



# Calhoun County School District

## **DROPOUT PREVENTION PLAN**

2019-2020

Dr. Lisa Langford, Superintendent

## **Table of Contents**

**Section I: Cover Page**

**Section II: Local Dropout Prevention Team Members**

**Section III: Statement of Assurance**

**Section IV: 2017-18 District Data**

**Section V: Needs Assessment Outcomes**

**Section VI: Proposed Initiative and Priority Actions**

**Section VII: 15 Effective Strategies**

## Part II: Local Dropout Prevention Team Members

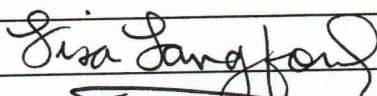
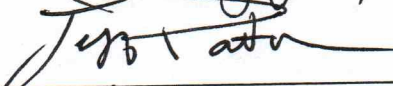
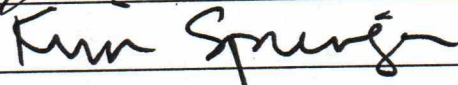
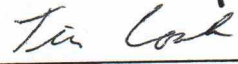
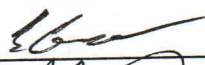
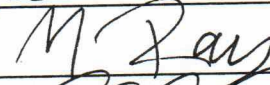
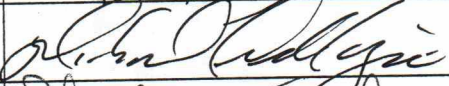

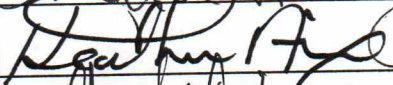
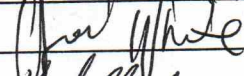

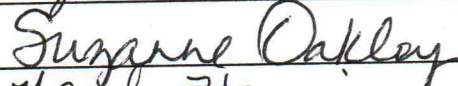
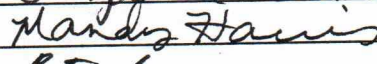
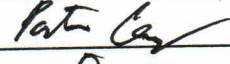
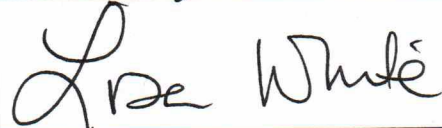
**School District:** Calhoun County School District.

**Phone:** 662-412-3152

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Name	Position	Signature
Dr. Lisa Langford	Superintendent	
Jeff Patton	Assistant Superintendent/ SPED Director	
Kim Springer	Federal Programs	
Dr. Tim Cook	High School Principal	
Dallas Gore	High School Principal	
Mike Ray	High School Principal	
Michael Gillespie	Curriculum and Assessment	
Shelia Freely	Community Leader	
Heather Nix	Elementary Principal	
Chad White	Lead Teacher	
Kyle Clark	Director of Career & Technical	
Suzanne Oakley	School Counselor	
Mandy Harris	Parent	
Porter Casey	Families First	
Lisa White	Director of 21 <sup>st</sup> Century Afterschool Program	

### Part III. Statement of Assurance

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

- 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 graduate 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.

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#### Dropout Prevention Team Leader:

Name: Michael Gillespie

Title: Director of Curriculum and Assessment

Mailing Address: 119 W. Main Street, Pittsboro, MS 38951

Telephone-662-412-3152

**Dr. Lisa Langford**

Superintendent

**Mr. Will Fleming**

School Board President

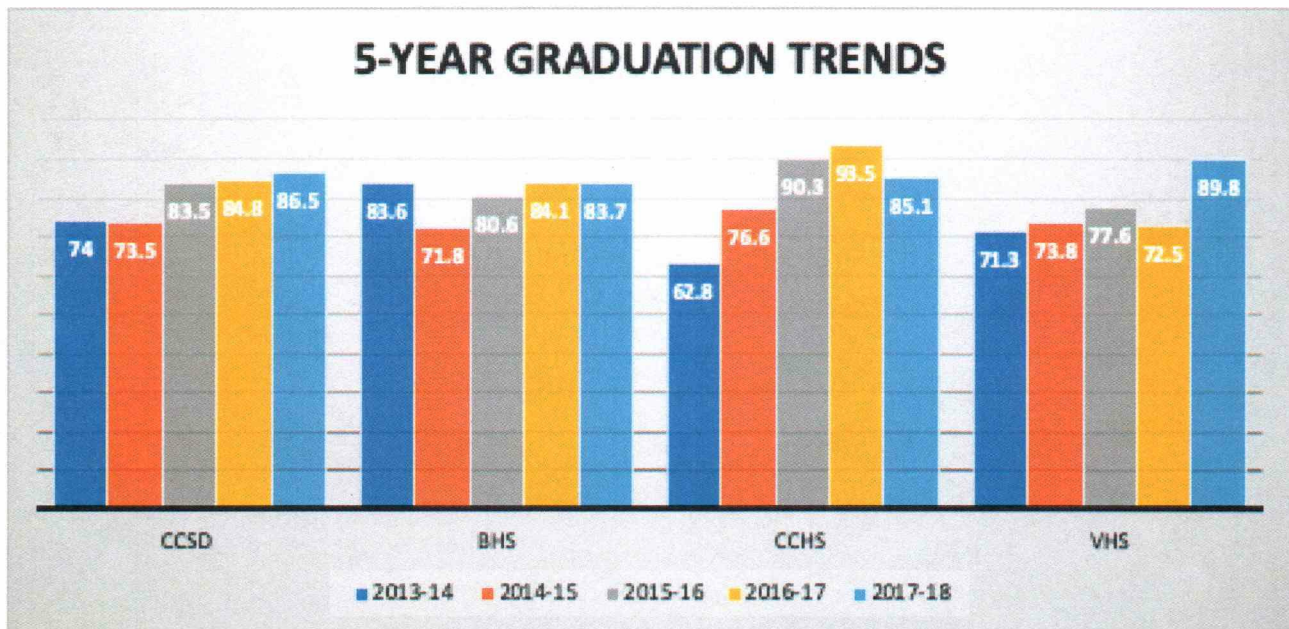
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## Part IV: 2017-2018 District Data

### Graduation Rate Trend

Location	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Calhoun County School District	74.0	73.5	83.5	84.8	86.5
Bruce High	83.6	71.8	80.6	84.1	83.7
Calhoun City High	62.8	76.6	90.3	93.5	85.1
Vardaman High	71.3	73.8	77.6	72.5	89.8



## District Data Summary

[illegible]

Bruce High School (SY 17-18) (1,000pts)															
Eng II (100 pts each)		Algebra 1 (100 pts each)		Other Subjects (50 pts each)			Graduation(4- year) (200 pts)			Acceleration (50 pts)			College Readiness (50 pts)		
Proficiency	37.5	Proficiency	57.4	Science Proficiency	65.9	32.8	All Students Rate	84.1	168. 2	Participation/ Proficiency	62.7	31.3	Percent Meeting Benchmark	43.8	21.9
Growth All Students	52.4	Growth All Students	70.3	U.S. History Proficiency	43.1	21.5				70/30 Y1(15- 16)	ACT Math 22and Reading 22 or English 18				
Growth Lowest Performing	47.1	Growth Lowest Performing	42.7				Participation (across subjects, including U.S. History)			60/40 Y2(16- 17)					
Accountability Score	137	Accountability Rating	170.4												
	583	D													

**Calhoun City High School (SY 17-18) (1,000pts)**

Eng II (100 pts each)		Algebra 1 (100 pts each)		Other Subjects (50 pts each)			Graduation(4- year) (200 pts)			Acceleration (50 pts)			College Readiness (50 pts)		
Proficiency	44.6	Proficiency	19.7	Science Proficiency	59.7	29.3	All Students Rate	93.5	46.8	Participation/ Proficiency	49.3	24.7	Percent Meeting Benchmark	20	10
Growth All Students	61.1	Growth All Students	59.4	U.S. History Proficiency	50.7	25.3	Participation (across subjects, including U.S. History)			70/30 Y1(15- 16)	ACT Math 22and Reading 22 or English 18				
Growth Lowest Performing	51.3	Growth Lowest Performing	73.8			60/40 Y2(16- 17)				50/50 Y3(17- 18)					
Accountability Score	150	Accountability Rating	152.9												
	587	C													

