Leland School District

2022 - 2023

Dropout Prevention Plan

The Leland School
District

The Future is here, Our
Children

Rev. Jessie King, Superintendent
408 4th Street, Leland, MS 38756

https://lelandschooldistrict.schoolinsites.com/

Leland School District
Dropout Prevention Plan
2022 – 2023

Vision

To establish an effectively diverse organization that provides students with exceptional global skills to be competitive in college and the workforce.

Mission

To provide students with ongoing evidence-based systems with accountability, academic excellence and a safe environment ensuring high performance.

Instructional Mission

The district will increase at least one achievement label by the end of 2022- 2023 and make annual increases in the percent of students scoring proficient and above on the State Test.

Strategic Objectives

By the end of the school year 2022 – 2023:

1. Each student will master all academic standards set forth by the District and State.

2. All students will continually identify personal interests, pursue them actively and independently, and produce evidence of positive growth as stated in the Core Values.

3. All students will continually volunteer for and complete service to the community.

Core Values

We Believe that:

1. Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the well-being of individuals and society.
2. All individuals have intrinsic value.
3. Every individual can contribute something of worth to society.
4. Individuals are responsible and accountable for their choices and decisions.
5. In order to grow and thrive, individuals need caring relationships and a nurturing environment.
6. Supportive family relationships are the foundation of the community.
7. High expectations lead to higher performance which, in turn, empowers the individual and strengthens society.
8. Continuous learning is a lifelong process that is essential to a productive and enriched life.
9. A safe and orderly environment is conducive to learning.

LELAND SCHOOL DISTRICT

BOARD OF TRUSTEE

DATE: _7-21-2022_

SUBJECT: _Dropout Prevention Plan_

RELATED PAGE (S): _23_

CONTACT PERSON: _Ms. Susie Williams_

INFORMATION

BACKGROUND INFORMATION:

Mississippi Code 37-13-80

Section 31-13-80 mandates each school district implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education annually. The plan must be approved by the local school board.

RECOMMENDATION:
Approval

BOARD ACTION REQUIRED

Yes

[signature]

Superintendent/Date

[signature] 07-21-22
Board President/Date

[signature] – July 21, 2022
Board Secretary/Date

TABLE OF CONTENT

LELAND SCHOOL DISTRICT'S
DROPOUT PREVENTION-SCHOOL RESTRUCTURING PLAN
2022 – 2023

PURPOSE:

In accordance with state law, each school district shall implement a yearly Dropout Prevention Plan that is board approved and posted on the district website homepage. The plan must include goals, activities, and services for: reducing retention rates in kindergarten, first, and second grades; targeting subgroups that need additional assistance to meet graduation requirements; developing dropout recovery initiatives that focus on students age17 through 21 who have dropped out of school; addressing transition plans for students returning to school from juvenile detention centers; and identifying students at-risk of dropping out and providing support via analyzing strong predictors such as but not limited to student attendance, behavior, and course performance.

A comprehensive Dropout Prevention Plan has been devised for Leland School District to address District and community concerns for students at risk of dropping out of school. The plan encompasses 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 and to explain what the District is doing to address factors that may cause students to drop out of school.

According to a report for the Office of Research and Statistics, Mississippi Department of Education as of 2019, the Leland School District has a student dropout rate of 3.9 percent and a current graduation rate of 94.1. The district currently has a Performance Classification of C Leland Elementary and Leland School Park has a performance of a D while Leland High School have Performance Classifications of B. Participations Rates are 95, 95, and 95 percent, respectively.

Overarching Strategies and S.M.A.R.T. Goals	Action Steps
I. Reduce the retention rate of students in Grades Kindergarten-2nd by 20% **by 2023**.	1) Provide intensive professional development to Pre-K-2 teachers on best practices for providing high quality Tier 1 instruction around the five components of reading instruction: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. 2) Intervene early and often when data indicates that students are at risk of retention. 3) Administer intensive Tier 2 support through a substantial focus on teacher-led small groups within classrooms. 4) Utilize specially trained interventionists to provide targeted, supplemental learning and support to identified students in small groups. 5) Work in tandem with local childcare providers to ensure that students are Pre- K ready through joint professional development and shared instructional resources. 6) Address the needs of students with disabilities and other special needs through specific safety nets designed to close learning gaps. 7) Implement multiple Pre-K classes at elementary sites to provide quality learning environments at an early age. 8) Provide summer enrichment and after-school programs in early grades to close learning gaps.

