



Dropout Prevention – Restructuring Plan
2020-2021

Superintendent
Coke Magee

Lee County School District
1280 College View Drive
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Verification of board presentation and approval

(Pending board approval on October 19, 2020)

District Dropout Prevention Team Members		
Coke Magee	Superintendent	Team Leader
Cindy Googe	Dropout Prevention Coordinator/Intervention Specialist	Team Leader/District Office
Adam Lindsey	Principal	Mooreville High School
Pat Comer	Principal	Mooreville Middle School
Dr. Meghan Cates	Principal	Mooreville Elementary
Stephen Kelly	Principal	Shannon Primary School
Pam Moran	Principal	Shannon Elementary School
Barry Woods	Principal	Shannon Middle School
Dr. Jason Arledge	Principal	Shannon High School
Casey Dye	Principal	Saltillo High School
Dr. Karen Letson	Principal	Guntown Middle School
Belinda McKinion	Principal	Saltillo Elementary School
Brad Jackson	Principal	Saltillo Primary School
Dr. Lindsay Brett	Principal	Plantersville Middle School
Paulette Agnew	Principal	Verona Elementary School
Allen Stanford	Principal	Belden Center
Dr. Leigh Anne Newton	Secondary Curriculum Coordinator	District Office
Alisa Eldridge	Elementary Curriculum Coordinator	District Office
Kathy Dickerson	Special Education Director	District Office
Dr. Debbie Jones	District Test Coordinator	District Office
Chris Conwill	Federal Programs Director	District Office

The Lee County School District is committed to preparing students for success in a global community. The initiatives in this plan are designed to decrease the dropout rate and increase the graduation rate while preparing every student to be college and career ready.

Summary of Data

Multiple sources of data were considered to develop this plan, including, but not limited to:

- Graduation Rate
- Dropout Rate
- School Population
- Limited English Proficient/English Language Proficiency Test
- Universal Screener/Common Assessment Data
- Homeless Population
- Migrant Population
- Students with Disabilities
- MAAP scores, pass/fail ratio
- Attendance
- Disciplinary Infraction Data
- Literacy Based Promotion Act/Third Grade Gate scores

This plan includes initiatives and/or strategies for the following areas:

Dropout Prevention Task Force at each school

- Each school in the district will have a Dropout Prevention Task Force. The task force will consist of counselors, teachers and administrators and community partners. This group will focus on students scoring the lowest 25% level on the State of Mississippi Assessments and other subgroups needing additional assistance to meet graduation requirements.
- Utilizing data from multiple sources such as MSIS, teachers, and parents the task force will determine why the students are scoring at this level. Data will include information on student absences, behavior and grade retention/course failure and or overage/under credits.
- Schools will also identify events/barriers in the students' lives outside of school that increase their risk of dropping out.
- Each school task force will develop a plan for counseling, mentoring and tracking at-risk students in order to improve student outcomes. These plans will include, but not limited to, academic supports (tutoring, interventions, boot camps), behavioral/and or social emotional supports (PBIS, Lifecore, support groups)

- Lee County Schools has implemented Positive Behavior Interventions and Supports (PBIS) to improve school safety, promote positive behavior, help students develop appropriate social skills in a variety of settings and decrease dropout rates. PBIS is focused on teaching positive behaviors instead of punishment.

Parental Involvement/Family Engagement

- The district will require each school to hold an annual parent meeting each Fall to update parents and guardians on the school's assessment data, accountability rating, and leading and lagging indicators.
- Each school will then hold a series of parent meetings throughout the year to cover topics such as, but not limited to:
 - State assessments
 - Graduation requirements
 - At-risk factors that lead to truancy and dropping out
 - Parent resources
 - Reading strategies
 - Programs, resources, and services provided at each school
 - Meet-the-Teacher
 - College and Career Readiness Standards
 - 3rd Grade Reading Gate
 - Universal Screener Results
 - Common Assessments
 - Test-taking strategies
 - Scholarship/financial-aid opportunities
 - Topics relevant to individual schools
- Schools can hold these activities/meetings at multiple times throughout the day in order to grant parents more accessibility for attendance due to work schedules. Documents from these meetings/activities will include agendas, sign-in sheets, and minutes and will be submitted to the district office for review.
- The district's student notification system, REMIND, will be utilized to inform parents and guardians of school events, absenteeism, etc.
- The district, to the extent allowable, will provide funding for parent involvement activities.

Focus on increasing reading levels at the elementary, middle and high school levels: *including reducing retention rates in grades Kindergarten, first and second*

