

Rankin County School District Dropout Prevention Plan 2023 - 2024

RCSD School Board Approved on 7-19-23 *(date)*

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Shane Sanders, Deputy Superintendent

Karen Schmidt, Assistant Superintendent

Dr. Undray Scott, Assistant Superintendent

Dr. Ben Stein, Assistant Superintendent

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Strategic Plan Summary

VISION

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

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.

GOALS

- We will all experience a safe, healthy and inclusive environment.
- We will all grow intellectually, socially, emotionally and physically through academics, fine arts, athletics, service and extracurricular activities.
- 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.
- We will all use technology and resources for collaboration, innovation, research, analysis and problem-solving.
- We will all operate with fiscal integrity, efficiency, accountability and transparency.
- We will all, as partners with community, support each aspect of every student's educational experience.
- We will all strive to hire, train and retain outstanding professionals.



#RCSDg2b | #traditionofexcellence

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.

Vision

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.

MOTTO

GREAT to BEST





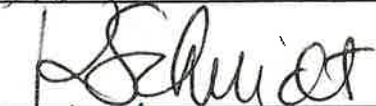
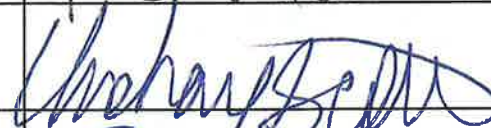

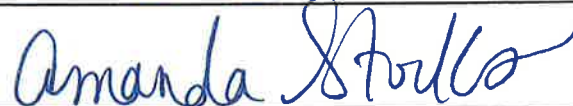
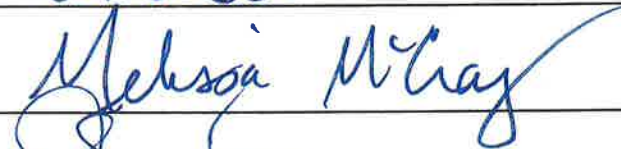

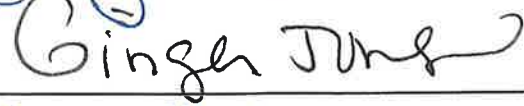

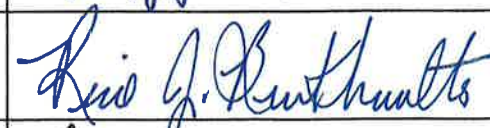
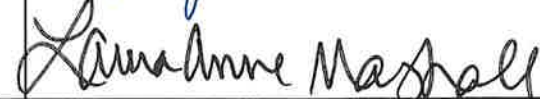
Brandon
Florence
McLaurin
Northwest
Pelahatchie
Pisgah
Puckett
Richland

Rankin County School District

TRADITION OF EXCELLENCE

Dropout Prevention Plan

Signatures

TITLE	SIGNATURE
Dr. Scott Rimes Superintendent	
Shane Sanders Deputy Superintendent	
Karen Schmidt Assistant Superintendent	
Dr. Undray Scott Assistant Superintendent	
Ben Stein Assistant Superintendent	
Dr. Amanda Stocks Assistant Superintendent	
Dr. Melissa McCray Director of Elementary Curriculum and Instruction	
Sheri Blankenship Director of Secondary Curriculum and Instruction	
Ginger Jones Director of Counseling/Student Support Services	
Angy Graham Executive Director of Academics	
Dr. Rico Buckhalter Executive Director of Support Services	
Laura Anne Marshall Student Support Specialist II	

School Data - RCSD - 28 Total Schools			
<i>Elementary Schools</i>	<i>Middle Schools</i>	<i>High Schools</i>	<i>Alternative School</i>
Total Number: 16 PK-5 Grade: 5 PK-6 Grade: 4 PK-1 Grade: 1 PK-2 Grade: 2 2-3 Grade: 1 3-5 Grade: 1 3-6 Grade: 1 4-5 Grade: 1	Total Number: 3 6-8 Grade: 3	Total Number: 8 7-12 Grade: 5 9-12 Grade: 3	Total Number: 1 K-12 Grade: 1

