

DROP OUT REDUCTION PLAN
FOR
FRIONA INDEPENDENT SCHOOL DISTRICT
2014-2015

Definition of At-Risk

AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction).

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

2014-2015 DROPOUT REDUCTION PLAN

COMMITTEE MEMBERS:

PRIMARY

Beverly Ingram
Jenny Reithmayer
Katie Gilley
M'Kell Jeter
Jason Rector
Loy McLellan
Jamie Lewellen
Justin Jeter
Diamond Stephens
Ashley Smith
Darrin Gilley
Yvette Ramos

JR. HIGH

Mark Sundre
Sharon Rector
Rhonda Murphree
Sandra Rainey
Sheryl Salyer
Karen Barnes
Sarah Geris
Heather Stowers

ELEMENTARY

Linda Welch
Ben Kirton
Sharon Rector
Linda Blount
Marie Samarron
Kimberly Andrews
Virginia Hidalgo
Trista Hickman
Maria Garcia
Jamie Rejino
Loy McLellan
Pam Hamilton
Yolanda Robledo
Antonio Monreal
Richard Bermea

HIGH SCHOOL

Pam Ray
Sandra Berend
Karen Langford
Erika Montana
Mike Prokop
Tammy Gammon

NUMBER OF STUDENTS IDENTIFIED AS "AT RISK" NOV. 2014

PRIMARY:

P-K: 46

KINDERGARTEN: 75

1ST: 46

ELEMENTARY:

2ND: 30

3RD: 35

4TH: 36

5TH: 44

JR. HIGH:

6TH: 60

7TH: 64

8TH: 48

HIGH SCHOOL:

9TH: 70

10TH: 34

11TH: 41

12TH: 23

NUMBER OF DROPOUTS FOR THE 2013-2014 SCHOOL YEAR

PRIMARY: 0

ELEMENTARY: 0

JUNIOR HIGH: 0

HIGH SCHOOL: 1

**DROP-OUT RATE GOAL
2014-2015**

JR. HIGH: Less than 1%

HIGH SCHOOL: 1% or less

OBJECTIVES FOR MEETING NEEDS OF AT RISK

2014-2015

PRIMARY:

- Promote citizenship, self-esteem and self-confidence
- Promote good attendance
- Promote reading and academic progress
- Promote activities addressing "special-needs children"
- Promote parent involvement

ELEMENTARY:

- Use cooperative learning by organizing students into mixed-ability groups
- Use writing techniques in English/Language Arts classes
- Incorporate and stress reading and writing in all subjects
- Teach higher order thinking skills to all students
- Offer summer school opportunities to reinforce reading and math
- Recognize students with perfect attendance
- Offer tutorials to students who are failing
- Offer academic support to ELL population

JUNIOR HIGH:

- *All student groups taking the STAAR in the areas of reading, writing, science, and social studies will demonstrate mastery at or above the 90th percentile as indicated on the 2015 performance assessment and reported by the AEIS.
- *Student attendance will meet or exceed 97% as indicated on annual PEIMS reporting.
- *The campus will maintain a safe, drug-free, and well-disciplined educational environment that is conducive to learning.
- *The campus will continue to promote parental and community involvement.
- *The campus will continue to embrace technology to enhance student learning and to increase productivity as it relates to data analysis, record keeping, classroom management, and communication.
- *Professional development relating to campus and district needs will be encouraged and supported.
- *The campus will strive to recruit and retain highly qualified professional and paraprofessional personnel.

HIGH SCHOOL:

- 10% or less difference in test scores due to ethnic background
- Above state average on End of Course Exams
- Students graduating with Recommended or above seal on transcripts will be at least 80%
- 100% graduation rate for seniors who are enrolled in Friona High School at the end of the year
- Dropout rate 1% or less
- Student Attendance rate of 96%
- End of Course scores and percent passing in all student groups 93% all subjects
- 85% participation in extracurricular and club activities
- Professional development
- Increase parental involvement
- Promote and communicate safe and drug free school
- A systematic process for pre-referral
- Supplementary aids and services will be provided to special education students
- Needed related services are provided as specified in the students' individual education program
- By age 16 an Individual Transition Plan is in place and links to the IEP
- Ongoing LEP/ESL assessment
- Supplementary aides and services will be provided to LEP/ESL students.

