

ROADMAP TO SUCCESS: A FRAMEWORK FOR DISTRICT DROPOUT PREVENTION PLANS



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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 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 Dr. Sheril Smith, Director, Office of Dropout Prevention, by email at srsmith@mde.k12.ms.us, or by telephone at (601) 359-3177.

Part I. Dropout Prevention Plan Cover Sheet

School District: <u>Montgomery County School District</u>	
Superintendent: <u>Michael Hoodl</u>	<u>Michael Hoodl</u> (signature)
Principal: <u>Lewis Zeigler</u>	<u>Lewis Zeigler</u> (signature)
School Name: <u>Montgomery County High School</u>	☐ Elementary ☐ Middle ☒ High ☐ Other (please check one)
Principal: <u>Patricia Cox</u>	<u>Patricia Cox</u> (signature)
School Name: <u>Montgomery County Elementary School</u>	☒ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)

	(please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	☐ Elementary ☐ Middle ☐ High ☐ Other (please check one)

Part II. Local Dropout Prevention Team Members—~~Final~~

School District: Montgomery County School District

Telephone #: 662-283-4533

Mailing Address: 618 Summit Street

Fax #: 662-283-4584

Winona, MS 38967

E-mail address for

Superintendent/Team Leader: michaelhood@mcsdms.net

		Please check one area for each		
		Civic/Gov't Agency Rep.	Community Rep.	School Staff
<u>Michael Hood</u> Superintendent	<u>Michael Hood</u> (signature)	☐	☐	☒
<u>Larry Watson</u> Team Leader	<u>Larry Watson</u> (signature)	☐	☐	☒
 Team Sponsor	 (signature)	☐	☐	☐
<u>Pauline Hall</u> Team Parent	<u>Pauline Hall</u> (signature)	☐	☒	☐
<u>Deborah Travis</u> Team Associate	<u>Deborah Travis</u> (signature)	☐	☒	☐
<u>Larry Watson</u> Dropout Prevention Team Member	<u>Larry Watson</u> (signature)	☐	☐	☒
<u>Ann Vance</u> Dropout Prevention Team Member	<u>Ann Vance</u> (signature)	☐	☐	☒
<u>Monica Webb</u> Dropout Prevention Team Member	<u>Monica Webb</u> (signature)	☐	☐	☒
<u>Spencer Austin</u> Dropout Prevention Team Member	<u>Spencer Austin</u> (signature)	☐	☐	☒
<u>Tracy Palmer</u> Dropout Prevention Team Member	<u>Tracy Palmer</u> (signature)	☐	☐	☒
<u>Wanya Brown</u> Dropout Prevention Team Member	<u>Wanya Brown</u> (signature)	☐	☒	☐
<u>Christiana Page</u> Dropout Prevention Team Member	<u>Christiana Page</u> (signature)	☐	☒	☐

_____ Dropout Prevention Team Member	_____ (signature)	☐	☐	☐
_____ Dropout Prevention Team Member	_____ (signature)	☐	☐	☐
_____ Dropout Prevention Team Member	_____ (signature)	☐	☐	☐
_____ Dropout Prevention Team Member	_____ (signature)	☐	☐	☐
_____ Dropout Prevention Team Member	_____ (signature)	☐	☐	☐

Part III. Statement of Assurance

On behalf of the Montgomery 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 2012-2013; and 3) reducing the truancy rate by 50% by 2012-2013.

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: Michael Hood

Title: Superintendent

Mailing Address: P.O. Box 687 Winona, MS 38967

Telephone #: 662-283-4533

Fax #: 662-283-4584

District Superintendent: Michael Hood

(signature)

School Board Chair: Alfonzo White

(signature)

Part IV.

District Name: Montgomery County School District

Graduation Rate: 58%

Dropout Rate: 19%

Truancy Rate:

	Elementary School	Middle School	High School			
School Data						
Number of Schools	1		1			
Cumulative Enrollment	179		129			
Counselor / Student Ratio	1/179		1/129			
Student Demographic Data						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	101	56%			75	42%
Male	98	45%			53	29%
Asian	0				0	
Black	159	89%			112	63%
Hispanic	2	.01%			1	.001%
Native American	0				0	
White	5	.03%			16	.09%

Staff Demographic Data (Teachers / Administrators)						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	23	89%			14	67%
Male	3	11%			7	33%
Asian	0				0	
Black	11	42%			8	38%
Hispanic	0				0	
Native American	0				0	
White	15	58%			13	62%

Part IV.

