## Madison County School District
### Dropout Prevention Plan Review Committee
#### January 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ronnie McGehee</td>
<td>Superintendent</td>
<td>Ronnie</td>
</tr>
<tr>
<td>Matthew Bailey</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Robert Bilbrew</td>
<td>Community Rep</td>
<td></td>
</tr>
<tr>
<td>Richard Burge</td>
<td>Middle School Principal</td>
<td></td>
</tr>
<tr>
<td>Bertram Goodloe</td>
<td>High School Principal</td>
<td></td>
</tr>
<tr>
<td>Pollia Griffin</td>
<td>Associate Superintendent</td>
<td></td>
</tr>
<tr>
<td>Laura Beth Guynes</td>
<td>GED Teacher</td>
<td></td>
</tr>
<tr>
<td>Chie Higuchi</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Bill Lennington</td>
<td>Alternative School Principal</td>
<td></td>
</tr>
<tr>
<td>Jeanette Morgan</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Marilyn Naron</td>
<td>Elementary School Principal</td>
<td></td>
</tr>
<tr>
<td>Stephanie Permenter</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Letha Phillips</td>
<td>District Data Coordinator</td>
<td></td>
</tr>
<tr>
<td>Steve Pickering</td>
<td>Mississippi Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Center</td>
<td></td>
</tr>
<tr>
<td>Tim Pickett</td>
<td>Region 8 Mental Health</td>
<td></td>
</tr>
<tr>
<td>Teresa Roberson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Brenda Thompson</td>
<td>Title I Program Director</td>
<td></td>
</tr>
<tr>
<td>Vance White, Jr.</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Dante Jones</td>
<td>M.S. Commissioner</td>
<td></td>
</tr>
</tbody>
</table>
Part III
Statement of Assurance

On behalf of the Madison County 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 to 13% by 2015; and 3) reducing the truancy rate by 50%.

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: Pollia F. Griffin, Ed.D.  
Title: Associate Superintendent

Mailing Address: 117 Fourth Street, Flora, MS 39071

Telephone #:  601/879-3000  
Fax #: 601/879-9761

District Superintendent: Dr. Ronnie McGehee  
(signature) 

School Board Chair:  
(signature)
Madison County School District
117 Fourth Street
Flora, MS 39071

MADISON COUNTY SCHOOLS

MARK OF EXCELLENCE

Dropout Prevention Plan
Reviewed/Revised December, 2013

Dr. Ronnie McGehee, Superintendent
Madison County School District
117 Fourth Street
Flora, MS 39071

MADISON COUNTY SCHOOLS
MARK OF EXCELLENCE

Dropout Prevention Plan
Reviewed/Revised December, 2013

Dr. Ronnie McGehee, Superintendent

Madison Co. School Board
APPROVED
JAN 21 2014
Purpose of the Dropout Prevention Plan

The Madison County School District has developed a comprehensive Dropout Prevention Plan to address district and community concerns for students at-risk of dropping out of school. The plan is inclusive of goals, objectives, initiatives, projects, and procedures. The plan is intended to serve as a resource guide not only for the district but also for the community.

Identifying At-risk Students

The Madison County School District uses the following key indicators to identify students most at-risk of dropping out or most “in danger” of failing to achieve acceptable levels of academic achievement.

Educationally at-risk
- Not on grade level (two or more grades behind their peers)
- High absenteeism
- Repeated office referrals, suspensions, or expulsions
- Poor grades/performance in core subjects

Economically at-risk
- Free lunch
- Homeless or migrant
- English Language Learners

Goals and Objectives

The Madison County School District’s dropout prevention plan is inclusive of objectives, strategic initiatives, and projects and activities required to meet the three overarching goals for the state’s dropout prevention plan: (1) Increasing the state graduation rate to 85% by 2018-2019; (2) reducing the state dropout rate to 13% by 2015; and reducing the truancy rate by 50% by 2015. The MCSD currently exceeds the state’s 2018-2019 graduation goal by .6%. The district’s dropout rate of 6.6% is 6.4% below the state goal. The MCSD will continue to implement effective programs and strategies to increase graduation rate and decrease the dropout rate. The following district objectives will be carried out to achieve the goals of this plan:

1. Provide opportunities for all students to experience academic success at all grade levels
2. Improve early identification of students at-risk of dropping out
3. Reduce risk factors associated with dropping out of school
4. Strengthen the Home-School-Community Partnership
# Part I
## District Schools

**Madison County Schools**  
**Dr. Ronnie McGehee, Superintendent**

<table>
<thead>
<tr>
<th>High Schools</th>
<th>Middle Schools</th>
<th>Elementary Schools</th>
<th>District-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Velma Jackson High School</strong> (9-12)</td>
<td><strong>Northeast Madison Middle School</strong> (6-8)</td>
<td><strong>Luther Branson Elementary School</strong> (K-5)</td>
<td><strong>Academic Options Center</strong></td>
</tr>
<tr>
<td>Bertram Goodloe, Principal</td>
<td>Kelvin Griffin, Principal</td>
<td>Jessica Ghoston, Principal</td>
<td>Bill Lennington, Principal</td>
</tr>
<tr>
<td><strong>Ridgeland High School</strong> (9-12)</td>
<td><strong>Olde Towne Middle School</strong> (6-8)</td>
<td><strong>Camden Elementary School</strong> (K-5)</td>
<td><strong>Madison Career &amp; Technical Center</strong></td>
</tr>
<tr>
<td>Sharon Summers, Principal</td>
<td>Allen Lawrence, Principal</td>
<td>Fannie Green, Principal</td>
<td>Dr. Aimee Brown, Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ann Smith Elementary</strong> (K-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Melissa Philley, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Highland Elementary School</strong> (3-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marilyn Naron, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mannsdale Elementary School</strong> (K-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chris Perritt, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Madison Crossing Elementary</strong> (K-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Martha D’Amico, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Madison Avenue Elementary</strong> (K-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Brenda Jones, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Madison Avenue Upper</strong> (3-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kim Hurst, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Madison Station Elementary</strong> (K-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beverly Johnston, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>East Flora Elementary</strong> (K-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Capucine Robinson, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Germantown High School</strong> (9-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ted Poore, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(opened fall 2011)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Madison Central High School</strong> (10-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Austin Brown, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Rosa Scott School</strong> <em>(9th)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sean Brewer, principal</td>
<td></td>
</tr>
</tbody>
</table>
Part II
District Team Members

Madison County Schools
P.O. Box 159
Flora, MS 39071
Phone: (601) 879-3000  Fax: (601) 879-9761

Dr. Ronnie McGehee, Superintendent

Dr. Pollia Griffin, Assistant Superintendent
Distric Contact: (601/879-3015)
pgriffin@madison-schools.com

Steve Pickering-Mississippi Community Education Center
Bill Lenington, Principal Academic Options Center
Brenda Thompson, Office of Federal Programs
Tim Pickett – Region 8 Mental Health Services
Stephanie Permenter, District Data Coordinator
Laura Beth Guynes, GED Teacher
Richard Burge, Principal
Bertram Goodloe, Principal
Letha Phillips, Assistant Principal
Marilyn Naron, Principal
Teresa Roberson, Parent
Jeanette Morgan, Parent
Vance White, Jr., Parent
Chie Higuchi, Parent
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Dropout Prevention Team Leader:

Name: Pollia F. Griffin, Ed.D.  Title: Associate Superintendent

Mailing Address: 117 Fourth Street, Flora, MS 39071

Telephone #: 601/879-3000  Fax #: 601/879-9761

District Superintendent: Dr. Ronnie McGehee (signature) _________________________________

School Board Chair: (signature) ______________________________________________________
## Part IV
2012-2013 District Data Form (Continued)

### Additional District Information

<table>
<thead>
<tr>
<th>Number of GED Options Program Students</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of GED Options Program Students Successfully Completing a GED</td>
<td>14</td>
</tr>
<tr>
<td>Number of Students Passing One or More Sections of the GED Test</td>
<td>24</td>
</tr>
<tr>
<td>Average Length of Time Spent in GED Options Program</td>
<td></td>
</tr>
<tr>
<td>☐ 6 months ☑ one year ☐ two years ☐ more than two years</td>
<td></td>
</tr>
<tr>
<td>Number of Students Who are Two or More Years Behind Grade Level by 9th Grade</td>
<td>118</td>
</tr>
<tr>
<td>Does your district currently offer a “Fast-track” Program for high school students?</td>
<td></td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>Number of Students with 5 or More Unexcused Absences</td>
<td>2,510</td>
</tr>
<tr>
<td>Number of Students with 12 or More Unexcused Absences</td>
<td>446</td>
</tr>
<tr>
<td>Number of Discipline Referrals</td>
<td>6,623</td>
</tr>
<tr>
<td>Number of Students Receiving Free/Reduced Meals</td>
<td>4,406 (35.16%) *</td>
</tr>
</tbody>
</table>

