

2020-2021 Dropout Prevention Plan Canton Public School District



Gary Hannah, Superintendent, CPSD

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CPSD's Dropout Prevention Team

| Team Member | Position |
|-------------------------|--|
| Mr. Gary Hannah | Superintendent |
| Dr. Pamela Self | Principal, Canton High School |
| Ms. Victoria Johnson | Executive Director, Secondary Schools |
| Dr. Candra Nelson Scott | Executive Director, Elementary Schools |
| Mrs. Shoney Harris | Director, Early Childhood Education |
| Mrs. Valerie Dillard | Graduation Coach/Lead Counselor, Canton High School |
| Mr. Michael Ellis | Principal, Huey Porter Middle School |
| Mrs. Tina Manning | Principal, Nichols Middle School |
| Ms. Kari Johnson | Principal, 9 th Grade Academy |
| Mrs. Tarro Funches | English Learners Coordinator |
| Mrs. Marsha Warfield | Interventionist/Instructional Specialist/Secondary TST Coordinator |
| Ms. Shelia Anthony | Director, Exceptional Education |

Summary of Relevant Data Used to Develop the Dropout Prevention Plan

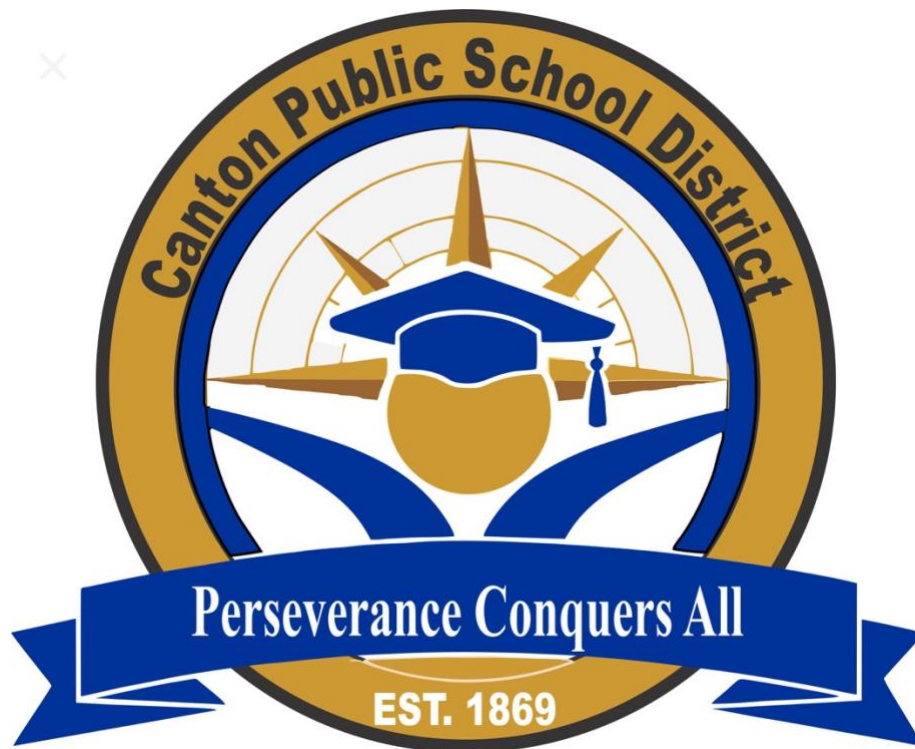
| Most Recent Data Indicator | Percentage or Value |
|---|----------------------------|
| 2019-2020 Graduation Rate (District Estimate) | 76% |
| 2019-2020 Four Year Graduation Rate/Special Education | 10% |
| 2019-2020 Average ACT Score (District Estimate) | 16 |
| 2018-2019 CPSD Chronic Absenteeism Rate | 14% |
| 2018-2019 Percentage English Learners | 17% |
| 2018-2019 CPSD Reading Proficiency | 25% |
| 2018-2019 CPSD Math Proficiency | 35% |
| 2018-2019 CPSD Reading Growth | 49% |
| 2018-2019 CPSD Math Growth | 66% |
| 2018-2019 CPSD Reading Growth/Lowest Quartile | 53% |
| 2018-2019 CPSD Math Growth/Lowest Quartile | 69% |
| 2018-2019 CPSD Out of School Suspensions | 15% |