School District Dropout Prevention Plan 23-24															
RCSD-Student Demographic Data May 2023															
SCHOOL	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Brandon Elementary						346	390								736
Brandon High School											448	410	369	378	1605
Brandon Middle School								370	383	404					1157
Florence Elementary					180	173	189								542
Florence High School											207	170	151	158	686
Florence Middle School								180	201	216					597
Flowood Elementary	20	87	70	81	61	92	89								500
Highland Bluff Elementary	19	86	90	72	92	93	122								574
McLaurin Elementary	20	70	102	67	86	69	83	80							577
McLaurin High School									85	88	98	78	76	72	497
Northshore Elementary	28	78	86	98	81	93	78								542
Northwest Elementary	20	64	79	82	81	70	91								487
Northwest High School											545	457	423	430	1855
Northwest Middle School								473	435	474					1382
Oakdale Elementary	29	90	89	85	93	87	83								556
Pelahatchie Elementary	20	58	58	57	50	52	63	48							406
Pelahatchie High School									72	58	58	55	59	54	356
Pisgah Elementary	20	85	74	59	68	70	67	80							523
Pisgah High School									85	78	71	76	65	66	441
Puckett Elementary	20	49	45	51	45	53	55	65							383
Puckett High School									59	54	70	56	46	55	340
Richland Elementary	16	102	116	141											375
Richland High School									144	148	124	150	88	130	784
Richland Upper Elementary					134	115	104	131							484
Rouse Elementary	79	340	380												799
Steens Creek Elementary	48	177	185	160											570
StoneBridge Elementary				368	385										753
School 500															0
Total	339	1286	1374	1321	1356	1313	1414	1427	1464	1520	1621	1452	1277	1343	18507

Rankin County School District Student Assessment and Accountability Data

The Rankin County School District 2022-2023 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:

2022 data:

<https://www.mdek12.org/OPR/Reporting/Accountability/2022>

2023 data:

<https://www.mdek12.org/OPR/Reporting/Accountability/2023>



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

District/School Name	2018 Cohort N-Count	2018 Graduation Rate	2018 Dropout Rate	2019 Cohort N-Count	2019 Graduation Rate	2019 Dropout Rate	2020 Cohort N-Count	2020 Graduation Rate	2020 Dropout Rate	2021 Cohort N-Count	2021 Graduation Rate	2021 Dropout Rate	2022 Cohort N-Count	2022 Graduation Rate	2022 Dropout Rate
Rankin Co School District	1,423	90.3	6.5	1,434	89.7	6.8	1,345	92.6	5.3	1,417	92.5	5.3	1,418	92.1	6.4
Brandon High School	424	92.0	5.7	400	91.3	4.5	406	93.1	5.2	427	93.9	3.98	401	93.8	5.2
Florence High School	186	94.1	4.8	198	89.4	9.1	178	93.8	3.9	174	95.4	3.4	178	93.3	6.2
McLaurin Attendance Center	84	88.1	7.1	89	79.8	12.4	68	91.1	5.9	93	90.3	6.5	87	90.8	6.9
Northwest Rankin High School	400	88.5	7.8	433	89.1	7.4	383	90.1	7.8	422	89.6	7.8	433	91.2	7.9
Pelahatchie Attendance Center	58	89.7	0	55	89.1	3.6	68	97.1	1.5	64	87.5	9.4	73	84.9	8.2
Pisgah High School	69	85.5	13.0	75	88	10.7	63	96.8	1.6	60	93.3	6.7	70	90.0	8.6
Puckett Attendance Center	58	91.4	3.4	48	93.8	6.3	51	94.1	5.9	56	98.2	1.8	56	89.3	8.9
Richland High School	144	89.6	7.6	132	95.5	3.0	127	93.7	2.4	122	95.1	1.6	119	96.6	1.7

(Updated 01/18/23)

Student Readiness for College and Career

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 support. 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 Grade Results. 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 2023 and beyond will be able to choose diploma endorsements from MDE's distinguished, academic, career/technical & traditional diploma endorsements.

