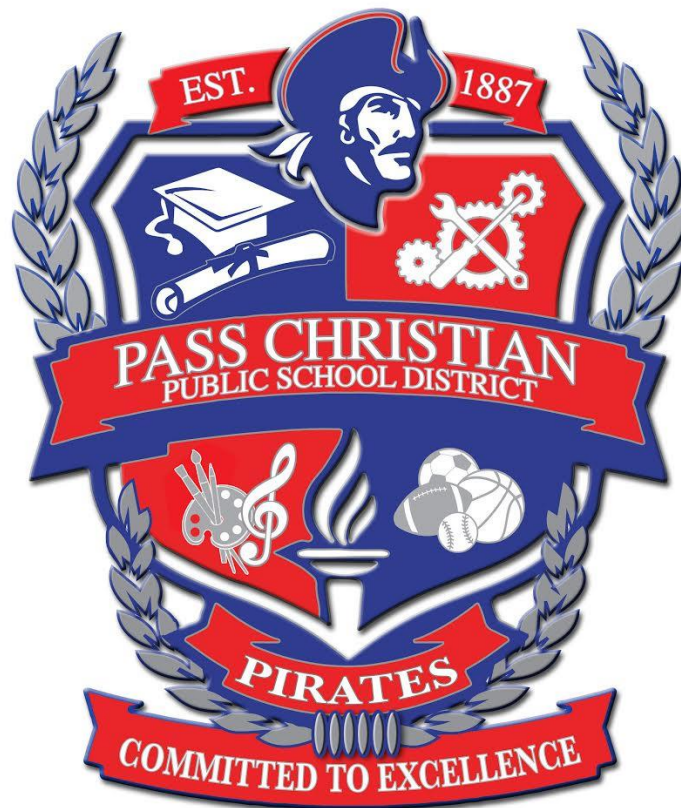


# Pass Christian Public School District



## Dropout Prevention Plan

**2018-2019**

## Part I. Dropout Prevention Plan Team Members

School District: Pass Christian Public School District

Superintendent: Dr. Carla J. Evers

Signature: \_\_\_\_\_

Administrator: Mrs. Patty Cooper

School: Central Services

Signature: \_\_\_\_\_

Elementary    Middle    High

Principal: Dr. Robyn Killebrew

School: Pass Christian High School

Signature: \_\_\_\_\_

Elementary    Middle    High

Principal: Mr. Joe Nelson

School: Pass Christian Middle School

Signature: \_\_\_\_\_

Elementary    Middle    High

Principal: Mrs. Haleigh Cuevas

School: Pass Christian Elementary School

Signature: \_\_\_\_\_

Elementary    Middle    High

Principal: Mrs. Mandy Lacy

School: DeLisle Elementary School

Signature: \_\_\_\_\_

Elementary    Middle    High

Administrator: Mr. Rob French

School: Pirate's Landing Alternative Program

Signature: \_\_\_\_\_

Elementary    Middle    High

## Part II. Statement of Assurance

On behalf of the Pass Christian Public 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 complies 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 the strategies to reduce the dropout rate of 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: Mr. Rob French      Title: Asst. Director of Curriculum and Instruction

Mailing Address: 6457 Kiln-DeLisle Road, Pass Christian, MS 39571

District Superintendent: Dr. Carla J. Evers \_\_\_\_\_

Signature

School Board President: Ms. Margaret Jean Kalif \_\_\_\_\_

Signature

**Part III. 2017-2018 District Data Form**

**District Name: Pass Christian Public School District**

**2017 4 Year Graduation Rate: 87.1%**

<b>School Data</b>						
	<b>Elementary School</b>		<b>Middle School</b>		<b>High School</b>	
Number of Schools	2		1		1	
Cumulative Enrollment	901		505		598	
Counselor/Student Ratio	1: 451		1: 505		1:299	
<b>Student Demographic Data</b>						
	<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Female	431	47.8%	258	51.1%	312	52.2%
Male	470	52.2%	247	48.9%	286	47.8%
Asian	20	2.2%	8	1.6%	18	3.0%
Black	295	32.7%	172	34.1%	167	27.9%
Hispanic	45	5.0%	11	2.2%	27	4.5%
Native American	7	0.8%	2	0.4%	5	0.8%
Pacific Islander	0	0.0%	1	0.2%	0	0.0%
White	534	59.3%	311	61.6%	381	63.7%
<b>Staff Demographic Data (Teachers/Administrators)</b>						
	<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Female	68	95.8%	30	76.9%	35	72.9%
Male	3	4.2%	9	23.1%	13	27.1%
Asian	0	0.0%	0	0.0%	0	0.0%
Black	9	12.7%	4	10.3%	5	10.4%
Hispanic	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%
White	0	87.3%	0	89.7%	0	89.6%

