

# Dropout Prevention/ Restructuring Plan

School Year 2023-2024



Attala County School District  
100 Courthouse Building, Suite 3  
Kosciusko, MS 39090

**Mr. Kyle Hammond, Superintendent**

The ACSD Dropout Prevention-Restructuring Plan is a working document subject to change so that the school district may meet the needs of each student, remain flexible, and vigilant in providing diligent support for students. Upon request a current plan containing any revisions or changes may be provided at any time.

## Table of Contents

<b>Statement of Assurance/School Board Agenda.....</b>	<b>3-4</b>
<b>Cover Sheet.....</b>	<b>5</b>
<b>Team Members.....</b>	<b>5-6</b>
<b>Strategic Plan/Responsibilities.....</b>	<b>6-7</b>
<b>District Data.....</b>	<b>8-9</b>
<b>School Data.....</b>	<b>10-11</b>
<b>District Requirements/Strategies.....</b>	<b>12-13</b>
<b>Goals.....</b>	<b>14-15</b>
<b>School Indicators/Action Plan.....</b>	<b>16-17</b>
<b>Needs Assessments.....</b>	<b>18-19</b>
<b>District Initiatives.....</b>	<b>19-22</b>
<b>Evaluating Effectiveness.....</b>	<b>23-24</b>
<b>Summary.....</b>	<b>24</b>

## Statement of Assurance

On behalf of the Attala County School District, I hereby submit a local Dropout Prevention- Restructuring Plan to provide goals, activities, and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) increasing the state graduation rate to 85% or higher by 2023-2025; 2) reduce the state dropout rate by 50% by 2023-2025; and 3) reducing the truancy rate by 50% by 2023-2025.

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

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

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

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 if we focused 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 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 rate 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 Mississippi Department of Education.

District Superintendent: Kyle Hammond  (signature)

School Board President: Vernita Rayford  (signature)

Board Approval Date: 6-27-2023

The Attala County School Board Members assures the following:

- As required by state law, each high school is required to develop an annual dropout prevention plan. The graduation rate of Ethel High was 82.5% of McAdams High School was 95.5% and the district was 87.1% for the 2022-2023 school term. Along with the district, McAdams High School met and exceeded the state's requirement of having a graduation rate of 85% or higher. Ethel High School did not meet the 85% or above requirements. The schools will update and revise the action plan/strategies for continuous improvement toward the goal of all students graduating college and career ready. The plan will be based on the design principles in the Mississippi College and Career Readiness (CCR) Design Principles.
- The Attala County School District will implement an annual dropout prevention plan. A committee of representatives from the high schools and elementary schools will meet and review/revise the plan on an annual basis.
- The Attala County School District will ensure that data is used to develop the plan by evaluating past performance, predictive indicators and needs of the district based on the characteristics of students served.
- As required by policy and state law, The Attala County School District will address at a minimum the following:
  - Reducing the retention rates in grades 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.
  - Addressing how students will transition to the home school district from the juvenile detention centers.
- The Dropout Prevention-Restructuring Plan will be submitted to the district school board for approval and verified by board minutes.
- The Dropout Prevention-Restructuring Plan will be posted on the district website homepage after board approval by August 1<sup>st</sup>.

# Monthly Meeting June 27 2023(July)

## Attala County School District

Policy Site: <https://attala.msbapolicy.org>

Kosciusko, Mississippi

June 27, 2023 at 05:30 PM

### Agenda

1. Call to Order, Invocation and Pledge to the Flag
2. Adoption of Agenda
3. Approval of Minutes of the Past Meeting
4. Consent Agenda
  - 4.1. Approval of Fixed Asset Disposals
  - 4.2. Approval to destroy all records according to Mississippi Code
5. Discussion/Action
  - 5.1. 16th Section (Goal 4)
    - 5.1.1. Presentation/Approval of MS Forestry Annual Plan 23-24  
Mac Ables
    - 5.1.2. Approval of Hunting/Fishing bid opening (Goal 2)  
16-12-4(80ac), 16-13-4(212ac), 16-13-5(146ac), 16-13-5(190.5ac), 16-14-6(440ac), 16-15-9(617ac), 16-16-6(88ac), 16-16-9(35ac)
  - 5.2. Financial (Goal 4)
    - 5.2.1. Approval of District Financial statements & claims and Club & Activity Accounts
    - 5.2.2. Approval of bid opening (Goal 2)  
Propane
    - 5.2.3. Approval of transfer of funds  
from Dist Maint to Debt Serv- \$290,000 for payoff of 2015 3mil note,  
End of Year transfer of funds
    - 5.2.4. Approval of District Budget 2023-2024
    - 5.2.5. Approval of Revolving Loan revised resolutions
  - 5.3. Personnel (Goal 3)