Please add any additional or unique data elements in this section:

* October 01, 2012
### Madison County School District

<table>
<thead>
<tr>
<th>Graduation Rate: 85.6%</th>
<th>Dropout Rate: 6.6</th>
<th>Truancy Rate:</th>
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<tbody>
<tr>
<td></td>
<td>Elementary</td>
<td>Middle</td>
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#### School Data

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td></td>
<td>10</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Cumulative Enrollment</td>
<td>5,794</td>
<td>2,983</td>
<td>3,730</td>
</tr>
<tr>
<td>Counselor/Student Ratio</td>
<td>527/1</td>
<td>373/1</td>
<td>298/1</td>
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</table>

October 2012

#### District-wide Student Demographic Data

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native American</th>
<th>White</th>
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</thead>
<tbody>
<tr>
<td>Number</td>
<td>6,120</td>
<td>6,387</td>
<td>398</td>
<td>4872</td>
<td>326</td>
<td>5</td>
</tr>
<tr>
<td>%age</td>
<td>48.94</td>
<td>51.06</td>
<td>.0318</td>
<td>38.95</td>
<td>.0261</td>
<td>.0004</td>
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</table>

October 2012

#### District-wide Staff Demographic Date (Teachers/Administrators)

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1256</td>
<td>293</td>
<td>1</td>
<td>445</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>%age</td>
<td>81</td>
<td>19</td>
<td>.000645</td>
<td>28.73</td>
<td>.000387</td>
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## Part IV
Spring 2013 District Data Form (continued)

### MCT2 Data – Percent Proficient or Above

<table>
<thead>
<tr>
<th></th>
<th>Language Arts</th>
<th>Math</th>
</tr>
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<tbody>
<tr>
<td>Grade 3</td>
<td>76</td>
<td>83</td>
</tr>
<tr>
<td>Grade 4</td>
<td>71</td>
<td>80</td>
</tr>
<tr>
<td>Grade 5</td>
<td>72</td>
<td>77</td>
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<td>Grade 6</td>
<td>71</td>
<td>74</td>
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<tr>
<td>Grade 7</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td>Grade 8</td>
<td>76</td>
<td>85</td>
</tr>
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</table>

### High School Subject Area Tests – Percent Proficient or Above

<table>
<thead>
<tr>
<th></th>
<th>Algebra I</th>
<th>US History</th>
<th>Biology</th>
<th>English II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80</td>
<td>75</td>
<td>76</td>
<td>70</td>
</tr>
</tbody>
</table>

**Percent Passing +/-**

|          | 85.4      | 88.9       | 91.1    | 82.1       |
### Part V

**Needs Assessment Outcomes**

**Major Outcomes from District Needs Assessment**

<table>
<thead>
<tr>
<th>Needs Assessment Areas</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group Identified</strong></td>
<td><strong>Educationally at-risk</strong></td>
</tr>
<tr>
<td></td>
<td>• Not on grade level (two or more grades behind)</td>
</tr>
<tr>
<td></td>
<td>• High absenteeism</td>
</tr>
<tr>
<td></td>
<td>• Repeated office referrals, suspensions, or expulsions</td>
</tr>
<tr>
<td></td>
<td>• Poor grades/performance in core subjects</td>
</tr>
<tr>
<td><strong>Economically at-risk</strong></td>
<td>• Free lunch</td>
</tr>
<tr>
<td></td>
<td>• Homeless or migrant</td>
</tr>
<tr>
<td></td>
<td>• English Language Learners</td>
</tr>
<tr>
<td><strong>Data Collection Methods Used</strong></td>
<td><strong>The Dropout Prevention Review Committee looked at the following data points:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Graduation and Dropout data for 2008-2009 cohort (district and school levels)</td>
</tr>
<tr>
<td></td>
<td>2. Comparison of dropout data with surrounding and-like districts</td>
</tr>
<tr>
<td></td>
<td>3. MCSD Six-year Trends in graduation and dropout rates (Appendix A)</td>
</tr>
<tr>
<td></td>
<td>4. 2013 Spring MCT2 and SATP gains/losses (Appendix B)</td>
</tr>
<tr>
<td></td>
<td>5. Other district data: discipline referrals, absenteeism, number of students two or more years behind, etc.</td>
</tr>
<tr>
<td></td>
<td>6. NDPC Fifteen Effective Strategies for impacting dropout prevention</td>
</tr>
<tr>
<td></td>
<td>7. District initiatives for reducing risk factors for student dropout</td>
</tr>
<tr>
<td></td>
<td>8. District goals and objectives for reducing risk factors for student dropout</td>
</tr>
<tr>
<td><strong>Prioritized List of Needs</strong></td>
<td>1. Students behind academically</td>
</tr>
<tr>
<td></td>
<td>2. Students in grades 5-7 who are two or more grades behind</td>
</tr>
<tr>
<td></td>
<td>3. Students district-wide who have excessive absenteeism</td>
</tr>
<tr>
<td></td>
<td>4. Students with repeated office referrals</td>
</tr>
<tr>
<td></td>
<td>5. Students with limited English proficiency</td>
</tr>
</tbody>
</table>
| Short Term Goals | 1. Increase academic performance of students  
2. Improve ADA and decrease excessive absenteeism for at-risk students  
3. Reduce discipline referrals  
4. Decrease number/percentage of students two or more years behind |
|------------------|--------------------------------------------------------------------------------------------------|
| Long Term Goals  | To increase graduation rate  
To prevent students from dropping out of school |
| Recommendations for future needs assessments | Recommendations for future needs assessments:  
• Each year the district will reassess goals and prioritize needs based on the following data related to student dropout: (For specific information, please refer to data and information stated under Short Term Goals.)  
  • Early detection of potential dropouts and at-risk students in grades 1-8.  
  • Review diagnostic tests and standardized state data to detect students struggling in reading/language arts and math.  
  • Provide training and information to staff and parents on issues directly related to student dropout.  
  • Keep watch on students in grades 5-7 who are two or more grades behind.  
  • Identify students struggling in reading and math early and provide interventions.  
  • Identify students in grades 3-8 who fail the MCT.  
  • Identify students in grades 9-12 who fail a subject area test.  
  • Identify students who have excessive absenteeism. |
# Dropout Prevention Plan

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategic Initiatives</th>
<th>Implementation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for all students to experience academic success at all grade levels</td>
<td>Implement high quality Tier 1 instruction for all students at all grade levels</td>
<td><strong>Professional Development:</strong> District and Federal PD funds are used to train teachers on curriculum trends that will better prepare them to meet student needs, develop effective, innovative teaching strategies that increase student achievement, enhance teacher performance, and help increase the graduation rate and decrease the dropout rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Literacy Specialists (2013-2014):</strong> MCSD has invested in literacy specialists for each of the district’s elementary, middle, and high schools. The literacy specialists work with students in the Three Tier Process, particularly those students in Tier 3. The specialists keep records of progress monitoring and help teachers write interventions designed to help individual students (Appendix C).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Read 180:</strong> Read 180 is a computer-based program used in the middle schools with struggling students who perform in the bottom quartile on the MCT2 reading assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>New Teacher Mentoring Program:</strong> MCSD conducts a mentoring program for beginning teachers and teachers new to the district. The goal is to build strong teacher capacity and improve student performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MCSD Literacy Expectations:</strong> The district has developed district-wide Literacy Expectations (Appendix D-F).</td>
</tr>
<tr>
<td><strong>Big Brothers-Big Sisters Mentoring Program:</strong></td>
<td>The Big Brothers-Big Sisters Mentoring program in the Madison County District is provided by high school students who mentor, tutor, or help provide guidance to students in the middle and elementary schools. Mentors have sponsors who guide the program at each high school. The mentors talk to students, read to students, and tutor students in certain subjects. To be a mentor, high school students must meet specific requirements and criteria set by the district program developer and coordinators.</td>
<td></td>
</tr>
<tr>
<td><strong>Common Core:</strong></td>
<td>Common core is in full implementation in elementary, and implementation is progressing in middle schools.</td>
<td></td>
</tr>
<tr>
<td><strong>Middle School Math Specialist:</strong></td>
<td>(proposed)</td>
<td></td>
</tr>
<tr>
<td><strong>1:M (One to Many) Technology Initiative:</strong></td>
<td>(proposed) This initiative will put a device in the hands of every student, starting at the high schools, with ninth graders.</td>
<td></td>
</tr>
<tr>
<td><strong>Improve early identification of students at-risk of dropping out.</strong></td>
<td>Maintain a data system that tracks students’ grades, progress, attendance, and behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>MSIS:</strong></td>
<td>MSIS is the district-wide information system used to report and tract student attendance, grades, and discipline records.</td>
<td></td>
</tr>
<tr>
<td><strong>Measures of Academic Progress (MAP):</strong></td>
<td>MAP is used for students in K-8 to access performance in reading and math and provide data to help inform instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Universal Behavioral Screener is</strong></td>
<td>used to identify students experiencing behavioral difficulties.</td>
<td></td>
</tr>
<tr>
<td><strong>EZ Test Tracker</strong></td>
<td>provides a history of test data to help administrators and teachers make informed instructional decisions.</td>
<td></td>
</tr>
<tr>
<td><strong>Case 21 &amp; Benchmark Assessments</strong></td>
<td>provide information on students progress toward mastery of MS Framework objectives.</td>
<td></td>
</tr>
</tbody>
</table>
### Reduce risk factors associated with dropping out of school.

