

ROADMAP TO SUCCESS:

A FRAMEWORK FOR DISTRICT DROPOUT

PREVENTION PLANS



Lafayette County School District

100 Commodore Drive
Oxford, Mississippi 38655
Telephone: 662-234-3271
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Adam Pugh, Ph.D.
Superintendent

TO: Dr. Adam Pugh, Superintendent
FROM: Patrick Robinson
DATE: September 21, 2016
RE: District Dropout Prevention Plan

Attached is the 2016-2017 Dropout Prevention Plan. The attached plan needs LCSD School Board approval (with School Board President's signature).

Approved by
Lafayette County School Board
October 3, 2016
Date

Roadmap to Success: A Framework for District Dropout Prevention Plans

Requirement

Following the completion of the needs assessment, the district dropout prevention team will detail the implementation of current district-level initiatives related to K-12 dropout prevention, in addition to proposed initiatives. The plan shall include the following components:

1. A District Dropout Prevention Plan cover sheet and Dropout Prevention Team sign-off sheet, containing the following information:
 - The local contact person's name, position, title, address, telephone number, and fax v number
 - The district name and a list of the schools (elementary, middle and high) within the district
 - The names and signatures of district dropout prevention team members
2. A Statement of Assurance, containing the following information:
 - The district dropout prevention team leader's name, title, address, telephone number, and fax number
 - The approval signature of the district superintendent and school board chair
3. Outcomes of the needs assessment
 - Identification of students in need of targeted assistance
 - Identification of potential risk factors
 - Needs statements
 - Prioritization of needs
4. Details of current district initiatives
 - Addressing the MDE's Five Strategic Initiatives
 - Addressing the National Dropout Prevention Center's (NDPC) 15 Strategies for Dropout Prevention
 - Highlighting school level impact (elementary, middle, high school)
5. Proposed initiatives with prioritized actions. Both current and proposed initiatives should include:
 - District goals that describe the overall end result the district wishes to achieve to address dropout prevention. (Note: Local districts may require school-level plans based on individual school needs and variations in dropout rates). The goals should be:
 - Derived from the prioritized needs of the school
 - Stated in terms of student outcomes
 - Measurable
 - Specific and clear
 - Ambitious
 - Achievable
 - Long-term (three to five years)

- Based on established start date and completion dates
- Benchmarks to serve as implementation checkpoints, to allow a district to assess how well it is progressing towards its goal
- A description of the persons who will be responsible for the implementation of the goal
- An evaluation component that provides evidence of the achievement of the objective
 - The evaluation component should:
 - Be measurable
 - Be directly related to the objective
 - Include evaluation data collected along the way (when possible)
 - Identify the source of evaluation information identified

A Framework

To assist districts with the development of individual dropout prevention plans, the information contained in this document provides a template that district dropout prevention teams may use as a framework. The completion of each section of this document will fulfill the requirements for a District Dropout Prevention Plan. The Mississippi Department of Education Office of Dropout Prevention encourages districts to adapt this document, as needed, to account for individual district requirements.

Should you require any additional information on these of this document, or on the development of your District Dropout Prevention Plan, please contact Ms. Toni Kersh, Director, Office of Dropout Prevention, by email at tkersh@mde.k12.ms.us, or by telephone at (601) 359-3177.

**Part I. Dropout Prevention Plan
Cover Sheet**

School District: Lafayette County School District

Superintendent: Adam Pugh
(please print or type)


(signature)

Principal: Glenn Kitchens
(please print or type)


(signature)

School Name: Lafayette High School

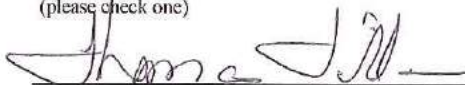
 Elementary Middle x High Other
(please check one)

Principal: Chad Chism
(please print or type)


(signature)

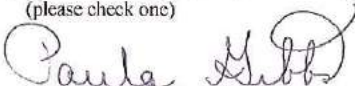
School Name: Lafayette Middle School

Principal: Thomas Tillman
(please print or type)

 Elementary x Middle High Other
(please check one)

(signature)

School Name: Lafayette Upper Elementary

Principal: Paula Gibbs
(please print or type)

 x Elementary Middle High Other
(please check one)

(signature)

School Name: Lafayette Elementary School

Principal: _____
(please print or type)

 x Elementary Middle High Other
(please check one)

(signature)

School Name: _____

Principal: _____
(please print or type)

 Elementary Middle High Other
(please check one)

(signature)

School Name: _____

Principal: _____
(please print or type)

 Elementary Middle High Other
(please check one)

(signature)

School Name: _____

 Elementary Middle High Other
(please check one)

Part III. Statement of Assurance

On behalf of the Lafayette County School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate to 85% by 2018- 2019; 2) reduce the state dropout rate by 50% by 2016-2017; and 3) reducing the truancy rate by 50% by 2016-2017.

