HARRISON COUNTY SCHOOL DISTRICT
DROPOUT PREVENTION PLAN
MIDDLE & SECONDARY LEVELS
2022-2023

D'Iberville High School

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DROPOUT PREVENTION PLAN
MIDDLE & SECONDARY LEVELS
2022-2023

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APPENDIX

PART I
SCHOOL OVERVIEW

Student Demographic Data (2021-2022)	Number	Percentage
Female	609	47%
Male	682	53%
Asian	87	7%
Black	314	24%
Hispanic	102	9%
Indian	3	< 1%
Pacific Islander	7	< 1%
Two or More	52	4%
White	726	56%
TOTALS (exclude gender)	1291	100%

Staff Demographic Data (2021-2022)	Number	Percentage
Female	72	69%
Male	32	31%
Asian	0	0%
Black	12	12%
Hispanic	4	4%
Indian	0	0%
Pacific Islander	0	0%
Two or More	0	0%
White	88	84%
TOTALS (exclude gender)	104	100%

Barriers to Academic Achievement (2021-2022) *Identify the number of students in each group*					
Students who are 2 or more years behind grade level	5	Students with disabilities	144	Students in foster care	35
Students with 5 or more unexcused absences	35.6%	Pregnant students (or those who gave birth during the school year)	3	% Free/Reduced Meals	40%
Students who have been in detention center or training school	6	McKinney-Vento (homeless) students	58	Unaccompanied youth	13
Number of students referred to alternative school/behavior mod	6.2%	ELL students	66		

Graduation Data	
Graduation Rate	91.5%
Dropout Rate	4.8%

	School Goals & Objectives *Based on test data, discipline, attendance, and other data* *(may include subgroups)*			
Goal 1	☐ **Attendance** ☐ **Behavior** ☒ **Academics** ☐ **Other** Increase the number of students scoring proficient and advanced in Algebra 1 by 2%, from 88% to 90%.			
Objectives	Provide Algebra I teachers and students with support to achieve our goal of increasing math performance levels Provide year-long algebra for most students to achieve goal of increasing math performance levels			
Timeline	2022-2023			
Action(s)	1. Provide bridge/foundation classes to the lower 25% of Algebra I 2. Provide after school tutoring/remediation once a week for each subject area. 3. Provide SATP2/MAAP intense test prep prior to testing days in each subject area. 4. Communicate with parents to encourage student participation in remediation sessions. 5. Provide professional development as it relates to implementing project-based learning. 6. Use the Mississippi Teacher Growth Rubric evaluations which include pre-,post- and formal evaluations. 7. PLC-Professional Learning Community implemented in every department. Common planning periods and weekly meetings 8. Increase technology sources so students have access to Case 21 often 9. Implementation of year-long algebra for students by enrolling in Foundations Algebra and advancing to Algebra I			
Person(s) Involved	ILC, Administration, Math Dept. Chair, Algebra I teachers, Foundations to Algebra teachers			
Projected Outcomes	All subject area test scores will increase to 80% proficiency or advanced scores.			
	Date	**Evidence of Progress**		**Potential Adjustments**

School Goals & Objectives Based on test data, discipline, attendance, and other data (may include subgroups)		
Progress Monitoring	December 2022/or MDE release of data Case 21	Using data from MDE and weekly monitoring via Case 21	We adjusted master schedule for yearlong Algebra 2022-2023

	School Goals & Objectives Based on test data, discipline, attendance, and other data (may include subgroups)
Goal 2	☐ Attendance ☐ Behavior ☒ Academics ☐ Other Increase the number of EL students that maintain level or score proficient by 2%, from 13% to 15%.
Objectives	EL students will become proficient in the targeted language and know how to access resources for effective communication.
Timeline	2022-2023
Action(s)	1. Activities will be structured to support student-to-student and/or group interaction. 2. EL teacher will provide guidance and further instruction to support language development/competence leading to language performance. 3. EL teacher will monitor student academic progress. 4. EL teacher will confer with teachers and parents to maintain student progress. 5. EL teacher will ensure that students have access to required materials for proficiency in English.
Person(s) Involved	EL district coordinator, on site EL instructor, administration, all DHS teachers, and staff

School Goals & Objectives			
Based on test data, discipline, attendance, and other data (may include subgroups)			

Projected Outcomes	EL students will become proficient in the targeted language, scoring 4 in the reading, and writing component and an overall 4 exiting out of the program under monitoring status for 4 years.		
Progress Monitoring	**Date**	**Evidence of Progress**	**Potential Adjustments**
	EL progress monitoring fall/spring	Attendance, grades, comprehension test	Individual plans based on each students' needs

School Goals & Objectives	
Based on test data, discipline, attendance, and other data (may include subgroups)	

Goal 3	☒ **Attendance** ☐ **Behavior** ☐ **Academics** ☐ **Other** Increase the school ADA by 2% from 89.9% to 91.9%.
Objectives	Increase the number of days students are present and increase the importance of attendance to students.
Timeline	By the end of the 2022-2023

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2022-2023

	School Goals & Objectives *Based on test data, discipline, attendance, and other data* *(may include subgroups)*		
Action(s)	1. McKinney-Vento liaisons will ensure homeless students are provided the necessities and resources to be successful. 2. Perfect attendance celebrations. 3. Teacher training on drop-out prevention and signs of trouble in students. 4. Work closely with students who are identified as potential dropouts and available sources.		
Person(s) Involved	District technology personnel, admin, DHS teachers		
Projected Outcomes	We will increase our ADA and decrease the number of absences by all students		
Progress Monitoring	**Date** On an individual basis of needs	**Evidence of Progress** Often communicating with dropout prevention team/specialist/school register, admin, staff	**Potential Adjustments** Being flexible and meeting individual needs of students

PART III
ACADEMIC ACHIEVEMENT
2022-2023

Interventions for Academic Achievement		
A. Identify procedures to reduce retention rates	**Timeline**	**Person(s) Responsible**
Improve student performance on all subject area state test through remediation methods determined by individual teachers and departments including SPED students.	2022-2023	Staff, Administration, Support Personnel, district data, state data
ACT prep classes designed to assist students in preparation for the ACT exam. (ACT Mastery Prep Program)	2022-2023	Admin/Counselors/ Staff

Interventions for Academic Achievement		
Computer-based learning (CBL) provided for additional tutorials. Credit recovery and catching up students to their cohort through CBL Quarantined students will be marked homebound Students unable to attend traditional school will have alternate virtual means to include Schoology/Edgenuity/Mastery Connect	2022-2023	Staff/Administration Dropout Prevention Spec.
Improve attendance. We hand out absence notifications to be signed. Refer students to dropout prevention specialists. Encourage students about importance of daily attendance. We also have perfect attendance celebrations throughout the year to encourage attendance.	2022-2023	Staff/ Administration/Counselors
P.R.I.D.E Program created to provide a variety of incentives designed to decrease the amount of discipline referrals and increase student achievement.	2022-2023	Students, Staff, Admin
Intervention specialists who meet with and monitor those students identified as at-risk students and who work with students to encourage regular attendance to improve academic achievement and behavior.	2022-2023	Drop-Out Prevention Specialists/Staff/ Administration
B. Identify professional development that promotes academic achievement	**Timeline**	**Person(s) Responsible**
1. Involve families in students' learning. 2. Monitor students to track their academic progress. 3. Provide staff with the training and resources needed to prevent students from dropping out. 4. Provide graduation options for students. 5. Provide activities encourage college and career preparation.	2022-2023	Parents/Drop out Prevention Committee members/Admin/ Staff /SRO's/

Interventions for Academic Achievement		
	Timeline	Person(s) Responsible
C. Identify Resources available to assist with academic achievement		

1. Provide professional development as it relates to implement project-based learning.
   2. Provide staff with faculty meetings twice a month to implement learning support. (1st and 3rd Monday)
   3. Inform staff of upcoming professional development and school/ district support to offset the cost
	2022-2023	Admin/County Office Support

D. Procedures for Mississippi Tiered System of Supports (MTSS) process	**Timeline**	**Person(s) Responsible**

1. Reduce behavior problems and increase student achievement:
   *Tier III TST Behavioral Plan Intervention
   * Assigned to a special small group advisory
   *Assigned to an Interventionist
   *Adhere to the District policy for the discipline ladder
   *Individual Behavioral Plans for chronic discipline issues
   *Refer students to guidance counselors
   * Created school wide behavior plan for teachers
	2022-2023	Parents/Dropout Prevention Committee members/Admin/ Staff /SRO's

2. Monitor student progress:
   *Progress monitoring the Behavior Plans every 2 weeks.
   *Interventionists meet regularly and communicate with administration regarding student needs.
   *Identify and monitor test retakes for IRPs (Individual Remediation Plans).
   *Offering additional ACT test preparations
	Bi-Weekly 2022-2023	Parents/Drop out Prevention Committee members/Admin/ Staff /SRO's

3. Evidence-based interventions:
   *EL students are assigned to EL specific online tutoring programs.
   *Progress monitor Tier III students.
	TBD on need during 2022-2023	Parents/Drop-out Prevention Committee members/Admin/ Staff /SRO's

E. Procedures for reviewing and revising goals and objectives depending on students' responsiveness (MTSS)	**Timeline**	**Person(s) Responsible**

Interventions for Academic Achievement		
1. Special education students: Revise BIPs as needed. 2. EL: Revise IBP as needed. 3. TST: Progress and monitor TST plans every 2 weeks.	Biweekly throughout 2022-2023	EL instructor, ILC, Admin. Staff
F. Identify school-wide approaches to support dropout prevention while increasing academic performance and/or graduation rates	**Timeline**	**Person(s) Responsible**
* Drop-out prevention specialist visits school weekly to meet with at-risk students. * School improvement committee * Staff training on drop-out prevention and recognizing signs of struggling students • Signs throughout the school celebrating the current rank of graduation rates and celebrations with students • Daily ACT practice in classes ACT Bootcamp for juniors and certain seniors	2022-2023	Students, Staff. Admin. Parents
G. Identify in-school classroom approaches that promote academic performance	**Timeline**	**Person(s) Responsible**
1. Lesson plans are aligned with CCSS standards and/or framework guidelines. 2. ACT preparation (Bell ringer, Decoding the ACT, writing prompts) 3. Advisory meetings bi-monthly (1st and 3rd Monday) 4. Increased Dual Credit and Advanced Placement courses offered. 5. Remediation and tutoring are provided for all students 6. Absenteeism notices are sent home to notify parents/guardians.	2022-2023	Staff, Admin, Parents, Counselors

Interventions for Academic Achievement		
H. Identify methods of improving teacher effectiveness when addressing engagement issues.	**Timeline**	**Person(s) Responsible**
1. Pre- and Post- Conference with teacher to identify areas of strengths and improvements 2. Staff development 3. New teachers receive mentor 4. Common planning periods for departments to allow time for collaboration 5. Needs assessment survey 6. Provide department PLC	2022-2023	Staff/Admin/ILC
I. Identify resources and support utilized to promote services and academic achievement	**Timeline**	**Person(s) Responsible**
1. School data/district data 2. MAAP resources 3. Professional learning communities 4. Instructional Literacy Coach 5. Kids First consultant 6. Case 21/Mastery Connect 7. USATestPrep	2022-2023	Staff/Admin
J. Identify procedures for ensuring homeless students (including those who are in foster care) are identified and provided services	**Timeline**	**Person(s) Responsible**

Interventions for Academic Achievement		
1. McKinney-Vento liaisons will ensure homeless students are provided the necessities and resources to be successful. 2. Provided ACT waivers. 3. Provided transportation. 4. Work closely with CPS. 5. Inform teachers of the needs of MVP students 6. District provides 'hotspots' at North Woolmarket Elementary and d'Iberville Middle School for anyone needing Wifi accessibility	2022-2023	Parents/Dropout Prevention Committee members/Admin/ Staff /SRO's

PART IV
CHRONIC ABSENTEEISM

DISTRICT GOAL: All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

Goals for Reducing Chronic Absenteeism		
A. Identify procedures that are in place to increase student attendance rate	**Timeline**	**Person(s) Responsible**
OBJECTIVES: 1. Monitor absences and tardies and inform parents about the importance of attendance when students begin to show absenteeism patterns. 2. Provide students with exemption parties to increase attendance rate. 3. Establish sound, reasonable attendance policies to set clear standards and high expectations for students. 4. Create a positive school climate. 5. Refer students with truancy issues to our dropout prevention specialist. 6. Meet with students with truancy to discuss ways the school can help.	2022-2023	Parents/Drop-out Prevention Committee members/Admin/ Staff /SRO's

Progress Monitoring		
Date	**Evidence of Progress**	**Potential Adjustments**
On an individual basis of needs	Often communicating with dropout prevention team/specialist/school register, admin, staff	Being flexible and meeting individual needs of students

B. Identify procedures for transitioning students to their home schools from the juvenile detention center/alternative setting	**Timeline**	**Person(s) Responsible**

OBJECTIVES:

1. An intake meeting is held upon returning to their home school with student and guardian/parent present.

2. Discuss grades, schedules, expectations, and policies with student.

3. Communicate regularly with JDC about student records and progress.

PART IV
CHRONIC ABSENTEEISM

DISTRICT GOAL: All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

Goals for Reducing Chronic Absenteeism		

Progress Monitoring

Date	Evidence of Progress	Potential Adjustments
On an individual basis of needs	Often communicating with dropout prevention team/specialist/school register, admin, staff	Being flexible and meeting individual needs of students