II. Target subgroups that need additional assistance to meet graduation requirements; increase the four-year graduation rate of students with disabilities by 20% **by 2023**; increase the four-year graduation rate of English Learners by 20% **by 2023**; increase the four-year graduation rate of bottom quartile students by 20% by 2023.	1) Implement learning support strategies in middle schools that are designed to prepare students to meet graduation requirements. 2) Improve the overall quality of Tier I instruction and Tier II and Tier III interventions to assist students with meeting grade level expectations, with enhanced support provided for special education, English Learners, and bottom quartile students. (See *Proactive Support Guide*, attached) 3) Regularly review the three strongest predictors of high school graduation beginning at the 6th grade level: *student attendance, behavior, and course performance*; develop and implement safety nets designed to bring at-risk students back on track for graduation.
III. Implement dropout recovery initiatives that focus on students aged 16-21 who dropped out of school; recover at least 10% of dropouts each year **through 2024 at least and beyond as needed**.	1) Partner with the Achieve Academy to provide additional graduation options outside of the Leland School District. 2) Explore the possibility of establishing a district credit recovery program. 3) Increase the number of CTE Programs offered to high school students to motivate students who may be career ready to graduate.
IV. Continue to implement transition programs that support students who have been detained at Juvenile Detention Center **each school year through 2023 and beyond.**	1) Continue to implement procedures for Juvenile Detention Center to notify the district of students' detainment. 2) Continue to coordinate with Juvenile Detention Center to provide students' data, current assignments, and insight on students' academic and behavioral needs. 3) Hold mandatory TST meetings on students once they return from detainment at Juvenile Detention Center.
V. Refine and enhance the district's existing MTSS program to improve the quality of Tier I instruction and interventions for Tier II and Tier III students; reduce the number of	1) Implement the district's Proactive Support Guide (attached).

students referred for Tier III instruction beyond 7th grade by 20% **by 2023**; increase the number of students who exit the English Learners program within four years by 20% **by 2023.**	2) Provide focused language acquisition interventions within classes and through pull-out instructional support. 3) Provide tailored interventions tied to student's learning needs based on goals within students' individualized Education Plans (IEPs).

DROPOUT PREVENTION TEAM

School Team Members: Includes the middle and high school principal, middle and high counselor, career and technical center director, exceptional education director, curriculum, instruction, and assessment director, federal program director, and the district parent liaison. The school restructuring plan will focus on our at-risk students: (overage, attendance, low achievers, homeless, and English language learners)

Team Member	Position
Dr. Nehru Brown	Federal Program Director
Mrs. Tiffany Murrell	Exceptional Education Director
Mr. Johnnie Vick	High School Principal
Mr. Kermit McAdory	CTE Director
Mr. Maurice Johnson	Middle School Principal
Mrs. Jessica Thomas	Elementary School Principal
Mrs. Wanda Head	High School Counselor
Mrs. Cassandra Atley	Middle School Counselor
Ms. Gail Owens	Elementary School Counselor
Ms. Susie Williams	Curriculum Director
Mrs. Ashley Walker	District Parent Liaison
Ms. Danielle Campbell	Attendance Officer

CURRENT DISTRICT STATISTIC

Student Population	704
Teacher Attendance	83
Free and Reduce Lunch	100%
Attendance Rate	96%
Graduation Rate	94.1%
Dropout Rate	3.9%
Disciplinary Infractions	18.9 % of the students have had at least one disciplinary infraction
Student with Disabilities	7%

SCHOOL ENROLLMENT DATA

	Elementary	Middle School	High School
Number of Schools (3)	1st – 5th (254)	Pk - K (84) 6 – 8 (177)	9 – 12 (189)
Enrollment Count	254	261	189
Counselor/Student Ratio	1:254	1:261	1:189

ENROLLMENT DATA 5 YEARS

	2018 – 2019	2019 – 2020	2020 – 2021	2021 - 2022	2022 – 2023
EMSE	319	308	288	265	254
LSP	272	267	275	249	261
LHS	231	209	200	174	189
TOTAL	822	785	763	688	704

