

TUPELO PUBLIC SCHOOL DISTRICT

DROPOUT PREVENTION PLAN



Gearl Loden, Ph. D.
2016-2017

Part I. Dropout Prevention Plan

Superintendent: Gearl Loden, Ph. D.

Assistant Superintendent, Anna Guntharp

Assistant Superintendent, Eddie Peasant, Ph. D.

Assistant Superintendent. Kimberly Britton

Principal: Jason Harris, Tupelo High School

Principal: Brock English, Ed. D., Tupelo Middle School

Principal: Art Dobbs, Pierce St. Elementary School

Principal: Christy Carroll, Carver Elementary School

Principal: Paul Moton, Milam Elementary School

Principal: Cindy Pike, Thomas Street Elementary School

Principal: Kimberly Foster, Joyner Elementary School

Principal: Ryan Curry, Lawhon Elementary School

Principal: Mitzi Moore, Ph.D, Parkway Elementary School

Principal: Melissa Thomas, Lawndale Elementary School

Principal: Anita Buchanan, ECEC

Principal: Amy Barnett, Rankin Elementary School

SPED Director: Genna McAlpin

Part II. Local Dropout Prevention Team Members

School District: Tupelo Public School District

Telephone #: 662-841-8850

Mailing Address: Post Office Box 557

Fax #: 662-841-8887

Tupelo, MS 38802

E-mail address for Superintendent: gloden@tupeloschools.com

Gearl Loden, Ph. D.

Superintendent

Leigh Mobley

Team Leader

Eddie Peasant, Ph. D.

Team Sponsor

Genna McAlpin

Team Sponsor

Eddie Prather

Dropout Prevention Team Member

Anthony Key

Dropout Prevention Team Member

Brock English, Ed. D.

Dropout Prevention Team Member

Jason Harris

Dropout Prevention Team Member

Larry Harmon

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 85% by 2018-2019; 2) reduce the state dropout rate by 50% by 2018-19; and 3) reducing the truancy rate by 50% by 2018-19.

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: Leigh Mobley
Title: Director of Professional Development and Compliance
Mailing Address: Post Office Box 557, Tupelo, MS 38802
Telephone #: 662-841-8850
Fax #: 662-841-8887

District Superintendent:

(signature)

School Board Chair:

(signature)

Part IV. TPSD District Data

Tupelo Public School District (District 4120)
 Gearl Loden, Superintendent
 gloden@tupeloschools.com
 72 South Green Street
 Tupelo, MS 38804



— District Profile — Section Source: MDE/SY 2012-2013

Student Data — Demographics			Student Data — Special Education	
	This District	Mississippi		
Total Enrollment	7,523	492,847	IEP Students as a Percentage of All Students	13.55%
Free Lunch and Reduced Lunch	61.18	71.57%	Actual Number of IEP Students	1,019
Average Daily Attendance	93.93%	94.53%	* IEP = Individualized Education Program	
*Average Daily Attendance: Calculated using ADA months 1-9				
Student Data — Racial Makeup			School District Staff	
	This District	Mississippi		
Race			Number of Employees (FTE) ^{1 2}	This District: 1,020.25 Mississippi: 68,383.89
Asian	2.09%	1.00%	Number of Teachers (FTE) ^{1 2}	523.73 32,810.77
Black	50.13%	49.79%	National Board Certified Teachers	69 2,288
Hispanic	4.44%	2.90%	Highly Qualified Teachers	99.02% 97.24%
Native American	0.04%	0.26%	Emergency/Provisional Teachers	0.00% 0.81%
White	43.31%	46.05%	Number of Special Education Teachers (FTE) ^{1 2}	71.71 5039.15
			Highly Qualified Special Education Teachers	100.00% 99.31%
			Emergency Special Education Teachers	0.00% 3.92%
			¹ FTE = Full Time Equivalent ² Data from SY 2013-2014	

— ACADEMIC ACHIEVEMENT — Section Source: MDE

2014 State Accountability Label ²	Graduation and Completion Data (First Time 9th Graders in 09-10)															
—B—		All Students	IEP Students	Mississippi												
2014-2015 Accreditation Status ²	Graduation Rate	79.0%	15.9%	74.5%												
—Accredited—	Completion Rate (w/ graduates)	83.10	68.7%	83.5%												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Number of Schools by Accountability Label</th> </tr> </thead> <tbody> <tr> <td style="width: 10%;">A</td> <td style="width: 80%; text-align: center;">3</td> </tr> <tr> <td>B</td> <td style="text-align: center;">3</td> </tr> <tr> <td>C</td> <td style="text-align: center;">1</td> </tr> <tr> <td>D</td> <td style="text-align: center;">0</td> </tr> <tr> <td>F</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Schools that were not assigned a letter grade are not reflected above.</p>					Number of Schools by Accountability Label		A	3	B	3	C	1	D	0	F	0
					Number of Schools by Accountability Label											
					A	3										
B	3															
C	1															
D	0															
F	0															
Dropout Rate	14.60	18.7%	13.9%													
Occupational Diplomas	NR	NR	680													
Certificates of Attendance	13.00	13.00	1117													
ACT Information (2012-2013)																
		This District	Mississippi													
12th Grade students taking ACT		86.01%	83.53%													
Average ACT Score		20.4	18.6													
* ACT = American College Test																
Expulsions & Out of School Suspensions > 10 Days (2012-2013)																
		This District	Mississippi													
IEP Students		1.97%	1.11%													
All Non-IEP Students		1.32%	.94%													
		* NR = Due to size cannot report data ² Data from SY 2013-2014														

