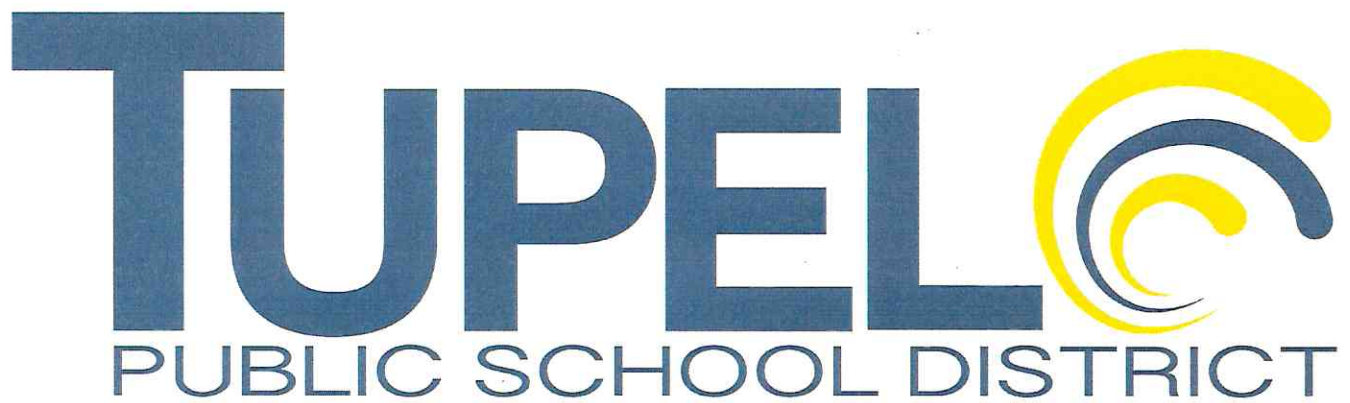


TUPELO PUBLIC SCHOOL DISTRICT

DROPOUT PREVENTION PLAN



Dr. Rob Picou, Ph. D.
2019-2020

Part I. Dropout Prevention Plan

Superintendent: Dr. Rob Picou

Assistant Superintendent: Andy Cantrell

Deputy Superintendent: Kimberly Britton

Assistant Superintendent: Dr. Brock English

Director of Secondary Curriculum: Dr. Melissa Thomas

Director of Elementary Curriculum: Amy Ferguson

Director of Instructional Technology: Misty McRae

Principal: Art Dobbs, Tupelo High School

Principal: Mark Enis, Tupelo Middle School

Principal: Amy Barnett, Pierce St. Elementary School

Principal: Christy Carroll, Carver Elementary School

Principal: Paul Moton, Milam Elementary School

Principal: Candi Moore, Thomas Street Elementary School

Principal: Kimberly Foster, Joyner Elementary School

Principal: Ian Shumpert, Lawhon Elementary School

Principal: Carmen Gary, Parkway Elementary School

Principal: Talina Knight, Lawndale Elementary School

Principal: Haley Stewart, ECEC

Principal: Heather Cartwright, Rankin Elementary School

Principal: Dr. Tanisha Smith, Structured Day Program

SPED Director: Genna McAlpin

Part II. Local Dropout Prevention Team Members

School District: Tupelo Public School District
Mailing Address: Post Office Box 557
Tupelo, MS 38802

Telephone #: 662-841-8850
Fax#: 662-841-8887

E-mail Address for Superintendent: rjpickou@tupeloschools.com

Dr. Rob Picou

Superintendent

Dr. Brock English

Team Leader

Kim Britton

Team Sponsor

Genna McAlpin

Team Sponsor

Eddie Prather

Dropout Prevention Team Member

Anthony Key

Dropout Prevention Team Member

Mark Enis

Dropout Prevention Team Member

Art Dobbs

Dropout Prevention Team Member

Dr. Melissa Thomas

Dropout Prevention Team Member

Evet Topp

Dropout Prevention Team Member

Part III. Statement of Assurance

On behalf of the Tupelo Public 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 90% by 2019-2020; 2) reduce dropout rate by 20% for 2019-2020; and 3) reducing the chronic absenteeism rate by 20% for 2019-2020.

