Tate County School District

Dropout Prevention and Recovery Plan

Completed by the TCSD Dropout Prevention Committee

July 23, 2015

Mission: Tate County School District exists to educate all students within a safe learning environment, to be college and career ready, and to develop a lifelong love for learning.

Vision: Tate County School District will strive to become a top rated, student-centered district, through excellence in instruction and leadership.

VALUES AND BELIEFS

- We believe that all students can learn.
- We believe that the person most responsible for learning is the student; therefore we will help students develop the attributes of an effective learner.
- We believe in partnerships between schools and community.
- We believe in safe, healthy schools with a positive climate conducive to learning.
- We believe in effectively communicating with parents and students to improve student achievement.

3105 - Dropout Prevention /Graduation Completion Plan (Proposed Revisions)

1. Each school district shall implement a dropout prevention plan approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year.
   - The Tate County School District Drop-out Prevention Committee met for the initial meeting as a new reconstituted district on July 8, 2014. This committee included the superintendent of schools, central office staff, high school principals, elementary school principals, teachers, counselors, parents, and students.
   - Tate County School District attend meetings through the 2014-2015 school year to review the Drop-out Prevention Plan and High School Restructuring plan.

2. Each local school district will be held responsible for increasing the graduation rate and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of high school completion plan focusing on issues such as, but not limited to:

   a) Establishing policies and procedures that meet the needs of the districts (i.e., no early release for seniors that have not passed Subject Area Tests).
      - TCSD policy states that if students have not passed the SATP they are not classified as seniors and therefore are not eligible for work permits.
      - RtI procedures are in place for students not being successful in Tier I.
   b) Increasing awareness of students' reading skill levels in kindergarten through grade 3 by providing schools and teachers with effective diagnostic tools and clear standards for measuring each individual student's progress in learning to read.
      - TCSD utilizes, Dibels, Star Reading, and this year all kindergarten students will take the MKAS^2 assessment pre- and post-.
      - 3rd grade gate will be implemented by TCSD in which students not scoring proficient in reading will be retained in grade per state board policy.
      - RtI
      - Interventionists located at elementary schools
   c) Establishing policies and/or initiatives to ensure that students are college or career ready.
      - The strategic plan is designed to help ensure college and career readiness.
      - RtI

- Interventionists located at elementary schools.
- iCAP plan with all 8th grade students and up-dated each year.
- Counselor advisement for schedule completion each year
- Checklist for graduation credits and requirements

d) Identification of current needs within the school district that will increase the district's high school graduation rate.
- Restructuring plan needs assessment as a part of Dropout Prevention plan.
- Needs assessments for Title I which addresses students, teachers, and parents
- State assessment data analysis done annually
- RtI
- Leading and Lagging indicators

e) Identification of existing resources and existing prioritized needs.
- Annual review of the TCSD Dropout Plan to review indicators of success – Plan will be discussed and analyzed throughout the year at different meetings
- Strategic Plan

f) Identification of existing barriers that hinder meeting the needs of the district.
- Monthly review of the Leading and Lagging Indicators

g) Implementing high school completion initiatives emphasizing on the needs of individual local education agencies.
- College and Career day
- Learning Strategies courses for students who have not passed SATPs
- National Guard College and Career Day
- Student incentive programs and awards programs

3. Each local school district shall ensure that data is used to determine predictive indicators and documented needs of the district; characteristics of students served, and/or scientifically based practices based on, but not limited to:
   1. **Attendance Rate**
   2. **Truancy Rate**
   3. Mobility Rate
   4. **Graduation Rate**
   5. **Dropout Rate**
   6. **Disciplinary Infraction Rate**
   7. **Disciplinary Recidivism Rate**
   8. School Population
   9. **Economically Disadvantaged**
   10. **Limited English Proficient**
   11. **Students with Disabilities**
   12. **Percentage of Students by Subgroup** (i.e., White, African American, Females, Males)

13. **Teacher Attendance**
14. Pregnancy/Teen Parent
15. Judicial Interaction (i.e., detention center and/or training school placement)
16. Educational Level of Parents
17. **Suspension Rate**
18. **Expulsion Rate**
19. Number of School Transfers
20. **Extracurricular Activities Participation**
21. Grade Point Average
22. **Reading and Math Scores**
23. **Policy statements regarding district-level dropout prevention strategies**
24. **Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school**

4. Focusing current student/learning supplemental supports programs connected to daily instruction.
   - Strategic Plan
   - RtI
   - Interventionist located at elementary schools
   - Learning Strategies at high schools
   - Accelerated Reader, Accelerated Math, Compass Learning, STRIDE

