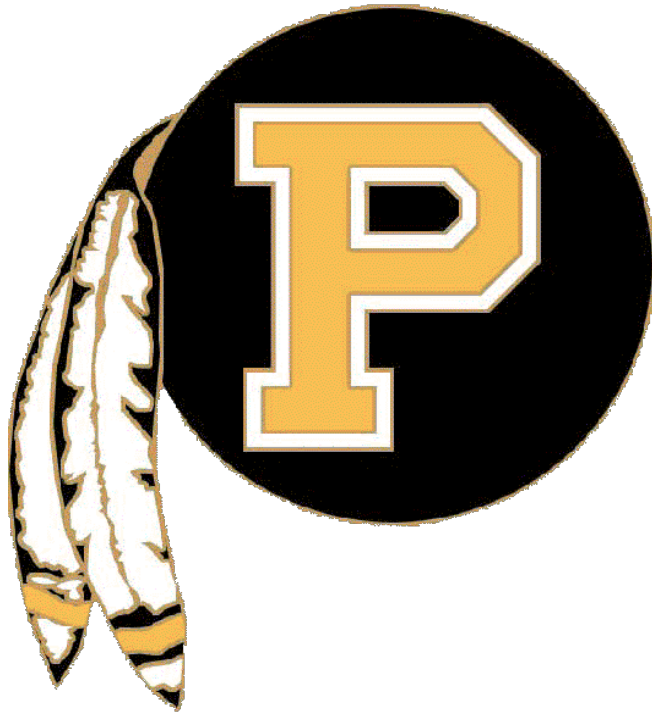


**PONTOTOC CITY
SCHOOL DISTRICT**



**DROPOUT PREVENTION
PLAN**

2017-2018

Statement of Assurance

On behalf of the Pontotoc City 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 50% by 2018-2019; 2) reduce the state dropout rate by 25% by 2018- 2019; and 3) reducing the truancy rate by 15% by 2018-2019.

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 the increasing graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement those 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 student 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: Brittany Rowe

Title: High School Counselor

Mailing Address: 123 North Main Street, Pontotoc, MS 38863

Telephone #: 662-489-4012

Fax #: 662-489-5255

District Superintendent: Dr. Michelle Bivens

Board President: Mr. Wally Henry

2016-2017 District Data Form

District Name: Pontotoc City Schools

Graduation Rate: 84.9

	Elementary School		Middle School 5-8		High School 9-12	
Number of Schools	2		2		1	
Cumulative Enrollment	951		686		654	
Counselor/ Student Ratio	1 to 476		1 to 343		1 to 327	
Student Demographic Data						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	479	50	325	47.4	319	49
Male	472	50	360	52.6	335	51
Asian	4	.004	4	.006	1	.002
Black	234	24.6	203	29.6	196	30
Hispanic	189	19.9	86	12.6	48	.07
Native American	0	0	0	0	0	0
White	524	55	393	57.4	409	62.5
Pacific Islander/ Native Hawaiian	0	0	0	0	0	0

2016-2017 District Data Form (Continued)

MCT Data-Percent Proficient or Above		
	Language Arts	Math
Grade 3	41%	34%
Grade 4	32%	40%
Grade 5	46%	49%
Grade 6	48%	60%
Grade 7	40%	59%
Grade 8	39%	58%
High School Subject Area Tests-Percent Proficient or Above		
Subject	% of Proficient or Above	% Passing
Algebra 1	57%	88%
U.S. History	66%	77.4%
Biology	81%	94.3%
English II	66%	92%

2016-2017 District Data Form (Continued)

Additional District Information
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Number of GED Options Program Students 0	Number of Students Taking 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 none	
Number of Students with 5 or More Unexcused Absences - 987	Number of Students with 12 or More Unexcused Absences - 256
Number of Discipline Referrals (Unduplicated) - 1134	Number of Students Receiving Free/Reduced Meals Free – 1301 Reduced - 177

*Number of student discipline incidents reported to MSIS in the five major categories.

