and afterschool tutorial assistance for students in the tested areas.
- Multi-Tiered Student Support System (MTSS) — NBCSD Administrative Team will implement the MTSS in order to provide academic and behavioral interventions for needed students. Training will be sought for administrators and teachers to enhance implementation efforts of the model.
- Other Courses - In addition to the regular course offerings, NBCSD offers Mississippi Virtual School courses, AP Courses, Dual Enrollment Courses, ACT Prep, Credit Recovery, Jobs for Mississippi Graduates (JMG) and ISP designed with assistance from the counselor.
- Graduation Options— School counselors ensure students are aware of and take advantage of MDE graduation options which are applicable to any subject area testing program.
- Community Leaders and School Organizations— Partnerships are being created with community organizations to provide mentorship for our students. The Gator Guys is a new school organization that will connect young men on a monthly basis. Male students will receive training on life skills that will enhance their college and/or career experiences. The Gator Guys will provide mentorship by age groups: 12-15 and 16-18.

- Computer-Assisted Programs — Teachers and students at the high schools rotate in the computer labs to reinforce skills taught in the classroom through the use of programs such as i-Ready, Edgenuity, and USA Testprep. Individual learning paths are provided based on student diagnostic data.

Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped Out of School (i.e., Mississippi Works)

The North Bolivar Consolidated School District partners with local colleges and community agencies that provide GED or other high school diploma programs. This partnership is used to connect those students who want to continue education outside the regular school setting with these agencies and colleges.

North Bolivar Consolidated School District will also continue to work with the local School Attendance Officer and court officials to ensure all children receive the best education possible.

Addressing how students will transition to the home school district from the juvenile detention centers

Currently NBCSD has not had any students who transitioned from juvenile detention centers to the schools. The district does operate an Alternative School Program. Procedures will be put in place to transition these students through that program.

Counseling services will be provided through the school counselors and/or school therapists which are available through our partnership with local Mental Health Services, Life Help and the Shaw Medical Clinic. Then, based on their individual situations and needs, the students will be transitioned back to the regular classroom setting at a rate they can handle effectively.

### School Level Plan Requirements

The school has developed a dropout prevention plan based on the following design principles in the Mississippi College and Career Readiness (CCR) Design Principles:

- Ready for College and Career
- Require Powerful Teaching and Learning
- Personalization
- Redesign Professionalism
- Purposeful Design



**NORTHSIDE HIGH SCHOOL  
DROPOUT PREVENTION PLAN  
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## Design Principle 1: Ready for College and Career

<b>Indicator</b>	<b>Current Status</b> <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>	<b>GOAL: Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>
<b>1.9 College Going Culture</b>	Growing Innovations: Students are given multiple ways to prepare for and participate in college and career practices.	New Paradigms – All eligible students will participate and exceed in AP course, dual credit/dual enrollment, etc.
<b>1.11 High School Course of Study</b>	Early Steps: Students know and have met professionals in high growth sustainable wage fields and are aware of the qualifications for high growth, sustainable wage careers.	Growing Innovations: All students choose graduation / career paths and work diligently to meet set goals. Students are partnered with professionals in a formal mentoring program while working toward set goals.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Ensure that 7 <sup>th</sup> grade students create an Individual Success Plan (ISP) to help establish and achieve academic goals for success after high school.	Principal Counselor Lead Teacher Secondary Curriculum Director Students	Spring 2021	Professional development on career pathways and the different diploma options.	Time Student motivation  Principal, counselor, curriculum director, and lead teacher will meet with students to create plans and provide information on the advantages of ISPs.	

<p>Students will participate the Ready for College and Career diagnostic assessment through CASE. The data will be used to determine areas of growth to be addressed through ACT Prep classes.</p> <p>Outcomes will be measured according to students' score reports.</p>	<p>Principal Counselor Lead Teacher Secondary Curriculum Director Teachers</p>	<p>November 2020 &amp; January 2021</p>	<p>CASE Assessment Technology</p>	<p>Student Motivation</p> <p>Barriers will be addressed by providing incentives for student growth and performance on benchmark, progress monitoring, and state assessments</p>	
<p>Students will participate in Advance Placement courses. These classes will be provided by certified teachers within the school.</p>	<p>Principal Counselor Lead Teacher Secondary Curriculum Director Teachers</p>	<p>August 2020</p>	<p>AP Certified Teachers Textbooks</p>	<p>Teachers getting AP certification Parents and students concerned with rigor of courses.</p> <p>Parent-student meetings to address concerns/ issues. Provide information on courses showing advantages of the classes.</p> <p>Provide support for teachers, students, and parents through district staff, consultants, and IHLs, etc.</p>	