<b>MAAP Data – Percent Proficient or Above</b>			
	<b>Language Arts</b>	<b>Math</b>	
Grade 3	51.2%	57.2%	
Grade 4	64.9%	53.0%	
Grade 5	48.2%	31.5%	
Grade 6	39.9%	46.0%	
Grade 7	56.3%	56.5%	
Grade 8	54.0%	50.6%	
<b>High School Subject Area Tests – Percent Proficient or Above (prior year’s scores are indicated)</b>			
<b>Algebra I</b>	<b>US History</b>	<b>Biology I</b>	<b>English II</b>
73.5%	77.9%	75.5%	64.2%
<b>Additional District Information</b>			
Number of GED Option Program Students <b>4</b>		Number of Students Taking the GED Test <b>4</b>	
Number of GED option Program Students Successfully Completing a GED <b>3</b>		Number of Students Passing One or More Sections of the GED Test <b>4</b>	
Average Length of Time Spent in GED Option Program <input checked="" type="checkbox"/> 6 Months <input type="checkbox"/> one year <input type="checkbox"/> two years <input type="checkbox"/> more than two years			
Number of Discipline Referrals <b>1548</b>		Does your district currently offer a “Fast-Track” Program for high school students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Number of Students with Five (5) or More Unexcused Absences <b>744</b>		Number of Students with 12 or More Unexcused Absences <b>145</b>	
Number of Students Receiving Free or Reduced Meals <b>62%</b>			
Please add any additional or unique data elements in this section:			

## Part IV. 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	<p>Students in K-1 that have been retained at least one time</p> <p>Students in grades 3-8 who have been retained more than once</p> <p>Students who score level 1, 2, and 3 on MAAP and those in the bottom 25% on state assessments</p> <p>Students who do not meet requirements for passing state subject area assessments required for graduation</p> <p>Students who score below the cut score for Kindergarten readiness and 3<sup>rd</sup> Grade Summative Assessments</p> <p>Students who have 5 or more discipline referrals</p> <p>Students who have 5 or more unexcused absences</p>
Data Collection Methods Used	<p>Needs Assessment Instrument (student/parent/faculty/community)</p> <p>MSIS Data – Student Intervention Reports</p> <p>Student Information System</p> <p>Academic Screeners</p> <p>Behavior Screeners</p> <p>State Assessment Results (MAAP, MKAS, etc.)</p> <p>ABA Reports</p> <p>SPED Executive Summary Report: State Performance Plan/Annual Performance Report (SPP/APR – Indicators 1-14)</p>
Prioritized List of Needs	<p>Improve Student achievement on MAAP and other state required assessments.</p> <p>Improve Attendance</p> <p>Decrease Discipline Referrals</p> <p>Increase Parental Involvement</p>

	<p>Increase Student Motivation</p> <p>Provide Opportunities for Academic Achievement for All Students</p>
Short Term Goals	<ol style="list-style-type: none"> <li>1) Improve fidelity of MTSS to ensure all students receive high quality, research-based interventions in a timely manner, when necessary</li> <li>2) Increase collaboration between students, families, community partners and the school.</li> <li>3) Improve school attendance to 96% overall by May 2019  <b>16-17</b> 95.5%                      <b>17-18</b> 95.2%</li> </ol>
Long Term Goals	<ol style="list-style-type: none"> <li>1) Decrease student dropout rate to less than 5%.  <b>15-16</b> 4.1%                      <b>16-17</b> 5.2%                      <b>17-18</b> 5.3%</li> <li>2) Decrease student retention rate to 3% or less (4% in 2017-2018 school year)</li> <li>3) Increase district four-year cohort graduation rate to 85% (currently 87.1%)</li> </ol>

Recommendations for future needs assessments	
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## Part V. Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit with 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	Pre-Kindergarten	Elementary School	Middle School	High School
<b>Systemic Renewal</b>	AdvancEd Continuous Improvement Plan  SPP/APR report all indicators	SPP/APR report	AdvancEd Continuous Improvement Plan  SPP/APR report all indicators	AdvancEd Continuous Improvement Plan  SPP/APR report all indicators	AdvancEd Continuous Improvement Plan  SPP/APR report all indicators
<b>School-Community Collaboration</b>	Community Events  Night Out Against Crime  Homecoming Parade  Pirate Palooza  Smiles to Go Dentistry  Breakfast with the Principal  State Farm Ins.- Ollie Bailey  Gulf Coast Mental Health  Read, Write, Run 5K  SPP/APR Indicator 13 & 14	Speech Language Pathologists provide services to eligible students.  Elementary principals collaborate with the daycare and Head Start facilities.	Character Education  Career Day  Mississippi Power Presentation  Transition/Team Building Day for 5 <sup>th</sup> to 6 <sup>th</sup> graders  Breakfast with the Principal  Community Mentors	Character Education  School Wide Plan  Community Service by Students  Guest/Motivational Speakers  Breakfast with the Principal  Pathways to Possibilities	Character Education  Career Days  Community Service by Students  Community Speakers  Community Scholarships  Sensational Senior Day  Pirate Palooza  Breakfast with the Principal  Jr. ROTC
<b>Safe Learning Environments</b>	District Safety Guidelines School Nurses School Resource Officers  SPP/APR Indicator 4	Head Start programs within the district  District Blended PreK4	Ren Rallies  PBIS: REACH-MS	Renaissance	Renaissance  Peer Facilitator Program
<b>Family Engagement</b>	Parent Portal Student Portal AIM Messages REMIND MTSS/TST Homecoming Parade Celebrate Our Schools  SPP/APR Indicators 1,2, & 8	Child Find announcements through the office of Special Education	Josten’s Ren Rallies Parent Conferences Orientation  Open House  Family Night Grandparents Luncheon PTO	Josten’s Renaissance  Parent Conferences  Orientation  Open House  Family Night  PTO	Josten’s Renaissance Parent Conferences Freshman Orientation Open House Pirate Showcase Pirate Palooza Career Fair FAFSA Homecoming Parade College Night College App. Day

15 Dropout Prevention Strategies	School/Grade Level				
	District	Pre-Kindergarten	Elementary School	Middle School	High School
Early Childhood Education	Head Start Early Transition Meetings & Tours  USM Child Dev. Center  Part C to B for Coordination of Services  SPP/APR Indicator 6 & 7	USM Child Development Center  Head Start Programs within the District  District Blended PreK4			
Early Literacy Development	Academic Screeners, Language Screeners, MTSS/TST  SPP/APR Indicators 3,5, 6, & 7	Head Start programs within the District  Child Find for Part C to B  Rising Kindergarten Summer Program  District Blended PreK4  OWL  Brigance Screener	Interventionist  LETRS  Orton-Gillingham  Extended Day/Year Grades 3-5  Rising Kindergarten Summer Program  Leaping Into Literacy Camp	Interventionist  LETRS  Extended Day/Year Grades 6-8	Interventionist  Graduation Coach
Mentoring/ Tutoring	SPP/APR Indicators 1,2, 4, 5, 13, & 14		Beta Club Mentoring  Career Clubs  Club Days  Boys & Girls Club  Community Mentors	After School Tutoring  Beta Club Tutoring  Boys & Girls Club  Gulf Coast Mental Health Services  Mentoring Groups	After School Tutoring  Career Mentoring  SAVE ONE STUDENT (SOS)  Gulf Coast Mental Health Services  Connections
Service-Learning	SPP/APR Indicators 1, 2, 13, & 14				Elective Credit for Community Service  Jr. ROTC

15 Dropout Prevention Strategies	School/Grade Level				
	District	Pre-Kindergarten	Elementary School	Middle School	High School
Alternative School	<p>Pirates Landing Alternative Education Center accepts students referred by administrators due to disciplinary or academic issues and provides a learning environment and intervention in the areas of need.</p> <p>The district also has an Early Intervention push-in program that supports the academic and behavior needs of students in grades K-5 that have not met with success in the general classroom setting.</p> <p>SPP/APR Indicators 1, 2, 3, 4, 5, 13, &amp; 14</p>		<p>K-5<sup>th</sup> Grade Early Intervention program at DeLisle Elementary and shared with Pass Christian Elementary.</p>	<p>6<sup>th</sup> – 8<sup>th</sup> Grade Pirate’s Landing Alternative Education Center</p>	<p>9<sup>th</sup> – 12<sup>th</sup> Grade Pirate’s Landing Alternative Education Center</p>
After-School Opportunities	<p>SPP/APR Indicators 1, 2, 3, 4, 13, &amp; 14</p>		<p>Extended Day/Extended Year</p> <p>Honor Choir</p> <p>Boys &amp; Girls Club</p> <p>Clubs</p> <p>Beach Club</p>	<p>Extended Day/Extended Year</p> <p>Boys &amp; Girls Club</p> <p>Middle School Athletics</p> <p>HS Marching Band</p> <p>Clubs</p>	<p>Extended Year</p> <p>Clubs</p> <p>Athletics</p> <p>Tutoring in all Subject Areas</p> <p>Credit Recovery-Edgenuity</p>
Professional Development	<p>Pirate Academy</p> <p>Thinking Maps</p> <p>MTSS</p> <p>GCEIC</p> <p>MDE</p> <p>PLCs</p> <p>Faculty Meetings</p> <p>Co-Teaching That Works</p> <p>SPP/APR Indicators</p>	<p>Head Start &amp; University of Southern Mississippi Staff invited to district-wide trainings</p>	<p>Pirate Academy</p> <p>i-Ready</p> <p>Differentiated Instruction</p> <p>Ready Reading/Math/Writing</p> <p>Technology</p> <p>College and Career Ready Standards</p> <p>LETRS</p> <p>Orton-Gillingham</p> <p>PBIS: REACH-MS</p>	<p>Pirate Academy</p> <p>i-Ready</p> <p>Differentiated Instruction</p> <p>Ready Reading/Math</p> <p>Technology</p> <p>College and Career Ready Standards</p>	<p>Pirate Academy</p> <p>Differentiated Instruction</p> <p>Teacher-Led Workshops</p> <p>Technology</p> <p>College and Career Ready Standards</p>

15 Dropout Prevention Strategies	School/Grade Level				
	District	Pre-Kindergarten	Elementary School	Middle School	High School
Active Learning	Laptops Google Classroom SPP/APR Indicators 1, 2, 3, 4, & 5		i-Ready Ready Reading/ Math/Writing STREAM iPads Google Classroom	i-Ready Blended Learning with Edgenuity Ready Reading/ Math	Blended Learning with Edgenuity Jr. ROTC
Educational Technology	Promethean Panels/Boards Parent Portal Computer Labs Laptop/Chromebook Carts REMIND Google Classroom SPP/APR Indicators 1, 2, 3, 5, 7, & 8		i-Ready Electronic Microscopes Neo-2 & Magnifiers iPads Robotics	i-Ready Edgenuity Robotics	Edgenuity Laptop Carts
Individualized Instruction	Class Size Reduction K-12 (MS/HS) Interventionists MTSS Individualized Education Programs (IEP) Individual Instructional Programs (IIP) Individual Educational Career Plan (IECP) Individual Success Plans (ISP) SPP/APR Indicators 1, 2, 3, 4, 5, 7, & 10		i-Ready Tutorial Classes Pirate Time Intervention	Edgenuity i-Ready Tutorial/Learning Strategies Classes	Edgenuity Learning Strategies Classes Safe Harbor Destination Graduation
Career & Technical Education (CTE)	SPP/APR Indicators 1, 2, 4, 5, 13, & 14		Gifted Career Day Career Clubs 5 <sup>th</sup> Grade Career Interviews & Reports	ICT-1 ICT-2 STEM	Hancock County Career & Technical Programs Family and Consumer Science

## Part VI. 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 – not 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 names 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.

Proposed Initiative	Grade Level Addressed (District, Pre-K, Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is involved?	Proposed Cost	Timeline	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
<b>Proposed Initiative</b>	<b>District:</b> CASE Benchmark Assessments: TE21	The purpose of this initiative is to develop high-quality assessments that meet the depth and breadth of the Mississippi College and Career Readiness Standards	K12-Teachers (Tested Subject Areas)  Admin.	\$17,800	October 2018 to May 2019	Indiv. Instruct.  Edu. Tech.	Improved student assessment  Improved student achievement by providing feedback; clearly, promptly, and accurately identify students’ academic deficits  Increased MAAP scores
<b>Proposed Initiative</b>	<b>District:</b> STEMscopes	The purpose of this initiative is to provide teachers with a science resource that is closely aligned with the new science standards in the state of Mississippi. It will provide a rigorous science curriculum that will engage and challenge students.	K-12 Science Teachers  Admin.	\$70,000	August 2018 to May 2019	Indiv. Instruct.  Edu. Tech.  Active Learning	Improved student engagement  Improved science instruction and assessment to improve students’ academic performance  Increased MAAP scores in science

<b>Proposed Initiative</b>	<b>Pre-K:</b> District Pre-K Program	The purpose of this initiative is to provide early academic, social, and behavioral intervention to students prior to entering kindergarten.	Pre-K Teacher  Pre-K Assistant  Admin.	\$155,000	August 2018 to May 2019	Indiv. Instruct.  Edu. Tech.  Active Learning	Improved early literacy skills  Improved early numeracy skills  Improved social skills  Increased kindergarten readiness
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## Part VII: 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 either will use to determine effectiveness of the proposed initiative or related to the initiative’s purpose or goal. Performance indicators may include areas such as the following: increase in test scores; increased participation in extracurricular activities; decrease in student referrals; increase in parent participation, etc.
- Sources of data – describe what data to 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 in the proposed initiative.

