

Holly Springs School District Drop-Out Prevention 2015-2016



Dr. Irene Walton-Turnage
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Roadmap to Success: A Framework for District Dropout Prevention Plans

Requirement

Following the completion of the needs assessment, the district dropout prevention team will detail the implementation of 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 initiatives should include:
 - 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

- 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:
 - Be measurable Be directly related to the objective
 - Include evaluation data collected along the way (when possible)
 - Identify the source of evaluation information identified

A Framework

To assist districts with the development of individual dropout prevention plans, the information contained in this document provides a template that district dropout prevention teams may use as a framework. The completion of each section of this document will fulfill the requirements for a District Dropout Prevention Plan. The Mississippi Department of Education Office of Dropout Prevention encourages districts to adapt this document, as needed, to account for individual district requirements.

Should you require any additional information on any of this document, or on the development of your District Dropout Prevention Plan, please contact Dr. Sheril Smith, Director, Office of Dropout Prevention by email at srsmith@mde.k12.ms.us, or by telephone at (601) 359-3177.

Part I. Local Dropout Prevention Team Members-Final

School District: Holly Springs School District

Telephone #: 662.252.2183

Mailing Address: 840 Hwy 178 East

Fax #: 662.252.7718

Email address for Superintendent/Team Leader: iwalton@hssd.k12.ms.us

Irene Walton Turnage	Superintendent	Team Leader
Eileen Dowsing	Assistant Superintendent	Team Leader
Marcus Autry	Principal	
Cravin Turnage	Principal	
LeTashia White	Principal	
Susie Brown	Principal	
Darlene Washington	Principal	
Tennys Mayfield	Dropout Prevention Team Member	Team Associate
Shelia Walton	Dropout Prevention Team Member	Agency Representative
Angela Mayfield	Dropout Prevention Team Member	Community Representative
Sheryl Vaughn	Dropout Prevention Team Member	Community Representative
Rodney Faulkner	Dropout Prevention Team Member	Community Representative
Bernita Fountain	Dropout Prevention Team Parent	School Representative
Sandra Hodges	Dropout Prevention Team Parent	School Representative
Jackie Falkner	Dropout Prevention Team Parent	School Representative
Kelsey Freeman	Dropout Prevention Team Parent	School Representative
Sherna Jones	Dropout Prevention Team Parent	School Representative
Thelma Snow	Dropout Prevention Team Parent	School Representative

Part II. Statement of Assurance

On behalf of the Holly Springs School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate to 85% by 2018-2019; 2) reduce the state dropout rate by 50% by 2012-2013; and 3) reducing the truancy rate by 50% by 2013-2013.

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 graduation 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.

Dropout Prevention Team Leader

Name: Eileen Dowsing

Title: Assistant Superintendent

Mailing Address: 840 Hwy 178 East Holly Springs, MS 38635

Telephone #: 662.252.2183

Fax #: 662.252.7718

District Superintendent: Irene Walton Turnage

School Board Chair: Fergina Hood

Part III. 2013 – 2014 District Data Form

District Name: Holly Springs School District

Graduation Rate: 80

Dropout Rate: 6

Truancy Rate:

	Elementary School		Middle School		High School	
School Data						
Number of Schools	2		1		1	
Cumulative Enrollment	822		230		445	
Counselor/Student Ratio	2:822		1:230		1:445	
Student Demographic Data						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	407	50%	115	50%	235	53%
Male	415	51%	115	50%	210	47%
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Black	775	94%	224	97%	431	97%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Native American	N/A	N/A	N/A	N/A	N/A	N/A
White	18	4%	N/A	N/A	N/A	N/A

Part IV. 2012 – 2013 District Data Form

District Name: Holly Springs School District

Staff Demographic Data (Teachers / Administrators)						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	66	96%	17	89%	22	51%
Male	3	4%	2	11%	21	49%
Asian	0	0%	0	0%	0	0%
Black	34	49%	16	84%	25	58%
Hispanic	0	0%	0	0%	2	5%
Native American	0	0%	0	0%	0	0%
White	35	51%	3	16%	16	37%

