



MARION COUNTY
SCHOOL DISTRICT

Dropout Prevention Plan

Marion County School District
2020-2021

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7/27/20

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District Dropout Planning Committee

Committee Members	
Georgia Dunaway , WMHS Principal	Carl Michael Day, Director of Curriculum, Instruction and Assessment
Dr. Percynthia Newsome, EMHS Principal	Libby, Aaron, Federal Program Director
Sherrie Williams, WME Principal	Robin Hurst. Special Services Director
Dr. Jan Sears, CTE Director	Amanda Stevens, ELE Pre-K Coordinator
Chase Robbins, EME Principal	Tim Bryant, Technology Director
Brad Duncan, High School Teacher/Coach	Donald Clanton. Alternative School Facilitator
Vickie Davis, Graduation Coach	

Drop-out Prevention Planning Process

- The District Curriculum Director coordinates and organizes a planning team that should include the high school principal, the middle school principal(s), District Personnel, CTE director, teachers, and district support staff.
- Team gathers and reviews available data.
- Team uses the CCR Design Principle tool and conducts a self-evaluation on each row or indicators in the tool. The team should note improvements from last year and identify high priority changes to make in moving toward "new paradigms" on the continuum.
- Team identifies at least 3 indicators for focused improvement in the coming school year and builds an action plan around each indicator.

- The MCSD Team Lead will present the action plan at a local school board meeting before board approval.
- Team discusses action plans with school staff before school begins each year.

School Level Plans

Each high school with a graduation rate above 85% is not required to develop a graduation restructuring plan. West Marion High school has a 82% graduation rate ; therefore only a District Dropout Plan and one Restructuring Plan is required for the current year.

District Profile

Marion county is located in south Mississippi. Marion county has 542.38 square miles of land area and 6.24 square miles of water area. As of 2010-2014, the total Marion county population is 26,449, which has grown 3.34% since 2000. The population growth rate is lower than the state average rate of 4.91% and is much lower than the national average rate of 11.61%. Marion county median household income is \$29,010 in 2010-2014 and has grown by 18.14% since 2000. The income growth rate is lower than the state average rate of 25.96% and is much lower than the national average rate of 27.36%.

The Marion County School district is comprised of five schools and a career and technology center. The schools are each located in the rural communities of Columbia and Foxworth. Approximately 92% of our students qualify for free and reduced lunches. The poverty level by schools ranges from 99% to 85%; with the schools in the south eastern portion of the county having the highest percentage.

According to Marion County MS- USA.com, as of 2010-2014, the total Marion County School District population is 16,031 of the 26,449 noted above.

According to TownCharts.com, the number of people age 25 years old or older who have graduated from high school or completed the GED or equivalent credential is 77 % in Marion County, which is the 4th smallest percent of high school graduates or better of all the other counties in the area. The number of people aged 25 years or older who have graduated from college with a Bachelor's

degree is 13%. The percentage of people aged 25 years or older who either have no schooling or dropped out of school before completing high school is 23%, the most of all counties in the area.

Natural disasters occurring from December 23, 2014 to present. (January 2020)

We have had a few hurricanes and tornadoes since 2016. We have had a few families to enter our district from areas that were affected by these areas. During the past few years, we have encountered flooding and tornadoes. The most recent tornado was categorized as an EF-2 tornado and it destroyed several businesses and about a half dozen homes in our community. Major damage was done to the roof of the Marion County-Columbia Public Library. It is closed indefinitely due to heavy water damage. Our students/families utilize the library tremendously and this will affect them greatly.

District Enrollment and Demographics

Year	Enrollment	Female	Male	As	Blac	Hispanic	Native A A m	White	Multi-Racial	Econ. Disadv.	IEP	English LL	Immigrant	Migrant	Homeless	Native Hawaii an/Pac ific Island er
2016	2061	1041	1020	1	875	26	1	1140	18	1884	286	5	0	0	27	
2017	2057	1019	1038	0	849	20	2	1160	26	1802	302	4	0	0	11	

2018	2043	1022	1024	815	20	2	1175	34	1794	303	4	36
2019	2027	1007	1020	811	24	2	1162	39	1809	304	9	38

District Secondary Data Summary

Year	Drop out Rates		5 or More Absences		Discipline Incidents ODR		Retention Rates	Retention Rates k-3	Detention Center Placements
	WMHS	EMHS	WMHS	EMHS	WMHS	EMHS	District	District	District
2018-19	10	6	386	180	264	139	78	61	0
2019-20	6	2	219	130	218	193	17	12	0

