West Jasper School District
Dropout Prevention Plan
2023-2024
Dr. Jill Miller, Superintendent of Education
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Dropout Prevention Plan
2023-2024

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
<td>PO Box 610 - 510 Highway 18 Bay Springs, MS 39422</td>
<td>FAX: 601-425-8501</td>
</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources Needed</th>
<th>Person/People Responsible</th>
<th>People Involved</th>
<th>Timeline</th>
<th>Potential Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor student performance. K-12</td>
<td>SAM (grades), assessment reports</td>
<td>Teachers</td>
<td>Students, Principals, Counselors</td>
<td>Ongoing</td>
<td>Lack of motivation and/or parental support</td>
</tr>
<tr>
<td>Monitor students with unsuccessful academic performance for growth in areas of weakness. K-12</td>
<td>SAM, benchmark data or other assessment reports</td>
<td>Students, Principals, Counselors</td>
<td>Students, Teachers, Parents</td>
<td>Every nine weeks if not more</td>
<td>Lack of motivation and/or parental support</td>
</tr>
<tr>
<td>Implement interventions with close monitoring of student progress. K-12</td>
<td>Benchmark data, Other assessment Reports</td>
<td>Teachers, Interventionist</td>
<td>Students, Parents, Principal</td>
<td>Ongoing as needed. If improvement, then it is no longer necessary</td>
<td>Lack of motivation and/or parental support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Academic ability, support at home, learning disabilities</td>
<td></td>
</tr>
<tr>
<td>Ensure that students in grades K-2 are retained no more than once in those grades</td>
<td>Diagnostic data, intervention materials, MTSS Teams</td>
<td>Teachers, Counselors, Principal</td>
<td>Teachers, Counselor, Principal, Parents</td>
<td>Ongoing</td>
<td>Lack of motivation and/or parental support</td>
</tr>
<tr>
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</tr>
<tr>
<td>Conduct grade chats with 7-12 graders for students with failing grades to bring awareness, encouragement, and provide assistance</td>
<td>Grade Reports</td>
<td>Students, Principals, Counselors</td>
<td>Parents</td>
<td>Ongoing as needed. If Improvement, then it is no longer necessary</td>
<td>Lack of time or scheduling conflicts</td>
</tr>
<tr>
<td>Enable students to participate in credit recovery courses or in online remediation in efforts to advance. 9-12</td>
<td>Computers, online course curriculum, internet accessibility</td>
<td>Principals, Counselors</td>
<td>Students, Teachers, Principal, Counselor</td>
<td>Ongoing</td>
<td>Lack of motivation; lack of parental support</td>
</tr>
<tr>
<td>Enable students between the age 17 and 21 to return to school to finish the requirements from graduation.</td>
<td>Alternative online programs to allow for faster pace (i.e. Grade Results)</td>
<td>Credit Recovery Teacher, Students, Principals, Counselors</td>
<td>Credit Recovery Teacher, Students, Principals, Counselors</td>
<td>Ongoing</td>
<td>Motivation, Interest, Parental Involvement</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources Needed</th>
<th>Person/People Responsible</th>
<th>People Involved</th>
<th>Timeline</th>
<th>Potential Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration &amp;</td>
<td>Student Surveys Major Clarity ISPs</td>
<td>Counselors, Principals</td>
<td>Students, Teachers</td>
<td>Ongoing</td>
<td>Scheduling Conflicts</td>
</tr>
<tr>
<td>College Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>through Naviance (7-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Day (HS)</td>
<td>Speakers from various career fields</td>
<td>Counselors, Principals</td>
<td>Principal, Students,</td>
<td>Fall Semester</td>
<td>Community Participation</td>
</tr>
<tr>
<td></td>
<td>and military branches</td>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Fair (HS)</td>
<td>College Recruiters</td>
<td>Counselor, Principals</td>
<td>Principal, Students,</td>
<td>Fall Semester</td>
<td>Location and scheduling conflicts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
<td></td>
<td>Family support and Participation</td>
</tr>
<tr>
<td>College Days</td>
<td>Mississippi Colleges and Universities</td>
<td>Counselors, Principals</td>
<td>Teachers, Students,</td>
<td>Ongoing</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military &amp; College Recruiter</td>
<td>Contact Information for Recruiters</td>
<td>Counselor, Principals</td>
<td>Teachers, Students,</td>
<td>Ongoing</td>
<td>Participation</td>
</tr>
<tr>
<td>Visits (HS)</td>
<td></td>
<td></td>
<td>Parents</td>
<td></td>
<td></td>
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<tr>
<td>Career Speakers</td>
<td>Speakers from</td>
<td>Teachers, Principal,</td>
<td>Teachers, Students,</td>
<td>Ongoing</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Various Careers</td>
<td>Counselor</td>
<td>Parents</td>
<td>Ongoing</td>
<td>Parental Participation</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Field trips to explore various occupations at all levels</td>
<td>Transportation, Money for tickets or other expenses</td>
<td>CTE Director, Counselors, Principals</td>
<td>Students, Parents</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>CTE Courses &amp; Work Based Learning (HS) for students interested in specific careers</td>
<td>CTE Programs, CTE Instructors</td>
<td>Counselors</td>
<td>Students, Parents, Teachers</td>
<td>Ongoing</td>
<td>Student Participation</td>
</tr>
<tr>
<td>College Application Day/FAFSA Day</td>
<td>Computers, Area for Completing Applications</td>
<td>Counselors and all staff</td>
<td>Principal, Counselors, Students, Parents</td>
<td>College App. Day-1st Semester FAFSA- Oct./Nov.</td>
<td>Participation</td>
</tr>
<tr>
<td>Awareness of scholarship opportunities</td>
<td>Computers, WiFi or Internet Access</td>
<td>Counselors and all staff</td>
<td>Counselors, Students</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>39</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>99</td>
</tr>
<tr>
<td>Elementary Self-Contained Special Education</td>
<td>10</td>
</tr>
<tr>
<td>Secondary Self-Contained Special Education</td>
<td>2</td>
</tr>
<tr>
<td>Grade 1</td>
<td>109</td>
</tr>
<tr>
<td>Grade 2</td>
<td>107</td>
</tr>
<tr>
<td>Grade 3</td>
<td>99</td>
</tr>
<tr>
<td>Grade 4</td>
<td>98</td>
</tr>
<tr>
<td>Grade 5</td>
<td>114</td>
</tr>
<tr>
<td>Grade 6</td>
<td>94</td>
</tr>
<tr>
<td>Grade 7</td>
<td>110</td>
</tr>
<tr>
<td>Grade 8</td>
<td>99</td>
</tr>
<tr>
<td>Grade 9</td>
<td>119</td>
</tr>
<tr>
<td>Grade 10</td>
<td>110</td>
</tr>
<tr>
<td>Grade 11</td>
<td>92</td>
</tr>
<tr>
<td>Grade 12</td>
<td>96</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1397</td>
</tr>
</tbody>
</table>
## Enrollment by Subgroup

