

Graduation Restructuring & Drop – Out Prevention Plan 2020 – 2021 SY



“The Future Starts Here – Our Children”

Rev. Jessie King, Superintendent

**Leland School District
Part I. Dropout Prevention Plan
2020-2021**

Cover Sheet

| Leland School District | |
|---|-----------|
| Superintendent: Rev. Jessie King | Signature |
| Principal: Johnnie Vick Leland School (9-12) High School | Signature |
| Principal: Barbara Lucas Edna M. Scott (1-5) Elementary School | Signature |
| Principal: Susie Williams Leland School Park (Pre-K,K,6,7,8) | Signature |
| Brandon Taylor School Board President Board Approved Date: | Signature |

Part II. Local Dropout Prevention Team Members

School District: Leland School District

Telephone #: 662.686.5000

Mailing Address: 408 East Third Street Leland, MS 38756

E-mail address for Superintendent: Rev. Jessie King; jesseking@lelandk.org

| | | |
|---|-----------|--|
| Director of Federal Programs: Dr. Nehru Brown | Signature | School Staff |
| Director of Data/Professional: Dr. Samuel Evans | Signature | School Staff |
| High School Counselor: Wanda Head | Signature | School Staff |
| School Attendance Officer: Carla McGill | Signature | Civic/Government Agency Representative |

Dropout Prevention Plan

According to a report for the Office of Research and Statistics, Mississippi Department of Education as of 2019, the Leland School District has a student dropout rate of 8.4 percent and a current graduation rate of 85.5. The district currently has a Performance Classification of C. Leland Elementary has a performance of a D while Leland Middle School and Leland High School have Performance Classifications of C. Participations Rates are 99, 97, and 96 percent, respectively.

In order to assess the effectiveness and evaluate current initiatives, surveys which gather input from all stakeholders to determine current programs, needs, and possible solutions are administered a minimum of once a year. These data assist in developing plans and programs (Federal Programs, IDEA) which will reduce the dropout rate and improve education in the district.

Surveys provided by the Mississippi Department of Education and others developed by the district, are administered whenever group or individual opportunities are presented. This includes district convocations, parents meetings, student focus groups, and other meetings with teachers, administrators, business/community partners, and parents. Normally there is at least 60% return rate from parents and business/community and a 100% return for teachers, administrators and students.

The District's Plan addresses dropout, retention, graduation and truancy rates, student demographics, teacher/administrator demographics, Mississippi Curriculum Test/Subject Area Test data, discipline referrals, current district initiatives and methods of evaluating effectiveness.

Total Student Population: 799

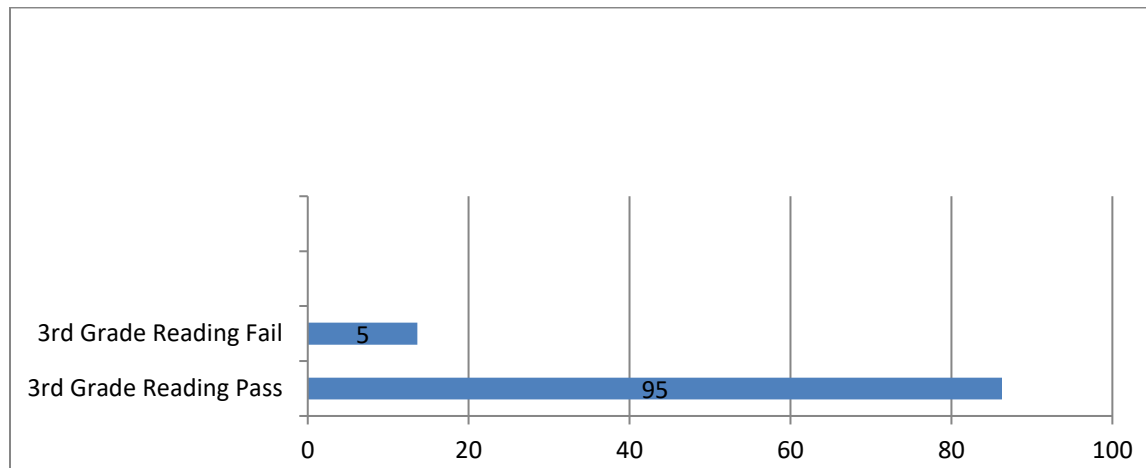
Total Middle School Population: 273

Total High School Population: 211

Student with Disabilities: 97

Student Demographics

| Edna M. Scott Elementary School | Leland School Park | Leland High School |
|---------------------------------|--------------------|--------------------|
| Black - 290 | Black – 242 | Black – 193 |
| White- 13 | White – 20 | White – 15 |
| Hispanic - 5 | Hispanic – 3 | Hispanic – 1 |
| Other - 8 | Other – 5 | Other - 2 |
| Total - 315 | Total - 273 | Total - 211 |