STUDENT DEMOGRAPHICS

	BLACK	WHITE	HISPANIC	OTHER	TOTAL
EDNA M SCOTT	232	7	13	2	254
LELAND SCHOOL PARK	243	13	5	0	261
LELAND HIGH	176	10	3	0	189

GRADUATION RATE 5 YEAR

	2017 - 2018	2018 – 2019	2019 – 2020	2020 – 2021	2021 – 2022
Rate	80.8	85.5	87.3	91.7	94.1
% of Change	----	4.7	1.8	4.4	2.4
DROPOUT RATE 5 YEAR					
	13.5	8.4	3.6	3.3	3.9
% of Change	---	-5.1	-4.8	- .3	+ .6

ACCOUNTABILITY RATING 5 YEAR

	SPR 2016	SPR 2017	SPR 2018	SPR 2019	SPR 2020	SPR 2021	SPR 2022
Edna M Scott	C – 340	D – 274	C - 330	D – 294	---------	--------	D - 324
Leland School Park	F – 233	C – 329	C – 368	C – 328	---------	--------	D - 308
Leland High	F – 443	D – 537	D - 583	C – 604	---------	---------	B - 679
District	F – 422	D – 487	C - 536	D – 507	---------	---------	C - 575

ACT COMPOSITE SCORES 4 YEAR

	SPR 2019	SPR 2020	SPR 2021	SPR 2022
	13.2	16.3	14.4	14.1
% Of Change	---	3.1	-1.9	-.3

K READINESS

	FALL SCORE	SPR SCORE	GAIN
2017 – 2018	520	704	184
2018 – 2019	543	700	157
2019 – 2020	---	---	---
2020 – 2021	---	---	---
2021 – 2022	545	655	110

3 GRADE MAAP

YEAR	PASS %
2018	**92.9**
2019	85.2
2020	------
2021	-----
2022	55.7

MAAP SPRING DATA RESULTS 5 YEAR

Year	Grade	Reading	Math	Science	Reading Growth Overall	Math Growth Overall	Reading Growth LPS	Math Growth LPS
EDNA M SCOTT								
2022	D – 324	22.7	51	41.2	66.4	67.1	63.8	50
2021	---	13.5	3.1	10.4	---	---	---	---
2020	---	---	---	---	---	---	---	---
2019	D – 294	28.4	19.1	57.7	45.4	41	63.7	38.5
2018	C- 330	17.7	16.7	57.7	51.1	55.5	70.3	61.4
LELAND SCHOOL PARK								
2022	D – 308	22.6	13.7	41.7	55.7	50.6	67.8	55.4
2021	---	13.7	4.9	44.4	---	---	---	---
2020	---	---	---	---	---	---	---	---
2019	C – 328	19.6	27	64.3	39.5	48.5	63.1	66
2018	C – 368	21.9	27.5	64.3	54.8	61.8	73.3	64.3

MAAP SPRING EOC 5 YEAR
LELAND HIGH SCHOOL

YEAR	GRADE	TOTAL PT	Read	Math	Hist	Science	Reading GOA	Math GOA	Reading LPS	Math LPS	Accele	CCR	Partici	Grad Rate
2022	B	679	31	71.4	60.5	68.9	48.1	85	45.5	85	64.8	54.5	>=95%	94.1
2021	---	----	22.9	14.8	10	5.9					42.9	28.6		91.6
2020	---	---	---	---	---	---	---	---	---	---	---	---	---	---
2019	C	604	35.4	20.9	48.3	55.8	56.7	74.4	62.5	73.7	42.8	4.7	>=95%	85.5
2018	D	583	18.6	16.9	32.1	43.3	58.3	87.1	66.2	103.3	49.1	11.9	99.4	82.4

SCHOOL RESTRUCTURING PLAN GOALS

School Restructuring Plan Goals	
Goal 1:	Increase Leland High School's graduation rate to above 95% by 2024.
Goal 2:	Personalize students' paths to graduation and increase positive post-secondary outcomes as evidenced by a 20% increase in students who have entered institutions of higher learning or the workforce by 2024.
Goal 3:	Begin students' paths to graduation and increase positive post- secondary outcomes earlier as evidenced by a 20% increase in the number of students who have taken and passed two SATP areas by the time they enter 10th grade; increase the number of students enrolled in 8th grade Algebra I by 20% by 2024 and implement ACT Prep course to improve students opportunity to complete the American College Test before entering high school by 20%by 2024.
Goal 4: (If applicable)	Improve students' college and career readiness through focused professional development for teachers as evidenced by a 20% increase in the number of 6-12 teachers rated as Level 4 on the Mississippi Professional Growth System.

