

Laurel School District's  
Dropout Prevention Restructuring Plan  
2015-2016



# DROPOUT PREVENTION RESTRUCTURING PLAN – LAUREL SCHOOL DISTRICT

**FYI: PLEASE NOTE THAT THIS IS A SAMPLE TEMPLATE FOR SCHOOL DISTRICTS TO UTILIZE. SCHOOL DISTRICTS HAVE THE AUTHORITY TO USE THEIR OWN PLAN TO DEVELOP AND INCLUDE A SYSTEMIC SET OF PROCEDURES TO DETERMINE AT-RISK STUDENTS AND IDENTIFY CURRENT NEEDS AND SET PRIORITIES FOR FUTURE ACTION.**

## REQUIREMENTS OF MISSISSIPPI CODE 37-16-7

### Suggestions for using the Needs Assessment Planning Template:

- Convene a team to complete self-assessment. Include students, parents, and community members as well as personnel/staff.
- Have each team member rate items on the needs assessment planning template independently.
- Compare answers, noting differences of perception. Agree on top priorities for development.
- Brainstorm next steps for priority areas.
- Make an action plan and implement school/district strategies.

AREAS OF DISTRICT RESPONSIBILITY	CURRENT STATUS <b>ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED?</b>	ACCOUNTABILITY	NEXT STEPS: PROCESS AND DEADLINE
	In Compliance	Provide Timeline & Responsible Personnel	
<b>1. High School Restructuring Reforms</b> a. Are you utilizing your best teachers in the most effective manner? b. Are teachers encouraging students to care about education while focusing on connecting the relevancy to their lives? c. Do all teachers know how to keep students on task? If no, which teachers and what is the district's plan to aid them in achieving the charge?	Yes <u>  X  </u> No _____  Yes <u>  X  </u> No _____  Yes <u>  X  </u> No _____	<b>On-going</b> Superintendent Curriculum & Federal Programs Director Principals CTC Director Counselors Graduation Coaches	<b>a/b:</b> Highly Qualified teachers are in place. In critical areas students are double blocked (extra-time) with additional tutorial periods (RTI) to ensure skills mastery. Additional support staff with teacher assistants are in place in core classes (time-on-task), as well as academic coaches for the monitoring/facilitation of progress (successful outcomes). <i>This is an ongoing process with quarterly evaluations.</i>  <b>c:</b> Multiple measures are in place to facilitate teachers in getting and keeping students on task. We practice PBIS school-wide. We use a 3-tier system for working with teachers to effective discipline support. Consistent visibility and specific focus with teachers of classroom management by a behavior specialist, counselors and student services