Holly Springs School District

2010- 2011 District Data Form (Continued)

MCT2 Data – Percent Proficient and Above							
	Language Arts			Math			
Grade 3	30			51			
Grade 4	42			55			
Grade 5	46			56			
Grade 6	41			41			
Grade 7	37			66			
Grade 8	50			67			
SATP2 Data – Percent Proficient or Above/ Passage Rate							
	Proficient or Above			Passage Rates			
	%	Male	Female	%	Male	Female	
Algebra	74	66	81	81.7	75.6	86.5	
Biology	59	59	59	83.5	76.9	87.5	
English II	41	31	49	61.4	47.9	71.2	
US History	58	68	48	96	96	95	

Holly Springs School District

2011- 2012 District Data Form (Continued)

MCT2 Data – Percent Proficient and Above							
	Language Arts			Math			
Grade 3	35			48			
Grade 4	48			57			
Grade 5	47			51			
Grade 6	42			51			
Grade 7	58			59			
Grade 8	50			80			
SATP2 Data – Percent Proficient or Above/ Passage Rate							
	Proficient or Above			Passage Rates			
	%	Male	Female	%	Male	Female	
Algebra	90	88	91	96	96	96	
Biology	86	86	86	94.3	92.7	96	
English II	49	39	60	66	60.7	72	
US History	26	31	22	57	58.3	55.9	

Holly Springs School District

2012- 2013 District Data Form (Continued)

MCT2 Data – Percent Proficient and Above							
	Language Arts			Math			
Grade 3	54			63			
Grade 4	46			39			
Grade 5	43			46			
Grade 6	49			57			
Grade 7	59			76			
Grade 8	49			72			
SATP2 Data – Percent Proficient or Above/ Passage Rate							
	Proficient or Above			Passage Rates			
	%	Male	Female	%	Male	Female	
Algebra	79	67	93	84.6	77.1	84.1	
Biology	71	59	80	85.3	82.6	85.6	
English II	65	50	78	72	59.1	83.7	
US History	61	58	65	84.5	80	89.7	

Holly Springs School District

2013- 2014 District Data Form (Continued)

MCT2 Data – Percent Proficient and Above							
		Language Arts			Math		
Grade 3		49			42		
Grade 4		60			67		
Grade 5		30			37		
Grade 6		65			54		
Grade 7		54			26		
Grade 8		56			51		
SATP2 Data – Percent Proficient or Above/ Passage Rate							
		Proficient or Above			Passage Rates		
		%	Male	Female	%	Male	Female
Algebra		83.7			88		
Biology		67.2			75.2		
English II		57			72.8		
US History		61.6			76.5		

Holly Springs School District

2014- 2015 District Data Form (Continued)

Due to the fact that Holly Springs School District has not received any current state assessment data, the data for SY13-14 will also be used for SY14-15.

MCT2 Data – Percent Proficient and Above							
	Language Arts			Math			
Grade 3	49			42			
Grade 4	60			67			
Grade 5	30			37			
Grade 6	65			54			
Grade 7	54			26			
Grade 8	56			51			
SATP2 Data – Percent Proficient or Above/ Passage Rate							
	Proficient or Above			Passage Rates			
	%	Male	Female	%	Male	Female	
Algebra	83.7			88			
Biology	67.2			75.2			
English II	57			72.8			
US History	61.6			76.5			

Part V. 2012-2013 District Data Form (Continued)

Additional District Information	
Number of GED Options Program Students 3	Number of Students Taking the GED Test 0
Number of GED Options Program Students Successfully Completing a GED 0	Number of Students Passing One or More Sections of the GED Test 0
Average Length of Time Spent in GED Options Program <input type="checkbox"/> 6 months <input type="checkbox"/> one year <input checked="" type="checkbox"/> two years <input type="checkbox"/> more than two years	
Number of Students Who are Two or More Years Behind Grade Level by 9 th Grade 3	Does your district currently offer a “Fast-Tract” Program for high school students <input type="checkbox"/> Yes <input type="checkbox"/> No
Number of Students with 5 or More Unexcused Absences 3	Number of Students with 12 or More Unexcused Absences 3
Number of Discipline Referrals (Unduplicated) 0	Number of Students Receiving Free/Reduced Meals 3
Please add any additional or unique data elements in this section: Two students stopped attending the program. Two other students were unable to come due to consequences from the court system.	

