



Western Line School District

2020-2021

Dropout Prevention-Restructuring
O'Bannon High School



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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.**

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

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*. One specific objective set for addressing this goal was an Early Warning System be utilized to identify students in need of assistance to reach graduation so appropriate interventions could be provided to assist each student with reaching the goal of exiting high school 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.

Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

District Dropout Prevention Plan

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

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

Team Member	Position
Amy Spencer	District Staff
Lent Tatum	District Staff
Glenda Jackson	District Staff
Lynn Lang	Alternative School Director

- Summary of any data or information the district considered to guide the planning process and would like to include in the plan to explain the plan to the board and community.
 - 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)
 - Educational Level of Parents
 - Suspension Rate
 - Expulsion Rate
 - Number of School Transfers
 - Extracurricular Activities Participation
 - 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 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.

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. School restructuring planning guidance is based on information provided by the MDE Early Warning System (EWS).

Planning Guidance

Step 1: Build your team

School Team Members: Member should include the school's leadership, counselors, and a district administrator, as well as, an administrator from the career and technical center, elementary and middle school(s) in the high school's feeder pattern to be a part of the planning team. 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?
Willie L. Goins, Jr.	Principal	Instructional Leader of the school
Tannica Ervin	Asst. Principal	Data Tracking / Communication Technology
Damian Collins	Interventionist	Testing / Data/ MTSS Coordinator
Shelia Middleton	Counselor	Relationship with students / One-on-One and Group Counseling
Jacqueline Washington	Parent Liaison	Parental Contact / Community Awareness
Tyjawanda C. Kirk	Teacher High School	Lead Teacher / Data Collection / and Parent
Lynn Lang	Alternative School Director	Relationship with students placed in the Alternative Learning Center
James Johnson	Principal O'Bannon Elem.	Knowledge of Students in the Elementary School who are At-risk
Alicia Ervin-Rawls	Teacher 8 th Grade	Junior High Social Studies Teacher and Parent

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
MSIS Reports

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.

School Restructuring Plan Goals	
Goal 1:	Attendance
Goal 2:	Behavior
Goal 3:	Course Performance
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>.

SMART Goal Planning Template

Goal 1:

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?)	Teachers will do daily follow-ups with parents regarding student attendance during face-to-face and virtual instructions to achieve 95% daily attendance rate
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?)	Daily completion of work in Schoology Attendance taken in Sam Spectra
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Yes Monthly Technology Issues
R	Relevant	R – is the goal relevant to performance expectations?	Our current goal will be relevant to achieving the daily 95% attendance rate
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The task will be done monthly Accomplished - 2021

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly MSIS Upload	Monitor Log-in	Sam Spectra	Teachers	Administrators
	Student work completed	Schoology	Parent Liaison	Teachers
		MSIS		Parents
		Computers		Parent Liaison
		Internet Access		

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
Oct. 9, 2020	Monthly Reports of ADA	Parent liaison will make home visits and parent contact to identify students with poor attendance

SMART Goal Planning Template

Goal 2:

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?)	The number of suspensions will be reduced by 10%. The teachers will receive PD on Classroom Management and be visible during transitions to decrease incidents.
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?)	Progress will be viewed monthly Sam Spectra Discipline 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. When – Monthly This goal will be achievable based upon a reduction of office disciplinary referrals written.
R	Relevant	R – is the goal relevant to performance expectations?	This goal is relevant.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Monthly / Ongoing May 2021

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly Sam Spectra Report	Classroom Management PD	Professional Development	Teachers	Teachers
		Sam Spectra	Administrators	Administrators
			Counselor	Counselor
			Parents	Parents
			ISS Teacher	ISS Teacher

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
Last day of each month	Monthly review of ISS and OSS report showing a decrease of 10%	Teachers with excessive referrals will be met with to discuss strategies to assist in reducing referrals.
		Frequent parent contact will be made by the teacher and monitored by admin.

SMART Goal Planning Template

Goal 3:

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?)	The teacher will monitor student performance, engagement, and 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?)	Achieved: Student is actively engaged.
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 – Monitoring of students’ progress daily by teachers
R	Relevant	R – is the goal relevant to performance expectations?	Yes, this goal is relevant. The increase of overall student performance will increase overall school performance.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Daily and ongoing End of the school year

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Monitoring of student progress daily by teachers		Teachers	Teachers
	Classroom Management PD			

Plan to Progress Monitor

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

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Review of progress reports and 9 weeks grades	Weekly Parent notification of student progress if goal is not achieved

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
Willie L. Goins, Jr.	Principal
Tannica Ervin	Asst. Principal
Damian Collins	Curriculum Interventionist
Shelia Middleton	Counselor
Jacqueline Washington	Parent Liaison
Tyjawanda C. Kirk	High School Teacher
Lynn Lang	Alternative School Director / Coach
James Johnson	Elementary School Principal
Alicia Ervin-Rawls	Junior High Teacher

List of Data Analyzed
Sam Spectra ISS / OSS numbers
Disciplinary referrals
Attendance Reports
MSIS Reports
Progress Reports
Reviewing Daily Attendance

School Restructuring Plan Goals				
Goal 1:				
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly MSIS Upload	Monitor Log-in	Sam Spectra	Teachers	Administrators
	Student work completed	Schoology	Parent Liaison	Teachers
		MSIS		Parents
		Computers Internet Access		Parent Liaison

Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
October 9, 2020	Monthly Reports of ADA		Parent liaison will make home visits and parent contact to identify students with poor attendance	
Goal 2:				
Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly Sam Spectra Report	Classroom Management PD	Professional Development	Teachers	Teachers
		Sam Spectra	Administrators	Administrators
			Counselor	Counselors
			Parents	Parents
			ISS Teacher	ISS Teacher
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
Last day of each month	Monthly review of ISS and OSS Report showing a decrease of 10%		Teachers with excessive referrals will be met with to discuss strategies to assist in reducing referrals.	
			Frequent parent contact will be made by the teacher and monitored by admin.	
Goal 3:				
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Monitoring of student progress daily by teachers		Teachers	Teachers
	Classroom Management PD			
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
Monthly	Review of progress reports and 9 weeks grades		Weekly parent notification of student progress if goal is not achieved	