

Amite County School District

2015-2016

Dropout Prevention Restructuring Plan

Mr. Scotty Whittington, Superintendent

Mr. Robert McDaniel, Curriculum Director

Ms. Mary Russ, Federal Programs Director



Amite County School District

Dropout Prevention and Restructuring Plan

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Amite County School District

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Liberty, MS 39645

Phone: 601.657.4361
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Superintendent: Scotty Whittington


Signature

Team Leader: Mary Russ, Director of Federal Programs


Signature


Team Member: Robert McDaniels, Director of Curriculum and Testing


Signature

Principal: Cedric McDowell
School: Amite County High School


Signature

Counselor: Shyeisha Smith
School: Amite County High School


Signature

Principal: Janie Ashley
School: Amite County Elementary School


Signature



Amite County School District

Verification of Board Presentation and Approval

On behalf of the **Amite County School District**, I hereby submit the district and school Dropout Prevention and Restructuring Plans to provide goals, activities, and services necessary to meet the goals of the Mississippi Department of Education. The Mississippi Policy and State law dictates that each high school with a graduation rate below 80% must develop a graduation restructuring plan for the 2015-2016 school year. MDE also suggests that all schools develop annual action plans for continuous improvement toward the goal of all students graduating college and career ready.

Teams from Amite County High School and the Amite County School District office have worked collaboratively together to design their restructuring plan based on the six design principles in the Mississippi College and Career Readiness (CCR) Design Principles (as recommended by the Office of Secondary Education). The principles are: Ready for College and Career, Powerful Teaching and Learning, Personalization, Redesign Professionalism, Leadership, and Purposeful Design. The plans also include actions, timelines, resources, measures for success and monitoring processes.

The Amite County School District Dropout Prevention-Restructuring Plan will be reviewed annually and modified based on current graduation and dropout data.

Sincerely,


Scotty Whittington, Superintendent



Amite County School District

Data Used to Develop District and School Plans

1. Enrollment Data
2. Graduation Rate
3. Dropout Rate
4. Test Scores
5. PLC Team/Meeting Data
6. Attendance/Attendance Rate
7. Grades
8. Screening Data



Amite County School District

Dropout Prevention-Restructuring Plan

2015-2016

Current district data drives the Amite County School District 2015-2016 Restructuring Plan. Our district development team has based the following plan on the needs of our students.

Goal:

The long term goal of the Amite County School District Dropout Prevention-Restructuring Plan is to increase the graduation rate and decrease the dropout rate.

The 2015-2016 Dropout Prevention-Restructuring Plan will focus on the following short-term goals.

1. Reduce the retention and failure rates in grades K-3
2. Provide innovative graduation programs and approaches
3. Target subgroups that need additional assistance to meet graduation requirements
4. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21)



Amite County School District

2014-2015 Enrollment Data

Grade	Number Enrolled
Pre-Kindergarten	N/A
Special Education Pre-K	N/A
Kindergarten	100
Special Education Kindergarten	N/A
Elementary Special Education	N/A
Grade 1	92
Grade 2	110
Grade 3	82
Grade 4	86
Grade 5	93
Grade 6	77
Grade 7	77
Grade 8	78
Grade 9	84
Grade 10	58
Grade 11	65
Grade 12	42
Secondary Special Education	*
Secondary GED	*
Total Enrollment	1054

Group Name	Group Number	Group Percent (%)
Female	518	49.15%
Male	536	50.85%
Asian	0	*
Black	851	80.74%
Hispanic	*	*
Native American	0	*
White	179	16.98%
Multi Racial	19	*
Pacific Islander	0	*



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Graduation Rate Data

District	4-Year Graduation Rate (%)	4-Year Completer Rate (%)	4-Year Dropout Rate (%)
* Mississippi	74.5	9.0	13.9
Amite Co School Dist	59.4	11.7	22.4

District	2014 Official Grade	2013 Final Grade	2014 w/o Waiver Grade	2014 Total Points	Grow Read Low 25	Grow Math Low 25	Proficiency Read	Proficiency Math	Proficiency Science*	Proficiency History*	Grad Rate ('09 Cohort)*
Amite Co School District	D	D	D	501	59.3	58.9	41.6	46.2	26.4	23.9	118.8



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Amite County School District

Amite County School District Dropout Prevention-Restructuring Plan 2015-2016

1. Reduce the retention and failure rates in grades K-3

ACTION STEPS	EVIDENCE OF IMPLEMENTATION	SUPPORTS NEEDED
Screen and provide remediation to K-3 students who are at risk of failing.	<ul style="list-style-type: none"> • Benchmark Assessments • STAR Reading and Math Data • 	<ul style="list-style-type: none"> • Consultants • Administrators • Interventionists • AmeriCorps
Evaluate the use of formative and summative assessments	<ul style="list-style-type: none"> • Formative Assessments • Summative Assessments • Grades 	<ul style="list-style-type: none"> • Curriculum Director • Administrators
Provide ongoing sustained district-wide professional development in the following areas: <ol style="list-style-type: none"> 1. CCRS 2. Direct explicit Instruction 3. Vocabulary 4. Data to drive instruction 5. Instructional Strategies 	<ul style="list-style-type: none"> • Professional Development 	<ul style="list-style-type: none"> • Observations • MSTAR Evaluations



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2. Provide Innovative graduation programs and approaches

ACTION STEPS	EVIDENCE OF IMPLEMENTATION	SUPPORTS NEEDED
Increase the number of students enrolled in AP classes	<ul style="list-style-type: none">• AP Student Enrollment• Information Sessions for Students and Parents	<ul style="list-style-type: none">• School Administration• School Counselors
Ensure all 11 th grade students take the ACT	<ul style="list-style-type: none">• ACT Data Enrollment in ACT Prep Courses• District Curriculum Plan documenting state mandate to provide ACT tests to all 11th grade students	<ul style="list-style-type: none">• ACT Prep Course Materials & Trainings• School Principals• Teachers• Consultants• Curriculum Staff
Provide relevant and rigorous credit recovery program	<ul style="list-style-type: none">• Documentation of student enrollment in Credit Recovery Program• Documentation of Completion of Credit Recovery Courses• Reports of summer school enrollment	<ul style="list-style-type: none">• Summer school administrator• Material for summer courses• Additional licenses for Grade Results



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3. Target subgroups that need additional assistance to meet graduation requirements (Overage Students, Frequent Disciplinary Infractions, and students who scored Minimal on State Assessment and/or Reading below Grade level)

ACTION STEPS	EVIDENCE OF IMPLEMENTATION	SUPPORTS NEEDED
Identify at-risk students and provide intensive intervention (TST)	<ul style="list-style-type: none"> Documentation of TST folder and process 	<ul style="list-style-type: none"> Teachers Counselor Administrators
Analyze assessment data and develop intervention plans based on student's areas of needs	<ul style="list-style-type: none"> Individualize student plans Assessment Data Remediation Activities 	<ul style="list-style-type: none"> General Education Teacher Inclusion Teacher Interventionist
Provide workshops for parents led by teachers, administrators and consultants (Parent Academies)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Special Populations Teacher will assist students with mastering reading and math skills and passing subject area test	<ul style="list-style-type: none"> IEPs Tutoring documentation Remediation folders 	<ul style="list-style-type: none"> General Education Teacher Special Education Teacher Administrators
Credit recovery will be accessible to students who dropped out of school or at risk of dropping out	<ul style="list-style-type: none"> Documentation of student enrollment in Credit Recovery Program Documentation of Completion of Credit Recovery Courses Reports of summer school enrollment 	<ul style="list-style-type: none"> Summer school administrator Material for summer courses Additional licenses for Grade Results



Amite County School District

School Level Plans

Design Principle 1: Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p>1.3 College Ready Skills</p>	<p>Early Steps: College skills are implemented throughout the curriculum</p>	<p>Opportunities for students to practice college and career ready skills are provided via exhibitions, and/or presentations to authentic audiences.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p> <p>Work with Juniors and guide them through filling out and submitting a college application.</p>	<p><i>Who will do it?</i></p> <p>Counselor and consultants</p>	<p><i>By when?</i></p> <p>May 2016</p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p> <p>Computers, students and counselors</p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p> <p>Scheduling and buy-in</p>	
<p>Seniors will be enrolled in ACT Prep for continued focus on each component.</p>	<p>Counselor/Principal</p>	<p>August 6, 2015</p>	<p>ACT Prep classroom resources (books, practice tests etc.); ELS Benchmark assessments on each component.</p>	<p>Students scheduling – track each students' grad status and post-secondary plans prior to school start day</p>	
<p>All sophomores and juniors will have multiple opportunities to practice the ACT exam as well as receive direct and intense interventions on each component from contractual services and school interventionists.</p>	<p>Principal, Librarian, Subject Area Teachers, Contractual Services, Federal Programs Coordinator</p>	<p>Beginning September 21, 2015 and ongoing</p>	<p>Title I funds,</p>		

Outcome: Increase the number of graduates who are college and/or career ready



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Design Principle 2: Require Powerful Teaching & Learning

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
2.4	Beginning	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i> Teachers create a learning environment that provides an increase in student engagement and provide activities that enrich the student's college content knowledge.	Administrators Teachers Staff	By when?	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> PLC collaboration time amongst teachers.	<i>What could get in the way of task completion? How will you overcome them?</i> None	
100 % of all teachers will submit lesson plans on a weekly basis, which includes cross curriculum integration of subject areas. 100 % of all lesson plans will be reviewed by administrators with necessary feedbacks.	Teachers, Administrators	Ongoing	Time for teachers at the school and district-wide to meet, discuss, and plan lessons.	District wide planning of professional development opportunities for to staff meet.	
Require opportunities for 7 th -12 th grade teachers to plan cross-curriculum	Teachers	May 2016	Teacher buy-in	Buy in from teachers and students	
Schedule college campus visits for all juniors and seniors to visit a campus	Students, counselors and consultants	March 2016	Funds, student participation, counselors, administrative support	Lack of funding	

Outcome: Teachers relate the content to other disciplines to deepen understanding and connect learning for students. Teacher teams will build curriculum and lessons based on cross curriculum objectives.



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Design Principle 5: Leadership

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
5.9 Culture of High Expectations 5.10 Culture of High Expectations	Early Steps	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will be included in the development of practices to improve student achievement and prevent student failure/dropout. Data will be used to monitor progress/measure outcomes.	Principals, Teachers, Interventionists, Counselor	Ongoing	Data Coach/Data Interpreter All Staff	Time Conflict Staff Buy-In Funding for resources	
The Principal will ensure that Tier Planning committees are meeting and implementing interventions and plans with "at risk" students on a regular basis.	Principals, Counselors, Teachers, Interventionists	Ongoing	Appropriate training for the implementation of successful strategies of student data	Time Conflict Staff Buy-In	

Outcome: Student Success in all course work, not just their favorite/best subject areas.