

2021-2022 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. Henry Doyle	Principal, Huey Porter Middle School
Dr. Chuonna Anderson	Principal, Nichols Middle School
Ms. Kari Johnson	Principal, 9 th Grade Academy
Mrs. Tarro Funches	English Learners Coordinator
Dr. Shelia Anthony	Director, Exceptional Education

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.

	<p>7) Implement multiple Pre-K classes at elementary sites to provide quality learning environments at an early age.</p> <p>8) Provide summer enrichment and after-school programs in early grades to close learning gaps.</p>
<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 quartile students by 20% by 2023.</p>	<p>1) Implement learning support strategies in middle schools that are designed to prepare students to meet graduation requirements.</p> <p>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> <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.</p> <p>2) Explore the possibility of re-establishing a district GED program.</p> <p>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.</p> <p>2) Continue to coordinate with Juvenile Detention Centers to provide students' data, current assignments, and insight on students' academic and behavioral needs.</p> <p>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</p>	<p>1) Implement the district's <i>Proactive Support Guide</i> (attached).</p>

<p>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>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>
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2021-2022 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. Michael Ellis	Director, Canton Career Center
Ms. Victoria Johnson	Executive Director, Secondary Schools
Mrs. Valerie Dillard	Graduation Coach/Lead Counselor, Canton High School
Mr. Henry Doyle	Principal, Huey Porter Middle School
Dr. Chuonna Anderson	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
Dr. Shelia Anthony	Director, Exceptional Education

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				
<p>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.</p> <p>Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input checked="" type="checkbox"/> Other</p>				
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)