- Grade Results: <https://www.graderesults.com/>
- Differentiated Instruction MTSS: Tiered Intervention for academics and behavior
- Major Clarity Career & College Exploration: <https://majorclarity.com>
- Newsela: <https://newsela.com/about-pro/>

Alternative Programs & JDC Transitions

The Rankin County School District began the Bridge to Success program in the 2017-2018 school year. It was a 21 credit opt out program for students who have a hardship/crisis that prevents them from attending their home school. This program was also an option for students who have previously dropped out of school but were wanting to complete graduation requirements and receive their high school diploma. Students took classes online through Edgenuity and in person. The Bridge to Success program is housed at the Learning Center. This program transitioned to a "middle school" bridge program in the fall of 2021. This program focuses on students in the 6th or 7th grade who are at least two grade levels behind their age appropriate peers. The program focuses on teaching and reinforcing foundational skills while targeting individual student academic deficits. Students will complete two grade levels in one school year. The Rankin County School District is revamping the overage middle school program and will utilize Grade Results in the 23-24 school year.

Hinds Community College offers an innovative workforce training program, MI-BEST, dedicated to preparing people who need help with foundational skills for careers by mixing career training with additional support for math, writing, and reading inside the classroom. This program helps provide a clear path towards higher education for students who have not yet earned their high school diploma or GED. This is a program we can suggest to students who have dropped out of school, but are now wanting to continue their education. Goals of the program include:

- Assist students who need to earn their GED to do so while they are also enrolled in college courses focused on preparing them for a career
- Help students to earn one or more certifications that helps them get a better job now with a family sustaining wage
- Allow students to earn college credit that leads to a degree in the future

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

Students who are transitioning back to the home school district from the JDC work with a teacher and other youth court pertinent staff from the sponsoring school district and collaborate with parents, teachers and counselors from the home school district to ensure that the detainee will have a successful transition back to their home school district once released from detention.

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, Law and Public Safety, Heavy Equipment, 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.

College Ready Skills

Students are provided opportunities to practice college and career ready skills through presentations (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 and Method Test Prep. In extra mini enrichment periods at some schools there are lessons taught on college entrance ACT scores and scholarships and various career opportunities.

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.

Dual Credit /College Credit

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 and at the Hinds Community College - Career Tech Rankin Campus.

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. Our fair is scheduled for October 2023 at Hinds Muse Center in Pearl.

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. These events are held virtually as well.

RCSD pays for all freshmen in the district to take the pre-ACT, sophomores in the district to take the ACT, juniors to take the ACT WorkKeys, 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 and ACT WorkKeys Boot Camps are offered throughout the district by the RCSD College- and Career- Preparatory Specialist.

Every student completes a 5 year plan through Major Clarity, 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 including in person and virtual college recruiter visits, career exploration thru Major Clarity and counselor lessons and classroom visits by adults in varied career fields and college representatives who are visible and active on campus and virtually in each high school recruit. Students in 6th grade use Major Clarity throughout the school year to explore various careers and colleges. Students in grades 7-11 use Major Clarity to explore careers and colleges and financial aid / scholarships in addition to making their 5 year course plan of study. Seniors are able to utilize Major Clarity to explore college and career options as well as financial aid and scholarships.

Students take the College and Career Readiness course 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.

Curriculum - Teaching and Learning

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

- Wellness - 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 which could be conducted virtually if necessary). Second Steps, Chick fil a Core Essentials , Chick Fil a's Re-Co program and Seedlings for PreK are also a vital part of our wellness / SEL in RCSD. In 21-22 we implemented teacher led SEL lessons for grades pre K - 12 a minimum of 2 times a month.
- Leadership, Accountability & Social Responsibility - 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.

- Communication & Collaboration - 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 have been conducted in the past 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. In 21-22, we implemented teacher led SEL lessons for grades pre K - 12 a minimum of 2 times a month along with counselor led lessons in elementary and middle school. .

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

Cross disciplines – 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.

Global awareness – 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 (grade 7 and above). In elementary schools, various aspects of career exploration are embedded in units that are taught at each grade level. Elementary counselors have career focused months each year.

