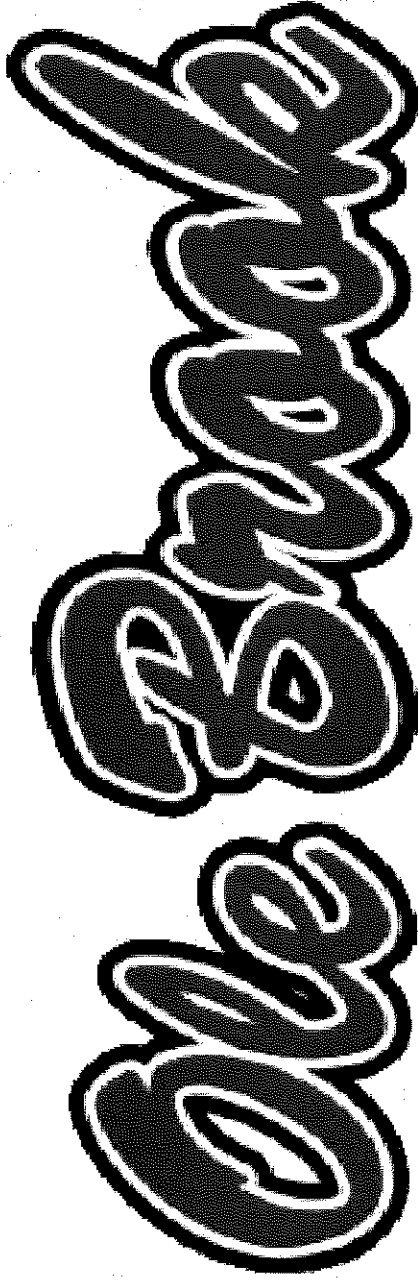


BROOKHAVEN SCHOOL DISTRICT

**DISTRICT DROPOUT PREVENTION AND GRADUATION
RESTRUCTURING PLAN**



2018-19

BROOKHAVEN
SCHOOL DISTRICT
BOARD APPROVED
6/26/18
TD

2017-18 District Data Form

District Name: Brookhaven School District
 Graduation Rate: June 2016 - Graduation 74.2; Dropout 16.6
 January 2017 - Graduation 71.3; Dropout 13.7
 February 2018 - Graduation 71.9; Dropout 14.8

	Elementary School (Martin and BES)	Middle School (Lipsey and AJH)	High School (BHS)
School Data			
Number of Schools	2 (Martin and BES)	2 (Lipsey and AJH)	1 (BHS)
Cumulative Enrollment	1359	933	809
Counselor / Student Ratio	2/679.5	2/466.5	4/202.25 (including BTC)
Student Demographic Data			
	Martin/BES	Lipsey/AJH	BHS
	Number	Number	Number
	Percentage	Percentage	Percentage
Female	634	430	407
	46.6	46.0	50.3
Male	725	503	402
	53.3	53.9	49.6

Asian	8	.58	7	.75	4	.49
Black	890	65.4	605	64.8	475	58.7
Hispanic	24	1.76	10	1.07	9	1.11
Native American	1	.07	2	.21		
White	436	32.0	309	33.11	321	39.6
Staff Demographic Data (Teachers / Administrators)						
	(Martin and BES)		(Lipsey and AJH)		(BHS)	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	85	94.4	63	87.5	55	67.9
Male	5	5.5	9	12.5	26	32.1
Asian						
Black	22	24.4	26	36.1	22	27.1
Hispanic						
Native American						
White	68	75.5	46	63.8	59	72.8