— FINANCIAL DATA — Section Source: MDE/SY 2012-2013

Revenue Sources	Millage and Assessed Valuation	Actual Expenditures	
<p>Total Revenue: \$75.16M</p>	This District	Mississippi	
	Operational Millage Rate	55.00	44.26
	Debt Service Millage Rate	9.63	4.77
	Net Ad Valorem Requested	\$26,898,712	
	Assessed Valuation	\$520,266,749	
Estimated Per Pupil Expenditures			
	This District	Mississippi	
Local	\$4,414	\$2,906.48	
State	\$4,284	\$4,564.98	
Federal	\$1,094	\$1,459.36	
Intermediate ³	\$0	\$1.10	
Total	\$9,793	\$8,931.92	

For more information on how to get involved in the Tupelo Public School District, or to obtain a free hard copy of this report, please call (662) 841-8850 or visit any Tupelo Public School District School or District Office. To view this report online, or to find out more, visit <http://reports.mde.k12.ms.us/data/>.

³Intermediate funds are grants from an intermediate source which can be used for any legal purpose desired by the LEA.

COMMUNITY ASSESSMENT

Protective Factors

Tupelo, an All American City of approximately 36,000, has many protective factors in place to support families, schools and students including the following:

Boy Scouts of America – (after-school programs at selected school sites)

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 Services.

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-8

Family Home School Coordinators at four school sites

Counselor at every school site

School Resource Officer program

Parent Forum

106 Nationally Board Certified Teachers

Approximately fifty percent (50) 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 21 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 1%: 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 than five times without an excuse will be referred to 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 50%. Improve the GPA in core subjects.
- THS students will have the opportunity for dual enrollment with a partnership with ICC.
- 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 all types of learners. 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 85%
- Decrease Dropout Rate to < 5%
- Reduce truancy rate to 16%
- 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
- TST Records
- Career Appraisal data (annually)
- Mississippi Teacher Evaluation System
- Mississippi Principal Evaluation System
- 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 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

100% 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.
- Schedule blocks of two class periods to give students more time and deliberate instruction for Reading/English at TMS.
- 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 Pre GED and GED preparation classes
- 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

Expected Outcomes for Students

100% of students will be at or above grade level as measured by district curriculum assessments and MAP.

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. All 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

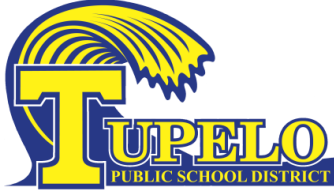
Dropout Prevention Strategy Addressed

Individualized Instruction

Expected Outcomes for Students

95% of students will be promoted annually.

Increase graduation rate by 50% of current rate.



District Mission

The Tupelo Public School District serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

2016-2017 District Goals

1. Increase student achievement across the District
2. Provide a safe, secure and orderly environment in all schools
3. Attract and retain all stakeholders
4. Maintain sound financial stability

Goal 1: Increase student achievement across the District

Measurable Indicators

- a. The District's state ranking of 16th will rise.
- b. The District will be rated "B" or above.
- c. The 4-year graduation rate for the 2015-16 cohort will be 80% or higher.
- d. The student average daily attendance, as defined by the state, will be 95% or higher.
- e. Overall ACT scores will be above state's average.
- f. The number of seniors scoring **30 and above** and the number of seniors scoring **24 and above** on the ACT will increase.
- g. The percentage of students **scoring proficient and advanced** on state tests will increase.
- h. The number of students enrolled in Advanced Placement courses and the percentage scoring 3+ will increase.
- i. The number of students enrolled in **Dual Enrollment classes** will increase.
- j. Tupelo High School will have **National Merit finalists, semi-finalists, recipients of commendation, and National Achievement Scholars.**

Goal 2: Provide a safe, secure and orderly environment in all schools

Measureable Indicators

- a. A safety and security assessment score of “**passing**” will be maintained.
- b. The District’s crisis plan will be approved annually by the state.
- c. Discipline referrals will be reported to the Board on a periodic basis.
- d. Discipline practices will reflect that teachers and faculty are supported.
- e. The District will continue to track Workers’ Compensation claims and incidences.

Goal 3: Attract and retain all stakeholders

Measureable Indicators

- a. Average daily attendance among teachers will be **95%** or above.
- b. Initiatives to improve the overall health of the workforce will continue to be offered.
- c. Surveys will be conducted among all stakeholders (students, teachers and parents) on a regular basis to gauge satisfaction and areas of improvement
- d. The percentage of new or veteran minority teachers recruited will be increased.
- e. Annual recruitment visits to Historically Black Colleges will be completed.
- f. The New Teacher mentoring program and the Assistant Principals’ mentoring program will remain active throughout the school year.
- g. Recruitment of prospective students will be tracked and periodically reported to the Board.

Goal 4: Maintain sound financial stability

Measureable Indicators

- a. A reserve of **15%** of the state and local budgets will remain in the District’s fund balance as of June 30, 2016. (*Includes construction reserves*)
- b. Student enrollment, withdrawals, and average daily attendance will be monitored and reported regularly.
- c. The superintendent and assistant superintendents will conduct and pass required state and federal audits.