



Dropout Prevention Plan  
2023-2024

Superintendent  
Coke Magee

Lee County School District  
1280 College View Drive  
Tupelo, MS 38804

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**\*\* Approved by the Lee County School Board on July 13, 2023**

District Dropout Prevention Team Members		
Coke Magee	Superintendent	Team Leader
Adam Lindsey	Assistant Superintendent	District Office
Dr. Leigh Anne Newton	Dropout Prevention Coordinator/ Chief Academic Officer	Team Leader/District Office
Kevin Long	Principal	Mooreville High School
Pat Comer	Principal	Mooreville Middle School
Dr. Meghan Cates	Principal	Mooreville Elementary
Stephen Kelly	Principal	Shannon Primary School
Raleigh Bass	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
Barabbas Leasy	Principal	Verona Elementary School
Amy Johnson	Director	CTE Center
Pam Moran	Principal	Belden Center
Dr. LaTonya Slater	Curriculum Specialist	District Office
Shauna Bostick	Student Services Director	District Office
Jodie Boyd	Pre-K Director/K-2 Curriculum Specialist	District Office
Anthony Bryant	Special Education Director	District Office
Stephen Adams	Assessment Director	District Office
Chris Conwill	Federal Programs Director	District Office
Vicki Crumpton	Instructional Technology Lead Teacher	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
- Universal Screener/Common Assessment Data
- Homeless Population
- Migrant Population
- Students with Disabilities
- MAAP scores, pass/fail ratio
- Attendance
- Disciplinary Infraction Data

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
  - 3<sup>rd</sup> 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, as well as two middle school campuses, 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 (3<sup>rd</sup>-5<sup>th</sup>) 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 time 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.
- Lee County School District has expanded the Reaching Reading Success program to include students for whom English is a second language. The district has employed a lead teacher who is certified in English as a Second Language to train RRS teachers and instructional assistants in meeting the needs of English Language Learners.
- 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 backs or other resources
  - Collaborate to improve student achievement
  - Actively engaging in educational research competencies for effective analysis and instructional applications.
- Lee County School District offers mentoring to first year teachers in an effort to develop and retain high-quality teachers.
- The school district maintains federal/state compliance with the McKinney-Vento Act by employing a Homeless Liaison. This individual ensures each student identified as homeless has equal access to the same education available to other students.
- 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.

- The district has an Instructional Technology Lead Teacher who supports each school on the campus training the teachers in software, online textbooks, online remediation, and online acceleration activities.
- The Lee County School District Career and Technical Center provides eight two-year pathway programs which includes, Unmanned Aerial Systems, Educator Prep, Culinary Arts, Health Science, Construction and Carpentry, HVAC, Advanced Manufacturing, and Agriculture and Natural Resources. Students in grades 10-12 from all three high schools attend classes at the center. These pathway programs provide opportunities for students to experience hands-on work force training. These students receive assistance in Work Keys and soft skills development. Many of these programs lead to national certifications and credentials. Students enjoy local industry field trips and guest speakers. Students receive two credits per year for a pathway course.
- There are also programs at each middle school and high school. Those programs include Cyber Foundations, Exploring Computer Science, STEM, and Family and Consumer Science. Students who are in a CTE course or have completed a pathway may participate in a Work-Based Learning program. Students can receive up to credits a semester for Work-Based Learning.

#### **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 houses 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.

## DROPOUT PREVENTION PLAN SHANNON HIGH SCHOOL

### Early Warning System

#### Members:

Jason Arledge  
Aprylle Downing  
Rashad Shannon  
Libby Bridges  
Andrea Estes  
Jennifer King  
Michelle Onyx  
Felicia Robinson  
Rebecca Richards  
Michael Pippin  
Trijuana Bass  
Haley Ethridge  
Kathy Pippin  
Vicki Homan

Meetings: Monthly

Facilitator: Jason Arledge

Time Keeper: Haley Ethridge

The EWS is a data driven team to increase completion and prevent student drop out, thus increasing graduation rate and better preparing our students for college and careers in the 21<sup>st</sup> century.

The data that is considered to be the “call to action” is:

1. Attendance
2. Behavior
3. Course Performance

The purpose of the EWS is to provide the necessary means to unify, focus, and target efforts to improve attendance, behavior, and course performance (the ABCs). It combines up-to-date student data on the ABCs with a multi-tiered response system to support students. This includes teachers and administrators who have access to the data; time committed to regular meetings for reviewing data and identifying students who are going off-track; the know-how to intervene with students, and the people to make it happen.

The following interventions will be implemented for all students who are indicated to be “sliding off track” and “off track” for graduation.

## TIER I INTERVENTIONS:

<b>Intervention:</b>	<b>Description:</b>	<b>Attendance:</b>	<b>Behavior:</b>	<b>Course Performance:</b>	<b>Tier:</b>
School-Home Note System/ Emails	Specific behaviors are targeted and specific rewards/consequences are outlined.	X	X		Tier I
Talk to Parent/Call Home	Office calls for each absence. Teacher calls for behavior/academic issues.	X	X	X	Tier I
Differential Reinforcement (PBIS)	Desirable behaviors are increased while undesirable behaviors decrease, using reinforcers.		X		Tier I
Attendance Officers	Assure that all policies related to attendance are followed, including support services provided through School Attendance Officers.	X			Tier I
Student A/B Club	Students with all “A’s” and “B’s” are targeted and rewarded with positive reinforcers.			X	Tier I

Use of SWIS to Track All Disciplinary Infractions	All disciplinary data for all grades are being tracked.		X		Tier I
Teacher Observations	Teachers are observed with feedback periodically to ensure coherent sequence of learning.			X	Tier I

### **TIER II INTERVENTIONS:**

<b>Intervention:</b>	<b>Description:</b>	<b>Attendance:</b>	<b>Behavior:</b>	<b>Course Performance:</b>	<b>Tier:</b>
Assign Case manager	Case manager checks with those assigned to monitor students.	X	X	X	Tier II
Check in/check out	Student checks in with assigned adult each day. Monitoring: Review goals.	X	X	X	Tier II
Positive Peer Reporting	Class-wide structured peer praise system for students seeking peer attention.		X		Tier II
Social Skills Training	Small group classes conducted by the counselor or behavior specialist.		X		Tier II

Common Assessments	Common assessments will be given to each state tested classes every 4 ½ weeks.			X	Tier II
Data Tracking	Common assessments and universal assessments for students in state tested classes will be tracked.			X	Tier II

**TIER III INTERVENTIONS:**

Intervention:	Description:	Attendance:	Behavior:	Course Performance:	Tier:
MTSS Referral Tiered Support	Students in Tier III are automatically in the “off track” for graduation group		X	X	Tier III
Staff Member Advocate	Assign staff member checks on the designated student on a daily basis.	X	X	X	Tier III
Career Counselor Services for Student and Family	Career Counselor will meet with students and parents to prepare for post-graduation expectations.	X	X	X	Tier III

Functional Behavior Assessment	FBA's conducted on all students who are at risk for alternative placement and all returning students from the Improvement Center (alternative school).		X		Tier III
Behavior Intervention Plan (BIPs)	Implemented for all students who are at risk for alternative placement and all returning students from the Belden Center (alternative school).		X		Tier III
Red Raider Family	Assigned mentor for students who meet academic and behavioral requirements.		X	X	Tier III