

NPSD Dropout Prevention Plan

2017-2018

School District: North Pike School District

Superintendent: Mr. Dennis Penton _____
(please print or type) (signature)

Principal: Scott Hallmark _____
(please print or type) (signature)

School Name: North Pike High _____ Elementary Middle High Other

Principal: Allen Barron _____
(please print or type) (signature)

School Name: North Pike Middle _____ Elementary Middle High Other

Principal: Lori Harrell _____
(please print or type) (signature)

School Name: North Pike Elementary Elementary Middle High Other

NPSD Dropout Prevention Plan

School District: North Pike School District

Telephone : (601) 276-2216

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E-mail address for Supt/Team Leader: dpenton@npsd.k12.ms.us

Mr. Dennis Penton

Superintendent (please print)

(signature)

Scott Hallmark

Team Leader (please print)

(signature)

Angela Ellison

Team Sponsor (please print)

(signature)

John Walker

Team Parent (please print)

(signature)

Janice Samuels

Team Associate (please print)

(signature)

NPSD Dropout Prevention Plan

(Continued)

Angela Rushing _____
Dropout Prevention Team Member (please print) (signature)

Lora Stone _____
Dropout Prevention Team Member (please print) (signature)

Lori Harrell _____
Dropout Prevention Team Member (please print) (signature)_

Bethany Abdul Hadi _____
Dropout Prevention Team Member (please print) (signature)

Ginger McElveen _____
Dropout Prevention Team Member (please print) (signature)

Darryl Brock _____
Dropout Prevention Team Member (please print) (signature)

Erin Fortenberry _____
Dropout Prevention Team Member (please print) (signature)

NPSD Dropout Prevention Plan

(Continued)

Ron Fortenberry _____
Dropout Prevention Team Member (please print) (signature)

Blake Brewer _____
Dropout Prevention Team Member (please print) (signature)

Glenda Leonard _____
Dropout Prevention Team Member (please print) (signature)

Deedra Bales _____
Dropout Prevention Team Member (please print) (signature)

Crystal Whatley _____
Dropout Prevention Team Member (please print) (signature)

Leslee Brock _____
Dropout Prevention Team Member (please print) (signature)

NPSD Dropout Prevention Plan

On behalf of the North Pike_School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the overarching goal of the state dropout prevention plan to increase the state graduation rate to 85% by 2018 and 90% 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 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.

NPSD Dropout Prevention Plan

Dropout Prevention Team Leader

Name: Scott Hallmark Title: High School Principal

Mailing Address: North Pike High School 1022 Jaguar Trail Summit, MS 39666

Telephone # : (601) 276-2175 Fax #: (601) 276-2720

District Superintendent: Dennis Penton _____
(Please print) (Signature)

School Board Chair: Scott Campbell _____
(Please print) (Signature)

NPSD Dropout Prevention Plan

North Pike High School currently (NPHS) serves **755 students**, grades **(9-12)** with an **average daily attendance of 94%**.

Students' **receiving free and reduced lunch** in North Pike School District (NPSD) is **54%**. North Pike School District has a **33.5% minority population**. North Pike is a rural community located in the northern portion of Pike County. The North Pike School District tax base is overwhelmingly low to lower middle income with a very small business and industry presence. North Pike School District has one of the lowest per pupil expenditure rates in the state of Mississippi. North Pike High School is currently labeled as High Performing by MDE accountability rating; however, North Pike has not met growth in Language Arts. **State Assessment results are listed in the table below (MDE, 2017):**