Third Grade Reading Gate Test

MAP, 2018-2019
Performance Levels of Proficient and Above

Language Arts

| Grade Level | Number Tested | % Proficient | % Advanced |
|--------------------|----------------------|---------------------|-------------------|
| 03 | 50 | 17 | 1.4 |
| 04 | 55 | 22 | 5 |
| 05 | 69 | 19 | 5 |
| 06 | 70 | 12 | 5 |
| 07 | 53 | 22 | 2 |
| 08 | 49 | 16 | 3 |

Mathematics

| Grade Level | Number Tested | % Proficient | % Advanced |
|--------------------|----------------------|---------------------|-------------------|
| 03 | 50 | 11 | 11 |
| 04 | 55 | 18 | 4 |
| 05 | 69 | 5 | 6 |
| 06 | 70 | 25 | 2 |
| 07 | 53 | 28 | 2 |
| 08 | 49 | 16 | 0 |

Note: Minimum N-count for reporting is 10 students.

Subject Area Testing Program 2018- 2019

| Subject | Number Tested | % Passing |
|----------------|----------------------|------------------|
| ALGEBRA | 42 | 72 |
| BIOLOGY | 53 | 54.8 |
| ENGLISH | 52 | 73 |
| U.S. HISTORY | 52 | 48.3 |

Notes: Minimum N-count for reporting is 10 students.

Design Principle: 1: Ready for College & Career

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 1.1;1.2;1.3;1.4;1.5;1.6 | Beginning/Early Steps | Growing Innovation |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|---|------------------------|----------------------|---|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| Students are given the opportunity to take Advanced/AP/Dual credit Courses; academic support is provided to all students by counselors, teachers, and tutorials as needed; iCAP's completed & updated yearly. Data will be used to monitor progress/measure outcomes. | All staff | August 2020- Ongoing | All Staff/student/parent/community involvement; Community Partnerships (IHL's);Technology | Scheduling; limited class offerings; technology Work with Administrators during hiring to ensure that more class needs are met; work with Federal Program Director & Community Partners | |
| Instructional classes will focus on college and career readiness skills with increased opportunities for students to practice those skills; individual/group counseling provided. Data will be used to monitor progress/measure outcomes. | All staff | August 2020- Ongoing | All Staff | Scheduling; limited class offerings; technology Work with Administrators during hiring to ensure that more class needs are met; work with Federal Program Director & Community Partners | |

Design Principle: 1: Ready for College and Career

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 1.7;1.8;1.9;1.10;1.11 | Early Steps/Growing Innovations | Growing Innovations/New Paradigms |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|--|------------------------|----------------------|--|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| More college visits for students; FAFSA/Scholarship/College & Career Days/ACT prep/iCAP workshops for students and parents; Professional mentoring; Ongoing Staff focus on College/Career. Data will be used to monitor progress/measure outcomes. | All stakeholders | August 2020- Ongoing | All stakeholder involvement | Time Restraints - Careful planning with school/district administrators | |

Design Principle: 2: Require Powerful Teaching and Learning _____

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 2.1-2.3 2.4-2.9 | Early Steps | Growing Innovations |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|---|------------------------|----------------------|--|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| Additional professional development provided to teachers on iCAP's, classroom technology usage, 21 st Century Skills and at-risk students. Cross-curricular instruction that focuses on college and career readiness skills. Data will be used to monitor progress/measure outcomes. | All Staff | August 2020- Ongoing | Title 1 funding, Complete Staff involvement | Timing; funding Careful planning to avoid timing conflicts; Partner with outside resources; Apply for technology grants | |
| Teachers create learning environments that provide an increase in student centered engagement; student technology usage; relatable instruction that focuses on 21 st century skills. Data will be used to monitor progress/measure outcomes. | All Staff | August 2020- Ongoing | All stakeholders involvement | Timing; funding Careful planning to avoid timing conflicts; Partner with outside resources | |

Design Principle: 2: Require Powerful Teaching and Learning

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 2.10-2.13 | Growing Innovations | New Paradigms |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|--|-------------------------|----------------------|--|---|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| Increase student involvement in establishing effective methods for classroom instruction. Students take an active role in monitoring their educational progress and in providing feedback on outcomes. Active parent usage training for parents. Data will be used to monitor progress/measure outcomes. | Staff/Parents /Students | August 2020- Ongoing | All stakeholders, updated technology, PD | Funding, Timing Work with Administrators; Federal Programs Director; Technology Director; Community Partners | |

Design Principle: 2: Require Powerful Teaching and Learning by reducing the retention rates in grades kindergarten, first, and second.