- Academic Coaches have been placed on each elementary campus to help teachers apply learning theory and to model, observe and provide feedback to the classroom teachers. These academic coaches also facilitate professional development on each local campus to meet the needs of teachers at their school site. Academic coaches are trained in multi-sensory phonics instruction such as Orton-Gillingham and Phonics First.
- Instructional Assistants are employed in primary (K-2) and elementary (3rd-5th) classrooms and are trained in multi-sensory phonics. Instructional assistants work under the direction of the academic coaches to help students struggling with reading and math concepts.
- Each primary and elementary school implements Reaching Reading Success. RRS is a program designed to meet the needs of students who display characteristics of Dyslexia. RRS teachers spend several weeks each summer and once monthly throughout the school year in intensive training in order to be equipped to provide students who display Dyslexic characteristics specialized skills they need to be successful in general education reading classes.
- The Lee County School District partners with day care facilities in the surrounding area to assist the day care staff in providing age appropriate instructional strategies for preschool children. This partnership gives children who will be entering Kindergarten the skills needed to enter public school ready to learn.
- All K-3 and special education staff are trained in LETRS Phases I-III. LETRS connects current literacy research to explicit instruction giving teachers meaningful content and strategies to implement in classrooms. Newly hired teachers begin with Phase I training.
- All elementary teachers and instructional assistants are trained on Phonics First. Phonics First is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and EL readers.
- In grades Kindergarten through 12, the Lee County School District utilizes an MDE approved universal screener. These common assessments developed by ELS align with MS College and Career Ready Standards. Data from these assessments is used to determine which students require additional supports, determine professional development needs and to guide the instruction of classroom teachers.
- The Lee County School District uses a Multi-Tiered System of Supports district wide to identify students in need of additional academic or behavioral supports. Based on data from universal screeners/common assessments, classroom grades and other indicators, the Teacher Support Team on each campus identifies deficit areas, designs appropriate instructional or behavioral strategies and implements instruction based on individual needs. Under the MTSS umbrella Teacher Support Teams on each campus may include

- general education teachers, administrators, counselors, nurses, parents and/or other support personnel to ensure at-risk students are provided with appropriate academic and behavioral supports.
- Literacy and Math consultants provide professional development centered on data and instruction. The consultants assist teachers with data dissemination, by modeling lessons and by coaching individual Reading/English and Math teachers on middle and high school campuses.
- MDE Literacy Coaches work with teachers on campuses that have been identified by MDE as high need areas. These coaches work with teachers to ensure best teaching practices are occurring in classrooms.
- Each high school in the district has a Career Coach. The Career Coaches assist students with finding present and future careers that align to each student's interests and talents. Career Coaches serve as a liaison in the community between industries in the schools, connecting students with internships, job shadowing, and possible full-time careers. Career coaches meet with each high school student on a regular basis to develop relationships and understanding of the student's skills.
- Each school in the district organizes and maintains Professional Learning Communities around specific content areas, either by grade level or cross curricular. These PLCs afford teachers necessary opportunities to:
 - Review and analyze data from various assessment sources
 - Share best instructional practices and strategies
 - Develop common lesson plans/units based on pacing guides
 - Develop common classroom assessments from electronic item banks or other resources
 - Collaborate to improve student achievement
- Each school in the district has a Technical Support Specialist to be a point of contact of to assist teachers in all areas of technology including, but not limited to, Google Classroom, Remind, and other online platforms. All teachers use Google Classroom daily to post lessons, videos, and assignments. Every student, whether in person or virtual, has access to daily lessons and tutorials.

Targeting subgroups that need additional assistance to meet graduation requirements.

- A Multi-Tiered System of Support is utilized throughout the district to assist student subgroups in need of additional assistance meeting graduation requirements. Multiple sources of data are collected to identify students who meet this criteria. Subgroups that fall into this category include:
 - Students who have been retained
 - Students who score level 1-3 on MAAP
 - Students in the bottom 25% on state assessments
 - Students who do not meet requirements for passing one or more state subject area assessments required for graduation
 - Students who have an IEP
 - Students identified as English Learners
- Students in these subgroups will receive additional supports from teachers, counselors, and intervention specialists.
- Teachers and counselors will strive to identify and remove barriers preventing special populations from being successful.
- Lee County School District's Federal Programs Department allocates Title funding to schools based on needs assessments. Funding is used for professional development, programs and resources to support instructional goals for EL, Migrant, Homeless and other populations at Title I schools.
- Professional development is provided to ensure implementation of effective language instruction for EL students.
- Ongoing training and support for special education teachers on how to write and monitor IEPs is provided.
- Each high school in the district employs a Career Coach. The Career Coaches guide students through activities relating to career paths for both college and non-college routes.
- Every school in the district has a Certified School Counselor. School Counselors provide students with personal, social, educational and career development. School counselors focus on identification, intervention and tracking of at-risk students.
- Edmentum is used for the credit recovery program to increase opportunities for students to recover or earn credits when they fall behind so they may graduate with peers. Edmentum is also an online platform used for remediation in classes and offers high school students the opportunity to earn first-time credit in Carnegie unit courses.
- High schools in the district have Boot Camps to remediate students who have not passed one or more state tests. Content area teachers focus instruction on the content of the state tests.

- The Lee County School District provides Career and Technical Education. These programs offer skills and education students need to succeed in today's diverse and competitive job market.

Develop dropout recovery initiatives that focus on students, age seventeen through twenty-one, who dropped out of school.

- The Lee County School District will partner with community programs to make referrals for students who have dropped out. Community partners may include:
 - Itawamba Community College and Northeast Community College GED programs
 - Community Development Foundation
 - Skills to Work program
 - Itawamba Community College Workforce Development Center

Address how students will transition to the home school district from the juvenile detention centers.

The Lee County School District will follow state policy for transitioning students from detention centers to their home school. Counselors, administrators, teachers, parents, court and/or probation personnel and service providers from outside agencies (mental health, substance abuse, child welfare) will coordinate efforts, utilizing multiple systems of support, to develop plans for successfully transitioning youth from correctional programs to home school settings.