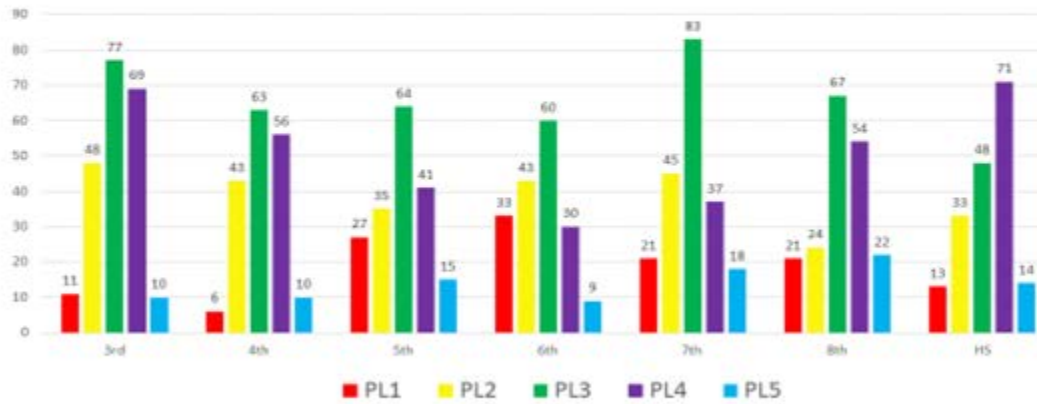
	English II	Biology	Algebra I	US History
Proficiency	38.8	71	23.5	54
All Student Growth	56.2		53.5	
Growth Low 25%	55.5		51.4	

- The yearly **dropout rate for North Pike High School (NPHS) students is 14.4%**.
- **76.3% of students move onto college, technical institutions, or trade.**
- **Graduation Rate is 84.8%.**