District Level Requirements

A. Reducing the retention rates in grades kindergarten, first and second grades

<p>Desired Impact What measurable change will be seen? Sufficient growth of students within the achievement levels of the state/federal accountability system; reduced retention rates</p>				
<p>Action Steps/Interventions What actions, additional assessments or interventions will occur to achieve the desired change?</p>	<p>Resources What are the financial and human resources necessary to accomplish the action steps or interventions?</p>	<p>Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?</p>	<p>Timeline When will this action step or intervention begin and end?</p>	
<p>Student participation in a pull out tutorial program designed and based on their needs.</p>	<p>Title funding Teachers, facilities, programs</p>	<p>Principals, teachers, reading tutors, students</p>	<p>Ongoing</p>	
<p>Student participation in a summer school tutorial program designed and based on their needs. Transportation will be provided by the school district.</p>	<p>21st CCLC Teachers, facilities, programs, transportation</p>	<p>Principals, teachers, bus drivers, students</p>	<p>Ongoing</p>	
<p>Addressing student learning with quality classroom instruction and opportunities for intervention through use of the three tier process.</p>	<p>Teachers, facilities, programs</p>	<p>Interventionist, TST Chair, teachers, students</p>	<p>Ongoing</p>	
<p>Utilization of Instructional Coach to encourage best practices and assist teachers with differentiated instruction</p>	<p>Title funding Teachers, facilities, programs Training</p>	<p>Principal, Instructional Coach, Teachers</p>	<p>Ongoing</p>	
<p>Evidence of Implementation: What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? Progress monitoring; Decrease in number of students retained</p>				

B. Targeting subgroups that need additional assistance to meet graduation requirements

<p>Desired Impact What measurable change will be seen? <i>Increase number of students meeting graduation requirements over the previous year by 3%.</i></p>				
<p>Action Steps/Interventions What actions, additional assessments or interventions will occur to achieve the desired change?</p>	<p>Resources What are the financial and human resources necessary to accomplish the action steps or interventions?</p>	<p>Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?</p>	<p>Timeline When will this action step or intervention begin and end?</p>	
<p>Address student learning with quality classroom instruction and opportunities for intervention through use of the three tier process. (district-wide)</p>	<p>Teachers, facilities, programs</p>	<p>Interventionist, TSI Chair, teachers, students</p>	<p>Ongoing</p>	
<p>A+ Credit Recovery-a course specific, skill based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion; allows students within the school district to earn credit for a course that was previously failed (BHS)</p>	<p>Teacher, computers</p>	<p>Teacher, students</p>	<p>Ongoing</p>	
<p>Counselors/staff will ensure that students have an Individual Student Success Plan (ISSP) when they enter high school as ninth grade students. Students will have a schedule built from the Individual Student Success Plan (ISSP) progress will be monitored, and changes made as needed. Development of the Individual Student Success Plan (ISSP) will extend from 7th to 12th grade for 2018-19 and beyond. (AJH, BHS)</p>	<p>Computer lab teachers, classroom teachers, academic facilitators, counselors Choices 360 training opportunities</p>	<p>Computer lab teachers, classroom teachers, academic facilitators, counselors, students</p>	<p>Ongoing</p>	
<p>Continued Implementation of the Counseling Model Based on ASCA Standards (district-wide)</p>	<p>Reduce student discipline referrals from the previous year Increase ADA and decrease absentee rate Extend development of individual career and academic plans</p>	<p>Counselors, academic facilitators, students</p>	<p>Ongoing</p>	
<p>Evidence of Implementation: What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? Increase in number of students meeting graduation requirements over previous year; A+ program completion, Choices reports/portfolios, discipline referrals (reduction), absentee rate(reduction), MSIS/SAMS</p>				

C. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school

<p>Desired Impact What measurable change will be seen? Increase in number of students in the target group receiving diploma over previous year</p>			
<p>Action Steps/Interventions What actions, additional assessments or interventions will occur to achieve the desired change?</p>	<p>Resources What are the financial and human resources necessary to accomplish the action steps or interventions?</p>	<p>Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?</p>	<p>Timeline When will this action step or intervention begin and end?</p>
<p>Students will complete coursework toward a chosen field of study while earning their high school diploma.</p>	<p>Community College Personnel, courts, and any outside partners or opportunities</p>	<p>High School Liaison, Principal, Community College Personnel</p>	<p>Ongoing</p>
<p>Evidence of Implementation: What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? End of term meetings on student progress between community college personnel and high school liaison; Evaluation of number of students remaining in the program and receiving their diploma</p>			