Dropout Prevention Goals and Strategies

| Overarching Strategies and S.M.A.R.T. Goals | Action Steps |
|---|--|
| <p>I. Reduce the retention rate of students in Grades Kindergarten-2nd by 20% by 2023.</p> | <ol style="list-style-type: none"> 1) Provide intensive professional development to Pre-K-2 teachers on best practices for providing high quality Tier 1 instruction around the five components of reading instruction: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. 2) Intervene early and often when data indicates that students are at risk of retention. 3) Administer intensive Tier 2 support through a substantial focus on teacher-led small groups within classrooms. 4) Utilize specially trained interventionists to provide targeted, supplemental learning and support to identified students in small groups. 5) Work in tandem with local childcare providers to ensure that students are Pre-K ready through joint professional development and shared instructional resources. 6) Address the needs of students with disabilities and other special needs through specific safety nets designed to close learning gaps. 7) Implement multiple Pre-K classes at elementary sites to provide quality learning environments at an early age. 8) Provide summer enrichment and after-school programs in early grades to close learning gaps. |
| <p>II. Target subgroups that need additional assistance to meet graduation requirements; increase the four year graduation rate of students with disabilities by 20% by 2023; increase the four year graduation rate of English Learners by 20% by 2023; increase the four year graduation rate of bottom</p> | <ol style="list-style-type: none"> 1) Implement learning support strategies in middle schools that are designed to prepare students to meet graduation requirements. 2) Improve the overall quality of Tier I instruction and Tier II and Tier III interventions to assist students with meeting grade level expectations, with enhanced support provided for special education, English Learners, and bottom quartile students. (See <i>Proactive Support Guide</i>, attached) |

| | |
|---|--|
| <p>quartile students by 20% by 2023.</p> | <p>3) Regularly review the three strongest predictors of high school graduation beginning at the <u>6th grade level</u>: <i>student attendance, behavior, and course performance</i>; develop and implement safety nets designed to bring at-risk students back on track for graduation.</p> |
| <p>III. Implement dropout recovery initiatives that focus on students age 17-21 who dropped out of school; recover at least 10% of dropouts each year through 2024 at least and beyond as needed.</p> | <p>1) Partner with local agencies such as the Ed Center and the WIN Job Center to provide additional graduation options outside of the Canton Public School District. 2) Explore the possibility of re-establishing a district GED program. 3) Increase the number of CTE Programs offered to high school students to motivate students who may be career ready to graduate.</p> |
| <p>IV. Continue to implement transition programs that support students who have been detained at Juvenile Detention Centers each school year through 2023 and beyond.</p> | <p>1) Continue to implement procedures for Juvenile Detention Centers to notify the district of students' detainment. 2) Continue to coordinate with Juvenile Detention Centers to provide students' data, current assignments, and insight on students' academic and behavioral needs. 3) Hold mandatory TST meetings on students once they return from detainment at Juvenile Detention Centers.</p> |
| <p>V. Refine and enhance the district's existing MTSS program to improve the quality of Tier I instruction and interventions for Tier II and Tier III students; reduce the number of students referred for Tier III instruction beyond 7th grade by 25% by 2023; increase the number of students who exit the English Learners program within four years by 20% by 2023.</p> | <p>1) Implement the district's <i>Proactive Support Guide</i> (attached). 2) Provide focused language acquisition interventions within classes and through pull-out instructional support. 3) Provide tailored interventions tied to students' learning needs based on goals within students' Individualized Education Plans (IEPs).</p> |

2020-2021 Restructuring Plan
Canton High School



Gary Hannah, Superintendent, CPSD
Dr. Pamela Self, Principal, Canton High School

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Restructuring Plan for Canton High School and Feeder Schools (*Nichols Middle School, Huey Porter Middle School, and Canton Ninth Grade Academy*)

Canton High School's Restructuring Team

| Team Member | Position |
|----------------------|--|
| Dr. Pamela Self | Principal, Canton High School |
| Mr. Rodney Harris | Director, Canton Career Center |
| Ms. Victoria Johnson | Executive Director, Secondary Schools |
| Mrs. Valerie Dillard | Graduation Coach/Lead Counselor, Canton High School |
| Mr. Michael Ellis | Principal, Huey Porter Middle School |
| Mrs. Tina Manning | Principal, Nichols Middle School |
| Ms. Kari Johnson | Principal, 9 th Grade Academy |
| Mrs. Tarro Funches | English Learners Coordinator |
| Mrs. Marsha Warfield | Interventionist/Instructional Specialist/Secondary TST Coordinator |
| Ms. Shelia Anthony | Director, Exceptional Education |