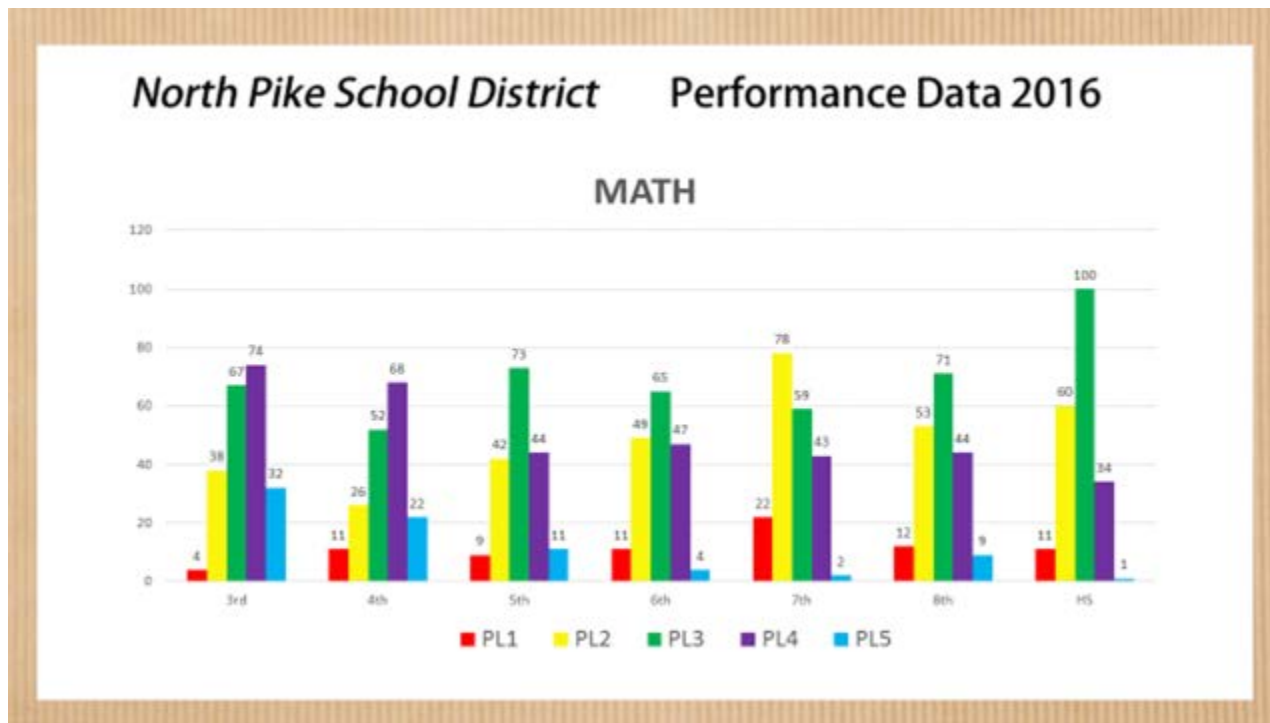
NPSD Dropout Prevention Plan

North Pike School District Performance Data 2016

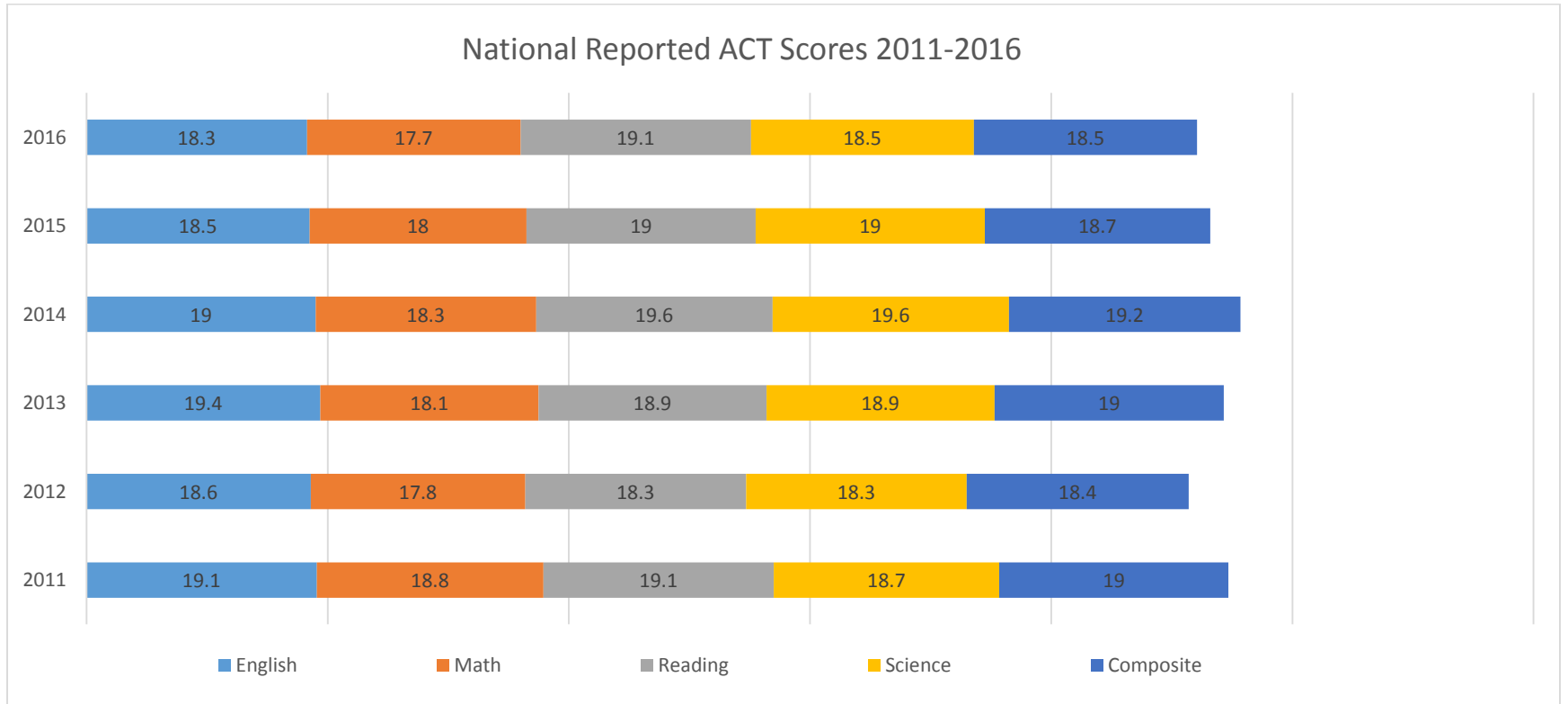
ELA



NPSD Dropout Prevention Plan



NPSD Dropout Prevention Plan



2016 ACT Junior Composite score: 19.7

NPSD Dropout Prevention Plan

District Name	2016 Official Grad	Total Poin	Reading Profi- cienc	Math Profi- cienc y	History Profi- cienc	Science Profi- cienc	Reading Growt	Math Growt	Reading Low Growt	Math Low Growt	Read- ines	Accel- eratio	Partici- pation Rate	Grad Rat
North Pike School	C	549	34.5	36.5	62.8	57.3	56.2	53.5	55.5	51.4	35.4	41.7	99.5	81.3