<table>
<thead>
<tr>
<th>Provide appropriate innovations and program options leading to high school exit.</th>
<th>Provide appropriate innovations and program options leading to high school exit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a system of immediate support for students in danger of failing.</td>
<td>- <strong>Career Academies</strong> prepare students for real world job placement by incorporating academic and technical skills into the course frameworks.</td>
</tr>
<tr>
<td>Develop individualized plans for students entering ninth grade to keep them on track for graduation.</td>
<td>- <strong>Dual Enrollment/Dual Credit</strong> allows high school students to simultaneously earn high school and college credit that will apply toward both secondary and postsecondary studies.</td>
</tr>
<tr>
<td>Provide support programs for students two or more grades behind.</td>
<td>- <strong>Madison Career &amp; Technical Center:</strong> MCTC is a first rate career technical center that provides a platform for career exploration for some students who need and desire a less traditional path of study as incentive to stay in school.</td>
</tr>
<tr>
<td>Provide support programs for secondary students to recover course credit.</td>
<td>- <strong>Mississippi Occupational Diploma (MOD)</strong> offers a graduation option for high school students with disabilities.</td>
</tr>
</tbody>
</table>

**Academic Options Center (AOC):** The AOC is a second chance program for students K-12. Students are referred to the AOC because of serious or continued behavior infractions in their home school settings. The program is a disciplinary placement for students who need a smaller, more structured alternative. AOC allows students who need the alternate setting an opportunity to experience success while learning some needed replacement behaviors, including the ability to follow guidelines and rules at school, at work, and in social settings. **Behavioral Specialists** assist schools in identifying behavioral issues, adapting behavioral strategies, and sustaining effective school-wide disciplinary practices.

**MSIS Data Clerks** at the school level track and report students' attendance and discipline.
**The GED program**, housed at the Madison Career and Technical Center, allows students already enrolled in the district to pursue the high school equivalency diploma. The following criteria apply:

a. The student must be at least 16 years of age;

b. The student must be at least one full grade level behind his or her ninth grade cohort or must have acquired fewer than four Carnegie units;

c. The student must have taken every opportunity to continue to participate in course work leading to a regular diploma; and

d. The student must be certified to be eligible to participate in the GED program by the superintendent.

B. **Provide a system of immediate support for students in danger of failing:**

- **English Language Learners (ELL):** The district-wide ELL program serves ELL students at the elementary, middle, and high school levels. Certified teachers and paraprofessionals provide mentoring and tutoring to help ELL students learn the English language and to acquire subject-area content proficiency.

- **PreGED** is a GED preparatory program for students who meet the criteria for GED but cannot TABE at the 8.0 level.

- **Response to Intervention (RTI)** identifies students at risk for failure, develops and implements interventions, and monitors students' progress.

- **Literacy Specialists** work with struggling (Tier 3) students in reading and math. LSs also assist classroom teachers with writing and implementing appropriate interventions for
struggling students.

- **Homeless Services** identify homeless students and provide service and follow-up through the district homeless liaison, in conjunction with outside agencies.
- **Academy of Reading and Math** is a web-based intervention program for students in target level interventions.
- **We Care Team**: Guidance counselor, school nurse, administrator, and teachers meet on a scheduled basis to identify students who are struggling with academics, behavior, and attendance. Interventions are put in place to address concerns.

C. Provide support programs for students two or more years behind their peers:

**Counseling Program**: MCSD schools have counselors, proportionate to the school enrollment (See Part IV District Data Form). Counselors provide individual and group counseling in the elementary schools. Counselors assist in developing discipline plans for students who have multiple office referrals, arranging parent-teacher conferences, and developing and tracking student’s progress toward graduation at the high school.
D. Provide support programs for secondary students to recover course credit.

- *Fast Track:* Fast Track is a full-day, full-year opportunity for students who are two or more academic years behind to get on or closer to their appropriate grade level. The goal of the program is for fifth, sixth and seventh grade students to grow or gain two academic years in one school year through an intensive program of language arts, math, science, and social studies and to return to the regular school setting in the fall of the following year, strong enough to function at a level two grades ahead, with proper support.

E. Provide support programs for secondary students to recover course credit.

- *E20/20* offers an online, core intervention program for students in need of credit for core instruction or for credit recovery. It offers the added flexibility of allowing students to complete course work anytime, 24 hours a day, seven days a week.
- *Term Recovery:* Term Recovery provides an option for seniors to recover, or make up, a term grade while still taking the course.
- *Summer Extended School Year (ESY)* offers a second chance to students, grades 6-12, who have failed and need to take certain courses to be able to move on to the next grade.
| Strengthen the Home-School-Community Partnership. | Provide opportunities for school, home, and community to collaborate, share information, and discuss solutions to improve performance, increase graduation rates, and decrease dropout rate. | **Active Parents:** Active Parent Online allows parents in the Madison County School District to review their children’s progress weekly. After parents register online, they are given a secure record of a user name and password. The account is activated in 7 days. Parents can log on at [https://madison.activeparent.net](https://madison.activeparent.net) or go to the Madison County School District’s website to log in and take advantage of the service.  

**Automatic Phone Dialer:** All schools have the capability of sending out all-call messages to parents about important events going on in the school. The district also has the same capability of sending out all-call messages to employees and parents of all students in the district.  

**Title Talk:** The Office of Federal Programs publishes *Title Talk*, a quarterly newsletter, to keep parents in the Title I community informed and abreast of what is going on in Title I schools and in the district.  

**PTO/PTA** provides an avenue for parents to get involved with the school experience.  

**District Dropout Prevention Team** monitors the implementation of the district’s dropout prevention plan.  

**Head Start Partnership:** The Madison County School District has a blended service program with Friends of Children of Mississippi (Head Start). A 4-year old class is offered at each of the district’s two highest poverty elementary schools. The classes are taught by highly qualified Madison County School teachers. The two organizations share other expenses, such as supplies. Friends of Children and MCS collaborate and work together to provide a social and educational foundation for school success. The relationship provides enrichment that enhances brain development with an economically disadvantaged group of 4-year olds. |
**Partners in Education:** Local businesses and industries throughout the school communities adopt a school and work with school officials and parent groups to help address needs of the school. The relationship strengthens businesses and helps to bridge the gap between schools and communities. This may be inclusive of after-school jobs, opportunities for students to shadow someone in the workplace, donations to support programs or projects, or to help provide other experiences for some students who might not otherwise be able to afford them.

**Region 8 Mental Health Services** works with the Madison County School District and provides mental health, behavior modification and rehabilitation services to students and families in the district.

**School Safety Officers:** Each of the district’s five high schools has a safety officer to work with students and staff. Officers may assist administration with student/parent conferences, some discipline matters, and some counseling interventions with student issues.

**Remind 101** is a free internet text messaging service that allows teachers to send blanket text messages to parents of their students about assignments, course objective, classroom expectations, etc.

Appendices F & G outline how each of the district’s initiatives addresses the **15 Effective Strategies for Dropout Prevention** as defined by the National Center for Dropout Prevention (NCDP).
APPENDICES

Appendix A – MCSD Six Year Trends: Dropout and Graduation Rates

Appendix B – Comparison: Spring 2012 to Spring 2013 State Test Data

Appendix C - Literacy Specialists’ Job Duties
   Elementary School
   Middle School
   High School

Appendix D – MCSD Elementary Literacy Expectations

Appendix E – MCSD Middle School Reading Initiative

Appendix F – District-wide Initiatives as they address the
   15 Effective Strategies for Dropout Prevention

Appendix G – The 15 Effective Strategies Defined
Appendix A

Madison County Schools
Dropout & Graduation Rates
4 Year Cohorts

6 Year Trend
Dropout Rates

6 Year Trend
Graduation Rates
# Appendix B

## Spring 2012 to Spring 2013

### MCT2 Data Comparison

<table>
<thead>
<tr>
<th>Grade</th>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>+2.6</td>
<td>-2.2</td>
</tr>
<tr>
<td>Grade 4</td>
<td>+3.4</td>
<td>+6.4</td>
</tr>
<tr>
<td>Grade 5</td>
<td>+4.2</td>
<td>-.1</td>
</tr>
<tr>
<td>Grade 6</td>
<td>+1.4</td>
<td>+5.4</td>
</tr>
<tr>
<td>Grade 7</td>
<td>+7.2</td>
<td>+.5</td>
</tr>
<tr>
<td>Grade 8</td>
<td>+3.5</td>
<td>+1.0</td>
</tr>
</tbody>
</table>

### SATP – Percent Proficient or Above +/-

<table>
<thead>
<tr>
<th>Algebra I</th>
<th>US History</th>
<th>Biology I</th>
<th>English II</th>
</tr>
</thead>
<tbody>
<tr>
<td>-4.0</td>
<td>-7.0</td>
<td>+1.0</td>
<td>-5.0</td>
</tr>
</tbody>
</table>

Percent Passing +/-

| -4.4 | +1.5 | +6.3 | -4.4 |
Appendix C

Job Title: Madison County School District Elementary Literacy Specialist

Job Purpose: To coordinate Response to Intervention in accordance with the district’s guidelines

Job Duties:
- Organize and facilitate Mandatory 20 meetings by the 20th day of school
  - Pull roster from MSIS (obtain login information from Joyce McCullough)
  - Ensure accuracy by verifying student status with counselors, administration, and previous interventionist
  - Gather and review data, including final grades from previous year and MCT2 data when applicable
  - Conduct TST meetings for students starting in Tier 3
  - Conduct individual teacher meetings for student roll overs into Tier 2
  - Conduct individual teacher meetings for students starting the year in Tier 1.5 (Academic Watch)
  - Enter meeting date into MSIS for all students on MSIS roster
- Collect and file teachers’ rules, procedures, rewards and consequences to document school-wide PBIS efforts; give copy to counselors for their reference
- Compile a Rti binder for the school containing all Rti pertinent information
- Assist with the 3 rounds of universal screening for academic and behavior as determined by the current Rti Policies and Procedures
  - Mandatory 20’s- screening based on previous end of year MAP data, DRA2, final averages, and MCT2 when applicable
  - Round 1 – screening based on MAP scores, CASE 21 when applicable, DRA2, and Term 1 averages (Sept/Oct)
  - Round 2 – screening based on MAP scores, CASE 21 when applicable, DRA2, and Sem 1 average (Jan)
  - Round 3 – screening based on MAP scores, CASE 21, DRA2, and Term 3 (April)
- Facilitate training sessions as determined by current Rti Policies and Procedures
  - Review State Board Policy 4300 and MCDS Rti Policies/ Procedures (review after each round of norming)
  - Review behavior universal screening and results (may be with counselors, administration, and/or TST only)
  - Review academic universal screening and results (may be with counselors, administration, and or TST only)

2012-2013
• Facilitate individual teacher or subject area meetings every 5 weeks to coordinate Tier 2 efforts
  o Review academic data
  o Review discipline concerns
  o Review paperwork
  o Review current Tier 2 students – current data
• Analyze data twice each term (Mid-term and Term)
  o Discipline reports
  o Failure reports
  o Progress monitoring results (mid-term and term averages)
  o Generate MSIS list (Verify transfer students have not been added to the list)
• Participate as a member of the school’s We Care Team (may be asked to provide data on excessive absences, failures, and discipline gathered during mid-term and term data analysis)
• Manage and house T3 paperwork
  o Gather student background data (check cum, SAM, MSIS, and re-check with teacher verify attendance/current absences and to make sure no new student discipline has arisen)
  o Request Hearing/vision screener
  o Contact parent and complete family medical history
  o Schedule, conduct and provide written follow-up of all Tier 3 meetings
    ▪ Mail invitation to meeting
    ▪ Complete Form 12
    ▪ Collect documentation of intervention
    ▪ Prepare and discuss progress monitoring/grades and current testing data
    ▪ Update/change intervention if necessary
    ▪ Document progress on Form 11
    ▪ Send follow-up letter to parents summarizing results of the meeting
• Progress monitor and track data for Tier 3 students
• Implement appropriate interventions for all Tier 3 students
• Maintain communication with parents regarding T3 students
• Work with principal and teachers to train on research based intervention/evidence based strategies (professional development, modeling, co-teaching)
• Serve as a liaison between tiered students and teachers regarding classroom needs
• Serve as a home-school liaison to answer parent questions/concerns about RTI as necessary
• Provide professional development opportunities as necessary
• Contact district psychometrists when an individual request for testing has been made.
• Assist with New Teacher Orientation
• Maintain databases as appropriate
  o End of year MSIS data (Add all students placed in Tier 3)
  o Sam filters/active flags (keep current as students move through tiers)
• Close out files
  o Organize folder and make end of year decisions

2012-2013
• Notify parent via letter
• Transfer folders as appropriate
• Make scheduling considerations
• Update MSIS
• Give principal end-of-year list
• Make final decision summary list for Cricket Erickson and Lynn Slay

• Any other duties deemed appropriate by the MCSD Office of Curriculum
Job Title: Madison County School District Middle School Literacy Specialist

Job Purpose: To coordinate Response to Intervention in accordance with the district’s guidelines

Job Duties:
- Organize and facilitate Mandatory 20 meetings by the 20th day of school
  - Pull roster from MSIS (obtain login information from Joyce McCullough)
  - Ensure accuracy by verifying student status with counselors, administration, and previous interventionist
  - Gather and review data, including final grades from previous year’s courses; summer school final averages and MCT2 data
  - Conduct TST meetings for students starting in Tier 3
  - Conduct individual teacher meetings for student roll overs into Tier 2
  - Conduct individual teacher meetings for students starting the year in Tier 1.5 (Academic Watch)
  - Enter meeting date into MSIS for all students on MSIS roster
- Collect and file teachers’ rules, procedures, rewards and consequences to document school-wide PBIS efforts; give copy to counselors for their reference
- Compile a RtI binder for the school containing all RtI pertinent information
- Assist with the 3 rounds of universal screening for academic and behavior as determined by the current RtI Policies and procedures
  - Mandatory 20's – screening based on MCT2, previous retentions and previous year’s final average (Aug./Sept.)
  - Round 1 – screening based on MAP scores, CASE 21, and Term 1 average (Oct.)
  - Round 2 – screening based on MAP scores, CASE 21, and Semester 1 average (Jan.)
- Facilitate training sessions as determined by current RtI Policies and Procedures
  - Review State Board Policy 4300 and MCDS RtI Policies/Procedures (review after each round of norming)
  - Review behavior universal screening and results (may be with counselors, administration, and/or TST only)
  - Review academic universal screening and results (may be with counselors, administration, and or TST only)
- Facilitate individual teacher or subject area meetings every 5 weeks to coordinate Tier 2 efforts
  - Review academic data
  - Review discipline concerns
  - Review paperwork
  - Review current Tier 2 students – current data
- Analyze data twice each term (Mid-term and Term)

2012-2013
Discipline reports
Failure reports
Progress monitoring results (mid-term and term averages)
Generate MSIS list (Verify transfer students have not been added to the list)

- Participate as a member of the school’s We Care Team (may be asked to provide data on excessive absences, failures, and discipline gathered during mid-term and term data analysis)
- Manage and house T3 paperwork
  - Gather student background data (check cum, SAM, MSIS, and re-check with teacher verify attendance/current absences and to make sure no new student discipline has arisen)
  - Request Hearing/vision screener
  - Contact parent and complete family medical history
  - Schedule, conduct and provide written follow-up of all Tier 3 meetings
    - Mail invitation to meeting
    - Complete Form 12
    - Collect documentation of intervention
    - Prepare and discuss progress monitoring/grades/and current testing data
    - Update/change intervention if necessary
    - Document progress on Form 11
    - Send follow-up letter to parents summarizing results of the meeting

- Progress monitor and track data for Tier 3 students
- Implement Tier 3 interventions when appropriate.
- Maintain communication with parents regarding T3 students
- Work with principal and teachers to train on research based intervention/evidence based strategies (professional development, modeling, co-teaching)
- Assist various tiered students outside the classroom by analyzing grades (incomplete class or homework, failed tests, etc.) and promoting self-advocacy skills
- Serve as a liaison between tiered students and teachers regarding classroom needs
- Serve as a home-school liaison to answer parent questions/concerns about RtI as necessary
- Provide professional development opportunities as necessary
- Assist with New Teacher Orientation
- Maintain databases as appropriate
  - End of year MSIS data (Add all students placed in Tier 3)
  - Sam filters/active flags (keep current as students move through tiers)
- Contact district psychometrist when an individual request for testing is made.
- Close out files
  - Organize folder and make end of year decisions
  - Notify parent via letter
  - Transfer folders as appropriate
  - Make scheduling considerations
- Update MSIS
- Give principal end-of-year list
- Make final decision summary list for Cricket Erickson and Lynn Slay

- Any other duties deemed appropriate by the MCSD Office of Curriculum
Job Title: Madison County School District High School Literacy Specialist (2013-2014)

Job Purpose: To coordinate Response to Intervention in accordance with the district’s guidelines

Job Duties:
- Organize and facilitate Mandatory 20 meetings by the 20th day of school
  - Pull roster from MSIS (obtain login information from Joyce McCullough)
  - Ensure accuracy by verifying student status with counselors and administration
  - Consult with middle school interventionist regarding 8th grade rollovers/new 9th grade Tier status
  - Gather and review data, including final grades from previous year’s English, math, Biology I, and/or U.S. history courses; summer school final averages, SATP data, and middle school MCT2 data
  - Train TST and conduct meetings for students starting in Tier 3
  - Conduct individual teacher meetings for students starting the year in Tier 2
  - Conduct individual teacher meetings for students starting the year in Tier 1.5 (Academic Watch)
  - Enter meeting date into MSIS for all students on MSIS roster
- Collect and file teachers’ rules, procedures, rewards and consequences to document school-wide PBIS efforts
- Compile a RtI binder for the school containing all information pertinent to RtI
- Assist with the 3 rounds of universal screening for academic and behavior as determined by the current RtI Policies and Procedures
  - Round 1 (Mandatory 20’s) – screening based on MCT2 (for 9th graders), SATP, and previous year’s final average
  - Round 2 (Fall) – screening based on SATP and Term 1 average
  - Round 3 (Winter) – screening based on SATP and Semester 1 average
  - Spring Screening – using final averages, summer school grades, and SATP students are placed tentatively for the next academic year’s Round 1
- Facilitate training sessions as determined by current RtI Policies and Procedures
  - Review RtI Policies and Procedures including Policy 4300
  - Review behavioral universal screening and results (may be with counselors, administration, individual teachers, and/or TST only)
  - Review academic universal screening and results (may be with counselors, administration, individual teachers, and/or TST only)
• Facilitate individual teacher or subject area meetings every 5 weeks to coordinate Tier 2 efforts
  o Review academic data
  o Review discipline concerns
  o Review paperwork
  o Review current Tier 2 students – current data
• Work with administration to complete fidelity checklists for each intervention
• Analyze data twice each term
  o Discipline reports
  o Failure reports
  o Progress monitoring results (mid-term and term averages)
• Participate as a member of the school’s We Care Team (may be asked to provide data on excessive absences, failures, and discipline gathered during mid-term and term data analysis)
• Manage and house T3 paperwork
  o Gather student background data (cum, SAM, MSIS, Case 21, MAP)
  o Request Hearing/vision screener
  o Contact parent and complete family medical history
    ▪ Schedule, conduct, and provide written follow-up of all Tier 3 meetings
    ▪ Mail invitation to meeting
    ▪ Complete Form 12
    ▪ Collect documentation of intervention
    ▪ Prepare and discuss progress monitoring/grades/and current testing data
    ▪ Update/change intervention if necessary
    ▪ Document progress on Form 11
    ▪ Send follow-up letter to parents summarizing results of the meeting
• Implement Tier 3 interventions as necessary
• Progress monitor and track data for Tier 3 students
• Maintain communication with parents regarding T3 students
• Work with principal and teachers to train on research based intervention/evidence based strategies (professional development, modeling, co-teaching)
• Assist various tiered students outside the classroom by analyzing grades (incomplete class or homework, failed tests, etc.) and promoting self-advocacy skills
• Serve as a liaison between tiered students and teachers regarding classroom needs
• Serve as a home-school liaison to answer parent questions/concerns about RtI as necessary
• Provide professional development opportunities as necessary
• Contact district psychometrists when an individual request for testing is made
• Assist with New Teacher Orientation and other district initiatives
• Maintain databases as appropriate
  o MSIS intervention rosters (check for updates periodically)
  o End of year MSIS data
  o Sam filters/active flags (keep current as students move through tiers)
• Any other duties deemed appropriate by the MCSD Office of Curriculum

2012-2013
**DRA 2**

The purpose of DRA2 is to assess and document the students’ development as readers over time. It provides teachers the opportunity to observe students’ reading behaviors and gather data to:

- Diagnose students’ instructional needs and plan for intervention if needed
- Determine the level a student is able to independently read
- Group students effectively to provide appropriate reading instruction
- Document changes overtime in reading performance
- Inform parents and other educators of students’ current reading performance

<table>
<thead>
<tr>
<th>District Wide Expectations…</th>
<th>The teacher will…</th>
<th>The student will at his/her independent level…</th>
</tr>
</thead>
</table>
| • Provide PD on the DRA2 assessment each year | • Administer the DRA2 assessment to each student a minimum of 4 times a year so that new data can be presented to parents at each 9 week period. **In grades 4 & 5, once the grade level requirement has been reached, no additional DRA testing will be required for those students. All students** in grades k-5 will be tested within the first 9 weeks of school to determine present DRA level. Assess both fiction and nonfiction to establish proficiency at DRA2 benchmarks of 16, 28, 38, 40 and 50 before assessing at a higher level since the CCSS standards require that students demonstrate proficiency in both areas of reading | • Achieve a minimum of DRA2 level 3 F to exit K; At-risk letters sent in Jan. for below Level 1, and in March for below level 2  
• Achieve a minimum of DRA2 level 16 F and NF to exit 1st grade; At-risk letters sent in Jan. for below Level 12, and in March for below level 14  
• Achieve a minimum of DRA2 level 28 F and NF for 2nd grade; At-risk letters sent in Jan. for below Level 20, and in March for below level 24  
• Achieve a minimum of DRA2 level 38 F and NF for 3rd grade; At-risk letters sent in Jan. for below Level 34, and in March at level 34  
• Achieve a minimum of DRA2 level 40 F and NF for 4th grade |
| • Ensure the fidelity of the DRA2 assessment (i.e. do not allow students to test on same text multiple times, proper names count as an error only the first time, skipped line of text only counts as one error, repetitions and self-correction are not counted as errors, do not count dialect of speech issues as a reading error (axed for asked)) | • Observe and provide feedback on guided reading to ensure that instruction gives students the opportunity to meet DRA2 goals  
• Enforce ceiling levels (k-16, 1st-28, 2nd-38, 3rd-40, 4th-50, 5th-60) so that students are encouraged to read for a variety of purposes across genres and authors and be more thoughtful in |
their oral and written responses. Addition of a plus sign (+) is not appropriate for any reported grade.

