



2021-2022  
Dropout Prevention Plan

APPROVED  
8/17/2021

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## District Dropout Planning Committee

<b>Committee Members</b>	
<b>Dr. Elesha Buckley, WMHS Principal</b>	<b>Dr. Antrice Smith, Director of Curriculum, Instruction and Assessment</b>
<b>Dr. Percynthia Newsome, EMHS Principal</b>	<b>Libby, Aaron, Federal Program Director</b>
<b>Ryan Stringer, WME Principal</b>	<b>Dr. Annie Franklin. Special Services Director</b>
<b>Dr. Jan Sears, CTE Director</b>	<b>Amanda Stevens, ELE Pre-K Coordinator</b>
<b>Chase Robbins, EME Principal</b>	<b>Tim Bryant, Technology Director</b>
<b>Brandon Thornhill, High School Teacher/Coach</b>	<b>Britton Dubois. Alternative School Facilitator</b>
<b>Rhonda Polk, Graduation Coach</b>	

## Drop-out Prevention Planning Process

- The District Curriculum Director coordinates and organizes a planning team that should include the high school principal, the middle school principal(s), District Personnel, CTE director, teachers, and district support staff.
- Team gathers and reviews available data.
- Team uses the CCR Design Principle tool and conducts a self-evaluation on each row or indicators in the tool. The team should note improvements from last year and identify high priority changes to make in moving toward "new paradigms" on the continuum.
- Team identifies at least 3 indicators for focused improvement in the coming school year and builds an action plan around each indicator.

- The MCSD Team Lead will present the action plan at a local school board meeting before board approval.
- Team discusses action plans with school staff before school begins each year.

### **School Level Plans**

Each high school with a graduation rate above 85% is not required to develop a graduation restructuring plan. All schools in Marion County School District are above the required 85%; therefore, only a District Dropout Plan is required for the current year.

### **District Profile**

Marion county is located in south Mississippi. Marion county has 549 square miles of which 542.38 square miles is land area and 6.24 square miles of water area. As of 2019, the total Marion county population is 24,573, which has decreased 7% since 2014. The population growth rate is lower than the state average rate of 4.91% and is much lower than the national average rate of 11.61%. Marion county median household income was \$32,090 in 2015-2019 and has grown by 10.6% since 2014. The income growth rate is lower than the state average rate of 29.3% and is much lower than the national average rate of 33.5%.

The Marion County School district is comprised of five schools and a career and technology center. The schools are each located in the rural communities of Columbia and Foxworth. Approximately 92% of our students qualify for free and reduced lunches. The poverty level by schools ranges from 99% to 85%; with the schools in the south eastern portion of the county having the highest percentage.

According to Marion County MS- Mississippi Student Information System (MSIS) as of 2020-2021, the total Marion County School District population is 16,031 of the 24,573 noted above.

According to the U.S. Census Bureau, the number of people aged 25 years old or older who have graduated from high school or completed the GED or equivalent credential is 81.5 % The number of people aged 25 years or older who have graduated from college with a Bachelor's degree is 12.3%.

**District Enrollment and Demographics**

Year Enrollment	Female	Male	Asia	Black	White	Hispanic	American Indian	Multi-Racial	Econ. Disadv.	IEP	ELL	Homeless	Hawaii Pacific Island	Migrant
2020-2021	997	962	0	782	1144	31	1	0	1782	326	12	9	1	0
Total Enrollment	1959													

### District Secondary Data Summary

Year	Drop out Rates		5 or More Absences		Discipline Incidents ODR		Retention Rates	Retention Rates k-3	Detention Center Placements
	WMHS	EMHS	WMHS	EMHS	WMHS	EMHS	District	District	District
2018-19	10	6	386	180	264	139	78	61	0
2019-20	6	2	219	130	218	193	17	12	0
2020-2021	9	8	358	190	386	184	21	15	0

## Marion County School District Dropout Prevention

### Goal 1: Improve student preparation through Kindergarten Readiness

Focus Area:  Attendance     Behavior     Course Performance     Other

<b>S</b>	<b>Specific</b>	<p><b>S - is the goal specific'?</b></p> <p><b>(What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)</b></p>	The MCSD will establish a Pre-k program for students as part of an Early Learning Collaborative.
<b>M</b>	<b>Measurable</b>	<p><b>M - is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)</b></p>	Marion County School will serve as Lead partner and will establish 10 new Pre-k classes.
<b>A</b>	<b>Achievable</b>	<p><b>A - is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)</b></p>	By the end of year 1 classes will be established with the capacity to serve 180 students from Marion County and Columbia Community.
<b>R</b>	<b>Relevant</b>	<p><b>R - is the goal relevant to performance expectations?</b></p>	Research indicates that in closing the student achievement gap through early intervention and school readiness of students that those students are more likely to successfully matriculate and continue through school until graduation. (see EXCEL by 5 data, and NCCER reports)