Current/Proposed Initiative:	Performance Indicators	Sources of Data for Evaluation	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes or No
<b>Current Initiative:</b>  <b>District:</b> Professional Development Coordinator	Improved accountability results (student proficiency)  Increase number of students promoted to next grade.	Elementary School Accountability Results  Student Retention Data	MAAP Data  ELA <b>54.5% P/A</b>  Math <b>47.0% P/A</b>	Early Literacy Development  Active Learning	
<b>Current Initiative:</b>  <b>Elementary and Middle Schools:</b> Ready Reading and Math	Improved accountability results (student proficiency)  Increase number of students promoted to next grade.	Elementary School Accountability Results  Student Retention Data	MAAP Data  ELA <b>54.5% P/A</b>  Math <b>47.0% P/A</b>	Early Literacy Development  Active Learning	
<b>Current Initiative:</b>  Instructional Coaches	Improved accountability results (student proficiency)  Increase number of students promoted to next grade.	Elementary School Accountability Results  Student Retention Data	MAAP Data  ELA <b>54.5% P/A</b>  Math <b>47.0% P/A</b>	Early Literacy Development  Active Learning	
<b>Current Initiative:</b>  Extended Day/School Grades 3-8	Increase number of students promoted to next grade, reducing the retention rate to 2% by May 2019	Promotion/Retention Data	<b>4% Retention Rate for the 2017-2018 School Year</b>	Early Literacy Development  After-School Opportunities	
<b>Current Initiative:</b>  Interventionist Grades K-12	Decrease number of initial referrals to MET/Special Education to 60 students	TST Referral Data	Students referred in 17-18: <b>67</b> 16-17: <b>80</b>	Early Literacy Development  Individualized Instruction	
<b>Current Initiatives:</b>  <b>Reading Initiative</b> Grades K-12	Increase proficiency in at-risk student reading skills; reduce the number of students in Minimal and Basic on	MAAP Data  Common Term Assessments	MAAP Minimal and Basic (K-12)  17-18: <b>14.7%</b>	Individualized Instruction  Active Learning	

i-Ready Reading	MAAP Assessments to 13% or less	Teacher Assessment Progress Monitoring Reports	16-17: <b>18.8%</b>	Educational Technology	
<b>Current/Proposed Initiative:</b>	<b>Performance Indicators</b>	<b>Sources of Data for Evaluation</b>	<b>Baseline Data (% , # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes or No</b>
<b>Current Initiatives:</b> <b>Math Initiative:</b> Grades K-12  i-Ready Math	Increase proficiency in at-risk student math skills; reduce the number of students in Minimal and Basic on MAAP Assessments to 15% or less.	MAAP Data  Common Term Assessments  Teacher Assessment  Progress Monitoring Reports	MAAP Minimal and Basic (K-12)  17-18: <b>17.6%</b> 16-17: <b>18.2%</b>	Individualized Instruction  Active Learning  Educational Technology	
<b>Current Initiative:</b>  PTO	Increase PTO meeting attendance  Hold PTO Meetings	PTO Membership Numbers	2017-2018 Few Meetings Avg. <b>5</b> Partic.	Family Engagement	
<b>Current Initiative:</b>  Community Service by High School Students (Mentoring)	Increase impact and quality of services performed for in the community.	Feedback Sheets from Site Supervisors	2017-2018 Current Data from Feedback Sheets	School-Community Collaboration  Service Learning	
<b>Current Initiative:</b>  Career and Technical Education	Increase the number of first year students that complete the program in two years	Student Transcripts  Student End of Course Evaluations	Two-Year Completers  17-18: <b>12</b> 16-17: <b>14</b>	Career and Technical Education  Active Learning	
<b>Current Initiative:</b>  Pirate Showcase	Increase the number of parents and community members attending Pirate Showcase	Visual Head Count by Greeters/Ushers	2017-2018 Approximately <b>800</b> Parents/Guests Attended Pirate Showcase	Family Engagement  School-Community Collaboration	
<b>Current Initiative:</b>  Open House	Increase the percentage of parents attending K-12 open house to 85%.	Classroom Sign-In Sheets and School Summary Reports	2017-2018 approx. <b>80%</b> of parents attended at least one open house.	Family Engagement	
<b>Current Initiative:</b>  GED Option	Increase number of students who earn GED instead of dropping out of school.	End of Year GED Data	2017-2018 Three (3) students completed the GED program.	Alternative School	
<b>Current Initiative:</b>  AdvancED Continuous Improvement Plan	Improved student achievement for all subgroups  Increase parent involvement  Maintain safe and orderly schools	Assessment Results  PTO Open House Open House and Family Night Records  District Incident Reports	Disaggregated Scores  Numbers From All Sources  Reports	Systemic Renewal	