5.3.1. Approval of certified teachers for 2023-2024 school year

Portia Winters- MHS,  
Taylor Campbell- MHS,  
Angie Newsome- MHS(part time at hr rate based on teacher scale)

5.4. Approval of out of district transfer

returning

5.5. Approval of release of student from district

L/N Truong to Kosciusko Sch Dist,  
A McCleskey to Kosciusko Sch Dist

5.6. Presentation of school/district reports (Goal 1)

CSI Report- Harmon

5.7. Approval of ACSD Child Nutrition reports/plans

2022-2023 Health Council Report,  
2023-2024 Child Nutrition Procurement Plan,  
2023-2024 ACSD Meal Prices,  
2023-2024 ACSD Child Nutrition Handbook

5.8. Approval of ACSD /School Plans

2023-2024 ACSD Dropout Prevention Plan,  
2023-2024 ACSD/Schools Crisis Management Plans

5.9. Approval of MOU and Agreements

Region VI Community Mental Health Center (Life Help),  
Mississippi Action for Progress, Inc.-Head Start Program, Millcreek,  
Rosemont (Gifted)

6. Superintendent's Report

7. Consideration to enter executive session

8. Adjournment

**Dropout Prevention- Restructuring Plan Cover Sheet**

**School District: Attala County School District**

**Superintendent: Kyle Hammond**

**Greenlee Elementary** **Elementary (PreK-6)**  
**Principal: Ryan Renfrow**

**Ethel High School** **High School (7-12)**  
**Principal: Culley Newman**

**Long Creek Elementary** **Elementary (PreK-6)**  
**Principal: Shanika Hickmon**

**McAdams High School** **High School (7-12)**  
**Principal: Dietrich Harmon**

**Kosciusko-Attala County Career Technical Center** **Vocational (9-12)**

**Local Dropout Prevention Team**

**School District:** Attala County School District

**Mailing Address:** 100 Courthouse Suite 3  
 Kosciusko, MS 39090

**Telephone:** 662-289-2801

**Fax:** 662-289-2804

**School Superintendent:** E-mail: [khammond@attala.k12.ms.us](mailto:khammond@attala.k12.ms.us)

**Assistant Superintendent:** Email: [rthompson@attala.k12.ms.us](mailto:rthompson@attala.k12.ms.us)

**Team Leader: Lorean Kilbert** E-mail: [lkilbert@attala.k12.ms.us](mailto:lkilbert@attala.k12.ms.us)

<b>Name/Title</b>	<b>Role</b>
<b>Kyle Hammond, Superintendent</b>	<b>District Office Staff</b>
<b>Rhyne Thompson, Asst. Supt./Curriculum Coord.</b>	<b>District Office Staff</b>
<b>Lorean Kilbert, MTSS Director</b>	<b>District Office Staff</b>
<b>Tara Kyle, Federal Programs Director</b>	<b>District Office Staff</b>
<b>Josh Bingham, Special Education Director</b>	<b>District Office Staff</b>
<b>Ryan Renfrow, Principal, Greenlee Elementary</b>	<b>School Staff</b>

<b>Jenny Wood, Counselor, Greenlee Elementary</b>	<b>School Staff</b>
<b>Culley Newman, Principal, Ethel High School</b>	<b>School Staff</b>
<b>Velvet Adcock, Counselor, Ethel High School</b>	<b>School Staff</b>
<b>Shanika Hickmonp, Principal, Long Creek Elementary</b>	<b>School Staff</b>
<b>Denise Canada, Counselor, Long Creek Elementary</b>	<b>School Staff</b>
<b>Dietrich Harmon, Principal, McAdams High School</b>	<b>School Staff</b>
<b>Latosha Brown, Counselor, McAdams High School</b>	<b>School Staff</b>
<b>Tony Holder, Director, Career Tech Center</b>	<b>School Staff</b>
<b>Tracey Hardy, Counselor, Career Tech Center</b>	<b>School Staff</b>
<b>James Jones, Parent</b>	<b>Community Rep</b>

