

**ROADMAP TO SUCCESS:  
A FRAMEWORK FOR DISTRICT DROPOUT  
PREVENTION PLANS**



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# **Roadmap to Success: A Framework for District Dropout Prevention Plans**

## **Requirement**

Following the completion of the needs assessment, the district dropout prevention team will detail the implementation of current district-level initiatives related to K-12 dropout prevention, in addition to proposed initiatives. The plan shall include the following components:

1. A District Dropout Prevention Plan cover sheet and Dropout Prevention Team sign-off sheet, containing the following information:
  - The local contact person's name, position, title, address, telephone number, and fax number
  - The district name and a list of the schools (elementary, middle and high) within the district
  - The names and signatures of district dropout prevention team members
  
2. A Statement of Assurance, containing the following information:
  - The district dropout prevention team leader's name, title, address, telephone number, and fax number
  - The approval signature of the district superintendent and school board chair
  
3. Outcomes of the needs assessment
  - Identification of students in need of targeted assistance
  - Identification of potential risk factors
  - Needs statements
  - Prioritization of needs
  
4. Details of current district initiatives
  - Addressing the MDE's Five Strategic Initiatives
  - Addressing the National Dropout Prevention Center's (NDPC) 15 Strategies for Dropout Prevention
  - Highlighting school level impact (elementary, middle, high school)
  
5. Proposed initiatives with prioritized actions. Both current and proposed initiatives should include:
  - District goals that describe the overall end result the district wishes to achieve to address dropout prevention. (Note: Local districts may require school-level plans based on individual school needs and variations in dropout rates). The goals should be:
    - Derived from the prioritized needs of the school
    - Stated in terms of student outcomes
    - Measurable
    - Specific and clear
    - Ambitious
    - Achievable
    - Long-term (three to five years)
    - Based on established start date and completion dates

- Benchmarks to serve as implementation checkpoints, to allow a district to assess how well it is progressing towards its goal
- A description of the persons who will be responsible for the implementation of the goal
- An evaluation component that provides evidence of the achievement of the objective The evaluation component should:
  - Be measurable
  - Be directly related to the objective
  - Include evaluation data collected along the way (when possible)
  - Identify the source of evaluation information identified

## **A Framework**

To assist districts with the development of individual dropout prevention plans, the information contained in this document provides a template that district dropout prevention teams may use as a framework. The completion of each section of this document will fulfill the requirements for a District Dropout Prevention Plan. The Mississippi Department of Education Office of Dropout Prevention encourages districts to adapt this document, as needed, to account for individual district requirements.

Should you require any additional information on these of this document, or on the development of your District Dropout Prevention Plan, please contact Dr. Sheril Smith, Director, Office of Dropout Prevention, by email at [srsmith@mde.k12.ms.us](mailto:srsmith@mde.k12.ms.us), or by telephone at (601) 359-3177.

**Part I. Dropout Prevention Plan  
Cover Sheet**

School District: <u>New Albany Schools</u>	
Superintendent: <u>Lance Evans</u>	_____ (signature)
Principal: <u>Gwyn Russell</u>	_____ (signature)
School Name: <u>New Albany 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>Paul Henry</u>	_____ (signature)
School Name: <u>New Albany Middle Schools</u>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>John Ferrell</u>	_____ (signature)
School Name: <u>New Albany 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>Rodney Spears</u>	_____ (signature)
School Name: <u>New Albany Vocational Center</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input checked="" type="checkbox"/> Other (please check one)
Principal: <u>Troy Trout</u>	_____ (signature)
School Name: <u>New Albany South Tippah Union County Behavioral Management Center</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input checked="" type="checkbox"/> Other (please check one)

Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input 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—Final**

**School District:** New Albany Schools

**Telephone #:** 662-534-1800

**Mailing Address:** 301 Highway 15 North

**Fax #:** 662-534-3608

New Albany MS 38652

**E-mail address for**

**Superintendent/Team Leader:** levans@nasd.ms/ lstubblefield@nasd.ms

		Please check one area for each		
		Civic/Gov't Agency Rep.	Community Rep.	School Staff
Lance Evans _____ Superintendent	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
_____ Team Leader	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	
David Rainey _____ Team Sponsor	_____ (signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melanie Shannon _____ Team Parent	_____ (signature)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tim Kent _____ Team Associate	_____ (signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Richey _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rodney Spears _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kalee Stanton _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gwyn Russell _____ Dropout Prevention Team Member	_____ (signature)			<b>X</b>
Julie Newton _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
April Hobson _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anna Kathryn Sloan _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Callie Smithey _____ Dropout Prevention Team Member	_____ (signature)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curt Langley _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Troy Trout _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
John Ferrell _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Paul Henry _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Robert Garrett _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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### Part III. Statement of Assurance

On behalf of the New Albany 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 2012-2013; and 3) reducing the truancy rate by 50% by 2012-2013.

