

Dropout Prevention-Restructuring Planning Guide

DISTRICT AND SCHOOL GUIDANCE



Twitter: @MissDeptEd

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Director, Office of Human Resources

MISSISSIPPI DEPARTMENT OF EDUCATION

359 North West Street, Suite 203

Jackson, Mississippi 39201

(601) 359-3511

Dropout Prevention-Restructuring Planning Guide

State law requires each school district to develop and implement an annual dropout prevention plan and each high school with a graduation rate below 85% to develop a restructuring plan. **The plan(s) must be approved by the district's local school board and posted on the district's website homepage by August 1st of each year. Additionally, the plan should be posted to [Dropout Prevention Plan Approval Process Survey](#).**

Policy and state law require that each district dropout prevention plan include, at a minimum, strategies for:

- Reducing the 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 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.

The Mississippi Board of Education adopted goals in its 2016-2020 Five Year Strategic Plan. Goal 2 is *Every Student Graduates from High School and is Ready for College and Career*. As a result, the Mississippi Department of Education (MDE) developed the [Early Warning System \(EWS\)](#) as a guide to assist districts in their efforts to help students succeed academically and emerge from Mississippi high schools well prepared for college and careers. The EWS serves as a guide to districts and schools as they develop their district dropout prevention and school restructuring plans to graduate every student college and career ready.

District Dropout Prevention Plan

All school districts are required to develop a district dropout prevention plan. At a minimum the plan must include:

- Cover Page
- Table of Contents
- Verification of board presentation and approval (a statement from the superintendent and copy of board agenda).
- Team Members:

Team Member	Position
Sylvia Anderson	Counselor-WCES
LaPonta Jones	Counselor - WCHS
Glenda Douglas	Principal- WCHS
Chander Jenkins	Principal- WCES
Patricia Gaines	Director- CTC
Hayes Harris	AP – WCHS
Shamekia Isaac	Dir of Curriculum
Alicia Muhammad	Counselor-CTC

- Summary of any data or information the district utilized in the planning process and will be included in the plan for transparent communication to all stakeholders.
 - Data/Information could include and is not limited to:
 - Attendance Rate
 - Truancy Rate
 - Mobility Rate
 - Graduation Rate
 - Dropout Rate
 - Disciplinary Infraction Rate
 - Disciplinary Recidivism Rate
 - School Population
 - Economically Disadvantaged
 - Limited English Proficient
 - Students with Disabilities
 - Percentage of Students by Subgroup (i.e., White, African American, Females, Males)
 - Teacher Attendance
 - Pregnancy/Teen Parent
 - Judicial Interaction (i.e., detention center and/or training school placement)
 - Education Level of Parents
 - Suspension Rate
 - Expulsion Rate
 - Number of School Transfers
 - Participation in Extracurricular Activities
 - Grade Point Average
 - Reading and Math Scores

- Policy statements regarding district-level dropout prevention strategies
- Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school
- At a minimum the district must include strategies for:
 - 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.

When setting goals, the District Dropout Prevention Team should utilize the S.M.A.R.T. framework so that objectives will be actionable and realistic.

- S – is the goal **specific**? (What will it do? Who will carry it out?)
- M – is the goal **measurable**? (How will the team know it has been achieved?)
- A – is the goal **achievable**?
- R – is the goal **relevant** to performance expectations?
- T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)

Source: Kekahio & Baker, 2013.

When determining strategies to implement to achieve goals, seek guidance provided in the EWS. Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

School Restructuring Plan

All schools below an 85% graduation rate are required to develop a school restructuring plan. The following guidance is based on the MDE Early Warning System (EWS).

Planning Guidance

Step 1: Build your team

Required Team Members:

- School Level Leadership
- Counselor
- District Administrator
- Career and Technical Center Administrator
- Feeder School (Elementary and Middle) Administrators

Research indicates, a student's decision to drop out of school is a gradual process that starts well before high school. Therefore, it is important to identify at-risk students and provide supports that lead to increasingly successful engagement in school as early as possible.