Marion County School District Dropout Prevention

Goal 1: Improve student preparation through Kindergarten Readiness

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 MCSD will establish a Pre-k program for students as part of an Early Learning Collaborative.
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?)	Marion County School will serve as Lead partner and will establish 10 new Pre-k classes.
A	Achievable	A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	By the end of year 1 classes will be established with the capacity to serve 180 students from Marion County and Columbia Community.
R	Relevant	R – is the goal relevant to performance expectations?	Research indicates that in closing the student achievement gap through early intervention and school readiness of students that those students are more likely to successfully matriculate and continue through school until graduation. (see EXCEL by 5 data, and NCCER reports)

T	Time Bound	T – is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)		August 2020 Classrooms established and Functioning	
	Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2019	Register and Enroll Pre-k	Materials for classroom setup	Carl Michael Day, ELC Chair Amanda Stevens, ELC Coordinator Early Childhood Education MDE	All ELC Members: Head Start, Day Cares, Partner School District	
July 2020	Closeout Year 1 and Register/Enroll Pre-k	Salary Appropriations	Carl Michael Day, ELC Chair Amanda Stevens, ELC Coordinator	All ELC Members: Head Start, Day Cares, Partner School District	
June 2021	Start Data Tracking of students success rate for upcoming 3rd Grade Reading Gate	Assessment Programs	Carl Michael Day, ELC Chair Amanda Stevens, ELC Coordinator	All ELC Members: Head Start, Day Cares, Partner School District	
Plan to Progress Monitor					
<ul style="list-style-type: none">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	Enrollment and Budget Submissions to MDE	Increase Recruitment efforts to ensure all seats are filled.
August, January, May	Screeners Data Collection for Kinder-Readiness profiles, including transitional profile folders	Adjust instructional target as screener data dictates --monitor and adjust to maximize with equity student growth

MCSD Dropout Prevention

Goal 2: Provide Academic and Emotional Support through Graduation Coaches

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?)	<ul style="list-style-type: none"> Graduation Coaches will coordinate Positive Behavior and Incentive Systems (PBIS) to promote a positive school climate and culture that celebrates student success. Graduation Coaches will work with students and all relevant stakeholders to establish academic support systems (TST) and Early Warning Systems are both identifying at-risk students and that safety nets are in place and working to propel students to successful matriculation from grade to grade until graduation
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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?)			Two Graduation Coaches will be employed. PBIS Documentation and Data will be collected after year 1 of implementation of Coaches. Discipline Baseline Date will be established to project 2021-22 targets.
A	Achievable	A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)			While the employment of the coaches will occur by July 2020, systems will need to be put into place and all relevant baseline data collected to monitor progress and determine impact.
R	Relevant	R – is the goal relevant to performance expectations?			According to multiple Meta-Studies focused on improving graduation rate/reducing dropout rates, a positive and supportive school culture is essential. Likewise schools that offer safety nets and supports show higher graduation and success rates. The correlation between school readiness and drop-out prevention and graduation is reflected in multiple.
T	Time Bound	T – is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)			Year 1 of full implementation 2020-21, baseline data established with comparative data beginning Year 2 Full implementation July 2021
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
July 20-June 21	Employ Graduation Coaches	Materials for classroom setup	Carl Michael Day, Director of Curriculum, Instruction, and Assessment	High School Principals; Counselors, Graduation Coaches	
July 2020	Appropriate Funds	Salary Appropriations	Carl Michael Day, Director of Curriculum, Instruction, and Assessment	High School Principals;	

			Libby Aaron, Federal Programs Director Robin Hurst, Special Education Director	Counselors, Graduation Coaches
June/July 2021	Collect Data to establish Baseline for relevant areas EWS and TST	Assessment Programs	Carl Michael Day, Director of Curriculum, Instruction, and Assessment Libby Aaron, Federal Programs Director Robin Hurst, Special Education Director	High School Principals; Counselors, Graduation Coaches
July 2021	Prepare new Plan to increase student success	n/a	Carl Michael Day, Director of Curriculum, Instruction, and Assessment Libby Aaron, Federal Programs Director Robin Hurst, Special Education Director	High School Principals; Counselors, Graduation Coaches

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	PBIS Systems operating to engage students and "SPARK" a positive school culture	Increase PBIS Systems and EWS safety nets to tune overall impact
August, January, May	Screeners Data Collection to progress monitor student success	Adjust instructional target as screener data dictates --monitor and adjust to maximize with equity student growth

Monthly	Early Warning System operating to identify and “SPARK” attendance, behavioral, and course/classroom performance	Depending on the impact of various pandemic related challenges, adjustments will be made to include students participating in traditional, blended, or distance learning models
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MCSD Dropout Prevention

Goal 3: Provide Distance Learning Option to Students During Pandemic

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 MCSD will provide distance learning options to keep students engaged in academic growth and performance. Distance Learning Protocols with supporting safety net systems will be established to ensure students are provided equitable learning opportunities while under pandemic circumstances.
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 Distance Learning Plan will be established and implemented with documentation of student enrollment and performance.
A	Achievable	A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	Challenges to implementing a distance learning program will revolve around being able to provide technology, connectivity, teacher support to deliver instruction, and student/parent support to actively engage in the learning process.

