

Part I. Dropout Prevention Plan

Cover Sheet

BOARD APPROVED

9-19-2017

| | |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School District: <u>Nettleton School District</u> | |
| Superintendent: <u>Brian Jernigan</u> | <u>Brian Jernigan</u> (signature) |
| Principal: <u>Jeff Credille</u> | <u>Jeff Credille</u> (signature) |
| School Name: <u>Nettleton High School</u> | <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High <input type="checkbox"/> Other (please check one) |
| Principal: <u>Betsy Grubbs</u> | <u>Betsy Grubbs</u> (signature) |
| School Name: <u>Nettleton Junior High School</u> | <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one) |
| Principal: <u>Angie Hendrix</u> | <u>Angie Hendrix</u> (signature) |
| School Name: <u>Nettleton Upper Elementary School</u> | <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one) |
| Principal: <u>Nikki Buchanan</u> | <u>Nikki Buchanan</u> (signature) |
| School Name: <u>Nettleton Primary School</u> | <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one) |

Part II. Local Dropout Prevention Team Members

School District: Nettleton School District

Telephone #: 662-963-2151

Mailing Address: P. O. Drawer 409
Nettleton, MS 38858

Fax #: 662-963-7407

E-mail address for Superintendent/Team Leader: bjernigan@nettleton.k12.ms.us / mhitt@nettleton.k12.ms.us

| | | Please check one area for each | | |
|---------------------------------------------------|----------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | Civic/Gov't Agency Rep. | Community Rep. | School Staff |
| Brian Jernigan Superintendent | <u>Brian Jernigan</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mark Hitt Team Leader | <u>M Hitt</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhonda Patterson Team Parent | <u>Rhonda Patterson</u> (signature) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tracy Ridings Team Parent | <u>Tracy Ridings</u> (signature) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gary Monaghan Team Associate | <u>Gary Monaghan</u> (signature) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dana Burcham Dropout Prevention Team Member | <u>Dana Burcham</u> (signature) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Jamie Taylor Dropout Prevention Team Member | <u>Jamie Taylor</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kenya Topps Dropout Prevention Team Member | <u>K Topps</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Angela Smith Dropout Prevention Team Member | <u>Angela W Smith</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Angel Carr Dropout Prevention Team Member | <u>Angel Carr</u> (signature) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Valerie Gladney Dropout Prevention Team Member | <u>Valerie Gladney</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Megan Garner Dropout Prevention Team Member | <u>Megan Garner</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Sharon Key Dropout Prevention Team Member | <u>Sharon Key</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Seth Lee Dropout Prevention Team Member | <u>Seth Lee</u> (signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Part III. Statement of Assurance

On behalf of the Nettleton School District, I hereby submit a local Dropout Prevention Plan developed in order to increase the state graduation benchmark rate to 85% by 2018-2019 and to reduce truancy.

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 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: Mark Hitt

Title: Curriculum Coordinator

Mailing Address: P. O. Drawer 409 Nettleton, MS 38858

Telephone #: 662-963-2151

Fax #: 662-963-7407

District Superintendent: Brian Jernigan


(signature)

School Board Chair: T'Wana Shumpert


(signature)

Part IV. District Data Form

District Name: Nettleton School District

Graduation Rate: 79.4%
(2015-2016)

Dropout Rate: 14 %
(2015-2016)

| | Primary School (Grades K-3) | Upper Elementary (Grades 4-6) | Junior High (Grades 7-8) | High School (Grades 9-12) | | | | |
|-------------------------------------------|----------------------------------------|------------------------------------------|-------------------------------------|--------------------------------------|--------|------------|--------|------------|
| School Data 2016-2017 | | | | | | | | |
| Number of Schools | 1 | 1 | 1 | 1 | | | | |
| Enrollment 2016-2017 | 427 | 287 | 212 | 386 | | | | |
| Counselor / Student Ratio | 0.5 : 427 | 0.5 : 287 | 0.5 : 212 | 1 : 386 | | | | |
| Student Demographic Data 2016-2017 | | | | | | | | |
| | Number | Percentage | Number | Percentage | Number | Percentage | Number | Percentage |
| Female | 210 | 49 | 145 | 51 | 106 | 50 | 203 | 53 |
| Male | 217 | 51 | 142 | 49 | 106 | 50 | 183 | 47 |
| Asian | * | <5 | * | <5 | * | <5 | * | <5 |
| Black | 109 | 26 | 81 | 28 | 61 | 29 | 108 | 28 |
| Hispanic | * | <5 | * | <5 | * | <5 | * | <5 |
| Native American | * | <5 | * | <5 | * | <5 | * | <5 |
| White | 311 | 73 | 203 | 71 | 148 | 70 | 270 | 70 |

Part IV. District Data Form (Continued)

| 2016-2017 TEST DATA – Percentage Proficient or Above | | | | |
|------------------------------------------------------------------------|----------------------|----------------|-------------------|---------------------|
| | Language Arts | Math | Science | |
| Grade 3 | 43.8 | 47.6 | --- | |
| Grade 4 | 34.1 | 38.5 | --- | |
| Grade 5 | 33 | 20.7 | 47.6 | |
| Grade 6 | 38 | 13 | --- | |
| Grade 7 | 36 | 42.7 | --- | |
| Grade 8 | 24 | 32.7 | 45.4 | |
| High School Subject Area Tests – Percentage Proficient or Above | | | | |
| | Algebra I | Biology | English II | U.S. History |
| | 57.3 | 72.9 | 50 | 61.9 |

Part IV. District Data Form (Continued)

| Additional District Information | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|-------|-----|----|-----|-----|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|------|-----|-------|----|----|----|----|-----|
| <p>Current Number of Students Who are Two or More Years Behind Grade Level</p> <p>2017-2018</p> <p>Ninth Graders - 14 Tenth Graders - 8</p> | <p>Does your district currently offer a “Fast-track” Program for high school students?</p> <p align="center">Yes - Opt Out (Opt 21)</p> <p align="center">*Due to changes in MDE policy, 2017-2018 is the final year of Opt 21</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Number of Students with 5-11 Unexcused Absences (2016-2017) - unduplicated</p> <table border="0"> <tr> <td>NHS</td> <td>NJHS</td> <td>NUES</td> <td>NPS</td> <td>TOTAL</td> </tr> <tr> <td>124</td> <td>64</td> <td>77</td> <td>104</td> <td>369</td> </tr> </table> | NHS | NJHS | NUES | NPS | TOTAL | 124 | 64 | 77 | 104 | 369 | <p>Number of Students with 12 or More Unexcused Absences (2016-2017) - unduplicated</p> <table border="0"> <tr> <td>NHS</td> <td>NJHS</td> <td>NUES</td> <td>NPS</td> <td>TOTAL</td> </tr> <tr> <td>72</td> <td>25</td> <td>15</td> <td>22</td> <td>134</td> </tr> </table> | NHS | NJHS | NUES | NPS | TOTAL | 72 | 25 | 15 | 22 | 134 |
| NHS | NJHS | NUES | NPS | TOTAL | | | | | | | | | | | | | | | | | |
| 124 | 64 | 77 | 104 | 369 | | | | | | | | | | | | | | | | | |
| NHS | NJHS | NUES | NPS | TOTAL | | | | | | | | | | | | | | | | | |
| 72 | 25 | 15 | 22 | 134 | | | | | | | | | | | | | | | | | |
| <p>Number of Discipline Referrals(2016-2017) - Unduplicated</p> <table border="0"> <tr> <td>NHS</td> <td>NJHS</td> <td>NUES</td> <td>NPS</td> <td>TOTAL</td> </tr> <tr> <td>255</td> <td>67</td> <td>116</td> <td>34</td> <td>472</td> </tr> </table> | NHS | NJHS | NUES | NPS | TOTAL | 255 | 67 | 116 | 34 | 472 | <p>Number of Students Receiving Free/Reduced Meals</p> <p>2016-2017 1,067</p> | | | | | | | | | | |
| NHS | NJHS | NUES | NPS | TOTAL | | | | | | | | | | | | | | | | | |
| 255 | 67 | 116 | 34 | 472 | | | | | | | | | | | | | | | | | |
| <p>Number of Student Retentions (K-12)</p> <p>2016-2017 - 31</p> | <p>Percentage of Drop Outs</p> <p>2015-2016 - 14%</p> | | | | | | | | | | | | | | | | | | | | |

**Part V. Needs Assessment Outcomes
Completed 2016 ending**

| Needs Assessment Areas | Descriptions |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Target Groups Identified</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Students with excessive absences <input type="checkbox"/> K-3 students not reading on grade level <input type="checkbox"/> Minimal, basic, and passing (Level 1,2,3) students <input type="checkbox"/> MAAP & SATP2 re-testers (high school) |

| | |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data Collection Methods Used | <ul style="list-style-type: none"> <input type="checkbox"/> NSD Needs Assessments (Administration, Faculty, Student, Parent) <input type="checkbox"/> State Assessment Reports <input type="checkbox"/> STAR Reading Screening Reports / MKAS <input type="checkbox"/> STAR Math Screen Reports <input type="checkbox"/> Benchmark Assessments - Mid-Year and Spring <input type="checkbox"/> MSIS Reports |
| Prioritized List of Needs | <ul style="list-style-type: none"> <input type="checkbox"/> Continue to reduce the number of retentions in elementary <input type="checkbox"/> Decrease number of students not reading on grade level in K-3 <input type="checkbox"/> Decrease the number of students not passing required testing for graduation first time <input type="checkbox"/> Decrease the number of students accumulating 12 or more absences <input type="checkbox"/> Increase awareness of importance of graduation with parents and students (8-12) |
| Short Term Goals | <ul style="list-style-type: none"> <input type="checkbox"/> Increase the percent of students passing high school exit exams first time <input type="checkbox"/> Decrease absenteeism <input type="checkbox"/> 3-8 will meet or exceed the proficiency and growth goals set each year by the school and the district <input type="checkbox"/> Ensure grade readiness for each student in elementary grades <input type="checkbox"/> Create an awareness of career options for non-traditional students <input type="checkbox"/> Create an awareness of dual enrollment/dual credit <input type="checkbox"/> Increase the graduation rate to meet state goal. |
| Long Term Goals | <ul style="list-style-type: none"> <input type="checkbox"/> Students in grades 3-8 and high school tested subjects will meet growth or exceed growth and proficiency goals set by the school and district <input type="checkbox"/> Absenteeism will be decreased by 5%. <input type="checkbox"/> Increase the graduation rate to meet state goal |
| Recommendations for future needs assessments | <ul style="list-style-type: none"> <input type="checkbox"/> Monitor promotion/non promotion over the next two years to document any changes <input type="checkbox"/> Consider an academic alternative placement for students that are two or more years behind. |

Part VI. District Initiatives

| Dropout Prevention Strategies | School / Grade Level | | | | |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------|-------------|------|
| | District-wide | Primary | Upper Elementary | Junior High | High |
| Systemic Renewal | <input type="checkbox"/> Attendance Monitoring/ Perfect Attendance Recognition <input type="checkbox"/> Implement common curriculum in K-6 <input type="checkbox"/> Implement common assessments in K-6 | X | X | X | X |
| School-Community Collaboration | <input type="checkbox"/> College Fair /CTE <input type="checkbox"/> School & District Website <input type="checkbox"/> Imagine the Possibilities Career Expo (8th Grade) <input type="checkbox"/> Veteran's Day Program | X | X | X | X |
| Safe Learning Environments | <input type="checkbox"/> DARE Officers (Drug, Violence, Bullying Awareness) <input type="checkbox"/> District & School Safety Plans | X | X | X | X |
| Family Engagement | <input type="checkbox"/> District & School Website <input type="checkbox"/> Progress Reports (Academic & Attendance) <input type="checkbox"/> Parent Newsletter <input type="checkbox"/> Open House <input type="checkbox"/> Field Trips <input type="checkbox"/> Book Fairs <input type="checkbox"/> Choral Performances <input type="checkbox"/> Band Concert <input type="checkbox"/> Art Exhibit Night | X | X | X | X |

| Dropout Prevention Strategies | School / Grade Level | | | | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------|-------------|------|
| | District-wide | Primary | Upper Elementary | Junior High | High |
| | <input type="checkbox"/> Academic Parent Meetings <input type="checkbox"/> Phone Calls <input type="checkbox"/> Student Messenger <input type="checkbox"/> Active Parent <input type="checkbox"/> Family Nights | | | | |
| Early Childhood Education | <input type="checkbox"/> Assistant Teachers <input type="checkbox"/> Child Find | X | X | | |
| Early Literacy Development | <input type="checkbox"/> Guided Reading <input type="checkbox"/> Common curriculum <input type="checkbox"/> Common assessments | X | X | | |
| Mentoring / Tutoring | <input type="checkbox"/> In-School Tutors/Flex Time <input type="checkbox"/> Guidance Counselors <input type="checkbox"/> Special Needs counselor <input type="checkbox"/> Life Corps counselor <input type="checkbox"/> Peer tutoring | X | X | X | X |
| Service-Learning | <input type="checkbox"/> Fundraisers <input type="checkbox"/> Various School Clubs (BETA, Student Council, Library, etc) | X | X | X | X |
| Alternative Schooling | <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Mississippi Virtual Public School <input type="checkbox"/> Alternative School | | | X | X |
| After-School Opportunities | <input type="checkbox"/> Extracurricular programs (sports, clubs, music/band) <input type="checkbox"/> After School tutoring for H.S. tested subjects | | | X | X |