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Additional Data:

Reduction of K through 2 retention rates:

Targeted Assistance for at risk subgroups: NPSD will work to identify overage high school students in an effort to provide individualized remediation plans that will allow an overage student to work towards graduating with their original cohort group. Interventions will include but not be limited to:

- Credit recovery for selected courses
- Utilization of alternate graduation requirements as approved by MDE policy
- Doubled core course offerings
- Providing alternate course selections for English IV and 4th year Math as approved by MDE Policy.

Dropout Recovery: NPSD will work to develop a working relationship with students who have dropped out of the school system in order the effort to reengage these students in the educational process. Alternately, students who are unwilling or unable to return to work towards a diploma, NPSD will assist those students in the development of a secondary educational plan. Possible alternative include:

- GED enrollment
- Job Corps
- Private or online courses of study
- Youth Challenge

Reintroduction of Juvenile Detention Center Students:

Each student will be individually evaluated for return. Students will either be directly reintroduced into regular classes with counselor follow-up or placed in an alternative setting for a specified number of days to acclimate the student to the educational environment and to further assess individual student need. Typical placements will not exceed 15 days without prior just cause established and a current or new alternative referral for placement having been completed.

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Design Principle: College Ready Skills - Middle School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
1.3 College Ready Skill	Beginning	Early Steps

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will instruct students on skills need to be college and career ready.	Teachers	2016-2017	Professional development for teachers.	No barriers expected	
We will monitor this through lesson plans and classroom observation.	Administration	2016-2017			
We will measure the outcomes using i-Ready to see if there is improvement in academic achievement.	Teachers and Administration	2016-2017			

NPSD Dropout Prevention Plan

Outcome: _____

Design Principle: Curriculum- Middle School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
2.2 Curriculum	Beginning	Early Steps

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will teach interdisciplinary lessons with a focus on literacy and	Teachers	2016-2017	Professional development for teachers.	No barriers expected	
We will monitor this through lesson plans and classroom observation.	Administration	2016-2017			
We will measure the outcomes using i-Ready to see if there is improvement in academic achievement.	Teachers and Administration	2016-2017			

Outcome: _____

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Design Principle: Personalization- Middle School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
3.5 Affective and Academic Support	Beginning	Early Steps

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will discuss various careers and how the skill being taught within the lesson tie into college	Teachers	2016-2017	Professional development for teachers.	No barriers expected	
We will monitor this through lesson plans and classroom observation.	Administration	2016-2017			
We will measure the outcomes using i-Ready to see if there is improvement in academic achievement.	Teachers and Administration	2016-2017			

Outcome:

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Design Principle: Design Principle 4: Redefine Professionalism

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
4.8 Shared Responsibility and Collaborative Decision Making	Early Steps	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
School leadership team made up of staff members will be able to give input on decisions that affect the school direction and some day to day activities.	Teachers and Administration	2016-2017	None	No barriers expected	
Notes and agendas from meetings.	Administration	2016-2017			
We will measure the outcomes using a team made anonymous survey that will be given in December and May about school climate.	Leadership Team	2016-2017			

Outcome:

NPSD Dropout Prevention Plan

Design Principle: Design Principle 5: Leadership- Middle School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
5.1 Shared Mission and Vision	Early Steps	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
School leadership team will be a conduit of information to the staff. They will gather teacher input, solicit teacher buy in, and aid in the decision making process.	Teachers	2016-2017	None	No barriers expected	
Notes and agendas from meetings.	Administration	2016-2017			
We will measure the outcomes using a team made anonymous survey that will be given in December and May about school climate..	Teachers and Administration	2016-2017			

