



Dr. Otha Belcher, Jr., Superintendent

**Dropout Prevention/Graduation Completion Plan  
Promoting K-12 Academic Success with the Mississippi Early Warning System  
2022-2023**

**Dropout Prevention Goals:**

1. Increase the graduation rate by 3%;
2. Reduce the district dropout rate by 3%;
3. Reduce the truancy rate by 3%; and
4. Promote successful transition to the home school district from the juvenile detention center

**Early Warning System**

The strongest predictors of high school graduation are student attendance, behavior, and course performance (University of Chicago Consortium on Chicago School Research, 2014). Gathering and analyzing data pertaining to these indicators can assist a school in identifying students who are:

- On track for graduation (similar to Tier I in Multi-Tiered System of Supports),
- Sliding off track (similar to Tier II in Multi-Tiered System of Supports)
- Off track (similar to Tier III in Multi-Tiered System of Supports).

Once the school has identified struggling students (those in the 'sliding off track' and 'off track' categories), appropriate interventions can be selected and implemented. This will ensure that each student has appropriate supports matched to his/her needs, thereby resulting in each student getting back on track for graduation (Johns Hopkins, 2010).

Board Approved:

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**APPROVED**

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5/10/22

### District Early Warning System Team(s)

The District MTSS Teams could serve a dual role; as the District Early Warning System Team. The function of those two entities is to analyze the same data and utilize similar intervention processes and resources.

Date Plan Completed: 2/ 21/2022

1st Revision: 5/18/2022

2nd Revision 6/15/2022

<b>Desired Impact</b> What measurable change will be seen?	<b>Action Steps/ Interventions</b> What actions, additional assessments or interventions will occur to achieve the desired change?	<b>Resources</b> What are the financial and human resources necessary to accomplish the action steps or interventions?	<b>Who is Responsible?</b> Who is involved? Who will provide the leadership? Who will do the work?	<b>Timeline</b> When will this action step or intervention begin and end?	<b>Evidence of Implementation</b> What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
<b>Course Performance:</b>  1. Employing strategies to decrease the dropout rate by 3% each year.  2. Employing strategies to increase the graduation rate by 3% each year.  3. Employing strategies to reduce the truancy rate by 3% each year.	<ul style="list-style-type: none"> <li>Identify at-risk students (Early Warning System Team)</li> <li>Implement and apply Early Warning System Procedures, MTSS/RTI and PBIS interventions</li> <li>Implement a system to monitor student progression regarding grades.</li> <li>Provide quality classroom instruction at each tier.</li> <li>Monitor academic data and provide timely reports that assist MTSS/TST</li> </ul>	<ul style="list-style-type: none"> <li>Staff to oversee credit recovery</li> <li>Social &amp; Emotional Learning Professional Development</li> <li>MTSS/TST Teams</li> <li>RTI programs</li> <li>Early Warning System Teams (MTSS Teams)</li> <li>School Leadership Teams</li> <li>IHL Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>School Leadership Teams</li> <li>MTSS/TST Teams</li> <li>Teachers</li> <li>Counselors</li> <li>Curriculum Director</li> <li>SPED Director</li> <li>RTI Coordinator</li> <li>Instructional Coaches</li> <li>Interventionists</li> <li>Administrators</li> </ul>	Aug.2022 -June 2023	<ul style="list-style-type: none"> <li>Weekly monitoring of the RTI/MTSS implementation process in schools</li> <li>Monthly auditing of the RTI/MTSS implementation in schools</li> <li>Review of grades, screeners, and assessment data.</li> <li>Number of parent accounts in Active Parent, School Status, and/or Class Dojo</li> <li>Monitoring parent use of Active Parent, School Status, and/or Class Dojo.</li> </ul>

Board Approved:

	<p>teams in identifying students in need of academic interventions.</p> <ul style="list-style-type: none"> <li>Identify students who meet the criteria for the credit recovery program.</li> <li>Establish and implement systems to inform parents of student progress</li> </ul>		<ul style="list-style-type: none"> <li>Superintendents</li> </ul>		<ul style="list-style-type: none"> <li>District-wide professional development for teachers</li> </ul>
<p><b>Behavior:</b></p> <p>1. Employing strategies to decrease the dropout rate by 3% each year.</p> <p>2. Employing strategies to increase the graduation rate by 3% each year.</p> <p>3. Employing strategies to reduce the truancy rate by 3% each year.</p>	<ul style="list-style-type: none"> <li>Identify at-risk students (Early Warning Systems)</li> <li>Develop and implement strategies to minimize barriers to learning.</li> <li>Monitor discipline data and provide timely reports to EWS teams in identifying students in need of behavior interventions.</li> <li>Establish and implement systems to inform parents of student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>PBIS</li> <li>MTSS/TST Teams</li> <li>RTI programs</li> <li>Early Warning System Teams</li> <li>School Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>School Leadership Teams</li> <li>SROs</li> <li>Parent Liaisons</li> <li>MTSS/TST Teams</li> <li>Teachers</li> <li>Counselors</li> <li>Curriculum Director</li> <li>SPED Director</li> <li>RTI Coordinator</li> </ul>	<p>August 2022-June 2023</p>	<ul style="list-style-type: none"> <li>Weekly review of discipline reports, including suspension data..</li> <li>Weekly review of chronic absenteeism and truancy rates.</li> <li>Monthly EWS team meetings to identify and track student performance.</li> <li>Monthly auditing of MTSS/RTI implementation in schools.</li> <li>Monthly review of Alternative School Referrals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement PBIS with fidelity.</li> </ul>		<ul style="list-style-type: none"> <li>• Interventionists</li> <li>• Administrators</li> <li>• Superintendents</li> </ul>		<ul style="list-style-type: none"> <li>• Monthly review of PBIS implementation</li> <li>• Monthly review of number of Active Parent, School Status, and Class Dojo accounts and usage.</li> <li>• Monitoring of universal behavior screener results.</li> <li>• Monthly review of student logs and data.</li> <li>• Monthly monitoring of counselor's sign-in/out document.</li> </ul>
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<p><b>Attendance:</b></p> <p>1. Employing strategies to decrease the dropout rate by 3% each year.</p> <p>2. Employing strategies to increase the graduation rate by 3% each year.</p> <p>3. Employing strategies to reduce the truancy rate by 3% each year.</p> <p><b>Board Approved:</b></p>	<ul style="list-style-type: none"> <li>• Develop &amp; Implement strategies to minimize barriers to learning</li> <li>• Identify students with at-risk rates of absences</li> <li>• Monitor attendance data and provide timely reports to EWS teams in identifying truant students.</li> <li>• Provide at-risk students early interventions</li> <li>• Adherence to MS Compulsory School Attendance Law (Miss. Code 37-13-91) Process</li> <li>• Social community involvement (P-16 Advisory Council</li> <li>• Parent Liasons monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Early Warning System Teams</li> <li>• School Leadership Teams</li> <li>• School Truancy Officers</li> <li>• Parent Liasons</li> <li>• School Status</li> <li>• SAMS</li> <li>• P-16 Advisory Council</li> <li>• Sheriff, deputy sheriff and municipal law enforcement officers (Miss. Code 37-13-91)</li> <li>• Youth Court</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Early Warning System Teams</li> <li>• School Leadership Teams</li> <li>• School Truancy Officers</li> <li>• Parent Liasons</li> <li>• Teachers</li> <li>• Counselors</li> <li>• Administrators</li> <li>• Superintendents</li> </ul>	<p>August 2022-June 2023</p>	<ul style="list-style-type: none"> <li>• Weekly review of truancy reports from SROs</li> <li>• Weekly review of discipline, suspensions, and attendance reports.</li> <li>• Monthly EWS team meetings to identify and track student performance</li> <li>• Monthly meetings with EWS, SROs, and Parent Liasons to track at-risk students.</li> <li>• Review of attendance data in SAMS</li> <li>• Evidence of parent acknowledgment of district attendance policies and guidelines.</li> <li>• Documentation of efforts to contact parents of at-risk students by school officials and EWS team.</li> <li>• MS Compulsory School Attendance Law (Miss. Code 37-13-91)</li> </ul> <p>5 of</p>
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4. Successful transition to home school from the juvenile detention center:  <b>Behavior</b>	Transition plan in place when student is preparing to return to the home school environment, for social, emotional and behavior support	Student interview results, diagnostic screener, mentoring program, Odysseyware and Edgenuity	Case manager, Alternative School Counselor, Youth Court, JDC Staff	Daily and ongoing	Individual student goals, transition plan, meetings with case managers, assigned mentors, parental contacts, Character Education
<b>Course Performance</b>	Individual academic goals	Academic Interventions, continuation of classes at JDC	Case manager, Alternative School Counselor, Youth Court, JDC Staff	Ongoing	Diagnostic screeners, parental contact, progress monitoring
<b>Attendance</b>	Individual return to school plan with required attendance	CICO, mentorship, attendance plan	Youth Court, Case Manager, Counselors, Administration	Ongoing	School Status, daily attendance

