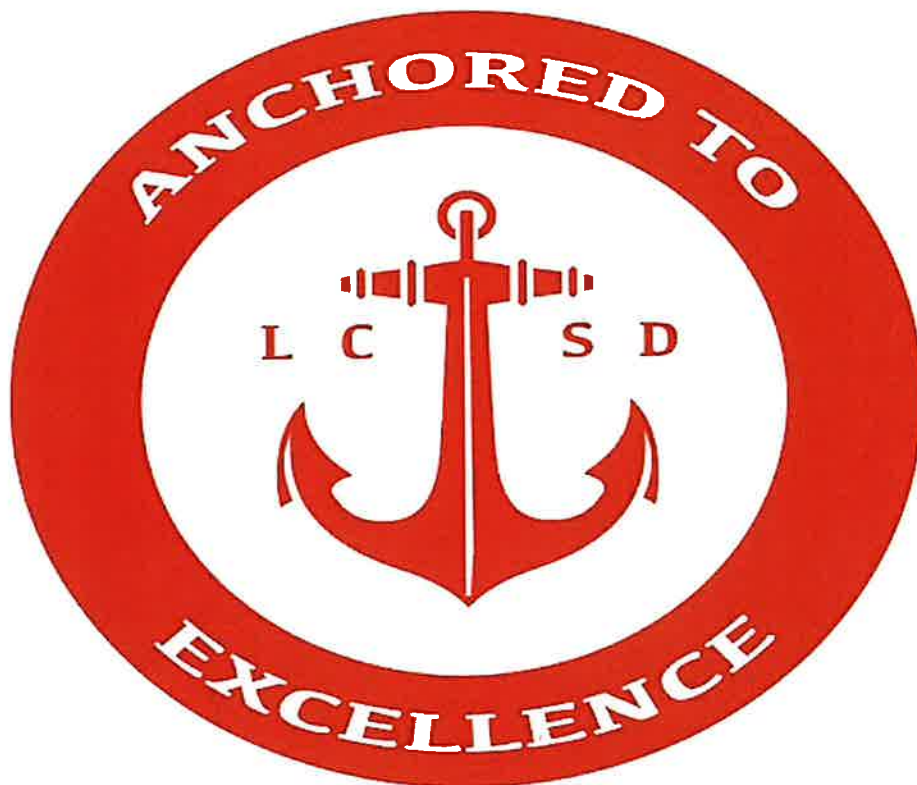


# Dropout Prevention Plan

School Year 2021-2022

Approved by  
Lafayette County School Board  
*August 2, 2021*  
Date



Lafayette County School District  
100 Commodore Drive  
Oxford, MS 38655

Mr. Jay Foster, Superintendent

## **Dropout Prevention Plan**

### **School Year 2021-2022**

#### *Vision Statement*

To create a distinguished, innovative school community highly regarded for excellence, opportunity, and service.

#### *Mission Statement*

To provide students an exceptional education in a nurturing environment with devoted people.

#### *The Purpose*

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

#### *Identifying At-Risk Students*

The district uses the following key indicators to identify students most at-risk for dropping out or most “in danger” of failing to achieve acceptable levels of academic achievement.

##### **Educationally at-risk:**

- Percentage of promotions in grades kindergarten through second
- Passage rate on subject area tests
- Passage rate on the third-grade reading assessment
- Results from formative and progress monitoring assessments (MAAP, CASE 21, STAR Reading/Math)
- Two or more grade levels behind peers
- Attendance rates, office referrals, and suspension/expulsions
- Poor grades and performance in core subjects

##### **Economically at-risk:**

- Free lunch
- Homeless or migrant
- English Language Learners

##### **Goals and Objectives**

The Lafayette County School’s dropout prevention plan is inclusive of objectives, strategic initiatives, projects, and activities required to meet the three goals for the state’s dropout prevention plan: (1) increasing the state graduation rate to 85% by 2018-2019; (2) reducing the state dropout rate by 50%; and (3) reducing the truancy rate by 50%. The January 2020 Graduation Rate in Lafayette County Schools (87.1) is slightly higher than the state goal by 2.1%. The LCSD will continue to strive to

maintain the state goal and work to steadily increase the graduation rate with a focus on the following four goals:

1. Provide opportunities for all students to experience academic success at all grade levels
2. Improve early identification of students at-risk of dropping out
3. Reduce risk factors associated with dropping out of school
4. Effectively follow the District Strategic Plan for academic success
5. Monitor cohort group alignment

**Part I**  
**Cover Sheet - Dropout Prevention Plan**  
**2021 - 2022**  
**District Schools**

**Lafayette County Schools**

**Superintendent: Jay Foster, Superintendent**

**District Contact:** Patrick Robinson, Assistant Superintendent  
 100 Commodore Dr, Oxford, MS 38655  
 Office Phone: 662-234-3271 / Fax: 662-236-3019

[probinson@gocommodores.org](mailto:probinson@gocommodores.org)

**Schools**

Lafayette High School (9-12)  
 160 Commodore Drive  
 Oxford, MS 38655

Principal: Mr. Glenn Kitchens  
 662-234-3614

Lafayette Middle School (6-8)  
 102 Commodore Drive  
 Oxford, MS 38655

Principal: Mr. Chad Chism  
 662-234-1664

Lafayette Upper Elementary School (3-5)  
 120 Commodore Drive  
 Oxford, MS 38655

Principal: Mr. Thomas Tillman  
 662-236-3761

Lafayette Elementary School (Pk-2)  
 79 Buddy East Parkway  
 Oxford, MS 38655

Principal: Mrs. Paula Gibbs  
 662-234-5627

**District-Wide**

Lafayette Learning Center  
 100 Commodore Dr, Oxford, MS 38655  
 Director - James Everett  
 662-238-7995

Oxford/Lafayette School of Applied Technology  
 134 MS-7, Oxford, MS 38655  
 Director - Joey Carpenter  
 662-234-9469

**Lafayette County School  
Team Members - Dropout Prevention**

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Patrick Robinson, Asst. Superintendent, District Contact  
Glenn Kitchens, LHS Principal  
Chad Chism, LMS Principal  
Janine Lee, LES Asst. Principal  
Tamekia Helm, LHS Assistant Principal  
Cole Loper, LHS Interventionist  
Joey Carpenter, School of Applied Technology, Director  
Carman Jenkins, LCSD Parent  
Tammy Quarles, LHS Counselor  
Brandy Baker, LHS Counselor  
Amanda Martin, LMS Counselor

**Dropout Prevention Plan  
School Year 2021 - 2022- Team Members  
Lafayette County School District**

<b>Name / Position-Agency</b>
Patrick Robinson, Asst. Superintendent, District Contact
Glenn Kitchens, LHS Principal
Chad Chism, LMS Principal
Paula Gibbs, LES Principal
Tamekia Helm, LHS Asst. Principal
Cole Loper, LHS Interventionist
Joey Carpenter, Director, Applied Tech.
Carman Jenkins, Parent
Tammy Quarles, LHS Counselor
Amanda Martin, LMS Counselor
Brandy Baker, LHS Counselor

**Part II**  
**Statement of Assurances**

On behalf of the Lafayette County Schools, I hereby submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to meet the three overarching goals of the *MISSISSIPPI DEPARTMENT OF EDUCATION STATE DROPOUT PREVENTION PLAN 2007-2019*:

1. To increase the graduation rate for 9-12 cohort classes on a systematic basis to 85% by the 2018-2019 school year as mandated by Mississippi Code §37-13-80. The Office of Dropout Prevention is also responsible for establishing graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, to serve as guidelines for the graduation rate increase.
2. By 2012-2013, initiatives instituted by the Office of Dropout Prevention will reduce the state dropout rate by 50%.
3. By 2012-2013, initiatives instituted by the Office of Dropout Prevention will reduce the statewide truancy rate 5 by 50%.

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the MDE.

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, as 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 strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the MDE.

