



Louisville Municipal School District

Dropout Prevention Plan

2025-2026

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.

Dropout Prevention/Restructuring Plan Assurances Page

On behalf of the **Louisville Municipal School District**, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- Reducing the retention rates in grades kindergarten, first and second.
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

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.

District Superintendent: David Luke, Ph.D.

7/8/2025

School Board Chair: Brenda Johnson

7/8/2025

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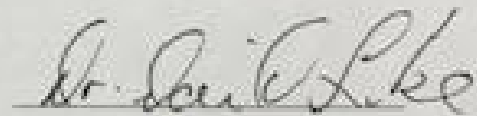
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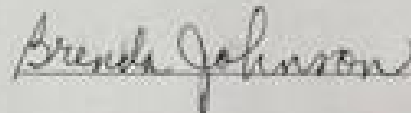
District Superintendent: David Luke, Ph.D.

7/8/2025



School Board Chair: Brenda Johnson

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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 (W-LCTC)
- ☐ 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
- ☐ Dr. Melissa Tisdale, EMS Interim Principal
- ☐ Danya Turner, LHS Principal
- ☐ Regina Smith, NOX Principal
- ☐ Julie Fancher, NW Principal
- ☐ Torya Blair, Alternative School Director
- ☐ Rosemary Lampley, SPED & Student Services Director
- ☐ Shane McDaniel, W-LCTC Director
- ☐ Cynthia Haynes McDonald, Director of Curriculum & Professional Development

District Point of Contact for the Dropout Prevention Plan:

Cynthia Haynes McDonald, Director of Curriculum, Professional Development, and Assessment

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Board of Trustees
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David Luke, Ph.D., Superintendent

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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.

Importance of Graduation Rate

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.

DISTRICT DROPOUT PREVENTION VISION:

To reduce dropout rates by 50% over the next five years by implementing evidence-based, data-driven strategies that address academic, behavioral, social-emotional, and career readiness needs.

1. Early Literacy and Reading Foundations

SMART Goal:

By the end of the 2025–2026 school year, increase the percentage of third-grade students reading at or above grade level by 10%, as measured by state literacy assessments.

Action Steps:

- **Early Assessment Implementation:**
 - Administer a Universal Screener three times a year for all students in grades 1–3.
 - Administer the Kindergarten Readiness Assessment three times a year for all kindergarten students.

- Use assessment data to assign Tier 2 and Tier 3 interventions and monitor RTI cycles every 6–8 weeks.
 - **MTSS/RTI Framework:**
 - Train 100% of K–2 teachers on MTSS best practices by October 2025.
 - Maintain at least one interventionist per Title I elementary school to support Tier 3 students.
 - **Professional Development:**
 - Implement biannual PD on evidence-based literacy instruction (e.g., Science of Reading).
 - Maintain monthly grade-level PLCs to analyze student work and share literacy strategies.
-

2. Parent-School Communication

SMART Goal:

Increase parent participation in school-led events by at least 25% by May 2026, as documented by event sign-in logs and parent feedback surveys.

Action Steps:

- **Regular Communication:**
 - Utilize a district-wide communication protocol for contacting parents of at-risk students (minimum 2 touchpoints per 9 weeks).
 - Offer annual training for teachers on effective communication strategies.
 - **Parent Workshops:**
 - Schools will host at least one parent workshop per school per year focusing on topics selected from the following categories: literacy, math, digital learning, and homework strategies, etc.
 - Provide digital access to parent resources via school websites and social media.
 - **Family Engagement Activities:**
 - Schools and/or the district will organize at least one family engagement night per year (literacy night, STEM night, etc.) to build community and reinforce learning at home.
-

3. Attendance Initiatives

SMART Goal:

Reduce chronic absenteeism (missing 10%+ of school days) by 10% by May 2026, as tracked in the Mississippi Student Information System (MSIS) portal.

Action Steps:

- **Attendance Recognition Programs:**
 - Implement school-level monthly and semester awards (certificates, community-donated prizes, etc.).
 - Publicly celebrate classrooms with the highest attendance via bulletin boards, newsletters, or school assemblies.
 - **Positive Reinforcement:**
 - Introduce classroom-level incentives (homework passes, special seating at lunch, etc.) for strong attendance.
 - Establish a weekly check-in routine for students with 5 or more absences per semester.
 - **Parent Outreach:**
 - Schedule counselor or administrator contact with families of students missing 3 or more consecutive days.
-

4. Positive Behavior Intervention Support (PBIS)

SMART Goal:

By May 2026, reduce discipline referrals by 10% among identified high-referral students, based on district behavior tracking.

Action Steps:

- **Mentoring Program:**
 - Match 100% of students with 10 or more behavior referrals to school-based mentors by October 2025.
 - Establish weekly mentor/student check-ins.
 - **Behavioral Support Plans:**
 - Collaborate with the behavior interventionist to develop individualized behavior improvement plans that include SMART goals, coping strategies, and incentives.
 - Implement social-emotional learning (SEL) curricula schoolwide.
-

5. Subgroup Assistance (SPED, ELL, Low-Income Students)

SMART Goal:

Increase proficiency rates of targeted subgroups in ELA and math by 10 percentage points annually, using MAAP and benchmark assessments as indicators.

