Dropout Prevention Plan

Kemper County School District

2020-2021



Purpose of Plan:

The Kemper County School District Dropout Prevention Plan serves as a guide for district schools and stakeholders to retain students and to ensure that students graduate with their cohort. The Kemper Public School District continues to provide support services and resources to meet the needs of all students including those at risk of failing and/or exiting school prior to graduation.

MISSISSIPPI CODE 37-13-80

Section 37-13-80 mandates each school district implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education annually. Each school district will be held responsible for reducing and/or eliminating dropouts while implementing an effective dropout plan that focuses on the following:

1. Meet the needs of individual schools

2. Establish policies and procedures that meet the needs of the district

3. Focus on measurable student-centered goals and objectives

4. Strong emphasis on reducing the retention rates in kindergarten, first and second grade

5. Target subgroups that need additional assistance to meet graduation requirements

6. Implement dropout recovery initiatives that focus on non-traditional students 17-21 who dropped out of school

It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented each school district, the graduation rate for cohort classes will be increased to not less than ninety (90%) by 2025.

Dropout Prevention Team Leader:

Success School Director: David Sanders, Ed.S.

Mailing Address: P O Box 219, De Kalb, MS 39328

Phone: (601) 743-2657 Fax: (601) 743-9297

KCSD Superintendent: Mr. Hilute Hudson, III \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature

Dropout Prevention Team Members

Name Position

Mr. Hilute Hudson Superintendent

Dr. Fredrick Hickmon Assistant Superintendent

Mr. David Sanders Success School Director

Dr. Kory Thigpin High School Principal

Mr. Joseph Stone Middle School Principal

Ms. Tyresia Love Upper Elementary Principal

Dr. Jeri Cawthorn Lower Elementary Principal

Ms. Connie Johnson CTEC Director

Ms. Toccara Coleman District MTSS

Ms. Mary Woolery Instructional Coach Director

Ms. Sandra Clark District Lead Counselor

Since 1986, the National Dropout Prevention Center (NDPC) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America’s dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multi-dimensional. The NDPC has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

Kemper County School District has adopted the 15 Effective Strategies for Dropout Prevention.

1. **Foundational Strategies**
	1. Systemic Approach - This strategy calls for a systemic approach and process for ongoing and continuous improvement across all grade levels and among all stakeholders, through a shared and widely communicated vision and focus, tightly focused goals and objectives, selection of targeted research-based strategies and interventions, ongoing monitoring and feedback, and data-based decision making. It also requires the alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness.
	2. School-Community Collaboration - This strategy focuses on the power of an engaged and responsive community where everyone in the community is accountable for the quality of education, resulting in a caring and collaborative environment where youth can thrive and achieve. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional communication so that dropout prevention is a communitywide and ongoing effort.
	3. Safe Learning Environments - Safe, orderly, nurturing, inclusive, and inviting learning environments help students realize potential as individuals and as engaged members of society. All students need to be safe, physically and emotionally; to be expected to achieve; to be recognized and celebrated equitably for accomplishments; and to feel genuinely welcomed and supported. A safe and orderly learning environment provides both physical and emotional security as well as daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills. A comprehensive discipline plan and violence prevention plan should include conflict resolution strategies and should deal with potential violence as well as crisis management. A safe, nurturing, and responsive learning environment supports all students, teachers, cultures, and subgroups; honors and supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances.
2. **Early Interventions**
	1. Family Engagement - Research consistently finds that family engagement has a direct, positive effect on youth’s achievement and is one of the most accurate predictors of a student’s success in school. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional, two-way communication as well as ongoing needs assessments and responsive family supports and interventions.
	2. Early Childhood Education - Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of school through the primary grades.
	3. Early Literacy Development - Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects. Literacy development focus should continue P-12.
3. **Basic Core Strategies**
	1. Mentoring/Tutoring - Mentoring is typically a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. Tutoring, also typically a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student’s base teacher.
	2. Service-Learning - Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.
	3. Alternative Schooling - Alternative or non-traditional schooling and delivery model options (e.g., alternative times and environments, blended learning, virtual learning, competency-based credit opportunities) provide alternative avenues to credit earning and graduation, with programs paying special attention to the student’s individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.
	4. After-School/Out-of-School Opportunities - Many schools provide after-school, before-school, and/or summer academic/enhancement/enrichment opportunities (e.g., tutoring, credit recovery, acceleration, homework support, etc.) that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning. These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school “gap time” is filled with constructive and engaging activities and/or needed academic support.
4. **Managing and Improving Instruction**
	1. Professional Development - Adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support, and feedback. The professional learning should align with the agreed upon vision and focus for the school/agency, the agreed upon instructional framework of high leverage research-based practices and strategies, and the identified needs of the population served. The professional learning opportunities provided should be frequently monitored to determine the fidelity of implementation and need for additional support and feedback.
	2. Active Learning - Active learning and student engagement strategies engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and micro-teaching, discussion, and two-way communication. To be most effective, teachers must provide students with tools and strategies to organize themselves and any new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a task or reflecting upon their own learning.
	3. Educational Technology - Instructional Technology can effectively support teaching and learning while engaging students in meaningful, current, and authentic efforts; addressing multiple intelligences; and adapting to students’ learning styles. Educational technology can effectively be used in individualized instruction and can not only help prepare students for the workforce but can empower students who struggle with self-esteem. Effective use of technologies depends upon the timely response to and application of the rapidly expanding choices and matches to identified student needs.
	4. Individualized Instruction - Learning experiences can be individualized, differentiated, or personalized (combining paced and tailored learning with flexibility in content or theme to fit the interests, preferences, and prior experiences of each learner). In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).
	5. Career and Technical Education (CTE) - Quality CTE programs and related career pathways and guidance programs with P-20W orientation are essential for all students. Youth need workplace skills as well as awareness and focus to increase not only the likelihood that they will be prepared for their careers, but also that school will be relevant to what is next (National Dropout Prevention Center, n.d.)

