



UNION COUNTY SCHOOL DISTRICT

Building a More Perfect UNION

June 3, 2024

Recommendation to approve the dropout prevention plan for the 2024-2025 school year.

JW

WINDY FAULKNER
Superintendent

JAMEY WRIGHT
Assistant Superintendent

Telephone 662.534.1960 • Fax 662.534.1961
www.union.k12.ms.us • wfaulkner@union.k12.ms.us • jwright@union.k12.ms.us
P.O. Box 939 • 250 Carter Avenue • New Albany, MS 38652

BOARD OF TRUSTEES

MICKEY BASIL
MIKE BROWNING
CHRIS GREER
DAPHNIA McMILLEN
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Dropout Prevention Plan

School Year 2024-2025



UNION COUNTY SCHOOL DISTRICT

Building a More Perfect UNION

Union County School District
250 Carter Avenue
New Albany, MS 38652

Ms. Windy Faulkner, Superintendent

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2024-2025

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**Dropout Prevention Plan
Cover Sheet**

School District Union County School District

| | |
|--|--|
| Superintendent: <u>Windy Faulkner</u> | <u>Windy Faulkner</u> (Signature) |
| Principal: <u>Roben Denton</u> | <u>Roben Denton</u> (Signature) |
| School Name: <u>Ingomar Attendance Center</u> | (x)Elementary (x)Middle (x)High ()Other Please Check One |
| Principal: <u>Troy Trout</u> | <u>Troy Trout</u> (Signature) |
| School Name: <u>West Union Attendance Center</u> | (x)Elementary (x)Middle (x)High ()Other Please Check One |
| Principal: <u>Justin Hollis</u> | <u>Justin Hollis</u> (Signature) |
| School Name: <u>Myrtle Attendance Center</u> | (x)Elementary (x)Middle (x)High ()Other Please Check One |
| Principal: <u>Lee Bruce</u> | <u>Lee Bruce</u> (Signature) |
| School Name: <u>East Union Attendance Center</u> | (x)Elementary (x)Middle (x)High ()Other Please Check One |
| | |
| | |
| | |

Local Dropout Prevention Team Members

School District: Union County

Telephone #: 662-534-1960

Mailing Address: 250 Carter Ave
New Albany, MS 38650

Fax #: 662-534-1961

Email address for Superintendent/Team Leader: wfaulkner@union.k12.ms.us

Please Check One Area for Each

| | | Civic/ Gov't Agency | Community Rep | School Staff |
|--|-------------------------------------|---------------------------|---------------|-----------------|
| <u>Windy Faulkner</u> Superintendent | <u>Windy Faulkner</u> Signature | | | X |
| <u>Jamey Wright</u> Team Leader | <u>J. Wright</u> Signature | | | X |
| <u>Ronnie Boyd</u> Team Sponsor | <u>Ronnie Boyd</u> Signature | | X | |
| <u>Cary Weeden</u> Team Parent | <u>Cary Weeden</u> Signature | | X | |
| -Team Associate | <u>NA</u> Signature | | | |
| <u>Troy Trout</u> Dropout Prevention Team Member | <u>Troy Trout</u> Signature | | | X |
| <u>Roben Denton</u> Dropout Prevention Team Member | <u>Roben Denton</u> Signature | | | X |
| <u>Justin Hollis</u> Dropout Prevention Team Member | <u>Justin Hollis</u> Signature | | | X |
| <u>Lee Bruce</u> Dropout Prevention Team Member | <u>Lee Bruce</u> Signature | | | X |
| <u>Matt Thompson</u> Dropout Prevention Team Member | <u>Matt Thompson</u> Signature | | | X |
| <u>Leslie Ray</u> Dropout Prevention Team Member | <u>Leslie Ray</u> Signature | | | X |
| <u>Kim Thompson</u> Dropout Prevention Team Member | <u>Kim Thompson</u> Signature | | | X |
| <u>Stacy Morrisson</u> Dropout Prevention Team Member | <u>Stacy Morrisson</u> Signature | | | X |
| <u>Ashley Robbins</u> Dropout Prevention Team Member | <u>Ashley Robbins</u> Signature | | | X |