5. Developing in-classroom and school-wide approaches, including learning supports found effective in the state's high-poverty/high-achieving schools.
   - RtI and TST implementation with interventionist and learning strategies

6. Developing the capacity to implement learning supports through leadership training.
   - Professional development of teachers and administrators
   - PLC weekly meetings
   - Common planning times

7. Developing and implementing accountability indicators directly related to the learning support system and fully integrating them into school improvement accountability.
   - Strategic Plan
   - Monitoring and implementing focus on Leading and Lagging Indicators monthly
   - Implementing MPES, MPES, and M-CAR

8. Focusing on the student-centered goals and objectives that are measureable.
   - Active Learning focus through identifying and communicating with clarity objectives at the beginning of learning
   - Ensuring students are able communicate learning of objectives

9. Reducing the retention rates in grades kindergarten, first and second.
    - RtI/TST process with interventions at elementary schools
    - AimsWeb
    - DIBELS
    - MKAS^2 to ensure Kindergarten students needs are meet
    - Dyslexia Screener

10. Expanding educational affiliations to include head start, parochial, private and community early childhood programs to develop a systematic approach that will support students in acquiring the child development skills that are essential for success in a K-12 program. These skills will include cognitive, social, language, behavioral, gross and fine motor skills.
    - Cooperative Agreement with Head Start
    - Kindergarten Transition Visits
    - Special Services are provided in private schools, community early childhood programs, and Head Start

11. Targeting subgroups that need additional assistance to meet graduation requirements.
    - Special Education students [inclusion, related services (counseling, behavior therapy, OT, PT), focus on ensuring graduation requirements are met]
    - ELL {assistance is provided at all locations for ELL students to master the language and improve their ability to master the skills needed to learn}

12. Utilizing counselors to perform duties as outlined in Mississippi Code of 1972 Section 37-9-79.
    - Counseling individual and groups of students
    - Academic counseling is provided
    - Vocational counseling is provided
    - Counseling in financial assistance for college and career opportunities

13. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
    - Review records of students who have previously dropped out in relation to new Graduation requirements
    - Credit Recovery

14. Ensuring that the **Response to Intervention (RtI) process,** a multi-level prevention system to maximize student achievement and to reduce behavior problems, is implemented with fidelity. Schools must identify students at risk for poor learning and behavior outcomes, monitor student progress, provide evidence-based interventions, and revise the stated goals and objectives depending on a student's responsiveness.

- Each school has an active Teacher Support Team which implements the RtI process
- The district provides monitoring of the TST and RtI process monthly at each school
- The principal of each school monitors the interventionist and interventions in order to ensure fidelity

15. Ensuring that the district has accurate dropout statistics is necessary to build reliable historical information, to evaluate effectiveness of the academic/vocational instructional process and dropout prevention.
    - Multiple personnel will review data to ensure its accuracy
    - The district will provide the review data to MDE in accordance to timelines

16. Implementing programs that provide positive alternatives to students at risk.
    - PBIS at each school
    - Membership in various clubs/organizations at the school level
    - Athletic opportunities

17. Implementing procedures that incorporate parent trainings that provide strategies for motivating their children to stay in school.
    - Parent Involvement Meetings which emphasize skills needed for their child to be successful at school

18. Each school district's dropout prevention plan shall address how students will transition to the home school district from the juvenile detention centers.
    - Tate County School Board Policy states the transition from juvenile detention centers to a Tate County School will encompass the student attending the Alternative Learning Center for a designated period of time to re-acclimate from a small to larger setting

19. Each high school with a graduation rate lower than 80% will be placed in a restructuring status and the district must incorporate the following within the district's dropout prevention /high school completion plan. **(See individual TCSD schools restructuring plans attached)**

    a) The school/district dropout plan must describe improvement actions, progress in achieving a graduation rate of 80% or higher, timelines, measures for success and monitoring process.
    b) The restructuring process must address fundamental reforms, such as highly effective teachers are currently utilized.
    c) The restructuring process must address modifying district financing and material resources based on the data.
    d) The district must ensure that all students have an Individualized Career and Academic Plan (iCAP).

e) The restructuring process must address student accountability in meeting graduation requirements by utilizing, but not limited to extended school day, reorganizing instructional delivery, support for students into smaller learning communities, and/or building of staff as professional learning communities.

f) The restructuring process must address student behaviors.

g) The restructuring process must integrate curriculum changes to increase academic rigor and offer an extensive range of educational choices.

h) The restructuring process must address the collaboration between the high school, elementary and middle schools within its zone focusing on attendance, behavior, and academic performance patterns.

i) The restructuring process must outline detailed professional development that facilitates improved instruction and assessment methods.

j) The restructuring process must include strategies to support staff changes that will enhance communication and foster cooperation among elementary, middle and high school stakeholders (i.e., staff, students, families, and community).

k) The school/district may implement a tutorial program to foster relationship building and positive educational outcomes (i.e., staff/student, peer/peer, student/community stakeholder).

l) The restructuring process shall include a process to increase student ownership that includes an advisement program for all students that focuses on career opportunities.