<p>Students will participate in Career Fairs / Days on and off campus. Local businesses will provide information to students regarding their profession.</p>	<p>Principal Counselor Lead Teacher Secondary Curriculum Director Students</p>	<p>March 2021</p>	<p>Partnerships</p> <ul style="list-style-type: none"> <li>- Local Businesses</li> <li>- Colleges</li> </ul>	<p>Acceptance by local businesses</p> <p>Plan events 2 to 3 months before so that businesses have ample time to plan for attendance.</p> <p>Plan more than 1 event per year so that those who are unavailable for one have the opportunity to attend others.</p>	
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Teachers will establish a “big idea” for the lesson in addition to chunking standards to cover various skills.	Principal Teachers Lead Teacher Secondary Curriculum Director Consultants	August 2020	Professional development on developing big ideas and chunking standards.	Teachers’ knowledge of chunking standards and identifying the “big idea” of a lesson.  Provide professional development that address individual needs based on data.	
Teachers utilize the MTSS to address the needs of students academically and behaviorally.	Principal Lead Teacher Secondary Curriculum Director Teachers	October 2020	MTSS Technology	Knowledge of MTSS process  Professional development will be provided on the MTSS process	
Teachers will plan and implement researched-based engagement	Principal Lead Teacher	August 2020 & Ongoing	Professional Development MDE PD Catalog	Time Training	

<p>strategies to enhance classroom instruction.</p>	<p>Secondary Curriculum Director Teachers Consultants</p>			<p>The barriers will be addressed through the use of PLCs, common planning time, consultant services, subject area department chairpersons, and district personnel as instructional mentors, coaches, and models.</p>	
<p>Teachers will utilize pacing guides, the curriculum standards, and available data to plan instruction</p>	<p>Principal Teachers Lead Teacher Secondary Curriculum Director Consultants</p>	<p>August 2020</p>	<p>Professional Development Pacing guides Lesson planning Data Analysis MDE PD Catalog</p>	<p>Time Training  The barriers will be addressed through the use of PLCs, common planning time, consultant services, subject area department chairpersons, and district personnel as instructional mentors, coaches, and models.</p>	
<p>Teachers integrate 21<sup>st</sup> Century skills into their curriculum (leadership, communication, and social responsibility)</p>	<p>Principal Teachers Lead Teacher Secondary Curriculum Director</p>	<p>August 2020</p>	<p>Professional Development - Leadership - Communication - Social responsibility</p>	<p>Time Training Barriers will be overcome through the use of PLCs, common</p>	

	Consultants		-	planning periods, and staff meetings to train and monitor implementation.	
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<p>Use data to identify students' areas of strengths for enrichment and areas of weakness for remediation to incorporate differentiated instruction in the classroom.</p>	<p>Principal Teachers Lead Teacher Curriculum Director Consultants</p>	<p>September/October 2020</p>	<p>Consultant services Professional Development – Analyzing and using Data MDE PD Catalog</p>	<p>Time Training  Barriers will be overcome through the use of PLCs, common planning periods, consultants, department chairs, curriculum director, lead teacher, and district personnel as instructional coaches, mentors, and models.</p>	
<p>Use technology to actively engage students in classroom instruction and to address individual needs of students.</p>	<p>Principal Teachers Lead Teacher Curriculum Director Consultants</p>	<p>September, 2020</p>	<p>Consultant services Professional Development – Integrating technology in classroom - TE21 CASE - I-Ready - Edgenuity Placement Exams MyPath (Edgenuity) MDE PD Catalog</p>	<p>Time Training  Barriers will be overcome through the use of PLCs, common planning periods, and staff meetings to train and monitor implementation.</p>	

<b>Design Principle 3: Personalization</b>		
<b>Indicator</b>	<b>Current Status</b> <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>	<b>GOAL: Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>
<b>3.1 Affective (Personal/Social) and Academic Support</b>	Beginning: Planning for advisors and seminars have been discussed	Early Steps: Advisory and seminar courses with well-developed curricula exist for all grade levels. Mentorships formed between teachers and students, community members and students, business leaders and students, etc.
<b>3.7 Adult / Student Relationships</b>	Beginning: Some teachers meet with students to discuss needs and progress.	Early Steps: Advisory/ advisee relationships are formed to support all students. Mentorships formed between teachers and students, community members and students, business leaders and students, etc.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Homeroom teachers will implement Character Education seminars once a month. Students'	Counselor Class Sponsors Principal	September, 2020	Character Education Materials	Students actively participating in the	