SMART Goal Planning Template

Goal 1: Increase Leland High School's graduation rate to above 95% by 2024

Focus Area: □ Attendance   □ Behavior   □ Course Performance   □ Other

S	Specific	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Administrator Counselor Instructors Special Populations Coordinator
M	Measurable	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Data Results
A	Achievable	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Monitor completions of goals.
R	Relevant	R – is the goal **relevant** to performance expectations?	To increase performance of LCTE towards accreditation and certification.
T	Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	August, 2022-May.2023

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing	Conduct monthly student advisory meetings with character development and career readiness as focus areas	Curriculum and teaching resources	Curriculum Personnel Principals Counselors Teachers	6th-12th Students
Ongoing	Ensure that students in grades 8-12 complete individual success plans; focus students' curriculum choices on indicators	Major Clarity Resource	Curriculum Personnel Principals Counselors	8th-12th students

	in the success plan			
Ongoing	Increase the number of Career Exploration internship offerings by 20% by 2023; begin internships in 8th grade	Volunteers to serve as business mentors Students' Individual Success Plans	Principals Counselors Local businesses and community leaders	8th-12th students
Ongoing	Begin student exposure to career and life readiness through the Reality Fair for 10th graders; begin offering the program to 8th graders in the Spring 2023	Volunteer businesses	Principals Counselors Local businesses and community leaders	8th-10th students
Ongoing	Identify students who are at risk of dropping out using attendance, academic data, and behavioral data; provide ongoing Tier 2 and Tier 3 interventions to identified students beginning in 7th grade; decrease chronic absences by 50% by 2023.	Curriculum Assessment measures Attendance data	Principals Curriculum personnel Counselors Teachers	7th-12th students
Ongoing	Advocate multiple paths to graduation for all students based on their individual needs beginning in 9th grade; implement intensive interventions for specified populations including special education students and English Learners; use	Data (academic and behavioral) Funding for Credit Recovery program	Principals Curriculum personnel Exceptional Education Director Counselors	7th-12th students

	Credit Recovery as a process to accelerate students' learning as well as to assist students in recovering missed credits due to course failure			
Ongoing	Provide intensive remediation services (after school and during summer) for students predicted to score below passing on SATP exams and students who have previously failed SATP exams	Funds for stipends for teachers	Principals Curriculum staff Teachers	9th-12th students

Plan to Progress Monitor		
Date	**Evidence to Determine Progress Toward Achieving Goal**	**Potential Adjustments**
Ongoing	Increase in the number of students who pass SATP exams upon first administration	Increase tutorial offerings to students as needed
Ongoing	Increase in the number of students who graduate based on the use of credit recovery and/or credit acceleration	Adjust district policies and requirements as needed for the implementation of credit recovery/credit acceleration
Ongoing	Increase in the number of students who participate in career internships	Bring mentors to schools as needed when students cannot go to actual companies (i.e., middle school students)
August 2020- May 2023	Decrease in chronic absences	Safety nets for students to complete coursework due to excused absences

SMART Goal Planning

Goal 2: Personalize students' path to graduation and outcomes as evidenced by a 20% increase in students who have entered institutions of higher learning or the workforce by 2024.

Focus Area: □ Attendance   □ Behavior   □ Course Performance   □ Other

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Administrator Counselor Instructors Special Populations Coordinator
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Data Results
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Monitor completions of goals.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	To increase performance of LCTE towards accreditation.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	August, 2022-May.2023

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2020 – May 2024	Begin exposure to post-secondary institutions in middle school.	Funds for field trips to colleges and universities	Curriculum Principals Counselors	7th-8th students
August-ongoing	Provide quality Tier II and Tier III Interventions to students who struggle with grade-level content standards before entry into 10th grade	Remediation curricula (example: Edgenuity, Progress Learning, iReady, etc.	Principals Teachers Interventionists Curriculum	6th – 9th students
August-ongoing	Provide Dual Enrollment Opportunities for eligible students;	Funding for courses	Moorhead Community College	11th and 12th students