MCT Data – Percent Proficient or Above				
	Reading	Language Arts	Math	
Grade 2	96%	83%	90%	
Grade 3	82%	74%	84%	
Grade 4	96%	86%	94%	
Grade 5	83%	72%	62%	
Grade 6	73%	60%	63%	
Grade 7	38%	54%	48%	
Grade 8	42%	56%	33%	
High School Subject Area Tests – Percent Proficient or Above				
	Algebra I	US History	Biology	English II
Grade 9	0	0	85%	0
Grade 10	64%	0	71%	35%
Grade 11	72%	58%	50%	0
Grade 12	0	0	0	0

Part IV.

Additional District Information	
Number of GED Options Program Students 7	Number of Students Taking the GED Test 1
Number of GED Options Program Students Successfully Completing a GED 1	Number of Students Passing One or More Sections of the GED Test 1
Average Length of Time Spent in GED Options Program ☐ 6 months ☐ one year ☒ two years ☐ more than two years	
Number of Students Who are Two or More Years Behind Grade Level by 9 th Grade 26	Does your district currently offer a "Fast-track" Program for high school students? ☐ Yes ☒ No
Number of Students with 5 or More Unexcused Absences 38	Number of Students with 12 or More Unexcused Absences 23
Number of Discipline Referrals (Unduplicated) 101	Number of Students Receiving Free/Reduced Meals 402
Please add any additional or unique data elements in this section: 	

Part V. Needs Assessment Outcomes

In this section, please describe the major outcomes from your district needs assessment, as they address the following areas. **Note:** Based on the outcomes of your district needs assessment, you may wish to divide this area into various sub-sections (i.e., student-based, staff-based, school-based, project-oriented, etc.)

Needs Assessment Areas	Descriptions
Target Group Identified	K-3 Students 4-6 Students GED Qualified Students (7-12 potential drop-out students based on GED program qualifications)
Data Collection Methods Used	Survey
Prioritized List of Needs	K-3 Reading / 4-6 (TST/Tutorial / after school / summer programs) GED - A+Plus Program
Short Term Goals	Increase 3 rd grade students scoring Proficient on the MCT2 in reading to 81% by 2010 Increase the number of GED completers that enroll to 80% by 2010 and decrease the number of students entering the GED programs to 50% by 2010
Long Term Goals	Every Child leaving the 3rd Grade will be on or above grade level in Reading and Proficient on the MCT2 assessment by 2014 Every student will leave Montgomery County School District with a high school diploma, GED, or Occupational Diploma by 2019
Recommendations for future needs assessments	Get more parent responses returned (hand out at Open-House / PTO meetings)

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	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Systemic Renewal	Title I Programs Student Progress Monitoring Instrument (SPMS) District Policy Review Committee	Early Prevention Screening	Accelerated Reader/Math Mississippi Curriculum Test MCT2 Title Programs		Accelerated Reader/Math Mississippi Curriculum Test MCT2 Subject Area Testing Program SATP Title Programs
School-Community Collaboration	Title Programs-Parent / Community Surveys Title I Parent Coordinator Non-Profit Community Based Groups	Open House Parent Teacher Organization	Open House Parent Teacher Organization Jump Start Community Meeting Algebra Project		Open House Parent Teacher Organization Jump Start Community Meeting Booster Club Algebra Project
Safe Learning Environments	Title IV Surveys District / School Safety Plans	Crisis Management Plan Character Education	Crisis Management Plan Drug & Tobacco Free Character Education		Crisis Management Plan Drug & Tobacco Free Character Education
Family Engagement	Even Start Family Literacy Program Parent Coordinator Title Meetings	CMI Parent Night	Even Start Family Literacy Program Parent Coordinator Firm, Fair, & Consistent News Letter Extension Service Parent		Parent Coordinator Parent News Letter