### **Attala County School District Strategic Plan**

In reviewing test data, the dropout prevention team identified weaknesses in both Reading and Math. We believe that a student that has a strong background in reading and math will be less likely to drop out and have more success. As a result of this idea, we have established the following reading and math goals district-wide:

#### **Reading and Math Growth Goals**

**By the end of the 2023-2024 school year: students will show a 10% measurable growth from the previous year based on end of year state assessment and SATP scores in both reading and math.**

**By the end of the 2023-2024 school year: students in the bottom 25% will show 10% growth from the previous year based on end of year state assessment and SATP scores in both reading and math.**

**By the end of the 2023-2024 school year: students will show an overall growth of 10% measurable growth from the previous year based on end of year state assessment and SATP scores in both reading and math.**



## **Reading Goals**

**By the end of the 2023-2024 school year: students will show a 10% measurable growth from the previous year based on end of year state assessment and SATP scores in reading.**

**By the end of the 2023-2024 school year: students in the bottom 25% will show 10% growth from the previous year based on end of year state assessment and SATP scores in reading.**

**By the end of the 2023-2024 school year: students will show an overall growth of 10% measurable growth from the previous year based on end of year state assessment and SATP scores in reading.**

## **Strategic Plan Roles and Responsibilities**

**Central Office staff will:**

- **Support the building level administrator and teachers by supplying instructional needs**
- **Support the building level administrator and teachers in providing professional learning opportunities**
- **Ensure that the technology infrastructure remains functioning and up to date**
- **Ensure the district policies are communicated and enforced**
- **Involve administrators, teachers, and staff in decision making that affects them**
- **Ensure that funds are allocated with a focus on academics and district goals**

**Building level administrators will:**

- **Get to know each student by name and encourage to do their best**
- **Be a constant presence on campus**
- **Perform walkthroughs in every classroom numerous times each semester**
- **Perform formal evaluations at least once per semester**
- **Encourage, inspire, and motivate staff doing whatever it takes to keep morale up**
- **Have high expectations for all staff and themselves**
- **Ensure teachers engage students from bell to bell**
- **Ensure teachers cover the framework at the proper level or rigor**
- **Ensure teachers connect with and engage every child, every day**
- **Ensure teachers differentiate instruction for every child, every day**
- **Ensure teachers and inclusion teachers work closely to meet needs of all students**
- **Ensure teachers establish class reading and math goals as well as individual student reading and math goals**

- Ensure teachers infuse technology and manipulative into lessons

District Data Form

District Name: Attala County School District

Graduation Rate: **87.1%** (2022-2023 SY)

Dropout Rate: **11.3%** (2022-2023 SY)

**District Data 2021-2022**

	<b>Elementary School (Grades PreK-6)</b>	<b>High School (Grades 7-12)</b>
Number of Schools	<b>2</b>	<b>2</b>
Enrollment 2021-2022	<b>524</b>	<b>478</b>

**Student Demographic Data 2021-2022**

	<b>Number</b>	<b>Percentage</b>
Female	473	47.0%
Male	529	53.0%
Black	570	56.89%
White	405	40.42%
Asian	*	
Hispanic/Latino	*	
Native American	*	
Two or more races	*	

<b>School Year</b>	<b>Graduation %</b>	<b>Dropout%</b>
2022-2023	87.1%	11.3%
2021-2022	88.2%	7.4%
2020-2021	79.7%	11.4%
2019-2020	83.1%	10.8%
2018-2019	70.7%	24.0%

**District Data Form (Continued)**

**2021-2022 TEST DATA—Percentage Proficient and Above**

	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>
Grade 3	55.2%	62.1%	---
Grade 4	49.1%	24.6%	---
Grade 5	52.3%	36.5%	61.9%
Grade 6	27.8%	44.5%	---
Grade 7	32.1%	35.6%	---
Grade 8	38.1%	39.2%	51.2%