**Vardaman High School (SY 17-18) (1,000pts)**

Eng II (100 pts each)		Algebra 1 (100 pts each)		Other Subjects (50 pts each)			Graduation(4- year) (200 pts)			Acceleration (50 pts)			College Readiness (50 pts)		
Proficiency	35.5	Proficiency	47.5	Science Proficiency	67	33.5	All Students Rate	72.5	145	Participation/ Proficiency	64.1	32	Percent Meeting Benchmark	30.2	15.1
Growth All Students	49.5	Growth All Students	67.5	U.S. History Proficiency	57.8	28.9				70/30 Y1(15- 16)			ACT Math 22and Reading 22 or English 18		
Growth Lowest Performing	51.4	Growth Lowest Performing	67.9				Participation (across subjects,including U.S. History)			60/40 Y2(16- 17)					
	136.4		182.9												
Accountability Score	574	Accountability Rating	D												

**Bruce Elementary School (SY17-18) (700pts)**

Reading (100 pts each)		Math (100 pts each)	Other Subjects (100 pts each)	
Proficiency	66	Proficiency	45.3	Science Proficiency N/A
Growth All Students	43.7	Growth All Students	64.6	Participation (across subjects)
Growth Lowest Performing	25	Growth Lowest Performing	37.5	
Accountability Score		329	Accountability Rating	C

**Bruce Upper Elementary School (SY17-18) (700pts)**

Reading (100 pts each)		Math (100 pts each)	Other Subjects (100 pts each)	
Proficiency	33.9	Proficiency	44.4	Science Proficiency 68.6
Growth All Students	55.3	Growth All Students	62.2	Participation (across subjects)
Growth Lowest Performing	56.7	Growth Lowest Performing	53	
Accountability Score		374	Accountability Rating	C

**Calhoun City Elementary School (SY17-18) (700pts)**

Reading (100 pts each)		Math (100 pts each)	Other Subjects (100 pts each)	
Proficiency	43.5	Proficiency	35.5	Science Proficiency
Growth All Students	80.1	Growth All Students	69.1	Participation (across subjects)
Growth Lowest Performing	89.5	Growth Lowest Performing	62.5	
Accountability Score		444	Accountability Rating	A

**Calhoun City Middle School (SY17-18) (700pts)**

Reading (100 pts each)		Math (100 pts each)	Other Subjects (100 pts each)	
Proficiency	30	Proficiency	33.2	Science Proficiency
Growth All Students	52.8	Growth All Students	46.9	Participation (across subjects)
Growth Lowest Performing	60.4	Growth Lowest Performing	35.2	
Accountability Score		D	Accountability Rating	314

**Vardaman Elementary School (SY 17-18) (700pts)**

<b>Reading (100 pts each)</b>		<b>Math (100 pts each)</b>		<b>Other Subjects (100 pts each)</b>	
<b>Proficiency</b>	40.4	<b>Proficiency</b>	62.7	<b>Science Proficiency</b>	70.6
<b>Growth All Students</b>	57.7	<b>Growth All Students</b>	75	<b>Participation (across subjects)</b>	
<b>Growth Lowest Performing</b>	54.2	<b>Growth Lowest Performing</b>	60.9		
<b>Accountability Score</b>	422	<b>Accountability Rating</b>	B		

## Part V: Needs Assessment Outcomes

In this section, please describe 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 (e.g., student-based, staff-based, school-based, project-oriented, etc.)

Needs Assessment Areas	Descriptions
<b>Target Group Identified</b>	<b>STUDENTS:</b> <ul style="list-style-type: none"> <li>• Students not reading on grade level</li> <li>• Students retained two times or more in grades K-10<sup>th</sup></li> <li>• Students with excessive discipline referrals</li> <li>• Students with emotional and/or family problems (counselor referrals),</li> <li>• Students failing one or more end of course assessments</li> <li>• Students failing one or more core courses</li> </ul>
<b>Data Collection Method Used</b>	<ul style="list-style-type: none"> <li>• Review of attendance, grades, counselor referrals, graduation rates, and disciplinary reports</li> <li>• Survey responses: Students, staff, parents, community</li> <li>• Review of test score data: MAAP, ACT, PSAT, MAAP-A</li> <li>• Case 21 benchmark assessments in English/language arts, science, and mathematics</li> <li>• Early Warning System data review</li> </ul>