<b>Current/Proposed Initiative:</b>	<b>Performance Indicators</b>	<b>Sources of Data for Evaluation</b>	<b>Baseline Data (% , # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes or No</b>
<b>Current Initiative:</b> Boys & Girls Club	Increase Membership/ Attendance in Boys & Girls Club	Boys & Girls Club Enrollment Records	Student Participation  17-18: <b>148</b> 16-17: <b>127</b>	After-School Opportunities  School- Community Collaboration	
<b>Current Initiative:</b> Parent Portal	Increase the number of parents enrolled in Parent Portal	Enrollment Applications	Parents/Guardians Participating 17-18: <b>2324</b> 15-16: <b>958</b>	Family Engagement  Educational Technology	
<b>Current Initiative:</b> School Resource Officer	Decrease the number of incidents on campus that result in police intervention	Police Department Data  School Incident Reports	Police Intervention  17-18: <b>9</b> 16-17: <b>9</b>	Safe Learning Environments	
<b>Current Initiative:</b> District Safety Guidelines	100% of drills in compliance with safety requirements	Quarterly Drill Reports from Each School	2017-2018 <b>100%</b> of Drills in Compliance	Safe Learning Environments	
<b>Current Initiative:</b> ICT – I	Research Careers	Student Reports  Course Survey Results	Course Survey	Career and Technical Education (CTE)	
<b>Current Initiative:</b> ICT – II	Research Careers	Student Reports  Course Survey Results	Course Survey	Career and Technical Education (CTE)	
<b>Current Initiative:</b> STEM	Increased Awareness of Technology	Student Reports  Course Survey Results	Course Survey	Career and Technical Education (CTE)	
<b>Current Initiative:</b> Class of....	Increase the number of students desiring to enroll in college	Student Surveys	Surveys	Engagement  Career and Technical Education (CTE)	
<b>Current Initiative:</b> Freshman Academy	Increase the percentage of students who pass 9 <sup>th</sup> grade  Decrease total number of office referrals for 9 <sup>th</sup> graders	Retention Reports  SIS Data	Percent of Students Passed  17-18: <b>92.2%</b> 16-17: <b>97.3%</b>  Incidents Referred to Office  17-18: <b>80</b> 16-17: <b>43</b>	Engagement  Safe Learning Environments	

## Appendix A – Current District Initiatives

Current Initiative	Description of Initiative
Professional Development Coordinator	The PCPSD employs a Professional Development Coordinator (PDC) to assist teachers and administrators in finding appropriate professional development, documenting it accordingly, and earning CEUs to use toward recertification. In addition, the PDC plans and provides oversight to the Teacher Induction Program for all novice teachers.
Ready Reading/Math/Writing	The Ready curriculum has been adopted in Grades K-8 as the primary instructional resource for Reading and Math instruction. Ready Writing is also used in Grades 2-5.
Instructional Coaches	The PCPSD employs two instructional coaches for Grades PreK-5. The instructional coaches assist teachers in planning, improving instruction, and writing assessments. They do this through co-teaching, modeling, and participating in meetings where they can add value.
AdvancEd Continuous Improvement Plan	AdvancEd is an international protocol for school systems committed to systemic, systematic, and sustainable improvement. The goal is to build capacity of the system and its schools to increase and sustain student learning. It also stimulates and improves effectiveness and efficiency throughout the system.
Homecoming Parade	Annual event in City Park with parade, presentations, fun, food, and games. Information distributed through the school district.
Dining Event	Annual celebration sponsored by the Pass Christian Chamber of Commerce. Proceeds from this event go toward a scholarship.
Night out Against Crime	Pass Christian Police Department held a night out against crime in order to be proactive against crime as well as provide valuable information to the community about services and opportunities available in Pass Christian. There was lots of food, fun and games at this event.
District Safety Guidelines	The district has safety guidelines in place to protect school staff and students. Walk through visits are conducted as well as procedures in place for staff members to report concerns at each location.
School Nurses	School nurses provide students instruction to promote access to health care, prevent, and control diseases. They also provide instruction on methods to keep areas sanitary and promote safety in the school environment to ensure diseases are not passed among staff and students. Our nurses can provide counseling services for health concerns and facilitate a secure feeling for students to voice their concerns in regards to private health matters, which increases student performance in the classroom. They also work with other health care providers to bring information to students in regards to dental hygiene as well as other health related areas. Our nurses link students and families to health care providers in our area and facilitate obtaining medical records necessary for instructional or educational purposes. Our nurses also provide emergency health care to students while on school campuses.
School Resource Officers	Our school resource officers are used to protect staff and students from harmful events. They are liaisons between the school and community and provide each school an extra support to involve parents that are less willing to participate in school functions pertaining to their children.
Parent Portal	This technology allows parents to view student grades, absences, and discipline in real time as teachers and school staff members input the data. This program also allows parents to post messages to their child's teachers.
Head Start Early Transition Meetings & Tours	This event allows parents and children of incoming kindergarten students to view the K-5 campus, meet with teachers and administrators, and begin the transition from preschool settings to our district school campuses.
Early Childhood Center	This center is open to all students and provides a rich learning environment to begin preparing our young children for school and learning. The University of Southern Mississippi oversees the center.
Pirate's Landing Alternative Education Program	Pirate's Landing accepts students referred by administrators due to disciplinary or academic issues and provides a learning environment and intervention in the area of need.
Boys & Girls Club	The Boys & Girls Club provides activities and homework support for our students after school.
Extended Day/After school tutorial	Extended Day allows students to participate in extra tutorial support after school hours using data to drive who qualifies to attend this service.
School Interventionists	Our school interventionists provide small group instruction to our struggling learners in our TST process at Tier III level. The interventions are based on the need of the child according to student data.