Dropout Prevention Team Leader: Patrick Robinson Title: Assistant Superintendent  
 Mailing Address: 100 Commodore Dr., Oxford, MS 38655 Telephone: 662-234-3271

District Superintendent: Mr. Jay Foster

  
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 (signature)

School Board President: Mr. Mike Gooch

  
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 (signature)

**Part III**  
**Outcomes and Needs Assessment**  
**Major Outcomes and District Needs Assessment**

Needs Assessment Areas	Descriptions
Target Groups Identified	Educationally at-risk: <ul style="list-style-type: none"> <li>● Passage on third-grade reading summative assessment</li> <li>● Passage rate on high school exit exams</li> <li>● Results from state assessments and progress monitoring tools - MAAP, CASE, STAR Reading/Math, STAR Early Literacy, USA Test Prep)</li> <li>● Attendance Rates</li> <li>● Elementary Promotion Rates</li> <li>● Office referrals, suspensions, and expulsions</li> <li>● Poor grades/performance in core subjects</li> <li>● Hearing/vision screener</li> </ul> Economically at-risk: <ul style="list-style-type: none"> <li>● Free/reduced lunch</li> <li>● Homeless/migrant</li> <li>● English Language Learners</li> </ul>
Data Collection Methods Used	The Dropout Prevention Team utilizes the following data points at the district and school levels: <ul style="list-style-type: none"> <li>● Graduation and Dropout data for cohorts 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021</li> <li>● Comparison of Graduation and Dropout</li> </ul>

	<p>rates of surrounding communities</p> <ul style="list-style-type: none"> <li>● 2017, 2018, 2019, 2020, 2021 PARCC/MAP gains/losses</li> <li>● # of students two or more years behind</li> <li>● Discipline referrals</li> <li>● Attendance rates</li> </ul>
<p>Prioritized List of needs to Address Dilemmas</p>	<ol style="list-style-type: none"> <li>1. Subject Area Exit Exam retakers</li> <li>2. Students who failed third-grade reading summative assessment</li> <li>3. Students in K-12 two or more years behind</li> <li>4. Students with excessive absences and tardies</li> <li>5. Students with excessive office referrals</li> <li>6. Students with limited English proficiency, homeless and migrant students</li> <li>7. Provide remediation/additional instructional time for at-risk students</li> <li>8. Daily classroom observations with immediate feedback</li> </ol>
<p>Short Term Goals</p>	<ol style="list-style-type: none"> <li>1. Increase passing rate for graduation exit exams</li> <li>2. Increase passing rate for the third-grade reading summative assessment</li> <li>3. Increase average daily attendance</li> <li>4. Reduce office/discipline referrals</li> <li>5. Remedial ELA and reading, math teachers</li> </ol>
<p>Long Term Goals</p>	<ol style="list-style-type: none"> <li>1. Increase District graduation rate to 90% by 2021-2022</li> <li>2. Increase the ACT scores of all graduates to the ACT Benchmark standards</li> <li>3. Increase the number of students taking the PSAT</li> <li>4. Increase the number of students taking Dual Credit courses and AP courses</li> </ol>
<p>Recommendations for future needs assessments</p>	<p>Each year the district will reassess goals and prioritized needs based on the following data related to student dropouts:</p> <ul style="list-style-type: none"> <li>● Early detection of potential dropouts and at-risk students in grades 1-8.</li> <li>● Review diagnostic tests and standardized</li> </ul>

	<p>state data to detect students struggling in reading/language arts and math.</p> <ul style="list-style-type: none"> <li>● Provide training to staff and parents on issues directly related to the student dropout rate.</li> <li>● Identify students struggling in ELA/Math and provide interventions.</li> <li>● Identify students in grades 9-12 who are at-risk of failing the subject area tests.</li> <li>● Identify students with excessive absences</li> </ul>
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**2021 - 2022 District Data Form**

<b>School Year</b>	<b>Graduation Rate %</b>	<b>Dropout Rate %</b>
2019-2020	89.8%	6.5%
2018-2019	87.1%	8.4%
2017-2018	84.3%	11.3%
2016-2017	84.4%	9.5%
2015-2016	85.6%	7.47%

