

# PASCAGOULA SCHOOL DISTRICT DROPOUT PREVENTION RESTRUCTURING PLAN 2014-2015

## REQUIREMENTS OF MISSISSIPPI CODE 37-16-7

AREAS OF DISTRICT RESPONSIBILITY	CURRENT STATUS  <b>ARE REQUIREMENTS FROM THE DROPOUT PREVENTION/GRADUATION COMPLETION PLAN BEING UTILIZED?</b>	ACCOUNTABILITY	NEXT STEPS:  PROCESS AND DEADLINE
	In Compliance	Provide Timeline & Responsible Personnel	
1. High School Restructuring Reforms  a. Are you utilizing your best teachers in the most effective manner?  b. Are teachers encouraging students to care about education while focusing on connecting the relevancy to their lives?  c. Do all teachers know how to keep students on task?  If no, which teachers and what is the district's plan to aid them in achieving the charge?	Yes <u>  X  </u> No _____  Yes <u>  X  </u> No _____  Yes <u>  X  </u> No _____	2014- 15 SY  PSD Administrators, Counselors, Teachers, and Support Staff	1. All 8 <sup>th</sup> grade students attend Pathways 2 Possibilities  2. Implementation of Grad Groups  3. ICAP Training for PSD  4. Student Portfolios  5. Common Assessments  6. District Assessments  7. Summer Training/Prof Dev  8. Move to CCSS over next 3 yrs

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<p>2. Accountability in Meeting Graduation requirements</p> <p>a. How many students who start high school in your district fail to earn a high school diploma? How far from graduation are they when they drop out? From which high schools do they dropout? Which middle schools send students to high schools with low graduation rates?</p> <p>b. What percent of your district's dropouts are "life events dropouts," "fade outs," "push outs" and "failing to succeed students?"</p> <p>c. How early in their schooling can the majority of your district's dropouts be identified?</p> <p>d. Are the schools in your district organized to help end the dropout crisis?</p>	<p>Yes <u>  X  </u>                      No</p> <p>Yes <u>  X  </u>                      No</p> <p>Yes <u>  X  </u>                      No</p> <p>Yes <u>  X  </u>                      No</p>	<p>2014-15 SY</p> <p>PSD Administrators, Counselors, Teachers and Support Staff</p>	<p>1. Monitor Dropouts (Secondary)</p> <p>a. Life Events    b. Fadeouts 2% of pop</p> <p>c. push outs- minimize expulsions when and where possible</p> <p>d. failure/implement credit recovery</p> <p>2. Elementary</p> <p>a. Aims web probes</p> <p>b. universal behavior screeners</p> <p>c. early beginnings</p> <p>d. Credit Recovery</p>
<p>3. Focused Prevention, Intervention, and Recovery</p> <p>a. Does your district provide pre-k education to all young children who need or want it?</p> <p>b. Is there a collaborative process with Pre-Kindergarten community programs? (i.e., transition and shared curriculum)</p>	<p>Yes <u>  X  </u>                      No _____</p> <p>Yes <u>  X  </u>                      No _____</p>	<p>2014-15 SY</p> <p>PSD Administrators, Counselors, Teachers, Support Staff and parents</p>	<p>1. Presently PSD has 4 Pre-K classes and is adding additional classes in the upcoming SY.</p> <p>2. Pre-K Launch Pad- Partner with daycare</p> <p>3. Promote the use of the Family Interactive Center/Super Saturdays/Excel by 5 Program</p>

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<p>c. Does your district have reading benchmarks and provide multiple layers of support to insure all students can read by the beginning or ending of the 2<sup>nd</sup> year?</p> <p>d. Is class size reduction used strategically, so elementary teachers are not overwhelmed and can take the time it takes to teach all students in a caring manner the behavioral norms of schooling?</p> <p>e. Does your district provide high quality pre-k to 2nd grade mathematics instruction?</p> <p>f. Do you have a multi-tiered prevention and intervention system in place in your middle schools to react effectively to the first signs of poor attendance, behavior and course failure?</p> <p>g. Are your middle schools organized to engage middle grade students and meet their need for adventure and camaraderie?</p> <p>h. Is there a plan to transform high schools with low graduation rates into strong learning institutions?</p> <p>i. Is the plan sufficiently comprehensive? Does it have organizational, engagement, instructional, and teacher support components?</p>	<p>Yes <input checked="" type="checkbox"/> ___ No ___</p> <p>Yes <input checked="" type="checkbox"/> ___ No ___</p> <p>Yes <input checked="" type="checkbox"/> ___ No ___</p> <p>Yes <input checked="" type="checkbox"/> ___ No ___</p> <p>Yes <input checked="" type="checkbox"/> ___ No ___</p> <p>Yes <input checked="" type="checkbox"/> ___ No ___</p> <p>Yes <input checked="" type="checkbox"/> ___ No ___</p>	<p>2014-15 SY</p> <p>PSD Administrators, Counselors, Teachers, Support Staff and parents</p>	<ul style="list-style-type: none"> <li>- Universal Probing K-8</li> <li>- Literacy Training</li> <li>- Student Intervention Specialist at each school/ TST Process/RTI</li> <li>- Monitor the following: Attendance, Universal Screeners, Failures, Grad Groups, Credit recovery, GED, CARES, Grade Assemblies, Project Wisdom, FIC, Field Trips, Interactions with community leaders and partners</li> </ul>