**High School Subject Area Tests—Percentage Proficient or Above**

<b>Algebra I</b>	<b>Biology</b>	<b>English II</b>	<b>U. S. History</b>
54.5%	68.2%	37.3%	53%

## School Data Form

School Name: Ethel High School

**Graduation Rate: 82.5%** (2022-2023 SY)

Total Enrollment: 283

### Student Demographic Data 2021-2022

	Number	Percentage
Female	135	47.70
Male	148	52.30
Black	69	24.38
White	202	71.38
Asian	*	
Hispanic/Latino	*	
Native American	*	
Two or more races	*	

### 2021-2022 TEST DATA—Percentage Proficient and Above

	Language Arts	Math	Science
Grade7	44.9%	46.95	---
Grade 8	41.4%	48.2%	55.2%

### High School Subject Area Tests—Percentage Proficient or Above

Algebra I	Biology	English II	U. S. History
62.5%	90.9%	40.5%	54.8%

## School Data Form

School Name: McAdams High School

**Graduation Rate: 95.5%** (2022-2023 SY)

Total Enrollment: 195

### Student Demographic Data 2021-2022

	Number	Percentage
Female	96	49.23
Male	99	50.77
Black	192	98.5
White	*	*
Asian		
Hispanic/Latino		
Native American		
Two or more races		

### 2021-2022 TEST DATA—Percentage Proficient and Above

	Language Arts	Math	Science
Grade7	15.8%	21.0%	---
Grade 8	30.8%	19.2%	42.3%

### High School Subject Area Tests—Percentage Proficient and Above

Algebra I	Biology	English II	U. S. History
48.4%	43.4%	33.3%	50.0%

## **District Level Requirements/Strategies**

### **Requirement A: Reducing the retention rates in grades kindergarten, first, and second.**

- All K-3 teachers in the district have attended or must attend the Reading (LETRS Phonics First) workshops provided by the Mississippi Department of Education and the teachers have opportunities to attend professional development courses throughout the year.
- All PreK-K classes have assistant teachers in each classroom to provide additional support and to aid in the teaching/learning process for the students.
- The Attala County School District has a full-time Interventionist at each school to assist the students who are identified as at-risk.
- The district requires each student in grades PreK-3<sup>rd</sup> to be given a research-based universal screener three times a year. This screener provides a triangulation of data. Those students who do not meet the acquired scores are provided additional instruction in the area of weakness.
- Head Start/PreK programs to increase kindergarten readiness skills
- Multi-tier Systems of Supports/ Response to Intervention for Academics and Behavior-PBIS
- Progress Monitoring: Star, I-Ready, Case 21

### **Requirement B: Targeting subgroups that need additional assistance to meet graduation requirements.**

- All schools must identify these subgroups. At-risk students (in all grades) are identified and provided additional support to reach the requirements for graduation. Any subgroup (in all grades) that does not meet its required goal must be addressed in each school's plans.
  - Individual Career Academic Plans
- Response to Intervention
- Positive Behavior Interventions & Support
- Block Scheduling and Eight Period Scheduling
- Foundational Math, English, Biology courses
- Focus on scaffolding instruction for all students
- Credit Recovery/Summer School/Grade Results

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

- District collaborates with Holmes Community College for resources and opportunities
- Tutoring opportunities for re-testers for MAAP
- Implement Student/Parent Liaison
- Utilize online courses in Grade Results

**Requirement D: Addressing how students will transition to the home school district from the juvenile detention centers.**

- District will follow state policy for transitioning students from the juvenile detention center to their home schools.
- The school counselor and resource officer will serve as liaison between youth court center and home school during transition.
- Administrators, counselors, and interventionists will be informed when release notifications are received by the district.
- Students returning to school must have a meeting with the parent, the resource officer, administrator, counselor, and interventionist.
- Students who do not return to school after release will be reported to the attendance officer.
- The counselor and the teacher support team will monitor each student and assess their progress. One on One counseling and parent conferences will be provided.
- Grades, discipline, and attendance will be monitored periodically by interventionist (TST Committee), counselor, and administrator.