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:

Name: Adam Pugh

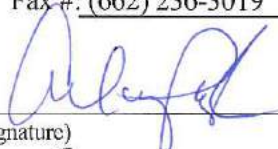
Title: Superintendent

Mailing Address: 100 Commodore Drive Oxford, MS 38655

Telephone #: (662) 234-3271

Fax #: (662) 236-3019

District Superintendent: Adam Pugh
(please print)


(signature)

School Board Chair: Bill McGregor
(please print)


(signature)

Part IV. 2016-2017 District Data Form

District Name: Lafayette County Schools

Graduation Rate: 86.7% Dropout Rate: _____ Truancy Rate: 3.94%

| | Elementary School | | Middle School | | High School | |
|---------------------------------|--------------------------|-------------------|----------------------|-------------------|--------------------|-------------------|
| School Data | | | | | | |
| Number of Schools | 2 | | 1 | | 1 | |
| Cumulative Enrollment | 1373 | | 661 | | 811 | |
| Counselor / Student Ratio | 1/686 | | 1/330 | | 1/405 | |
| Student Demographic Data | | | | | | |
| | Number | Percentage | Number | Percentage | Number | Percentage |
| Female | 682 | 49.6 | 319 | 48.2 | 392 | 48.3 |
| Male | 691 | 50.3 | 342 | 51.7 | 419 | 53.0 |
| Asian | 7 | >1 | 3 | >1 | 3 | >1 |
| Black | 295 | 21 | 188 | 28.4 | 252 | 28.5 |
| Hispanic | 26 | 1.8 | 24 | 3.6 | 15 | 1.4 |
| Native American | 2 | >1 | 0 | 0 | 0 | 0 |
| White | 1016 | 74 | 441 | 66.7 | 534 | 66 |

Staff Demographic Data (Teachers / Administrators)

| | LES/LUES | | LMS | | LHS | |
|-----------------|-----------------|------------|------------|------------|------------|------------|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| Female | 98 | 99.0 | 41 | 80.4 | 50 | 61.8 |
| Male | 1 | 1.0 | 10 | 19.6 | 31 | 38.2 |
| Asian | 0 | 0 | 0 | 0 | 1 | 1.2 |
| Black | 6 | 6.0 | 2 | 3.92 | 8 | 9.9 |
| Hispanic | 1 | 1.0 | 1 | 1.98 | 3 | 3.7 |
| Native American | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 92 | 93.0 | 48 | 94.1 | 69 | 85.2 |

Part IV. 2016-2017 District Data Form (Continued)

MAP Data - Percent Proficient or Above

| | Reading/Language Arts | Math | Science |
|------------------|------------------------------|-------------|----------------|
| Grade 2 | N/A | N/A | |
| Grade 3, 4 and 5 | 45.1% | 37% | 74.9 |
| Grade 6, 7 and 8 | 34.8% | 40.7% | 71% |

High School Subject Area Tests - Percent Proficient or Above

| | Algebra I | US History | Biology | English II |
|--|------------------|-------------------|----------------|-------------------|
| | 64% | 65% | 66% | 51% |

Part VI. Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: increasing the district graduation rate; reducing the district dropout rate; and reducing the district truancy rate. Please provide an elaboration of each program on separate attachments, labeled Appendix A - Current District Initiatives.

| 15 Dropout Prevention Strategies | District-wide | Pre-kindergarten | Elementary School |
|----------------------------------|---------------|---|---|
| Systemic Renewal | | 2006-07 LES began pre-kindergarten program as part of the organization/ structure of the early intervention program | Weekly grade level meetings to evaluate instructional goals and practices. Adjust teaching and assessment to reflect needs of diverse learners. |
| School – Community Collaboration | | Informative student orientation prior to back to school open house. Participate in faith based parent-school community panel | Informative student orientation prior to back to school open house. Participate in faith based parent-school community panel. Work with community based Foster Grandparent Program to provide tutoring. Participate in work study program providing reading tutors through local university. |
| Safe Learning Environment | | School- wide discipline program with classroom incentives and rewards for class behavior. Character education program with weekly emphasis and classroom developmental sessions | School- wide discipline program with classroom incentives and rewards for class behavior. Character education program with weekly emphasis and classroom developmental sessions. Provide training in differentiated instruction and risk free student participation. |
| Family Engagement | | Weekly news letters, web-site information, internet communication | Weekly news letters, web-site information, internet communication |
| Early Childhood Education | | Provide training for Pre-K teachers to improve skills specific to teaching 4 year-olds. | |
| Early Literacy Development | | Provided teacher training in literacy center management and instruction. | Provided teacher training in literacy center management and instruction. Align instruction with new language arts and math benchmarks. Provide training in research based reading and writing interventions. Provide two reading interventionist to work with small groups of at risk students. |
| Mentoring / Tutoring | | | Partner with HS ROTC and Big Brothers and Sisters to provide mentors to elementary students. |
| Service-Learning | | | |
| Alternative School | | | |

