

Attala County School District Dropout Prevention/Restructuring Plan

2020-2021



**Mr. Kyle Hammond
Superintendent of Education**

Table of Contents

School Board Assurance/Agenda	3-6
Cover Sheet	4
Team Members	5
Strategic Plan/Responsibilities	6-7
District Data	8-9
School Data	10-11
District Requirements/Strategies	12-13
School Indicators/Action Plan	14-17
Needs Assessments	18-19
District Initiatives	20-22
Evaluating Effectiveness	23-24
Summary	24

Statement of Assurance

On behalf of the Attala County School District, I hereby submit a local Dropout Prevention 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% by 2019-2020; 2) reduce the state dropout rate by 50% by 2019-2020; and 3) reducing the truancy rate by 50% by 2019-2020.

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 rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices, and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

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

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

District Superintendent: Kyle Hammond  (signature)

School Board President: Christie Moody  (signature)

Board Approval Date 6/29/2020

The Attala County School Board Members assures the following:

- As required by state law, each high school with a graduation rate below 85% is required to develop a graduation-restructuring plan. As the graduation rate of Ethel High was 80.39% for the 2018-2019 school term, the school 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, and elementary schools will meet and review/revise the plan on an annual basis.
- Ethel High School will describe actions, timelines, measures for success, and monitoring processes in a school level plan. Greenlee Elementary School will also provide applicable actions toward the plan.
- 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 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 September 1st

Monthly Meeting June 29 2020(July)

Attala County School District

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

Kosciusko, Mississippi

June 29, 2020 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 Meetings

4. Consent Agenda

4.1. Approval of Fixed Asset Disposals

4.2. Approval to destroy all records according to Mississippi Code

4.3. Approval of Donation to MHS

4.4. Approval of donated/grant items to district

EHS - 2 AP 1 Switch 1 Sensor

GLE - 1 AP 1 Switch

LCE - 1 AP 1 Switch

MHS - 2 AP 1 Switch 1 Sensor

4.5. Approval of 2020-2021 Drop-Out Prevention plan

4.6. Approval of ACSD 2020-2021 Crisis Management Plan

4.7. Approval of coach resignation

4.8. Approval of Out of State Travel

CTE

5. Discussion/Action

5.1. Approval of propane bid opening (Goal 4)

5.2. 16th Section (Goal 4)

5.2.1. Approval of hunting and fishing bid openings

16-12-4 80 acres

16-13-4 212 acres

16-13-5 190.5 acres

- 16-13-5 54 acres
- 16-14-6 440 acres
- 16-15-9 617 acres
- 16-16-6 70 acres
- 16-16-9 35 acres

5.3. Financial (Goal 4)

5.3.1. Approval of Club and Activity Accounts

5.3.2. Discussion and approval of district financial statement and claims

5.3.3. Approval of intra-funds transfers

5.3.4. Approval of FY 2021 Budget

5.4. Presentation of Energy Project (Goal 2)

Shneider Electric

5.5. Presentation of Capitol Improvements (Goal 2)

Art Cook

5.6. Presentation of Health Council Report (Goal 2)

5.7. Approval of the ACSD reopening of schools plan (Goal 2)

5.8. Approval of Managed Print Assessment contract (Goal 4)

5.9. Approval of ESSER (CARES) budget (Goal 1,2, 3)

5.10. Approval of Professional Development (Goal 3)

5.11. Personnel (Goal 3)

5.11.1. Beth Cook

5.11.2. LaVontis Smith

5.11.3. Kristen Fancher

5.12. Discuss the reading of ACSD policies sections A-D

6. Superintendent's Report

7. Consideration to enter executive session

8. Adjournment

Dropout Prevention Plan Cover Sheet

School District: Attala County School District

Superintendent: Kyle Hammond

Greenlee Elementary

Principal: Ryan Renfrow

Elementary (Pre. K–6)

Ethel High School

Principal: Culley Newman

High School (7-12)

Long Creek Elementary

Principal: Shanika Hickmon

Elementary (Pre. K–6)

McAdams High School

Principal: Dietrich Harmon

High School (7-12)

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
Team Leader: Lorean Kilbert **Team Leader E-mail:**
lkilbert@attala.k12.ms.us

Name/Title	Role
Kyle Hammond, Superintendent	District Office Staff
Lorean Kilbert, MTSS Director	District Office Staff
Renee McNeal, Special Education Director	District Office Staff
Tara Kyle, Federal Programs Director	District Office Staff
Ryan Renfrow, Principal, Greenlee Elementary	School Staff
Jenny Wood, Counselor, Greenlee Elementary	School Staff
Culley Newman, Principal, Ethel High School	School Staff
Velvet Adcock, Counselor, Ethel High School	School Staff
Shanika Hickmon, Principal, Long Creek Elementary	School Staff
Denise Canada, Counselor, Long Creek Elementary	School Staff
Dietrich Harmon, Principal, McAdams High School	School Staff
Latosha Brown, Counselor, McAdams High School	School Staff
Tony Holder, Director, Career Tech Center	School Staff
Tracey Hardy, Counselor, Career Tech Center	School Staff
James Jones, Parent	Community Rep

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 2020-2021 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 2020-2021 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 2020-2021 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 2020-2021 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 2020-2021 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 2020-2021 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 classrooms 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: 83.1% (2018-2019)

Dropout Rate: 10.8% (2018-2019)

District Data 2018-2019

	Elementary School (Grades PreK-6)	High School (Grades 7-12)
Number of Schools	2	2
Enrollment 2018-2019	593	433

Student Demographic Data 2018-2019

	Number	Percentage
Female	502	47.99
Male	544	52.01
Black	569	54.40
White	463	44.26
Asian	1	
Hispanic/Latino	2	
Native American	*	
Two or more races	*	

District Data Form (Continued)

2018-2019 TEST DATA—Percentage Proficient or Above

	Language Arts	Math	Science
Grade 3	35.7%	40.5%	---
Grade 4	45.2%	37.7%	---
Grade 5	53.3%	23.7%	67.1
Grade 6	28.8%	40.1%	---
Grade 7	38%	35.5%	---
Grade 8	20.5%	20.8%	

High School Subject Area Tests—Percentage Proficient or Above

	Algebra I	Biology	English II	U. S. History
	24.7%	42.5%	38.4%	31.7%

School Data Form

School Name: Ethel High School

Graduation Rate: 80.39% (2018-2019)

Total Enrollment: 266

Student Demographic Data 2018-2019

	Number	Percentage
Female	123	46.24
Male	143	53.76
Black	56	21.05
White	207	77.82
Asian	1	
Hispanic/Latino	2	
Native American	*	
Two or more races	*	

2018-2019 TEST DATA—Percentage Proficient or Above

	Language Arts	Math	Science
Grade7	39.6%	50%	---
Grade 8	26.1%	28.2%	43.5%

High School Subject Area Tests—Percentage Proficient or Above

	Algebra I	Biology	English II	U. S. History
	36.4%	45.7%	48.6%	32.4%

Ethel Attendance Center
 EWS Data: 1st Nine Weeks
 Fall 2018

Percentage of Chronic Absenteeism by Grade

	7 th	8 th	9 th	10 th	11 th	12 th
1st Nine Weeks	4.16%	7.83%	14.6%	7.8%	8.5%	11.25%

Percentage of Behavioral Infractions by Grade

	7 th	8 th	9 th	10 th	11 th	12 th
1st Nine Weeks	10%	<1%	<1%	0	<1%	0

Course Grade Averages of D & F

1 st Nine Weeks	7 th	8 th	9 th	10 th	11 th	12 th
Math	8.3%	6.7%	14.6%	5.5%	17%	<1%
English	3.1%	3.6%	4.8%	13%	11.3%	<1%

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 the Reading (LETRS) workshops provided by the Mississippi Department of Education and the teachers have opportunities to attend professional development courses throughout the year.
- All PreK-3rd grade 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-3rd 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 Supports/ Response to Intervention for Academics and Behavior
- PBIS
- Progress Monitoring: Star, iReady, 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
- Foundational Math, English, Biology courses
- Focus on scaffolding instruction for all students
- Credit Recovery/Summer School

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

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 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.

Goals

(Attendance/Behavior/Coursework)

SCHOOL: Ethel Attendance Center

Goals	Actions/Resources for Achieving Goal	Number of students and grade level targeted	Person(s) responsible for activities	Time-Line
Decrease dropout rate by 2% per year	<ul style="list-style-type: none"> Identify at-risk students (Early Warning System) Implement and apply Early Warning System/MTSS and PBIS interventions Monitor students' progress (grades, screeners/benchmarks assessments, discipline, and attendance) Keep parents informed of student progress Involve community support Utilize Career Tech Center 	<ul style="list-style-type: none"> Total enrollment Grades 7-12 	<ul style="list-style-type: none"> School Administration District & MTSS/EWS Committee MTSS TST & PBIS Committees Counselor Interventionists Students Parents Mental health agencies 	August 2020 May 2022
Increase graduation rate by 3% per year	<ul style="list-style-type: none"> Provide quality classroom instruction Conduct learning walks & informal classroom observation Identify students in need of academic & behavioral interventions (TST) 	<ul style="list-style-type: none"> Total enrollment Grades 7-12 	<ul style="list-style-type: none"> Teachers Students School/District Administrators Counselor TST & PBIS MTSS Interventionists Parents 	August 2020- May 2022

	<ul style="list-style-type: none"> • Implement and apply needed interventions • Identify students who meet the criteria for Course Recovery • Assign identified students to Course Recovery Program • Monitor students' academic/behavior progress (EWS) • Identify "overage" students through MTSS/TST • Community support • Keep parents informed of student progress 		<ul style="list-style-type: none"> • Mental health agencies 	
Reduce chronic absenteeism by 2% per year	<ul style="list-style-type: none"> • Identify the primary causes (Early Warning System) • Develop & implement strategies to minimize identified barriers • Identify students with at-risk rates of absences & provide early interventions • Recognize good attendance • Follow Mississippi Compulsory School Attendance Law • Solicit community involvement 	<ul style="list-style-type: none"> • Total enrollment • Grades 7-12 	<ul style="list-style-type: none"> • Early Warning System Team • Counselor • TST Committee • Attendance Officer • Parents 	August 2020-May 2022

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

Ethel High School

School Level Action Plans

Design Principle: 1: Ready for College and Career

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms?	GOAL:Next Status Level on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms
1.2 High School Course of Study	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 supports necessary for every student to succeed and graduate college and career ready.

Action Steps	Responsible	Deadline	Resources/ Professional Development Needed	Potential Barriers	Timeline
ACT Prep	Teachers –all non-state tested and feeder	Aug.2020-May 2021 then re-evaluate	Resources, incentives, online prep	Need to focus on how to do this most effectively; Professional development can help overcome barriers	Ongoing
Block Scheduling	Teachers, Administrators Counselors	Aug.2020-May 2021 then re-evaluate	Staff, Classroom	Teacher and student buy in	Ongoing
Offer Credit Recovery	Teacher	Summer	Staff, Classroom, program	Student Participation	Ongoing
Full-time academic coach/ interventionist	Academic Coach/ Interventionist	Aug.2020-May 2021 then re-evaluate	Staff member, space, salary	Teacher buy in, communication, feedback	Ongoing

Design Principle: 2: Require Powerful Teaching and Learning

Indicator <i>Design Principle: Indicator</i>	Current Status on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms?	GOAL:Next Status Level on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms
2.8 Instruction	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
Focus on student centered learning	Teachers, administrators	Aug.2020-May 2021	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
Provide hybrid learning	Teachers, Administrators	Aug.2020-May 2021	Staff development, Computers	Technology availability Internet access/connection	Ongoing

Design Principle: 3: Personalization

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

Action Steps	Responsible	Deadline	Resources/ Professional Development Needed	Potential Barriers	Timeline
Tutoring/ Interventionists	Teachers, Staff	Aug.2020-May 2021	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.