**DROPOUT REDUCTION
PROGRAMS, RESOURCES, AND STRATEGIES**

PRIMARY:

- Title 1
- Special Education
- Tutorials
- Homebound
- Counseling and Classroom Guidance
- Assemblies
- Drug Free School Week (activities and information)
- Tracking of withdrawn students through clerical accounting
- Reading Recovery
- Go Math
- Principal's Reading Program
- Bilingual Program/ESL Program
- Summer School
- Migrant Summer School
- Summer School for Special Education Students
- LLI Reading Interventionist
- W.H.O. Program
- Waterford Computer Program-Early Reading-Math & Science
- High School (ECP & Parenting Classes) Program
- RTI
- Lexia Computer Reading Intervention Program
- Istation Reading & Math
- DynEd for ELL's
- ESL certified Staff
- Progress Monitoring/Benchmarking
- TEKS Resource System

ELEMENTARY:

- Title 1
- Special Education
- Tutorials
- Homebound
- Counseling and Classroom Guidance
- CAO (Caring About Others) (Manners and self-esteem program)
- STAAR Encouragement and Activities
- Assemblies (motivational speakers)
- Drug Free School Week (Activities and Information)
- Tracking of withdrawn students through clerical accounting
- Bilingual Program/ESL Program
- Accelerated Reading Program
- Summer School
- Migrant Summer School
- Summer School for Special Education Students
- Dyslexia Program
- Student recognition for good school attendance
- W.H.O. Program
- RTI
- Chamber of Commerce Ag-in-the Classroom Day
- Student Recognition each six weeks (Big Chief Award, A & A/B Honor Roll, Perfect Attendance)
- IXL Math Program
- ZAP

Friday Focus
Progress Monitoring/Benchmarking
Istation (Reading & Math)
DynEd for ELLs
LLI Reading Interventionist
SIOP & Sheltered Instruction Training for staff
BIGS (Big Brother/Big Sister Volunteer Program)

JUNIOR HIGH:

Think-Through Math/RTI math
Istation/RTI Reading & Math
DynEd (for ESL)
RTI Benchmarks fall, winter & spring
Benchmarking to track progress in Nov. and March
Chieftain Choices Day at High School-Career Day
8th grade day-reward for attendance, grades and good behavior
Class size reduction by the addition of an extra period a day
Title 1
Migrant Services
Special Education
Tutorials
Homebound
Counseling
Career Cruising Computer program
Library (Books on careers, self-esteem, problems, etc.)
Pamphlets and Magazines
Assemblies (Motivational speakers)
PRIDE Tribe (Incentive program for personal responsibility)
Teacher Teaming (PLC's)
Tracking of withdrawn students through clerical accounting
Principal, assistant principal, and counselor contacts with potential dropouts and parents
Alternative School and ISS
Friday Night School /Lunch Detention
Computer Labs –added new computer lab for student use
Peer Tutoring
Class and School incentives
Summer school math and reading
Summer School for Sp. Education Students
Home visits by principal or other school personnel to truant students
RTI (response to intervention) classes in reading and math for identified students
Extended Day Instruction
Dyslexic classes
New computer lab
Learning Lab for all students
Learning.com Tech Apps

HIGH SCHOOL:

Title 1 – especially one-on-one tutoring
Special Education
Transitional Services
Migrant Services
Required tutorials for failing Students
EOC Tutorials
Homebound services
Counseling