Needs Assessment Outcomes

In this section, please describe the major outcomes from your district needs assessment as they address the following areas:

Needs Assessment Area	Descriptions
Target Group Identified	<ol style="list-style-type: none"> 1. Representative sample of teachers 2. Representative sample of 7-12 students 3. Principal/Asst. Principals 4. Community Members/Parents
Data Collection Methods Used	<ol style="list-style-type: none"> 1. Zoomerang Electronic Web-based Survey 2. Personal Meetings
Prioritized List of Needs	<ol style="list-style-type: none"> 1. Improve reading levels in Elementary and Junior High students 2. Lower the number of students two grades behind their cohort 3. Lower truancy rate
Short Term Goals	<ol style="list-style-type: none"> 1. Improve reading levels in elementary and Junior High students 2. Lower the number of students two grades behind their cohort 3. Improve attendance in the high school
Long Term Goals	<ol style="list-style-type: none"> 1. Improve reading levels in all grades 2. Lower the number of students two grades behind their cohort 3. Improve attendance in all schools
Recommendations for future needs assessments	

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	District-Wide	Elementary School	Middle School	High School
School Community Collaboration	Rotary, Chamber, Endowment for Excellence in Education Teacher Grant Program, CREATE	Twitter, Facebook, School/Classroom Webpages, Math Bootcamp, Family Literacy Night, Community Service Projects, Greeter Program	Twitter, Facebook, Healthy School Community Council, Agricenter Partnership with Garden, Greenhouse Sales, School Newspaper, Community Service Projects, School Webpage, LifeCorp Partnership, Guest Speakers, Career Expo by CREATE/Toyota Partnership	Twitter, Facebook, Parent University
Safe Learning Environments	School Safety Plan, DCAC, SRO, JDC	School Safety Plan, HealthWorks Partnership, Red Ribbon Week, Monthly Counselor Time, Character Education time, PBIS	School Safety Plan, DARE, Drop-Out Prevention Grant Social Contracts, School-Wide Expectations, Teaching Procedures at Beginning of Both Semesters, Anti-	School Safety Plan, School Resource Officer

			<p>Bullying Focus Month, Drug Awareness Month, Guest Speakers</p> <p>Promoting Positive Self Image, Student/Principal Council, Leadership Team, REACH MS PBIS School, Social Skills Curriculum Taught Weekly to All Students, PBIS</p>	
Family Engagement	<p>Parent Teacher Organizations</p> <p>Parent Involvement Programs, Counselor Focus for September, Neweletters, One Call, Remind, Active Parent</p>	<p>Math Bootcamp, Family Literacy Night, Musical Productions, Art Fair, Parent Volunteer Opportunities, Word Warrior newsletter with suggested reading and literacy activities distributed quarterly to all parents of students k-4</p>	<p>Monthly Parent Workshops, Remind, Class DoJo, PTO, Open House, Parent Volunteers, Musical Production, Theatrical Production, Art Exhibition, Literacy Promotion, Wax Museum</p>	<p>Parent University, Remind</p>
Early Childhood Education	<p>Developmentally Delayed Preschool, First Steps, Head start Screeners</p>	<p>Developmentally Delayed Preschool</p>		

Early Literacy Development	Tribe Time, Wee Word Warrior Newsletters with suggested reading and literacy activities distributed to daycare facilities	Toyota Community Literacy grant, MKAS, Before and After the Bell interventions, RTI		
Mentoring/ Tutoring	Mentoring Program, After-School Tutoring (Title I Schools), & Student Teacher Placement, Counselors	Reading and Math Interventionist, Student Teacher Program, Teacher Academy Students, Before the Bell Time for Special Populations	Parent Helpers, Advocacy Groups, Beta Club Members After-School Tutoring	Warrior Time, Remediation, Connection to School Adults through Clubs Minute Meetings
Systemic Approach	Strategic Plan Mission Vision Goals Transition Plans between Schools PLC's, ICAPs	Strategic Plan Mission Vision Goals Transition Plans between Schools, PLC's, ICAPs	Strategic Plan Mission Vision Goals Transition Plans between Schools, PLC's, ICAPs	Strategic Plan Mission Vision Goals Transition Plans between Schools, PLC's, ICAPs