**School Data for 2021-2022**  
(as of July 28, 2021)

<b>School Type</b>	<b>Number of Schools</b>	<b>Cumulative Enrollment</b>	<b>Counselor Student Ratio</b>
Lower Elem.	1	653	1/653
Upper Elem.	1	639	2/350
Middle	1	447	1/447
High	1	866	2/418
<b>Totals</b>	<b>4</b>	<b>2605</b>	



**Multiple sources of data were considered to develop this plan, including, but not limited to:**

Graduation Rate  
Dropout Rate  
School Population  
Limited English Proficient  
Universal Screener/Common Assessment Data  
Homeless Population  
Migrant Population  
Students with Disabilities  
MAAP scores, pass/fail ratio  
Attendance  
Disciplinary Infraction Data

**Part VI**  
**District Initiatives**  
**Proposed Initiatives and Prioritized Actions**

*To Address/Reduce Risk Factors for Student Dropout Prevention*

Goal(s):

*Increase the graduation rate for the Lafayette County School district to 90% by 2021-2022.  
Reduce the dropout rate for the Lafayette County Schools to less than 4% by 2021-2022.*

**State Initiatives**

**Goal: To Reduce the retention rates in K - 2nd Grades:**

- Identify low-performing students
  - Baseline assessments to determine reading and math levels
  - Data Sources: Renaissance (STAR Reading/Math, AimsWeb)
- Multi-Tiered Support System
  - Classroom teachers, interventionists, administrators
  - Provide interventions for struggling students (academic/behavior)
  - Small group work, one-on-one time
  - Progress monitoring to make adjustments to interventions
- Parent Contact
  - Automated call systems (School Status, SAM, School Messenger)
- Utilize Mississippi College and Career Readiness Standards
- Planning - Department/Grade Level collaboration
- Technology Engagement (student)
- Attendance
  - Automated calls from SIS (SAM)
  - County Truancy Officer as needed

**Goal: Target subgroups to help meet graduation requirements:**

- Identify at-risk components in students via the SIS (SAM)
  - 1 or more grade levels behind
  - 10% absence rate
  - Discipline referrals
- Utilize ExtraCurricular Activities
  - Student Involvement
  - Clubs provide a sense of belonging and foster relationships
- Communication
  - Teacher contacts using automated call systems (School Status)
  - Attendance calls
  
- Instructional Strategies
  - Increase usage of technology to stimulate engagement
  - One-to-one technology initiative
  - Mississippi College and Career Readiness Standards

**Goal: Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).**

- Utilize Mississippi Works
- Utilize the NorthWest Mississippi College Workforce Program
- Assist students with GED efforts through the NWMCC WIN Job Center/WIOA Services
- Dual enrollment/dual credit through NWMCC/Ole Miss
- Career/Technical courses/programs at the Oxford School/Lafayette School of Applied Technology
- Online Learning/Distance Learning
  - Virtual Learning (credit recovery and full credit course)

**Goal: Address how students will transition to the home school district from the juvenile detention centers**

- Assist students to successfully return to their home school from a placement at the Juvenile Detention Center.
- School Administrators, School Counselors, Interventionists will assist with the transition.
- Counselors provide Social Emotional Learning opportunities.
- Students will return to the Lafayette Learning Center at a specified time (per school board policy).
- Students will meet with counselors/administrators/interventionists to help them transition back into the general academic setting.
- With assistance, students will return successfully to their home school following placement in a JDC.