D. Addressing how students will transition to the home school district from the juvenile detention centers.

<p>Desired Impact What measurable change will be seen? Successful transition to the home school district from juvenile detention centers</p>			
<p>Action Steps/Interventions What actions, additional assessments or interventions will occur to achieve the desired change?</p>	<p>Resources What are the financial and human resources necessary to accomplish the action steps or interventions?</p>	<p>Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?</p>	<p>Timeline When will this action step or intervention begin and end?</p>
<p>Students who are returning to school from a detention center, mental facility, or who previously withdrew from the Alternative School or were expelled from the regular school, will be placed in the Alternative School prior to re-admission to the regular school.</p>	<p>Alternative School and Home School Staff, facilities, programs, Region 8, DHS</p>	<p>Alternative School and Home School Staff, Special Services</p>	<p>Ongoing</p>
<p>Evidence of Implementation: What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? IIP's; number of students successfully transitioning to the home school</p>			

BHS

School Level Action Plans Design Principle: 1. Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
1.2 High School Course of Study	Early Steps: During and after school support is scheduled on an individual basis, determined by student performance and data.	Growing innovations: Schools implement the academic supports necessary for every student to succeed and graduate college and career ready.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i> ACT Prep	<i>Who will do it?</i> Teachers-all non-state tested and feeder	By when? August 2018-May 2019 then re-evaluate	Resources, incentives, consultants	<i>What could get in the way of task completion? How will you overcome them?</i> Need to focus on how to do this most effectively; Professional development can help overcome barriers	Ongoing
Ninth Grade Academy	Teachers, Administrators	August 2018-May 2019 then re-evaluate	Staff, classroom space	Stakeholder Buy-in Overcome barriers through stakeholder identification, communication, and feedback.	Ongoing
Homeroom will meet weekly; this time will be used for remediation for state tested classes	Teachers, Administrators	August 2018-May 2019 then re-evaluate	Staff, classroom space	Teacher and student buy in	Under observation
Offer Credit Recovery during June	Teacher	June 2018	Staff, classroom space, A+ program	Student participation	Ongoing

Outcome:

AJH/BHS

Design Principle: 2: Require Powerful Teaching and Learning

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
<p>2.8 Instruction</p>	<p>Beginning-Teacher talk dominates instruction.</p>	<p>Early steps-Teachers communicate effectively with all students; teachers help students articulate thoughts and ideas clearly and effectively.</p>

Action Steps <i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	Responsible <i>Who will do it?</i>	Deadline <i>By when?</i>	Resources/Professional Development Needed <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	Potential Barriers <i>What could get in the way of task completion? How will you overcome them?</i>	Date Achieved
<p>Focus on student centered learning</p>	<p>Teachers, administrators</p>	<p>August 2018-May 2019</p>	<p>Staff development; teachers to self-evaluate and adjust (BHS)</p>	<p>Need for students to be proactive/active in their own learning; need for paradigm shift Overcome with professional development and work in PLC's</p>	<p>Ongoing</p>

Outcome: _____

AJH/BHS

Design Principle: 3: Personalization

<p>Indicator <i>Design Principle: Indicator (Ex. 1.1)</i></p>	<p>Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>	<p>GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i></p>
<p>3.4 Affective and Academic Support</p>	<p>Beginning: there is a plan to develop academic support programs in order to maximize student growth.</p>	<p>Early steps: Some academic supports are in place such as a summer bridge program and tutoring session times available before and after school.</p>

<p>Action Steps</p>	<p>Responsible</p>	<p>Deadline</p>	<p>Resources/Professional Development Needed</p>	<p>Potential Barriers</p>	<p>Date Achieved</p>
<p><i>What task will be done? How will progress monitor? How will you measure outcomes?</i></p> <p>Tutoring</p>	<p><i>Who will do it?</i></p> <p>Teachers Peer volunteers (BHS)</p>	<p><i>By when?</i></p> <p>August 2018- May 2019</p>	<p><i>What do you need to complete this step? (People, money, tools, resources, etc.)</i></p> <p>Staff, resources</p>	<p><i>What could get in the way of task completion? How will you overcome them?</i></p> <p>Student involvement and motivation Overcome barriers with a focus on individual strengths/weaknesses and engaging instruction/activities.</p>	<p>Ongoing</p>

Outcome: