

**ITEM # 7.1**



# Calhoun County School District

## **DROPOUT PREVENTION PLAN**

**2021-2022**

Dr. Lisa Langford, Superintendent

**Approved**  
**AUG - 2 2021**  
**Board Meeting**

Roadmap to Success:  
A Framework for District  
Dropout Prevention Plans

Requirement

Following the completion of the needs assessment, the district dropout prevention plan will detail the implementation of the 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 initiative 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)

## Part II: Local Dropout Prevention Team Members

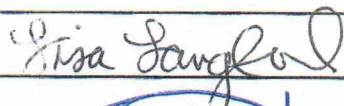
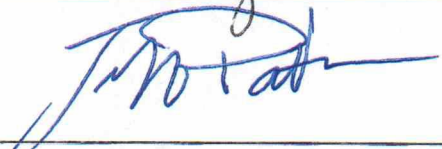
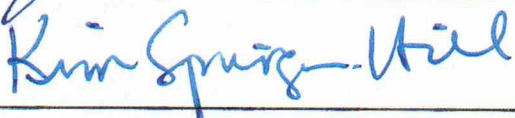
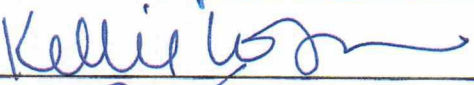
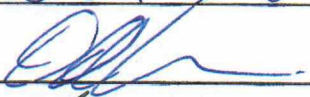


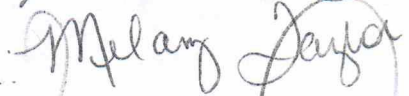
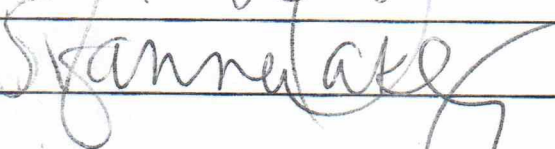
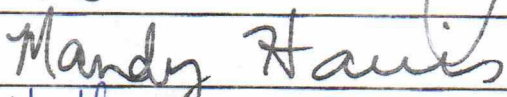
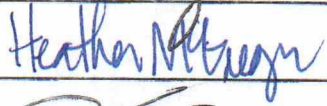

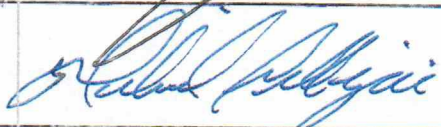
**School District:** Calhoun County School District.

**Phone:** 662-412-3152

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

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**Superintendent's Email Address:** llangford@calhounk12.com

Name	Position	
Dr. Lisa Langford	Superintendent	
Jeff Patton	Assistant Superintendent/ COVID-19 Coordinator	
Kim Springer-Hill	Federal Programs Director/Curriculum Coordinator	
Dr. Kellie Logan	SPED Director	
Dallas Gore	High School Principal	
Tim Cook	High School Principal	
L'Kenna Whitehead	High School Principal	
Melany Taylor	Director of 21st Century Afterschool Program	
Suzanne Oakley	High School Counselor	
Stephanie Lucius	Community Leader	
Mandy Harris	Parent	
Heather McGreger	Elementary Principal	
J.R. Mays	Director of Career & Technical Education	
Michael Gillespie	Director of Curriculum & Assessment	



### 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 2021-2022; (2) reducing the state dropout rate by 50% by 2021-2022.

- 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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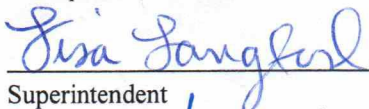
#### Dropout Prevention Team Leader:

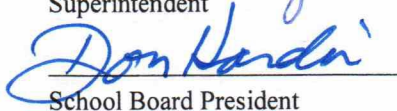
Name: Michael Gillespie

Title: Director of Curriculum and Testing

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

Telephone-662-412-3152

  
Superintendent

  
School Board President

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

# Part IV 2021-2022 District Data Form

Location	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Calhoun County School District	74.0	73.5	83.5	84.8	86.5	91.4
Bruce High	83.6	71.8	80.6	84.1	83.7	86.4
Calhoun City High	62.8	76.6	90.3	93.5	85.1	95.3
Vardaman High	71.3	73.8	77.6	72.5	89.8	93.7

Graduation Rate Trends

Part IV-District Data Summary

School_Name	VHS	BES	BHS	CCMS	CCHS	CCES	BUES	VES
Reading_Proficiency	34.1	55.6	43.6	31.8	34.5	40.9	40.8	39.9
Math_Proficiency	53.2	41.5	57.4	16.1	29.4	29.6	45.4	56.8
US_History_Proficiency	61.3		74.5		45.8			
Science_Proficiency	67		67.2	55.4	69.2		68.6	70.6
Reading_Growth_All	61.4	75	63.6	48.9	55.2	66.3	57.1	58.9
Math_Growth_All	59.1	81.1	74.7	28	49	43.6	67.2	61.8
Reading_Growth_Low	75.7	50	76	43.6	75	50	37.5	40.7
Math_Growth_Low	55	71.9	63.3	39.2	69.2	21.1	52.6	41.2
Participation_Rate	>=95%	>=95%	>=95%	>=95%	>=95%	>=95%	>=95%	>=95%
Graduation_Rate	89.8		83.7		85.1			
CCR_Rate	30.7		25.4		26.3			
Acceleration_Rate	57.3		66.1		52.6			
EL_Points								29
EL_Score								75.39
Total_Points	669	438	693	263	579	293	369	380
Grade	B	B	B	F	D	D	C	B
Reading_Proficiency_Num	47	79	85	81	20	47	62	73
Reading_Proficiency_Den	138	142	195	255	58	115	152	183



Math_Proficiency_Num	74	59	113	41	15	34	69	104
Math_Proficiency_Den	139	142	197	255	51	115	152	183
Sciency_Proficiency_Num	56		86	39	36	0	47	22
Science_Proficiency_Den	90		128	130	52	1	72	35
US_History_Proficiency_Num	38		38		33			
US_History_Proficiency_Den	62		51		72			
Reading_Growth_Num	83.5	42.75	119.5	122.75	29.25	43.75	86.25	76
Reading_Growth_Den	136	57	188	251	53	66	151	129
Math_Growth_Num	81	46.25	143.5	70.25	23.5	28.75	101.5	79.75
Math_Growth_Den	137	57	192	251	48	66	151	129
Reading_Growth_Low_Num	27.25	7	36.5	30.5	10.5	8.5	14.25	14.25
Reading_Growth_Low_Den	36	14	48	70	14	17	38	35
Math_Growth_Low_Num	19.25	11.5	31	26.25	9	4	20.5	14
Math_Growth_Low_Den	35	16	49	67	13	19	39	34
Participation_Rate_Num	471	288	652	653	291	241	397	410
Participation_Rate_Den	473	292	658	657	291	243	397	414
Acceleration_Participation_Num	26.2		49.7		43.4			
Acceleration_Participation_Den	94		117		138			
Acceleration_Performance_Num	32.1		74.5		41.3			
Acceleration_Performance_Den	37		83		56			
CCR_Num	13.5		15.5		15			
CCR_Den	44		61		57			
EL_Numerator								39.955
EL_Denominator								53



## 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
Target Group Identified	<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><li>• Students not involved in extracurricular clubs, activities, etc.</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>
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<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> </ul>
<b>Recommendations for future needs</b>	<ul style="list-style-type: none"> <li>● Continue to refine the Early Warning System at each building.</li> <li>● Response to Interventions/Tier spreadsheet reviews (academic/behavior)</li> <li>● Continue weekly focus on data analysis collected throughout the district</li> <li>● Increase capacity of school transition teams</li> </ul>