Career Mentoring	Students are allowed to investigate careers and are put in contact with a person in that field to mentor and shadow.
Save One Student (SOS)	The PCHS Guidance Department annually identifies students who may benefit from direct interaction with a faculty member. Faculty members are encouraged to “adopt” one student from the SOS list and make daily contact with this student. Teachers monitor grades, attendance, and discipline while encouraging and advocating for this student.
Beta Club Tutoring	Our students in the Beta Club provide tutoring to students who are struggling academically.
Thinking Maps	Thinking Maps is another teaching methodology and strategy for our students to use when taking assessments, providing teacher feedback, and creating learning assignments.
Multi-Tiered Systems of Support (MTSS)	Teacher Support Teams are designed to facilitate teams of teachers who are in need of additional supports to provide effective instruction to struggling learners.
Gulf Coast Education Initiative Consortium	GCEIC provides professional development in all areas for educational purposes.
Positive Behavior Intervention Supports	PBIS has been implemented in our schools in an effort to increase desired behaviors, decrease dropout prevention, and promote student success from a positive attitude.
Professional Learning Communities	The district has developed PLCs to assist in aligning to the College and Career Readiness Standards as well as encourage teachers to plan together for student success.
Early Intervention Program	The district Early Intervention program is designed for K-5 <sup>th</sup> grade students who demonstrate emotional, behavioral, and social deficits that need intensive support to meet their individual needs.
Class Size Reduction	Title funds are considered annually for the need to support a smaller class sizes in an identified area or grade level, based on specific need. Funds are not able to be utilized to support an additional teacher if the current class size would necessitate adding a teacher based on regulations or accountability standards.
ICT I/ICT II/STEM	ICT I and ICT II courses are part of an innovative instructional program that prepares students to effectively use technology in learning, communication, and life. Students in STEM Applications complete study in technology literacy, the design process, emerging technologies, computer-aided design, sustainable design and technology, power and energy, robotics simulation, financial and economic literacy, and workplace skills for the 21st century.
5 <sup>th</sup> Grade Career Day	DeLisle Elementary School Students in grade 5 research professions, prepare interview questions, and rotate in groups of 3-4 students to interview local professionals. As part of the mock role play, students must “dress for success” on the day of their interviews. Once the interviews are completed, the students must write a report on the career of their choice.
Honor Choir	Honor choir is an audition ensemble available to 3-5 <sup>th</sup> graders. The group rehearses weekly after school and performs several concerts throughout the year.
Parent Teacher Organization (PTO)	PTO promotes collaboration between the school and parents to assist with funds for extra activities throughout the school year.
Community Service by High School Students (mentoring)	Each year at Pass High, eligible Seniors have the opportunity to participate in assisting others through community service in either an on-campus, or off-campus experience during a portion of the regular school day. The experience is generally designed to help expose students to possible career options while allowing “give and take” mentoring possibilities. Community Service culminates in a structured-response portfolio assignment.
Community Scholarships	Many local organizations and volunteer groups award scholarships to PCHS seniors in recognition of their accomplishments.
Vo-Tech (Career Technical Education)	PCHS partners with Hancock High to provide a wide variety of two-year career & technical courses which enable students to be career-ready upon graduation.
Pirate Showcase	Pirate Showcase is the culminating academic pep rally of the year where student success is celebrated. This special program rewards, recognizes, and honors students with academic success and excellence to those students with honor roll, outstanding test scores, perfect attendance, ACT 30+ Club, and more. T-shirts, duffel bags, certificates, iTunes cards, license tags, and many other cool prizes are given to students as rewards. Students and teachers display their talents by singing and dancing throughout the program. The program culminates by announcing the Teacher of the Year, which is voted on by the entire student body.
Open House	Open House is held twice a year, near the beginning of each semester. Teachers open their classrooms to parents and students to discuss expectations and main points of the course. This provides an excellent opportunity for forming and strengthening relationships between teachers, parents, and students. Parents are able to sign-up for a web-based grade monitoring system during Open House, as well.