<b>T</b>	<b>Time Bound</b>	<b>T - is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)</b>	August 2020 Classrooms established and Functioning		
<b>Timeline</b>	<b>Action</b>	<b>Resources Needed/Source</b>	<b>Person(s) Responsible</b>	<b>Person(s) Involved</b>	
July 2021	Register and Enroll Pre-k	Materials for classroom setup	Dr. Antrice Smith, ELC Chair Amanda Stevens, ELC Coordinator Early Childhood Education MDE	All ELC Members: Head Start, Day Cares, Partner School District	
July 2021	Closeout Year 2 and Register/Enroll Pre-k	Salary Appropriations	Dr. Antrice Smith, ELC Chair Amanda Stevens, ELC Coordinator	All ELC Members: Head Start, Day Cares, Partner School District	
June 2021	Start Data Tracking of students success rate for upcoming 3rd Grade Reading Gate	Assessment Programs	Dr. Antrice Smith, ELC Chair Amanda Stevens, ELC Coordinator	All ELC Members: Head Start, Day Cares, Partner School District	
<p style="text-align: center;"><b>Plan to Progress Monitor</b></p> <p><b>How and when will the team monitor the plan?</b>  <b>What is the procedure? What are the timelines? Who is responsible?</b>  <b>How will the team know they are having a positive impact?</b>  <b>How might the plan be adjusted if and when challenges occur?</b></p>					



Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Enrollment and Budget Submissions to MDE	Increase recruitment efforts to ensure all seats are filled.
August, January, May	Screener Data Collection for Kinder-Readiness profiles, including transitional profile folders	Adjust instructional target as screener data dictates --monitor and adjust to maximize with equity student growth

## MCSD Dropout Prevention

### Goal 2: Provide Academic and Emotional Support through Graduation Coaches

Focus Area:  Attendance     Behavior     Course Performance     Other

<b>S</b>	Specific	<p>S - Is the goal specific?</p> <p>(What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)</p>	<p>The MCSD will utilize one graduation coach for each highschool.</p> <ul style="list-style-type: none"> <li>Graduation Coaches will coordinate Positive Behavior and Incentive Systems (PBIS) to promote a positive school climate and culture that celebrates student success.</li> <li>Graduation Coaches will work with students and all relevant stakeholders to establish academic support systems (TST) and Early Warning Systems are both identifying at-risk students and that safety nets are in place and working to propel students to successful matriculation from grade to grade until graduation</li> </ul>
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<b>M</b>	<b>Measurable</b>	<b>M - Is the goal measurable? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)</b>	Two Graduation Coaches will be employed. PBIS Documentation and Data will be collected after year 1 of implementation of Coaches. Discipline Baseline Date will be established to project 2021-22 targets.
<b>A</b>	<b>Achievable</b>	<b>A- Is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)</b>	While the employment of the coaches will occur by July 2020, systems will need to be put into place and all relevant baseline data collected to monitor progress and determine impact.
<b>R</b>	<b>Relevant</b>	<b>R- Is the goal relevant to performance expectations?</b>	According to multiple Meta-Studies focused on improving graduation rate/reducing dropout rates, a positive and supportive school culture is essential. Likewise schools that offer safety nets and supports show higher graduation and success rates. The correlation between school readiness and drop-out prevention and graduation is reflected in multiple.
<b>T</b>	<b>Time Bound</b>	<b>T - Is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)</b>	Year @ of full implementation 2021-22, data established with comparative data. Full implementation July 2021

<b>Timeline</b>	<b>Action</b>	<b>Resources Needed/Source</b>	<b>Person(s) Responsible</b>	<b>Person(s) Involved</b>
July 21-June 22	Employ Graduation Coaches	Materials for classroom setup	Carl Michael Day, Director of Curriculum, Instruction . and Assessment  Libby Aaron, Federal Programs Director	High School Principals: Counselors, Graduation Coaches
July 2021	Appropriate Funds	Salary Appropriations	Dr. Antrice Smith Director of Curriculum, Instruction, and Assessment	High School Principals:

			Libby Aaron, Federal Programs Director Robin Hurst, Special Education Director	Counselors, Graduation Coaches
June/July 2021	Collect Data to establish Baseline for relevant areas EWS and TST	Assessment Programs	Dr. Antrice Smith, Director of Curriculum, Instruction, and Assessment  Libby Aaron, Federal Programs Director Dr. Annie Franklin, Special Education Director	High School Principals; Counselors, Graduation Coaches
July 2021	Prepare new Plan to increase student success	n/a	Dr. Antrice Smith, Director of Curriculum, Instruction, and Assessment  Libby Aaron, Federal Programs Director Dr. Antrice Smith, Special Education Director	High School Principals; Counselors, Graduation Coaches