MTSS: Tier Training: Employees receive training through various platforms on the Tier process. All of these are conducted through a variety of methods (ZOOM, small & large group, video trainings, etc). During the summer, the RCSD Student Support Services Dept also conducts MTSS behavior tier training to new administrators and counselors and offer it as a refresher for our veteran educators. We partner with REACH MS for training on MTSS also.

- RCSD Professional Development
- RCSD Summer Professional Development

- RCSD Back to School Professional Development
- 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](#)

Instruction - Teaching & Learning

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. School Level Data Meetings are conducted on a regular basis with the support of the Elementary and Secondary Curriculum Departments.

Teachers provide technology during instruction for research opportunities such as iPads and computers, as well as for basic learning skills with Smart-boards, Apple TV, and document cameras. The district provides laptops to all students in grades 7-12 and lessons are integrated and delivered through Canvas. The district purchased iPads and Chromebooks for students in grades PreK-6. Lessons are integrated through Google Classroom.

Teachers regularly participate in PLC's at the building level to examine the school wide design process and use it to take on problems that arise.

Teachers instruct 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 instruct and model effective communication skills, teach students critical thinking skills, and model collaboration and discussion techniques such as Socratic circles and panel discussions.

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 Program: Pull out program for students tested and identified as intellectually gifted. In 21-22, we added 2nd grade as an additional grade to be mass screened for the gifted program. We are continuing to mass screen all 1st and 2nd grade students.

I.E.P. – Individualized Education Programs: 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.

Assessment - Teaching and Learning

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 breaking 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 so that 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.

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 are responsible for working with students on completing their [RCSD Student Goal Sheets](#). Teachers meet with each of their students to determine what the individual student's goal should be for the current school year. Once the goal is set, teachers meet with each student regularly to determine progress or if assistance is needed.

Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes. Parents have access to the Powerschool Parent Portal where they can access student grades at any time. Progress reports and Report Cards are available to parents each nine weeks.

SEL & Student Support

Rankin County School District has a partnership with Region 8 that provides school based mental health therapists and nurses in our schools. Beginning in school year 21-22 and beyond, we implement teacher led SEL lessons for grades Pre K - 12 a minimum of two times a month. RCSD has four mental health therapists in addition to the one crisis counselor we have had for several years. We also have 14 school based RCSD nurses. We also have 11 behavior specialists.

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 and 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 Grade Results and correspondence courses from state universities.

Some academic supports that are in place include things such as summer enrichment programs and tutoring session times available during flex block (where offered), before and after school. Students identified as needing extra academic support are scheduled in a course block 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 enable them to explore their career interests and future ready skills. Students are also afforded opportunities through College- and Career- Readiness, Work Based Learning and academy opportunities to be exposed to real world experiences and obtain knowledge and skills beyond the classroom.

Adult/Student Relationships

In 2021-22 and beyond, we implemented teacher-led SEL lessons for grades pre-K through 12 a minimum of 2 times per month. Additionally, 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 frequently 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 the guidance department goals and vision are aligned with the school goals and vision.

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

Through analyzing the yearly counselor needs assessment results, 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 counselor newsletters are provided through "Resources for Educators." Administrators and counselors use the school webpage and social media platforms to deliver information to their audience daily. All RCSD webpage and social media platforms are also available to be translated in other languages.

Collaborative Work Orientation

Teachers participate in 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 to keep them accountable for classroom management and effective instruction.

Back to School 2023-24 - Professional Development - This back to school professional development is provided for all elementary & secondary teachers in the RCSD. Teachers and staff may choose programs of interest for morning and afternoon sessions. In addition, RCSD offers the following:

- Principal Academy
- Pre K-12 Principal Meeting
- Superintendent Teacher Advisory
- Superintendent Student Advisory
- Principal Advisory
- R.I.S.E. - RCSD Induction, Support, and Encouragement Program (new teachers with 0-3 years of experience - 3 year mentoring program)

Staff regularly participates and engages in PLC's and professional development to enhance their teaching and instruction through the support and guidance of peers. Sharing of lessons and assignments 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.

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 the 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, 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 evidenced-based, innovative instructional practices to engage and help with the challenging students in their classrooms.

Staff members are provided opportunities 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.

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. 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 can speak confidently to stakeholders in the community and school regarding these decisions.