Summary of Relevant Data Used to Develop the Restructuring Plan

| Most Recent Data Indicator | Percentage or Value |
|---|----------------------------|
| 2019-2020 Graduation Rate (District Estimate) | 76% |
| 2019-2020 Average ACT Score (District Estimate) | 16 |
| 2018-2019 CPSD Chronic Absenteeism Rate | 42% |
| 2018-2019 Percentage English Learners | 13% |
| 2018-2019 CHS Reading Proficiency | 25% |
| 2018-2019 CHS Math Proficiency | 33% |
| 2018-2019 CHS Reading Growth | 56% |
| 2018-2019 CHS Math Growth | 93% |
| 2018-2019 CHS Reading Growth/Lowest Quartile | 63% |
| 2018-2019 CHS Math Growth/Lowest Quartile | 99% |
| 2018-2019 CHS Out of School Suspensions | 37% |

School Restructuring Plan Goals

| | |
|----------------|---|
| Goal 1: | Increase Canton High School's graduation rate to above 85% by 2024. |
| Goal 2: | Personalize students' paths to graduation and increase positive post-secondary outcomes as evidenced by a 20% increase in students who have entered institutions of higher learning or the workforce by 2024. |
| Goal 3: | Begin students' paths to graduation and increase positive post-secondary outcomes earlier as evidenced by a 20% increase in the number of students who have taken and passed two SATP areas by the time they enter 10 th grade; increase the number of 8 th grade students who score 17 or above on the ACT by 20% by 2024. |
| Goal 4: | Improve students' college and career readiness through focused professional development for teachers as evidenced by a 20% increase in the number of 6-12 teachers rated as Level 4 on the Mississippi Professional Growth System. |

SMART Goal

Goal 1: Increase Canton High School's graduation rate to above 85% by 2024.

Focus Area: Attendance Behavior Course Performance Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|----------|--|---|--|--|
| Ongoing | Conduct monthly student advisory meetings with character development and career readiness as focus areas | Curriculum and teaching resources | Curriculum Personnel Principals Counselors Teachers | 6 th -12 th Students |
| Ongoing | Ensure that students in grades 8-12 complete individual success plans; focus students' curriculum choices around indicators in the success plan | CEP Curriculum | Curriculum Personnel Principals Counselors | 8 th -12 th students |
| Ongoing | Increase the number of Career Exploration internship offerings by 30% by 2023; begin internships in 8 th grade | Volunteers to serve as business mentors Students' Individual Success Plans | Principals Counselors Local businesses and community leaders | 8 th -12 th students |
| Ongoing | Continue to conduct the Reality Fair for 9 th graders to expose them to career and life readiness; begin offering the program to 8 th graders in Spring 2022 | Volunteer businesses | Principals Counselors Local businesses and community leaders | 8 th -9 th students |

| | | | | |
|---------|--|---|--|--|
| Ongoing | Identify students who are at risk of dropping out using attendance, academic data, and behavioral data; provide ongoing Tier 2 and Tier 3 interventions to identified students beginning in 7 th grade; decrease chronic absences by 50% by 2023. | Curriculum Assessment measures Attendance data | Principals Curriculum personnel Counselors Teachers | 7 th -12 th students |
| Ongoing | Advocate multiple paths to graduation for all students based on their individual needs beginning in 9 th grade; implement intensive interventions for specified populations including special education students and English Learners; use Credit Recovery as a process to accelerate students' learning as well as to assist students in recovering missed credits due to course failure | Data (academic and behavioral) Funding for Credit Recovery program | Principals Curriculum personnel Exceptional Education Director Counselors | 7 th -12 th students |
| Ongoing | Provide intensive remediation services (after school and during summer) for students predicted to score below passing on SATP exams and students who have previously failed SATP exams | Funds for stipends for teachers | Principals Curriculum staff Teachers | 9 th -12 th students |

| Plan to Progress Monitor | | |
|---------------------------------|--|--|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| Ongoing | Increase in the number of students who pass SATP exams upon first administration | Increase tutorial offerings to students as needed |
| Ongoing | Increase in the number of students who graduate based on the use of credit recovery and/or credit acceleration | Adjust district policies and requirements as needed for the continued use of credit recovery/credit acceleration |
| Ongoing | Increase in the number of students who participate in career internships | Bring mentors to schools as needed when students cannot go to actual companies (i.e., middle school students) |
| August 2020-May 2023 | Decrease in chronic absences | Safety nets for students to complete coursework due to excused absences |