### Plan to Progress Monitor

**How and when will the team monitor the plan?**  
**What is the procedure? What are the timelines? Who is responsible?**  
**How will the team know they are having a positive impact?**  
**How might the plan be adjusted if and when challenges occur?**

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	PBIS Systems operating to engage students and create a positive school culture	Increase PBIS Systems and EWS safety nets to tune overall impact
August, January, May	Screener Data Collection to progress monitor student success	Adjust instructional target as screener data dictates --monitor and adjust to maximize with equity student growth

Monthly	Early Warning System operating to identify and attendance, behavioral, and course/classroom performance	Depending on the impact of various pandemic related challenges, adjustments will be made to include students participating in traditional, blended, or distance learning models
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### MCS D Dropout Prevention

#### Goal 3: Provide Learning Loss Opportunities to Scholars During Pandemic

Focus Area:  Attendance       Behavior       Course Performance       Other

<b>S</b>	<b>Specific</b>	<p><b>S - Is the goal specific?</b></p> <p>(What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)</p>	<p>The MCS D will provide learning options to keep scholars engaged in academic growth and performance. Learning Loss Protocols with supporting safety net systems will be established to ensure scholars are provided equitable learning opportunities while under pandemic circumstances.</p>
<b>M</b>	<b>Measurable</b>	<p><b>M - is the goal measurable? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)</b></p>	<p>The Learning Loss opportunities will be established and implemented with documentation of student enrollment and performance.</p>
<b>A</b>	<b>Achievable</b>	<p><b>A - Is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)</b></p>	<p>Challenges to implementing a Learning Loss program will revolve around being able to provide technology, connectivity, teacher support to deliver instruction, and scholars/parent support to actively engage in the learning process.</p>

<b>R</b>	<b>Relevant</b>	<b>R - is the goal relevant to performance expectations?</b>	As we face the challenges of educating scholars during a pandemic that presents mortal (life) risks, in order to keep scholars from losing skills and more dramatically lose interest in completing school, we must provide avenues that can allow scholars to continue their educational journey.		
<b>T</b>	<b>Time Bound</b>	<b>T - is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)</b>	Year 2 of full implementation 2021-22, Quarterly Data progress monitoring will determine if adjustments are needed, as well as potential impact of changes in the Pandemic circumstances.		
<b>Timeline</b>	<b>Action</b>	<b>Resources Needed/Source</b>	<b>Person(s) Responsible</b>	<b>Person(.s) Involved</b>	
July 21-June 22	Revise Learning Loss Plan with necessary components to push out instruction	Technology and Connectivity Devices	Dr. Antrice Smith, Director of Curriculum, Instruction, and Assessment  Tim Bryant, Technology Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students	
July 2021	Appropriate Funds	ESSER Funds	Libby Aaron, Federal Programs Director  Dr. Antrice Smith, Director of Curriculum, Instruction, and Assessment  Tim Bryant, Technology Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students	
June/July 2021	Establish Professional Development Plan to support teachers, parents, and students	PD Funds to provide appropriate training	Dr. Antrice Smith, Director of Curriculum, Instruction, and Assessment	High School Principals; Counselors,	

			Tim Bryant, Technology Director	Graduation Coaches, teachers, parents, and students
July 2021	Progress Monitor Plan Implementation to maximize student success	n/a	Dr. Antrice Smith, Director of Curriculum, Instruction, and Assessment  Tim Bryant, Technology Director  Libby Aaron, Federal Programs Director	High School Principals; Counselors; Graduation Coaches, teachers, parents, and students

**Plan to Progress Monitor**

**How and when will the team monitor the plan? What is the procedure? What are the timelines? Who is responsible?  
How will the team know they are having a positive impact? How might the plan be adjusted if and when challenges occur?**

<b>Date</b>	<b>Evidence to Determine Progress Toward Achieving Goal</b>	<b>Potential Adjustments</b>
July 2021	Develop and Implement Plan for Learning Loss	Adjust professional development to provide optimum support for teachers, parents, and students
July 2021	Expend ESSER funds to secure necessary technology and connectivity for students	Availability of devices and connectivity will affect timeline
Monthly	Monitor teacher and scholar successful implementation of DLP	Depending on the impact of various pandemic related challenges, adjustments will be made to include students participating in In-person, Virtual, or modified Learning Loss Model

**Dropout Prevention/Restructuring Plan Assurances Page**

On behalf of [Marion County School District](#), I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goal of the state dropout prevention plan:

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

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

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

District Superintendent: [Carl Michael Day](#)

Sign name here



Date here

8/12/21

School Board Chair: [Larry V. Jenkins](#)

Sign name here



Date here

8/17/21