<b>Prioritized List of Needs</b>	<ul style="list-style-type: none"> <li>• Provide safe and engaging school and classroom environments</li> <li>• Conduct data analyses, including retention rates, discipline data, attendance data, survey data, student performance data, teacher observation data, student outcomes data (by teacher and school), etc., and use data to inform instruction</li> <li>• Provide effective professional learning opportunities focused on evidence-based practices including, but not limited to, professional learning in the following areas: explicit instruction, differentiated instruction, classroom management, student/teacher engagement, maximizing instructional time, and dropout prevention strategies</li> <li>• Provide afterschool activities for students in grades 6 – 9, including tutorial/homework support and STEAM activities</li> </ul>
<b>Short Term Goals</b>	<ul style="list-style-type: none"> <li>• Provide additional counseling/mental health supports for students exhibiting social, emotional, or behavioral issues</li> <li>• Include social emotional learning strategies and culturally and linguistically responsive teaching into daily instructional practice</li> </ul>
<b>Long Term Goals</b>	<ul style="list-style-type: none"> <li>• Establish and support school &amp; classroom climates that promote success for all students</li> <li>• Improve instructional and delivery methods to make lessons more engaging and relevant</li> <li>• Continue to decrease percentage of chronically absent students</li> <li>• Increase graduation rate to 95% districtwide by 2021-2022</li> </ul>
<b>Recommendations for future needs</b>	<ul style="list-style-type: none"> <li>• Continue to refine Early Warning System at each building.</li> <li>• Response to Interventions/MTSS data reviews (academics/behavior)</li> <li>• Continue weekly focus on data analysis collected throughout the district</li> <li>• Increase capacity of school transition teams</li> <li>• Utilize Families First to work with families to support youth development</li> </ul>

## **Part VI: Proposed Initiative and Priority Actions**

### **Goals:**

- Increase the district graduation rate in Calhoun County School District to 95% by 2021-2022
- Reduce the dropout rate for Calhoun County School District to 5% by 2021-2022

### **Proposed Initiatives:**

To address the needs of our students, the Calhoun County School District will work to provide tutorial services after school and throughout the instructional day. The district will continue to progress monitor by utilizing the RTI process and the MTSS system to quickly address the needs of student who struggle academically and behaviorally. We will continue to work with the school community to address the academic and social needs of the students we serve. The district is committed to searching only for teachers who are highly effective and training them to use research-based programs and strategies that focus on teaching and learning.

Programs such as STAR and Case 21 have been helpful in allowing educators to assist students with the 21<sup>st</sup> century skills that are necessary to be college and career ready. Reaching these goals will require best practices in all subjects at every grade level.

The district will utilize STAR, Case 21, and the Kindergarten Readiness program to:

- Integrate technology that is focused on teaching and learning to enhance the educational experience;
- Conduct professional development that is geared toward improving academic achievement and providing educators and parents with opportunities to add value to a data-rich process;
- Extend the school day to maximize instructional time so that students may focus on learning;
- Mentor new teachers and help them build capacity within the district;
- Research and share teacher resources and identify common misconceptions that students experience with various instructional techniques;
- Utilize Case 21 to analyze the existence or absence of quality instruction and interventions that will close the achievement gap in all core subject areas.

Elementary and high schools will continue to:

- Provide subject area and ACT prep opportunities for students;
- Provide tutoring for students who are at-risk of failing;
- Provide a career counselor and job shadowing program to assist students in being college and career ready;

- Provide professional development opportunities that teachers, parents, students, and administrators may better understand their roles in improving the academic experience for all students.

## **Part VII: 15 National Dropout Prevention Center's 15 Effective Strategies**

The National Dropout Prevention Center (NDPC) has identified fifteen effective strategies determined to have the most impact on dropout prevention. The district's current and proposed initiatives for reducing the dropout rate address each of the NDPC's fifteen effective strategies. (Appendix G)

### **District -wide Initiatives**

#### **School and Community Perspective Systemic Renewal:**

*Student Administration Manager (SAMS):* SAM is the district-wide monitoring information system used to track student attendance, grades, and discipline records. This monitoring system provides an effective means by which to support the Mississippi Department of Education performance-based accreditation model; support educational funding; provide timely and accurate reporting of educational data to meet state and federal requirements; allow for student tracking to determine student mobility and assist in the reduction of the dropout rate within the state. SAM provides information to school officials that enable them to make appropriate referrals and to intervene when warning signs occur.

#### **School Community Collaboration:**

*Communicare:* Communicare works with the Calhoun County Schools and provides mental health and behavior modifications for students with social and emotional challenges.

#### **Safe Learning Environment:**

*School Nurses:* The Calhoun County School District provides a nurse in each town full time.

