

Tishomingo County School District's Dropout Prevention Plan
2017-18 School Year
Superintendent: Christie Holly

“Together We Can Succeed”

Contact Person:
Jackie Beals
Dropout Prevention Coordinator
Phone: 662-423-3206
Fax: 662-424-9820

District Schools

Belmont School K-12
Burnsville Elementary School K-8th
Iuka Elementary School K-4th
Iuka Middle School 5Th-8th

Tishomingo County Career and Technical
Center
Tishomingo County High School 9th-12th
Tishomingo Elementary School K-8th

The TCSD Dropout Prevention Plan is a working document subject to change so that the school district may meet the needs of each and every student, remain flexible, and vigilant in providing diligent support for students. Upon request a current plan containing any revisions or changes may be provided at any time.

Three-Year District Dropout Prevention Goals (2017-2020)

(Currently in year one of three-year plan)

Increase the district's high school graduation rate to 87 percent.

Decrease the dropout rate to less than 5 percent.

Increase the average daily attendance to 95 percent.

Needs' Assessment

Targeted Groups	Elementary (K-4)- Truancy, math skills, reading skills, at-risk behaviors Middle School (5-8) Truancy, math skills, reading skills, at-risk behaviors High School (9-12) Truancy, math skills, reading skills, at-risk behaviors
Data Collection Methods	Faculty and staff input SAMs7 Reports MSIS Reports Student Surveys STAR Early Literacy/STAR Math/STAR Reading (K-8)
Prioritized list of Needs	Reading skills deficiencies Math skills deficiencies Attendance issues High school repeaters

Current Dropout Prevention Strategies

Strategies	Elementary School	Middle School	High School
Parental involvement will be a focus utilizing several initiatives to maintain communication concerning all student's academic performance including annual parent open house meetings, automated call system to inform parents of absences and special events, Active Parent system where parents can view students grades and attendance online, and documented teacher correspondence including letters, phone calls, or electronic communications.	X	X	X
Students with low academic performance are identified early through baseline assessments such as but not limited to Star Reading and Star Math.	X	X	--
Teacher Support Teams (TST) consisting of a low performing student's classroom teacher plus a committee of teachers and administrators create an action plan including research based interventions to improve student learning such as but not limited to small group, additional one on one time, additional assessments for progress monitoring, and regular reviews to adjust interventions.	X	X	X
Intervention Specialists will work with identified students utilizing specific and research based strategies to increase student achievement and create a documented pathway for the student to achieve grade level expectations.	X	X	--
Transitional dissemination of TST materials by packets for students who transfer between schools in district.	X	X	X
Resources collected and provided for economically disadvantaged students such as but not limited to school supplies, field trip costs, and project materials.	X	X	X
Grade recovery/Credit Recovery Policy ensures students have the opportunity through a variety of options including new or revised assignments, online curriculum, and/or individual instruction plans to remediate objectives covered but not mastered and receive passing grades for assignments they struggled with originally.	X	X	X
School counselors, career counselors, and Region IV counselors are given space and time	X	X	X

to coordinate resources and to meet with students concerning their academic, emotional and social needs.			
ELL coordinators to work with Limited English learners and to assist regular classroom teachers devise strategies and assignments to meet the needs of English language learners.	X	X	X
Use of technology to keep students engaged and provide new mediums for greater academic achievement by providing iPad carts and MacBook carts for use in the classroom along with specific apps and programs purchased to advance student performance.	X	X	X
Active relationship with the attendance officer and the youth court to increase student attendance through positive measures and incentives.	X	X	X
Dual enrollment/dual credit articulation agreement with Northeast Community College enabling students to earn college credit while meeting the requirements for high school graduation.	--	--	X
Transitional Placement Program enable students who have not been enrolled in school to transition to a regular academic setting in an alternative education placement to acclimate to school culture and to assess students' academic, social and emotional needs.	--	X	X
Attendance Rewards Program(s) where each school outlines attendance goals for students, classes, grades, and school-wide where students can earn recognition and rewards for good perfect and/or good attendance.	X	X	X
Resource Officers throughout the district to create a greater sense of security for students, to develop and provide instructional programs including but not limited to drug-use, attendance, safety, and positive school-related attitudes.	X	X	X
Alternative Education School Program provides students with a focused educational setting that meets all students' least restrictive environment requirements to assist students with academic growth, appropriate school culture, positive peer relationships, appropriate student-faculty interaction, and provide a timely transition back to the regularly education setting.	--	X	X
Families First Diploma Track added as an alternative graduation option for high school students.	--	--	X