Date				
	increase the number of students who earn a B or higher in dual enrollment courses by 20% by 2024.		Principal Counselors	
August-ongoing	Identify advanced middle school students to take the ACT each year	Funding for ACT costs	Curriculum Personnel Principals Counselors	6th – 8th students
August-ongoing	Increase the number of Career Exploration internship offerings by 20% by 2024; begin internships in 8th grade	Volunteers to serve as business mentors Students' Individual Success Plans	Principals Counselors Local businesses and community leaders	8th – 12th students

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Ongoing	Progress monitoring data, performance on MAAP assessments	Increase remediation for students who are not on track to pass SATP exams
Ongoing	Student surveys after college visits	Expand college visits based on students' interest
Ongoing	Student status surveys after graduation	Increase offerings the following year based on previous year's status reports as needed

SMART Goal Planning

Goal 3: Begin students' paths to graduation and increase positive post-secondary outcomes earlier as evidenced by a 20% increase in the number of students who have taken and passed two SATP areas by the time they enter 10th grade; increase the number of 8th grade students who score 17 or above on the ACT by 20% by 2024.

Focus Area: □ Attendance   □ Behavior   □ Course Performance   □ Other

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Administrator Counselor Instructors Special Populations Coordinator
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Data Results
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Monitor completions of goals.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	To increase performance of LCTE towards accreditation.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	August, 2022-May.2023

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2020- May 2024	Provide ACT Prep to students to prepare for the ACT; increase the average ACT scores for juniors to 18 by 2024.	ACT Prep curriculum Jumpstart	Curriculum Principal, Teachers	10th-12th students
August 2020- May 2024	Provide Dual Enrollment opportunities for eligible students; increase the number of students who earn a B or higher in dual enrollment courses by 20% by 2024.	Funding for courses	Holmes Community College Principal Counselor	11th and 12th students

Ongoing	Identify advanced middle school students to take the ACT each year	Funding for ACT costs	Curriculum Personnel Principals Counselors	6th-8th students

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Ongoing	Increase in the scores of 6-8 students; higher scores once students test officially in 11th grade	Begin with the highest performing students; decrease the testing eligibility requirements each year until 50% of all 6-8 students are tested in a given year
Ongoing	Increase in the number of students who are eligible for dual enrollment courses; increase in the number of students who earn a B or higher	Ensure that 9th and 10th grade students are on track to be eligible for courses by 11th grade.
Ongoing	Increase in the average ACT score for juniors.	Ensure that students are exposed to ACT prep content and or format in the prep courses and additional courses, i.e., electives and non-tested area content courses

SMART Goal Planning

Goal 4 (If Applicable): Improve students' college and career readiness through focused professional development for teachers as evidenced by a 20% increase in the number of 6-12 teachers rated as Level 4 on the Mississippi Professional Growth System.

Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☐ Other

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Administrator Counselor Instructors Special Populations Coordinator
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Data Results
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Monitor completions of goals.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	To increase performance of LCTE towards accreditation.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	August, 2022-May.2023

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing	Use Professional Learning Communities (PLCs) to discuss content specific strategies to improve students' academic achievement	Time for PLCs Grade Level Standards Consultant support as needed	Principal Curriculum Department Teachers	6th-12th teachers
Ongoing	Conduct frequent data meetings to monitor students' progress and to assess teachers' instructional practices	Test item banks Data Planning Time	Principals Curriculum Department Teachers	6th-12th teachers
Ongoing	Provide job embedded professional	Funds for consultants	Principals Curriculum Department	6th-12th teachers

	development to all tested area teachers and intensive job embedded professional development to struggling teachers		Consultants	
August-ongoing	Monitors progress throughout the year	Biweekly/monthly meetings	Dropout prevention team	Principal, CTE Director, counselor, special population
August-ongoing	Monitors progress throughout the year	May 2023	Dropout prevention team	Principal, CTE Director, counselor, special population

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Ongoing	Increased teacher capacity as evidenced by students' growth on assessment measures and teachers' growth on Mississippi's Professional Growth System.	Develop additional teacher support methods as needed based on data (including improvement plans as needed)