Target Group Identified	<p>Targeted groups are identified as those students in grades PK-12 in need of specific interventions:</p> <ul style="list-style-type: none"> • Grow lowest 25% • K-6 and Algebra I proficiency and growth • Students failing courses • Students with excessive absences • At-risk students failing two or more years
Data Collection Methods Used	<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>
Prioritized List of Needs	<ul style="list-style-type: none"> • Student Achievement: All math and high school subject areas • School Context/Organization: Excessive absences • Professional Development: individualized PD for staff and staff PD • Family and Community Engagement: Increase parent involvement • Curriculum and Instruction: Grow the bottom 25% towards proficient/advanced
Short Term Goals	<p>Goals for the end of the 2019-2020 SY</p> <ul style="list-style-type: none"> • Student Achievement: Increase math proficiency and advanced by 2% from previous year and increase growth by 5% from previous year • School Context/Organization: Increase attendance by 3% from previous year • Professional Learning: Enhanced teacher knowledge of content through in and out of district trainings. Develop and implement district and school professional learning plans. • Family and Community Involvement: Increase school home to school communication and engagement

	<ul style="list-style-type: none"> • Curriculum and Instruction: Grow the bottom 25% towards proficient/advanced using differentiated instruction, RTI, after school tutoring, etc...
Long Term Goals	<p>Goals for the end of the 2021-2022 SY</p> <ul style="list-style-type: none"> • Student Achievement: Increase proficiency and advanced in ELA and subject areas 5% from previous year and increase growth by 8% from previous year • School Context/Organization: Increase attendance by 10% from previous year • Professional Learning: Enhanced teacher knowledge of content through in and out of district trainings. Develop and implement district and school professional learning plans. • Family and Community Engagement: Increase to two way communication to/from home and school • Curriculum and Instruction: Continue to grow the bottom 25% towards proficient/advanced using differentiated instruction, RTI, after school tutoring, etc...
Recommendations for future needs assessment	Recommendations and discussions are held throughout district and school planning meetings throughout the year and through stakeholder surveys.

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.

15 Dropout Prevention Strategies	Strategy	Grade Level
Systemic Renewal	Teacher Recruiting District Provided Professional Learning	District-wide
School-Community Collaboration	Collaboration with Life Help School Based Counseling	District-wide
Safe/Learning Environment	Crisis Management Plan Safe and Drug Free Schools Random Drug Testing Policy for all Activity Based Students	District-wide EHS/MHS
Family Engagement	PTO Meetings Activities outlined under District and School's Parent Engagement Plans	GLE/LCE District Wide
Early Childhood Education	Pre. Kindergarten Private day care	GLE/LCE
Early Literacy Development	Scholastic Reading Inventory-Reading Counts Study Island Horizons(K-3)-SPED Case 21	GLE/LCE

	iReady	
Mentoring/Tutoring	Collaboration with Tougaloo College for after-school 7th/8th in school tutorial Compensatory Classes for Reading and Math SATP and ACT Prep Days System 44 and Read 180 ACT Boot Camp	MHS EHS/MHS 7/8 GLE/LCE
Service Learning	Vocational Education MOD ICT	EHS/MHS
After-School Opportunities	ACT and SATP Prep Tutorial K-6/Math and ELA	EHS/MHS LCE District
Professional Development	Professional Learning Communities/Learning Plans ACT and SATP Test Prep trainings Implement new science curriculum Coaches for high school tested areas	District-wide
Active Learning	Vocational Classes ICT	EHS/MHS
Educational Technology	Case 21 Study Island Fast Math Scholastic Reading Inventory	District-wide GLE/LCE

	iReady	
Individualized Instruction	TST Interventionists Study Island SPED Gifted EL services through interventionist In/after school tutorial Assistant teachers-Pre.K-3rd iReady CommonLit	District-wide GLE/LCE
Career and Technical Education (CTC)	iCap ICT Programs as the Kosciusko-Attala Career Tech Center	EHS/MHS

Evaluating Effectiveness

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

Vocational Education	EHS/MHS	Increase # students	Class rosters	# completing	Service Learning/ Active Learning/ Career and Tech Ed.
PLC/Professional Learning Plans	District Wide	Staff Evaluations/ lesson plans/ Travel documentation	Improve scores on state tests Staff surveys	# signing in Lesson plans	Professional Learning
Interventionist	All schools	Increase available individualized instruction	SPED referrals EL	# students referred for Testing	Individualized Instruction

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