According to the MDE accountability reports Kemper County School District has the following percentages:

2018 Graduation rate - 89.8%

2018 Dropout rate - 3.4%

2019 Graduation rate - 85.5%

2019 Dropout rate - 9.5%

2020 Graduation rate - 91.7%

2020 Dropout rate - 2.6%

(Mississippi Department of Education, 2020)

One Year Plan

2021 Graduation rate goal – 95% or greater

2021 Dropout rate goal – 2.5% or less

Three Year Plan

2024 Graduation rate goal – 97% or greater

2024 Dropout rate goal – 2.0% or less

Five Year Plan

2026 Graduation rate goal – 98% or greater

2026 Dropout rate goal – 1.5% or less

**Kemper County School District Goals**

To meet the one, three, and five-year goals Kemper County School District will follow the points below:

1. Reduce course failures by 50% while reducing student retention and decreasing overage population.
2. Provide innovative programs for non-traditional students
3. Promote college and career readiness in grades k-12

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| Reduce retention and course failures |
| Action Steps | Evidence of Implementation | Supports Needed |
| *Instructional Specialist Team will provide teachers with ongoing professional learning opportunities, support, and feedback.* | *Specific areas of professional development related to dropout prevention will include, but not be limited to, increasing student engagement, total participation techniques, differentiation, and online/distance learning opportunities.  Instructional coaches will monitor, support, and provide feedback to teachers.* | *Dropout Prevention Team Leader**District MTSS Coordinator**Principals* *Instructional Coaches* |
| *Continue to Monitor the effective implementation of MTSS* | *Provide multiple levels of support for all students* *Focus on effective and appropriate academic intervention(s)* *Fidelity checks practices, policies and programs aligned with district level expectations*  | *Dropout Prevention Team Leader**District MTSS Coordinator**Principals* *Instructional Coaches* *Professional Development*  |
| *Continue to review and update school plans that monitor and address attendance* |

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| *Data that reflects reduction of school absenteeism* *Communication with parents* *Parent Contact Reports* *District ADA and ADM Reports*  |

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| *Principals* *Guidance Counselors* *District Dropout Prevention Coordinator* *Attendance Officer* *Data Management* *Professional Development*  |

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| *Continue to improve and strengthen communication with counselors, parents, and students regarding graduation requirements* | *Maintain log of individualized counseling sessions for students in 8th-12th* *Maintain individualize student Plan* *Maintain log of Parent Teacher Conferences for all students* *Graduation progress report for all middle and high school students*  | *Principals* *Guidance Counselors* *District Dropout Prevention Coordinator* *Instructional Coaches*  |
| *Improve collaboration with parents, teachers, and administrators to address the problems with dropout by identifying those students at risk of dropping out as well as implementing early interventions.* | *District Common Assessments* *Math and ELA Diagnostic progress reports* *Behavior Screener* *Discipline Reports* *Daily attendance reports**Course failure reports**Office referral reports for behavioral challenges* | *Teachers* *District Instructional Coaches* *School Guidance Counselors* *District Dropout Prevention Coordinator* *District MTSS Coordinator* |
| *Provide alternative opportunities to advance academically.* | *Online and Blended Learning Programs* *Credit Recovery*  | *Teachers* *Principals**District Instructional Coaches* *School Guidance**District Dropout Prevention Coordinator* *District MTSS Coordinator* |

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| Provide innovative programs for non-traditional students |
| Action Steps | Evidence of Implementation | Supports Needed |
| *Identify and provide for the needs of students that have dropped out or in need of credit recovery for graduation* | *Online learning platform**Success School**Dropout Prevention Program**Credit Recovery**MTSS* | *Success School Director**District MTSS Coordinator**Success School Teachers**Guidance Counselors**Dropout Prevention Coordinator**College Partnership**Principals**Attendance Officer* |

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| Promote College and Career Readiness |
| Action Steps | Evidence of Implementation | Supports Needed |
| *All 8th grade students will enter 9th grade with an ISP (Individual Student Plan)* | *Monitor list of 9th grade students with individualized student plan (ISP)* *Provide list of state approved graduation options* *Provide list of KCSD course offerings*  | *Middle School and High School Principals* *Guidance Counselors* *District Dropout Prevention* *Coordinator*  |
| *Administer practice ACT test* | *Monitor List of participants and scores* | *Middle School and High School Principals* *Guidance Counselors*  |
| *Evaluate Career and Technical Education course offerings*  | *Current list of CTE Pathways that meet Workforce Development demands* *Current Bureau of Statistic Report*  | *Director of Career & Technical Education* *High School Principal**Guidance Counselors*  |

**References**

2013 Mississippi Code :: Title 37 - EDUCATION :: Chapter 13 - CURRICULUM; SCHOOL YEAR AND ATTENDANCE :: MISSISSIPPI COMPULSORY SCHOOL ATTENDANCE LAW :: § 37-13-80. (n.d.). Retrieved July 15, 2020, from https://law.justia.com/codes/mississippi/2013/title-37/chapter-13/mississippi-compulsory-school-attendance-law/section-37-13-80/

Mississippi Department of Education. (2020). *Mississippi Department of Education*. Retrieved from www.mdek12.org: https://www.mdek12.org/OPR/Reporting/Accountability

National Dropout Prevention Center/Network. (2015). *Effective strategies*. Retrieved from http://dropoutprevention.org/wp-content/uploads/2018/03/NDPC\_15\_effective\_strategies.pdf