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

Professional Inquiry

National standards and research-based tools are used by teachers and are 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.

Shared Mission & Vision/ Leadership

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.

Change Agent / Leadership

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.

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. The Rankin County School District has an Elementary Instructional Data Specialist and a Secondary Instructional Data Specialist that supports the school leaders and teachers.

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.

Culture of High Expectations

The principal holds staff accountable for ensuring the success of each student through 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.

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 regular 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.

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.

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. 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.

County Office personnel and school principals are 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 from students. It can be reported anonymously.
- 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.
- RCSD has 13 nurses and 1 nurse manager for the 2023-2024 school year.

- RCSD has 4 mental health therapists for the 23-24 school year to add to our 1 crisis counselor to help deal with student mental health needs.
- Career Speakers: All RCSD schools have career speakers who either visit the schools at various times during the school year or ZOOM with groups.
- Partnership with local businesses to provide student rewards/incentives
- Region 8 Partnership: Region 8 provides school based mental health therapists and nurses in our schools.
- 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 eat lunch in any RCSD school cafeteria on any school day. This encourages healthy relationships between RCSD students and First Responders.
- Elementary & 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 (Kindness 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.
- 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 Intervention 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 to discuss schedules and career planning and are available to discuss with parents/guardians. The student's ISP is shared electronically with parents. This meeting takes place after their 9th, 10th, and 11th grade years.
- RCSD Career Fair: Local businesses and organizations participate in the career fair and students in grades 11th and 12th attend.
- 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. ZOOM and video platforms are also used to conduct these meetings. Counselors utilize

CANVAS in the middle and high schools for students to be able to find information in a centralized place.

- Awards programs: Local schools hold awards programs to recognize students for a wide variety of accomplishments, not limited just to academics.

School/Program Sustainability

Advisory Councils are created by counselors and administrators at each school and the superintendent on the district level. Our district theme includes #EverythingMatters and #Tradition of Excellence. 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. We also offer a wide variety of AP courses. We have a district Strategic Plan Summary that our superintendent has made public and visible to all by placing posters in all local schools to create community awareness of district goals, mission, and vision. Each department in our district office and each school has its own strategic plan that aligns with the district plan.

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. Students in grades PreK-6 were also issued a device by RCSD to work remotely if needed and to enhance educational opportunities for all students.

Collaborative Work Orientation

Staff meets and collaborates with building level peers and has common planning time in many of our schools in order to enhance cross curricular and vertical development. Staff also attend regularly scheduled district training / ZOOMS and professional developments. In school year 2019-2020, Rankin County Schools began 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). In the Spring of 2020, Rankin County School District became a District of Innovation. This following document is a summary of the plan that was submitted to MDE - [RCSD - District of Innovation Application - Summary](#).

Pelahatchie High School Dropout Prevention Plan 2023-2024



Voncille Anderson, Principal
Philip Nelson, Assistant Principal

213 Brooks Street
Pelahatchie, MS 39145
601-854-8135

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DROPOUT PREVENTION TEAM

Voncille Anderson, Principal
Philip Nelson, Assistant Principal
Brandi Johns, Counselor
Emily Collins, SPED Teacher
Leslie Hebert, Instructional Coach
Dustin Merchant, Transportation Supervisor/ Interventionist
Eles Renfroe, Librarian
Kessie Key, Teacher
Tammie Bright, Teacher
Jerrick Porter, Teacher
Robin Sanders, Elementary Principal
Tracy Yates, CTE Director
Ginger Jones, District Administrator - Student Support Services

The purpose of the dropout prevention team is to provide the necessary means to unify, focus, and target efforts to improve attendance, behavior, and course performance (the ABCs). It combines up-to-date student data on the ABCs with a multi-tiered response system to support students. This includes teachers and administrators who have access to the data, time committed to regularly intervene with students, and the people to make it happen.