			administrator who provide in class coaching to teachers and students. Likewise, we have an embedded PLC that provides teachers with additional support/coaching and in extreme cases intervention. <i>This is an on-going process with quarterly evaluations.</i>
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<p><b>2. Accountability in Meeting Graduation requirements</b></p> <p>a. How many students who start high school in your district fail to earn a high school diploma? How far from graduation are they when they drop out? From which high schools do they dropout? Which middle schools send students to high schools with low graduation rates?</p> <p>b. What percent of your district's dropouts are "life events dropouts," "fade outs," "push outs" and "failing to succeed students?"</p> <p>c. How early in their schooling can the majority of your district's dropouts be identified?</p> <p>d. Are the schools in your district organized to help end the dropout crisis?</p>	<p>Yes <u>  X  </u>    No _____</p> <p>Yes <u>  X  </u>    No _____</p> <p>Yes <u>  X  </u>    No _____</p> <p>Yes <u>  X  </u>    No _____</p>	<p><b>On-going</b> Superintendent Curriculum &amp; Federal Programs Director Principals CTC Director Alternative School Director Counselors Academic Coaches</p> <p><b>On-going</b> All principals Counselors</p> <p><b>On-going</b> Superintendent Curriculum &amp; Federal Programs Director Principals CTC Director Counselors Academic Coaches</p>	<p><b>a/b:</b> Currently, just over 30% of high school students, who are served the district's only high school, fail to earn a high school diploma. Previously, the majority, (70%) of those were from the 9th grade and were already considered over-age and/at-risk. Due to successful interventions and systematic changes/improvements that trend has begun to shift. Currently the majority of students who do not earn a diploma are due to failure to meet graduation requirements (SATP2) (failing to succeed students). There remains a consistent percentage (10-15 %) of dropouts that are due to life events (pregnancy, extreme home environments, etc.) Graduation rate targets reflect a minimal of 5% increase each year until 80% or higher is obtained. <i>This is a yearly evaluated process that sets targets for a 3-year period.</i></p> <p><b>c:</b> Potential dropouts can be identified as early as elementary school. We use screeners to identify at-risk students. Students are progress monitored through district common assessments and we utilize our RTI process to provide interventions. <i>This is an on-going process.</i></p> <p><b>d:</b> Multiple restructuring aspects are in play. The high school campus has been restructured to create a school-within-a-school model for 9th grade. The 9th grade campus has had additional academic coaches and staff added to better support students. A more controlled environment with a series of systems geared specifically for 9th grade are in place for 100% matriculation to 10th grade (college and career focus, academic interventions, academic enrichment and celebratory programs, extra-curricular opportunities, etc.)</p>
<p><b>3. Focused Prevention, Intervention, and Recovery</b></p> <p>a. Does your district provide pre-k education to all young children who need or want it?</p> <p>b. Is there a collaborative process with Pre-Kindergarten community programs? (i.e.,</p>	<p>Yes <u>  X  </u>    No _____</p> <p>Yes <u>  X  </u>    No _____</p>	<p><b>On-going</b> Federal Programs Director Principals</p> <p><b>On-going</b> Federal Programs Director</p>	<p><b>a:</b> We have 4 Pre-kindergarten classes serving 80 students. We have 2 classes at 2 different schools. <i>We will continue these classes.</i></p> <p><b>b:</b> We have a signed School Readiness Agreement with our local Head Start Agency. We have shared the State's Pre-K curriculum and provide</p>

transition and shared curriculum)		Elementary Principals	transition activities. We participate in the Head Start Education/Transition Advisory Committee Meetings. <i>These activities will continue.</i>
<p>c. Does your district have reading benchmarks and provide multiple layers of support to insure all students can read by the beginning or ending of the 2<sup>nd</sup> year?</p> <p>d. Is class size reduction used strategically, so elementary teachers are not overwhelmed and can take the time it takes to teach all students in a caring manner the behavioral norms of schooling?</p> <p>e. Does your district provide high quality pre-k to 2nd grade mathematics instruction?</p> <p>f. Do you have a multi-tiered prevention and intervention system in place in your middle schools to react effectively to the first signs of poor attendance, behavior and course failure?</p> <p>g. Are your middle schools organized to engage middle grade students and meet their need for adventure and camaraderie?</p>	<p>Yes <u>  X  </u> No <u>    </u></p> <p>Yes <u>  X  </u> No <u>    </u></p> <p>Yes <u>  X  </u> No <u>    </u></p> <p>Yes <u>  X  </u> No <u>    </u></p> <p>Yes <u>  X  </u> No <u>    </u></p>	<p><b>On-going</b> Curriculum Director Elementary Principals &amp; Pre-K – 2<sup>nd</sup> grade teachers</p> <p><b>On-going</b> Federal Programs Director &amp; Principals</p> <p><b>On-going</b> Curriculum Director Principals &amp; teachers</p> <p><b>On-going</b> Administrators, counselors, teachers, attendance clerk</p> <p><b>On-going</b> Administration, teachers</p>	<p><b>c:</b> We have developed pacing guides for each 9 week period. We give common assessments each quarter to monitor student progress. Students in the RTI process are monitored more often. We also use STAR Reading, Early STAR and DIBELS to identify struggling students and to monitor their progress. We have assistant teachers in every Pre-K – 1<sup>st</sup> grade class. We also have part time day tutors to carry out interventions. We have online instructional programs to reinforce classroom instruction. Teachers meet in PLC’s to discuss instruction, interventions &amp; to analyze data to drive instruction. <i>We evaluate the effectiveness of our pacing guides annually and make any necessary adjustments.</i></p> <p><b>d:</b> We use the majority of our Title II funds for class size reduction teachers in K-3<sup>rd</sup> grade. We also use Title I funds to reduce class size in 4<sup>th</sup> – 8<sup>th</sup> grade. We feel this strategy has been beneficial to the students. <i>We evaluate each year to determine where to strategically place our class size reduction teachers.</i></p> <p><b>e:</b> We have developed pacing guides for each 9 weeks period. We give common assessments each quarter to monitor student progress. We have purchased new math textbooks &amp; provided training on how to use them effectively. We use STAR Math to as well as common assessment to monitor student progress. We have online instructional programs to reinforce classroom instruction. <i>This is an on-going process.</i></p> <p><b>f:</b> We have a behavior discipline ladder to monitor students’ behavior and a PBIS system. Students identified in MSIS are monitored throughout the year. Students are placed in a learning strategies class to assist with core skill deficiencies. Students’ progress in classes is monitored regularly. Students are also recommended for both during-school-day and after-school tutoring. Parental contact is made at the first signs of poor attendance, behavior and course failure. <i>This is an on-going process.</i></p> <p><b>g:</b> We offer students the opportunity to take part in academics, arts (band, choir, art, drama) and athletic (baseball, football, soccer, basketball, tennis, softball, dance, cheerleading) competitions. Academic field trips are taken throughout the school year to enrich student learning and expose our students to experiences that would not be possible otherwise. There are also clubs such as Beta, Student Council, Ambassadors, Science and Math that students may participate and to</p>

<p>h. Is there a plan to transform high schools with low graduation rates into strong learning institutions?</p> <p>i. Is the plan sufficiently comprehensive? Does it have organizational, engagement, instructional, and teacher support components?</p>	<p>Yes <u> X </u> No ___</p> <p>Yes <u> X </u> No ___</p>	<p><b>On-going</b>          Superintendent          Curriculum &amp; Federal Programs Director          Principals          CTC Director          Alternative School Director          Counselors          Academic Coaches          Outside Agencies</p>	<p>develop camaraderie. Teachers use cooperative learning activities to engage students and help them learn how to work together as a team. <i>This is an on-going process.</i></p> <p><b>h/i:</b> Multiple restructuring aspects are in play. The high school campus has been restructured to create a school-within-a-school model for 9th grade. The 9th grade campus has had additional academic coaches and staff added to better support students. A more controlled environment with a series of systems geared specifically for 9th grade are in place for 100% matriculation to 10th grade (college and career focus, academic interventions, academic enrichment and celebratory programs, extra-curricular opportunities, etc.). Credit Recovery classes are provided at the high school for students who are at risk of not graduating due to failing a course necessary for graduation.</p> <p>Extensive professional development systems have been put into place allowing teachers, support staff and administrators common planning and professional growth time during the school day (PLC). External agencies/consortiums are utilized to facilitate growth as well as embedded programs such as PD360. <i>This is an on-going process.</i></p>
<p><b>4. Professional Development</b></p> <p>a. The district provides teachers with professional development to expand their knowledge and skills.</p> <p>b. The district provides principals and teacher leaders with training to supervise and support teachers in engaging students academically and socially in school</p>	<p>Yes <u> X </u> No ___</p> <p>Yes <u> X </u> No ___</p>	<p><b>On-going</b>          Superintendent          Curriculum &amp; Federal Programs Director          Principals</p> <p><b>On-going</b>          Superintendent          Curriculum Director          Principals</p>	<p><b>a:</b> The district provides in-district &amp; outside providers for Professional Development (PD). The district as well as each school has a PD Plan. Teachers meet in PLCs on a weekly basis. We also conduct district level PLCs. We have also purchased an online PD service (PD360). <i>We evaluate the effectiveness of our PD annually to ensure we are providing training our areas of need and address teachers' request for PD.</i></p> <p><b>b:</b> All principals, assistant principals &amp; teachers have been trained on M-STAR. M-STAR provides us with the means to supervise and support our teachers. <i>This is an on-going process.</i></p>

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<p><b>5. Using Data for Planning and Accountability</b></p> <p>a. The district utilizes a system that provides longitudinal student-level data on enrollment and risk factors for dropout (e.g., academic problems, truancy, behavior problems, etc.)</p> <p>b. The district provides school staff with training on how to use data to identify students at risk of dropping out.</p> <p>c. The district works with each school to ensure that data is analyzed regularly and the school has strategies in place to work with identified students.</p>	<p>Yes <u> X </u> No ___</p> <p>Yes <u> X </u> No ___</p> <p>Yes <u> X </u> No ___</p>	<p><b>On-going</b> Superintendent Curriculum Director Principals MSIS Coordinator School Counselors</p> <p><b>On-going</b> Superintendent Curriculum Director Principals</p> <p><b>On-going</b> Superintendent Curriculum &amp; Federal Program Director Principals</p>	<p><b>a:</b> We use online programs to track student-level data. MSIS, SAMS, and School Status provide us with this type of data. Counselors &amp; principals monitor this data. We also have a program that tracks students' achievement. <i>This is an on-going process.</i></p> <p><b>b:</b> All of the districts administrators attended the Goals Setting Training. We have had in-house &amp; outside trainers to help teachers analyze their data &amp; to identify students at risk of dropping out. Teachers meet in PLC to analyze data and identify students at risk of dropping out. <i>This is an on-going process.</i></p> <p><b>c:</b> The superintendent meets regularly with each principal to discuss data &amp; student progress. We have regular principals meeting to discuss data &amp; strategies. Each school requires teachers to meet in PLCs. We also have district level teacher PLCs to analyze data &amp; discuss strategies. <i>This is an on-going process.</i></p>
<p><b>6. Utilizing District Finances and Materials Based on Data</b></p> <p>a. Based on annual review of progress and needs of each school, the district identifies needs for additional staff resources.</p> <p>b. School progress and needs are factored into decisions about distribution of state and federal funds for school improvement.</p>	<p>Yes <u> X </u> No ___</p> <p>Yes <u> X </u> No ___</p>	<p><b>On-going</b> School Board Superintendent Curriculum &amp; Federal Programs Director CFO Principals</p>	<p><b>a/b:</b> The CFO in conjunction with the Superintendent, Federal Programs Director and Principals yearly evaluate the allocation of both local and federal dollars to best meet the needs of students. A comprehensive needs assessment is conducted. A budgetary process is conducted that both involves key community members as well as the public in general. Allocation adjustments are made with the approval of the School Board. <i>This is an on-going process.</i></p>

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<p><b>7. Engaging Families and District</b></p> <p>a. The district communicates policies for working with students at risk of dropping out to parents and district organizations.</p> <p>b. The district has established partnerships with district-based program providers and other agencies such as social services, welfare, mental health, and law enforcement, to implement behavior and social skills programs.</p> <p>c. The district has established partnerships with district agencies, businesses, and colleges/universities, etc. to obtain adult advocates.</p> <p>d. The district has developed partnerships with local postsecondary institutions to host prospective student visits and workshops on completing postsecondary and financial aid applications.</p>	<p>Yes <u> X </u> No ___</p> <p>Yes <u> X </u> No ___</p> <p>Yes <u> X </u> No ___</p> <p>Yes <u> X </u> No ___</p>	<p><b>On-going</b> Superintendent Curriculum &amp; Federal Programs Director Principals CTC Director Alternative School Director Counselors Academic Coaches Outside Agencies Parent Center Director</p>	<p><b>a:</b> The Administration and Teachers meet with parents of at-risk students by both request of the teacher and parent. Policies are also available in the handbook stating our procedures. These policies are also available online. We have open houses, and informational parent meetings. We send letters to parents as well as make home visits when concerns arise. <i>This is an on-going process.</i></p> <p><b>b:</b> We have partnered with the following agencies to help prevent student drop out. They are as follow: Pine Belt (counseling and Day Treatment, USM (PBIS), DHS, the local Youth Court, Laurel Police Dept. (D.A.R.E.) and our AEE adopters. <i>This is an on-going process.</i></p> <p><b>c:</b> During our annual Parent University, College Fair and Career Fair we allow agencies to come in and exhibit what they have to offer our students before and after graduation. We also have a Parent and Community Council that meets regularly. <i>This is an on-going process.</i></p> <p><b>d:</b> We have developed a partnership with postsecondary institutions to come in and recruit our students as well as make available the avenues for those interested to obtain information about their institution. We arrange for students to visit college campuses. <i>This is an on-going process.</i></p>