Students completing a Career and Technical class course sequence may substitute a passing Work Keys for a SAT score as needed.	--	--	X
NLRO will be implemented for students needing to supplement their total number of graduation credits.	--	--	X
Teachers will identify the bottom 25% of students and utilize differentiated instruction to try to move them to proficient.	X	X	X
ACT Prep class will be available in order to help raise student sub scores, which may be substituted for SAT score graduation requirements.	--	--	X
Entering freshmen will be identified through 8 th grade state mandated test scores, final class averages and teacher recommendations and placed into introductory courses.	--	--	X

ELEMENTARY SCHOOL AGE STUDENTS

Low performing students identified early

Baseline assessments given to determine reading and math levels

Examples: STAR Reading/Early Lit. ELS in Grades 2-8

Multi-Tiered Support System (MTSS)

Consists of classroom teacher plus a committee of teachers and administrators

Struggling students identified by classroom teachers and baseline assessments

Research based interventions are established to improve student learning

Small group work or one on one time

Constantly assess progress to make proper adjustments to interventions

Using set parameters, at-risk students identified at each level of their education will be provided more intensive counseling through multiple means.

Elementary, Middle and high school counselors will use provided documentation to clearly communicate concerns and interventions with the next level counselors and administration.

Parent Contact

Open House Night

Automated call system to keep parents informed

Examples: absences, special events, emergency situations

Administration and Teacher phone calls

Calls concerning academic status of student

Active Parent Software Program

Communication between teachers to ease student transition from grade to grade

Sharing MTSS information between teachers grade to grade

Teachers working to prepare students to be MS College and Career Ready

Availability of Counselors

School and Region IV counselors on campuses to help support students

Examples: Cognitive and Affective development

Additional provisions for economically challenged and English Second Language (ESL) students

Example: school supplies, mentors, services through FFRC
and Boys & Girls Club

Use of Technology in classrooms

I pad minis, Chrome books, Mac Books, I pads, Apple TV and Smart Boards

Attendance officer visits to campuses

Each campus works with Youth Court to improve school attendance

MIDDLE SCHOOL AGE STUDENTS

Each student will begin a ISP during the late spring of his or her 6th grade year using technology and resources provided by MDE and TCSD.

The ISP will be used to assist students in planning for continued education and careers through research, exploration and active planning.

The ISP will be supervised at each grade level by a district designee.

Multi-Tiered Support System (MTSS) continued

Consists of classroom teachers along with counselors and other district administrators

Struggling students identified by classroom teachers and students previously identified in elementary grades

Researched based interventions are established and implemented to improve student learning

Small group work or one to one work time

Consistent assessments to help monitor student progress

Make appropriate adjustments and changes to the intervention strategies

Using set parameters, at-risk students identified at each level of their education will be provided more intensive counseling through multiple means.

Elementary, Middle and high school counselors will use provided documentation to clearly communicate concerns and interventions with the next level counselors and administration.

Parent Contact continues

Open House Night

Automated call system to keep parents informed

Examples: absences, special events, emergencies
Administration and teacher phone calls
Calls concerning academic status of students
Active Parent Software Program

Communication between teachers to ease student transition from grade to grade

Sharing MTSS information between teachers grade to grade

Extra-curricular activities

Art, Music, and club activities along with certain athletic team membership
Failure policy is in place for sports participation
Teachers and coaches have a positive working relationship

Teachers working to prepare students to be MS College and Career Ready

Availability of Counselors

School and Region IV counselors on campuses to help support students
Examples: Cognitive and Affective development
Additional provisions for economically challenged and ESL students
Example: school supplies, mentors, services through Families
First Resource Center and Boys & Girls Club

School Resource Officers on campuses

Work with school attendance officer and Youth Court to assist with truancy

Technology used in classroom

I pad minis, Chrome Books, Mac Books, I pads, Apple TV and Smart Boards

Attendance officer visits to campuses

Each campus works with Youth Court to improve attendance

HIGH SCHOOL AGE STUDENTS

Extra-Curricular Activities for students

Academic and career technical clubs

Athletic teams

Community service clubs

Contact with parents and students

Student Government

Student Advisory Council

School Counselors work with students about graduation requirements

College admissions and scholarship opportunities

Teachers teaching CCRS standards

Counselors available

Career/Technical, School and Region IV on campuses to meet students'

Career, education and social needs

Support services provided for disadvantaged and ESL students

Examples: School supplies, mentor groups

School Resource Officers on campuses

Work with School attendance officer and Youth Court to assist with truancy

School attendance officer visits to schools

Work with Youth Court to improve school attendance

Use of technology in schools

I pads, Mac Books, I pad minis and Smart Boards

Each high school student will update his or her ISP yearly using technology and resources provided by MDE and TCSD.

The ISP will be used to assist students in planning for continued education and careers through research, exploration and active planning.

The ISP will be supervised at each grade level by a district designee.

Utilized to ensure each student has a plan to attend college or enter the work force