GED Exit Option	The GED option program provides an alternative for selected youth who are at risk of dropping out of high school. This option allows students to remain in school, acquire secondary school-level knowledge and earn a GED credential.
Celebration Graduation	A Sensational Senior Day is held near the time of Graduation to celebrate our Senior successes district-wide. The afternoon begins with caps and gowns being distributed in a celebratory manner, followed by a parade (donned in caps and gowns) through both of our elementary schools, middle school, and district central services, and then culminates in an ice cream party off campus which is sponsored by the PCHS Alumni Association. Upon arriving back on campus, graduation practice is held and then students and the Inspirational Teachers of their choosing come together for dinner provided by Senior Class funds.
Ren Rallies	All schools have rallies numerous times throughout the school year to celebrate student success with academics, attitude, and effort. Students must earn this reward based on criteria set by the school.
Open House	Open House is scheduled throughout the school year to invite parents to visit their child(ren)'s room, meet with the teacher, and discuss student progress.
Family Night	Family Night promotes parental involvement, provides parents the opportunity to make connections at the school to facilitate student progress.
Orientation	Orientation allows parents to meet with the school administrators as a whole group, find out the expectations of school, and ask questions or voice concerns.
Pirate Palooza	Fundraiser and community get together for PCHS Renaissance Program.
College Night	College and military recruiters set up booths in PCHS commons area to meet students and parents. Financial aid information is also provided at that time. FAFSA Fever is also conducted in late spring to assist parents and students with complete a FAFSA application.
Career Fair	Local organizations and professionals set a day to meet with students to discuss possible career fields.
Club Days	Club Days take place on a monthly basis at PCES & DES. These clubs allow students to participate in an organization of their choosing that is facilitated by a teacher.
Athletics	The district offers numerous athletic programs to students beginning in middle school through high school. Students must maintain criteria for eligibility.
Technology	Pass Christian School District has many technological devices in place for our students. Many teachers have Promethean Boards or Interactive Boards in their classrooms; Some have electronic microscopes, Neo-2s, and Magnifiers. All schools have computer labs available to students for research and assessment needs. PCMS and PCHS both have Channel 1 available.
Renaissance Program	Each school has a program that is part of Tier I PBIS and recognizes students for positive effort, achievement, and attitude.
Exclusion Suspension	In an effort to reduce the number of students out of school due to behavior or discipline infractions, the district is implementing exclusion suspension in lieu of out of school suspension. Student will be transported to a location off their traditional campus to be in supervised suspension. Services for students with disabilities will take place as per their Individualized Education Programs. All students will receive their class work from their home school teachers. They are expected to maintain their behavior and their class work while in exclusion.
Survey of Health	This class is designed to allow students to research medical fields and then shadow professionals in this field. Students participate in class work as well as field experiences as guided and facilitated by their classroom teacher.
Credit Recovery	Computer based master program of learning for students to recoup credits after they fail a course (60% of above required for credit recovery). Some students can be scheduled for one period in 9 weeks to complete credit recovery while others can participate in extended school year credit recovery over the summer. The cost is \$100.00 per course.
Summer School	Students can earn credits by completing designated class time during summer sessions.

9 <sup>th</sup> Grade Academy –	<p>A Freshman Academy is a comprehensive freshman transition program for all first-time 9th graders. Students will have their own separate school within a school. Students will also have a separate lunch and break from students in grades 10-12. Students have a hallway that is secluded from the rest of the school. The freshman academy is located on the bottom floor, west wing. The purpose of the freshman academy is to:</p> <ul style="list-style-type: none"> <li>• Reduce the 9th grade failure rate</li> <li>• Ease the transition from middle school to high school.</li> <li>• Reduce discipline referrals and increase the attendance rate.</li> <li>• Increase the percentage of 9th graders who graduate from PCHS four years from their entry date.</li> <li>• Provide a structured environment and curriculum that will be conducive to the learning styles of 9th graders.</li> <li>• Implement common goals such as organizational and writing skills</li> <li>• Build relationships and develop leadership skills</li> <li>• Establish the same expectations in all 9<sup>th</sup> grade classes.</li> <li>• Safe Harbor (study hall) used to increase student achievement.</li> <li>• Increased Freshman Focus meetings with staff members to 1 time per month.</li> <li>• PHAT parties for those that have their planner, homework, attendance, and no tardiness.</li> </ul>
Class of “...” Initiative	School staff at DeLisle Elementary School will promote graduation by referring to students as the “class of.” Each class has their own sign with their year of graduation. Incentives are given for 2 or fewer absences and 1 or fewer referrals for Wonderful Wednesday. The objective is to concentrate on college and career readiness.
Yard Signs	Students receive yard signs in recognition of making Honor Roll each quarter. They also receive yard signs for achieving the 30+ Club on the ACT.
Jr. ROTC	The District collaborates with a neighboring school district to provide this experience for students in high school.