R	Relevant	R – is the goal relevant to performance expectations?		As we face the challenges of educating students during a pandemic that presents mortal (life) risks, in order to keep students from losing skills and more dramatically lose interest in completing school, we must provide avenues that can allow students to continue their educational journey.	
	Time Bound	T – is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)		Year 1 of full implementation 2020-21, Quarterly Data progress monitoring will determine if adjustments are needed, as well as potential impact of changes in the Pandemic circumstances.	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
July 20-June 21	Establish Distance Learning Plan with necessary components to push out instruction	Technology and Connectivity Devices	Carl Michael Day, Director of Curriculum, Instruction, and Assessment Tim Bryant, Technology Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students	
July 2020	Appropriate Funds	ESSER Funds	Libby Aaron, Federal Programs Director Carl Michael Day, Director of Curriculum, Instruction, and Assessment Tim Bryant, Technology Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students	
June/July 2021	Establish Professional Development Plan to support teachers, parents, and students	PD Funds to provide appropriate training	Carl Michael Day, Director of Curriculum, Instruction, and Assessment	High School Principals; Counselors,	

			Tim Bryant, Technology Director	Graduation Coaches, teachers, parents, and students
July 2021	Progress Monitor Plan Implementation to maximize student success	n/a	Carl Michael Day, Director of Curriculum, Instruction, and Assessment Tim Bryant, Technology Director Libby Aaron, Federal Programs Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students

Plan to Progress Monitor

<ul style="list-style-type: none"> 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
July 2020	Develop and Implement Plan for Distance Learning			Adjust professional development to provide optimum support for teachers, parents, and students
July 2020	Expend ESSER fund to secure necessary technology and connectivity for students			Availability of devices and connectivity will affect timeline
Monthly	Monitor teacher and student successful implementation of DLP			Depending on the impact of various pandemic related challenges, adjustments will be made to include students participating in traditional, blended, or distance learning models

West Marion High School Restructuring Plan

West Marion High School Planning Committee

Committee Members	
Georgia Dunaway , WMHS Principal	Carl Michael Day, Director of Curriculum, Instruction and Assessment
Dr. Percynthia Newsome, EMHS Principal	Libby, Aaron, Federal Program Director
Sherrie Williams, WME Principal	Robin Hurst. Special Services Director
Dr. Jan Sears, CTE Director	Amanda Stevens, ELE Pre-K Coordinator
Chase Robbins, EME Principal	Tim Bryant, Technology Director
Brad Duncan, High School Teacher/Coach	Donald Clanton. Alternative School Facilitator
Vickie Davis, Graduation Coach	

Drop-out Prevention Planning Process

- The District Curriculum Director coordinates and organizes a planning team that should include the high school principal, the middle school principal(s), District Personnel, CTE director, teachers, and district support staff. They meet quarterly to review EMS data and monitor areas for improvement.
- The School MTSS team gathers and reviews available data.

- Team uses the CCR Design Principle tool and conducts a self-evaluation on each row or indicators in the tool. The team should note improvements from last year and identify high priority changes to make in moving toward “new paradigms” on the continuum.
- Team identifies at least 1-3 indicators for focused improvement in the coming school year and builds an action plan around each indicator.
- The MCSD Team Lead will present the action plan at a local school board meeting before board approval.
- Team discusses action plans with school staff before school begins each year.

West Marion High School Data

Year	Dropout Rates	5 or More Absences	Discipline Incidents (ODR)	Retention Rates	Retention Rates k-3
2018-19	10	386	264	78	61
2019-20	6	219	218	17	12

West Marion High School Dropout Prevention/Restructuring

Goal 1: Decrease the number of students with five or more absences by 10% from (386--2018-19), 219--2019-20 to 199, or less, for the 2020-21 school year

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?)	Decrease the number of students with five or more absences by 10% from (386--2018-19), 219--2019-20 to 199, or less, for the 2020-21 school year.
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?)	EWS Data will be collected and monitored bi-quarterly will culminating data collected and compared year to year for growth.
A	Achievable	A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	The 10% decrease is obtainable if students who are chronic absentee students can be monitored and provided safety nets to both prevent absences.
R	Relevant	R – is the goal relevant to performance expectations?	Research indicates that in closing the student achievement gap through providing effective safety nets for at-risk students can be effective in reducing absentee rates and with evidence-based strategies in play that promote a positive, nurturing environment students are more like to attend school.