- Students new to the district will be tested within the first two weeks of school.
- Present students will begin the year based on their end of year DRA level from the previous year.

| either wpm or Accuracy and reassess at a lower level | - Use the DRA2 assessment documents (DRA2 Continuum Rubric and DRA2 Focus for Instruction for Transitional Readers) to drive instruction |
| - Achieve a minimum of DRA2 level 50 F and NF for 5th grade |
| - Be timed for rate beginning at level 14 |
| - Provide written responses beginning at level 28 |

Rationale for Moving from Basal Readers to the Guided Reading Process

What Basal Reading Programs Look Like
Basal readers are usually a grade-leveled series of textbooks produced by an educational publisher which focus on teaching reading either by a code-emphasis approach or a meaning-emphasis approach. A code emphasis approach relies heavily on phonemic awareness and decoding and word attack skills. These types of series will often have accompanying spelling programs, flash cards and sentence strips to go with them. A meaning-emphasis program, on the other hand, tends to stress the concept of “reading for understanding” and the accompanying workbooks have questions about the stories read, vocabulary lessons and lessons encouraging students to write about what they have read.

Do Teachers Use Basal Reading?
Over the past decade and a half, many teachers have moved away from using basal readers in favor of using a balanced literacy approach, using guided reading as its core and incorporating all types of books to include language in lessons throughout the curriculum.

Disadvantages of a Basal Reading Program
Like any packaged program, there are disadvantages to a basal reading program. In fact, some educators would argue that the things some people consider to be advantages are exactly what is wrong with such a program. That systematic learning system which distills reading into a textbook can feel rigid and limiting to a teacher. It’s designed for groups of readers, which makes it difficult to teach gifted or self-taught reader and just as difficult to modify for the student who has learning disabilities in reading.
Move to Guided Reading
NCLB-2 principles

- Stronger accountability results
- Greater emphasis on instructional methods that have been “proven” to be effective

Few basal programs focused on developing fluency in reading and that the specific focus on oral language development was somewhat unclear in textbooks (Stein, Johnson, & Gutlohn, 1993; Snow & Griffin, 1998)

Researchers questioned how basal/scripted programs meet the individual needs of each child, especially since they utilize grade-level materials, even if the child is not reading at that particular level.

What is happening to students who are reading above grade level? What is happening to students who are reading below grade level?

Defining Guided Reading

- Matching reading to instructionally leveled text
- Flexible grouping
- Teacher scaffolding, which capitalizes on the zone of proximal development by providing decoding and comprehension strategies

- Before Reading: Students are encouraged to make connections to the text, to take picture walks, and to make predictions (Fountas & Pinnell, 1996).
- During Reading: Students in small group, read aloud to the teacher, individually. The teacher provides decoding and comprehension strategies to the student as the other students read silently at their own pace (Fountas & Pinnell, 1996).
- After Reading: In the After portion, there is an extension to the reading that targets a skill that the groups need (Fountas & Pinnell, 1996).

The National Research Council (NRC) argues that in the early grades, students should be provided with reading texts that are interesting to them and that are beneath their frustration reading level but that are still challenging enough to develop skills, such as those used in the Fountas and Pinnell approach (NRC, 1998; Snow, Burns & Griffin, 1998).
A number of diverse studies found that children who spend more time reading in appropriately leveled texts, display larger gains in particular reading skills (Berliner, 1981; McCutcheon & Chhabra, 2004; Taylor, Frye, & Maruyama, 1990).

Although billions of dollars have been spent on the improvement of reading since NCLB’s 2001 inception, in 2007 only 33% of fourth graders were reading at or above proficient levels (Camus, 2002; NCES, 2007).

**Guided Reading**

**Guided Reading** is one component of a comprehensive, high quality literacy effort that includes interactive read-aloud, literature discussion in whole or small groups, whole-group mini lessons, independent reading and individual conferences.

**The Goal of Guided Reading** is: “to help children learn how to use independent reading strategies successfully” using books that are not too hard or not too easy.

**Essential Elements:** see attachment taken from **Guided Reading Good First Teaching for all Children** by Irene Fountas & Gay Su Pinnell.

**Amount of Time:**

2.5-3.0 hours Amount of time of daily reading instruction

K-3    Guided Reading groups 4-5 days weekly

4-5    Guided Reading groups 2-3 days weekly

**Components of Literacy Block: (Fountas & Pinnell)**

1. **Read Aloud:** The teacher reads aloud to the whole class or small groups.
   - Involves children in reading for enjoyment
   - Demonstrates reading for a purpose
   - Provides an adult demonstration of phrased fluent reading
   - Develops sense of story
• Develops knowledge of how texts are structured
• Increases vocabulary
• Promotes oral language development
• Develops knowledge of written language syntax

2. **Shared Reading**: Using text (may be big books, poems, songs, class book etc.) that all children can see. The teacher involves children in reading together.
   • Demonstrates early strategies, such as word by word matching
   • Builds sense of story and ability to predict
   • Demonstrates the processes of reading extended text
   • Involves children in an enjoyable and purposeful way
   • Provides opportunity to participate and behave like a reader

3. **Guided reading**: The teacher works with a small group who has similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after the reading. **Guided reading is NOT ROUND ROBIN READING.**
   • Provides the opportunity to read many texts and a wide variety of texts
   • Provides opportunity to problem solve while reading for meaning
   • Provides the opportunity to attend to words in text
   • Provides opportunity to think about the text, within the text, and beyond the text (see attachment)

4. **Independent reading**: children read on their own or with partners from a wide range of materials. Some reading is from a special collection at their reading level.
   • Provides opportunity to apply reading strategies independently
   • Provides time to sustain reading behavior
   • Challenges the reader to solve words independently while reading texts well within high control
   • Promotes fluency through rereading
• Builds confidence through sustain successful reading

**Leveled text:** texts that match the reader’s ability....books that is not too easy or too hard. In the guided reading group, the students should be reading on their instructional level. A student should progress to the next level of text about every 4 weeks.

- **Independent level:** text that the reader can read with 95% + accuracy without support from someone else. (using the DRA2 or a running record to determine)
- **Instructional level:** text that the reader can read with 94% accuracy with support from someone else (using the DRA2 or a running record to determine)
- **Frustration (Intervention) level:** Text that the student is reading 93% or below (using the DRA2 or a running record to determine)

**Running Records/DRA:** involves sitting beside the child while he reads a text. The teacher watches the child closely as he reads, coding behaviors on a separate form. The teacher does not intervene allowing the teacher to observe what the child can do on his own.

**Grouping:** students are grouped with no more than 6 students per group. They are grouped by specific assessment (DRA) for strengths in the reading process and appropriate level of text difficulty. **Groups are dynamic, flexible, and change on a regular basis.**

**What about the rest of class:**
- **K-2:** learning stations (During this time assistants may be reinforcing guided reading groups)
- **3-5:** independent reading and literature discussion circles

**Fluency:** Is more than rate; must include pausing, phrasing, word stress, and intonation.

**Comprehension:** Is more than retelling (See attachment, CCSS)
LLI- Leveled Literacy Intervention

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Lessons across the seven systems progress from level “A” (beginning reading in kindergarten) through level “Z” (represents competencies at the middle and secondary school level) on the F&P Text Level Gradient™. LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency.

Each Level of LLI provides:

- Combination of reading, writing, and phonics/word study
- Emphasis on teaching for comprehending strategies
- Explicit attention to genre and to the features of nonfiction and fiction texts
- Special attention to disciplinary reading, literature inquiry, and writing about reading
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work"
- Close reading to deepen and expand comprehension
- Explicit teaching of effective and efficient strategies for expanding vocabulary
- Explicit teaching for fluent and phrased reading
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies
- Built-in level-by-level descriptions and competencies from The Continuum of Literacy Learning, PreK-8 (2011) to monitor student progress and guide teaching
- Communication tools for informing parents about what children are learning and how they can support them at home
- Technology support for assessment, record keeping, lesson instruction, and home and classroom connections
- Detailed analysis of the characteristics of text difficulty for each book

Writer's Workshop (K-5)

The Writer's Workshop is an organizational structure for teaching writing and scaffolding writing development to higher levels in individual students. Writer's Workshop can be used in both elementary and middle grades as a model for writing instruction. This model incorporates writing research (Graves, 1994; Calkins, 1994; Jarner, Kozol, Nelson, & Salsberry, 2000; Weaver, 1997; Atwell, 1998; Wilde, 2007; Hillocks, 1986; Anderson 2005; Short, Harste & Burke, 1996) that goes beyond conventions and mechanics to focus deeply on content, organization, and flow of writing.

The Writer's Workshop consists of four typical phases of instruction:

1. The "Mini-lesson" begins with all students gathering on the carpet and continues with explanation, modeling and connections of writing to text made by the teacher and conducted in a whole group fashion. Once this phase is completed, the students will move from the carpet back to their seats. (see www.greetingtree.com example of wide easels)

2. The actual "Workshop" time consists of students drafting new pieces of writing, editing or "fixing up" a previous piece of writing, or continuing a piece of writing to completion. This phase is completed while students are seated at their desks and the teacher circulates the room.