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Group Count</th>
<th>Group Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>699</td>
<td>50%</td>
</tr>
<tr>
<td>Male</td>
<td>698</td>
<td>50%</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>.01%</td>
</tr>
<tr>
<td>African American</td>
<td>807</td>
<td>58%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35</td>
<td>.03%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2</td>
<td>.001%</td>
</tr>
<tr>
<td>White</td>
<td>549</td>
<td>39%</td>
</tr>
</tbody>
</table>

## School Graduation Rate 2018 Cohort

<table>
<thead>
<tr>
<th>School Name</th>
<th>Four-year Adjusted Cohort Denominator</th>
<th>Four-year Adjusted Cohort Graduation Rate Numerator</th>
<th>Four-year Adjusted Cohort Completion Rate Numerator</th>
<th>Four-year Adjusted Cohort Dropout Rate Numerator</th>
<th>Four-year Adjusted Cohort Still-Enrolled Rate Numerator</th>
<th>Four-year Adjusted Cohort Graduation Rate</th>
<th>Four-year Adjusted Cohort Completion Rate</th>
<th>Four-year Adjusted Cohort Dropout Rate</th>
<th>Four-year Adjusted Cohort Still-Enrolled Rate</th>
<th>AMO Subgroup Identifier</th>
<th>Four-year Adjusted Cohort Starting Year</th>
<th>Four-year Adjusted Cohort Finishing Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAY SPRINGS HIGH SCHOOL</td>
<td>44</td>
<td>39</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>88.64</td>
<td>0</td>
<td>11.36</td>
<td>0</td>
<td>All</td>
<td>18-19</td>
<td>21-22</td>
</tr>
<tr>
<td>STRINGER ATTENDANCE CENTER</td>
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## WJSD State Promotion Rates 2021-2023

### 21-22 WJSD/School Grade Level Promotion Rates

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<th>District % Promoted</th>
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### 22-23 WJSD/School Grade Level Promotion Rates

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WJSD State Promotion Rates 2021-2023
EOC Passage Rates 2021-2023

SAC 3 Year Comparison of EOC Passage Rates

BSHS 3 Year Comparison of EOC Passage Rates

District 3 Year Comparison of EOC Passage Rates
## WJSD State Assessment Data Tracking 2021-2023

### MAAP ASSESSMENTS

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### Spring 2023 Avg. Scores

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