C. All schools will utilize the 3-tiered system of supports for improving attendance daily (Refer to Appendix A)	Timeline	Person(s) Responsible
Tier I: Universal Interventions		
OBJECTIVES: 1. Engaging school climate 2. Positive relationships with students and families 3. Chronic absence data monitored 4. Good and improved attendance recognized	2022-2023	Staff/Admin/ Counselors/SRO

Progress Monitoring

Date	Evidence of Progress	Potential Adjustments
On an individual basis of needs	Often communicating with dropout prevention team/specialist/school register, admin, staff	Being flexible and meeting individual needs of students
Tier II: Early Outreach Interventions		

PART IV
CHRONIC ABSENTEEISM

DISTRICT GOAL: All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

Goals for Reducing Chronic Absenteeism		
OBJECTIVES: 1. Personalized early outreach 2. Caring mentors 3. Action plan addresses barriers and increases engagement 4. Behavioral interventions into an integrated continuum that enhances academic and social behavior outcome	2022-2023	Staff/Admin/ Counselors/SRO/ Parents

Progress Monitoring		
Date	**Evidence of Progress**	**Potential Adjustments**
On an individual basis of needs	Often communicating with dropout prevention team/specialist/school register, admin, staff	Being flexible and meeting individual needs of students

Tier III: Individualized/Intensive Interventions		
OBJECTIVES: 1. Monitor absences and tardies and inform parents about the importance of attendance when students begin to show absenteeism patterns. 2. Provide students with exemption parties to increase attendance rate. 3. Establish sound, reasonable attendance policies to set clear standards and high expectations for students. 4. Create a positive school climate.	2022-2023	Staff/Admin, Counselors/SRO/ Parents

Progress Monitoring		
Date	**Evidence of Progress**	**Potential Adjustments**
On an individual basis of needs	Often communicating with dropout prevention team/specialist/school register, admin, staff	Being flexible and meeting individual needs of students

PART IV
CHRONIC ABSENTEEISM

DISTRICT GOAL: All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

Goals for Reducing Chronic Absenteeism		
D. Schools will engage parents to help prevent chronic absenteeism	**Timeline**	**Person(s) Responsible**
OBJECTIVES: 1. Utilize social media platform to get school news out 2. Remind 101 3. Parent ACT/FAFSA night 4. Parent get to college night	2022-2023	Staff/ Admin/Counselors

Progress Monitoring		
Date	**Evidence of Progress**	**Potential Adjustments**
On an individual basis of needs	Often communicating with dropout prevention team/specialist/school register, admin, staff	Being flexible and meeting individual needs of students

Goals for Reducing Chronic Absenteeism		
E. Schools will utilize community volunteers and businesses to reduce absences	**Timeline**	**Person(s) Responsible**
OBJECTIVES: 1. Will take perfect attendance students to local theater. 2. Reach out to businesses for donations to award prizes to students with perfect attendance. 3. Recognize perfect attendance students at school board. 4. Host a job fair in gym that all students will attend.	2022-2023	Community Businesses/Admin/ District Personnel, Staff, Students

Progress Monitoring		
Date	**Evidence of Progress**	**Potential Adjustments**

PART IV
CHRONIC ABSENTEEISM

DISTRICT GOAL: All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

Goals for Reducing Chronic Absenteeism		
On an individual basis of needs	Often communicating with dropout prevention team/specialist/school register, admin, staff	Being flexible and meeting individual needs of students

PART V
DROPOUT PREVENTION STRATEGIES
2022-2023

Dropout Prevention Strategies		
A. Identify strategies for dropout recovery initiatives for students (age 17 to 21) who have dropped out of school	**Timeline**	**Person(s) Responsible**
Comprehensive tracking system for cohort data is maintained in PowerSchool program. Annual meeting with community leaders to help track and identify at-risk students. Annual meeting with third-party representatives that provides services for this subgroup such GED, diploma, and career-prep. Additional assessment options have been implemented for meeting end-of-course subject area test graduation requirements.	2022-2023	Admins/Counselors/Community leaders/Drop-out Prevention Committee members/Counselors
B. Explain how you will utilize dropout statistics to evaluate effectiveness of academic performance and dropout prevention	**Timeline**	**Person(s) Responsible**
Reports are compiled throughout the year to identify students who meet dropout indicators. Monthly MSIS report from records clerk with D (drop) codes to help identify students.	2022-2023	Drop-out Prevention Committee members/Admin/ Staff / Counselors
Dropout Prevention Strategies		
C. Identify procedures for students transitioning from alternative education	**Timeline**	**Person(s) Responsible**