# Goals

(Attendance/Behavior/Coursework)

**SCHOOLS: Ethel High School  
McAdams High School**

Goals	Actions/Resources for Achieving Goal	Number of students and grade level targeted	Person(s) responsible for activities	TimeLine
Decrease dropout rate by 2% per year	<ul style="list-style-type: none"> <li>• Identify at-risk students (Early Warning System)</li> <li>• Implement and apply Early Warning System/MTSS and PBIS interventions</li> <li>• Monitor students' progress (grades, screeners/benchmarks assessments, discipline, and attendance)</li> <li>• Keep parents informed of student progress</li> <li>• Involve community support</li> <li>• Utilize Career Tech Center</li> </ul>	<ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grades 7-12</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• District &amp; MTSS/EWS Committee</li> <li>• MTSS</li> <li>• TST &amp; PBIS Committees</li> <li>• Counselor</li> <li>• Teachers</li> <li>• Students</li> <li>• Parents</li> <li>• Mental health agencies</li> </ul>	August 2022 May 2025
Increase graduation rate by 3% per year	<ul style="list-style-type: none"> <li>• Provide quality classroom instruction</li> <li>• Conduct learning walks &amp; informal classroom observation</li> <li>• Identify students in need of academic &amp; behavioral interventions (TST)</li> </ul>	<ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grades 7-12</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Students</li> <li>• School/District Administrators</li> <li>• Counselor</li> <li>• TST &amp; PBIS</li> <li>• MTSS</li> <li>• Teachers</li> <li>• Parents</li> </ul>	August 2022- May 2025



	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement and apply needed interventions</li> <li>Identify students who</li> <li><input type="checkbox"/> meet the criteria for Course Recovery</li> <li>Assign identified</li> <li><input type="checkbox"/> students to Course Recovery Program</li> <li>Monitor students' academic/behavior progress (EWS)</li> <li>Identify "overage" students through</li> <li><input type="checkbox"/> MTSS/TST</li> <li><input type="checkbox"/> Community support</li> <li>Keep parents informed of student progress</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Mental health agencies</li> </ul>	
Reduce chronic absenteeism by 2% per year	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the primary causes (Early Warning System)</li> <li><input type="checkbox"/> Develop &amp; implement strategies to minimize identified barriers</li> <li><input type="checkbox"/> Identify students with at-risk rates of absences &amp; provide early interventions</li> <li><input type="checkbox"/> Recognize good attendance</li> <li><input type="checkbox"/> Follow Mississippi Compulsory School Attendance Law</li> <li><input type="checkbox"/> Solicit community involvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Total enrollment</li> <li><input type="checkbox"/> Grades 7-12</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Early Warning System Team</li> <li><input type="checkbox"/> Counselor</li> <li><input type="checkbox"/> TST Committee</li> <li><input type="checkbox"/> Attendance Officer</li> <li><input type="checkbox"/> Parents</li> </ul>	August 2022-May 2025

Our district does not have a separate middle school, our high schools consist of grades 7-12

## Ethel High School

### School Level Action Plan

#### Design Principle: 1: Ready for College and Career

<b>Indicator</b> <i>Design Principle: Indicator</i>	<b>Current Status on Continuum</b> Beginning, Early Steps, Growing Innovation, or New Paradigms?	<b>GOAL: Next Status Level on Continuum</b> Beginning, Early Steps, Growing Innovation, or New Paradigms
<b>1.2 High School Course of Study</b>	Early Steps: During and after school support is scheduled on an individual basis, determined by student performance and data.	Growing innovations: Schools implement the academic support necessary for every student to succeed and graduate college and career ready.

<b>Action Steps</b>	<b>Responsible</b>	<b>Deadline</b>	<b>Resources/ Professional Development Needed</b>	<b>Potential Barriers</b>	<b>Timeline</b>
<b>ACT Prep</b>	Teachers and Counselors	Aug.2023-May 2025 then reevaluate	Resources, incentives, online prep	Need to focus on how to do this most effectively; Professional development can help overcome barriers	Ongoing
<b>Block Scheduling/8 Period Classes</b>	Teachers, Administrators Counselors	Aug.2023-May 2025 then reevaluate	Staff, Classroom	Teacher and student buy in	Ongoing
<b>Offer Credit Recovery</b>	Teacher	Summer	Staff, Classroom, program	Student Participation	Ongoing

#### Design Principle: 2: Require Powerful Teaching and Learning

<b>Indicator</b> <i>Design Principle: Indicator</i>	<b>Current Status on Continuum</b> Beginning, Early Steps, Growing Innovation, or New Paradigms?	<b>GOAL: Next Status Level on Continuum</b> Beginning, Early Steps, Growing Innovation, or New Paradigms
<b>2.8 Instruction</b>	Beginning- Teacher talk dominates instruction	Early steps-Teachers communicate effectively with all students; teachers help students articulate thoughts and ideas clearly and effectively

Action Steps	Responsible	Deadline	Resources/ Professional Development Needed	Potential Barriers	Timeline
<b>Focus on student centered learning</b>	Teachers, administrators	Aug.2023-May 2025	Staff development: teachers to self-evaluate and adjust	Need for students to be proactive/active in their learning; need for paradigm shift/Overcome with professional development and work in PLC's	Ongoing
<b>Provide hybrid learning</b>	Teachers, Administrators	Aug.2023-May 2025	Staff development, Computers	Technology availability Internet access/connection	Ongoing

**Design Principle: 3: Personalization**

<b>Indicator</b> <i>Design Principle: Indicator</i>	<b>Current Status on Continuum</b> Beginning, Early Steps, Growing Innovation, or New Paradigms?	<b>GOAL: Next Status Level on Continuum</b> Beginning, Early Steps, Growing Innovation, or New Paradigms
<b>3.4 Affective and Academic Support</b>	Growing: there is academic support programs in order to maximize student growth	Growing innovations: Schools implement the academic support necessary for every student to succeed and graduate college and career ready.

Action Steps	Responsible	Deadline	Resources/ Professional Development Needed	Potential Barriers	Timeline
<b>Tutoring/Remediation</b>	Teachers, Staff	Aug.2023-May 2025	Staff and Resources	Student Involvement and motivation Overcome barriers with a focus on individual strengths/ weaknesses and engaging instruction/activities	Ongoing

## Needs Assessment Outcomes

In this section, please describe the major outcomes from your district needs assessment, as they address the following areas.

<p><b>Target Group Identified</b></p>	<p>Targeted groups are identified as those students in grades PK-12 in need of specific interventions:</p> <ul style="list-style-type: none"> <li>• <b>Grow lowest 25%</b></li> <li>• <b>K-6 and Algebra I proficiency and growth</b></li> <li>• <b>Students failing courses</b></li> <li>• <b>Students with excessive absences</b></li> <li>• <b>At-risk students failing two or more years</b></li> </ul>
<p><b>Data Collection Methods Used</b></p>	<p>Data is collected in the spring by analyzing information from state test results, computer reports, universal screeners, supplemental computer-based program reports, SAMS reports, staff, parent, and community surveys and interviews. Needs assessment reports are created for each school and the district. Reports are discussed during district and school planning used as a tool to make revisions to existing plans as needed.</p>
<p><b>Prioritized List of Needs</b></p>	<ul style="list-style-type: none"> <li>• <b>Student Achievement: All math and high school subject areas</b></li> <li>• <b>School Context/Organization: Excessive absences</b></li> <li>• <b>Professional Development: individualized PD for staff and staff PD</b></li> <li>• <b>Family and Community Engagement: Increase parent involvement</b></li> <li>• <b>Curriculum and Instruction: Grow the bottom 25% towards proficient/advanced</b></li> </ul>
<p><b>Short Term Goals</b></p>	<p><b>Goals for the end of the 2023-2024 SY</b></p> <ul style="list-style-type: none"> <li>• <b>Student Achievement: Increase math proficiency and advanced by 2% from previous year and increase growth by 5% from previous year</b></li> <li>• <b>School Context/Organization: Increase attendance by 3% from previous year</b></li> <li>• <b>Professional Learning: Enhanced teacher knowledge of content through in and out of district trainings. Develop and implement district and school professional learning plans.</b></li> <li>• <b>Family and Community Involvement: Increase school home to school communication and engagement</b></li> </ul>