| Dropout prevention strategies | District-wide | Pre-kindergarten | Elementary School |
|--------------------------------|---------------|---|---|
| After-School Opportunities | | Provide Pre-K program that runs until 5:30 to assist working parents. | Offer after-school care that includes homework help, partner with Leap Frog and Boys and Girls Club. |
| Professional development | | Provide funds for pre-k teachers to attend state early childhood conference | Provide training in research based reading interventions and classroom literacy center management. Offer staff development through No. MS. Consortium. Provide teacher substitutes for day long grade level planning. Provide funds for teachers to attend nationally recognized workshops. |
| Active learning | | | Provide training in classroom management and small group instruction to improve classroom environment |
| Educational technology | | | Train and implement integration of Accelerated Reader and Classworks with reading instruction |
| Individualize Instruction | | | Adjust emphasis in language arts teaching to match learners' levels through guided reading and writing instruction. Work with TST to create interventions to meet individual student needs. |
| Career and technical education | | | |

| 1.5 Dropout Prevention Strategies | Upper Elementary School | Middle School | High School |
|--|--|---|---|
| <p>Systemic Renewal</p> | <p>Bimonthly subject area grade level meetings, Monthly faculty meetings School counselors meet during the summer to discuss students who are moving from one building to the next and pass on relevant information about students who will need to be monitored the following school year, Teacher support team meets weekly to address needs of at risk students List of students with failing grades is evaluated every 4 1/2 weeks.</p> | <p>Title I part C Migrant Education Programs Mississippi Curriculum Test (MCT2) State Science Test</p> | <p>Subject area meetings each semester to evaluate instructional goals and practices. Adjust teaching and assessment to reflect needs of diverse learners.</p> |
| <p>School – Community Collaboration</p> | <p>Monthly PTO meetings Work study program through UM to provide tutors to students in need Reading with Rebels – Ole Miss Athletes spend time in the classrooms reading to students Kiwani’s Club provides one new bicycle and helmet to one child from each grade who is picked as the Most Improved Reader for their grade Therapist from the local mental health agency is housed at school to work with students who have a mental health diagnosis Students from the UM counseling program work with 5-10 students and provide play therapy services</p> | <p>Title X, Part C Homeless children and Youth Act. Family Literacy Tutors from the University of Mississippi. Student teachers through the University of Mississippi. Monthly PTO Newsletters United Way Fundraiser Keys to Success through a local bank. Special Programming- Veterans Day Yearly Open House. Mental Health School-based Therapist University-based play therapists</p> | <p>Ninth grade orientation for students and parents. Community businesses assist in providing rewards for good behavior. Collaboration with Ole Miss for teacher training. Collaboration with community businesses and professionals for Shadow Day to learn about careers. School facilities used for community functions.</p> |
| <p>Safe Learning Environment</p> | <p>Zero tolerance policy for bullying Resource Officer School-wide discipline program Crisis management plan in place Access to school by the front door only Visitors must check in and wear pass Photo ID is required to check students out Flagged records if there are custody issues School wide character education program (monthly character themes are emphasized with each homeroom picking a student of the week)</p> | <p>School-wide discipline plan. Effective Classroom management. Resource Officer School Nurse Mental Health School-based Therapist University-based play therapists Voluntary Drug Testing Policy Cyber Bullying Seminar Bullying Information in student agendas Citizenship Field Day and Dance Student of the Month Award Honor Roll Breakfast for each grading period.</p> | <p>School wide discipline program to include Saturday School, in-school suspension, out of school suspensions, and alternative school. Full time deputy provided on campus during school hours and extra-curricular events. Reward program for good behavior.</p> |