### Other District-wide Initiatives

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

<b>STRATEGY</b>	<b>LCSD INITIATIVE</b>
Active Learning	Reading Fair
Active Learning	Spelling Bee
Active Learning	History Fair
Active Learning	Science Fair
After-School Opportunities	Sports and Club Activities
Alternative Schooling	Lafayette Learning Center
Early Childhood Education	Child Find
Early Childhood	Collaboration with Headstart and Other Day Care Centers
Early Childhood	Preschool Program
Early Childhood	Speech Services/IEP Services Pre-K
Early Literacy	Dyslexia Screening
Early Literacy	MKAS Diagnostic Testing
Early Literacy and Educational Technology	Accelerated Reader
Educational Technology	Instructional Technology Specialists
Educational Technology	One-to-One Computer Device
Educational Technology	CASE 21 Assessments
Family Engagement	Parent Organization (PTA)
Family Engagement	Book Fairs with Parent Nights
Family Engagement	EL Parent Meetings
Family Engagement	Grandparent Day
Family Engagement	Open House

Family Engagement	School Messenger - Callout System
Family Engagement	School Board Recognitions (Students/Parents)
Family Engagement	School/Student Performances, Awards Nights
Family Engagement	Transition Nights for Rising Students
Family Engagement	District Website
Individualized Instruction	IDEA, Section 504, Gifted, MTSS Process
Individualized Instruction	Individualized Learning Plans
Individualized Instruction	STAR Reading and Math, Freckle
Mentoring/Tutoring	Math Early Morning Tutoring (LHS)
Mentoring/Tutoring	ROTC Mentorships
Mentoring/Tutoring	New Teacher Mentoring Program
Professional Development	Data Analysis of Student Scores/Work
Professional Development	Comprehensive Needs Assessment
Professional Development	FEEDBACK - Teacher Observation/Evaluation
Professional Development	Suicide Prevention and Bullying
Professional Development	PLC's
Safe Learning	Communicare Counselors
Safe Learning	Crisis Mangementment
Safe Learning	Drills (LockDown, Fire, Tornado, etc)
Safe Learning	CRASE Training for all Staff
Safe Learning	School Resources Officers, DARE
Safe Learning	Camera Systems
Safe Learning	Visitor Registration
Safe Learning	Registered Nurse on Each Campus
School/Community	College Fairs
School/Community	Dual Enrollment
School/Community	Recognition of First Responders at Football Games

School/Community	Blood Drive
School/Community	Commodores Care
Systemic Renewals	SAM/Active Parent
Systemic Renewals	Edgenuity (Credit Recovery)
Systemic Renewals	School Messenger - Call System
Systemic Renewals	MTSS
Systemic Renewals	Title I Plans
Systemic Renewals	Learning Strategy Support Classes

**Appendix A**  
**Graduation Rate – Five-Year Trend**

<b>Year</b>	<b>LHS Graduation Rate</b>	<b>Mississippi Graduation Rate</b>
2020	89.8%	85%
2019	87.1%	85%
2018	84.29%	84%
2017	84.4%	83%
2016	85.5%	82.3%

**Dropout Rate – Seven-Year Trend**

<b>Year</b>	<b>LHS Dropout Rate</b>	<b>Mississippi Dropout Rate</b>
2020	6.5%	8.8%
2019	8.4%	9.7%
2018	10.94%	10.1%
2017	9.5%	10.6%
2016	7.47%	10.8%

## Appendix B ACT Scores, Five-Year Trend

D = LCSD    S = Mississippi

School Year	English	Math	Reading	Science	Composite
2020	D 19.3 S 16.8	D 19.7 S 17.5	D 19.8 S 17.9	D 20.0 S 18.2	D 19.8 S 17.7
2019	D 17.9 S 18.1	D 18.8 S 17.9	D 18.7 S 18.9	D 18.8 S 18.4	D 18.7 S 18.4
2018 *	D 18.5 S 18.2	D 19.6 S 18.1	D 19.3 S 18.9	D 19.2 S 18.6	D 19.3 S 18.6
2017	D 19.8 S 18.2	D 19.5 S 18.1	D 19.0 S 18.8	D 19.1 S 18.8	D 19.4 S 18.6
2016	D 19.2 S 17.9	D 19.2 S 18.0	D 19.3 S 18.7	D 19.6 S 18.5	D 19.5 S 18.4

\* Averages have not officially been released from ACT.