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: | Dr. Brock English |
| Title: | Assistant Superintendent |
| Mailing Address: | <u>Post Office Box 557, Tupelo, MS 38802</u> |
| Telephone #: | <u>662-841-8850</u> |
| Fax #: | <u>662-841-8887</u> |

District Superintendent:

(signature)

School Board Chair:

(signature)

Part IV. TPSD District Data



District Report Card 2017 - 2018

For more detailed information, please visit <http://msrc.mdek12.org>.

Tupelo Public School District

Grade

B



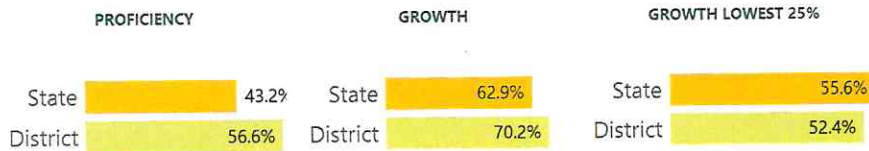
72 South Green Street
Tupelo, MS 38804
Robert Joseph Picou
rjprou@tupeloschools.com

SCHOOL ACCOUNTABILITY GRADE COMPONENTS

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

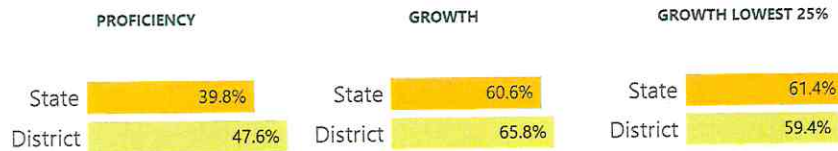
Math

Measurements of student performance on the statewide math assessment.



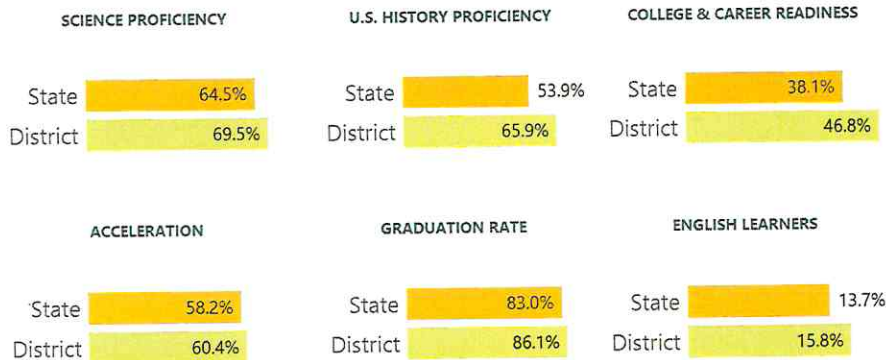
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



TEACHER DATA

468.8

Teachers



Experienced Teachers



Provisional Teachers



In-field Teachers

2017-2018

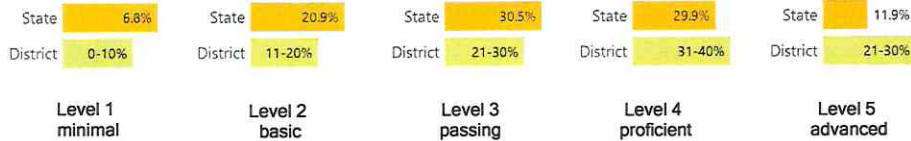
Tupelo Public School District

DETAILED ASSESSMENT AND OTHER DATA

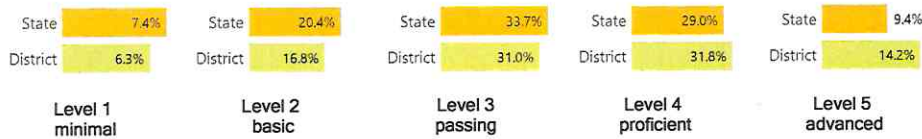
Student Performance

The following information shows each level of student performance on statewide assessments.