| | | | |
|----------------------------|--|---|---|
| Strategies | <p>Active PTO Parents run school store TST meets weekly and invites parents of students who are struggling in school Teacher e-mail system and on-line lesson plans are available Parents are recruited to help with book fair and other school functions</p> | <p>Title III English Language Learners Temporary Assistance for Needy Families (TANF) Parent/Teacher Conference Night Monthly PTO meetings Student Agendas purchased for each student with school calendar Homework Hotline School web site</p> | <p>Web-site information and Internet communication. Parent-teacher conference days scheduled.</p> |
| Early Childhood Education | | | |
| Early Literacy Development | <p>A reading intervention specialist works with 3rd graders who have been identified as at risk for having difficulty with the mechanics of reading. Two remedial reading instructors work with students who scored basic or minimal on the MCT.</p> | | |
| Mentoring / Tutoring | <p>Big Brothers/Big Sisters mentors spend time with students in need of a mentor After school tutoring program for those students who scored basic and minimal on MCT After school program employs UM work study students who serve as mentors to students and help with homework Two activity teachers have one period daily to tutor students</p> | <p>Title X part C Homeless Children and Youth Act that provides after school tutoring. Family Literacy Tutors from the University of Mississippi. Student Teachers from the University of Mississippi Boys and Girls Club</p> | <p>Teachers provide tutoring before and after school. Tutoring provided for students who fail state subject area tests</p> |
| Service-Learning | <p>Students collect cans for recycling 5th grade students have pen pals at the local Veteran's Home Gateway Music classes sing at local nursing home</p> | <p>Student Council Christmas Boxes for children around the world Math-a-thon for St. Jude Hospital Fundraiser for Lung Association and Muscular Dystrophy</p> | <p>Provide clubs & classes that offer service experiences.</p> |
| Alternative School | <p>Day Treatment classes are available for students with Emotional Disabilities A homebound teacher is available for students who cannot participate in the school environment due to illness or other issues Alternative school is available for those students who cannot participate in the regular school environment and are considered "at risk"</p> | <p>General Educational Development Option (GED) Alternative Education Day Treatment Program</p> | <p>An alternative school is provided for students who need to be removed from school for behavior problems. In school GED program is provided for students who cannot complete diploma program.</p> |

| | | | |
|---|---|--|---|
| <p>Strategies</p> <p>After-School Opportunities</p> | <p>Quality care is available for students until 5:30 each school day. During this time students complete their homework and are often able to have one-on-one assistance with difficult assignments.</p> | <p>Title X Part C Homeless Children and Youth Act. Provides after school tutoring Competitive Sports Program Art, Band, Drama, Choir performance activities.</p> | <p>After school tutoring is provided for subjects involved in state testing</p> |
| <p>Professional Development</p> | <p>Research based training is provided to staff to keep teachers educated on teaching strategies. Teachers have attended specialized training this school year on the new curriculum frameworks and on utilizing Depth of Knowledge chart.</p> | <p>Curriculum Training Subject Area Workshops Tier Three Training Teacher Support Team Meetings Departmental Meetings</p> | <p>Provide funds and time for workshops and professional development away from campus. Provide professional development on campus during school year.</p> |
| <p>Active Learning</p> | <p>Teachers are encouraged to utilize active learning techniques along with learning styles inventories on each child</p> | <p>Abstinence Program Tobacco Awareness CLASSWORKS Software Training for Computer Lab Field Trips Classroom mini computer labs</p> | <p>STEM classes for ninth graders. Labs used in all science classes. Art and computer classes offered.</p> |
| <p>Educational Technology</p> | <p>Each child attends a computer lab session weekly where they work on Language and Math skills. An assessment is given to each child, and lessons are catered to each child's needs. Renaissance Learning offers Accelerated Reading and Accelerated Math. Every student has reading goals that are tied to their reading ability and comprehension skills. With Accelerated Math, teachers have the ability to customize math lessons for each child whether it is for enrichment or for remediation.</p> | <p>Accelerated Reader Program Interactive Boards STAR Reading and STAR Math which are diagnostic programs that determine a student's reading, comprehension, and vocabulary levels. STAR Math is a diagnostic program that helps to determine a student's mathematical ability. CLASSWORKS Computer Lab Classroom mini computer labs</p> | <p>Ninth graders take STEM classes. Ninth and tenth grade classes use Accelerated Reader Program. Computers are available for students in Career Center. Computer classes offered on site and at the School of Applied Technology.</p> |
| <p>Individualized Instruction</p> | <p>Instructional interventions are created for students who are struggling academically. A variety of assessment tools are available to identify student strengths and weaknesses.</p> | <p>Compensatory Math and Language classes. Teachers using the Three Tier Model to individualized instructional interventions.</p> | <p>Teacher Support Team works with failing students to provide instructional interventions to meet individual student needs.</p> |
| <p>Career and Technical Education</p> | <p>ICT I for all 7th graders. ICT II for all 8th graders.</p> | <p>All 9th grade students will tour the CTE school. Give ACT, PLAN test, and ASVAB test—all provide career information. Offer computer classes at high school and technical classes at the School of Applied Technology. Utilize ICAP.</p> | <p>All 9th grade students will tour the CTE school. Give ACT, PLAN test, and ASVAB test—all provide career information. Offer computer classes at high school and technical classes at the School of Applied Technology. Utilize ICAP.</p> |