	<p>☐ Curriculum and Instruction: Grow the bottom 25% towards proficient/advanced using differentiated instruction, RTI, after school tutoring, etc...</p>
<b>Long Term Goals</b>	<p><b>Goals for the end of the 2023-2025 SY</b></p> <ul style="list-style-type: none"> <li>• <b>Student Achievement: Increase proficiency and advanced in ELA and subject areas 5% from previous year and increase growth by 8% from previous year</b></li> <li>• <b>School Context/Organization: Increase attendance by 10% from previous year</b></li> <li>• <b>Professional Learning: Enhanced teacher knowledge of content through in and out of district trainings. Develop and implement district and school professional learning plans.</b></li> <li>• <b>Family and Community Engagement: Increase to two-way communication to/from home and school</b></li> <li>• <b>Curriculum and Instruction: Continue to grow the bottom 25% towards proficient/advanced using differentiated instruction, RTI, after school tutoring, etc...</b></li> </ul>
<b>Recommendations for future needs assessment</b>	<p>Recommendations and discussions are held throughout district and school planning meetings throughout the year and through stakeholder surveys.</p>

### Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: increasing the district graduation rate, reducing the district dropout rate, and reducing the district truancy rate.

<b>15 Dropout Prevention Strategies</b>	<b>Strategy</b>	<b>Grade Level</b>
<b>Systemic Renewal</b>	<p><b>Teacher Recruiting</b></p> <p><b>District Provided Professional Learning</b></p>	<b>District-wide</b>

<b>School-Community Collaboration</b>	<b>Collaboration with Life Help School Based Counseling</b>	<b>District-wide</b>
<b>Safe/Learning Environment</b>	<b>Crisis Management Plan</b> <b>Safe and Drug Free Schools</b> <b>Random Drug Testing Policy for all Activity Based Students</b>	<b>District-wide</b>  <b>EHS/MHS</b>
<b>Family Engagement</b>	<b>PTO Meetings</b> <b>Activities outlined under District and School's Parent Engagement Plans</b>	<b>GLE/LCE/EHS/</b> <b>MHS District Wide</b>
<b>Early Childhood Education</b>	<b>Pre. Kindergarten</b> <b>Private day care</b>	<b>GLE/LCE</b>
<b>Early Literacy Development</b>	<b>Scholastic Reading Inventory-Reading Counts/STAR</b> <b>I Ready/Achieve 3000/ Common Lit</b> <b>Horizons(K-3)-SPED</b> <b>Mastery View-Case 21</b>	<b>GLE/LCE</b>
<b>Mentoring/Tutoring</b>	<b>Collaboration with Tougaloo College for after-school</b> <b>7<sup>th</sup>/8<sup>th</sup> in school tutorial</b> <b>Compensatory Classes for Reading and Math</b> <b>SATP and ACT Prep Days</b> <b>System 44/ Read 180/ Achieve 3000</b> <b>ACT Boot Camp</b>	<b>MHS</b> <b>EHS/MHS</b> <b>7/8</b>  <b>GLE/LCE</b>

<b>Service Learning</b>	<b>Vocational Education</b> <b>MOD</b> <b>ICT</b>	<b>EHS/MHS</b>
<b>After-School Opportunities</b>	<b>ACT and SATP Prep</b> <b>Tutorial K-6/Math and ELA</b>	<b>EHS/MHS</b> <b>LCE</b> <b>District</b>
<b>Professional Development</b>	<b>Professional Learning Communities/Learning Plans</b> <b>ACT and SATP Test Prep trainings</b> <b>Implement new curriculum</b> <b>Coaches for high school tested areas (school level)</b>	<b>District-wide</b>
<b>Active Learning</b>	<b>Vocational Classes</b> <b>ICT</b>	<b>EHS/MHS</b>
<b>Educational Technology</b>	<b>Mastery View-Case 21</b> <b>Study Island, CommonLit</b> <b>Fast Math</b> <b>Scholastic Reading Inventory</b>	<b>District-wide</b> <b>GLE/LCE</b>
	<b>iReady/Read 180/Grade Results</b>	<b>EHS/MHS</b>