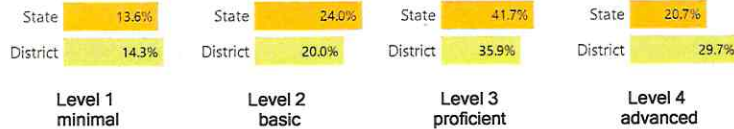
MATH



ENGLISH



SCIENCE



Assessment Participation



Discipline



* Source: 2015-2016 Civil Rights Data Collection *

To access User Guide and see more detailed information, please visit <http://msrc.mdek12.org>.

Last Updated: 03/28/2019.

OTHER DATA



17.7%

Chronic Absenteeism



\$8,932.26

Per-Pupil Expenditure



66.9%

Post-Secondary Enrollment



50.2%

Advanced Course Participation



TPSD Graduation Rate Data
For Accountability Year 2017-2018

| Group | District | State |
|--------------------------------|-----------------|--------------|
| All | 86.10% | 83.00% |
| Female | 88.80% | 87.60% |
| Male | 83.40% | 78.50% |
| Black or African American | 81.50% | 79.30% |
| White | 90.30% | 87.10% |
| Asian | 100.00% | 91.40% |
| Hispanic or Latino | 86.70% | 81.00% |
| Economically Disadvantaged | 80.60% | 79.90% |
| Non Economically Disadvantaged | 90.30% | 89.10% |
| Non Migrant | 86.10% | 83.10% |
| Homeless | 69.20% | 70.00% |
| Non Homeless | 86.60% | 83.50% |
| Students with Disabilities | 41.70% | 36.40% |
| Students without Disabilities | 89.70% | 88.10% |
| Non English Learners | 86.40% | 83.20% |

COMMUNITY ASSESSMENT

Protective Factors

Tupelo, an All American City of approximately 38,000, has many protective factors in place to support families, schools and students including the following:

Boys and Girls Clubs – (after school programs for students)

Big Brothers Big Sisters of America (mentoring programs)

The Link Center – Houses Girl Scouts of America, the Salvation Army offices, CASA and other charitable organizations.

Salvation Army – Operates after-school tutoring program

CASA – An after-school childcare and activity program

The Family Resource Center – Partners with the Tupelo Public School District to support and promote healthy families through programs and services

Three Rivers Area Agency on Aging – Provides respite care, meals, and housekeeping services

Lift, Inc. Community Action Agency – Assists the elderly, handicapped or low income families with cost of living expenses and other services.

Safe Domestic Violence Shelter – For parents and children

Alpha House Home – For boys who are abused, abandoned 12-18

Faith Haven Shelter for Children – For any age child who has become a ward of the state through removal by the Department of Human Service

Helping Hands – A multi-denominational ministry provides food, clothing and household items to low-income families.

Good Samaritan Clinic – A free clinic staffed by volunteer physicians, nurses and other staff to serve people who have no medical pay source.

Touched by an Angel – A non-profit camp for ill or handicapped children.

Hilltop – A multi-denominational youth and adult volunteer group who clean and/or repair homes of handicapped, elderly or poverty-stricken families.

Tupelo Junior Auxiliary – Operate a clothes closet and send a representative each year to each school to partner with a counselor for services.

School Community collaboration with North Mississippi Medical Center, The Daily Journal, Create Foundation, The Community Development Foundation and Citizens for Public Schools.

School/Student Protection Factors

- Early childhood assessment with Early Prevention of School Failure
- Tupelo Public School District Martin Luther King Early Childhood Center currently serving 4 year olds
- The Early Childhood Education Center is a recipient of the 2006 Award for Excellence by the Public Education Forum of Mississippi.
- Early Prevention of School Failure used in Pre-K through grades 1. Dyslexia Program
- Intervention specialists in K-5
- Family Home School Coordinators at four school sites Counselor at every school site
- School Resource Officer
- 79 Nationally Board Certified Teachers
- Approximately fifty-three percent (53) of Tupelo Public School District's teaching staff has advanced degrees including doctoral degrees.
- Schools in TPSD have received Blue Ribbon School recognition six times.
- Tupelo High School is one of 24 public high schools in the nation to receive a charter to the prestigious Cum Laude Society-(Only public high school in Mississippi).
- Tupelo High School has received the MS High School Activities Association All-Sports Award 19 out of 28 years
- In 2005 Tupelo High School was selected by Sports Illustrated as one of the top 51 high school athletic programs in the nation.