Outcome: _____

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Design Principle: Design Principle 6: Purposeful Design- Middle School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
6.6 School/Program Sustainability	Early Steps	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Local businesses, local leaders, and colleges will be asked to come into the school and participate in activities involving students to foster relationships.	Teachers	2016-2017	None	No barriers expected	
Agendas, photos, and other documentation	Administration	2016-2017			
Placing question involving this principle in out certified needs assessment.	Administration	2016-2017			

Outcome: _____

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Design Principle: College Credit- High School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
1.6 College Credit	Growing			Innovations	
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
College Credit will be offered in College Algebra, Trigonometry, English Comp II & II—Western Civilization I and II are in planning stages	Teachers	2016-2017	Resources, Textbooks, \$100.00 per student enrolled paid to SMCC	No barriers expected	
Literacy and Math Ready courses will be offered to students who score below 18 on ACT math and English	Teacher	2016-2017	Resources	Student buy in to enroll in courses	
We will measure the outcomes of successful completion using	Teachers and Administration	2016-2017			

Outcome: _____

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Design Principle: Instruction- High School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
2.9 Curriculum	Growing Innovation	New Paradigms

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Teachers will teach interdisciplinary lessons with a focus on literacy. Focus will be in all subject areas.	Teachers	2016-2017	Professional development for teachers. MDC/LDC Design Collaborative with SREB	School wide buy in.	
We will monitor this through lesson plans and classroom observation.	Administration	2016-2017			
We will measure the outcomes using SREB rubrics and SATP scores to see if there is improvement in academic achievement.	Teachers and Administration	2016-2017			

Outcome: _____

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Design Principle: Personalization- High School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
3.3 Affective and Academic Support	Early Steps	Growing Innovation

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Online credit recovery courses are assigned to assist students in recovering failed credits to maintain progression in courses of study	Teachers	2016-2017	Online Credit recovery	No barriers expected	
We will monitor this through credit recovery software and classroom observation.	Administration	2016-2017			
We will measure the outcomes of student's successful credit recovery to see if there is improvement in academic achievement.	Teachers and Administration	2016-2017			
Expanded course offerings will be offered to increase courses recovered. Courses will be recovered during the school day and at home using teacher monitoring tools.	Teachers and Administration	2016-2017			

Outcome:

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Design Principle: Design Principle 4: Redefine Professionalism- High School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
4.3 Collaborative Work Orientation	Growing Innovation	New Paradigms

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Professional Learning Communities centered around subject areas and identified need will meet at least weekly to develop and implement curriculum and interventions	Teachers and Administration	2016-2017	Common Planning, resources as identified	Teacher buy-in	
Notes and agendas from meetings.	Administration	2016-2017			
We will measure the outcomes using surveys and free response feedback	Leadership Team	2016-2017			

Outcome:

NPSD Dropout Prevention Plan

Design Principle: Design Principle 5: Leadership- High School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
5.1 Shared Mission and Vision	Early Steps	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
School leadership team will be a conduit of information to the staff. They will gather teacher input, solicit teacher buy in, and aid in the decision making process.	Teachers	2016-2017	None	Cultural barriers in relation to teacher sense of professional responsibility for decision making	
Notes and agendas from meetings.	Administration	2016-2017			
We will measure the outcomes surveys that will be given in December and May about school climate..	Teachers and Administration	2016-2017			

Outcome: _____

NPSD Dropout Prevention Plan

Design Principle: Design Principle 6: Purposeful Design- Middle School

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
6.6 School/Program Sustainability	Early Steps	Growing Innovations

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Local businesses, local leaders, and colleges solicited to offer assistance in CTC participation, College Readiness, Job Shadowing and Mentoring, and Project Implementation	All Stakeholders	2016-2017	Dedicated time and policies developed	Time constraints	
Stakeholder surveys, Documentation of participation	Administration	2016-2017			
	Administration	2016-2017			

Outcome:

NPSD Dropout Prevention Plan

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