PART V
DROPOUT PREVENTION STRATEGIES
2022-2023

Dropout Prevention Strategies		
1. Intake meeting with Admin, parents, and student 2. Review student schedule and HCSD handbook and policies 3. Counselor referrals 4. Monitor and track progress through drop-out prevention specialist	2022-2023	Drop-out Prevention Specialist/Admin/Counselors/Parents

PART VI
SCHOOL DROPOUT PREVENTION TEAM MEMBERS
2022-2023

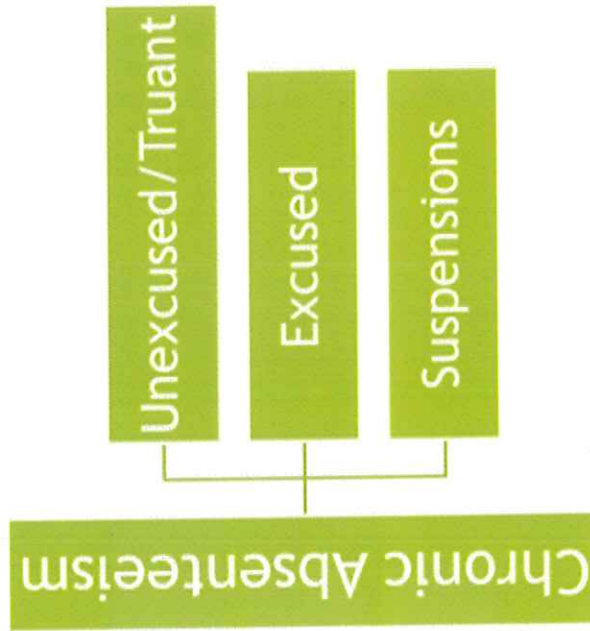| Printed Name	Signature	What strengths/perspectives does this person bring to the team?	Parent	Educ/Gov't Agency Rep.	Community Rep.	School Staff
Cheri Broadus (Principal)	Cheri Broadus (Signature)		☐	☐	☐	☒
(Team Leader)	(Signature)		☐	☐	☐	☒
James Brown	(Signature)		☒	☐	☐	☒
Mary Margaret Necha Ann Hansen	(Signature)		☐	☐	☐	☒
Joseph T. Catts	(Signature)		☐	☐	☐	☒
Nonna Gill Cooper / Kassandra Rainey	(Signature)		☐	☐	☐	☒
	(Signature)		☐	☐	☐	☐
	(Signature)		☐	☐	☐	☐
	(Signature)		☐	☐	☐	☐
	(Signature)		☐	☐	☐	☐
	(Signature)		☐	☐	☐	☐

Please check one area for each

CHRONIC ABSENTEEISM:
Missing 10% (18 days) or more of school **for any reason** (excused absences, unexcused absences, and suspensions)

3 TIERS OF INTERVENTION

Tier 1 represents universal strategies to encourage good attendance for all students.
Tier 2 provides early intervention for students who need more support to avoid chronic absenteeism.
Tier 3 offers intensive support for students facing the greatest challenges getting to school.

HIGH COST

LOW COST

TIER 3 — INDIVIDUALIZED

Students missing 20% or more of school (severe chronic absence)

- Coordinated school & interagency response
- Legal intervention (last resort)

TIER 2

Students missing 10-19% or more of school (moderate chronic absence)

- Personalized early outreach
- Action plan addresses barriers & increases engagement
- Caring mentors

TIER 1 — UNIVERSAL

Students missing 5-9% (at risk)

Students missing less than 5% (satisfactory)

- Engaging school climate
- Positive relationships with students & families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

Chronic Absenteeism vs Compulsory School Attendance

Chronic Absenteeism
- Unexcused/Truant
- Excused
- Suspensions

This includes ALL types of absences

15 EFFECTIVE STRATEGIES FOR DROPOUT PREVENTION

The National Dropout Prevention Center has identified 15 effective strategies that have the most positive impact on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation.

SCHOOL AND COMMUNITY PERSPECTIVE

Systemic Renewal

A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.

School-Community Collaboration

When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

Safe Learning Environments

A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

EARLY INTERVENTIONS

Family Engagement

Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Early Childhood Education

Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

Early Literacy Development

Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

BASIC CORE STRATEGIES

Mentoring/Tutoring

Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Service-Learning

Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Alternative Schooling

Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

APPENDIX C (CONT)

After-School Opportunities
Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

MAKING THE MOST OF INSTRUCTION

Professional Development
Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

Active Learning
Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Educational Technology
Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Individualized Instruction
Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Career and Technology Education (CTE)
A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.