Leake County School District Drop-out Prevention Plan

School Year 2021-2022

109 West Main Street
Carthage, MS 39051
601-267-5283

Yvette Young, Superintendent   Sandra Dewberry, Assistant Superintendent

Drafted/Reviewed/Revised July 29, 2021

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Verification of Board Approval

The Purpose

A Comprehensive Dropout Prevention Plan has been designed for Leake County School District to address district and community concerns for students at-risk of dropping out of school. The plan will address goals, objectives, strategies, and action plans to help all students meet the Mississippi College and Career Readiness Standards. This plan is fluid and intended to serve as a resource for school and district level administrators in addressing at-risk factors that may cause students to not graduate with their intended cohort.

Identifying At-Risk Students

The district uses the following key indicators to identify targeted group of students most at-risk of dropping out or most "in danger" of failing to achieve acceptable levels of academic achievement.

Education and Economic Key Indicators:

1.   i-Ready diagnostic results

2.   Passage rates on MAAP subject area tests

3.   Passage rate on the third-grade reading gate summative assessment

4.   Results of Case 21 Assessments from district benchmarks

5.   MKAS Kindergarten Screener

6.   Attendance rates, office referrals, and infractions/expulsions

7. Bottom 25 percentage data

8. Free Lunch

9. Homeless and Foster Care

10. English Language Learners

Leake County School District

Dropout Prevention Team Members

Yvette Young, Superintendent

Sandra Dewberry, Assistant Superintendent

Rhonda Carter, Leake Central High School

Gerry Anderson, Leake County High School

Kimberly Ricks, Leake County High School

Frankie Blackmon, Leake Central Junior High School

Danielle Yarbrough, Instructional Coach, ELA/History

Dropout Prevention Plan

2021-2022 District Administration

Leake County Schools

Yvette Young, Superintendent

Sandra Dewberry, Assistant Superintendent

Dr. Florence Cocroft, Federal Programs Director

Tia Little, Special Education Director

High Schools

Leake Central High School (9-12)

Jeremy Stewart, Principal

Rhonda Carter, Assistant Principal

John Sallis, Assistant Principal

Leake County High School (7-12)

Gerry Anderson, Principal

Kimberly Ricks, Assistant Principal

Junior High School

Leake Central Junior High School (6-8)

Alfred Brandon, Principal

Frankie Blackmon, Assistant Principal

Elementary Schools

Leake Central Elementary School (K-5)

Keith Moss, Principal

Sam McLaurin, Assistant Principal

William Boyle, Assistant Principal

Leake County Elementary School (K-6)

Dr. Jimmy Henderson, Principal

Beverly Easley, Assistant Principal

District Curriculum and Instruction

Rhondie Morgan

Tiffany Hudgins- Kuntz

Tearsannae Hall

Danielle Yarbrough

Laquitta Ruffin

Tameka Weathers

District Initiatives and Strategies

Current initiatives established in Leake County School District are intended to reduce the factors which contribute to student dropout.

Student Administration Manager (SAM): SAM is the district-wide monitoring information system used to track student attendance, grades, and discipline records. The monitoring system

provides an effective means by which to support the Mississippi Department of Education performance-based accreditation model; support educational funding; provide timely and adequate reporting of educational data to meet the state and federal requirements; allow for student tracking to determine student mobility and assist in the reduction of the dropout rate within the state. SAM provides information to school officials that enable them to make appropriate referrals and to intervene when warning signs occur. [LCHS, LCJH, LCE, LCoHS, LCoES]

School Status: School Status is a data analytics tool that summarizes student and school data to provide insight on academic and behavioral progress. This parent engagement platform provides multiple avenues to communicate with parents regarding student performance. [LCHS, LCJHS, LCE, LCoHS, LCoES]

K-12 District Screeners/Diagnostics: MKAS: Early screener for Kindergarten students to assess reading performance and readiness for grade level skills. MKAS screeners are administered twice each year during each semester. [LCE, LCoE]

Dyslexia Screener: Kindergarten spring semester, 1st grade fall semester screenings [LCES, LCoE]

Renaissance Learning: Renaissance Learning is an assessment program used for grades Pre-K-5 reading for progress monitoring and reading practice within the classroom. Summary, diagnostic, and growth reports can be utilized by teachers for instructional and intervention purposes. K-12 STAR (Math and Reading) screenings provide information to school officials that enable them to make appropriate Response to Intervention (RTI) referrals to the Teacher Support Teams (TST). [LCHS, LCJHS, LCES, LCoHS, LCoES]

 CASE Benchmark Assessments: CASE Benchmark Assessments, developed by TE21, Inc., provides grade level benchmark assessments for grades K-12 to align to state standards in math and language arts. The Benchmark assessments are given three times per year (Oct/Jan/May). The first and second benchmark assessments include all of the standards covered based on the district pacing guides. The third benchmark assessment is comprehensive. The overall difficulty and question stems are designed to mirror best practices for assessing state standards. Detailed reports provide rich data to help teachers determine students' progress and identify the need for redirecting instruction or the use of intervention solutions. CASE benchmark assessments ensure curriculum alignment to the written , taught, and tested curriculum. [LCHS, LCJHS, LCES]

i-Ready by Curriculum Associates: i-Ready is an integrated blended learning English Language Arts and mathematics program program that saves teachers time by connecting rich assessment data to personalized learning and teacher-led instruction. Grades K-6 in the district

i-Ready uses the Adaptive Diagnostic, which captures comprehensive insight into student learning using a vertical scale across K-12 skills. It diagnoses individual student learning needs and screens students to determine who needs additional support. This program personalizes student learning paths and monitors student growth over time. [LCES, LCJHS, LCoES]

i-Ready Online: This platform provides engaging digital instruction based on individual diagnostic results that meets students where they are and allows them to work independently on their personalized online instruction plan. i-Ready online instruction efficiently targets skill gaps to help students who are behind in grade-level content and provides challenging enrichment for students who are ready. (Students receive approximately 45 minutes of i-Ready instruction per week). [LCJHS, LCES, LCoE, LCoHS]

i-Ready Teacher Led Instruction: i-Ready provides intuitive, easy-to-read reports to help teachers understand student performance and gain insight into learning needs. Target instruction is delivered by the teacher using the recommendations and links to instructional resources available directly in key reports. Instructional recommendations highlight what students can do and next steps for instruction, while the Tools for Instruction resource provides short, targeted lesson plans that are ideal for small group or individual instruction. [LCES, LCJHS, LCoES, LCoHS]

Moby Max: Supplemental instruction for reading/math students in the Tier process [LCES, LCoES, LCJHS]

 District Goals

The district's overarching goal is for all of its students to develop into productive members of society after they exit the doors of our local high schools. Leake County School District strives to graduate students who are knowledgeable and creative thinkers who can communicate effectively. The district has identified the following goals in it strategic plan:

1. **Attract and Retain High Quality Teachers**

   · Recruit instructional staff through multiple facets

   · Implement and maintain New Teacher Training Academy

   · Provide ongoing professional development to promote lifelong learning

   · Provide Professional Learning Community Opportunities

2. **Increase Academic Achievement**

   · Provide high-quality instruction

   · Implement best practices in teaching

   · Provide several options for students exiting high school

3. **Strengthen School Culture**

   · Provide safe and healthy schools

- · Create a hospitable environment

- · Encourage and promote student behavior

- · Encourage and praise staff when appropriate

4. **Collaborate with Community**

- · Increase parent and family engagement

- · Engage with community stakeholders

- · Foster student/community collaboration

Targeting Sub-groups Needing Additional Assistance

The district has invested in district-level instructional coaches to comprise the Office of Curriculum and Instruction. These specialists are used by each of the five campuses. In addition, the Mississippi Department of Education also deploys literacy coaches to help with foundational reading at the elementary schools. These literacy coaches also help with progress monitoring and provide teachers with research-based interventions to be implemented with individual students. The district also offers summer school for students in grades 6-12 who have failed to complete certain courses for promotion to the next grade.

The Office of Curriculum and Instruction, which consists of 6 instructional coaches for math, ELA, and science helps provide curricular support and expertise by helping teachers with best practices and expertise in closing the achievement gaps for struggling students. Instructional coaches will continue to:

· Conduct Professional Learning Communities (PLCs) to discuss best practices for teaching mathematics and English-language Arts.

· Conduct ELS data analysis at each school site and discuss topics for increase of student achievement.

· Research and share teacher resources that identify common misconceptions and mistakes that occur during student learning.

· Support New Teachers with training and professional development during their first year of instruction

District Data and Demographics

District Graduation Rates

Leake Central High	**81.4%**
Leake County High	**83.3%**
Leake County School District	**81.9%**
State	**85%**

Third Grade Gate

District Pass Percentage	**68%**

District Reading and Math Growth

Reading Growth	**56.5%**
Math Growth	**62.8%**

District Attendance Rates

Total number of students	**2,617**
Average Daily Attendance	**90.4%**

Free and Reduced Lunch

Leake County School District	**100%**

District Schools

Elementary	**2**
Middle	**1**

Secondary	2

Student Demographics

Black	57.76%
Asian	0.54%
Hispanic	3.09%
Native American	1.08%
White	37.46%

District Discipline

Infractions	870
Expulsions	8

District Drop-out Rates

Leake Central High	8.76%
Leake County High	6.82%
District	7.79%
State	9.7%

Dropout Prevention Plan

2021-2022

Leake County High

Gerry Anderson, **Principal**

Purpose of the Plan

Leake County High School will utilize this dropout prevention plan as a part of its school improvement strategy to increase student graduation. The last three accountability models have reflected that Leake County High has yet to exceed 85% graduation rate. The plan will identify support, resources, and strategies that can be utilized to meet the needs of our students to prevent student dropouts.

Mississippi Code 37-13-80

Section 37-13-80 mandates that each school district implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education annually. Each school district will be held responsible for reducing and /or eliminating dropouts while implementing an effective dropout plan that focuses on the following:

(a) Dropout Prevention initiatives that focus on the needs of individual local education agencies;

(b) Establishing policies and procedures that meet the needs of the districts;

(c) Focusing on the student-centered goals and objectives that are measurable;

(d) Strong emphasis on reducing the retention rates in grades kindergarten, first and second;

(e) Targeting subgroups that need additional assistance to meet graduation requirements; and

(f) Dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

Team Members

Team Member	Position	Rationale
Gerry Anderson	Principal	School Leader

Kimberly Ricks	Assistant Principal	School Leader
Frances Parhm	Counselor	
Christopher Tisdale	Teacher	CTE
Lorna Blackburn	Teacher	PBIS
Taneisha Ward	Interventionist	MTSS
Theresa Branson	Parent Liaison	
Stacey Norris	ELL Tutor	
Dr. Florence Cocroft	Federal Programs	Support Resources

Yvette Young	**Superintendent**	
Sandra Dewberry	**Assistant Superintendent**	
Greg Beard	**MTSS/PBIS**	
Tia Little	**Sped Director**	
Damien Darby	**Athletic Director**	**Extracurricular**

*Team members should include counselors, administration, teachers, career and technical, exceptional education, feeder pattern teachers, etc.

Leake County High Data Analysis

Attendance, behavior, and course performance will be the predictors that will be analyzed to create goals consistent with improved student performance which we hope will translate into higher graduation rates. The three predictors are within school control as outlined by the Mississippi Department of Education.

Data Available
1. Teacher attendance reports pulled from Marathon
2. Student participation in extracurricular activities, etc.
3. Early warning system indicators compiled from SAMS
4. Student historical attendance reports compiled from SAMS
5. Student retention numbers *(grades failed pre-secondary school)*
6. Student disciplinary infractions

School Goals

Restructuring Plan Goals
Goal 1: Create mentors for students at risk for not graduating.
Goal 2: Increase student participation rate in extracurricular activities to minimum of 85%. Currently less than 65% participate in extra curricular activities.
Goal 3: Create teacher attendance teams at the High School and Jr. High level to curb chronic absenteeism to prevent students from falling behind in school work.
Goal 4 : Implement the utilization of individual career plans for each student which would outline avenues for students to reach their career goals.

SMART Goal Planning Template			
Goal 1: Create mentors for students at risk for not graduating. Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☑Other			
S	**Specific**	S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	
M	**Measurable**	**M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)**	

A	Achievable	**A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)**	
R	Relevant	**R – is the goal relevant to performance expectations?**	
T	Time Bound	**T – is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)**	

Timeline	Action	Resources/ Source	Person Responsible	Person(s) Involved

08/05/21 through 05/23/24	Identify students that meet high risk factors for not graduating. Assign mentors to serve as resources and sources of encouragement to keep students on track for graduation.	SAMS, EWS US Dept. Of Ed. Planning and Policy Development	Frances Parhm	Tisdale Branson Parhm Assigned Faculty Mentors

Plan to Progress Monitor

- · **How and when will the team monitor the plan?**
- · **What is the procedure? What are the time lines? Who is responsible?**
- · **How will the team know they are having a positive impact?**
- · **How might the plan be adjusted if and when challenges occur?**

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
08/05/21 through 05/23/22	Successful graduation of 75% of students exhibiting three or more at risk factors for graduating each year.	We may need to adjust the percentage of successful students graduating.

SMART Goal Planning Template

Goal 2: Increase student participation rate in extra curricular activities to a minimum of 85%.

Focus Area: ☐ Attendance   ☐ Behavior   ☐   Course   Performance

☑Other

S	**Specific**	S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	
M	**Measurable**	**M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)**	
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Timeline	Action	Resources / Source	Person(s) Responsible	Person(s) Involved
09/08/2020 through 05/23/22	Students will be recruited by Band, Football, Basketball, FCCLA, FBLA, Baseball, Beta, and other sports and clubs utilizing a fraternity and sorority rush format.	By Laws and uniform rules fro extracurricular participation	Damien Darby Kim Ricks	Coaches Club Sponsors

Plan to Progress Monitor

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- · **How might the plan be adjusted if and when challenges occur?**

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
08/05/2021 through 05/23/2022	Student participation in extracurricular activities increases to at a minimum of 85%.	Bylaws and rules for student participation may have to be adjusted.

		SMART Goal Planning Template	
		Goal 3: Create teacher attendance teams at the High School and Jr. High level to curb chronic absenteeism to prevent students from falling behind in their work Focus Area: ☑Attendance ☐ Behavior ☐ Course Performance ☐ Other	
S	**Specific**	S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	
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Timeline	Action	Resources /Source	Person(s) Responsible	Person(s) Involved
09/08/20 through 05/23/21	Create an attendance team. Team will be responsible for contacting parents and providing PBIS incentives for students to attend school.	PBIS SAMS Early Warning System	Chris Tisdale Lorna Blackburn	Attendance Team

Plan to Progress Monitor

- · **How and when will the team monitor the plan?**
- · **What is the procedure? What are the time lines? Who is responsible?**
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- · **How might the plan be adjusted if and when challenges occur?**

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
08/05/2021 through 05/23/2022	Chronic absenteeism is consistently below 10% monthly. Currently it hovers at just above 19%.	Team membership may have to be reconfigured to get the right people in the correct roles.

LEAKE CENTRAL HIGH SCHOOL

DROPOUT PREVENTION RESTRUCTURING PLAN 2021 - 2022

Introduction

Leake Central High School is located in Carthage, Mississippi and serves approximately 550 students in grades 9-12. Leake Central High School's administration and instructional staff are committed to our mission of providing students the equal opportunity to become lifelong learners and productive citizens in an ever-changing society. In addition to the Mississippi Department of Education core courses, Leake Central High School offers Advanced Placement (AP) and accelerated courses, Career and Technical programs and numerous electives on campus and via virtual school and dual college enrollment. Currently, students may enroll in dual college credit courses with East Central Community College. With a vast array of extracurricular and athletic offerings, LCHS students have achieved numerous accolades including designation as a National Beta Club School of Distinction and National FFA Competition Finalist.

The Leake County School District's dropout prevention plan is inclusive of objectives, strategic initiatives, projects and activities required to meet the three overarching goals for the state's dropout prevention plan: (1) increasing the state graduation rate to 90% by 2021 - 2022; (2) reducing the state dropout rate by 50% by 2021 - 2022; and (3) reducing the truancy rate by 50% by 2021 - 2022. The current graduation rate at Leake Central High School for 2018-2019 of (81.4) is 8.6% below the overall state 2018- 2019 graduation goal. Current district initiatives are in place to:
> **Provide opportunities for all students to experience academic success at all grades** > **Improve early identification of students at-risk of dropping out**
> **Reduce risk factors associated with dropping out of school**
> **Strengthen the Home-School-Community Partnership**

District Initiatives
Current Initiatives in place at LCHS, LCJH, and LCES aimed to address/reduce the factors which contribute to student dropout.

Student Administration Manager (SAM): SAM is the district-wide monitoring information system used to track student attendance, grades, and discipline records. This monitoring system provides an effective means by which to support the Mississippi Department of Education performance-based accreditation model; support educational funding; provide timely and accurate reporting of educational data to meet state and federal requirements;

allow for student tracking to determine student mobility and assist in the reduction of the dropout rate within the state. SAM provides information to school officials that enable them to make appropriate referrals and to intervene when warning signs occur. [LCHS, LCJH, LCES]

School Status: Data analytics tool that summarizes student and school data to provide insight on academic and behavioral progress. Parent engagement platform provides multiple avenues to communicate with parents regarding student performance. [LCES, LCJH, LCHS]

K-12 District Screeners/Diagnostics

MKAS: Early screener for Kindergarten students to assess reading performance and readiness for grade level skills. MKAS screeners are administered twice each semester. [LCES]

Dyslexia Screener: Kindergarten Spring Semester, 1st grade Fall semester screenings. [LCES]

Renaissance Learning: Renaissance Learning is an assessment program used for grades Pre-K-5 reading for progress monitoring, and reading practice within the classroom. Summary, diagnostic, and growth reports can be utilized by teachers for instructional and intervention purposes. K-12 STAR (Math and Reading) screenings provide information to school officials that enable them to make appropriate Response to Intervention (RTI) referrals to the Teacher Support Teams (TST). [LCES, LCJH, LCHS]

ELS Benchmark Assessments: ELS Benchmark Assessments, developed by Educational Leadership Solutions, Inc., provides grade level benchmark assessments for grades K through high school aligned to state standards in math and language arts. The Benchmark Assessments are given three times per year (Oct – Jan – May). The first and second benchmark assessment includes all of the standards covered on the district's Pacing Guides at the time of assessment. The third benchmark assessment is comprehensive. The overall difficulty and question stems are designed to mirror best practices for assessing state standards. Detailed reports provide rich data to help teachers determine students' progress and identify the need for redirecting instruction or the use of intervention solutions. CASE benchmark assessments ensure curriculum alignment to the written, taught, and tested curriculum. [LCES, LCJH, LCHS]

i-Ready by Curriculum Associates: i-Ready is an integrated blended learning English Language Arts and Math program that saves teachers time by connecting rich assessment data to personalized learning and teacher-led instruction. K-6 the district utilizes i-Ready Adaptive Diagnostic captures comprehensive insight into student learning using a vertical scale across K 12 skills. It diagnoses individual student learning needs and screens students to determine who needs additional support. It personalizes student learning paths and monitors student growth over time. [LCES, LCJH]

i-Ready Online Instruction provides engaging digital instruction based on individual Diagnostic results that meets students where they are and allows them to work independently on their personalized online instruction plan. i-Ready online instruction efficiently targets skill gaps to help students who are behind access grade-level content and provides challenge and enrichment for students who are ready. (Students will receive 45 minutes per week of i-

Ready instruction.) [LCES, LCJH]

i-Ready Teacher Led Instruction – i-Ready provides intuitive, easy to read reports to help teachers understand student performance and gain insight into learning needs. Targeted instruction is delivered by the teacher using the recommendations and links to instructional resources available directly in key reports. Instructional recommendations highlight what students can do and next steps for instruction, while Tools for Instruction provide short, targeted lesson plans that are ideal for small group or individual instruction. [LCES, LCJH]

Moby Max: Supplemental instruction for reading/math students in the Tier process. [LCJH]

New Initiatives/2021 - 2022 Goals
The indicators of attendance, behavior and course performance are proven data points to use when determining the likelihood of a student graduating from high school. **The LCHS school dropout prevention plan includes at least one strategy to improve student attendance, behavior, and course performance.**

- ❏**Attendance** - Absences, tardies, and early check-outs cause students to fall behind in their coursework, resulting in falling grades. Poor attendance may indicate health, family, or other issues that are distracting the student.
  Goal 1: Increase student attendance and reduce truancy by 3%.

- ❏**Behavior** - Misbehavior can indicate that a student is disengaged with the school environment, challenging school personnel to create ways to reignite interest in school for the student. Outside influences such as homelessness, working jobs, abuse or neglect in the home, drug abuse, mental health issues, and bullying should be considered when determining causal factors for behavioral issues. Suspensions can make it difficult for a student to catch up on material missed.
  Goal 2: Reduce overall discipline referrals and suspensions by 3% each year.

- ❏**Course performance** - Course failure and overall grade point average correlate with student probability of graduating from high school on time. Disengagement at the classroom level can be indicated through poor course performance. Consider methods for improving teacher effectiveness when addressing engagement issues.
  Goal 3: Target subgroups that need additional assistance to meet graduation requirements.

LCHS 2021 School Restructuring Plan Team Members

School Team Members	Position
Jeremy Stewart	LCHS Principal
Rhonda Carter	LCHS Asst. Principal
John Sallis	LCHS Asst. Principal
Ashley Horn	LCHS 11th/12th Grade Counselor
Mia McDonald	LCHS 9th/10th Grade Counselor
Cynthia Harrell	LCHS Special Education Dept. Chair
Nancy Quates	LCHS Science Department Chair
Carl Wilbanks	LCHS Athletics Director
Ray New	CTE Director
Rondie Morgan	District Level Admin
Alfred Brandon	LCJH Admin
Franklin Blackmon	LCJH Assistant Principal
Sam McLaurin	LCES Admin
Gail Howard-Beverly	LCJH Counselor
Sheila Atkinson	LCSD Attendance Officer

Mississippi Code 37-13-80

Each school district shall implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year. Each local school district will be held responsible for reducing and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of dropout plans focusing on issues such as, but not limited to:

(a) Dropout Prevention initiatives that focus on the needs of individual local education agencies; (b) Establishing policies and procedures that meet the needs of the districts; (c) Focusing on the student-centered goals and objectives that are measurable; (d) Strong emphasis on reducing the retention rates in grades kindergarten, first and second; (e) Targeting

subgroups that need additional assistance to meet graduation requirements; and (f) Dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

List of Data Reviewed

- ● School Data:
    - o School Population (Total enrollment and subgroups)
    - o Teacher/Staff Factors (Years of experience, teacher retention, certification, attendance)
    - o Extracurricular Activities and Participation
    - o School Climate/Perception (CNA data)
- ● Individual Student Data:
    - o Academic History (Grades failed pre-secondary school)
    - o Attendance Rate
    - o Truancy Rate
    - o Graduation Rate
    - o Retention Rate
    - o Dropout Rate
    - o Disciplinary Infractions
    - o Programs/Outcomes for Student with Disabilities

2020-2021 LCHS School Restructuring Plan Goals

School Restructuring Plan Goals				
Goal 1: Increase student attendance and reduce truancy by 3%. Focus Area: □ Attendance □ Behavior □ Course Performance □ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
7/29/21 - ONGOING	Create a formal review structure/data wall to track students identified as Tier II/Tier III for attendance (via Early Warning System Data)	Post it notes Markers Tape Poster paper	TST Team	Academic TST Team Leader, Behavior TST Team Leader, TST team members, District MTSS director
7/29/21 - ONGOING	Build in attendance based incentives into PBIS school plan	SWISS PBIS budget	PBIS Team	Principals and Assistant Principals
ONGOING	Utilize AIMS notification systems for automatics callouts for absences.	SAMS 7	Attendance Clerk, Principal	Principal, Counselors
08/02/21 –ongoing (quarterly)	Provide recognition and awards for students meeting attendance goals (posted on website, quarterly awards)	District webpage, certificates, PBIS incentives	Behavior Assistant, SWIS Data Clerk, School Web Page Master, PBIS Team leaders	Behavior Assistant, SWIS Data Clerk, School Web Page Master

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
01/17/22	Evaluate Semester 1 Data Wall	Add or remove data or students being evaluated. Create digital format for all staff to review data.
End of term each semester (2021-2022)	Student Surveys/feedback from student body on PBIS behavior and attendance incentives	Adjust incentives based on student feedback.
End of Term 1, Term 2, Term 3, and Term 4	Calculate attendance and truancy rates for each term. Measure current progress in relation to expected goals.	Meet with the truancy officer to discuss a plan for addressing habitually truant students.

School Restructuring Plan Goals				
Goal 2: Reduce overall discipline referrals and suspensions by 3% each year. Focus Area: □ Attendance □ Behavior □ Course Performance □ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
07/01/21 - 06/30/22	Assigned Case Manager (counselor) and/or staff advocate to mentor students identified	PBIS rewards, Gator S.O.S. Program	LCHS Counselors, Teacher Mentors (assigned each term), LCHS Principal	LCHS Principal, Counselors, Teacher Mentors
07/01/21 - 06/30/22	Schoolwide PBIS program will include targeted steps to improve student self monitoring and peer mediation	Social Skills training lessons,	LCHS Admin Team	LCHS Admin Team

08/02/22 - ONGOING	Implement required service learning component for all clubs/extracurricular teams	Club Guidelines (Membership Agreement) Updates	Club sponsors and Coaches	LCHS Principal, Assistant Principals, LCHS Leadership Team

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of Term 1, Term 2, Term 3, Term 4	Review number of discipline referrals (SWIS Big 5 data) to assess progress towards meeting goals.	PBIS will create an action plan to adjust incentives and Tier I school plan (if needed).
07/29/21; 05/06/22	Club sponsors/extracurricular coaches will submit participation numbers and report of service hours	Partner with community stakeholders to establish structured volunteer and service opportunities for students.

School Restructuring Plan Goals				
Goal 3: Target subgroups that need additional assistance to meet graduation requirements. Focus Area: □ Attendance □ Behavior □ Course Performance □ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
09/01/20 - 05/31/24	Allow students to recover courses failed via software purchased for that purpose or via materials gathered by teachers.	Credit Recovery Software; Staff member to monitor course progress/Federal Programs	LCHS Counselor, Assistant Principal	LCHS Counselor, Assistant Principal

03/01/20 - ONGOING	Implement 9th Grade Academy	Establish small learning community/9th grade club	LCJH counselor, LCHS 9th/10th grade counselor	9th Grade Level Teachers, LCHS School Leadership team
01/01/21 - 05/31/24	Create academic intervention classes to allow recovery of credits and additional coursework assistance	Secondary Course Scheduling Framework	LCJH counselor, LCHS counselor, LCHS administrative team, LCJH administrative team	LCJH counselor, LCHS counselor, LCHS Administrative team, LCJH administrative team
07/01/20 - ongoing	Alternative school program provides safety nets for potential dropouts (individualized academics/social support plan)	Behavior Interventionist/ Alternative School Director	Alternative School Director, District PBIS/MTSS Director, Alternative School Teachers	Alternative School Director, District PBIS/MTSS Director, Alternative School Teachers

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
01/17/22	Evaluate number of credits earned/recovered during Fall Semester.	Identify additional students meeting criteria for credit recovery. Offer additional course selection for Credit Recovery.
06/06/22	Review 21-22 Master Schedule Framework with school leadership team.	Adjust courses offered and students enrolled in remediation courses.
Quarterly end of term meetings	Vertical alignment meeting with LCJH, LCHS, LCAP departmental teachers, counselors and administrators to evaluate student progress (strengths/weaknesses will be evaluated via staff surveys).	Research evidence-based programs for students in alternative settings. Increase communication between LCAP and home school for students enrolled in alternative setting.