| Dropout Prevention Strategies | School / Grade Level | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------|------------------|-------------|------|
| | District-wide | Primary | Upper Elementary | Junior High | High |
| Professional Development <input type="checkbox"/> Common Curriculum <input type="checkbox"/> Learning Progressions - Standards/Scaffolding <input type="checkbox"/> Literacy Strategies <input type="checkbox"/> Math Strategies <input type="checkbox"/> Professional Learning Communities | | X | X | X | X |
| Active Learning <input type="checkbox"/> Technology Labs <input type="checkbox"/> Physical Education <input type="checkbox"/> Spelling Bee (Elem.) <input type="checkbox"/> Reading Fair (Elem.) | | X | X | X | X |
| Educational Technology <input type="checkbox"/> Technology Lab <input type="checkbox"/> Interactive Boards <input type="checkbox"/> District Technology Plan <input type="checkbox"/> Computer-based learning (document cameras, chrome books, iPads) | | X | X | X | X |
| Individualized Instruction <input type="checkbox"/> Tutors <input type="checkbox"/> Alternative School <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Dyslexia Program <input type="checkbox"/> Teacher Support Team <input type="checkbox"/> IEPs/504s <input type="checkbox"/> Leveled Literacy Intervention | | X | X | X | X |

| Dropout Prevention Strategies | School / Grade Level | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------|------------------|-------------|------|
| | District-wide | Primary | Upper Elementary | Junior High | High |
| Career and Technical Education (CTE) <ul style="list-style-type: none"> <input type="checkbox"/> Career & College Fairs <input type="checkbox"/> Career Counselors <input type="checkbox"/> Career/Technical Education <input type="checkbox"/> ICT I, II, STEM, Computer Science <input type="checkbox"/> Dual Credit <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Career Choice Options and Early Graduation Option <input type="checkbox"/> ICAP | | | | X | X |

**Part VII. Proposed District Initiatives
2017-2020**

| | Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High) | Purpose or Goal | Who is Involved? | Timeline for Implementation | Dropout Prevention Strategy Addressed | Expected Outcomes for Students | Goal Met? |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------|------------------|
| Proposed Initiative: (1) Mentor program for students in grades 9-12 Mentoring and tutoring program utilizing flex time | 9-12 | To provide an accountability (academic and career assistance) system for students in these at-risk grades. Help students remain on track. Develop Career/Academic Pathway | Principals, Counselors, Teachers | 2017-2018 | Mentoring | Reduction in Drop out, increase academic performance, increase attendance and reduce retentions | |
| | Upper Elementary and Junior High | | Teachers, Admins | 2017-2018 | Tutoring/ Mentoring | Increase student performance on grade level | |
| Proposed Initiative: (2) Increase parent contact for students who have excessive absences | District-Wide | To encourage parents to get students to school and inform when they are not. | Attendance Principal, Teachers | Ongoing | Family Engagement | Decrease excessive absences, increase academic performance | |

| | Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High) | Purpose or Goal | Who is Involved? | Timeline for Implementation | Dropout Prevention Strategy Addressed | Expected Outcomes for Students | Goal Met? |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------|------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Proposed Initiative: (3) Expand Tutoring for MAAP/SATP2 students during flex times | High School | Decrease the number of re-testers for high school exit exams | HS MAAP/SATP Teachers | Initial 16-17 continuation.. | Individualize instruction | Increase the number of students passing the MAAP & SATP2 the first time. Decrease drop out percentage Increase percent scoring proficient and above | |
| Proposed Initiative: (4) Provide education-impact focus meetings with parents | District Wide | Create an awareness and sense of importance of staying in school | Teachers, Principal, Counselor | Yearly | Family Engagement | Decrease the number of drop outs. Increase awareness of the importance of graduating. | |