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.

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#### Dropout Prevention Team Leader:

Name: John Ferrell

Title: High School

Mailing Address: 301 Highway 15 North, New Albany, MS 38652

Telephone #: 662-534-1800

Fax #: 662-534-3608

District Superintendent: Lance Evans

School Board Chair: Jill Shaw

(signature)

**Part IV. 2020 - 2021 District Data Form**

District Name: New Albany Schools

Graduation Rate: 86.3%      Dropout Rate: 3.2%      Truancy Rate: 26

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>			
<b>School Data</b>						
Number of Schools	1	1	1			
Cumulative Enrollment	1099	515	586			
Counselor / Student Ratio	1/1099	1/515	1/293			
<b>Student Demographic Data</b>						
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Female	540	49	242	47	296	50.6
Male	559	51	273	53	290	49.4
Asian	26	2	11	2	9	1.5
Black	289	26	144	28	143	24.4
Hispanic	153	14	75	14.5	41	6.9
TM	74	7	30	5.8	20	3.4
Pacific Islander	0	0	0	0	2	0.003

White	556	51	255	47.5	330	56.3
<b>Staff Demographic Data (Teachers / Administrators)</b>						
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Female	75	99	22	61	32	57
Male	1	1	14	38	22	43
Asian	1	1				
Black	4	5			5	11
Hispanic						
Native American						
White	71	94	36	100	49	89

**Part IV. 2018-19 District Data Form (Continued)**

<b>MAAP Data – Percent Proficient or Above</b>				
	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	
Grade 2	NA	NA	NA	
Grade 3	NA	59.3	71.8	
Grade 4	NA	59.8	71.8	
Grade 5	NA	61.4	56	
Grade 6	NA	43.9	48.6	
Grade 7	NA	47.4	65.2	
Grade 8	NA	48.7	57.6	
<b>High School Subject Area Tests – Percent Proficient or Above</b>				
	<b>Algebra I</b>	<b>US History</b>	<b>Biology</b>	<b>English II</b>
Grade 9	0	0	71	0
Grade 10	80	0	0	55
Grade 11	0	68	0	
Grade 12		0	0	



**Part IV. 2018-19 District Data Form (Continued)**

<b>Additional District Information</b>	
Number of GED Options Program Students  N/A	Number of Students Taking the GED Test  N/A
Number of GED Options Program Students Successfully Completing a GED  N/A	Number of Students Passing One or More Sections of the GED Test  N/A
Average Length of Time Spent in GED Options Program  <input type="checkbox"/> 6 months <input type="checkbox"/> one year <input type="checkbox"/> two years <input type="checkbox"/> more than two years	
Number of Students Who are Two or More Years Behind Grade Level by 9 <sup>th</sup> Grade  31	Does your district currently offer a “Fast-track” Program for middle and high school students?  X Yes      No
Number of Students with 5 or More Unexcused Absences  1154	Number of Students with 12 or More Unexcused Absences  507
Number of Discipline Referrals (Unduplicated)  640	Number of Students Receiving Free/Reduced Meals  1266
Please add any additional or unique data elements in this section:   	



## Part V. Needs Assessment Outcomes

In this section, please describe the major outcomes from your district needs assessment, as they address the following areas. **Note:** Based on the outcomes of your district needs assessment, you may wish to divide this area into various sub-sections (i.e., student-based, staff-based, school-based, project-oriented, etc.)