work pertaining to each character will be displayed.	Lead Teacher Curriculum Director Consultants			character education seminars.	
Teachers will participate in biweekly professional learning communities (PLCs) or more often if needed. The PLCs will consist of subject area and other disciplines as needed and will focus on academic, behavioral and/or other areas of concern for the school.	Principal Teachers Lead Teacher Curriculum Director Consultants	October 2020, ongoing	Consultant services Professional Development – analyzing and using data to drive decisions in the classroom and at the school.  - Effective PLCs	The barrier can be overcome with incentives provided for students who display good character and actively participate in character education activities. Time Training  The barriers will be overcome through the use of common planning periods, consultant services, lead teacher, curriculum director, and district personnel as instructional coaches, mentors, and models.	



**Design Principle 4: Redefine Professionalism**

<b>Indicator</b>	<b>Current Status</b> <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>	<b>GOAL: Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>
<b>4.6 Shared Responsibility and Collaborative Decision Making</b>	Early Steps: There is an established student council in the school	Growing Innovations: Students have an overt and delineated mechanism for

		participating in student development and the school success.
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Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
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<p>Utilize an effective student council organization to foster shared responsibility and collaboration in the decision making process at the school.</p>	<p>Student Council Sponsors Students Principal Teachers Lead Teacher Curriculum Director</p>	<p>October 2020</p>	<p>Professional Development – Effective Student Councils</p>	<p>Student motivation Students not vested in the responsibility and collaborative process at the school.</p> <p>Criteria for serving on the council will be created and adhered to in the selection of members. Training will be provided for students serving on the council.</p>	
<p>Increase the number of student council members to represent all grade levels in the school.</p>	<p>Principal Teachers Lead Teacher Curriculum Director</p>	<p>October 2020</p>	<p>Selection Criteria</p>	<p>Student motivation Students not vested in the responsibility and collaborative process at the school.</p> <p>Criteria for serving on the council will be created and adhered to in the selection of members.</p>	

<p>Provide training for student council members and sponsors through student council workshops.</p>	<p>Principal Teachers Lead Teacher Curriculum Director</p>	<p>October 2020</p>	<p>Professional Development – Effective Student Councils</p>	<p>Training will be provided for students serving on the council.</p> <p>Time The barrier can be overcome through the use of the counselor to provide training on effective student councils, collaboration and responsibility in the decision making process.</p>	
<p>The student council will meet with administration and staff to implement the shared vision and mission of the school.</p>	<p>Principal Lead Teacher Curriculum Director</p>	<p>October 2020</p>	<p>Meeting Protocols</p>	<p>Time The barrier can be overcome by meeting either before school and /or after school.</p>	

<b>Design Principle 5: Leadership</b>		
<b>Indicator</b>	<b>Current Status</b> <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>	<b>GOAL: Status Level on Continuum</b> <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>
<b>5.0 Culture of High Expectations</b>	Early Steps: The principal and staff exhibit behaviors that are supportive in the creating of a rigorous and challenging learning environment.	Growing Innovations: The faculty, staff, and student body demonstrate high expectations that include routine conversations of high standards, collaborative efforts that foster high expectations for all and the continuous analysis of data to determine the effective of strategies and procedures to enhance the learning environment of the school.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Utilize the school leadership team to evaluate school's effectiveness by analyzing school, district, and state data.	Principal Leadership Team	August 2020	School, district and state data School Improvement Plan	Time Funding The barriers can be overcome by budgeting funds for stipend for the members to meet during the summer, after school, or on Saturdays.	
Establish guidelines and protocol for leadership team meetings to ensure productivity of the team.	Principal Leadership Team	August 2020	Leadership team Meeting protocol, agenda, sign in sheet, etc.	Time Funding The barriers can be overcome by budgeting funds for stipend for the members to meet during the summer, after school, or on Saturdays.	
Establish a process to distribute data to all stakeholders. - Utilize P16 Council to distribute and communicate progress to all stakeholders - Establish and use a data room to analyze school level data	Principal Leadership Team P16 Council	October 2020	School, district, and state data Data collection tool P16 Council	Create a direct communication line with P16 council president and school leadership team.	

Monitor the progress of the school improvement plan goals and actions, revising when needed based on data.	Principal Leadership Team	September 2020	School, district, and state data Data collection tool	Establish a routine / schedule for monitoring school improvement plan goals and actions.	
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