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team?
Sylvia Anderson	Counselor- WCES	Graduation requirements expertise/intervention background/crisis training/behavior training
LaPonta Jones	Counselor-WCHS	Graduation requirement expertise/intervention background/crisis training/behavior training
Glenda Douglas	Principal- WCHS	Graduation requirement expertise/intervention background/crisis training/behavior training
Chander Jenkins	Principal- WCES	Graduation expertise/data knowledge/drop-out knowledge
Patricia Gaines	Director- CTC	Graduation expertise/data knowledge/drop-out knowledge
Hayes Harris	AP – WCHS	Graduation expertise/data knowledge/drop-out knowledge
Shamekia Isaac	MTSS Coordinator	MTSS Knowledge/Graduation expertise/data knowledge/drop-out knowledge
Walter L Atkins, Jr.	Superintendent	Data Knowledge/ student academic monitoring
Dr. Latanya Harrington	Special Education Director	MTSS knowledge/ Data knowledge/ crisis training

Step 2: Analyze Data

The indicators of attendance, behavior, and course performance are proven data points to use when determining the likelihood of a student graduating from high school. **The school plan must include at least one strategy to improve student attendance, behavior, and course performance.**

Attendance - Absences, tardies, and early check-outs cause students to fall behind in their coursework, resulting in falling grades. Poor attendance may indicate health, family, or other issues that are distracting the student.

Behavior - Misbehavior can indicate that a student is disengaged with the school

environment, challenging school personnel to create ways to reignite interest in school for the student. Outside influences such as homelessness, working jobs, abuse or neglect in the home, drug abuse, mental health issues, and bullying should be considered when determining causal factors for behavioral issues. Suspensions can make it difficult for a student to catch up on material missed.

Course performance - Course failure and overall grade point average correlate with student probability of graduating from high school on time. Disengagement at the classroom level can be indicated through poor course performance. Consider methods for improving teacher effectiveness when addressing engagement issues.

Schools can add other indicators but should refrain from adding elements that are outside of the schools' control, such as family income, special education status, and new student status. Keeping the number of factors to manage small yields greater efficiency when implementing interventions (Allensworth & Easton, 2007; Balfanz et al., 2007; Balfanz et al., 2010; Mac Iver, 2010; Roderick, 1993; Uekawa et al., 2010).

Refer to EWS Appendix A for guidance on dropout predictors outside and within the schools' control and Appendix B pages 31-35 for guidance on school and individual student data indicators. Data/Information could include and is not limited to:

- School Data:
 - School Population
 - Teacher Attendance
 - Extracurricular Activities and Participation
- Individual Student Data:
 - Academic History
 - Attendance Rate
 - Truancy Rate
 - Mobility Rate
 - Graduation Rate
 - Retention Rate
 - Dropout Rate
 - Disciplinary Infractions
 - Student with Disabilities
 - Other Factors:
 - Pregnancy/Teen Parent
 - Educational Level of Parents

List of Data Available

	WCES	WCHS
School Population	369	325
Teacher attendance	96%	93.6%
Student attendance	94.6%	91.1%

Wilkinson County School District compared to the State Data (2024-2025)

Math				
Proficiency	Growth	Growth Lowest 25%		
State 54.5	State 67.9	State 55.4		

District 19.4	District 53.7	District 61.9		
English				
Proficiency	Growth	Growth Lowest 25%		
State 47.6	State 62.1	State 54.8		
District 19.3	District 46.7	District 47.7		
U.S. History Proficiency	Science Proficiency	College & Career Readiness	Acceleration	Graduation Rate
State 69.8	State 60.7	State 53.5	State 71.2	State 89.2
District 28.3	District 21.7	District 29.2	District 74	District 68.2
Student assessment Participation				
Math Participation <95	English participation <95	Science participation <95		
Discipline				
Violence >9%	In-school Suspension >9%	Out of school suspension >9%		

Step 3: Goal Setting

When setting goals, the School Restructuring Planning Team should utilize the S.M.A.R.T. framework so that objectives set will be actionable and realistic.

- S – is the goal **specific**? (What will it do? Who will carry it out?)
- M – is the goal **measurable**? (How will the team know it has been achieved?)
- A – is the goal **achievable**?
- R – is the goal **relevant** to performance expectations?
- T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)

Source: Kekahio & Baker, 2013.