Needs Assessment Areas	Descriptions
Target Group Identified	K-12 Students
Data Collection Methods Used	MSIS , Progress Monitoring, State Assessments , ACT, National Certification Data, STI Data, Interest Inventories, Mastery Connect, Case Benchmarks, Prior school year data provided by MDE
Prioritized List of Needs	Graduation Rate, Credit Recovery, Reduce retainees, Ongoing communication among schools to track student progress toward achievement of promotion requirements, decrease absentee rate for both students and teachers
Short Term Goals	<p>Continue Implementation of Credit Recovery at each school.</p> <p>Monthly meetings for the Drop Out team to assess and implement needed interventions. Counselors will meet following meetings to follow through.</p> <p>Teacher incentive: Jeans on Friday if present Monday through Thursday. Additional school level incentives</p> <p>Student incentive: School level incentives for students.</p> <p>NASTUC-Reduced time at alternative school for perfect attendance and completing assignments in a timely fashion. Summer school opportunities for students to remediate and receive credit for failed classes to help move toward graduation. Fast Track opportunities for middle school students.</p> <p>NAHS-Weekly Drawings for rewards for perfect attendance for the week. Use Edgenuity on-line program for credit recovery for at-risk students.</p> <p>NAMS -Addition of more Carnegie Unit credit bearing classes, Implementation of Positive Referral System, Fast Track for students 2 or more years behind, student and staff attendance rewards</p>



	NAES -Recognition for students and teachers with monthly perfect attendance.
Long Term Goals	<p>A minimum of 95% graduation rate.</p> <p>Dropout rate 1% or less.</p>
Recommendations for future needs assessments	<p>Evaluate Student and Teacher attendance data monthly.</p> <p>Analyze minutes from Drop Out Team minutes.</p> <p>Analyze dropout and graduation data.</p> <p>Focus on and analyze discipline data for each school</p>

## Part VI. Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: increasing the district graduation rate; reducing the district dropout rate; and reducing the district truancy rate. Please provide an elaboration of each program on separate attachments, labeled Appendix A – Current District Initiatives.

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
<b>Systemic Renewal</b>	Attendance Incentive Credit Recovery	Certified Teachers providing Pre-K instruction  Assistants in each classroom for instructional support	Teacher assistants in grades K, 1 who provide support and interventions to students.	Increased high school credit options Academic Interventionist Tutorial Classes, Seminar Classes Fast Track with Edgenuity	Implementation of a comprehensive credit recovery program. Change in check out policy Change in attendance policy to be more strict on truant students
<b>School-Community Collaboration</b>	Parent Family Meetings Workforce Development . Partnerships Social Media Blasts Work toward Incubators	Meet the Teacher Open House Parent-Teacher Conferences	Open House Parent-Teacher Conferences Newsletters PTO School Website Class Dojo App School Status Mass phone call program to alert parents about absences	Meet the Teacher Open House Parent-Teacher Conferences Email Notifications School Website School Status Remind App School Messenger Service Notification Twitter Zoom	Open House College/Career Night Remind in classroom School Website Twitter Accounts Parent Teacher Conferences Craft Committees Career Coach Initiative  Parent communication through school status Virtual handbook communication through ZOOM Zoom Classrooms
<b>Safe Learning Environments</b>	District wide discipline code School Resource Officer Visitor Registration Camera monitoring/recording system	District wide discipline code & School Resource Officer present; All visitors must register; limited access	District wide discipline code & School Resource Officer present; All visitors must register; limited access to building; media alerts present/available	District wide discipline code  School Resource Officer  Visitor Registration	School Discipline Code SRO Visitor Sign In Camera Monitoring District Wide CPI Training for all faculty and staff Phone/Intercom in all classrooms Active Shooter Training

