



# *Louisville Municipal School District*

## *Dropout Prevention Plan*

**2024-2025**

***David Luke, Ph.D., Superintendent***

Louisville Municipal School District  
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***Every Child - Every Chance - Every Day***

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The LMSD Dropout Prevention Plan is a working document and is subject to change in response to the needs of our students. Upon request, a current plan containing any revisions or changes will be provided.

District Point of Contact for the Dropout Prevention Plan:

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The Louisville Municipal School District includes the following schools:

- Fair Elementary School (FES): Grades K-2
- Louisville Elementary School (LES): Grades 3-5
- Eiland Middle School (EMS): Grades 6-8
- Louisville High School (LHS): Grades 9-12
- Nanih Waiya Attendance Center (NW): Grades K-12
- Noxapater Attendance Center (NOX): Grades K-12
- Winston-Louisville Career and Technology Center
- Louisville Municipal School District Alternative School/REACHES

District Dropout Prevention Team Members (A principal may designate personnel to represent him/her on this team):

- Sarah Webb, FES Principal
- Drew Smith, LES Principal
- Derek Hopkins, EMS Principal
- Danya Turner, LHS Principal
- Regina Smith, NOX Principal
- Suzanne Cain, NW Principal
- Torya Blair, Alternative School Director
- Rosemary Lampley, SPED & Student Services Director
- Shane McDaniel, WLCTC Director
- Cynthia Haynes McDonald, LMSD Central Office

**Part I: Statement of Assurance**

On behalf of the Louisville Municipal 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

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 indication services 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.

Superintendent: David Luke, Ph.D. David Luke 7-16-24  
(Signature) (Date)

School Board President: Jacqueline Steele Jacqueline Steele 7-16-24  
(Signature) (Date)

Dropout Prevention Committee Chairperson: Cynthia Haynes McDonald  
Cynthia Haynes McDonald 07/16/2024  
(Signature) (Date)

**Jacqueline Steele - President**  
**Brenda Johnson - Vice-President**  
**Thomas M. Dowd - Secretary**  
**Robert Jones, Jr. - Assistant Secretary**  
**Ronnie Ware - Member**

**David Luke, Ph.D., Superintendent**

**Belinda Swart, Assistant Superintendent**

### **Vision Statement**

All Louisville Municipal School District students will graduate ready for college and/or career success.

### **Mission Statement**

The Louisville Municipal School District provides educational opportunities to meet the needs of students with various backgrounds and abilities.

### **Demographics**

The Louisville Municipal School District comprises all public school students in Winston County and consists of six schools, an alternative learning school and a career-technical center. The student enrollment of the school district is approximately 2,700 students. There are approximately 410 district employees which includes both certified and classified.

The school district is located in Winston County, which is in the east central part of Mississippi. The population of the county is 18,011. The city of Louisville has a population of 5,983 and the city of Noxapater has a population of 445.

### **DISTRICT DROPOUT PREVENTION GOALS:**

1. To increase the graduation rate for cohort classes to 95% or higher by the end of 2025-2026 school year.
2. Reduce the dropout rate by 10% or more each year beginning with the 2023-2024 school year until the dropout rate is 5% or less.
3. Increase the average daily attendance rate for school sites and districts to 98% by reducing the district truancy rate by 1% each year.
4. Use Positive Behavioral Interventions and Supports (PBIS) to create a positive school culture and climate on all LMSD campuses.
5. Expand and strengthen partnerships with family, school, and community stakeholders via internal and external resources.
6. Strengthen the role of the Dropout Prevention Advisory Committee and Mentors in positively impacting prevention strategies and innovations.

According to the Mississippi Department of Education's website: Graduating from high school is a strong predictor of adult success which includes physical and mental health outcomes. Mississippi is committed to improving the number of students who graduate each year college and Career Ready (State Board Goal 2). As required by state law, each school district shall implement an annual dropout prevention plan.