Part VI. Needs Assessment Outcomes

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

Needs Assessment Areas	Descriptions
Target Group Identified	Primary School - Grade 3 Reading Language Arts and Math Intermediate School – Grade 5 Reading Language Arts and Math Males - Grades 9-10 District Wide - Increase Overall Percentage of Students Proficient by 5%
Data Collection Methods Used	PowerSchool and MSIS Data MCT2/SATP2 Data for school years 2010-2013 Attendance Data Graduation Rates Discipline Data
Prioritized List of Needs	3rd Grade Intervention Program/Monitor Grades K-2 5th Grade Intervention Program 9th-10th Grade Intervention Programs for Males K- 12th Grade Drop-out Prevention Activities
Short Term Goals	Increase number of students scoring proficient and above in grades 3 and 5 by 5% Increase number of males scoring proficient in subject area test by 5%
Longs Term Goals	Increase number of students scoring proficient and above by 5% in all grades
Recommendations for future needs assessments	Early intervention and needs assessments for grades K-6 Enhance Mentoring, Motivation Programs, and Individual Counseling Programs for Males

Part VII. Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: increasing the district graduation rate: reducing the district dropout rate: and reducing the district truancy rate. Please provide an elaboration of each program on separate attachments, labeled Appendix A – Current District Initiatives.

15 Dropout Prevention Strategies	School / Grade Level				
	District – wide	Pre-Kindergarten	Elementary School	Middle School	High School
Systemic Renewal	Strategic Planning		Strategic Planning (A+ Plans)	Strategic Planning (A+ Plans)	Strategic Planning (A+ Plans)
School-Community Collaboration	Parent Seminars Community Forums Pastoral Alliances		Parent Seminars Back-to-School Night Report Card/Parent Conferences	Parent Seminars Report Card/Parent Conferences	Parent Seminars Report Card/Parent Conferences
Safe Learning Environments	Safety and Crisis Management Plans		Safety and Crisis Management Plans	Safety and Crisis Management Plans	Safety and Crisis Management Plans
Family Engagement	Parent Seminars		Parent Seminars Monthly Parent Training Sessions	Parent Seminars Monthly Parent Training Sessions	Parent Seminars Monthly Parent Training Sessions
Early Childhood Education	Collaboration with Head Start		Collaboration with Head Start		
Early Literacy Development	Parent Centers		Parent Centers Monthly Parent Training Sessions	Parent Centers Monthly Parent Training Sessions	Parent Centers Monthly Parent Training Sessions
Mentoring/Tutoring					

15 Dropout Prevention Strategies	School / Grade Level				
	District – wide	Pre-Kindergarten	Elementary School	Middle School	High School
Service-Learning					
Alternative Schooling				Ombudsman Program	Ombudsman Program
After-School Opportunities			District After School Program	District After School Program	District After School Program
Professional Development	District Professional Development Plan		School Professional Development Plan	School Professional Development Plan	School Professional Development Plan
Active Learning					
Educational Technology					
Individualized Instruction					
Career and Technical Education (CTE)	Individual Career Plans			Individual Career Plans	Individual Career Plans

Part VIII. Proposed District Initiatives

Please complete the chart below for each of your district's proposed dropout prevention initiatives. For each proposed initiative, you should detail the following information:

- Proposed initiative – provide either an official title for a program or position to be filled, or the proposed working title
- Grade level addressed – note whether the proposed initiative may be applicable to the entire district, or whether it will specifically address a particular grade level
- Purpose or goal – provide a brief description of the purpose or goal of the initiative
- Who is involved – list the name and titles for the individuals who will be involved in the planning and implementation of this initiative
- Proposed cost – provide an estimate cost for the initiative, including cost associated with areas such as planning, supplies, implementation, etc.
- Timeline for implementation – note the amount of time needed for actual program implementation
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention will be addressed by the proposed initiative
- Expected outcomes for students – providing a listing of the district's expected outcomes for the proposed initiatives as they relate to the at-risk student population.

Please provide an elaboration of each program on separate attachments, labeled Appendix B – Proposed District Initiatives.

	Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is involved?	Proposed Cost	Timeline For Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
Proposed Initiative: <u>5 – Year Strategic Plan</u>	District – Wide	To Increase student achievement/ To increase the graduation rate/ Decrease drop-out rate	Parents, Community Leaders, Faith-based Leaders, Businesses, and faculty and staff	\$20,000	8/2013 – 5/2017 Updated Annually	Systemic Renewal	Increase student achievement by 5%/To increase the graduation rate by 5%/ Decrease drop-out rate by 5%
Proposed Initiative: <u>Enhanced Parent and Community Forums</u>	District – Wide	Improve parent and community involvement	Parent and Community Members	\$5,000	October 2013 and March 2014	School-Community Collaboration	Increase student achievement by 5%/To increase the graduation rate by 5%/ Decrease drop-out rate
Proposed Initiative: <u>90% Reading Goal K-3</u>	Elementary/K-2	Increase Student Achievement	Principal Lead/Teacher/ Instructional Coordinator K-2 Staff	N/A	October 2013 Ongoing	Early Literacy Education	90% of students will exit 2 nd Grade reading on grade level as measured by the MAP Assessment
Proposed Initiative: <u>After School Program Grades 7-12</u>	Middle and High School	Improve graduation rate	Principal Lead Teacher Instructional Coordinators 7-12 Staff	\$20,000	October 2013	Individualized Instruction	80% of students will exit grade on grade level

	Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is involved?	Proposed Cost	Timeline For Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
Proposed Initiative: <u>9th Grade Academy</u>	High School	Increase Graduation Rate/Decrease Drop Out Rate	Principal Lead Teacher 9 th Grade and Support Staff	N/A	August 2013 Ongoing	After School	Increase Graduation Rate by 5%

Part IX. Evaluating Effectiveness

Please complete the chart below to detail your district’s plan for evaluating both your current and proposed dropout prevention initiatives. For each initiative (current or proposed), you should note the following information:

- Performance indicators / method of evaluation – provide the measures your district will use to determine effectiveness of either the proposed initiative and should be related to the initiative’s purpose or goal. Performance indicators may include areas such as the following: increased participation in extracurricular activities; decrease in student referrals; increase in parent participation; etc.
- Sources of data – describe what data will be used to support the performance indicators and how the data will be accessed
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention is addressed the proposed initiative

	Performance Indicators / Method of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/No
Current/Proposed Initiative: <u>Early Literacy Initiative</u>	Number of Students Exiting Grades K-3 on Grade Level in Reading as Measured by MAP Assessment	MAP Assessment Data	MAP Assessment Baseline Data	Early Literacy Initiative	
Current/Proposed Initiative: <u>Quality Professional Development</u>	Professional Development Surveys/ Increase in Student Achievement on State Test Data	Surveys/ Evaluation/ State Test Data	Classroom Observations Lesson Plans	Professional Development	

	Performance Indicators / Method of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/No
Current/Proposed Initiative: <u>Individualized Instruction/ Interventions</u>	State Test Results Progress Monitoring Results	State Test Results Formative/Summative Assessments	Progress Monitoring Baseline Data	Individualized Instruction	
Current/Proposed Initiative: <u>GED/Alternative Program</u>	Program Evaluation	State Test Data Cumulative Records	TABE	Alternative Schooling	
Current/Proposed Initiative: <u>Career and Technical</u>	ICAP Plan Evaluations CPASS Scores	Plans/Test Scores	Program Assessment CPAS Scores	Career and Technical Education	