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 2.10-2.13 | Growing Innovations | New Paradigms |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|---|--|---|--|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| Retention: Leland K-3 student retention rate will decrease from 8% to 5% by May 2021. Attendance: Leland K-3 student attendance rate will increase from 93% to 95% by May 2021 | Teachers EWS Team PBIS Team Counselors Teachers/Assistant Teachers Instructional Technology Administrators | August 2020 – May 2021 EWS data will be evaluated every two weeks Schools will monitor attendance daily | Implement a district-wide Pre-K Early Start Program Implement MTSS Process with fidelity Utilize the Early Warning System (EWS) for early identification Conduct Town Hall Meetings with parents Collaborate with Daycares and Head Start Provide intervention accessibility through (1:1) device distribution Implement a 2 nd Grade After School Enrichment Program | Funding, Timing | |

Design Principle: 3: Personalization

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 3.1-3.5 | Early Steps | Growing Innovations |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|--|------------------------|----------------------|--|---|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| Students will have homeroom advisors that monitor them 9 th -12 th grades. Counselors will serve as additional support/academic advisor for students. All staff will help to monitor student progress and model real world skills. Data will be used to monitor progress/measure outcomes. | All Staff | August 2020- Ongoing | All Staff involvement | Time; Staff retention Schedule time for staff to work with students or to discuss student progress | |

Design Principle: 3: Personalization

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 3.6-3.10 | Early Steps/Growing Innovations | Growing Innovations/New Paradigms |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|--|------------------------|----------------------|--|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| Make weekly staff meetings more student centered (discuss individual student progress/needs). Student Advisor/Counselor meets with students regularly to review academic progress. More school-home communication. Data will be used to monitor progress/measure outcomes. | All Staff | August 2020- Ongoing | Committed staff involvement | Timing Make sure that meetings/time are scheduled effectively | |

Design Principle: 3: Redefine Professionalism

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 4.1-4.4 4.5-4.8 | Growing Innovations | New Paradigms |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|--|---|----------------------|--|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| Common planning periods; Established PLC's; Professional Development on Effective PLC's; Peer Observations Outcomes Measured through Constructive Feedback/Follow up | All Staff | August 2020- Ongoing | Committed staff involvement | Timing Make sure that meetings/time are scheduled effectively | |
| Student Advisory Groups/Teacher Advisory Group established and provide input in school-wide decision making | Building Administrative Staff Students | August 2020- Ongoing | Committed involvement, Professional Development/Training on Collaboration | Time Creative scheduling | |

Design Principle: 4: Redefine Professionalism

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 4.9-4.13 | Early Steps/Growing Innovations | Growing Innovations/New Paradigms |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|--|------------------------|----------------------|--|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| All staff works together to ensure that each staff member has the support needed to be successful. Ongoing professional development is provided to ensure that students are effectively educated based on 21 st century skills. Data will be used to monitor progress/measure outcomes. | All Stakeholders | August 2020- Ongoing | Staff commitment; PD | Time, PD Funding Creative scheduling of PD's; Effective use of PD funds; seek outside funding | |

Design Principle: 5: Leadership

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 5.1-5.4 5.5-5.8 | Growing Innovations | New Paradigms |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|--|------------------------|--------------------------------|--|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| Ensure that all staff knows and understands the district/school’s mission and vision and work together to cultivate an environment that supports it. Data will be used to monitor progress/measure outcomes. | All Staff | August 2020- Ongoing | All staff | | |
| Staff will review the current mission and vision and assess and make changes as needed. Data will be used to monitor progress/measure outcomes. | All Staff | August 2020- Ongoing as needed | All staff involvement | | |
| Staff will identify problems then monitor/adjust instruction to improve best practices. Relevant staff meetings. Data will be used to monitor progress/measure outcomes. | All Staff | August 2020- Ongoing | All Staff, professional development | Scheduling; Funding | |

Design Principle: 5: Leadership

| Indicator <i>Design Principle: Indicator (Ex. 1.1)</i> | Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> | GOAL: Next status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i> |
|--|--|---|
| 5.9-5.10 5.11-5.14 | Growing Innovations | New Paradigms |

| Action Steps | Responsible | Deadline | Resources/Professional Development Needed | Potential Barriers | Date Achieved |
|---|------------------------|----------------------|--|--|----------------------|
| <i>What task will be done? How will progress monitor? How will you measure outcomes?</i> | <i>Who will do it?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, resources, etc.)</i> | <i>What could get in the way of task completion? How will you overcome them?</i> | |
| All staff will hold each other accountable for the success of each student. Weekly meetings will be held to discuss student growth and needs. Data will be used to monitor progress/measure outcomes. | All Staff | August 2020- Ongoing | All staff | Teacher Absenteeism (Coaches, Bus driver, etc.) Creative /flexible scheduling of meetings | |
| All stakeholders will be included in the development of practices to improve student achievement and prevent student failure/dropout. Data will be used to monitor progress/measure outcomes. | All Stakeholders | August 2020- Ongoing | | | |