20. The district superintendent shall attest that all the information in the plan is factual and that the restructuring process has been duly approved by the local school board.
   - The Dropout Prevention Plan will be approved by the Tate County School Board and Superintendent of Education

21. The district superintendent must ensure that the restructuring process is incorporated into the district's current dropout prevention/high school completion plan no later than ninety (90) days from the release of graduation/dropout rates published by the Mississippi Department of Education. The document must be approved by the Office of Dropout Prevention.
   - The Dropout Prevention Plan will include the Restructuring Process of each school (IHS, CAC) and will be approved by the Tate County School Board and Superintendent of Education based on the 2012-2013 data
   - Based on the 2014-2015 release of graduation/dropout rates, within 90 days the Dropout Prevention Plan will include the Restructuring Process of

each school under 80% and will be approved by the Tate County School Board and Superintendent of Education.

22. The dropout prevention/high school completion plan will be reviewed to determine whether the district has successfully outlined a process that will fundamentally reform quality of services for students.
    - Each year the Dropout Prevention Plan will be reviewed to revise.
    - Each year the Dropout Prevention Plan will be uploaded to the Tate County School District website by August 1 of each year. Updates will be provided to the upload if the Graduation Rates are released by MDE after the date of August 1st

23. The Office of Dropout Prevention may provide technical assistance upon written request by the local school district. The Office of Dropout Prevention will collaborate with program offices within the Mississippi Department of Education to develop and implement policies and initiatives to reduce the state's dropout rate.
    - Tate County School District will accept any technical assistance provided by MDE
    - Tate County School District will implement any policies and/or initiatives directed by MDE

24. The Office of Dropout Prevention shall establish graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, which shall serve as guidelines for increasing the graduation rate for cohort classes on a systematic basis to eighty-five percent (85%) by the 2018-2019 school year.

Graduation Benchmarks	School Years	Graduation Rates	TCSD Graduation Rate
Benchmark 1	2008-2009	63%	
Benchmark 2	2010-2011	66%	
Benchmark 3	2012-2013	71%	
Benchmark 4	2014-2015	77%	77%
Benchmark 5	2016-2017	81%	81%
Benchmark 6	2018-2019	85%	85%

Appendix A

(As Sent to Governor)

SENATE BILL NO. 2658

AN ACT CREATING THE MISSISSIPPI EDUCATION WORKS PROGRAM; TO AMEND SECTION 37-16-7, MISSISSIPPI CODE OF 1972, TO DIRECT HIGH SCHOOLS WITH GRADUATION RATES LOWER THAN 80% TO SUBMIT A PLAN TO THE STATE DEPARTMENT OF EDUCATION FOR RESTRUCTURE; TO CREATE THE TEACHER EDUCATION SCHOLARS PROGRAM AND ESTABLISH ELIGIBILITY CRITERIA AND FUNDING; TO ESTABLISH A PILOT SYSTEM IN CERTAIN SCHOOL DISTRICTS FOR EVALUATING THE PERFORMANCE OF TEACHERS AND ADMINISTRATION FOR THE PURPOSE OF AWARDING PERFORMANCE-BASED COMPENSATION; TO AMEND SECTIONS 37-3-53, 37-18-1 AND 37-19-7, MISSISSIPPI CODE OF 1972, IN CONFORMITY THERETO; AND FOR RELATED PURPOSES.

Miss. Code Ann. § 37-13-80

§ 37-13-80. Office of Dropout Prevention created; qualifications and responsibilities of director; date for implementation of dropout prevention program; local school district responsibilities; dropout prevention plan to address student transition to home school districts; legislative intent

  (1) There is created the Office of Dropout Prevention within the State Department of Education. The office shall be responsible for the administration of a statewide dropout prevention program.

(2) The State Superintendent of Public Education shall appoint a director for the Office of Dropout Prevention, who shall meet all qualifications established by the State Superintendent of Public Education and the State Personnel Board. The director shall be responsible for the proper administration of the Office of Dropout Prevention and any other regulations or policies that may be adopted by the State Board of Education.