Statement of Assurance

On behalf of the Union County 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)Reducing the state dropout rate by 50% by 2012-2013; 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 is by focusing 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 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 the 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: Windy Faulkner, Superintendent
250 Carter Avenue
New Albany, MS 38652
Phone (662) 534-1960 fax (662) 534-1961

District Superintendent: Windy Faulkner

School Board Chair: Mickey Basil

Dropout Prevention Plan School Year 2024-2025

Purpose-A comprehensive Dropout Prevention Plan has been designed for the Union County School District to address district and community concerns for students at-risk of dropping out of school. The plan is inclusive of goals, objectives, initiatives, and action plans to help all students meet or exceed the Mississippi College and Career Readiness standards. The plan is intended to serve as a resource guide to indicate what the district is doing to address at-risk factors that may cause students to drop out of school.

Identifying At-Risk Students-The district uses the following indicators to identify students most at-risk for dropping out or most in danger of failing to achieve acceptable levels of academic achievement.

Educationally at-risk:

- Students who are two or more grade levels behind
- Students with learning disabilities
- English Language Learners
- Homeless or Migrant
- Students who are one or more years behind their peers
- Students with 5 or more unexcused absences
- Students who are in need of social or emotional support
- Students who lack parental support
- Results from state assessments and progress monitoring (MAAP, MKAS, Star, Case 21)

Economically at-risk:

- Free lunch
- Homeless or migrant
- English Language Learners

The Union County School's district dropout plan is inclusive of objectives, strategic initiatives, projects, and activities required to meet the three goals for the state's dropout prevention plan: 1)increasing the state graduation rate to 85% by 2018-2019; 2)reducing the state dropout rate by 50%; 3)reducing the truancy rate by 50%. The 2022-2023 Graduation Rate in Union County was 89.4% which is higher than the state average. The UCSD will continue to strive to and maintain the state goal and work to steadily increase the graduation rate with a focus on the following goals below:

- Provide opportunities for all students to experience academic success at all grade levels
- Improve early identification and intervention of students at risk or dropping out
- Improve graduation rate and decrease dropout rate

NEEDS ASSESSMENT OUTCOMES

| Needs Assessment Area | Descriptions |
|-----------------------------|---|
| Target Group Identified | <ol style="list-style-type: none"> 1. Students with learning disabilities 2. English language students 3. Homeless students 4. Students who are one or more years behind their peers 5. Students with 5 or more unexcused absences 6. Students who are in need of social or emotional support 7. Students who fail state test 8. Students who lack parental support <p>Factors that may contribute:</p> <ol style="list-style-type: none"> 1. Suspension as punishment 2. Parents unaware of absences 3. Teachers not understanding diverse student needs 4. School retentions 5. Neglect homework/fail tests 6. Failure to earn Carnegie units 7. Poor relationships with other students 8. Feeling like they can't catch up 9. Teen pregnancy 10. Parent alcoholism or drug abuse 11. Negative role models 12. Parents/guardians who do not value education 13. Caring for siblings 14. Students feeling alone, overwhelmed 15. Poor self-esteem 16. Alcohol or drug abuse 17. Health needs |
| Data Collection Method Used | Student Surveys Teacher & Administrator Surveys |

| | |
|--|---|
| | Parent Surveys Absentee Data Discipline Data Test Score Data |
|--|---|

District Initiatives
Proposed Initiatives and Prioritized Actions

Overall Goal is to: Increase graduation rate to 93% by 2024-2025.

Early Identification & Intervention

Initiative: Reducing Retention Rates

Reduce Retention in Grades K-2

- District Goal
 1. Provide targeted interventions for students in grades K-2
 2. Provide literacy coach to support teachers, students, and interventionist
 3. Provide high standards and expectations for K-2 literacy
 4. Provide events to promote literacy such as literacy day
 5. Provide early literacy instruction in language, phonic awareness, and phonics skills
 6. Provide regular guided oral reading with a focus on fluency
 7. Provide a 90 minute uninterrupted literacy block
- Who is Involved?
 1. Teacher
 2. Literacy Coach
 3. Administrator
 4. Interventionist
 5. Curriculum Coordinator
- Dropout Prevention Strategy Addressed
 1. Early Literacy
 2. Early Childhood Education
- Expected Outcomes for students
 1. Reduce the number of retentions in grades K-12 by 10%
 2. At least 70% of students will show growth in Reading/Language as measured by MAAP
 3. Kindergarten students will score at the state average or above on the MKAS