Strong, well-written goals help to create focus, establish a sense of urgency, and communicate to stakeholders the intent of the plan.

MSPHS School Restructuring Plan Goals	
Goal 1:	Increase ADA by 5% based on 2025-2026
Goal 2:	Decrease discipline incidents by 5% based on 2025-2026
Goal 3:	Increase course performance by 5% based on 2025-2026
Goal 4: (If applicable)	

When determining strategies to implement to achieve goals, follow the guidance provided in the EWS. Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

WCHS SMART Goal Planning Template				
Goal 1: Increase ADA by 5% based on 2025-2026 data 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?)		To increase student achievement by increasing student attendance
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?)		Analyze attendance data on each grading period.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)		This goal is achievable and we should see progress by May 2025. If the goal is not monitored and the plan is not proactively followed. We will overcome by holding all stakeholders accountable.
R	Relevant	R – is the goal relevant to performance expectations?		Yes, the goal is relevant to performance expectations.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)		The attendance data will be analyzed on a weekly basis. The goal will be accomplished by the end of the school year.
Timeline		Action	Resources Needed/Source	Person(s) Responsible Person(s) Involved
Daily		Monitor and record daily attendance	School Status/MSIS	Attendance clerk, teachers, counselors, parents, and Admin.
Weekly		Monitor monthly ADA	School Status/MSIS	Attendance clerk, teachers, counselors, parents, and Admin.
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
Daily	Monitor attendance of students daily (MTSS, Teachers, Truancy officer, Admin/Counselor)	Making sure responsible individuals are keeping track of attendance data.
Weekly	Monitor attendance of students daily (MTSS, Teachers, Truancy officer, Admin/Counselor)	Parent contact and support concerning excessive absences and interventions

WCHS SMART Goal Planning Template				
Goal 2: Decrease discipline incidents by 5% based on 2025-2026 data 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?)		This goal will decrease the number of discipline incidents and increase positive culture in the school setting.
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?)		The school will see an increase in student compliance and less loss of classroom instruction time due to disruption. Progress will be measured by the decrease in office referrals and increase in student classroom instructional time.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)		The goal is achievable by May 2025. Teachers lack of buy in could interfere with task completion. We will overcome them using MTSS/PBIS and accountability of progress by the school
R	Relevant	R – is the goal relevant to performance expectations?		Yes, this goal is relevant to performance expectations.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)		The goal is time bound. This will be completed daily and progress monitoring will be conducted every 4 ½ weeks.
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly	Incorporate PBIS through MTSS	Discipline Data	Admin/Counselors, teachers	Teachers, counselors, office staff
Weekly	Increase time for quality instruction	School Status	Admin/Counselors/ teachers	Admin/Counselors
		PBIS	MTSS Team	Admin/Counselors
		Stakeholders	parents/community partners	
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	
4 ½ weeks	Data will be collected on a daily basis. It will be analyzed to evaluate an increase or decrease in the desired outcome.		Incentives and consequences will be re- evaluated	

		Consistent feedback to stakeholders and adjustments made based on their feedback
--	--	--

WCHS SMART Goal Planning Template				
Goal 3: Increase course performance by 5% based on 2025-2026 data 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?)	Instructional specialist will compile bi-weekly and mid-semester assessments. After receiving the data, teachers will identify objectives with the lowest performance levels. Teachers will develop remediations/interventions based on data to address identified areas.	
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 reports will be used to compare and analyze data based on the specified goals. Instructional specialist will run data reports.	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	This goal is achievable by May 2025. Improper use of interventions/remediation and lack of accountability could get in the way. Oversight and high level of accountability will assist us in overcoming them.	
R	Relevant	R – is the goal relevant to performance expectations?	Yes the goal is relevant to performance expectations.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Every 4 ½ weeks to be accomplished by May 2025	
Timeline		Action	Resources Needed/Source	Person(s) Responsible
End of 4 ½ weeks		Intervention period	Test data from assessments	Teachers Targeted Intervention Students Instructional coach
End of 9 weeks		Review data for any needed changes	Test data	Instructional team
End of 13 ½ weeks		Review data for any needed changes	data	Instructional team and students
End of semester		Review data	data	Instructional team
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	

Sept./February	4 ½ weeks data	Review data and make remediation and/or intervention adjustments
Oct./March	9 weeks data	Review data and make remediation and/or intervention adjustments
Nov./ April	4 ½ weeks data	Review data and make remediation and/or intervention adjustments
Dec./May	Semester data April and May results will reflect MAAP and final grading period	Review data and make remediation and/or intervention adjustments

School Restructuring Plan Template

- Cover Page
- Table of Contents
- Verification of board presentation and approval (a statement from the superintendent and/or copy of board agenda).