Career Cruising
Tech Prep Program
Tracking of withdrawn students through clerical accounting
Principal and counselor contacts with dropouts and parents
Field trips to technical school and Jr. College for potential dropouts
Acceleration Exams for credit
Encourage students to participate in extra-curricular activities
College Day
Identify potential incoming 9th graders who may have difficulties with classes
Content Mastery lab is open to all Special Ed students
Summer tutorials
Include at-risk students in school responsibilities
Home visits by assistant principal to truant students
Make-up excessive absences in Saturday School
Assemblies (Motivational speakers)
Drug Free School Week
Review of failing list
Letters to parents of seniors and written correspondence to parents
Early Graduation Programs
Credit by Exam
CTE work-based classes in Human Services and Agriculture
Occupational Prep classes for Special Ed. students
Life Skills training
Vocational curriculum in several areas
Directed Studies for Special Ed students
Attendance incentive associated with semester test exemptions
Correspondence courses
Eight-period day to help recover lost credits
Daily tutorials at the beginning of the school day
Monitoring of attendance followed by a personal contact and/or letter to parents
Reading class incorporated into schedule
Career programs presented by Amarillo College
ESL/LEP Programs and Services
EOC Tutorials classes
EOC after school tutorial program
Odyssey for credit recovery and acceleration
Benchmarking to track progress
Free lunch and breakfast for all students
Summer lunch program
Summer school to complete credits or acc.
Prep for ACT
ACT Online Prep
Maintaining educational services to incarcerated students
Vocation exploration - Job shadowing, testing, etc.
Study Island
Tribal Council
Attend Step Up to Success
Senior conferences with parent(s) and counselor
Freshmen conferences with parent(s) and counselor
504 Committee meetings annually

PARENTAL INVOLVEMENT
PARTICIPATION IN DEVELOPMENT OF STUDENT ACADEMIC PLANS AND TRAINING PROGRAMS

PRIMARY:

- V.I.P. Program
- Class Party Volunteers
- Meet Your Teachers Afternoon
- Parent Orientation Night
- Open House
- Aggressive communications program to keep parents informed
- Newsletters
- Parent Conferences (End of 1st and 4th six weeks)
- Campus Leadership Committee (CLC)
- Migrant/Headstart Parent Meetings (Monthly)
- Family Night (Literacy, Math, & Science)
- Online grade monitoring-Parent Portal
- Language Proficiency Assessment Committee (LPAC)
- ARD Meetings
- 504 Meetings

ELEMENTARY:

- Open House
- Class Party Volunteers
- Campus Leadership Committee (CLC)
- Parent Volunteers
- Communications (E-notes, tests, planners, etc.)
- Test results available to parents (STAAR)
- Language Proficiency Assessment Committee (LPAC)
- Parent/Teacher Conference (End of 1st and 4th six weeks)
- Parent Surveys of Special Programs
- Daily contacts made regarding attendance
- Online grade monitoring-Parent Portal
- Title I Parent Meetings
- ARD Meetings
- 504 Meetings

JUNIOR HIGH SCHOOL:

- Open House – Fall and Spring
- Title I Parent Meetings
- Teaming Teacher/Parent Conferences
- Parent Conferences with individual teachers, counselor, assistant principal, or principal
- ARD Meetings
- LPAC Meetings
- 504 Meetings
- CLC-Campus Leadership Committee
- Online grade monitoring-Parent Portal

HIGH SCHOOL:

- Parent Conferences with teacher, counselor, or principals
- Back to School Night
- Open House for 8th graders and parents
- ARD Meetings
- LPAC Meetings
- CPOC
- Parental involvement in booster groups
- Home visits to parents
- Bilingual Financial aid workshop
- Texas Public School Week
- Class activities and fund raisers
- Drug free graduation party
- Chaperones for school activities
- Online grade monitoring- Parent Portal

**DROP OUT REDUCTION PLAN
REVIEW OF INDIVIDUAL STUDENT DATA**

PRIMARY:

Counselor is responsible for reviewing data and determining “At-Risk” list

ELEMENTARY:

Counselor is responsible for reviewing data and determining “At-Risk” list

JR. HIGH:

Counselor is responsible for reviewing data and determining “At-Risk” list

HIGH SCHOOL:

Counselor is responsible for reviewing data and determining “At-Risk” list

**DROPOUT REDUCTION PLAN
COMMUNITY RESOURCES AVAILABLE TO SERVE AT-RISK YOUTH**

Panhandle Community Services – MHMR
Child Protective Services
Police and Probation Services
Public Library
Community motivational speakers
VIP/Parent Volunteers
Churches and Pastors
Catholic Family Services
Employers allowing high school students to work
Armed Services-require graduation
Deaf Smith County Crisis Center
Volunteer Opportunities
Community Youth Groups
Service Learning Projects
Panhandle workforce
HEP Program for GED
CASA
DARS (Disabled and Rehabilitation Services)
WOWW (Windows on a Wider World – field trips for elementary students)
Migrant Center
Texas Dept. of Health
Snack Pack 4 Kids
CRCC Parmer/Bailey County (Community Resource Coordination Group)