Provide Opportunities for All students to be Successful

Attendance Goal

- District Goal
 1. Reduce the number of excused and unexcused absences in K-12
- Initiative
 1. The school leadership team will work with students and families to reduce the numbers of absences in K-12
 2. Students with more than 5 absences will be referred to support personnel within the school
- Who's Involved?
 1. Building Administrator
 2. Teachers

- 3. Counselors
- 4. Career Coach
- Outcome
 - 1. Increase the attendance rate by 5%

Provide Opportunities for All students to be Successful

Subgroups Targeted

- 1. Students with learning disabilities
- 2. English language students
- 3. Homeless students
- 4. Students who are one or more years behind their peers
- 5. Students with 5 or more unexcused absences
- 6. Students who are in need of social or emotional support
- 7. Students who fail state test
- 8. Students who lack parental support
- District Goal
 - 1. Provide instruction following the College and Career Standards
 - 2. Conduct student learning styles inventory to determine best instructional strategies
 - 3. Provide tutoring services if possible for students (EL, Sped, low achieving students)
- Who is Involved?
 - 1. Superintendent
 - 2. Assistant Superintendent
 - 3. Teachers
 - 4. Career Coach
 - 5. Administrators
 - 6. Sped Director
 - 7. EL Director
 - 8. Interventionist
 - 9. Academic Coach
- Dropout Prevention Strategy Addressed
 - 1. Alternative School
- Expected Outcomes for Students
 - 1. Students will meet growth on MAAP

Improve Graduation Rate & Decrease Dropout Rate

Increase Graduation Rate

- District Goal
 - 1. Increase Graduation Rate to 93%, Decrease dropout rate to <5%
- Initiative
 - 1. To improve graduation rate and decrease dropout rate, research shows that students must be in attendance and fully engaged
 - 2. Provide incentives/rewards for attendance
 - 3. Increase interventions provided through MTSS

4. Ensure teachers are fully engaging students by providing meaningful professional development and meaningful observations/feedback
- Who's Involved?
 1. Teachers
 2. Career Coach
 3. Academic Coach
 4. Administrators
 5. Interventionist
 6. Counselors
 - Expected Outcomes for Students
 1. Increase Graduation Rate to 93%, decrease dropout rate to <5%

Transition from Juvenile Detention Center

- District Goal
 1. Ensure students successfully return to their home school following a Juvenile Detention Placement.
- Who's Involved
 1. Administrators
 2. Counselors
 3. Alternative School Director
- Dropout Prevention Strategy Addressed
 1. Alternative School-Student will report to the alternative school for a short period of time in order to help with the transition.
- Expected Outcomes for Students
 1. Students will successfully return to the school following a Juvenile Detention Placement.

Other District Wide Initiatives

The National Dropout Prevention Center has identified fifteen effective strategies determined to have the most impact on dropout prevention. The district's current and proposed initiatives for reducing the dropout rate on each of the fifteen effective strategies.

Systematic Renewal:

- The district uses the student information system called SAM. The program allows the opportunity to track student attendance, discipline, and grades.
- The district uses an online program called School Status. This program also allows tracking of student grades, discipline, and attendance. It allows a documented record of communication with parents.

School Community Collaboration

- Parental Involvement Meetings (PTO, Booster) are held throughout the school year.
- Local businesses partner with the schools to offer incentives such as scholarships etc.
- Community members participate in events such as Read Across America.
- The district partners with Excel By 5.
- Career Day is held by community volunteers.
- DARE program is taught to all 5th grade students by a deputy.

Safe Learning Environment

- School Resource Officers are on each of our campuses.
- A school nurse is located on each campus.
- Both the school nurse and SRO provide safety trainings for both students and staff.
- Discipline Plans are evaluated each year.