School Team Members	Position
Glenda Douglas	Principal - WCHS
Hayes Harris	Asst. Principal - WCHS
LaPonta Jones	Counselor- WCHS
Shamekia Isaac	Curriculum Director
Latanya Harrington	Special Education Director
Cameilla Scott	Homeless Liaison
Sylvia Anderson	Counselor -WCES
Patricia Gaines	CTC - Director

List of Data Analyzed
Attendance Data - Truancy
Academic Data – test scores, teacher data, software data, etc.
Behavior Data - discipline referrals

WCHS School Restructuring Plan Goals				
Goal 1: Increase ELA, Math, Science combined MAAP performance by 5% based on 2025-2026 data.				
Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
4 ½ weeks	Asses, Intervene and Remediate	Bi-weekly, mid-9 weeks data for Math, ELA, Science	Teachers, instructional coach, academic tutors, and admin.	Teachers, instructional coach, academic tutors, and admin.
9 weeks	Asses, Intervene and Remediate	Bi-weekly, mid-9 weeks data for Math, ELA, Science	Teachers, instructional coach, academic tutors, and admin.	Teachers, instructional coach, academic tutors, and admin.
Plan to Progress Monitor				

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Sept./Feb.	4 ½ weeks data	Review data and make remediation adjustments
Oct./March	9 weeks data	Review data and make remediation adjustments
Nov./April	4 ½ weeks data	Review data and make remediation adjustments
Dec./May	9 weeks data April and May results will reflect MAAP	Review data and make remediation adjustments

Goal 2: Increase ADA (Average Daily Attendance) by 5% based on 2025-2026 data

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

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Daily	Review daily absences	MSIS/School Status	Attendance clerk/truancy officer/Admin./MTSS	Attendance clerk/truancy officer/Admin./MTSS
Weekly	Review weekly attendance to identify students with 3 or more consecutive absences	MSIS/School Status	Attendance clerk/truancy officer/Admin./MTSS	Attendance clerk/truancy officer/Admin./MTSS

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Daily	Proactively monitor attendance data	Ensuring responsible individuals are keeping track of attendance data
Weekly	Attendance data collected will reflect a decrease in absences	Parent contact and support concerning excessive absences and interventions used by MTSS team and truancy officer

Goal 3: Decrease discipline incidents by 5% based on 2025-2026 data

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

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly	Incorporate PBIS through MTSS	Discipline data	Admin/counselors/teachers	Teachers, counselors, office staff
Monthly	Increase time for quality instruction	School status	Admin/counselors/teachers	Admin/counselors
Weekly		PBIS	MTSS Team	Admin/counselors
Monthly		Community stakeholders	Parents/community stakeholders	

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Biweekly	Data will be collected on a daily basis. It will be analyzed to evaluate desired outcome	Incentives and consequences will be re-evaluated
4 ½ weeks	Monitoring the collected data through the MTSS process	Consistent feedback to stakeholders and adjustments made based on their feedback

Goal 4 (If applicable):

Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☐ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		

Dropout Prevention/Restructuring Plan Assurances Page

On behalf of the Wilkinson County School District, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- Reducing the retention rates in grades second and third.
- 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.
- Incorporate the Bridge to Career Course to provide a portfolio and exhibit class for second semester seniors who do not obtain a passing score on one or more End-of-Course (EOC) assessments. The class will provide students an opportunity to explore and experience career opportunities that will assist them in the transition from high school into a post-secondary experience. Students must meet eligibility requirements included in the approved policy.

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: Walter L. Atkins, Jr. Date: July 20, 2026

