

Biloxi Public School District

Dropout Prevention Plan

2022-2023



School Board Approval Date

8/16/2022

Biloxi Public School District
Dropout Prevention Plan
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Dropout Prevention Plan 2022-2023 Overview

Purpose

In accordance with state law, each school district shall implement a yearly Dropout Prevention Plan that is board approved and posted on the district website homepage. The plan must include goals, activities, and services for: reducing retention rates in kindergarten, first, and second grades; targeting subgroups that need additional assistance to meet graduation requirements; developing dropout recovery initiatives that focus on students age 17 through 21, who have dropped out of school; addressing transition plans for students returning to school from juvenile detention centers; and identifying students at risk of dropping out and providing support via analyzing strong predictors such as but not limited to student attendance, behavior, and course performance. A comprehensive Dropout Prevention Plan has been developed by Biloxi Public Schools to identify areas of need, strategies to remedy the need, and next steps to increase student promotion and essentially graduation.

Goals and Objectives

The Biloxi Public School District Dropout Prevention Plan provides strategies, activities, and services to achieve the overall goal of increasing the graduation rate from 91.53% to 92%, The objectives to achieve this goal are: 1) improve academic course and assessment performance for students, 2) enhance home-school-community partnerships, and 3) maintain an ADA of 95% while actively working with families to decrease excessive absences. The District's Strategic Plan correlates with these goals and objectives. The National Dropout Prevention Center's 15 Effective Strategies will be utilized to assist with attainment of these goals and objectives.

Dropout Prevention Plan Team Members

Team Member	Position
Mr. Marcus Boudreaux	Superintendent
Dr. Misty Spencer	Director of Secondary Education and District Test Coordinator
Dr. Melanie Nelson	Director of Elementary Education and Federal Programs
Ms. Teresa Martin	Principal, Biloxi High School
Mrs. Lori Brennan	Principal, Biloxi Junior High School
Dr. Sheneatha McDaniel	Director of Career Technology Center
Mr. Jamie Barnes	Principal, Biloxi Upper Elementary
Dr. Vera Robertson	Principal, Gorenflo Elementary
Mrs. Brooke Fontenelle	Principal, Back Bay Elementary
Ms. Stephanie Stokes	Interim Principal, Nichols Elementary
Mrs. Allison Merit	Principal, North Bay Elementary
Dr. Vivian Malone	Principal, Popp's Ferry Elementary
Mr. Lucas Schmermund	Principal, Center for New Opportunities
Ms. April Rice	Director of Special Services
Dr. Jonathan Anderson	Director of Student Services
Mr. Scott Powell	Director of Personnel

Verification of Board Presentation and Approval

On behalf of the Biloxi Public School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to meet the overarching goal of increasing the graduation rate from 91.53% to 92% by 2022-2023.

I hereby certify that information contained in this plan is in compliance with appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies, and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices, and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes for future school years.

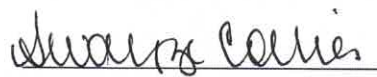
I hereby certify that our District School Board has reviewed and approved this plan for the submission to the Mississippi Department of Education.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

District Superintendent: Marcus Boudreaux


(Signature) 8/17/2022
(Date)

School Board President: Swayze Collier


(Signature) 8/16/2022
(Date)

Biloxi Public School District 2020-2021 Data

Graduation Rate for 4-Year Cohort 2017-2018/ Class of 2021 (District/ State)	91.53%/ 88.4%
Dropout Rate for 4-Year Cohort 2017-2018/ Class of 2021 (District/ State)	6.05%/ 8.5%
Graduation Rate for Students with Disabilities 4-Year Cohort 2017-2018/ Class of 2021 (District/ State)	59%/ 59.9%

District Enrollment Data

	Elementary School (PreK-6)	Middle School (7-8)	High School (9-12)
# of Schools	6	1	1
Cumulative Enrollment	3214	959	1675
Counselor/ Student Ratio	535:1	490:1	332:1

Student Demographic Data

	Elementary School (PreK-6)		Middle School (7-8)		High School (9-12)	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	1535	47.8%	473	49.3%	848	50.6%
Male	1675	52.2%	486	50.7%	827	49.4%
Asian	106	3.3%	34	3.5%	70	4.2%
Black	1067	33.2%	307	32.0%	558	33.3%
Hispanic	535	16.7%	171	17.8%	226	13.5%
Indian	8	0.2%	2	0.2%	5	0.3%
Pacific Isl.	5	0.2%	5	0.3%	5	0.3%
Two or More	287	8.9%	51	5.3%	82	4.9%
White	1202	37.4%	391	40.8%	729	43.5%
TOTAL	3210	100	959	100%	1675	100%

Attendance	
Number of Students with 5 or More Unexcused Absences	4006
Number of Students with 12 or More Unexcused Absences	1652
Discipline	
Number of Discipline Referrals	2481
Free/ Reduced Lunch	
Number/ Percent	5856/ 54%

Note: Data as of May 25, 2022

Biloxi Public Schools 2021-2022 Certified Staff Demographic Data		
	Number	Percentage
Female	714	80.0%
Male	178	20.0%
Asian	7	0.80%
Black	201	22.5%
Hispanic	70	7.8%
Indian	0	0.0%
Pacific Islander	1	0.1%
Two or More	131	14.7%
White	659	73.9%



Biloxi Public School District

Biloxi, MS



160 St. Peter Street
Biloxi, MS 39530



Marcus Boudreaux
marcus.boudreaux@biloxischools.net

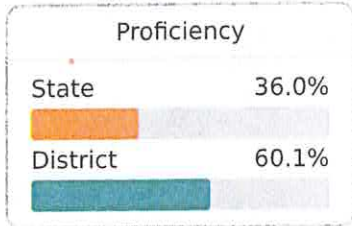
School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

The COVID-19 pandemic disrupted many facets of education including instruction and assessment during the 2020-2021 school year. These disruptions may have influenced a student's opportunity to learn, motivation and/or assessment administration conditions. Results presented should not be considered comparable to prior years. There are no new A-F letter grades for districts and schools because assessments were not administered in 2019-2020 and growth could not be calculated.

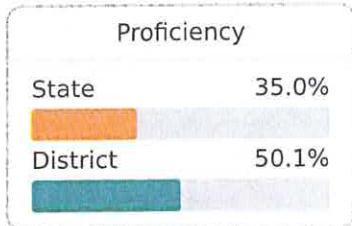
Math

Measurements of student performance on the statewide math assessment.



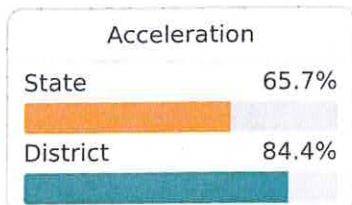
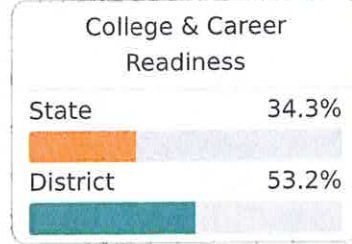
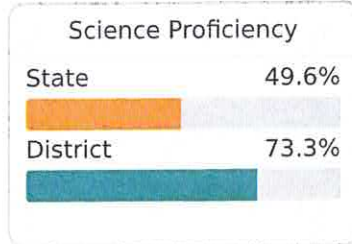
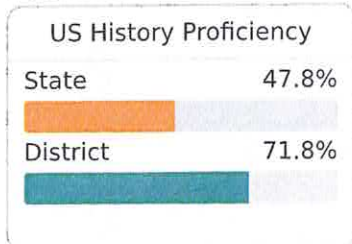
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Teacher Data

401.5

Teachers



73.9%

Experienced Teachers

1.2%

Provisional Teachers

99.9%

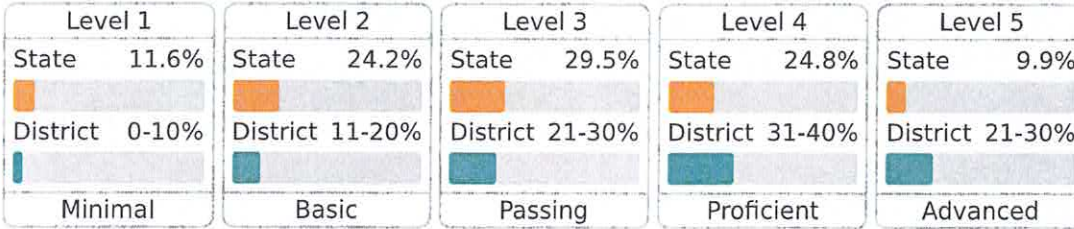
In-Field Teachers

Detailed Assessment and Other Data

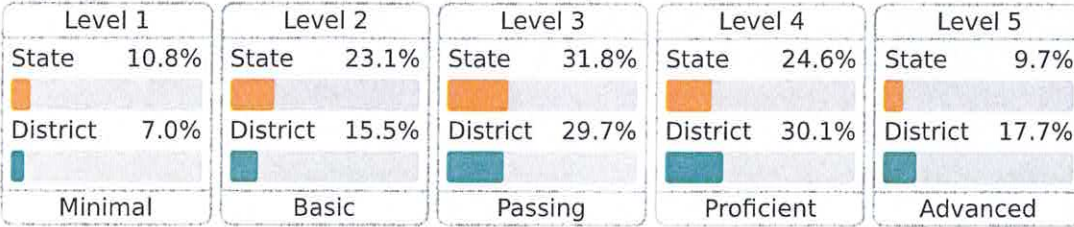
Student Performance

The following information shows each level of student performance on statewide assessments.

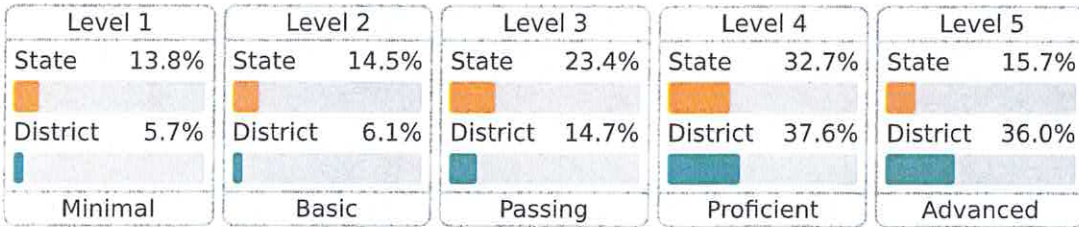
Math



English



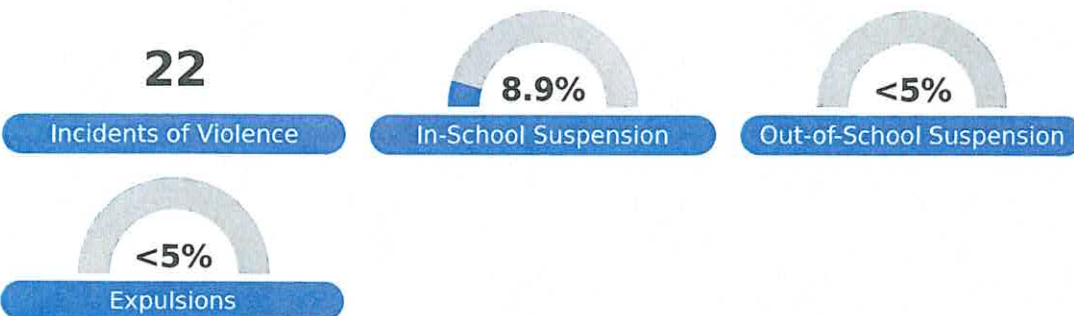
Science



Student Assessment Participation



Discipline



* Source: 2015-2016 Civil Rights Data Collection

Other Data



25.0%

Chronic Absenteeism



\$11,008.96

Per-Pupil Expenditure



61.1%

Post-Secondary Enrollment



67.5%

Advanced Course Participation

2019-2020 Juniors (Class of 2020) ACT: Summary Report (382 Total Students)										
Score Ranges	English		Mathematics		Reading		Science		Composite	
	#	%	#	%	#	%	#	%	#	%
33-36	19	5.7	5	1.5	26	7.8	6	0.2	6	0.2
28-32	30	9.0	23	6.9	34	10.2	23	6.9	32	9.6
24-27	48	14.5	67	20.2	52	14	56	16.9	54	16.3
20-23	71	21.4	41	12.3	93	28.0	96	28.9	82	24.5
16-19	69	20.8	114	34.3	61	18.4	97	29.2	87	26.2
13-15	51	15.4	81	24.3	48	14.5	33	9.9	61	18.4
00-12	44	13.3	1	0.3	28	8.4	20	6.0	18	5.4

Five Year Average ACT Score Trends						
Year	# Tested	English	Mathematics	Reading	Science	Composite
2015-2016 (Class of 2017)	360	20.8	19.7	20.9	20.4	20.6
2016-2017 (Class of 2018)	359	20.1	19.6	20.5	19.5	20.1
2017-2018 (Class of 2019)	389	19.6	19.1	19.7	19.3	19.6
2018-2019 (Class of 2020)	382	20.1	20.3	20.6	20.2	20.4
2019-2020 (Class of 2021)	332	20.0	19.7	21.2	20.4	20.4

Accountability Ratings

Note: Due to COVID-19 2020-2021 Accountability Ratings are not available due to assessments not being administered in 2019-2020 and growth could not be calculated.

Elementary and Middle Schools (700 point Scale)

School Name	Grade	Total Points	Rating	Reading Proficiency	Math Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	EL Programs	Participation Rate
Biloxi Junior	7-8	484	A	49.7	71.8	84.3	62.4	87	62.8	66.2		>=95%
Biloxi Upper	5-6	428	B	44.6	61.5	77.3	58.3	75	44.3	58.6	75.38	>=95%
Gorenflo	2-4	445	A	44.6	51.1		80.9	73.9	69.6	53.3	80.53	>=95%
Back Bay	K-4	470	A	62.6	72.4		73.8	75.7	63.5	48.1	80.46	>=95%
Nichols	PreK-1	466	A	54.9	62.2		78.6	76.9	63.7	52.6	94.35	
North Bay	K-4	498	A	73.3	75		83.8	82.3	52.9	50	93.42	>=95%
Popp's Ferry	K-4	495	A	65.8	80.7		70.3	91.9	45.7	66.3	73.87	>=95%

High School and District (1000 Point Scale)

School Name	Grade	Total Points	Rating	Reading Proficiency	Math Proficiency	History Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	EL Programs	Acceleration	College and Career	Participation Rate	Graduation
Biloxi High	9-12	784	A	61.5	79.3	76.9	83.3	82.5	95.4	63.8	87.2	59.61	87.1	55.6	99.3	85
District	PreK-12	685	A	49.1	56.6	75.1	73.9	66.1	75.8	62.9	69.5	82.3	75.2	57.2	99.3	85

Biloxi High School 5 Year Longitudinal Accountability Assessment

Year	Total Points	Rating	Reading Proficiency	Math Proficiency	History Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	EL Programs	Acceleration	College and Career	Participation Rate	Graduation Rate
2014-2015	629	NA	72.5	53.2	71.2	80.4	87.1	83.7	46	42.8	NA	NA	NA	NA	83.8
2015-2016	723	B	58.5	65.3	67.0	75.5	59.3	69.9	83.3	87.7	NA	59.6	56.6	99.3	84.4
2016-2017	713	B	59.9	38.3	74.9	72.2	76.1	72.4	70.2	91.4	NA	75.2	57.2	98.9	82.6
2017-2018	780	A	64.1	71.3	68.4	83.4	84.8	70.0	91.8	88.3	NA	79.0	55.5	99.1	83.3
2018-2019	784	A	61.5	79.3	76.9	83.3	82.5	95.4	63.8	87.2	59.6	87.1	55.6	99.3	85

Needs Assessment Outcomes

Needs Assessment Areas	Descriptions
<p>Target Group Identified</p>	<p>Attendance-</p> <ul style="list-style-type: none"> ● Students with 5 or more unexcused absences ● Students with 12 or more unexcused absences ● Students with 18 or more unexcused absenteeism <p>Discipline-</p> <ul style="list-style-type: none"> ● Students with 5 or more discipline referrals <p>Course Performance-</p> <ul style="list-style-type: none"> ● Students in K-3 who have been retained at least one time ● Students in grades 4-12 who have been retained two or more times ● Students who did not meet the requirements or pass one of the state area assessments required for graduation ● Students with failing course grades ● Students who are identified as English Learners ● Students not meeting ACT College Readiness Benchmark Scores and/or WorkKeys Level Silver or above ● Students who did not meet the score requirements for Kindergarten Readiness Assessment and 3rd Grade Grade Assessment for Promotion ● Students not attaining MAAP proficiency and growth ● Students in the bottom 25% ● Students not attaining MAAP growth ● Results from formative and progress monitoring assessments ● Students who are identified as students with disabilities
<p>Data Collection Methods Used</p>	<p>Attendance Records</p>

	<p>Discipline Records</p> <p>Behavioral Screeners</p> <p>MSIS Data</p> <p>Meeting with parents</p> <p>Needs Assessment Responses: Students, staff, parents, and community</p> <p>Review of test scores: MAAP, ACT, ACT WorkKeys, MKAS, Diagnostic Tests, CPAS, NCCER, etc.</p> <p>Special Education Performance Determination Report</p> <p>District and School Report Cards</p> <p>Literacy Based Promotion Act Annual Report of Performance and Student Retention</p> <p>Academic Universal Screeners</p> <p>Dyslexic Screeners</p> <p>Behavior Screeners</p>
<p>Prioritized List of Needs</p>	<p>Improve student achievement on state required assessments including MKAS, MAAP, 3rd Grade Assessment for Promotion, ACT, etc.</p> <p>Improve attendance district-wide</p> <p>Decrease discipline referrals</p> <p>Target subgroups (EL, Two or more races, Students with disabilities, bottom 25%, etc.) to meet graduation requirements.</p>
<p>Short Term Goals</p>	<p>Increase academic performance of all students in courses and state assessments</p>

	<p>Increase district-wide Average Daily Attendance to 95% and decrease excessive absences for at risk students</p> <p>Decrease discipline referrals</p> <p>Increase graduation rate from 91.5% to 92% by 2022-2023</p> <p>Increase the graduation rate of students with disabilities from 59% to 60% by 2022-2023</p> <p>Increase the assessment scores for English Learners in courses and state assessments</p> <p>Increase communication and engagement with staff, parents, stakeholders, etc.</p> <p>Identify at risk students throughout the year and provide interventions</p>
<p>Long Term Goals</p>	<p>Increase and maintain a graduation rate of 90% or higher in the next 5 years</p> <p>Decrease Dropout Rate from 6.1% to 5% in the next 5 years</p> <p>Maintain yearly ADA of 95% or higher</p>
<p>Recommendations for future needs assessment</p>	<p>The dropout prevention plan will meet yearly to review, update, and make strategic adjustments to the district dropout plan.</p> <p>Early detection of at-risk students/ potential dropouts</p> <p>Analysis of students with significant deficits in ELA and mathematics and support through MTSS</p> <p>MTSS monitoring and support of students who are two more grades behind</p> <p>MTSS monitoring and support of students who are listed in the bottom 25%</p>

	<p>Identification and support of students with excessive absences and/ or tardies</p> <p>Identification and support of students not meeting College and Career Readiness Benchmarks</p> <p>Subgroup data analysis quarterly and provide support accordingly</p>
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15 Effective Strategies for Dropout Prevention

The National Dropout Prevention Center’s 15 Effective Strategies will be utilized to assist with attainment of the goals and objectives indicated in the Needs Assessment Outcomes. An explanation of these strategies provided by the National Dropout Prevention Center via [15 Effective Strategies for Dropout Prevention](#) is as follows:

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America’s dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multidimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

Foundational Strategies

Systemic Approach
School-Community Collaboration
Safe Learning Environments

Early Interventions

Family Engagement
Early Childhood Education
Early Literacy Development

Basic Core Strategies

Mentoring/Tutoring
Service-Learning
Alternative Schooling
Afterschool/Out-of-School
Opportunities

Managing and Improving Instruction

Professional Development
Active Learning
Educational Technology
Individualized Instruction
Career and Technical Education (CTE)

Effective Strategies Defined

Systemic Approach—This strategy calls for a systemic approach and process for ongoing and continuous improvement across all grade levels and among all stakeholders, through a shared and widely communicated vision and focus, tightly focused goals and objectives, selection of targeted research based strategies and interventions, ongoing monitoring and feedback, and data-based decision making. It also requires the alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness.

School-Community Collaboration—This strategy focuses on the power of an engaged and responsive community where everyone in the community is accountable for the quality of education, resulting in a caring and collaborative environment where youth can thrive and achieve. Critical elements of this type of collaboration rely on effective, ongoing, and multidimensional communication so that dropout prevention is a community wide and ongoing effort.

Safe Learning Environments—Safe, orderly, nurturing, inclusive, and inviting learning environments help students realize potential as individuals and as engaged members of society. All students need to be safe, physically and emotionally; to be expected to achieve; to be recognized and celebrated equitably for accomplishments; and to feel genuinely welcomed and supported. A safe and orderly learning environment provides both physical and emotional security as well as daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills. A comprehensive discipline plan and violence prevention plan should include conflict resolution strategies and should deal with potential violence as well as crisis management. A safe, nurturing, and responsive learning environment supports all students, teachers, cultures, and subgroups; honors and supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances.

Family Engagement—Research consistently finds that family engagement has a direct, positive effect on youth's achievement and is one of the most accurate predictors of a student's success in school. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional, two-way communication as well as ongoing needs assessments and responsive family supports and interventions. 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 school through the primary grades.

Early Literacy Development—Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects. Literacy development focus should continue P-12.

Mentoring/Tutoring—Mentoring is typically a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. Tutoring, also typically a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student’s base teacher.

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 or non-traditional schooling and delivery model options (e.g., alternative times and environments, blended learning, virtual learning, competency based credit opportunities) provide alternative avenues to credit earning and graduation, with programs paying special attention to the student’s individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.

Afterschool/Out-of-School Opportunities—Many schools provide after school, before-school, and/or summer academic/enhancement/enrichment opportunities (e.g., tutoring, credit recovery, acceleration, homework support, etc.) that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning. These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school “gap time” is filled with constructive and engaging activities and/or needed academic support.

Professional Development—Adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support, and feedback. The professional learning should align with the agreed upon vision and

focus for the school/agency, the agreed upon instructional framework of high leverage research-based practices and strategies, and the identified needs of the population served. The professional learning opportunities provided should be frequently monitored to determine the fidelity of implementation and need for additional support and feedback.

Active Learning—Active learning and student engagement strategies engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and micro-teaching, discussion, and two-way communication. To be most effective, teachers must provide students with tools and strategies to organize themselves and any new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a task or reflecting upon their own learning.

Educational Technology—Instructional Technology can effectively support teaching and learning while engaging students in meaningful, current, and authentic efforts; addressing multiple intelligences; and adapting to students' learning styles. Educational technology can effectively be used in individualized instruction and can not only help prepare students for the workforce, but can empower students who struggle with self-esteem. Effective use of technologies depends upon the timely response to and application of the rapidly expanding choices and matches to identified student needs.

Individualized Instruction— Learning experiences can be individualized, differentiated, or personalized (combining paced and tailored learning with flexibility in content or theme to fit the interests, preferences, and prior experiences of each learner). In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).

Career and Technical Education (CTE)—Quality CTE programs and related career pathways and guidance programs with P-20W orientation are essential for all students. Youth need workplace skills as well as awareness and focus to increase not only the likelihood that they will be prepared for their careers, but also that school will be relevant to what is next.

Current District Initiatives

15 Dropout Prevention Strategies	School/ Grade Level				
	District-wide	Pre-K	Elementary	Middle	High
Systemic Renewal	*New Teacher Induction Program *Dropout Prevention Plan *Cognia Continuous Improvement Plan *Strategic Planning *School Improvement Plans *Principal Meetings *State Performance Plan/ Annual Performance Plan *Title III: EL Small Group and Individualized Instruction (ALL) *DoDea Collaboration * W.K. Kellogg Collaboration	*Excel by 5 * Pre-K Classrooms at Nichols Elementary *Early Prevention, Screening, Diagnostic, and Treatment Program *Head Start Partnership with MSU	*Early Prevention, Screening, Diagnostic, and Treatment Program *Dyslexia Screening *MCCR Standards *State Assessments	*State Assessments *MCCR Standards	*State Assessments *MCCR Standards
School-Community Collaboration	Title I: Parent Surveys *School Resource Officers *Coastal Family Health Pediatric Clinic	*Excel by 5 *Coastal Family Health Pediatric Clinic Immunization Fair *Career Day	*Summer Enrichment Activities *Coastal Family Health Pediatric Clinic	*EL Family Fiesta *Career Day *Guest Speakers *Community Service Project	*EL Family Fiesta *Career Day *Guest Speakers *Community Service Projects

	<p> Immunization Fair *Career Day *Back to School Night *North Bay Night Out *PTO Monthly Meetings *Parent Academies *Parent Teacher Conferences *Junior Auxiliary *Parent Google Classroom Training *Local Health Department *Summer Meal Program *MS Gulf Coast Chamber of Commerce Partnership *Biloxi First Partnership *Parent/ Teacher Conferences *MTSS Parent Meetings *District Website *School and Teacher Websites *INOW to view student grades *Social Media District and School pages *Open Door Policy *Phone calls, letters, and email </p>		<p> Immunization Fair *Summer STEM Academy *STEM Night Out *Family Reading Night *Family Math Night *Family Science Night *Reading Fair *Science Fair *Community Mentorships </p>	<p> *Pathways to Possibilities *Military & Family Life Counselor </p>	<p> *Community Scholarships *Military & Family Life Counselor *Job Corps </p>
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	correspondence with parents *Report cards and progress reports *Awards Days *Open Board Meetings *Military & Family Life Counselor				
Safe Learning Environments	*School Nurses *Crisis Management Plans *School Resource Officers *Effective Classroom Management *Cameras/Video Surveillance *Visitor ID Check System *Employee ID Badges *INOW Portals *Red Ribbon Week *Fire Drills *Severe Weather Drills *Counselors *Social Workers	*School Nurses *Crisis Management Plans *School Resource Officers *Effective Classroom Management *Cameras *Employee ID Badges *INOW *Red Ribbon Week	*School Nurses *Crisis Management Plans *School Resource Officers *Effective Classroom Management *Cameras *Employee ID Badges *INOW *Field Day *Red Ribbon Week	*School Nurses *Crisis Management Plans *School Resource Officers *Effective Classroom Management *Cameras *Employee ID Badges *INOW *PBIS *Red Ribbon Week	*School Nurses *Crisis Management Plans *School Resource Officers *Effective Classroom Management *Cameras *Employee ID Badges *INOW *PBIS *Red Ribbon Week *It Starts with Hello Week
Family Engagement	*Parent and Student SAM Spectra Portal Access *School Status	*Excel by 5 *Parent and Student SAM Spectra Portal Access	*Parent and Student SAM Spectra Portal	*Parent and Student SAM Spectra Portal Access	**Parent and Student SAM Spectra Portal Access

	<ul style="list-style-type: none"> *MTSS *Weekly Newsletters *Social Media Websites *MTSS *Parent Conferences *Open House *Family Nights *PTO *Title I: Parent Surveys *School and District Websites 	<ul style="list-style-type: none"> *School Status *MTSS *Weekly Newsletters *Social Media Websites *MTSS *Parent Conference *Open House *Family Nights *Grandparent's Day *PTO *Title I: Parent Surveys *School and District Websites *Teacher Websites *Parent Workshops 	<ul style="list-style-type: none"> Access *School Status *MTSS *Weekly Newsletters *Social Media Websites *MTSS *Parent Conferences *Open House *Family Nights *Grandparent's Day *PTO *Title I: Parent Surveys *School and District Websites *Teacher Websites *Awards Day *Parent Workshops 	<ul style="list-style-type: none"> *School Status *MTSS *Weekly Newsletters *Social Media Websites *MTSS *Parent Conferences *Open House *Family Nights *Title I: Parent Surveys *School and District Websites *PTO *Teacher Websites *Awards Day *Parent Workshops 	<ul style="list-style-type: none"> *School Status *MTSS *Weekly Newsletters *Social Media Websites *MTSS *Parent Conferences *Open House *Family Nights *PTO *FAFSA Night *Title I: Parent Surveys *School and District Websites *Teacher Websites *Senior Awards *Awards Day *Parent Workshops *Get2College
Early Childhood Education	<ul style="list-style-type: none"> *Excel by 5 *DoDea Collaboration * W.K. Kellogg Collaboration 	<ul style="list-style-type: none"> *Excel by 5 *PreK Classrooms *Parental Involvement Coordinator 			
Early Literacy Development	<ul style="list-style-type: none"> *Academic Screeners *MTSS *Academic 	<ul style="list-style-type: none"> *Academic Screeners *MTSS *Academic 	<ul style="list-style-type: none"> *Academic Screeners *MTSS *Academic 		

	Strategist *Excel by 5	Strategist *iReady *Nichols PreK	Strategist *iReady		
Mentoring/ Tutoring	*After School Tutoring	*Guest Readers	*After School Tutoring *Guest Readers *Communit y Mentors *Boys and Girls Club *Mental Health Services *Counselors *Social Worker	*After School Tutoring *Guest Readers *Community Mentors *Boys and Girls Club *Mental Health Services *Counselors *Social Worker	*After School Tutoring *Guest Readers *Community Mentors *Boys and Girls Club *Mental Health Services *Career Mentoring *Counselors *Social Worker
Service- Learning			*Service Learning projects	*Service Learning projects in clubs, athletics, band, choir, etc.	*Service Learning projects in clubs, athletics, band, choir, etc. *Internships
Alternative Schooling	*Center for New Opportunities		*Center for New Opportunities	*Center for New Opportunities	*Center for New Opportunities *Dual Credit *Job Corps
After- School Opportunities	*After School Tutoring	*After School Tutoring	*After School Tutoring *Band	*After School Tutoring *Band *Choir *Clubs	*After School Tutoring *Band *Choir *Clubs

				*Choir *Clubs *Athletics	*Choir *Clubs *Athletics
Professional Development	*MTSS *GCEIC *MDE *PLCs *New Teacher Induction *Google Suite Training *Bailey Group Consulting *William Carey University *ReachMS *Cognia	*MTSS *GCEIC *MDE *PLCs *New Teacher Induction *Google Suite Training *Instructional Coaches *Bailey Group Consulting *Cognia *William Carey University *ReachMS *Cognia	*MTSS *GCEIC *MDE *PLCs *New Teacher Induction *Google Suite Training *Instructional Coaches *Bailey Group Consulting *Cognia *William Carey University *ReachMS *Cognia	*MTSS *GCEIC *MDE *PLCs *New Teacher Induction *Google Suite Training *MS ACTE for CTE *Instructional Coaches *Cognia *William Carey *GCEIC *Bailey Group Consulting	*MTSS *GCEIC *MDE *PLCs *New Teacher Induction *Google Suite Training *MS ACTE for CTE *Instructional Coaches *Cognia *Bailey Group Consulting
Active Learning	*MTSS *Wellness Plan *Google Classroom	*MTSS *Wellness Plan *Google Classroom	*MTSS *Wellness Plan *Google Classroom	*MTSS *Wellness Plan *Google Classroom *iReady	*MTSS *Wellness Plan *Google Classroom *JROTC
Educational Technology	*Technology Plan *Parent technology related academies *Technology training *Promethean Boards *Google	*Technology Plan *Parent technology related academies *Technology training *Promethean Boards *Google	*Technology Plan *Parent technology related academies *Technology training *Promethean Boards *Google	*Technology Plan *Parent technology related academies *Technology training *Promethean Boards *Google	*Technology Plan *Parent technology related academies *Technology training *Promethean Boards *Google

	Chromebooks *School Status	Chromebooks *School Status	Chromebooks *School Status *Typing Agent *Robotics	Chromebooks *School Status *Typing.com *Robotics	Chromebooks *School Status *Edmentum *Robotics *Graphing Calculators (handheld and online versions)
Individualized Instruction	*El Program *Gifted/Talented *Individualized Education Plans *MTSS *Professional Learning Communities	*iReady	*El Program *Gifted/Talented *Individualized Education Plans *MTSS *Professional Learning *EL Assistant *iReady	*El Program *Gifted/Talented *Individualized Education Plans *MTSS *Professional Learning *Individual Success Plans *EL Assistant *iReady	*El Program *Gifted/Talented *Individualized Education Plans *MTSS *Professional Learning *Individual Success Plan *EL Assistant *Reading Plus *IXL
Career and Technical Education	*Career Day		*Stem camps and other activities *Career Day *Robotics	*Cyber Foundations 1 and 2 *Career Counseling/ ISPs *Field Trip to Career Fairs *Coding	*Career Counseling *STEM *Exploring Computer Science *11 program offering *Each program has community partnerships *Family Consumer Science *Shipbuilding Academy *Work Based

					Learning *Facility Tours to encourage class membership
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Proposed District Initiatives

Proposed Initiative and Grade Level Addressed	Purpose or Goal	Who is Involved?	Dropout Prevention Strategy Addressed	Evaluation of Initiative Effectiveness
Increase academic performance of students on state assessments grades PreK-12.	Focus on quality instruction, student engagement, maintain 95% attendance, and academic growth of all students.	Administration Staff/ Faculty Interventionist/ MTSS Coordinator IEP Team Counselor Parents Federal Programs Director Director of Elementary Education Instructional/ Literacy Coaches Tutors	Safe Learning Environments School Community Collaboration Family Engagement Mentoring/ Tutoring Individualized Instruction	Monitor academic screener/ diagnostic assessment progress, formative assessment scores, summative scores each grading period, benchmark data, state assessment scores, attendance rate

		Social Workers EL Specialist PLCs		
Increase attendance district-wide grades K-12.	Schools will maintain or exceed an attendance rate of 95% and reduce excessive absences.	Administration Staff/ Faculty Interventionist/ MTSS Coordinator Counselor Parents Social Worker Community PBIS Team Pupil Accounting	Safe Learning Environments Family Engagement	Monitor attendance data ADA Reports
Decrease discipline referrals in grades PreK-12	Decrease the discipline referrals by 5%.	Administration Staff/ Faculty Interventionist/ MTSS Coordinator Counselor Parents Social Worker Community PBIS Team	Safe Learning Environments Family Engagement	Discipline Data

		Director of Student Services		
Reduce retention rates in students kindergarten, first, and second grades	Increase math and reading achievement and growth via quality instruction, student support, student engagement, and maintain 95% or more attendance.	Administration Staff/ Faculty Interventionist/ MTSS Coordinator Counselor Parents Federal Programs Director Director of Elementary Education Instructional/ Literacy Coaches Tutors Social Workers EL Specialist	Family Engagement Early Childhood Education Early Literacy Development	Monitor academic screener/ diagnostic assessment progress, formative assessment scores, summative scores each grading period, benchmark data, state assessment scores
Decrease achievement gaps in grades 7-12 to promote graduation attainment	Schools will identify at risk students and provide additional support to students so they can reach graduation requirements.	Administration Staff/ Faculty Interventionist/ MTSS Coordinator Counselor	Safe Learning Environments School Community Collaboration Family Engagement	Monitor academic screener/ diagnostic assessment progress, formative assessment scores, summative

		Parents Federal Programs Director Director of Elementary Education Instructional/Literacy Coaches Tutors Social Workers EL Specialist	Mentoring/Tutoring Individualized Instruction	scores each grading period, benchmark data, state assessment scores
Increase graduation rate for students grades 7-12 with disabilities from 59.0% to 60%.	Provide additional support to students with disabilities so they can reach graduation requirements.	Administration Staff/ Faculty IEP Team Counselor Parents Federal Programs Director Director of Elementary Education Instructional/Literacy Coaches Tutors	Safe Learning Environments School Community Collaboration Family Engagement Mentoring/Tutoring Individualized Instruction	Monitor academic screener/diagnostic assessment progress, formative assessment scores, summative scores each grading period, benchmark data, state assessment scores

		Social Workers EL Specialist		
Provide support and resources to students ages 17 to 21 who have dropped out of school	Students ages 17 to 21 will be provided information and resources regarding (1) re-enrollment if on diploma track or (2) community education programs (Job Corps, MGCCC, WinJob Center, etc.) if not eligible or unable to re-enroll in public school.	Administration Staff/ Faculty Interventionist/ MTSS Coordinator Counselor Parents Federal Programs Director Director of Elementary Education Instructional/ Literacy Coaches Tutors Social Workers EL Specialist Transition Coordinator Community Student Service Coordinator	School-Community Collaboration Safe Learning Environment Family Engagement Mentoring/ tutoring Alternative Schooling Individualized Instruction	Graduation Achievement Student Placement Data GED Attainment Career/ Vocational Training Enrollment
Provide support to students grades K-12	Students transitioning from juvenile	Administration Staff/ Faculty	Safe Learning Environments	Attendance Data Behavior Data

<p>transitioning to homeschool district from the juvenile detention centers</p>	<p>detention centers to homeschools will be provided academic, social, and emotional support.</p>	<p>Interventionist/ MTSS Coordinator Counselor Parents Social Worker</p>	<p>Family Engagement Mentoring/ Tutoring Alternative Schooling</p>	<p>Monitor Grades/ Academic Progress</p>
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