Family Engagement

- School Newsletters are sent home monthly. UCSD keeps social media and websites up to date with current events.
- PTO, Booster Club, and various parent organizations meet throughout the school year.
- Active Parent is an online program where parents can view student grades, attendance, and discipline.
- The student information system, SAM, has a feature called AIMS which allows us to send instant messages to parents, students and staff.
- Events such as Donuts for Dad are held to encourage family engagement.
- Meet the Teacher/Open House are held for parents.

Early Childhood Education

- Each campus has a pre-kindergarten program.
- Partner with Excel by 5 to promote the importance of early childhood education.

Early Literacy Development

- Literacy Coaches have been hired to work with teachers and students in grades K-3.
- High expectations for both students and staff have been set for K-3.
- Two interventionists have been hired to help target students who need early intervention.

- Literacy Day is held to help promote the importance of literacy.

Mentoring/Tutoring

- Math & ELA interventionists have been hired to work with students in K-8.
- English Language Learner program has been established to work with ELL students
- Career Coach works with students in grades 9-12.
- Host Career Fair for students who are 17-21 who have dropped out or considering dropping out
- Host mentor sessions for students who are between the age of 17-21 who have dropped out or may be considering dropping out

Service Learning

- Utilize older students to provide some mentoring/tutoring for younger students in need of additional support.

Alternative Schooling

- Provides an alternative setting for students who are not being successful in the regular education setting.
- Provides an opportunity for students to receive small group tutoring and therapy if needed.

After School Opportunities

- Summer Programs such as reading camp for students in K-3.
- Bootcamp for pre-kindergarten students.

Professional Development

- Title funds are allocated and used to pay for meaningful professional development for teachers on various topics from curriculum to behavior.
- District provides professional development for teachers.
- Grade level meetings and PLC's take place to help professional growth.
- Monies from CREATE help to send teachers to National Conferences.

Educational Technology

- Teach digital citizenship to students.
- Develop knowledge for students to be a 21st century learner.
- Virtual opportunities are being provided for students who wish to learn from home.
- All K-12 students have a chromebook.
- Teachers are equipped with ipads, chromebooks, projectors, and Apple tv's.

Individualized Instruction

- CASE 21 - Program that allows teachers the resources to see the academic needs for students.
- STAR Reading/Math- Online program that measures student performance and builds on it.

Career & Technical Education

- New Albany Career & Technical Program allows our students in grades 10-12 the opportunity to learn a specific trait or skill. The career & technical program prepares students to be college or career ready after high school.

District Name: Union County

Latest Data Available

Graduation Rate: 89.4%

Dropout Rate: 9.2%

Chronically Absent: 14.9%

| | Elementary School | Middle School | High School |
|-------------------------|-------------------|---------------|-------------|
| Number of Schools | 4 | 4 | 4 |
| Cumulative Enrollment | 1557 | 621 | 797 |
| Counselor/Student Ratio | 1/260 | 1/104 | 1/132 |

Student Demographic Data

| | Number | Percentage |
|-------------------|--------|------------|
| Female | 1456 | 49% |
| Male | 1519 | 51% |
| Asian | 0 | .0% |
| African American | 272 | 9% |
| Hispanic | 75 | 3% |
| Two or More Races | 89 | 3% |
| American Indian | 3 | < 1% |
| White | 2536 | 85% |

Staff Demographic Data

| | Number | Percentage |
|------------------|--------|------------|
| Female | 301 | 78% |
| Male | 97 | 22% |
| African American | 6 | 2% |

Assessment Data 2022-2023 MAAP (Proficient or Above) Latest Data Available

| | Reading | Language Arts | Math |
|---------|---------|---------------|------|
| Grade 3 | 79% | 79% | 89% |
| Grade 4 | 72% | 72% | 78% |
| Grade 5 | 69% | 69% | 72% |
| Grade 6 | 61% | 61% | 75% |
| Grade 7 | 67% | 67% | 83% |
| Grade 8 | 53% | 53% | 63% |
| | | | |

Subject Area Test (Proficient or Above)

| | Algebra I | US History | Biology | English II |
|----------|-----------|------------|---------|------------|
| Grade 9 | 84% | | 87% | |
| Grade 10 | | | | 75% |
| Grade 11 | | 86% | | |

Additional District Information

- UCSD does not have a GED Program at this time
- Number of discipline referrals-758
- Number of students receiving free/reduced meals-1,717