Mississippi calculates graduation rates consistent with federal requirements for a four-year adjusted cohort graduation rate method. Every student in the four-year cohort is assigned one of five statuses: Graduate, Dropout, Completer, Still Enrolled, or Excluded. Excluded students are those who move out of state, transfer to home school, transfer to private school, or are deceased during the four-year cohort timeframe. Still Enrolled are students that continue enrollment beyond the four-year timeframe. These may be students that need to repeat a grade or are students with an Individualized Education Plan (IEP) that continues beyond four years. These five categories are mutually exclusive; and therefore, students with a status of still enrolled (repeaters) are not included in the graduation rate, nor the dropout rate.

### **The Difference Between Graduation Rate and Dropout Rate**

In considering the annual dropout rate, it is critical to note that this rate is not the same as the four-year cohort graduation rate. The cohort graduation rate follows a group of ninth graders across four years' time and reports the percentage of these students who graduate four years after beginning high school.

The annual dropout rate illustrates the number and percentage of students who drop out during one year's time. Some of these students may return to school the following year and complete high school while others may drop out multiple times. The four-year cohort graduation rate is considered a more comprehensive picture of the issue of students' persistence and high school completion.

Developing a comprehensive Dropout Prevention Plan for the Louisville Municipal School District requires ongoing analysis of past data, collaboration with various stakeholders, and strategic planning. The following plan provides an overview of efforts to support dropout prevention:

## **1. Early Literacy and Reading Foundations**

### **District-Wide Goals:**

- Improve literacy rates by third grade.
- Ensure consistent, high-quality instruction across all schools.

### **Action Steps:**

#### **· Early Assessment Implementation:**

- Administer standardized early assessment tools district-wide to identify struggling students in K-2.
- Use data to tailor interventions and track progress.

#### **· MTSS/RTI Framework Utilization:**

- Provide training for all K-2 teachers on MTSS and RTI frameworks.
- Hire experienced interventionists to support students below grade level.

#### **· Professional Development:**

- Conduct ongoing professional development sessions focusing on effective instructional strategies and classroom management.
- Facilitate school-level and/or district-wide Professional Learning Communities (PLCs) to share best practices and strategies.

## **2. Parent-School Communication**

### **District-Wide Goals:**

- Foster strong home-school connections.
- Increase parental involvement in student learning.

### **Action Steps:**

#### **· Regular Communication:**

- Standardize communication protocols for at-risk students across the district.
- Train teachers on effective communication techniques with parents.
- **Parent Workshops and Resources:**
  - Organize school-level and/or district-wide workshops to equip parents with strategies to support learning at home.
  - Provide resources such as study guides, educational tools, and practice materials.
- **Family Engagement Activities:**
  - Host school-level and/or district-wide family engagement events to strengthen community ties and promote school involvement.

### **3. Attendance Initiatives**

#### **District-Wide Goals:**

- Improve attendance rates across all schools.
- Reduce chronic absenteeism.

#### **Action Steps:**

- **Attendance Recognition Programs:**
  - Implement school-level attendance recognition programs with incentives such as certificates, awards, and small prizes.
  - Celebrate classrooms and schools with the highest attendance rates
- **Positive Reinforcement and Monitoring:**
  - Use positive reinforcement strategies to encourage regular attendance.
  - Monitor attendance data district-wide to identify and address absenteeism trends early.
- **Parent Outreach:**
  - Engage parents of frequently absent students to understand and address attendance barriers.

### **4. Positive Behavior Intervention Support**

#### **District-Wide Goals:**



- Support students with high discipline referral counts.
- Improve behavior, social skills, and academic performance.

#### **Action Steps:**

##### **· Mentor Assignment:**

- Make efforts to assign mentors to students with high discipline referrals.
- Utilize school staff and community volunteers, if available, as mentors.

##### **· Student Support:**

- Develop personalized plans for each mentee addressing their specific needs and challenges.
- Set clear, achievable goals for behavior improvement and academic progress.

### **5. Subgroup Assistance**

#### **District-Wide Goals:**

- Ensure all subgroups, such as SPED, EL, and economically disadvantaged students, receive the support needed to meet promotion and graduation requirements.
- Provide equitable access to educational resources and specialized instruction.

#### **Action Steps:**

##### **· Data Analysis and Identification:**

- Regularly analyze assessment data, including MAAP results, formative assessments, and classroom performance, to identify at-risk subgroups.
- Target specific subgroups such as English Language Learners (ELL), students with disabilities, and Lowest Performing Students (LPS).

##### **· Targeted Interventions:**

- Develop tailored intervention plans for each identified subgroup.
- Create individualized learning plans outlining specific academic goals, strategies, and resources.
- Implement small group or one-on-one instruction to provide targeted support.

- MTSS Implementation: Continue to implement MTSS to provide targeted interventions and support based on individual student needs.
- IEP and Inclusion: Strengthen IEP and inclusion support for students with special needs, ensuring they receive appropriate accommodations and assistance.

**Parental and Community Engagement:**

- Increase efforts to engage parents and community organizations in supporting at-risk subgroups.
- Provide workshops and resources to help parents support learning at home.
- Establish partnerships with local organizations to provide additional resources and mentorship.

**· Counseling Services:**

- Utilize school counselors to provide individual and group counseling.
- Address personal, social, and academic challenges faced by students.

**6. Dropout Prevention and Recovery Efforts: Alternative School Options**

**District-Wide Goals:**

- Support students aged 17 through 21 who have dropped out or are at risk of dropping out.
- Provide flexible learning opportunities for students in alternative school placement to earn necessary credits.

**Action Steps:**

**· Online Program:**

- Offer an online education platform to provide flexible learning opportunities.
- Ensure the curriculum aligns with state standards to help students earn required credits for graduation.

**· Self-Paced Learning:**

- Allow students to learn at their own pace, accommodating various learning styles and schedules.

- Provide 24/7 accessibility to the platform for convenience.

- **Focused Credit Recovery Courses:**

- Offer targeted credit recovery courses to help students retake and pass previously failed courses.
- Utilize progress monitoring tools to track student performance and provide additional support as needed.

## **7. Transition from Alternative School**

### **District-Wide Goals:**

- Support students transitioning back to their home school from alternative programs or juvenile detention centers.
- Ensure smooth reintegration and address academic, behavioral, and social-emotional needs.

### **Action Steps:**

- **Transition Planning:**

- Collaborate with staff from REACHES programs and juvenile detention centers to gather information on students' progress and needs.
- Hold reintegration meetings with returning students, their families, teachers, and support staff to create personalized transition plans.

- **Social and Emotional Support:**

- Provide access to school counselors or social workers for ongoing emotional support.
- Offer individual and group counseling sessions to help students develop coping mechanisms.

- **Behavioral Support:**

- Implement Positive Behavioral Interventions and Supports (PBIS) to encourage positive behavior.
- Regularly monitor students' behavior and provide interventions as needed.

- **Parental and Family Engagement:**

- Organize family meetings to discuss transition plans and address concerns.
- Engage families through regular communication and provide resources to support students at home.

**· Data Tracking:**

- Use data tracking systems to monitor the academic and behavioral progress of transitioning students.
- Adjust support strategies based on student performance data.

## **8. Career and Technical Education (CTE)**

### **District-Wide Goals:**

- Prepare students for successful careers through high-quality career and technical education programs.
- Provide students with the skills and knowledge necessary to thrive in the workforce.

### **Action Steps:**

- **CTE Program Development:**
  - Expand CTE programs to offer a wide range of career pathways, including health sciences, information technology, engineering, and trades.
  - Ensure CTE curricula align with industry standards and workforce needs.
- **Partnerships with Local Businesses:**
  - Establish partnerships with local businesses and industries to provide students with internships, apprenticeships, and job shadowing opportunities.
  - Engage industry professionals in CTE program development and evaluation.
- **Professional Development for CTE Instructors:**
  - Provide ongoing professional development for CTE instructors to stay current with industry trends and teaching methodologies.
  - Encourage CTE instructors to attain industry certifications and participate in relevant professional organizations.
- **Student Engagement and Recruitment:**
  - Promote CTE programs to students and parents through informational sessions, open houses, and career fairs.
  - Highlight success stories of CTE program graduates to inspire current students.
- **Integration with Academic Programs:**
  - Ensure CTE programs are integrated with academic curricula to provide a well-rounded education.
  - Promote project-based learning and real-world applications of academic concepts within CTE programs.
- **Certification and Credentialing:**
  - Offer students opportunities to earn industry-recognized certifications and credentials.

- Provide support for students in preparing for and completing certification exams.
- **Workforce Readiness:**
  - Incorporate soft skills training, such as communication, teamwork, and problem-solving, into CTE programs.
  - Provide career counseling and job placement services to assist students in transitioning to the workforce.

## **Implementation and Evaluation**

### **Implementation:**

- Establish a district-level team to oversee the implementation of this plan.
- Ensure each school has a designated coordinator to manage and report on the specific action steps.

### **Evaluation:**

- Conduct regular evaluations to assess the effectiveness of the interventions.
- Use data from assessments, attendance records, and behavior reports to measure progress.
- Adjust strategies as needed based on evaluation findings and feedback from teachers, parents, and students.

By focusing on these key areas, the district can work towards reducing retention rates and providing the necessary support for all students to succeed academically and socially.



## **Louisville Municipal School District Dropout Prevention Plan Supporting Information**

**2024/2025**

### **Dropout Prevention Program Purpose**

The primary purpose of the Louisville Municipal School District Dropout Prevention Program is to enhance educational achievement and to increase graduation rates by offering services that promote academic success for at-risk students. The content of the program is built upon the **15 Effective Strategies as identified by the National Dropout Prevention Center (NDPC)**. In focusing on these key areas, the school district and community stakeholders work together to provide support and remediation for targeted at-risk students. The goal of the program is to provide students with meaningful activities and incentives that contribute to improved attendance, behavior, and academic achievement.

## Foundational Strategies

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1. **Systemic Approach:** A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.
  2. **School-Community Collaboration:** When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.
  3. **Safe Learning Environments:** A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.
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## Early Interventions

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4. **Family Engagement:** Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.
  5. **Early Childhood Education:** Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.
  6. **Early Literacy Development:** Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.
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## Basic Core Strategies

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- 7. Mentoring/Tutoring:** Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.
  - 8. Service-Learning:** Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.
  - 9. Alternative Schooling:** Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.
  - 10. After-School/Out-of-School Opportunities:** Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.
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## Managing and Improving Instruction

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- 11. Professional Development:** Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.
  - 12. Active Learning:** Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.
  - 13. Educational Technology:** Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.
  - 14. Individualized Instruction:** Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.
  - 15. Career and Technical Education (CTE):** A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.
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# 4-Year Graduation Rate by Subgroup

Subgroup	Graduation Rate Percentage 2020-2024				
	2024	2023	2022	2021	2020
<b>All</b>	<b>91.3%</b>	87.5%	<b>88.9%</b>	90.0%	<b>87.7%</b>
<b>Male</b>	<b>90.1%</b>	80.5%	<b>88.1%</b>	86.0%	<b>81.7%</b>
<b>Female</b>	<b>92.4%</b>	95.3%	<b>90.1%</b>	94.4%	<b>94.2%</b>
<b>Black or African American</b>	<b>90.2%</b>	86.0%	<b>88.1%</b>	92.7%	<b>89.3%</b>
<b>White</b>	<b>96.8%</b>	92.2%	<b>93.2%</b>	85.5%	<b>84.7%</b>
<b>Economically Disadvantaged</b>	<b>93.0%</b>	88.2%	<b>89.8%</b>	91.4%	<b>89.3%</b>
<b>Students with Disabilities</b>	<b>70.6%</b>	52.4%	<b>47.1%</b>	63.2%	<b>33.3%</b>