15 Dropout Prevention Strategies	District-Wide	Elementary School	Middle School	High School
Service Learning		Charity Opportunities	Garden, Green House, Community Service Projects	Clubs
Alternative Schooling	Warrior Excelerators, WIN Learning		Warrior Excelerators, WIN Learning	Warrior Excelerators, WIN Learning
After-School Opportunities	Tutoring MHSAA Clubs Band Choir	After the bell instruction	Tutoring MHSAA Clubs	Tutoring MHSAA Clubs
Professional Development	District-level counselor, librarian, gifted teacher, and EL	Common Planning, PLCs, Co-Teaching, NMEC & MDE Workshop Opportunities, Bailey Education Group, Webinar Learning	PLC Groups, Differentiated Instruction, Inclusion Classroom, Teacher Presentations on Interactive Notebooks, RTI,	Differentiated Learning, PLC RTI

	teacher PLC groups		Capturing Kids Heart and Team Leadership Training	
Active Learning	STEAM Project Based Learning Small groups	Small Groups with Differentiated Instruction, Learning Stations, Before the Bell and After the Bell Instruction for General Ed and Special Populations	Kagan Strategies, Whole-Brain Learning, Learning Centers, STEAM Lab, Move to Learn, Project-Based Learning	STEAM Project Based Learning Small groups
Educational Technology	Computer science, Ipads and Apps, STEAM	Various Apps, Computer Science Implementation, Typing Instruction	STRIDE Curriculum Enhancement, Computer Science, Typing, computer science, Ipads and apps, STEAM	Computer science, Ipads and Apps, STEAM
Individualized Instruction	Warrior Exceleator	Common Pullout time for Class Size Reduction, Reading and Math Interventions, Data Meetings (Star Reading and Math, Case, Mastery Connect, MAP), Student Teacher Program	Goal Setting, STAR Reading and STAR math Profiles, Plickers, Mastery Connect, Bottom 25% Identification, Small Remedial class numbers (ELA and Math)	RTI Plickers Compensatory classes Minute meetings, Warrior Exceleators, Dual enrollment
Career and Technical Education (CTE)	Computer Science STEAM WIN Learning	Computer Science Implementation	Computer Science, Wax Museum Career Fair, Votech Tour, My Strategic Compass WIN Job Center Program, Career Expo, Counselor Career Lessons	Hi-Tech Video Production Class Career Videos Minute meetings

Part VII. 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 the 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 estimated cost for the initiative, including costs 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

Please provide an elaboration of each program on separate attachment, labeled Appendix B—Proposed District Initiative

	Grade Level Addressed	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed
Proposed Initiatives:						
Proposed Initiative: Tribe Time	K – 2 nd	Improve early literacy skills	Students Teachers Administrators	None	2016-2020	<ol style="list-style-type: none"> 1. School Community collaboration 2. Safe learning environments 3. Family Engagements 4. Mentoring/Tutoring 5. Active learning 6. Individualized instruction 7. Early Literacy 8. Early Childhood 9. Educational Technology 10. CTE

	Grade Level Addressed	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed
Proposed Initiatives:						
Proposed Initiative: 9th Grade Academy	8 th and 9 th	To increase 9 th grade attachment to the schooling process and make decisions about their future	Students Teachers Administrators	None	2018	<ol style="list-style-type: none"> 1. School Community collaboration 2. Safe learning environments 3. Family Engagements 4. Mentoring/Tutoring 5. Active learning 6. Individualized instruction 7. Educational Technology 8. CTE 9. Service Learning 10. Systemic approach 11. After school opportunities 12. Professional development

	Grade Level Addressed	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed
Proposed Initiatives:						
Proposed Initiative: Warrior Exelerators	3 rd – 12 th	To help students who are behind their cohort catch up	Students Teachers Administrators	None	2016-2020	<ol style="list-style-type: none"> 1. School Community collaboration 2. Safe learning environments 3. Family Engagements 4. Mentoring/Tutoring 5. Active learning 6. Individualized instruction 7. Educational Technology 8. Alternative Education 9. CTE