3. The "Conference" phase actually takes place while the class is engaged in Workshop writing. The teacher selects individual students to meet with and discuss strengths in their writing. The teacher also helps the student look closely to find areas in which their writing can grow. Each conference begins with a "focus" from the teacher which consists of a teaching point for inducing growth in the writer. Writing rubrics are necessary for teachers to use to determine what conference focus will be most appropriate to scaffold the student. Teachers in intermediate and upper grades may also incorporate "peer conferencing" as another instructional tool during this phase.

4. The class reassembles for "Sharing Time" and the teacher calls on students to share either from their piece or their conference. The teacher makes conscious choices about who will share and what will be shared before the whole group on the carpet.

II. **Time Frame**
Ideally Writer's Workshop will take place during a 60-minute block of time, but can be accomplished in a 45-minute block of time. In the primary grades, Writer's Workshop usually begins with a 30-minute block of time and progresses throughout the year to the ideal 60-minute time frame. The following is a suggestion for time spent in each phase: 1) Mini-lesson (10-15 minutes), 2) Workshop (30-45 minutes) 3) Conference time is set up during the Workshop time, and 4) Sharing (10-15 minutes).
Ideally Writer’s Workshop should take place 4 times a week, but it can be accomplished with 3 times a week or as time permits. Teachers should conference with each student at least 1 time per week.

III. Resources
Lucy Calkins and her colleagues at Columbia University’s Teachers College Reading and Writing Project (TCRWP) have authored *Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum* (2013) for grades K-5. These units have been prepared for each grade level and provide a wonderful framework for teachers to follow in using a Writer’s Workshop approach in the elementary school. Nancie Atwell (1987) has provided many directions for Writer’s Workshop instruction in the middle grades which serves as another excellent resource. Also included in the TCRWP materials are DVDs showing teachers at all grade levels using the three different types of writing in real classrooms across the USA.

IV. Continuum/Assessment
In the units (Calkins) mentioned above, the authors have included a writing continuum for each form of writing (opinion, information, and narrative) for each grade. These rubrics serve as a reference to assess the student’s writing. It can also provide data for the classroom teacher or grade level to determine the growth of students in addition to providing specific areas to address during the student’s conference time, thus leading to a conference focus.

Leveled Book Rooms

All leveled book rooms should include multiple levels for all readers. This range should meet the needs of intellectually exceptional students as well as the struggling reader. Every genre should be represented, with non-fiction text represented by at least 50% at each level. These books should come in packets of 6 per set. Each year new books should be added based on current events and student interest. Content area text is important to cover science and social studies information.
Appendix E

Middle School Reading Initiative
Beginning 2012-2013

To enhance reading instruction at the middle school level, a program has been established to support research based instructional practices.

The initiative will follow these steps:

Initial training with Heinemann Publishing on *The Continuum of Literacy Learning* will be held November 13, 2012 @ MCE 8:00-3:00 in the Library.

**Literacy circles and an interactive read-aloud will be implemented once weekly for the remainder of the school year in all middle school ELA classrooms.**

Follow up training with Heinemann Publishing on *The Continuum of Literacy Learning* and the Guided Reading process will be held February 12, 2013 @ MCE 8:00-3:00 in the library.

**The guided reading process will be implemented in all middle school ELA classrooms once weekly throughout the remainder of the school year.**

Develop a District Wide Middle School Reading list of acceptable books for middle school instruction based on multiple lexile levels.


District and school level administrators will provide support to teachers through planned implementation of the guided reading process throughout the remainder of the 2012-2013 school year and over the course of the next two consecutive years.
Appendix F

The National Dropout Prevention Center (NDPC) has identified fifteen effective strategies determined to have the most impact on dropout prevention. The following shows how the Madison County School District’s current and proposed initiatives for reducing dropout address each of the NDPC’s fifteen effective strategies.

**District-wide Initiatives**

**School and Community Perspective**

1. **Systemic Renewal:**
   - *MSIS:* MSIS is the district-wide information system for reporting and tracking students’ attendance, grades, and discipline records. This 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; provide information to school officials that enables them to make appropriate referrals and to intervene when warning signs occur.

2. **School Community Collaboration:**
   - *Partners in Education:* Local businesses and industries throughout the school communities adopt schools and work with school officials and parent groups to help address needs of the school. The relationship strengthens businesses and helps to bridge the gap between schools and communities. This may be inclusive of after-school jobs, opportunities for students to shadow someone in the workplace, donations to support programs or projects, or to help provide other experiences for some students who might not otherwise be able to afford them.
   - *Region 8Mental Health Services:* Region 8 works with the Madison County School District and provides mental health, behavior modification and rehabilitation services to students and families in the district.

3. **Safe Learning Environment:**
   - *Drug Awareness Program:* Each school in the district is required to submit a calendar of drug-awareness activities for the year to the Office of Federal Programs. The Smart Track survey is conducted annually in the district’s middle and high schools. The data is professionally summarized and made available to counselors and school administrators to share with parents and students and to make a part of their drug education programs. Such programs and surveys
provide feedback, methods, and activities to increase student self-esteem and to promote safe and drug-free schools.

- **School Breakfast Program:** Madison County Schools provides the opportunity for all students to start the day with a balanced breakfast. Research has shown that children who start the day with a balanced breakfast are calmer, more relaxed and better prepared to learn and participate in the learning experience.

- **Nurses-in-Schools Programs:** The Madison County School Board provides nurses for five hours a day for each of the district’s elementary and middle schools.

- **School Safety Officers:** Each of the district’s five high schools has a safety officer to work with students and staff. Officers may assist administration with student/parent conferences, some discipline matters, and some counseling interventions with student issues.

**Early Intervention**

4. **Family Engagement:**

- **Active Parents:** Active Parent Online is a software program that allows parents in the Madison 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 a username and password. The account is activated in 7 days. Parents can log on at https://madison.activeparent.net or go to the Madison County School District’s website to log in and use the program. Parents only need to register once. Passwords and username remain from one school year to the next.

- **Automatic Phone Dialer:** All schools have the capability of sending out all-call messages to parents about important events going on in the school. The district also has the same capability of sending out all-call messages to employees and parents of all students in the district.

- **Title I Parent Meetings:** Title I schools hold parent meetings to keep parents informed of 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 publishes *Title Talk*, a quarterly newsletter, to keep parents in the Title I community informed and abreast of what is going on in Title I schools and in the district.

- **PTO/PTA:** Every school in the district has a PTO or PTA organization. Meetings are scheduled periodically throughout the years, and each provides an avenue for parents to get involved with the school experience.
Elementary Schools

- **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.

- **Lunch Visits:** Parents are welcome to join their children for school lunch. The visits require school notification so the principal can make sure there are no conflicts and the cafeteria can prepare enough food. This practice builds capacity between the school and home.

- **We Care Team:** Guidance counselor, school nurse, administrator, and teachers meet on a scheduled basis to identify students who are struggling with academics, behavior, and attendance. Interventions are put in place to address concerns.

5. **Early Childhood Education**

**Pre-Kindergarten**

- **Head Start Partnership:** The Madison County School District has a blended service program with Friends of Children of Mississippi (Head Start). A 4-year old class is offered at the district’s two highest poverty elementary schools. The classes are taught by highly qualified Madison County School teachers. Head Start provides the transportation and a teacher associate for each class. The two organizations share other expenses, such as supplies. Friends of Children and MCS collaborate and work together to provide a social and educational foundation for school success. The relationship provides additional enrichment that enhances brain development with an economically disadvantaged group of 4-year olds.

- **Special Services Preschool:** The Madison County School District also provides a half-day preschool program for special needs children identified through the child-find process.

6. **Early Literacy Development**

- **MCSD Literacy Expectations:** The district has developed district-wide Literacy Expectations.

- **Literacy Specialists (2013-2014):** MCSD has invested in literacy specialists for each of the district’s elementary, middle, and high schools. The literacy specialists work with students in Tier 3 of the Three Tier Process. The specialists
keep records of progress monitoring and help teachers write interventions
designed to help individual students.

- **Academy of Reading and Math** is a web-based intervention program for students
  in target level interventions.