(3) Each school district shall implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year.

(4) Each local school district will be held responsible for reducing and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of dropout plans focusing on issues such as, but not limited to:

(a) Dropout Prevention initiatives that focus on the needs of individual local education agencies;

(b) Establishing policies and procedures that meet the needs of the districts;

(c) Focusing on the student-centered goals and objectives that are measureable;

(d) Strong emphasis on reducing the retention rates in grades kindergarten, first and second;

(e) Targeting subgroups that need additional assistance to meet graduation requirements; and

(f) Dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

(5) The Office of Dropout Prevention may provide technical assistance upon written request by the local school district. The Office of Dropout Prevention will collaborate with program offices within the Mississippi Department of Education to develop and implement policies and initiatives to reduce the state's dropout rate.

(6) Each school district's dropout prevention plan shall address how students will transition to the home school district from the juvenile detention centers.

(7) It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to not less than eighty-five percent (85%) by the 2018-2019 school year. The Office of Dropout Prevention shall establish graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, which shall serve as guidelines for increasing the graduation rate for cohort classes on a systematic basis to eighty-five percent (85%) by the 2018-2019 school year.

VISION

Tate County School District will strive to become a learning a top rated, student-centered district, through excellence in instruction and leadership.

MISSION

Tate County School District exists to educate all students within a safe learning environment, to be college and career ready, and to develop a lifelong love for learning.

VALUES AND BELIEFS

- We believe that all students can learn.
- We believe that the person most responsible for learning is the student; therefore we will help students develop the attributes of an effective learner.
- We believe in partnerships between schools and community.
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GOALS AND OBJECTIVES

Goal I: We will actively engage students in the learning process.
Theory of Action: If we teach students the attributes of effective learners, then students will be able to engage in the process of learning in a more active way.

> Objectives:
> A. Increase the use of learning intentions and success criteria across all classrooms and grades for 2014-2015 to 90% of lessons taught in 90% of classrooms having clear learning intentions and success criteria for which students know when asked "what they are learning" and "what it will look like when they have achieved" the learning.
>
> 1. Establish a baseline of what students believe make up the attributes of a "good" learner in the Tate County School District. (First quarter 2014-2015)
> 2. Provide professional learning time for teachers to collaboratively plan and develop learning intentions and success criteria annually. (Teachers in self-contained classes will focus on ELA, or teachers teaching multiple preparations will give a single tested course priority.)

B. Increase student ability to self-monitor progress by utilizing the setting of "mastery goals", personal bests, and "target cards" in at least 90% of classrooms by 2017-2018.
   1. Establish baseline data of students whether students are able to set SMARTER goals in relation to their learning, 2014-2015.
   2. By 2015-2016, utilize "target cards" in at least 50% of classrooms across the district.

C. Increase student ability to engage in the language of learning by explicitly teaching metacognitive skills and strategies to students in the context of all subject areas. (Initial focus in ELA for teachers in self-contained classes).
   1. Establish a baseline of students being able to utilize metacognitive skills and strategies in 2014-2015 (2nd Semester) by determining the number of students that can successfully answer the 3 key questions related to the present task/lesson for which they are engaged: 1) What are you learning? (LI), 2) How well are you learning it? (SC, self-assessment), and 3) What do you need to do next? (Feed-forward).
   2. Develop the abilities of students to self- assess by the modeling of the use of learning intentions, success criteria, annotated worked examples/exemplars and rubrics, moving from guided practice to independent practice as students show more competence. (2014-2015)
   3. Develop tools and procedures for allowing students time in class to utilize assessment results and instructional feedback to determine and act on next steps they need to take to be proficient on the learning intentions.(2015-2016)
   4. Utilize peer critique groups to foster student assessment capability and develop a classroom climate that is supportive of the development of assessment capable learners. (2017-2018)

Goal II: We will ensure effective instruction for all students.
Objectives:
A. All students will meet or exceed AMOs and all schools will show growth and achieve a "C" or higher accountability rating.
   1. Schools will develop individualized school improvement plans based on data-analysis from state assessments annually and utilize this data to set growth targets and determine strategies to meet these annual improvement goals.
   2. Within the framework of the broader district strategic goals, schools will focus on the growth of all quartiles of students with added weight given to the lowest 25%.

B. Increase teacher retention by 20% by the end of the 2018-2019 school year.
   1. Establish a baseline of teacher turnover for the year of 2014-2015.
   2. Attend teacher recruitment annually.