| SMART Goal | | | | |
|--|--|--|--|--|
| Goal 2: Personalize students' paths to graduation and increase positive post-secondary outcomes as evidenced by a 20% increase in students who have entered institutions of higher learning or the workforce by 2024. | | | | |
| Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input checked="" type="checkbox"/> Other | | | | |
| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
| August 2020-May 2024 | Begin exposure to post-secondary institutions in middle school. | Funds for field trips to colleges and universities | Curriculum staff Principals Counselors | 7 th -8 th students |
| Ongoing | Provide quality Tier II and Tier III interventions to students who struggle with grade-level content standards before entry into 10 th grade | Remediation curricula (i.e., Edgenuity, USA Test Prep, iReady, etc.) | Principals Teachers Interventionists Curriculum Staff | 6 th -9 th students |
| Ongoing | Provide Dual Enrollment opportunities for eligible students; increase the number of students who earn a B or higher in dual enrollment courses by 20% by 2024. | Funding for courses | Holmes Community College, Principal, Counselor | 11 th and 12 th students |

| | | | | |
|--------------------------|---|---|--|--|
| Ongoing | Identify advanced middle school students to take the ACT each year | Funding for ACT costs | Curriculum Personnel Principals Counselors | 6 th -8 th students |
| August 2020- May 2023 | Increase the number of Career Exploration internship offerings by 30% by 2023; begin internships in 8 th grade | Volunteers to serve as business mentors Students' Individual Success Plans | Principals Counselors Local businesses and community leaders | 8 th -12 th students |

Plan to Progress Monitor

| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
|---------|---|---|
| Ongoing | Progress monitoring data, performance on MAAP assessments | Increase remediation for students who are not on track to pass SATP exams |
| Ongoing | Student surveys after college visits | Expand college visits based on students' interest |
| Ongoing | Student status surveys after graduation | Increase offerings the following year based on previous year's status reports as needed |

SMART Goal

Goal 3: Begin students' paths to graduation and increase positive post-secondary outcomes earlier as evidenced by a 20% increase in the number of students who have taken and passed two SATP areas by the time they enter 10th grade; increase the number of 8th grade students who score 17 or above on the ACT by 20% by 2024.

Focus Area: Attendance Behavior Course Performance Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|----------------------|--|-------------------------|--|--|
| August 2020-May 2024 | Provide ACT Prep to students to prepare for the ACT; increase the average ACT score for juniors to 18 by 2024. | ACT Prep curriculum | Curriculum personnel, Principal, Teachers | 10 th -12 th students |
| August 2020-May 2024 | Provide Dual Enrollment opportunities for eligible students; increase the number of students who earn a B or higher in dual enrollment courses by 20% by 2024. | Funding for courses | Holmes Community College, Principal, Counselor | 11 th and 12 th students |
| Ongoing | Identify advanced middle school students to take the ACT each year | Funding for ACT costs | Curriculum Personnel Principals Counselors | 6 th -8 th students |

Plan to Progress Monitor

| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
|---------|--|--|
| Ongoing | Increase in the scores of 6-8 students; higher scores once students test officially in 11 th grade | Begin with the highest performing students; decrease the testing eligibility requirements each year until 50% of all 6-8 students are tested in a given year |
| Ongoing | Increase in the number of students who are eligible for dual enrollment courses; increase in the number of students who earn a B or higher | Ensure that 9 th and 10 th grade students are on track to be eligible for courses by 11 th grade. |
| Ongoing | Increase in the average ACT score for juniors. | Ensure that students are exposed to ACT prep content and or format in the prep courses and additional courses, i.e., electives and non-tested area content courses |

SMART Goal

Goal 4: Improve students' college and career readiness through focused professional development for teachers as evidenced by a 20% increase in the number of 6-12 teachers rated as Level 4 on the Mississippi Professional Growth System.

Focus Area: Attendance Behavior Course Performance Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|----------|--|--|--|--|
| Ongoing | Use Professional Learning Communities (PLCs) to discuss content specific strategies to improve students' academic achievement | Time for PLCs Grade Level Standards Consultant support as needed | Principal Curriculum Department Teachers | 6 th -12 th teachers |
| Ongoing | Conduct frequent data meetings to monitor students' progress and to assess teachers' instructional practices | Test item banks Data Planning Time | Principals Curriculum Department Teachers | 6 th -12 th teachers |
| Ongoing | Provide job embedded professional development to all tested area teachers and intensive job embedded professional development to struggling teachers | Funds for consultants | Principals Curriculum Department Consultants | 6 th -12 th teachers |

Plan to Progress Monitor

| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
|---------|--|--|
| Ongoing | Increased teacher capacity as evidenced by students' growth on assessment measures and teachers' growth on Mississippi's Professional Growth System. | Develop additional teacher support methods as needed based on data (including improvement plans as needed) |