West Jasper School District

Dropout Prevention Plan

2023-2024

Dr. Jill Miller, Superintendent of Education

Table of Contents

Dropout Prevention Plan
2023-2024

School District:	West Jasper Consolidated School District	Telephone: 601-425-8500
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District Mission & Goals

The West Jasper School District organizes the district's instructional efforts around the mission and goals of the district.

Mission: The West Jasper Consolidated School District has as its mission to provide a quality formal education for the youth in our community.

Continuous Improvement Goals:

· Every school will increase student achievement yearly.

· The district will create an environment that is conducive to safe and orderly schools.

· The district will operate an effective, efficient, and sound fund balance to ensure resources are distributed equitably and facilities are

   upgraded and updated.

Purpose

A comprehensive Dropout Prevention Plan has been designed by the West Jasper School District to address district and community concerns for students at-risk of dropping out of school. The plan is inclusive of goals, objectives, initiatives, and action plans to help all students meet or exceed the Mississippi College and Career Readiness standards. The plan is intended to serve as a resource guide to indicate what the district is doing to address at-risk factors that may cause students to drop out of school.

Plan Goals and Objectives

The West Jasper School District's Dropout Prevention Plan is inclusive of objectives, strategic initiatives, projects, and activities required to meet the three goals for the state's dropout prevention plan:

1) 100% of at-risk students in the West Jasper School District will be identified and provided support by the end of the first semester of every school year. Focus Areas: Attendance, Behavior, Course Performance

2) 95% of students in each grade level will earn promotion to the next grade level and continue to advance toward graduation. Focus Area: Academic Progression

3) 100% of students are provided opportunities for future planning including college and career exploration.

The current graduation rate in the West Jasper School District is 90.7%. The current dropout rate is 9.3%. The district will focus on the following four goals:

1. Provide opportunities for all students to experience academic success at all grades

2. Improve early identification of students at-risk of dropping out

3. Reduce risk factors associated with dropping out of school

4. Strengthen the Home-School-Community Partnership

Identifying At-risk Students

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

Educationally at-risk

·   Percentage of promotions in grades kindergarten through second

·   Passage rates of subject area tests

·   Passage rate on the third grade reading summative assessment

·   Results of formative and progress monitoring assessments (Renaissance, ELS Benchmarks, etc.)

·   Two or more grade levels behind peers

·   Attendance rates, office referrals, and suspensions/expulsions

·   Poor grades/performance in core subjects

 Economically at-risk

·   Free lunch

·   Homeless, Migrant, or ELL

Part I: Dropout Prevention Team Members

NAME	POSITION	AGENCY
Dr. Jill Miller	Superintendent	West Jasper Consolidated School District
Dawn Gentry	Director of Special Services & Federal Programs	West Jasper Consolidated School District
Kim Brown	Curriculum & Professional Development	West Jasper Consolidated School District
Taylor James	Parent	Community
Denika McLaurin	High School Principal	Bay Springs High School
Benton Holder	High School Principal	Stringer Attendance Center
Dr. Melissa Pugh	Elementary Principal	Bay Springs Elementary School
Rakaeja Gaines	Guidance Counselor	Bay Springs High School
Phoebe Trisler	Guidance Counselor	Stringer Attendance Center
Sonya Ready	Community Member	Community

Part II: Statement of Assurance

On behalf of the **West Jasper School District**, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan:

1) 100% of at-risk students will be identified and provided support by the end of the first semester of every school year. Focus Areas: Attendance, Behavior, Course Performance

2) 95% of students in each grade level will earn promotion to the next grade level and continue to advance toward graduation. Focus Area: Academic Progression

3) 100% of students are provided opportunities for future planning including college and career exploration.

I hereby certify that the information contained in this plan follows the 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 consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

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, reducing the dropout rate and reducing the truancy rate.

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

I hereby certify that the West Jasper School District has reviewed and approved this plan for submission to the MDE.

District Superintendent: Dr. Jill Miller   _____

School Board Chair: Christy Holifield   _____

Part III: Needs Assessment Outcomes

Needs Assessment Areas	Descriptions
Target Group Identified	Educationally at-risk ● Promotions in grades kindergarten through second ● Passage rate on subject area tests ● Passage rate on the third grade reading summative assessment ● Results of formative assessments and progress monitoring (STAR, ELS Benchmarks,etc.) ● Two or more grades behind peers ● Attendance Rates ● Office referrals, suspensions, or expulsions ● Poor grades/performance in core subjects ● Economically at-risk ● Free lunch ● Homeless or migrant ● English Language Learners
Data Collection Methods Used	● Graduation and Dropout Rates ● Comparison of MAAP data ● Passage rates of EOC ● Passage rates of 3rd grade gate ● Number of students two or more years' behind ● Discipline referrals ● Attendance/Chronic Absenteeism Rate ● Retention rates per grade ● Universal screenings (Renaissance STAR) ● Accountability Rating – Proficiency & Growth of all students & bottom 25% ● District initiatives for reducing dropout risk factors

	● District goals and objectives for reducing student dropout risk factors
Prioritized List of Needs	● SATP re-takers ● Students who failed the 3rd grade reading summative assessment ● Bottom 25% of students ● On-going data analysis of assessment results ● Students who are two or more grades behind ● Parent engagement concerning student progress ● District-wide excessive absentees ● Students with repeated office referrals ● Students with limited English proficiency, homeless, and/or migrant and unaccompanied youth ● Provide more instructional time (tutorials) for at-risk middle school students ● Daily classroom observations with immediate feedback
Short Term Goals	● Build skills of staff for aiding at risk students ● Provide more effective instruction to at risk students ● Increase academic performance of students ● Improve ADA and decrease excessive absences for at-risk students ● Reduce office/discipline referrals ● Decrease number of students who fail SATP ● Increase the passage rate on the 3rd grade summative reading assessment
Long Term Goals	● Increase the district graduation rate to 95% by 2026 ● Increase average district composite ACT score of juniors to 21 by 2026 ● Increase the number of students taking CTE courses, advanced placement (AP) courses and dual credit (DC) courses.

Part IV. District Initiatives

Dropout Prevention Goal #1: 100% of at-risk students will be identified and provided support by the end of the first semester of every school year. Focus Areas: Attendance, Behavior, Course Performance
- All students with excessive absences, numerous discipline referrals, troubling behaviors, or failing grades will be assigned to support personnel who can closely interact with the student and monitor these factors one-on-one.

Action Steps	Resources Needed	Person/People Responsible	People Involved	Timeline	Potential Barriers
Check attendance & assess Discipline, K-12	Data Reports and/or Discipline Referrals	Attendance Clerks, Principals	Principals, teachers, parents, students, counselors	Monthly	Lack of parental involvement or support
Monitor failing grades and assessment data, K-12	SAM, Benchmark Data, Diagnostic Assessments	Principals, Counselors	Teachers, Principals, Parents, Students, Intervention Specialist (ES), SPED Staff	Quarterly	Lack of parental involvement or support
Faculty and staff will serve as mentor & support personnel for a group of identified at-risk students based on behavior,	Student Behavior Reports	School Faculty & Staff, Counselors	Students, Parents, Principals	Ongoing	Lack of parental involvement or support

attendance, grades, & assessments, including any subgroups struggling to meet the requirements, K-12					
Faculty and staff mentors will monitor student progress and meet with students for encouragement & to address troubling behaviors. They will contact parents if necessary, K-12	Grade and/or behavior reports	School Faculty & Staff, Counselors	Students, Parents, Principals	Bi-Weekly	Lack of motivation and/or parental support. Time Constraints
Ensure students returning from juvenile detention facilities have smooth transitions back	Reports on grades and behavior. Conferences with staff.	Principal, Counselor	Student, Parent, Counselor, Principal	Ongoing	Lack of motivation or parental support. Behind academically

Plan to Progress Monitor: The committee will analyze data at the end of each semester to critique goals, outcomes, and overall plan. Data conveying an increase in positive behaviors and a decrease in negative behaviors will be credited as a positive impact on at-risk students. Special committee meetings will be called should challenges arise that require an analysis of the effectiveness of the existing plan.

Dropout Prevention Goal 2: 95% of students in each grade level will earn promotion to the next grade level and continue to advance toward graduation. Focus Area: Academic Progression

- Supports such as interventions, tutoring, and referral to MTSS, credit recovery, and online remediation will be put into place for students who are performing below standards.

Action Steps	Resources Needed	Person/People Responsible	People Involved	Timeline	Potential Barriers
Monitor student performance. K-12	SAM (grades), assessment reports	Teachers	Students, Principals, Counselors	Ongoing	Lack of motivation and/or parental support
Monitor students with unsuccessful academic performance for growth in areas of weakness. K-12	SAM, benchmark data or other assessment reports	Students, Principals, Counselors	Students, Teachers, Parents	Every nine weeks if not more	Lack of motivation and/or parental support
Implement interventions with close monitoring of student progress. K-12	Benchmark data, Other assessment Reports	Teachers, Interventionist	Students, Parents, Principal	Ongoing as needed. If improvement, then it is no longer necessary	Lack of motivation and/or parental support Academic ability, support at home, learning disabilities

Ensure that students in grades K-2 are retained no more than once in those grades	Diagnostic data, intervention materials, MTSS Teams	Teachers, Counselors, Principal	Teachers, Counselor, Principal, Parents	Ongoing	Lack of motivation and/or parental support
Conduct grade chats with 7-12 graders for students with failing grades to bring awareness, encouragement, and provide assistance	Grade Reports	Students, Principals, Counselors	Parents	Ongoing as needed. If Improvement, then it is no longer necessary	Lack of time or scheduling conflicts
Enable students to participate in credit recovery courses or in online remediation in efforts to advance. 9-12	Computers, online course curriculum, internet accessibility	Principals, Counselors	Students, Teachers, Principal, Counselor	Ongoing	Lack of motivation; lack of parental support
Enable students between the age 17 and 21 to return to school to finish the requirements from graduation.	Alternative online programs to allow for faster pace (i.e. Grade Results)	Credit Recovery Teacher, Students, Principals, Counselors	Credit Recovery Teacher, Students, Principals, Counselors	Ongoing	Motivation, Interest, Parental Involvement

Plan to Progress Monitor: The Committee will analyze data to critique goals, outcomes, and overall plan. Lower retention rates and higher test scores will serve to assess the effectiveness of the plan.

Dropout Prevention Goal 3: 100% of students are provided opportunities for future planning including college and career exploration.

Action Steps	Resources Needed	Person/People Responsible	People Involved	Timeline	Potential Barriers
Career Exploration & College Planning through Naviance (7-12)	Student Surveys Major Clarity ISPs	Counselors, Principals	Students, Teachers	Ongoing	Scheduling Conflicts
Career Day (HS)	Speakers from various career fields and military branches	Counselors, Principals	Principal, Students, Teachers	Fall Semester	Community Participation
College Fair (HS)	College Recruiters	Counselor, Principals	Principal, Students, Teachers	Fall Semester	Location and scheduling conflicts Family support and Participation
College Days	Mississippi Colleges and Universities	Counselors, Principals	Teachers, Students, Parents	Ongoing	
Military & College Recruiter Visits (HS)	Contact Information for Recruiters	Counselor, Principals	Teachers, Students	Ongoing	Participation
Career Speakers	Speakers from	Teachers, Principal,	Teachers, Students,	Ongoing	Participation

	Various Careers	Counselor	Parents		
Field trips to explore various occupations at all levels	Transportation, Money for tickets or other expenses	CTE Director, Counselors, Principals	Students, Parents	Ongoing	Parental Participation
CTE Courses & Work Based Learning (HS) for students interested in specific careers	CTE Programs, CTE Instructors	Counselors	Students, Parents, Teachers	Ongoing	Student Participation
College Application Day/FAFSA Day	Computers, Area for Completing Applications	Counselors and all staff	Principal, Counselors Students, Parents	College App. Day-1st Semester FAFSA- Oct./Nov.	Participation
Awareness of scholarship opportunities	Computers, WiFi or Internet Access	Counselors and all staff	Counselors, Students	Ongoing	

Plan to progress monitor: Most of the activities listed can be monitored by the number of participants taking advantage of the services provided. We can also measure success by looking at college, military, and workforce numbers with students post-graduation.

West Jasper School District Student Demographic Data

Enrollment by Grade for 22-23 School Year

Grade	Number Enrolled
Pre-Kindergarten	39
Kindergarten	99
Elementary Self-Contained Special Education	10
Secondary Self-Contained Special Education	2
Grade 1	109
Grade 2	107
Grade 3	99
Grade 4	98
Grade 5	114
Grade 6	94
Grade 7	110
Grade 8	99
Grade 9	119
Grade 10	110
Grade 11	92
Grade 12	96
Total Enrollment	1397

Enrollment by Subgroup

| Group Name	Group Count	Group Percent (%)
Female	699	50%
Male	698	50%
Asian	4	.01%
African American	807	58%
Hispanic	35	.03%
American Indian or Alaskan Native	2	.001%
White	549	39%

School Graduation Rate 2018 Cohort

School Name	Four-year Adjusted Cohort Denominator	Four-year Adjusted Cohort Graduation Rate Numerator	Four-year Adjusted Cohort Completion Rate Numerator	Four-year Adjusted Cohort Dropout Rate Numerator	Four-year Adjusted Cohort Still-Enrolled Rate Numerator	Four-year Adjusted Cohort Graduation Rate	Four-year Adjusted Cohort Completion Rate	Four-year Adjusted Cohort Dropout Rate	Four-year Adjusted Cohort Still-Enrolled Rate	AMO Subgroup Identifier	Four-year Adjusted Cohort Starting Year	Four-year Adjusted Cohort Finishing Year
BAY SPRINGS HIGH SCHOOL	44	39	0	5	0	88.64	0	11.36	0	All	18-19	21-22
STRINGER ATTENDANCE CENTER	31	29	0	2	0	93.54	0	6.45	0	All	18-19	21-22

WJSD State Promotion Rates 2021-2023

21-22 WJSD/School Grade Level Promotion Rates			
Grade Level	SAC % Promoted	BSS % Promoted	District % Promoted
K	87.50%	79.20%	83.35%
1	90.70%	86.89%	88.80%
2	89.20%	98.30%	93.75%
3	94.44%	95.83%	95.14%
4	94.87%	100.00%	97.44%
5	100.00%	98.33%	99.17%
6	97.62%	100.00%	98.81%
7	93.46%	100.00%	96.74%
8	97.67%	100.00%	98.84%
9	97.44%	94.00%	95.72%
10	100.00%	97.87%	98.94%
11	100.00%	98.10%	99.05%
12	100.00%	100.00%	100.00%
Overall	95.61%	96.04%	95.82%

22-23 WJSD/School Grade Level Promotion Rates			
Grade Level	SAC % Promoted	BSS % Promoted	District % Promoted
K	93.18%	88.73%	90.96%
1	97.30%	95.31%	96.31%
2	89.13%	97.96%	93.55%
3	97.30%	93.33%	95.32%
4	95.56%	100.00%	97.78%
5	100.00%	100.00%	100%
6	100.00%	100.00%	100%
7	95.74%	100.00%	97.87%
8	97.73%	100.00%	99%
9	100.00%	96.00%	97.72%
10	100.00%	100.00%	100%
11	100.00%	97.78%	99%
12	100.00%	100.00%	100%
Overall	97.38%	97.62%	97.62%

21-22 Grade Level Promotion Rates

22-23 Grade Level Promotion Rates
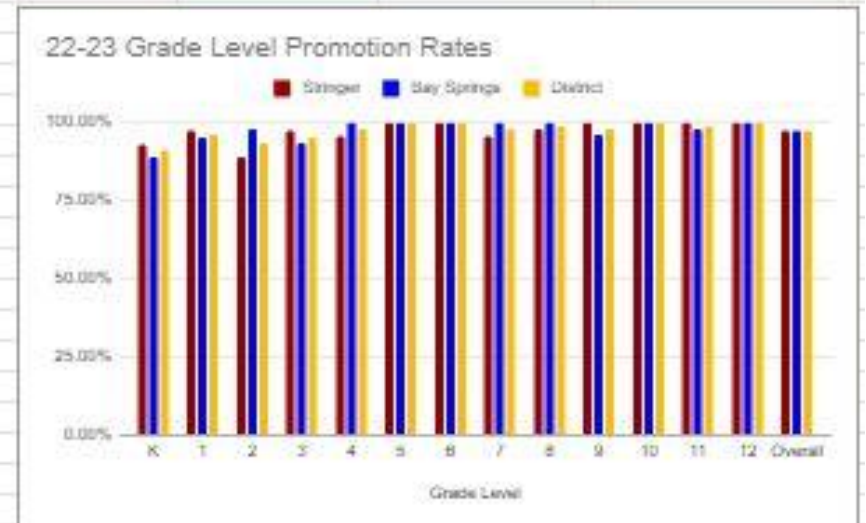
WJSD State Promotion Rates 2021-2023
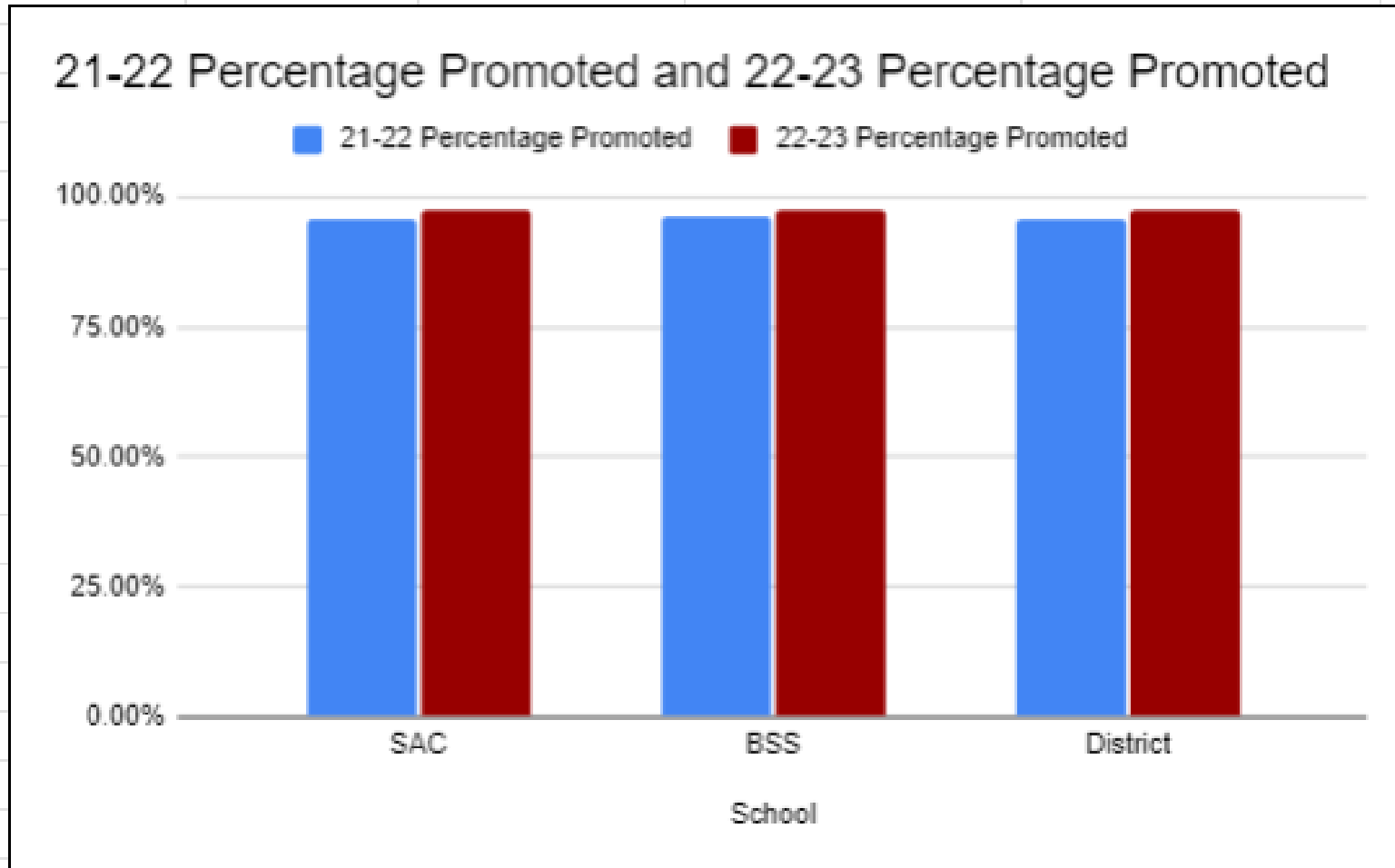
EOC Passage Rates 2021-2023
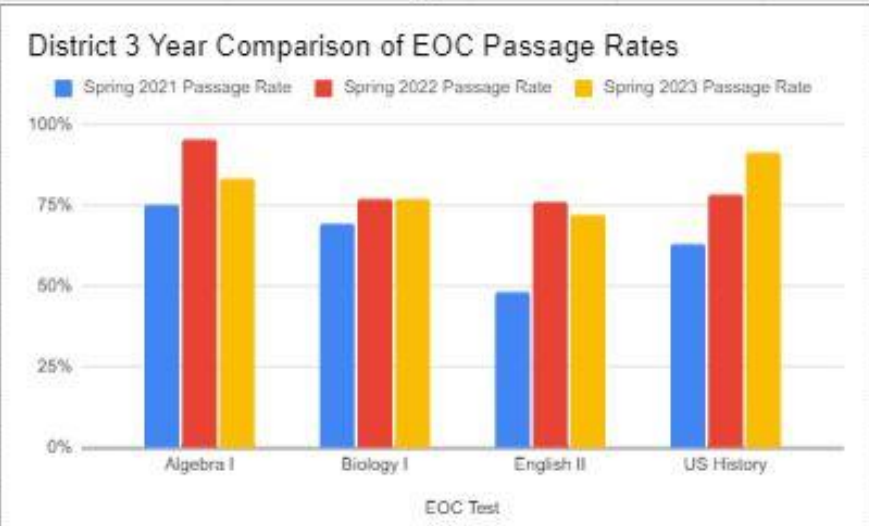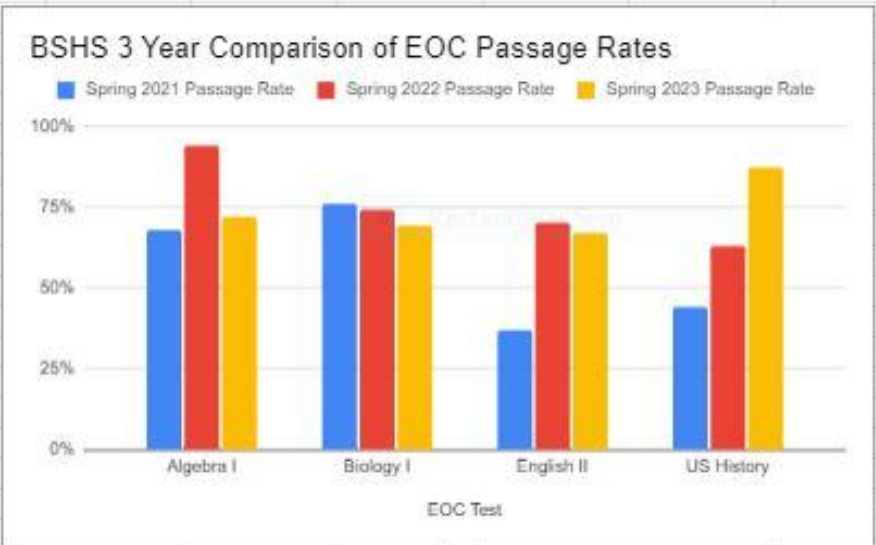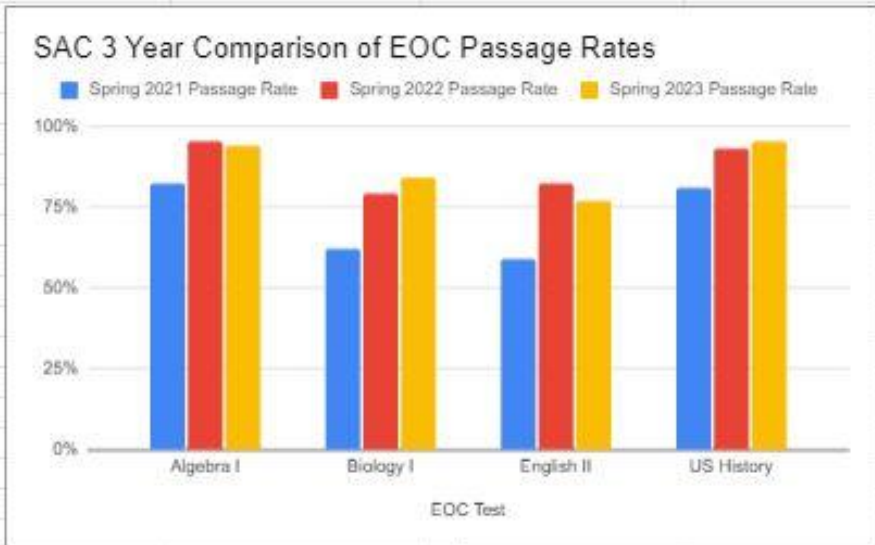
WJSD State Assessment Data Tracking 2021-2023

MAAP ASSESSMENTS		School Year 21-22 % Proficient					MAAP ASSESSMENTS		School Year 22-23 SCORES % Proficient			
Grade	Subject	BSE	BSM	SAC	District	State Avg.	Grade	Subject	BSE	BSM	SAC	District
K	KRA- 681 bnmk	43	X	60	49.1	57.7	K	KRA	62-	X	82	70
3	ELA	52.9	X	73.5	59.6	46.3	3	ELA	65	X	52.8	61
3	Math	52.9	X	61.8	55.8	49.5	3	Math	70	X	69.4	70
4	ELA	39	X	41.5	40	43.8	4	ELA	45.6	X	55.6	50
4	Math	52.5	X	39.1	47	45.3	4	Math	61.8	X	62.2	62
5	ELA	54.2	X	70.3	60.4	46.5	5	ELA	51	X	58.5	54
5	Math	47.4	X	45.9	46.9	36.4	5	Math	58.5	X	63.4	61
5	Science	55.9	X	56.7	56.2	58.1	5	Science	54.7	X	58.5	56.4
6	ELA	X	24.5	58.5	39.4	41	6	ELA	X	33.3	47.8	40
6	Math	X	37.7	41.5	39.3	45.2	6	Math	X	27.6	63	43
7	ELA	X	24.4	36.1	28.8	39	7	ELA	X	28.6	48.9	37
7	Math	X	23	40.4	29.6	46	7	Math	X	44.9	44.7	45
8	ELA	X	18.2	50	30.2	36	8	ELA	X	27.4	46.5	35
8	Math	X	34.8	52.5	41.5	44.7	8	Math	X	32.9	37.2	34
8	Science	X	43.9	70	53.8	50.5	8	Science	X	47.9	46.5	47.4

Grade	EOC	BSH		SAC	District	State Avg.	Grade	EOC	BSH		SAC	District
9	Algebra I	57.7		71	63.3	64.7	9	Algebra I	21.3		81.8	40
10-11	US History	26.9		71.7	50.9	69.3	10-11	US History	58.2		68.3	62.5
10	English II	30		49	41	44	10	English II	49		53.7	51
9	Biology I	62.3		59	60.9	59.7	9	Biology I	34.3		67.6	46.2

Grade	ACT	Spring 22 Avg. Score BSH		SAC	District	State Avg.	Grade	ACT	Spring 23 Avg. Scores BSH		SAC	District
11	English	15		17.6	16.2	16.5	11	English	14		17.3	15.6
11	Reading	15.5		17.5	16.4	17.7	11	Reading	15.3		18.6	16.9
11	Science	16.8		17.1	17	17.7	11	Science	16.1		17.6	16.8
11	Math	15.9		18.8	17.2	17.2	11	Math	15.8		17.5	16.6
11	Composite	15.8		18	16.8	17.4	11	Composite	15.4		17.9	16.6