	Electronic entry on all doors via intercom system Camera Systems on buses	to building; media alerts present/available		Camera monitoring/recording system  Electronic entry on all doors via intercom system  CPI Training for all faculty and staff  Intercoms in all classrooms	Electric entry on all doors- teachers will enter with ID badge
<b>Family Engagement</b>	Parent/Family Meetings and Education Opportunities Social Media Blasts	Meet the Teacher, Open House, Active PTO & Homeroom Parents for activities/events, EL Parent Night	Meet the Teacher, Open House, Active PTO & Homeroom Parents for activities/events, EL Parent Night	Meet the Teacher Open House Parent Conferences Awards Programs Fine Arts Nights iPad Rollout Canvas School Status STI Home Portal	Ipod Rollout 8 <sup>th</sup> Grade Parent Night College and Career Night Social Media Awards Program End of Year Banquets and honor programs
<b>Early Childhood Education</b>	Working with Create for additional funding opportunities for Pre-K students Collaborate with Head Start and Excel By 5	3-4 year old early childhood program	Communication and collaboration through team meetings with Pre-K teachers/K teachers.	NA	Early Childhood Education for high school students Interaction between EC and local daycare and daycare
<b>Early Literacy Development</b>	Pre-K enhancement and expansion Professional Development Excel By 5	3-4 year old early childhood program	hands-on learning through centers and small groups Lexia Program for students to progress monitor literacy levels	NA	NA
<b>Mentoring / Tutoring</b>	Individual student based remediation at each school to fill gaps in content knowledge Providing students with opportunities for interaction with other students and professionals	Pre-K Academy held in summer for students who had not previously received any pre-K services	Summer literacy program for students in grades K-3 for remediation and enrichment	School Mentoring Program Summer School/credit recovery program with Edgenuity	Senior/Freshmen Mentor Curriculum Teacher Advisor Initiative Summer School credit recovery program Summer Reading Tutoring Initiative

<b>Service-Learning</b>	Student Internships Collaboration across schools Eagle Scout Projects Career Exploration Opportunities		Visits from High School Students to classrooms Collaboration with Colleges and Universities that place student teachers and literacy block students in classrooms	Club service projects Career Exploration Girl Scout Projects Imagine Lab	Good Samaritan Work Career Exploration CPE Experience End of Year Capstone initiative with business YouScience Career Finder Impacto Class Internships
<b>Alternative Schooling</b>	Work cohesively as a school district to meet the needs of students for successful and seamless transition back into their original school setting. Using technology to give our Alternative school students the opportunity for direct instruction over ZOOM with support facilitated from certified on-site staff at alternative school.		LifeCore MHC Support Therapist available daily	All schools will be involved through student snapshots, regular progress updates to parents/teachers. Positive Behavior Support LifeCore Therapist	LifeCore Therapist Credit Recovery Program for at-risk students Alternative School PBS in Silent Learning Center Actual subject area teachers providing instruction over ZOOM- Alternative students in live classes then support from Alt. School teacher
<b>After-School Opportunities</b>	Opportunities/Club Opportunities		A grant for an after school program for students in grades K-5 for remediation and enrichment  A very supportive local Boys and Girls Club	Collaboration with Boys and Girls Club Extra-Curricular Opportunities	Summer Credit Recovery Program Credit Recovery Extra-Curricular Opportunities for students Civic Clubs
<b>Professional Development</b>	School and District Based Professional Development NMEC MDE	Pre-K teachers actively involved in School based professional development and are part of Kindergarten collaboration teams	School based professional development weekly Professional Learning Communities meet weekly to interpret data and discuss best practices	Weekly school based professional development  Professional Learning Communities meet weekly to interpret data and discuss best practices  Wednesday Focus meetings to analyze data and share best instructional practices	School based professional development weekly Professional Learning Communities meet weekly to interpret data and discuss best practices Weekly technology PD on new teaching resources and pedagogy
<b>Active Learning</b>				Group Learning through technology	Hands-On Learning in Career/Technical Environment Group learning and active learning through technology Active Classrooms
<b>Educational</b>	One to One initiative Technology in classrooms Pre-K-12	Apple TV and TV in	One to one initiative in grades 3-5	One to one ipads in all grades	1-1 Ipad initiative Teachers are trained in technology

<b>Technology</b>	Director of Technology to assist with Technology Professional Development and Individualized Instruction	pre-K classrooms	iPads and laptops in K-2 classroom Document cameras, Interactive boards and data projectors in K-2 classrooms Apple tv and tv in 3-5 classrooms 2-iPad carts for lower grades Laptop labs in Computer lab and Media Center for student use. Zoom, Mastery Connect, Canvas	Projectors and apple tvs in all classrooms  Canvas learning management system  ZOOM  Explain Everything  Mastery Connect	nology in the classroom Apple TV/Projector in every classroom Use of Apple Classroom Teacher led PD for updated and new initiatives Mastery Connect Use Use of ZOOM for virtual learning during COVID Dual learning- teachers using technology to teach in person students simultaneously with virtual students
<b>Individualized Instruction</b>	Special Services Personnel Behavior Interventionist Instructional assistants Credit Recovery	behavior r specialist assists in developing needs plan to help students adjust to structured school setting	Special services and individual teachers Intervention support Teacher assistants in grades K-3.	Special services and individual teachers  Inclusion Model  Academic interventionist	Special Services in high school and Career/Tech Credit Recovery for at risk students Office hours during vision time for students Individualized learning through daily assessments
<b>Career and Technical Education (CTE)</b>	Workforce Development Work Keys Mississippi Works National Certifications	Career exploration through center play	Steam Lab grades K-5 STEAM integration plan Community Helper days Visits to career and tech center Career day speakers for 5th grade	Broadcast Journalism  Robotics  Cyber Foundations I & II	Active Learning Individualized Instruction Hands-on learning with equipment used in the actual careers