#### **Early Intervention:**

#### **Family Engagement:**

*Active Parent:* Active Parent Online is a software program that allows parents in the Calhoun County School District to review their children's grades, attendance, discipline, and other school news weekly. After parents register online, they are given a secure record of user name and password. The account is then activated by the SAMS MSIS Manager. Parents can log on at the Calhoun County Schools' website to log in and use the program. Once registered the passwords and user name remain the same each year.

*AIMS:* All schools have the ability of sending out all-call-messages to parent about important events going on in the school. The district also has the same capability of sending out all-call message to employees and parents of students in the district that may be absent.

*Title I Updates:* This Office of Federal Programs will provide to parents by way of their webpage Title I community information to keep them informed of what is going on in the school community.

*Title I Advisory Meeting:* Title I Advisory meetings will be held at least twice a year to meet with stakeholders and provide them with resources regarding Title I Funds and Allocations within the district.

*Annual Title I Parent Meeting:* Title I schools hold parent meeting to keep parents informed of all Title I initiatives, school improvement efforts, and overall student progress. Meetings are held throughout the year and at various times to accommodate parents. The Office of Federal Programs places updates on its website to keep the parents informed of information about Title I schools in the district.

*PTO/PTA:* Parent organizations provide an avenue to parents to get involved with the school experience.

### Elementary School

*Grandparents Day:* Grandparents are invited to come out to the school to have lunch with their grandchildren and the children's teachers. Grandparents enjoy a hot meal and a presentation on what is going on in the school and a typical day in the life of their grandchildren.

### Middle School

#### Mentoring & Tutoring

*English Language Learners (ELL):* The district-wide ELL program serves ELL student at the elementary, middle, and high school levels through a pull-out process. Certified teachers and paraprofessionals provide mentoring and tutoring to help ELL students learn the English language and to acquire subject-area content proficiency.

*Counseling Program:* Counselors provide assistance to developing discipline plans for students who have multiple office referrals, arranging parent-teacher conferences, and providing drug-awareness and character education sessions and activities.

*New Teacher Mentoring Program:* The district conducts a mentoring program for first year teachers and teachers new to the district. The program is coordinated by the Personnel Director. Teachers attend a mandatory day of professional development prior to the start of school and several afternoon sessions are planned and carried out throughout the school year.

*ICT :* Students at the Middle School participate in ICT I and ICT II which allows students to earn Carnegie Units towards graduation.

### High School

*Credit Recovery:* Provides student with the option to recover or make up a course or recover a credit while taking regular courses.

*Dual Enrollment:* Students at all high schools have the opportunity to participate in this program through a partnership with Northwest Community College.

### *After School Opportunities*

*After - School Programs:* The Calhoun County School District is participating in a 21<sup>st</sup> Century STEAM Grant that will provide after school enrichment for students who qualify.

### Maximizing Resources

*Professional Development Funds:* District professional development (PD) funds are used to train teachers on curriculum trend that will better prepare them to improve academic achievement with innovative teaching strategies that increase the graduation rate and decrease the dropout rate.

*Title I Funds:* In addition to other PD fund, all Title I schools will utilize a large portion of funds to build capacity with a focus placed on teaching and learning.

*Title II Professional Development Funds:* A majority of these funds are set-aside to provide high quality job embedded PD district-wide and support the salary of one class-size reduction teacher.

### Active Learning:

*School Wellness Policy:* The district affirms its commitment to providing a healthy environment for all students and staff. The wellness policy is developed with the involvement of district's Health and Fit School Advisory Committee as required by Section 204 of Public Law 108-265.

### Educational Technology:

The overall goal is to provide the school community with accesses to the technology that is needed to compete in a global society.

*Measures of Academic Progress (MAAP):* MAAP is an easy to read web-based application that allows Educators in Elementary through High School to access and monitor student performance in Mathematic, Language and Reading. With the use of Education Leadership Solutions (ELS) and MAPS teachers, are able to see a comprehensive view of student ability levels.

*Case 21/ Mastery Connect:* Case 21 allows teaches to administer district benchmark assessments and access student scores within 48 hours. Teachers can then chart the students' progress and adjust to meet the individualized needs of the student.

### Career and Technical Education:

*Job Shadowing Program:* This program is designed to allow student to work up to 40 hours a week with local business and within the school district to get real life and work experience while earning wages.