<p><b>Individualized Instruction</b></p>	<p><b>TST Interventionists</b></p> <p><b>Study Island</b></p> <p><b>SPED</b></p> <p><b>Gifted</b></p> <p><b>EL services through interventionist</b></p> <p><b>In/after school tutorial Assistant teachers-PreK-K iReady</b></p> <p><b>CommonLit</b></p> <p><b>Achieve 3000</b></p>	<p><b>District-wide</b></p>
<p><b>Career and Technical Education (CTC)</b></p>	<p><b>iCap</b></p> <p><b>ICT</b></p> <p><b>Programs as the Kosciusko-Attala Career Tech Center</b></p>	<p><b>EHS/MHS</b></p>



## Evaluating Effectiveness

	<b>Grade Level Assessed</b>	<b>Performance Indicator/Method of Evaluation</b>	<b>Sources of Data</b>	<b>Baseline Data</b>	<b>Dropout Prevention Strategy Addressed</b>
<b>Teacher Recruitment and Retention</b>	<b>District Wide</b>	<b>Increased applicant pool &amp; reduced teacher turnover</b>	<b>Fewer job openings and increased applications</b>	<b># applications on file and total filled teacher positions</b>	<b>Systemic Renewal</b>
<b>Community Counseling Services</b>	<b>District Wide</b>	<b>Decrease in discipline referrals and absences</b>	<b>Discipline and attendance reports</b>	<b># referrals # absences</b>	<b>School and Community Collaboration</b>
<b>Crisis Management Plan</b>	<b>District Wide</b>	<b>Improve safety on school property</b>	<b>Discipline reports</b>	<b># referrals</b>	<b>Safe Learning Environment</b>
<b>Parent Involvement Programs</b>	<b>District Wide</b>	<b>Increase Parental Involvement</b>	<b>PTO, Open House, and Title I Parental Inv. Programs</b>	<b># signing in Sign-in sheets Aims messages Remind Twitter</b>	<b>Family Engagement</b>
<b>Pre. K</b>	<b>GLE/LCE</b>	<b>Improve early childhood education</b>	<b>Pre. K rosters Meetings with CMHS/MKAS/ Universal Scr.</b>	<b># served in PreK # transitioned from CMHS</b>	<b>Early Childhood Education</b>
<b>SRI/IReady / Case21 CommonLit/ Reading Counts/ Acc. Math/</b>	<b>GLE/LCE District</b>	<b>Improved literacy and math skills</b>	<b>Improve state test scores and increase # of students on grade level</b>	<b>% proficient or advanced  # on grade level</b>	<b>Early Literacy Development  Educational technology</b>

<b>Reading Class/SATP and ACT Prep Days/Case21/ACT Boot Camp</b>	<b>EHS/MHS</b>	<b>Increase % passing SATP and increase avg ACT score</b>	<b>SATP pass/fail rosters</b> <b>ACT Scores</b>	<b># passing</b> <b># failing</b> <b>Avg ACT score</b>	<b>Mentoring/Tutoring</b> <b>After-School Opportunities</b>
<b>Vocational Education</b>	<b>EHS/MHS</b>	<b>Increase # students</b>	<b>Class rosters</b>	<b># completing</b>	<b>Service Learning/</b> <b>Active Learning/</b> <b>Career and Tech Ed.</b>
<b>PLC/Professional Learning Plans</b>	<b>District Wide</b>	<b>Staff Evaluations/ lesson plans/</b> <b>Travel documentation</b>	<b>Improve scores on state tests</b> <b>Staff surveys</b>	<b># signing in Lesson plans</b>	<b>Professional Learning</b>
<b>Interventionist</b>	<b>Elementary Schools</b>	<b>Increase available individualized instruction</b>	<b>SPED referrals</b> <b>EL</b>	<b># students referred for Testing</b>	<b>Individualized Instruction</b>

Summary:

According to the National Dropout Prevention Center, there is no quick fix that will end dropout problem in schools. Effective dropout prevention cannot occur in a vacuum, but it must be carefully reviewed within the context of major school reform activities. It must be created within a system that provides an infrastructure for ongoing implementation and sustainability of proven practices. This plan summarizes the Attala County School District's efforts to create and support such a system.

The Dropout Prevention-Restructuring Plan provides goals, activities, and services necessary to meet the overarching goal of the Mississippi Department of Education to increase the graduation rate to 90% by 2025.