## Part VII. Proposed District Initiatives

Please complete the chart below for each of your district’s proposed dropout prevention initiatives. For each proposed initiative, you should detail the following information:

- Proposed initiative – provide either an official title for a program or position to be filled, or the proposed working title
- Grade level addressed– note whether the proposed initiative may be applicable to the entire district, or whether it will specifically address a particular grade level
- Purpose or goal – provide a brief description of the purpose or goal of the initiative
- Who is involved – list the name and titles for the individuals who will be involved in the planning and implementation of this initiative
- Proposed cost – provide an estimated cost for the initiative, including costs associated with areas such as planning, supplies, implementation, etc.
- Timeline for implementation – note the amount of time needed for actual program implementation
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention will be addressed by the proposed initiative
- Expected outcomes for students – provide a listing of the district’s expected outcomes for the proposed initiatives as they relate to the at-risk student population.

Please provide an elaboration of each program on separate attachments, labeled Appendix B – Proposed District Initiatives.

	<b>Grade Level Addressed</b>  (District-wide, Pre-Kindergarten, Elementary, Middle, High)	<b>Purpose or Goal</b>	<b>Who is Involved?</b>	<b>Proposed Cost</b>	<b>Timeline for Implementation</b>	<b>Dropout Prevention Strategy Addressed</b>
<b>Proposed Initiative:</b> <u>Implement Credit Recovery at each school.</u>	Each School	Graduate students on time.	Administrators and Teachers		Fall 2019-20	Systemic Renewal After School Opportunities
<b>Proposed Initiative:</b> <u>Monthly meetings for Dropout team to assess and implement needed interventions. Counselors will meet following meeting to follow through.</u>	Districtwide	Ensure students do not fall between the cracks and that all opportunities are available for success.	Dropout team Counselors	0	Fall 2019-20	

<p><b>Proposed Initiative:</b> <u>Increased teacher and student attendance</u></p>	<p>Pre-K-12</p>	<p>Teacher incentive: Jeans on Friday if present Monday through Thursday. Additional school level incentives</p> <p>Student incentive: School level incentives for students.</p> <p>NASTUC-Mil kshake Friday</p> <p>NAHS-New Attendance Policies in place for checking out and missed days</p> <p>NAMS -Teacher and student recognition for perfect monthly attendance</p> <p>NAES -Teacher and student recognition for perfect monthly attendance</p>	<p>ALL</p>	<p>\$2000</p>	<p>Fall semester 2019-20</p>	<p>Systemic Renew</p>
<p><b>Proposed Initiative:</b> _____</p>						
<p><b>Proposed Initiative:</b> _____</p>						

<b>Proposed Initiative:</b>  _____						
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### Part VIII. Evaluating Effectiveness

Please complete the chart below to detail your district’s plan for evaluating both your current and proposed dropout prevention initiatives. For each initiative (current or proposed), you should note the following information:

- Performance indicators / method of evaluation – provide the measures your district will use to determine effectiveness of either the proposed initiative and should be related to the initiative’s purpose or goal. Performance indicators may include areas such as the following: increase in test scores; increased participation in extra curricular activities; decrease in student referrals; increase in parent participation; etc.
- Sources of data – describe what data will be used to support the performance indicators and how the data will be accessed
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention is addressed the proposed initiative

	Performance Indicators / Method of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed
Current/Proposed Initiative: _____				
Current/Proposed Initiative: _____				
Current/Proposed Initiative: _____				
Current/Proposed Initiative: _____				
Current/Proposed Initiative: _____				
Current/Proposed Initiative: _____				