- **We Care-Team:** Guidance counselor, school nurse, administrator, and teachers
  meet on a scheduled basis to identify students who are struggling with academics,
  behavior, or attendance. Interventions are put in place to address and improve
  concerns.

**Middle School**

- **Read 180:** Read 180 is a computer-based program used in the middle schools
  with struggling students who score in the bottom quartile on the state reading
  assessment.

**Basic Core Strategies**

**7. Mentoring/Tutoring**

- **English Language Learners (ELL):** The district-wide ELL program serves
  ELL students at the elementary, middle, and high school levels. 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:** All schools in the MCSD have counselors, proportionate
  to the school enrollment (See Part IV District Data Form). Counselors provide
  individual and group counseling in the elementary schools. Counselors assist in
  developing discipline plan 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:** MCSD conducts a mentoring program for
  beginning teachers and teachers new to the district. The program is coordinated
  by the district’s Human Services Director. Teachers attend a mandatory day of
  PD prior to the start of school and several afternoon sessions are planned and
  carried out throughout the school year. Each new teacher is also assigned an
  experienced, career-level teacher in his or her assigned building.

- **Big Brother-Big Sister Mentoring Program:** The Big Brother-Big Sister
  Mentoring program in the Madison County District is provided by high school
  students who mentor, tutor, or help provide guidance to students in the middle
  and elementary schools. Mentors have sponsors that guide the program at each
  high school. The mentors talk to students, read to students, and tutor students in
  certain subjects. To be a mentor, high school students must meet specific
  requirements and criteria set by the district program developer and coordinators.
8. Service Learning

9. Alternative Schooling

- **Academic Options Center (AOC):** The AOC is a second chance program for students K-12. Students are referred to the AOC because of serious or continued behavior infractions in their home school setting. The program is a disciplinary placement for students who need a smaller, more structured alternative. AOC allows students who need the alternate setting an opportunity to experience success while learning some needed replacement behaviors, including the ability to follow guidelines and rules at school, at work, and in social settings.

- **Functional Behavioral Assessment Process:** The FBA process is used with students who have patterns of chronic misbehavior. A school-district team of teachers, administrators, and counselor develop an individualized plan, to include expectations and consequences, for the student.

- **Pre-GED:** Pre-GED is a GED preparatory program for students who meet the criteria for GED but cannot TABE at the 8.0 level.

**Middle School**

- **Fast Track:** Fast Track is a full-day, full-year opportunity for students who are two or more academic years behind to get on or closer to their appropriate grade level. The goal of the program is for fifth, sixth and seventh grade students to grow or gain two academic years in one school year through an intensive program of language arts, math, science, and social studies and to return to the regular school setting in the fall of the following year, two grades ahead.

**High Schools**

- **GED:** The district’s GED program is housed at the Madison Career and Technical Center. The program allows students already enrolled in the district to pursue the high school equivalency diploma. The following criteria apply:
  a. The student must be at least 16 years of age;
  b. The student must be at least one full grade level behind his or her ninth grade cohort or must have acquired than four Carnegie units;
  c. The student must have taken every opportunity to continue to participate in course work leading to a regular diploma; and
  d. The student must be certified to be eligible to participate in the GED program by the superintendent.

- **E20/20** offers an online, core intervention program for students in need of credit for core instruction or for credit recovery. It offers the added flexibility of allowing students to complete course work anytime, 24 hours a day, seven days a week.
• **GED Option/Holmes Community College:** The Madison County School District has an agreement with Holmes CC to pay a fee for district students who choose to go to Holmes for GED. Students who complete the GED program there do not factor into the district’s dropout rate.

• **Term Recovery** provides an option for seniors to recover, or make up, a term grade while still taking the course.

10. **After-school Opportunities**

• **Before and After-school programs:** A number of schools throughout the district offer before or after-school programs for struggling students as well as for other parents who desire an after-school alternative for their children. The 21st Century Community Learning Centers grant currently funds after-school tutorial, homework help, and enrichment for four of the district’s Title I school. A tuition-based after-school program is also offered at one of the district’s non-Title I elementary schools. An English Language Learners Literacy Camp for ELL students and Title I enrichment programs are also offered during the summer for the most at-risk students. Teachers volunteer hours to work with struggling students. Some schools have organized peer-student study teams.

• **Summer School:** The Madison County School District offers summer school for students, grades 6-12. Courses offered are primarily for those students who have failed and need to take certain courses to be able to move on to the next grade.

**Making the Most of Education**

11. **Professional Development:**

• **Professional Development Funds:** District PD funds are used to train teachers on curriculum trends that will better prepare them to meet student needs, develop effective, innovative teaching strategies that increase student achievement, enhance teacher performance, and help increase the graduation rate and decrease the dropout rate.

• **Title I Funds:** In addition to other PD funds, all Title I school use a mandatory five percent set aside to provide a means for continuing to develop skills, techniques, and innovative strategies for teachers who work with at-risk students.

• **Title II Professional Development Funds:** A portion of Title II funds are used to provide high quality PD district-wide.

12. **Active Learning:**

• **Wellness Plan:** The MCSD has a school board adopted wellness plan that focuses on promoting healthy life styles.
13. **Educational Technology:**
- The district’s technology plan can be accessed by going to [www.madison-schools.com](http://www.madison-schools.com) and going to the curriculum department.

- **Wireless Carts:** Some schools use classroom sets of laptop computers to extend the availability of students’ access to computers in the classroom.

- **1/1 Technology Initiative (proposed)**
- **Canvas:** A classroom management system that allows teachers and students to have virtual access to world-wide learning experiences

14. **Individualized Instruction**
- **Computer Assisted Instruction (CAI):** Madison County Schools provides students with computer-based programs that supplement the regular education program. Computer programs are found in all district schools. While the computer software may differ at each school, the purpose of the program is to improve student achievement and enhance student learning. It provides another avenue for students to learn.

- **Case 21** allows teachers to administer district benchmark assessments and access students’ scores within 48 hours. Teachers can then identify individual students’ or classroom needs to reinforce or reteach skills.

- **Measures of Academic Progress (MAP):** MAP is a computer-based assessment that the district uses three times per year for progress monitoring for elementary students.

15. **Career and Technical Education**

   **Middle School**

   - **ICap:** Pathways to Success is a system that combines high academic standards with career exploration. Implementation of Pathways to Success system will begin 2011-2012 SY as follows:
     - Administer the Career Cluster Interest Surveys to all 8th graders.

     Based on information from the survey, assist each 8th grader with developing an Individual Career and Academic Plan (ICAP).

   **High School**

   - **Career Academies** prepare students for rear world job placement by incorporating academic and technical skills into the course frameworks

   - **Madison Career & Technical Center**
Appendix G

Mississippi Department of Education
State Dropout Prevention Plan

15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research, sponsored extensive workshops, and collaborated with a variety of practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multidimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on the high school graduation rate. These strategies appear to be independent but actually work well together and frequently overlap. Although they can be implemented as stand-alone programs (i.e. mentoring or family engagement projects), positive outcomes will result when school districts develop a program improvement plan that encompasses most or all of these strategies. These strategies have been successful in all school levels from K-12 and in rural, suburban, or urban centers. Following the 15 strategies listed below is an application of the strategies to district, elementary, middle, and high school. These applications form the foundation for Mississippi’s State-Level Dropout Prevention Plan, and offer guidance to the development of a district dropout prevention plan.

School and Community Perspective

Strategy 1  Systemic Renewal – A continuing process of evaluating goals and objectives related to school policies, practices and organizational structures as they impact a diverse group of learners.

Strategy 2  School-Community Collaboration – When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

Strategy 3  Safe Learning Environments – A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels that enhance positive social attitudes and effective interpersonal skills in all students.

Early Interventions

Strategy 4  Family Engagement – Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Strategy 5  Early Childhood Education – Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

Strategy 6  Early Literacy Development – Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.
Basic Core Strategies

Strategy 7  **Mentoring/Tutoring** – Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Strategy 8  **Service-Learning** – Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Strategy 9  **Alternative Schooling** – Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student’s individual social needs and academic requirements for a high school diploma.

Strategy 10  **After-School Opportunities** – Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon “gap time” with constructive and engaging activities.

Making the Most of Education

Strategy 11  **Professional Development** – Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills and techniques, and to learn about innovative strategies.

Strategy 12  **Active Learning** – Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Strategy 13  **Educational Technology** – Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students’ learning styles.

Strategy 14  **Individualized Instruction** – Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Strategy 15  **Career and Technical Education (CTE)** – A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today’s workplace.