

BOARD APPROVED

JUL 18 2022

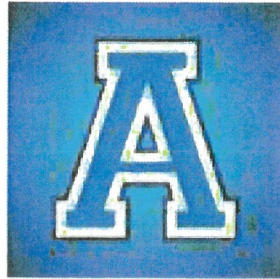
ABERDEEN SCHOOL DISTRICT

Aberdeen

SCHOOL DISTRICT

Dropout Prevention Plan

2022-2023



Superintendent
Dr. Andrea Pastchal-Smith

Aberdeen School District
1100 West Commerce Street
Aberdeen, MS 39730

Mississippi Early Warning System to Promote K-12 Academic Success

District Leadership Team		
Dr. Andrea Pastchal-Smith	Superintendent	Central Office
Latasha Campbell	Chief Financial Officer	Central Office
Latosha Williams	Asst. Business Manager/HR	Central Office
Temeka Shannon	Chief Academic Officer	Central Office
Dr. Manya Chappell	District-Wide Instructional Coach	Central Office
Willie Brandon	Chief Operations Officer	Central Office
Olivia Ulbrich	Director of Student Services	Central Office
Dorothy Frembgen	Technology Director	Central Office
Latosha Hubbard	Food Service Director	Central Office

Schools	Grades	Principal
Aberdeen Elementary School	K-3 rd	Kristen Fondren
Belle-Shivers Middle School	4 th – 8 th	Kennetra Smith
Aberdeen High School	9 th – 12 th	Tracy Fair

Schools	Grades	Assistant Principals
Aberdeen Elementary School	K-3 rd	Natasha Cheeks
Belle-Shivers Middle School	4 th – 8 th	Alexus Logan James Rush
Aberdeen High School	9 th – 12 th	Sherell Drake Athletic Director

Schools	Grades	Counselors
Aberdeen Elementary School	K-3 rd	Sheraton Crosby
Belle-Shivers Middle School	4 th – 8 th	Kashia Dowden
Aberdeen High School	9 th – 12 th	Joseph Micah Jackson

The Aberdeen School District is committed to preparing students for success, globally. 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
- Universal Screener/Benchmark Assessment Data
- Homeless, Foster Care and EL Population
- Students with Disabilities and MAAP-A Assessments
- All state assessed subjects and grades (MAAP and DRC)
- Attendance
- Disciplinary Infraction Data

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

Dropout Prevention Task Force at each school

1. 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.
2. 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.
3. Schools will also identify events/barriers in the students' lives outside of school that increase their risk of dropping out.
4. 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)
5. Aberdeen School District (AES and BSMS) 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 Aberdeen School District has a Parental Engagement Policy that is revised annually. Each school has a Parental Engagement Plan and will carry out the following tasks.

1. 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.
2. Each school will then hold a series of parent meetings throughout the year to address topics such as the following, but not limited to:
 - State assessments results
 - 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
 - Benchmark Assessment Data
 - Test-taking strategies
 - Scholarship/financial-aid opportunities
 - Topics relevant to individual schools
3. 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 Federal Programs Director for review.
4. The district's student notification system, Thrillshare and SchoolStatus, will be utilized to inform parents and guardians of school events, absenteeism, etc.
5. 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

1. Academic Coaches have been placed on each campus to assist teachers with implementing research-based strategies, applying learning theory and to model, observe and provide feedback to the classroom teachers. These academic coaches also facilitate professional development on each campus to meet the needs of teachers at their school site. Academic coaches have been trained using the Learning Forward Standard for Professional Development model.
2. Instructional Assistants are employed in primary (K-2) classrooms and are trained in using phonics strategies to build reading fluency. Instructional assistants work

under the direction of the academic coaches to help students struggling with reading and math concepts.

3. The Aberdeen 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.
4. 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.
5. All elementary teachers and instructional assistants are trained on Reading Horizons. Reading Horizons is a multisensory, systematic, structured, sequential, phonics-based, direct instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and EL readers.
6. In grades Kindergarten through 8th, the Aberdeen School District utilizes an MDE approved universal screener. These common assessments are aligned 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.
7. The Aberdeen 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/benchmark 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.
8. ELA, Math and Science 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.
9. 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

Targeting students that need additional assistance to meet graduation requirements.

1. 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 criterion. 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
2. Students in these subgroups will receive additional supports from teachers, counselors, and intervention specialists.
3. Teachers and counselors will strive to identify and remove barriers preventing special populations from being successful.
4. Aberdeen 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.
5. Professional development is provided to ensure implementation of effective language instruction for EL students.
6. Ongoing training and support for special education teachers on how to write and monitor IEPs is provided.
7. 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 social and emotional needs, identification, intervention and tracking of at-risk students.
8. Imagine Learning 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. Imagine Learning 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.
9. The Aberdeen School District provides Career and Technical Education through partnership with Monroe County School District. 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 Aberdeen School District will partner with community programs to make referrals for students who have dropped out. Community partners may include:
 - 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 Aberdeen 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.

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 21st century.

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

Intervention:	Description:	Attendance:	Behavior:	Course Performance:	Tier:
School-Home Note System/ Emails	Specific behaviors are targeted and specific rewards/consequences are outlined.	X	X		Tier I
Timely Communication With parents	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 of the Month	Students are nominated for student of the month based on attendance, behavior, and course	X	X	X	Tier I

	performance for each month.				
Student A/B Club	Students with all “A’s” and “B’s” are recognized and rewarded with positive reinforcers.			X	Tier I
Use of SWIS to Track All	All disciplinary data for all grades is being tracked.			X	Tier I

The purpose of the EWS is to provide the necessary means to unify, focus, and target efforts to improve attendance, behavior, and course performance 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:

Intervention:	Description:	Attendance:	Behavior:	Course Performance:	Tier:
Disciplinary Infractions	Infractions will be reviewed on a weekly basis to modify procedures to decrease infractions.	X	X		
Weekly Teacher Observations	Teachers are observed with feedback weekly to ensure coherent sequence of learning.			X	Tier I

TIER II INTERVENTIONS:

Intervention:	Description:	Attendance:	Behavior:	Course Performance:	Tier:
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 daily. 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.		X		Tier II
Benchmark Assessments	Common assessments will be given to each state tested classes every 4 1/2 weeks.			X	Tier II
Data Tracking	Common assessments and universal assessments for students in state tested classes will be tracked and posted.			X	Tier II

Pull-out Tutorial	Students who score lowest performing group will be pulled for tutorial twice weekly for 30 minutes.			X	Tier II
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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
School Counselor	Counselor will meet with students and parents to prepare for post-graduation expectations.	X	X	X	Tier III
Functional Behavior Assessment	FBAs conducted on all students who are at risk for alternative placement and all returning students from the 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 Alternative School.		X		Tier III
Bulldog Rewards/Recognitions	Assigned mentor for students who meet academic and behavioral requirements.		X	X	Tier III