**Procedures for evaluating success:**

Each school has an intervention team that implements the MTSS process. The team evaluates grades, attendance, discipline along with intervention data bi-monthly to meet the needs of students. The district intervention coordinator conferences with school administrators and MTSS team leaders monthly to help facilitate the MTSS process. Reports are printed from intervention data and SAM to monitor and assess the interventions.

Each school has an Early Warning Systems team (MTSS Team) that uses EWS data to identify, track, and support at-risk students. Each school's team has submitted a drop-out prevention plan with action steps to support the district's plan. EWS teams will conduct monthly meetings to review, revise, and document implementation of school-based plans' alignment with district goals.

Other procedures include:

Graduation Rate

Track cohorts beginning 9th grade

Attendance and Discipline Data

School Status, Active Parent, Class Dojo

SWIS-Program used to track discipline

Growth Data

iReady Data

Progress monitoring with iReady and Reading Plus

Daily Truancy reports

### **Dropout Prevention/Graduation Completion Plan Discussion**

**School District:** Cleveland School District **Date:** February 18, 2022

The following Student Behavior Policies and Procedures were reviewed and discussed during Spring 2020:

JDDA-Bullying, JDDA-P Bullying procedures, JCBH-Gun free schools, JCBE-Unlawful acts of violence, JCDEA (2) Possession of weapons on school property, JCAA Due process, JCA-Student conduct, JDD-Suspension, JDE-Expulsion...

The policies are instrumental to the vision and mission of the Cleveland School District.

Board Approved:

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Teachers and administrators will follow all board policies outlined in the Student Code of Conduct.

Cleveland School District implements positive behavior support systems ,PBIS, to provide support, intervention and redirection for students behavior challenges.

Teachers and administrators will follow the discipline ladder as set forth in the Student Code of Conduct, as well as, all due process procedures required by federal and state law.

The vision of the Cleveland School District is to develop a community of lifelong learners who are productive citizens that engage in studies that will enable them to creatively and effectively learn and apply information.

Cleveland School District Mission Statement: Learning is Essential for All.

***Academic progress - general remarks re overall strengths and areas for development:***

**Overall Strengths**

- Implementation of RTI/PBIS for Tier 3 Academics
- Evidence based instruction
- Establishing college and career culture for all schools
- Dual enrollment/Dual credit
- Wide range of sports & activities
- Addition of Career Tech courses

**Areas for Development**

- Improve relationships with local colleges and universities
- Increase proficiency in reading and math
- Increase in graduation rate
- Decrease in the drop out rate
- Decrease in truancy rate
- Over-age students



***Professional Development and Relationships (i.e. student, teacher, educational stakeholders)***

- Increase the frequency and focus of professional development on feedback, questioning, and writing.
- Implementation of district-wide small group instruction focus
- Revamping of RTI/MTSS process district-wide with intentional focus on Tier 2 instruction.

***Attendance and Engagement: (level of attendance - regular, irregular and non-attendance and level of engagement in school activities).***

***This would include teacher and student attendance and engagement.***

- Interventions and progress monitoring for students with irregular attendance
- Strengthen relationships with School Attendance Officers
- Parent Liaisons conducting home visits and phone calls to students at-risk for truancy.
- Weekly monitoring of attendance reports.
- Monthly meetings to track at-risk students.
- Student attendance district goal for each school is 95%
- Teacher attendance district goal for each school is 95%
- Professional development support for new teachers and struggling teachers

**Review Date:** May 18, 2021