- The CCSD will utilize data systems that identify students' records, such as behavior, grades, academic status, and grade level placement.
- CCSD will use SAM to generate and analyze student information on attendance, academic performance, behavior, discipline, etc. CCSD has developed common assessments for 9 weeks tests and uses ELS to assess student growth and academic performance. CCSD has trained teachers to utilize EZ Test Tracker to analyze and disaggregate their students' test data. CCSD has trained teachers to utilize EZ Assessment to create and optimize a variety of testing options and afford the opportunity to analyze the testing results.
- The CCSD will establish incentive opportunities for students to stay focused on graduating.
  - CCSD is currently working toward dual enrollment/dual credit options that will allow high school students the opportunity to earn college or vocational credit simultaneously toward a postsecondary diploma at a Mississippi public institution that will also grant credit toward their high school diploma.
  - CCSD's Career and Technical Center provides students with courses that are also graduation credits. CCSD uses the MOD- Mississippi Occupational Diploma as a graduation option for high school students with disabilities. The curriculum of the MOD allows students the opportunity to gain community-based employment with hands-on work experience.
  - CCSD uses federal monies that provide a Pre-K program to help prepare our students to enter Kindergarten ready to start the education process.
- The CCSD provides interventions and support for students who are at-risk of failing.
  - CCSD uses Response to Intervention (RTI)/ Teacher Support Team (TST) as a way to identify students with academic and behavioral deficits. Dibels, evidence-based interventions are used to ensure quality support is provided for those students that have been identified. CCSD has trained their TST to utilize the three tiered system in conjunction with the Mississippi Department of Education guidelines.
- CCSD has ensured that homebound services are provided for students that are unable to attend school for extended periods of time due to their disabilities. CCSD has a policy and procedures to identify homeless students and considers this indicator when making academic decisions. CCSD has a partnership with



Communicare which provides Support Therapist in qualifying schools as a proactive measure to lend extra support and interventions to students and their guardians.

- The CCSD will establish and provide support programs for students who fail a grade and are not currently in their chronological appropriate grade.
- TST are developing individualized behavioral interventions for students who demonstrate repetitive undesirable behaviors in the academic setting. Calhoun County Alternative School provides an alternative school setting that meets the academic and environmental goals of each student who is at-risk in the regular school environment. CCSD utilizes a Behavioral Specialist to assist schools with identifying and creating classroom management plans that work. CCSD works closely with the Department of Human Services, the Youth Court Counselor, and Advocates ensuring that optimal decisions are made to afford students the opportunity to be successful. CCSD employs a school nurse that provides screenings for students that may be having academic problems in the classroom along with implementing an abstinence program.
- The CCSD will provide educational opportunities for principals and teachers who work with students who are at-risk of failing a grade and/or who demonstrate undesirable behaviors in the academic setting.
- CCSD will have continual professional development opportunities to give teachers resources on how to identify at-risk students and what tools they could use to effectively reach those students. CCSD will have continual professional development opportunities for administrators that focus on being effective at supporting teachers who deal with at-risk students and parents of at-risk students.

CCSD will increase the Average Daily Attendance.

The CCSD will maintain MSIS and reports that track the students' attendance.

- Calhoun County has an attendance officer who is assigned to monitor cases of truancy at each Calhoun County school. Each CCSD school has MSIS personnel that tracks and reports students' daily attendance. CCSD has MSIS district level personnel that manage students' daily attendance

for the county. SAM manages and has reporting documents that allow personnel to review student and teacher data on attendance.

- CCSD has implemented perfect attendance incentives for teachers and students at different schools. CCSD will implement incentives for teachers and students in all schools by the end of 2021-2022 school year. CCSD will publish perfect attendance in the local newspaper with the honor roll every nine weeks.
- CCSD will develop, strengthen and maintain strong alliances with schools, communities, parents, and students.
- The CCSD will collaborate with schools and communities to plan and implement programs that will increase graduation rates and decrease the dropout rate.
  - CCSD has a District Dropout Prevention Team with members from a variety of schools and grade levels along with District Office personnel. CCSD will have quarterly Administrator meetings with school principals to discuss ideas for serving students who are at-risk of failing at their schools. CCSD has district personnel that serve on the MAP Team to assist students at-risk of being sent to a mental health facility. CCSD has a partnership with MSU's migrant program to provide services to migrant students. CCSD has a partnership with EXCEL to tutor elementary and middle school students that are at-risk of failing.
- The CCSD will inform educators, parents, and community members of programs related to dropout prevention.
- CCSD has a district website that provides information and notifications for parents of any updates or news. CCSD has school accounts for twitter and Facebook to establish means of communication with students, parents, and community members. CCSD has an active parent and active student program that is hosted on the school district's website. These programs provide updated information on student grades and attendance. CCSD has a parent involvement coordinator at each school that facilitates monthly contact with parents. CCSD has parent teacher organizations set up at most schools to encourage guardians to take an active role in their child's school performance. CCSD currently partner with the Head Start program and the local daycares so children are adequately prepared to enter the elementary school settings.



## **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.