	Grade Level Addressed	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed
Proposed Initiatives:						
Proposed Initiative: Career Counselor	8 th and 9 th	To assist students with career exploration	Students Teachers Administrators	None – funded by CREATE	2018	<ol style="list-style-type: none"> 1. School Community collaboration 2. Safe learning environments 3. Family Engagements 4. Mentoring/Tutoring 5. Active learning 6. Individualized instruction 7. Service Learning 8. Systemic approach 9. After school opportunities 10. Professional development 11. Educational Technology 12. CTE

	Grade Level Addressed	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed
Proposed Initiatives:						
Proposed Initiative: Online instruction in Alt School and ISD	3 rd – 12 th		Students Teachers Administrators	\$6,750	2017-2108	<ol style="list-style-type: none"> 1. School Community collaboration 2. Safe learning environments 3. Family Engagements 4. Mentoring/Tutoring 5. Active learning 6. Individualized instruction 7. Educational Technology 8. CTE 9. Service Learning 10. Systemic approach 11. After school opportunities 12. Professional development

Part VIII. 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—Provide the measures your district will use to determine effectiveness of either the proposed initiatives and should be related to the initiative's purpose or goal. Performance indicators may include areas such as the following: increase in test scores; increased participation in extra-curricular 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	Sources of Data	Baseline Data (%, # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/ No
Current/Proposed Initiative: Tribe Time – Kind.	Increase elementary literacy	MKAS, STAR	MKAS, STAR	Early Childhood Early Literacy	Yes
Current/Proposed Initiative Alt. Ed	Lowered discipline Improved test scores Improved student behavior	Grades, Pass Fail Data, MAP	MAP Scores	Safe Learning environments Alternate schooling Early childhood education Mentoring tutoring	Yes
Current/Proposed Initiative Interventionists/ Instructional Coaches	Improved test scores	TST data, Grades, SpEd Referral Rate	MAP Scores	Individualized instruction Safe learning environments Mentoring tutoring	Yes
Current/Proposed Initiative Warrior Excelerators (7-12)	Lowered number of discipline reports Improved test scores Improved attendance	Discipline Reports MAP	MSIS MAP	Safe learning environment Mentoring/tutoring Individualized instruction	Yes

Appendix A
Current District Initiatives

1. School Community Collaboration
 - a. Pontotoc City Schools partners with local industry to provide discounts on consumable items for our teacher. This gives our employees a sense of appreciation that hopefully transfers to the success of our children.
 - b. The Angel Tree provides much needed clothing items, special needs gifts and other wished-for toys to Pontotoc City's neediest children.
2. Safe Learning Environments
 - a. School Safety Plan—Each school in Pontotoc City has a school safety plan. This plan coordinates with local safety organizations to ensure that our children are safe.
 - b. Pontotoc City Alternative School is a school designed to provide the needs of specific children.
 - c. Through education and enforcement and by cooperative efforts with the school staff, the students, the parents, the courts, and the communities' social service organizations, the School Resource Officer program strives to assist the schools with providing a safe school environment.
3. Family Engagement
 - a. Student Advisory Council
 - b. Parent Teacher Organizations
 - c. Family Engagement Programs
 - d. Early Childhood Education for special needs students
 - e. Tribe Time
 - f. First Steps
 - g. Head Start Screeners
4. Early Childhood Education
 - a. Tribe Time
 - b. Developmentally Delayed class
5. Early Literacy development
 - a. Interventionists
 - b. Tribe Time
 - c. Instructional Coaches
 - d. ELL Specialists
6. Mentoring/Tutoring
 - a. Interventionists
 - b. Instructional Coaches
 - c. Compensatory Classes
 - d. Alternative school
 - e. Warrior Excelerators
 - f. Student Teacher Placement

7. Service Learning
 - a. Senior Citizen Volunteers
 - b. Parent Orientation
 - c. Parent Workshops
 - d. Administrative Orientation/Mentoring
 - e. New Teacher Orientation/Mentoring
8. Alternative Education
 - a. Pontotoc City Alternative School is a school designed to provide the needs of specific children.
 - b. Warrior Excelerator Program is housed in the alternative school
9. After-School Opportunities
 - a. Tutoring
 - b. MHSAA Sanction Activities
 - c. Clubs
10. Professional Development
 - a. Book Studies are used within professional learning communities.
 - b. District's professional development plan ensures that all goals derive from established student learning goal(s), the schools' definitions of student achievement, the overall district priorities and academic initiatives, and reflects needs of staff based on student and teacher needs analysis processes.
 - c. CEU Courses
 - d. Administrative Orientation
 - e. Administrative Mentoring
 - f. New Teacher Orientation
11. Active Learning
 - a.
12. Educational Technology
 - a. To realize the benefits of technology, the district has developed a plan for integrating technology into the curriculum. The technology plan is based on the shared vision of educators, parents, community members, and business leaders who have technological expertise. It ensures that technology strengthens existing curricula and supports meaningful, engaged learning for all students. It also specifies how the technology will be paid for and how its use will be supported. The following programs are supported by district technology plan:
 - i. Accelerated Reader
 - ii. Study Island
 - iii. Accelerated Math
13. Individualized Instruction
 - a. Interventionists
 - b. Instructional Coaches
 - c. Homebound Services
 - d. Tribe Time

- e. Compensatory Courses
- 14. Career and Technical Education
- 15. Systematic Renewal

Appendix B Proposed Initiatives

Tribe Time - Loving Your Tribe by Meeting the Needs of Each Warrior

We believe that data tells a story of why our students were not performing well on the Mississippi Kindergarten Test. Our teachers were working hard to teach our bright, capable students. However, many don't attend an early childhood program, and our LEP population is growing. This is the story of how we used the resources we had to reimagine literacy instruction and art integration to improved outcomes for our students on our state test, but more importantly to improved their literacy skills.

Our state (Mississippi) uses STAR Early Literacy to assess kindergarten success and readiness for first grade. In previous years, the Pontotoc City School District's results had not been acceptable. This year, Pontotoc Elementary set a school kindergarten readiness goal of an average scale score of 730. PES exceeded that goal by 14 points achieving a 744 average scale score. In addition, the school average scale score increased 96 points from implementation in January until testing in May. Finally, the average scale score for the 2016-2017 school year is 81 points higher than the average scale score during the 2015-2016 school year.

Participants will learn how to repurpose their personnel resources and their time to achieve successful intervention for all students. Participants will learn how to integrate the Arts into reading instruction to develop excitement for literacy in early childhood students.

Appendix B Proposed Initiatives

Warrior Excelerators

The purpose of Pontotoc City School District's Warrior Excelerator Program is to assist students who are one or more years behind to catch up with their kindergarten cohort by accelerating through a minimum of one academic year and a maximum of two academic years.

Students in grades 8 through 12 could be subject to mid-year promotion. They will be participating in a specific course of study which will allow them to earn 21 Carnegie Units in four years. This course of study will allow them to earn a Warrior Excelerator Diploma (Opt-Out Diploma). Students will complete high school in three years. They will take the courses listed below in the order prescribed by their Individualized Warrior Excelerator Program of Study. Students will be required to complete all other graduation requirements, including passing required state assessments. **This diploma will not necessarily qualify a student to attend a Community/Junior or Senior College.** Students may not graduate before their kindergarten cohort.

Elective units in band, physical education, and choral music are limited to three of the state required units, with each course counting for no more than two of the three units. The required Fine Arts elective is not included in the limit on elective units. Elective units in physical education may include participation in interscholastic athletic activities that meet the instructional requirements specified in the Fitness Through Physical Education Framework and are sanctioned by the Mississippi High School Athletics Association. Additional elective units may be earned in the above areas to meet the requirements of the Pontotoc City School Board.

Seat time requirements will be met

70 hours of instruction for $\frac{1}{2}$ credit courses

140 hours of instruction for 1 credit courses

Requirements

- Student must be one or more years behind their kindergarten cohort

Considerations

- May have a history of discipline issues, but students with a history of major discipline issues will not be considered (Drugs, fighting, violence, etc)
- May have a history of excessive absences (but must not have excessive absences while in Warrior Excelerator Program)
- May have a history of transience
- May be a student with an IEP
- May be a monitored or exited ELL student