## Graduation & Dropout Rates

	2024		2023		2022		2021		2020	
	Graduation Rate Percentage	Dropout Rate Percentage	Graduation Rate Percentage	Dropout Rate Percentage	Graduation Rate Percentage	Dropout Rate Percentage	Graduation Rate Percentage	Dropout Rate Percentage	Graduation Rate Percentage	Dropout Rate Percentage
<b>LMSD</b>	<b>91.3%</b>	<b>7.8%</b>	<b>87.5%</b>	<b>11.2%</b>	<b>88.9%</b>	<b>8.9%</b>	<b>90.0%</b>	<b>7.9%</b>	<b>87.7%</b>	<b>8.2%</b>
<b>LHS</b>	<b>91.5%</b>	<b>7.7%</b>	<b>85.6%</b>	<b>12.1%</b>	<b>85.5%</b>	<b>11.8%</b>	<b>87.7%</b>	<b>10.7%</b>	<b>NA</b>	<b>NA</b>
<b>NW</b>	<b>92.2%</b>	<b>7.8%</b>	<b>88.0%</b>	<b>12.0%</b>	<b>93.1%</b>	<b>6.9%</b>	<b>94.4%</b>	<b>5.6%</b>	<b>NA</b>	<b>NA</b>
<b>NOX</b>	<b>89.5%</b>	<b>7.9%</b>	<b>92.9%</b>	<b>7.1%</b>	<b>95.5%</b>	<b>0.0%</b>	<b>93.8%</b>	<b>0.0%</b>	<b>NA</b>	<b>NA</b>



## LMSD Math Accountability Data

SCHOOL YEAR	Math Proficiency	Math Growth	Math Growth Lowest 25%
2023-24	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet
2022-23	49.2%	69.5%	75.8%
2021-22	44.1%	61.6%	56.7%
2020-21	33.9%	NA	NA
2019-20	NA	NA	NA

## LMSD English Accountability Data

SCHOOL YEAR	English Proficiency	English Growth	English Growth Lowest 25%
2023-24	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet
2022-23	42.1%	62.3%	57.1%
2021-22	32.8%	54.6%	52.9%
2020-21	29.3%	NA	NA
2019-20	NA	NA	NA

## LMSD US History & Science Accountability Data

SCHOOL YEAR	US History Proficiency	Science Proficiency
2023-24	*Not Posted Yet	*Not Posted Yet
2022-23	68.8%	52.8%
2021-22	65.1%	44.3%
2020-21	23.7%	40.3%
2019-20	NA	NA

## LMSD Post-Secondary Enrollment, Advanced Course Participation, Acceleration, & CCR

SCHOOL YEAR	Post-Secondary Enrollment	Advanced Course Participation	Acceleration	College & Career Readiness
2023-24	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet
2022-23	52.1%	54.7%	81.2%	47.8%
2021-22	71.7%	48.0%	68.2%	43.6%
2020-21	69.1%	44.0%	57.5%	23.2%
2019-20	69.1%	NA	NA	NA

# LMSD Report Card Scores

SCHOOL YEAR	LMSD	FES	LES	EMS	LHS	NW	NOX
2023-24	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet	*Not Posted Yet
2022-23	<b>B</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>B</b>	<b>B</b>	<b>B</b>
2021-22	<b>C</b>	<b>D</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>C</b>
2020-21	<b>B</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>C</b>	<b>A</b>	<b>A</b>
2019-20	<b>B</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>C</b>	<b>A</b>	<b>A</b>