Action Steps:

- **Data-Driven Identification:**
 - Conduct quarterly data review to identify gaps in subgroup performance and adjust instructional plans accordingly.

- Use disaggregated data to tailor interventions per subgroup.
 - **Individualized Learning Plans (ILPs):**
 - Create ILPs for all students in the lowest 25th percentile in ELA or math.
 - Deliver interventions 3–5 times per week in small-group or one-on-one formats.
 - **Community & Parent Engagement:**
 - Promote services provided by virtual platforms and the MDE to provide tutoring, technology access, and wraparound services after school hours.
 - Provide interpretation services for EL families during parent meetings.
-

6. Dropout Recovery & Alternative Programs

SMART Goal:

By 2026, re-engage and graduate at least 20% of previously dropped-out students aged 17–21 via alternative programs.

Action Steps:

- **Online Program Implementation:**
 - Continue to offer a district-supported online learning platform starting August 2025.
 - Ensure all content is aligned to MS College and Career Readiness Standards.
 - **Credit Recovery & Flexibility:**
 - Offer rolling admission, flexible pacing, and targeted remediation for core credits.
 - Utilize competency-based progression models.
 - **Monitoring & Support:**
 - Assign program staff to monitor online student progress weekly.
 - Establish weekly check-ins to address academic or personal barriers.
-

7. Transition Support for Alternative School or Juvenile Settings

SMART Goal:

Ensure 90% of students transitioning from alternative or detention programs remain enrolled and on-track academically for at least two semesters post-return.

Action Steps:

- **Transition Planning:**
 - Conduct pre-return planning meetings involving alternative site, home school, family, and counselor.
 - Assign counselor or other SEL-trained school personnel to track student reintegration.
- **Wraparound Support:**

- Schedule a minimum of one weekly check-in with a counselor for the first 90 days.
 - Connect returning students to teachers and/or school-based mentors.
 - **Parental Involvement:**
 - Conduct monthly family check-ins and offer information regarding resources for home-based academic and behavioral support.
 - Share quarterly progress report updates and recognize milestones.
-

8. Career and Technical Education (CTE)

SMART Goal:

Increase student enrollment in CTE programs by at least 10% and credential attainment by 10% by the end of the 2025–2026 school year.

Action Steps:

- **Program Expansion:**
 - Explore opportunities to offer new pathways in high-demand fields if possible (e.g., cybersecurity).
 - Encourage CTE instructors to attain industry certifications and participate in relevant professional development
 - Ensure each program is aligned to nationally recognized certifications.
 - **Industry & Postsecondary Partnerships:**
 - Partner with one or more businesses to provide job shadowing and internships.
 - Engage industry professionals in CTE program development and evaluation.
 - Collaborate with community colleges to offer dual enrollment options.
 - **Student Engagement & Awareness:**
 - Conduct at least one CTE event (open house, career fair, informational meetings, etc.) each semester and include hands-on activities.
 - Collaborate with elementary and middle schools to schedule CTE tours/field trips to promote CTE participation.
 - **Credentialing & Workforce Readiness:**
 - Offer students opportunities to earn industry certifications and credentials.
 - Provide certification prep support (e.g., practice exams, tutoring).
 - Embed soft skills curriculum and resume/interview coaching in all CTE courses.
 - Provide career counseling and job placement services to assist students in transitioning to the workforce.
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Implementation & Evaluation

SMART Goal:

Conduct district-level monitoring and evaluation of all dropout prevention components.

Action Steps:

- **Leadership Structure:**
 - Document key performance indicators.
 - Recognize progress toward achieving SMART goals.
- **Evaluation Protocols:**
 - Track progress made with key performance indicators for attendance, achievement, behavior, subgroup performance, graduation, and re-engagement.
 - Use feedback from teachers, families, and students to revise strategies annually.



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

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

- 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

- 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

- 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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5-Year Graduation Rate by Subgroup

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

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
LMSD	91.3%	7.8%	87.5%	11.2%	88.9%	8.9%	90.0%	7.9%	87.7%	8.2%
LHS	91.5%	7.7%	85.6%	12.1%	85.5%	11.8%	87.7%	10.7%	NA	NA
NW	92.2%	7.8%	88.0%	12.0%	93.1%	6.9%	94.4%	5.6%	NA	NA
NOX	89.5%	7.9%	92.9%	7.1%	95.5%	0.0%	93.8%	0.0%	NA	NA



LMSD Math Accountability Data

SCHOOL YEAR	Math Proficiency	Math Growth	Math Growth Lowest 25%
2023-24	55.5%	69.1%	67.5%
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	41.2%	51.3%	42.4%
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	72.3%	51.7%
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	63.5%	87.6%	87.6%	56.4%
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	B	C	B	D	B	B	C
2022-23	B	B	B	C	B	B	B
2021-22	C	D	C	D	D	A	C
2020-21	B	B	B	C	C	A	A
2019-20	B	B	B	C	C	A	A