C. Update and maintain the latest technology as required by 21st Century initiatives, as measured by faculty and administrator feedback.
   1. Maintain a systematic way of determining needs and reporting problems as they occur annually.
   2. Continue training all teachers to use technology in the classroom, to be evaluated by observations.

D. Revise the newly implemented district wide curriculum annually.
  1. PLCs meet weekly as verified by minutes.
  2. Administrators will meet together monthly to ensure the instructional needs of students and staff are met.
  3. Ensure that the district meets basic elementary and secondary curriculum requirements annually.
  4. Ensure that instructional needs of students and staff are provided for at each school annually.

E. Ensure that all teachers maximize the use of student data to drive instruction.
  1. Use MCT2, SATP2, ELS, and future CCSS scores and final year grades to determine placement and schedules annually.

Goal III: We will provide all students an environment that is positive, safe, drug-free and conducive to learning.
Objectives:
A. Revise school emergency plans annually to have approved by the school board by August, as measured by MDE approval.
  1. Ensure that regular tornado, fire, lockdown, and earthquake drills are posted at each campus for both semesters annually.
  2. Provide documentation of required drills by March of each school year by principal to Director of Operations.
  3. Post evacuation charts in classrooms, cafeteria, gym, library, etc. at entrances and exits by the first day of school.

B. Improve security on all campuses, as measured by documentation of sign-in logs, video cameras, and surveys annually.
  1. Make a policy statement that when people sign-in at a school that it is required to leave keys and driver's license and get a visitor's pass in main office until completion of the visit.
  2. All classroom doors are to be closed and locked at all times.

C. Maintain clean, safe, and attractive school environments, as measured by MDE facility checklist.
  1. The district wide Safe School Committee will make recommendations for safety as needed.
  2. Implement all drills with documentation by March of each year.

D. Ensure that all busses are expected regularly as required by MDE guidelines, ongoing.
  1. Provide and document the appropriate certification and in-service training for bus drivers including the Mississippi Educator Code of Ethics annually.
  2. Require bus drivers to report any maintenance or parental concerns in writing to Director of Operations.
  3. Schedule and document monthly bus inspections, maintenance, and routes with bus drivers.

E. Continue outside programs to reduce drug use in school.

1. Ensure DARE officers present effective drug free information to students annually.

Goal IV: We will ensure open, honest, and effective communication and relationships between schools and community.
Objectives:
    A. Increase PTO/Booster Clubs (Band, sports, etc.) membership by 10% annually with goal of 50% of parents involved by 2018.
        1. Contact parents via E-mail, phone, letters, school calendar, and/or One Call prior to all meeting involving parents and community.

    B. Communicate expectations for students and goals for schools to all stakeholders through student handbooks and parental involvement meetings.
        1. Schedule Parent/Teacher conferences as needed or requested throughout the year.
        2. Contact parents as issues arise with their children (attendance, grades behavior, etc.) using e-mails, letter, and/or phone calls. (Phone call should be first choice.)
        3. Use all-call to remind parents of upcoming test and events.

    C. Maintain an updated school website. Designate personnel or committee to update school website at a minimum of once per week.

    D. Provide for the central office the names and pictures of an overall student of the month, teacher of the month, staff member of the month, and parent of the month to be recognized at the regular monthly board meeting and on the district website by the school board submission date each month.

Goal V: We will practice sound financial budgeting processes.
Objectives:
    A. Achieve a 15% fund balance by July 1, 2015.
        1. Review staffing needs annually.
        2. Train 100% of principals, bookkeepers and central office staff on purchasing annually.
        3. Conduct an assessment of physical plant management and resources annually.

    B. Maintain a 15% fund balance by July 1, 2018.
        1. Promote effective usage of all resources, on-going.
        2. Encourage stakeholders to lobby legislators to completely fund MAEP.

    C. The Tate County School District will demonstrate sound administrative practices, as measured by compliance with MDE policies and expectations.
        1. All School Board Policies will be reviewed, revised, and updated for consistency and correctness annually.
        2. School Board Policies and Student Handbooks will be reviewed and revised for consistency annually.

3. Compulsory School Attendance Policies and Procedures will be reviewed and revised to conform to SBE Policies and state law annually.
4. Reports required for all instructional programs and staff will be made accurate and complete in a timely fashion. (Annually)
5. The District will ensure that it is in compliance with state and federal requirements for career-technical programs and special education programs annually.
6. The District will meet minimum Library/Media Center requirements annually.
7. The District will meet compliance with federal and state requirements for alternative education and GED programs annually.
8. The Tate County School District will meet all MDE accountability and accreditation standards annually.