T	Time Bound	T – is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)		EOY Data will be pulled from MSIS to compare with in-progress monitoring throughout the year.	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
July 2019	Pull EOY data for absentee rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coachess School District	
July 2020	Pull EOY data for absentee rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches	
July 2021	Pull EOY data for absentee rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches	

August 2020-May 2021	West Marion High School will notify parents of daily absences through SAMS Active Parent. <ul style="list-style-type: none"> • Provide incentives for students and schools to encourage high attendance rates. • Identify and monitor students with chronic absences. • Exemption from end of course exams will be granted to students who meet district requirements (as they pertain to absences). • Increase teacher attendance to reduce the number of substitute teachers on campus daily 	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members: MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches
Plan to Progress Monitor				
	<ul style="list-style-type: none"> • 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	EWS Data Tracking	Increase intervention efforts for students who populate the absentee reports from SAMS		
August, January, May	School Level Progress Monitoring Data Reports	Monitor and adjust according to data and school level needs. Work with the student and parents for students populating absentee reports while promoting PBIs incentives to prevent students from missing school.		

West Marion High School Dropout Prevention/Restructuring

Goal 2: Reduce discipline referrals by 10% for students receiving at least one or more referrals from (264--2018-19), 218--2019-20 to 197, or less, for the 2020-21 school year.

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?)	Reduce discipline referrals by 10% for students receiving at least one or more referrals from (264--2018-19), 218--2019-20 to 197, or less, for the 2020-21 school year.
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?)	EWS Data will be collected and monitored bi-quarterly with culminating data collected and compared year to year for growth.
A	Achievable	A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	The 10% decrease is obtainable if students who are repeat ODR students can be monitored and provided safety nets to both stop and prevent further ODR's

R	Relevant	R – is the goal relevant to performance expectations?		Research indicates that in closing the student achievement gap through providing effective safety nets for at-risk students can be effective in reducing ODR rates and with evidence -based strategies in play that promote a positive, nurturing environment students are more likely to engage in learning.
T	Time Bound	T – is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)		EOY Data will be pulled from MSIS to compare with in-progress monitoring throughout the year.
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2019	Pull EOY data for ODR rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coachess School District
July 2020	Pull EOY data for ODR rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead TTeachers, Graduation Coaches

July 2021	Pull EOY data for absentee rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vlekie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members: MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches
August 2020-May 2021	West Marion High School, and West Marion Elementary School utilize a shared behavior specialist to monitor and work with students that have a disproportionate number of student discipline referrals. • Specifically target reducing excessive tardiness as a means to reduce the overall number of disciplinary referrals. • Develop and monitor individualized behavior plans. • Provide incentives for positive behaviors (PBIS) • Provide classroom management strategies to staff.	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vlekie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members: MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches
Plan to Progress Monitor <ul style="list-style-type: none"> 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	EWS Data Tracking	Increase intervention efforts for students who receive ODR reports from SAMS by providing instructional reviews for Tier I high quality instruction as well as PBIS systems.
August, January, May	School Level Progress Monitoring Data Reports	Monitor and adjust according to data and school level needs. Work with the student and parents for students populating absentee reports while promoting PBIS incentives to prevent students from missing school.

West Marion High School Dropout Prevention/Restructuring

Goal 3: Decrease the annual retention rate for MCSD District by 10% from (78--2018-19), 17--2019-20 to 15, or less, for the 2020-21 school year.

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?)	Decrease the annual retention rate for MCSD District by 10% from (78--2018-19), 17--2019-20 to 15, or less, for the 2020-21 school year.
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?)	EWS Data will be collected and monitored bi-quarterly with culminating data collected and compared year to year for growth.
A	Achievable	A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	The 10% decrease is obtainable if students who are potential non-promotion students can be monitored and provided safety nets to both stop and prevent further/repeat failure/retain students.
R	Relevant	R – is the goal relevant to performance expectations?	Research indicates that in closing the student achievement gap through providing effective safety nets for at-risk students can be effective in reducing failure rates and with evidence -based strategies in play that promote a positive, nurturing environment students are more likely to engage in learning and help close skills gaps in order to successfully matriculate to the next grade..
T	Time Bound	T – is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)	EOY Data will be pulled from MSIS to compare with in-progress monitoring throughout the year.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2019	Pull EOY data for non-promotion rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coachess School District
July 2020	Pull EOY data for non-promotion rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches
July 2021	Pull EOY data for non-promotion rates	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches
August 2020-May 2021	Utilize the Early Warning System to identify potential future dropouts in West Marion Elementary . • Collaborate with West Marion Elementary and West Marion Primary to ensure these students are	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches

	<p>identified and supported with their course work in the early grades.</p> <ul style="list-style-type: none"> Utilized the Multi-Tier Systems of Supports to ensure students are receiving the remediation and interventions they need to be success Provide a daily remediation/tutoring time frame to allow for the necessary interventions Partner and collaborate with West Marion Elementary School and West Marion Primary to implement strategies to decrease retention rates. 		Rhonda Polk, Graduation Coach	
<p align="center">Plan to Progress Monitor</p> <p> • 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? </p>				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
Monthly	EWS Data Tracking	<p>Increase intervention efforts for students who receive failing or approaching failing grades from SAMS by providing instructional reviews for Tier 1 high quality instruction as well as PBIS systems.</p>		
August, January, May	School Level Progress Monitoring Data Reports	<p>Monitor and adjust according to data and school level needs. Work with the student and parents for students populating grade reports as failing or approaching failing reports while promoting PBIS incentives to improve student engagement. Use diagnostic assessments to plot individual learning plans that maximize growth while targeting skills gaps.</p>		

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West Marion High School Dropout Prevention/Restructuring

Goal 4: Decrease the number of students identified by the Early Warning in West Marion High School as "Off Track" and "Sliding" by 10%.

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?)	Decrease the number of students identified by the Early Warning in West Marion High School as “Off Track” and “Sliding” by 10%.
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?)	EWS Data will be collected and monitored bi-quarterly with culminating data collected and compared year to year for growth.
A	Achievable	A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	The 10% decrease is obtainable if students who are potential at-risk students can be monitored and provided safety nets and interventions specific to the at-risk indicators.
R	Relevant	R – is the goal relevant to performance expectations?	Research indicates that in closing the student achievement gap through providing effective safety nets for at-risk students can be effective in reducing failure rates and with evidence -based strategies in play that promote a positive, nurturing environment students are more likely to engage in learning and help close skills gaps in order to successfully matriculate to the next grade.
T	Time Bound	T – is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)	EOY Data will be pulled from MSIS to compare with in-progress monitoring throughout the year.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2019	Pull EOY data for EWS Data Reports	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coachess School District
July 2020	Pull EOY data for EWS Data Reports	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches
July 2021	Pull EOY data for EWS Data Reports	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist Rhonda Polk, Graduation Coach	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches
August 2020-May 2021	Utilize the Early Warning System to identify and monitor students at risk for dropout within West Marion High School. Tier 2 and 3 level at risk students will receive additional support from teachers, counselors, interventionist, graduation coach, and behavior specialist.	MSIS Reports, EWS Reports and tracking forms	Carl Michael Day, Curriculum Director Georgia Dunaway, Principal Vickie Davis, Interventionist	All WMHS Leadership Team Members:MSIS Clerks, Counselors, Lead Teachers, Graduation Coaches

	<ul style="list-style-type: none"> • Will deploy a Student/Parent Support Liaison to support students working through distance learning. • Credit recovery is implemented via an online platform (Google Classroom, and Study Island) and used to catch up students that are one or more years behind due to previous retentions • Students who are considered overage for their grade level will be monitored for EWS for signs of sliding or becoming at-risk and offered fast tracking/early graduation options. Likewise students who are between 17 and 21 years of age and who may already dropped out will be reviewed on a case by case basis and when possible recruited to reenter for a fast track diploma option. • Remediation/tutoring is used to support students having difficulty with Biology I, Algebra I, US History, and English II courses. • ACT prep is implemented to assist students with meeting the necessary graduation testing requires. 		Rhonda Polk, Graduation Coach	
Plan to Progress Monitor				
<ul style="list-style-type: none"> • 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	EWS Data Tracking	Increase intervention efforts for students who receive failing or approaching failing grades s from SAMS by providing instructional reviews for Tier I high quality instruction as well as PBIS systems. Increase parental involvement to get and keep students on track.
August, January, May	School Level Progress Monitoring Data Reports	Monitor and adjust according to data and school level needs. Work with the student and parents for students populating grade reports as failing or approaching failing reports while promoting PBIS incentives to improve student engagement.. Use diagnostic assessments to plot individual learning plans that maximize growth while targeting skills gaps.