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j. Is implementation support being provided by a professional who is experienced with high school reform? k. Does your district do whatever it takes to insure that all students are earning on-time promotion from grade to grade? l. Are high school students being helped to make the transition to post-secondary education or workforce? m. Are parents being actively engaged to help students organize their future? n. Does your school system provide multiple pathways to graduation/lifelong learning? o. Does the district utilize the iCAP in accordance to Mississippi Department of Education Guidelines?	Yes <u>  x  </u> No Yes <u>  x  </u> No Yes <u>  x  </u> No Yes <u>  x  </u> No Yes <u>  x  </u> No Yes <u>  x  </u> No	2014-15 SY  PSD Administrators, Counselors, Teachers , Support Staff and parents	Continue/implement the following programs: Graduation surveys, military recruiters visiting, College & Career night, Open House, PTSO, Parent seminars, Gear Up, Career Center, FAFSA Day, Parents Night Out, Community Outreach, CCTI, Dual Enrollment, Early Graduation, iCAP, ACT given on campus, multiple diploma options
<b>4. Professional Development</b> a. The district provides teachers with professional development to expand their knowledge and skills. b. The district provides principals and teacher leaders with training to supervise and support teachers in engaging students academically and socially in school.	Yes <u>  x  </u> No _____ Yes <u>  x  </u> No _____	2014-15 SY  PSD Administrators, Counselors, Teachers , Support Staff and parents	NCLB Tutoring, CCSS Transition, Parent Universities, Parent Center, Administration Training, New Teacher Training, Subject Specific Professional Development

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<p><b>5. Using Data for Planning and Accountability</b></p> <p>a. The district utilizes a system that provides longitudinal student-level data on enrollment and risk factors for dropout (e.g., academic problems, truancy, behavior problems, etc.)</p> <p>b. The district provides school staff with training on how to use data to identify students at risk of dropping out.</p> <p>c. The district works with each school to ensure that data is analyzed regularly and the school has strategies in place to work with identified students.</p>	<p>Yes <u>X</u>      No _____</p> <p>Yes <u>X</u>      No _____</p> <p>Yes <u>X</u>      No _____</p>	<p>2014-15 SY</p> <p>PSD Administrators, Counselors, Teachers, Support Staff and parents</p>	<p>School Status</p> <p>SAM7</p> <p>Grad Group/Student Portfolio's</p> <p>CA/DA's</p> <p>Pacing Guides</p> <p>Center for Teaching and Learning</p> <p>Aims web</p>
<p><b>6. Utilizing District Finances and Materials Based on Data</b></p> <p>a. Based on annual review of progress and needs of each school, the district identifies needs for additional staff resources.</p> <p>b. School progress and needs are factored into decisions about distribution of state and federal funds for school improvement.</p>	<p>Yes <u>X</u>      No _____</p> <p>Yes <u>X</u>      No _____</p>	<p>2014-15 SY</p> <p>PSD Administrators, Counselors, Teachers, Support Staff and parents</p>	<p>Needs Assessment</p> <p>ADA</p> <p>Title I/EL/SPED</p> <p>Data Mining</p> <p>Parent Center/Connections</p>

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<p><b>7. Engaging Families and District</b></p> <p>a. The district communicates policies for working with students at risk of dropping out to parents and district organizations.</p> <p>b. The district has established partnerships with district-based program providers and other agencies such as social services, welfare, mental health, and law enforcement, to implement behavior and social skills programs.</p> <p>c. The district has established partnerships with district agencies, businesses, and colleges/universities, etc. to obtain adult advocates.</p> <p>d. The district has developed partnerships with local postsecondary institutions to host prospective student visits and workshops on completing postsecondary and financial aid applications.</p>	<p>Yes <u>X</u> No _____</p> <p>Yes <u>X</u> No _____</p> <p>Yes <u>X</u> No _____</p> <p>Yes <u>X</u> No _____</p>	<p>2014-15 SY</p> <p>PSD Administrators, Counselors, Teachers, Support Staff and parents</p>	<p>Project Wisdom</p> <p>Career Fair/Health Fair</p> <p>Super Saturdays</p> <p>CCTI</p> <p>ACT</p> <p>Dual Enrollment</p> <p>Military Recruiters/College Recruiters</p> <p>Job Fair</p> <p>College and Career Night</p> <p>FAFSA day</p> <p>Super Sunday Goal</p>