## Appendix C State Testing.

### Spring 2021 MAAP Proficiency Levels

Not Available Until October 2021

### Spring 2020 MAAP Proficiency Levels

Not available due to COVID-19

## Spring 2019 MAAP Proficiency Levels

(not released until July 2019)

MAAP Data - Percent Proficient or Above

School	Language Arts	Math
Lafayette Elementary	52.9%	75.6%
Lafayette Upper	55.6%	62.9%
Lafayette Middle	47.1%	62.9%

## Spring 2018 MAAP Proficiency Levels

MAAP Data - Percent Proficient or Above

School	Language Arts	Math
Lafayette Elementary	44.2%	51.4%
Lafayette Upper	48.8%	52.8%
Lafayette Middle	46.7%	62.5%

## Spring 2017 MAP Proficiency Levels

MAAP Data - Percent Proficient or Above

School	Language Arts	Math
Lafayette Upper	43.2%	43.2%
Lafayette Middle	44.7%	48.2%



### **Spring 2019 SATP2 Proficiency Levels**

(not released until July 2019)

High School Subject Area Test - Percent Proficient or Above

<b>Algebra I*</b>	<b>US History</b>	<b>Biology</b>	<b>English II*</b>
77%	71.4%	74%	57.7%

### **Spring 2018 SATP2 Proficiency Levels**

High School Subject Area Test - Percent Proficient or Above

<b>Algebra I*</b>	<b>US History</b>	<b>Biology</b>	<b>English II*</b>
77.9%	58.8%	81.8%	57.4%

### **Spring 2017 SATP2 Proficiency Levels**

High School Subject Area Test - Percent Proficient or Above

<b>Algebra I*</b>	<b>US History</b>	<b>Biology</b>	<b>English II*</b>
61.7%	56.6%	63.8%	56.1%

\* MAAP Assessment

# Appendix D

## 15 Effective Strategies for Dropout Prevention

15 Effective Strategies for Dropout Prevention Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research, sponsored workshops and national conferences, and collaborated with a variety of practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities. Students report a variety of reasons for dropping out of school; therefore, the solutions are multidimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on the high school graduation rate. These strategies appear to be independent, but actually, work well together and frequently overlap. Although they can be implemented as stand-alone programs (i.e., mentoring or family engagement projects), positive outcomes will result when school districts develop a program improvement plan that encompasses most or all of these strategies. These strategies have been successful in all school levels from K-12 and in rural, suburban, or urban centers. The strategies are grouped into four clusters to provide a framework for planning local programs as well as evaluating the effectiveness of targeted or school-wide interventions.

### School And Community Perspective

- Systemic Renewal
- School-Community Collaboration
- Safe Learning Environments

### Early Interventions

- Family Engagement
- Early Childhood Education
- Early Literacy Development

### Basic Core Strategies

- Mentoring/Tutoring
- Service-Learning
- Alternative Schooling
- After-School Opportunities

### Making the Most of Instruction

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction
- Career and Technical Education (CTE)

### Effective Strategies Defined

*Systemic Renewal*—Systemic renewal calls for a continuing process of evaluating goals and objectives related to school policies, practices, programs, and organizational structures as they impact a diverse group of learners.

*School-Community Collaboration*— When all groups in a community provide collective support to the school, a strong infrastructure of partnerships sustains a caring environment where youth can thrive and achieve.

***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 in all classrooms.

***Family Engagement***—Research consistently finds that family engagement has a direct, positive effect on children’s achievement and is one of the most accurate predictors of a student’s success in school.

***Early Childhood Education***—Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. Also, 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.

***Early Literacy Development***—Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects.

***Mentoring/Tutoring***—Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. 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.

***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.

***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, workforce skills, and academic requirements for a high school diploma.

***After-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 they fill the afternoon “gap time” with constructive and engaging activities.

***Professional Development***—Teachers and counselors 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.

***Active Learning***—Differentiated 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.

***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. Online learning and credit recovery options are key approaches to use.

***Individualized Instruction***—Each student has unique interests and past learning experiences. An individualized instructional plan for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

***Career and Technical Education (CTE)***— A quality CTE program and a related career guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them for the increased demands of today's workplace.