Part V. Needs Assessment Outcomes

Reasons for Dropping Out

A search of the literature revealed:

- School factors that may contribute:
- Suspension as a punishment
- Parents unaware of absences
- Teachers not understanding diverse student needs
- Unidentified special needs
- School Retentions
- Neglect homework/fail tests
- Failure to earn Carnegie units
- Poor relationships with other students
- Sarcasm from teachers, "why are you here?"
- Feeling like they can't catch up

Home/Community factors that may contribute:

- Financial
- Neglect
- Teen pregnancy/parent
- Parent alcoholism or drug abuse
- Negative role models
- Parent/guardians do not value education
- Juvenile delinquency

Personal Factors that may contribute:

- Poor academic performance resulting in poor self-esteem
- Unmet mental health needs
- Alcohol and drug abuse
- Lack of vision as means to achieve goals
- Caring for siblings
- Work
- Students feeling alone, overwhelmed, invisible

Prioritized List of Targeted Students

- Students who fail state exams
- Students who are one or more years behind their peers
- Students who are truant
- Students with children
- Students considered homeless
- Students with history of emotional and/or behavior issues
- Students with learning disabilities
- Students who are academically gifted and need challenging opportunities

Short Term Goals

- Increase the attendance rate by 3%: The Tupelo Public School District Dropout Attendance Officer will work with students and families to reduce the number of absences in grades 7-12. Students absent more five times without an excuse will be referred to support personnel within the school to include administration, graduation coach, counselors, and the Teacher Support Team. In grades K-6, family school coordinators, counselors, and principals will work to reduce the number of unexcused absences by working with students and families.
- All students will pass the state subject area exams. Using the common tests to identify students who are functioning below grade level, students will be offered placement in subject area preparation classes. Teachers who have received training in curriculum

adaptation, classroom management, and special instructional strategies will teach these classes.

- Reduce the number of retentions in grades K-12 by 20%. Improve the GPA in core subjects.
- THS students will have the opportunity for dual enrollment and Middle College with a partnership with ICC and Delta State University.
- EdOptions Academy and Plato will partner with the district to deliver rigorous, research-based, and pedagogically sound curriculum. EdOptions Academy provides extensive and effective learning solutions to IEP students. The fully accredited virtual school solution allows our district to enhance, expand, and extend our program offerings. Plato Courseware provides courses in a wide range of core subjects, electives, world languages, honors, and Advanced Placement® offerings. Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work.

Long Term Goals

- Increase Graduation Rate to 92%
- Decrease Dropout Rate to < 5%
- Reduce chronic absenteeism rate to 15%
- Ensure school connectedness.
- The data collected and a review of the research indicate that students need to be engaged at school to prevent truancy and dropping out. Students at risk show a lack of commitment to school, low self-esteem and experience greater feelings of rejection or criticism.

Tupelo Public School District will:

- Disseminate supports and incentives/rewards for good attendance and develop consequences for poor attendance.
- Reduce teacher absenteeism rate
- Increase TST monitoring of performance interventions.
- Ensure Professional Development focuses on:
 - Instructional strategies
 - Classroom management
 - PBS
 - Special Populations
- Ensure a safe and healthy educational environment

- Promote community knowledge of, involvement in, and support for the TPSD pursuit of excellence.
- Implement and sustain comprehensive programs that
- Address the needs of all students.
- Support quality teaching that inspires students to achieve at their highest potential.
- Recommendations for future needs assessments

Recommendations for Assessment

Tools and data sources:

- Parent / Community survey (annually)
- Positive Behavior Support Survey (annually)
- Discipline Data from SAM7 (quarterly)
- Attendance data from SAM7 (monthly)
- Retention rates determined from SAM7 data (annually)
- Student assessment data found in the electronic data base provided by TPSD (quarterly)
- MAARS 2.0
- MTSS Records
- Mississippi Professional Growth System (annually)
- Professional development survey and evaluations (annually)
- Community Think Tank (every two years)
- School Status Data Warehouse
- Grades

Dropout Prevention Initiatives

Professional Learning Systems

Grade Level Addressed

District-wide Purpose or Goal:

- Provide teachers with research based ongoing professional development tied to the needs of the students.
- Develop professional learning communities to allow teachers regular opportunities to meet in subject area, grade level, and interdisciplinary teams.
- Provide principals and district administrators professional training and

support in instructional coaching, dropout prevention strategies, and identifying and meeting the needs of special populations.

- Provide opportunities for teachers to work with academic coaches as the coaches:

- Model new strategies
- Observe teachers regularly
- Provide teachers feedback and support in the delivery of instruction
- Increase professional dialogues among staff
- Build professional learning communities
- Train instructional and support staff in the following areas:
 - Inferential Teaching Strategies
 - Orton-Gillingham
 - Curriculum Adaptation
 - Depth of Knowledge
 - Framework for Understanding Poverty
 - Working with Discipline:
 - Study Skills
 - Adult Reading and Basic Education
 - Academic and Behavior Interventions
 - Utilizing Data to Inform Instructional Decisions
 - Transforming School Counseling
 - Reading to Learn
 - Positive Behavior Supports
 - Teaching Content to ELL Students

Who is Involved

Professional Development
Trainers Principals
Counselors Academic Coaches
All instructional staff

Dropout Prevention Strategy Addressed

Professional Development

Expected Outcomes for Students

60% of TPSD grades 3-8 will score Proficient and Advanced on assessments required by the Mississippi Assessment Program (MAP).

Critical Academic Supports

Grade Level Addressed

District-Wide

Purpose or Goal

- Develop subject area preparation classes
- Instruction of MS Frameworks and CCSS
- Instructional strategies based on student learning styles
- Provide in school and after school tutoring for students to maintain passing grades.
- Provide career training to students placed at the alternative school
- Develop appropriate academic supports for:
 - ELL students
 - SPED students
 - Dyslexia students
 - Low achieving students
- Develop district level Teacher Support Team to monitor building level teams to ensure that process and timelines are being followed
- Collect data such as common assessment scores and nine weeks grades to determine student progress
- Provide Plato credit opportunities and EdOption curriculum
- Provide career counseling at THS
- Provide sheltered classes at each building so that ELL and Dyslexia students can have specially trained teachers teaching content.

Who is Involved?

Superintendent
TMS and THS
Principals
Alternative
School Director
Director of Curriculum and
Instruction Assistant
Superintendents
Director of SPED
ELL Coordinator
Intervention Coordinator
Professional Learning Communities

Dropout Prevention Strategy Addressed

After School Opportunities Career/Technical Education
Alternative Schooling (P.A.C.E.)

Expected Outcomes for Students

60% of students will be at or above grade level as measured by district curriculum assessments and MAP.

P.A.C.E

Positive Alternatives for Continuing Education (PACE) was developed as an alternative learning program geared to meet the academic needs of fifteen to twenty Tupelo Middle School (TMS) students who are two or more years behind their peers. Apex Learning, a digital curriculum, which provides blended and virtual learning, will be utilized to meet the distinct learning needs of students. The aim of PACE is to offer relevant courses/credits to help students transition to Tupelo High School either after first semester or at the end of school year. TMS media center lab is being renovated to create a mini-high school learning environment. The lab's décor will include new furniture, positive posters, and affirmation quotes to encourage learning growth and development. A certified teacher who has specialized skills in reaching at-risk students will use research-based instructional methods and best practices to meet learning needs. Additionally, wrap-around services (individual/group counseling, tutoring, motivational speakers, short-term and long-term rewards, etc.) will be utilized to inspire students to achieve individual and class learning goals.

Mentoring Model

Grade Level Addressed

District-wide

Purpose or Goal

Using the Mentoring Model, the TPSD will employ a Dropout Counselor/Graduation Coach and a Dropout Attendance Officer to serve as monitors for grades 9-12. Additionally, the twenty-three counselors in grades K- 12 and four family school coordinators will serve as mentors. Mentors must be:

- Persistent
- Believe that all children have abilities
- Be willing to work closely with families using a "non-blaming approach"
- Advocate for the student
- Committed to documenting the intervention
- Able to work well in different settings

Each mentor must establish trust with the students and their families, sometimes becoming their lifeline and navigator through the school system. The mentor regularly checks on student attendance and academic performance, talks to the families and listens to students, checking and connecting throughout the year. The mentor checks student engagement periodically using several indicators that include attendance,

social/behavior performance, and academic performance. Using these indicators, the monitor can then "connect" using either basic or intensive interventions. All students receive basic interventions, which are primarily comprised of purposeful conversations with the monitors once a month for secondary students and once a week for elementary students. The monitor talks to the student about their progress in school and its connection to graduation, possible conflicts or concerns and their resolution, and strengthens student coping skills.

An intensive intervention is triggered by a student exhibiting early warning signs of dropping out of school (e.g., attendance, academic performance, behavior). The monitor taps existing support services when needed and appropriate and increases the degree of interaction with the student, including calling the student and parent in the morning to make sure the student gets out of bed and gets to school.

Who is Involved?

Mentors for grades
6-12 Family School
Coordinators
Counselors
Principals Teachers Parents
Graduation Coach
Dropout Prevention Attendance Officer

Dropout Prevention Strategy Addressed

Mentoring/Tutoring

Expected Outcomes for Students

All students grades 9-12 will pass the subject area tests.

Students will attend school regularly and participate in extra-curricular and curricular activities.

Early Literacy Training

Grade Level Addressed

Pre-Kindergarten and Elementary

Purpose or Goal

- Provide early literacy instruction in language, phonic awareness, and phonics skills.
- Provide regular guided oral reading with a focus on fluency.
- Provide direct teaching of comprehension strategies
- Provide early interventions to struggling readers using multi-sensory methods, Early Prevention of School failure, and instructional technology.

Who is Involved?

Superintendent
Assistant
Superintendent
Principals
Reading Specialists
Director of Federal
Programs Director
of Special
Education
Teachers Salaries of instructional staff proposed in other initiatives

Dropout Prevention Strategy Addressed

Early Literacy
Early Childhood Education

Expected Outcomes for Students

All kindergarten students will score at least moderately above grade level as measured by common assessments. At least 60% of elementary students will score proficient or above in Reading and Language as measured by MAP.

Positive Behavior Supports

Grade Level Addressed

District-wide

Purpose or Goal

- Develop an infrastructure of positive behavior supports
- Increase consistency among community, staff, and students regarding behavior expectations, rules, consequences, and rewards
- Increase attendance through incentives and behavior supports
- Foster respectful relationships among youth and adults
- Develop school cultures that are caring and have common rules and expectations that are positively reinforced
- Build communication lines with families and the community
- Implement strategies that promote academic success, decrease inappropriate behavior, and increase student engagement
- Develop and implement a Tier I behavior curriculum pre-K – 12
- Implement proven researched based Tier II and Tier III behavior interventions

Who Is Involved?

District PBS
Team
School
Based
Teams All
Employees
Parents
Students PreK-12

Dropout Prevention Strategy Addressed

Safe Learning Environment

Expected Outcomes for Students

The number of students referred for disciplinary action will be reduced by half as reported by SAM7.

Students will be rewarded and/or acknowledged for appropriate behavior.

Students will receive needed and timely interventions to support positive behavior in school.

Personalized Educational Planning**Grade Level Addressed**

District-wide

Purpose or Goal

- Develop comprehensive TPSD curriculum assessments for all grade levels and subject areas.
- Develop benchmark assessments designed to determine level of mastery and monitor progress
- Design personalized curriculum for at-risk students utilizing data from aptitude testing, benchmark assessments, curriculum assessments, and Career Inventories
- Use assessment data to design personal educational plans for every at risk student:
 - ELL
 - Dyslexia
 - Low achieving (one or more years behind)

Who is Involved?

Assistant
Superintendent
Director of Student
Assessment
Curriculum Team
Assessment Team Principals Teachers Counselors Parents

Dropout Prevention Strategy Addressed

Individualized Instruction

Expected Outcomes for Students

95% of students will be promoted annually.

Increase graduation rate to 90%.