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
			Training		
Early Childhood Education	IDEIA Grant	Early Prevention Screening Speech Language Screening	Even Start Family Literacy Program Accelerated Reader/Math - Early Literacy America Reads		
Early Literacy Development	Three Tier Intervention (TST) Accelerated Reader Early Literacy	Star Early Literacy	Even Start Family Literacy Program Accelerated Reader Early Literacy		
Mentoring / Tutoring	Title I Programs Three Tier Intervention (TST)	Star Early Literacy	Title I Programs ClassWorks Gold Accelerated Reader/Math A+Plus		Title I Programs Accelerated Reader/Math A+Plus
Service-Learning		Open House	Career Day		Career Day
Alternative Schooling					GED Program Mississippi Virtual Public Schools (MVPS)
After-School Opportunities	Title I Programs Non-Profit Community Based Groups	Title I Programs Non-Profit Community Based Groups	Title I Programs Non-Profit Community Based Groups		Title I Programs Non-Profit Community Based Groups
Professional Development	Teacher Support Teams (TST) Accelerated Reader Early Literacy Depth of Knowledge (DOK) Class Room Management MCT2 Curriculum Frameworks Training	Teacher Support Teams (TST) Accelerated Reader Early Literacy Depth of Knowledge (DOK) Class Room Management Common Core Frameworks Training	Teacher Support Teams (TST) Accelerated Reader Early Literacy Depth of Knowledge (DOK) Class Room Management Frameworks Training Common Core Training		Teacher Support Teams (TST) Accelerated Reader Early Literacy Depth of Knowledge (DOK) Class Room Management Common Core Training Frameworks Training

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Active Learning		Star Early Literacy	Integrated Curriculum Training		Tech Prep
Educational Technology	Student Progress Monitoring Instrument Training (SPMS) WEB Training (lesson plans, parent contact) Enhancing Education Through Technology	Star Early Literacy	Accelerated Reader/Math ClassWorks Gold Student Progress Monitoring ELS benchmark Assessments A+Plus		Mississippi Virtual Public School (MVPS) Accelerated Reader/Math Student Progress Monitoring Instrument (SPMS) A+Plus
Individualized Instruction	Three Tier Intervention (TST) Accelerated Reader Early Literacy Personnel Appraisals of School Staff Curriculum Frameworks Training (DOK, PLD, Suggested Teaching Strategies)	Three Tier Intervention (TST) Accelerated Reader Early Literacy ELS benchmark Assessments Personnel Appraisals of School Staff	Three Tier Intervention (TST) Accelerated Reader Early Literacy ELS benchmark Assessments Personnel Appraisals of School Staff		Three Tier Intervention (TST) Accelerated Reader Early Literacy ELS Benchmark Assessments Personnel Appraisals of School Staff
Career and Technical Education (CTE)					Jobs for MS Graduates Tech Prep Vocational Work Release Occupational Diploma

Part VII. Proposed District Initiatives

Please complete the chart below for each of your district's proposed dropout prevention initiatives. For each proposed initiative, you should detail the following information:

- Proposed initiative – provide either an official title for a program or position to be filled, or the proposed working title
- Grade level addressed – note whether the proposed initiative may be applicable to the entire district, or whether it will specifically address a particular grade level
- Purpose or goal – provide a brief description of the purpose or goal of the initiative
- Who is involved – list the name and titles for the individuals who will be involved in the planning and implementation of this initiative
- Proposed cost – provide an estimated cost for the initiative, including costs associated with areas such as planning, supplies, implementation, etc.
- Timeline for implementation – note the amount of time needed for actual program implementation
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention will be addressed by the proposed initiative
- Expected outcomes for students – provide a listing of the district's expected outcomes for the proposed initiatives as they relate to the at-risk student population.

Please provide an elaboration of each program on separate attachments, labeled Appendix B – Proposed District Initiatives.

Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students

	Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
Proposed Initiative: <u>Every Child Proficient</u>	Pre-K-3	Every Child leaving the 3rd Grade will be on or above grade level in Reading and Proficient on the MCT2 and PARCC assessment by 2019	Principal Teachers Parents Students	\$70,000.00 per year Reading Specialist After School Tutorial Summer School	2014-2016	Systemic Renewal School-community Collaboration Safe Learning Environments / Family Engagement Early Childhood Education Early Literacy Development Mentoring Tutoring After-School Opportunities Professional Development Active Learning Educational Technology Tech	

	Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
Proposed Initiative: <u>Every Child Proficient</u>	Pre-K-3	Every Child leaving the 3rd Grade will be on or above grade level in Reading and Proficient on the MCT2 nad PARCC assessment	Principal Teachers Parents Students	\$70,000.00 per year Reading Specialist After School Tutorial Summer School	2014-2016	Individualized Instruction	

Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
Proposed Initiative: <u>Every Student Prepared</u>	7-12 Every student will leave Montgomery County School District with a high school diploma, GED, or Occupational Diploma by 2012	Principal Teachers Parents Students	\$60,000.00 GED Instructor Tutorial Services Summer School	2014-2016	Systemic Renewal School-community Collaboration Safe Learning Environments / Family Engagement Mentoring Tutoring Service-Learning Alternative Schooling After-School Opportunities Professional Development Active Learning Educational Technology	

	Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
Proposed Initiative: <u>Every Student Prepared</u>	7-12	Every student will leave Montgomery County School District with a high school diploma, GED, or Occupational Diploma by 2019.	Principal Teachers Parents Students	\$60,000.00 GED Instructor Tutorial Services Summer School	2014-2016	Individualized Instruction Career and Technical Education (CTE)	
Proposed Initiative: _____							
Proposed Initiative: _____							

Part VIII. Evaluating Effectiveness

Please complete the chart below to detail your district's plan for evaluating both your current and proposed dropout prevention initiatives. For each initiative (current or proposed), you should note the following information:

- Performance indicators / method of evaluation – provide the measures your district will use to determine effectiveness of either the proposed initiative and should be related to the initiative's purpose or goal. Performance indicators may include areas such as the following: increase in test scores; increased participation in extra curricular activities; decrease in student referrals; increase in parent participation; etc.
- Sources of data – describe what data will be used to support the performance indicators and how the data will be accessed
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention is addressed the proposed initiative

	Performance Indicators / Method of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes / No

	Performance Indicators / Method of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes / No
Current/Proposed Initiative: <u>Every Student Prepared</u>	Increase in the number of students receiving a diploma, GED, or Occupational Diploma	Diploma's received GED completers Occupational Diploma completers	2014-2015 Diploma recipients 2014-2015 GED beginner / 2008-2009 GED completers 2014-2015 Occupational Diploma completers	Systemic Renewal School-community Collaboration Safe Learning EnviromentsFamily Engagement Mentoring Tutoring Service-Learning Alternative Schooling After-School Opportunities Professional Development Active Learning Educational Technology	

	Performance Indicators / Method of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes / No
Current/Proposed Initiative: <u>Every Child Proficient</u>	All students scoring on or above reading level on Accelerated Reader in the 3rd grade All students scoring Proficient on the MCT2 and PARCC Assessments in the 3rd grade	Accelerated Reader Grade Equivalency score report MCT2 and PARCC score report results	2014-2015 Accelerated Reader Grade Equivalency score report 2014-2015 PARCC score report results	Systemic Renewal School-community Collaboration Safe Learning Environments Family Engagement Early Childhood Education Early Literacy Development Mentoring Tutoring After-School Opportunities Professional Development Active Learning Educational Technology	

	Performance Indicators / Method of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes / No
Current/Proposed Initiative: <u>Every Child Proficient</u>	All students scoring on or above reading level on Accelerated Reader in the 3rd grade All students scoring Proficient on the MCT2 in the 3rd grade	Accelerated Reader Grade Equivalency score report MCT2 and PARCC score report results	2014-2015 Accelerated Reader Grade Equivalency score report 2014-2015 PARCC score report results	Individualized Instruction	

	Performance Indicators / Method of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes / No
Current/Proposed Initiative: <u>Every Student Prepared</u>	Increase in the number of students receiving a diploma, GED, or Occupational Diploma	Diplomas received GED completers Occupational Diploma completers	2014-2015 Diploma recipients 2014-2015 GED beginner / 2008-2009 GED completers 2014-2015 Occupational Diploma completers	Individualized Instruction Career and Technical Education (CTE)	
Current/Proposed Initiative: _____					
Current/Proposed Initiative: _____					