Pelahatchie High School

2022-2023 Statistics

Student Population	356 Students White - 243 Black - 78 Hispanic - 9 Asian - 1 Multiple Ethnicities - 25 Students with Disabilities - 45 504 Students - 13
Teacher Population	37
Free/Reduced Lunch Population	67.75%
Attendance Rate (ADA)	92.86%
Graduation Rate	84.9%
Dropout Rate	8.2%
Discipline Infractions	15% of students had at least one discipline infraction

Available Data:

- Monthly attendance summary reports
- Monthly behavior data
- Benchmark reports
- EOY Results reports

RESTRUCTURING GOALS

Attendance:

1. Based on attendance data obtained from PowerSchool, PHS will increase daily attendance by 1.5% per semester with an overall goal of 95.65% ADA by the end of the 2023-2024 school year.
2. Based on attendance data obtained from PowerSchool, students who were chronically absent (25+ days) in 2022-2023 will decrease absences by 20% in 2023-2024.

Behavior:

3. Based on discipline data obtained from PowerSchool, PHS will decrease the number of students receiving referrals from 15% in 2022-2023 to 12% in 2023-2024.
4. Based on discipline data obtained from PowerSchool, students who received multiple out-of-school suspensions in 2022-2023 will decrease suspensions in 2023-2024 by 50%.

Course Performance:

5. Based on PHS benchmark data, scores in the individually identified deficient standards will increase by 3% with an overall goal of 60% proficiency on EOY assessments.
6. Based on data from PowerSchool Teacher Gradebooks, the number of Fs earned at the end of each quarter will decrease by 20%.

Goals will be met by implementing the strategies listed in the charts below.

TIER I INTERVENTIONS:

Goal #	Intervention	Description	Attendance	Behavior	Course Performance
1-6	Positive Office Referral	Teachers submit referrals to administrators who recognize students and make positive contacts with parents.	X	X	X
1-6	Chieftain Cards	Cards are distributed to all students at the beginning of the year. Students can earn additional cards, incentives, and recognition based on continued effort.	X	X	X
1-6	Talk to Parent / Call Home	Attendance clerk calls for each absence. Teacher calls for behavior / academic issues. Contact is logged in a school-wide parent contact Google Sheet.	X	X	X
1-6	Student Advisory Meetings	The counselor and career coach conduct monthly student advisory meetings with character development and career readiness as focus areas.	X	X	X
1-6	Student of the Month	Students are nominated for SOTM based on attendance, behavior, and course performance.	X	X	X

1-4	Use of AMOS to Track Attendance and Disciplinary Infractions	Principal, counselor, MDE attendance officer, and district specialist from Student Support Services meet monthly to review data.	X	X	
5-6	Schoolwide Focus on Literacy	Students will engage in “low stakes writing” in every class. This on-demand writing will help students think and reflect while they are learning content.			X
5-6	After School Tutoring Program	After school tutoring will be offered at no charge to students who are performing below average.			X
5-6	Weekly Teacher Observations	Teachers are observed with feedback biweekly to ensure coherent sequence of learning.			X

TIER II INTERVENTIONS:

Goal #	Intervention	Description	Attendance	Behavior	Course Performance
1-6	Assign Case Manager	Case manager checks with those assigned to monitor students.	X	X	X
1-6	Check In / Check Out	Student checks in and out with assigned adult each day.	X	X	X
3-4	Social Skills Training	Small group classes are conducted by the counselor.		X	

5-6	Data Tracking	Common assessments and universal assessments will be tracked.			X
5-6	Learning Strategies	Students who score in the lowest performing group will be placed in learning strategies.			X

TIER III INTERVENTIONS:

Goal #	Intervention	Description	Attendance	Behavior	Course Performance
3-6	MTSS Referral Tiered Support	Students in Tier III are automatically in the “off track” for graduation group.		X	X
1-6	Staff Member Advocate	Assign a staff member who checks on the designated student on a daily basis.	X	X	X
1-6	Career Coaching Services for Student and Family	Career Coach will meet with students and parents to prepare for post-graduation expectations.	X	X	X
3-4	Functional Behavior Assessment	FBA will be conducted on all students who are at risk for alternative placement.		X	
3-4	Behavior Intervention Plan	BIPs will be implemented for all students who are at risk for alternative placement.		X	
1-6	Chieftain Community of Mentors	Mentors will be assigned for students who meet academic and behavior requirements.	X	X	X