

Jackson County School District

Dropout Prevention Plan

2020-2021

Jackson County School District

Dropout Prevention Plan

2020-2021

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Note: The plan includes district and school-level plans in one document.

BE IT FURTHER RESOLVED, that a copy of this resolution be spread upon the minutes of this Board of Education.

The above and foregoing resolution approving the 2020-2021 JCSD Dropout Prevention Plan came before the Board of Education of the Jackson County School District at its meeting held on the 5th day of October, 2020, upon the motion of Dickerson, duly seconded by Lee.

The attendance and voting of the members of this Board of Education on said resolution is recorded as follows:

<u>Board Member</u>	<u>For</u>	<u>Against</u>	<u>Abstain</u>	<u>Absent</u>
Troy E. Frisbie	()	()	()	()
Glenn A. Dickerson	()	()	()	()
J. Keith Lee	()	()	()	()
Amy Dobson	()	()	()	()
Jory Howell	()	()	()	()

RESOLUTION APPROVED AND ADOPTED, this the 5th day of October, 2020.

BOARD OF EDUCATION OF THE
JACKSON COUNTY SCHOOL DISTRICT

ATTEST:

J. Keith Lee
BOARD SECRETARY

J. Keith Lee

Troy E. Frisbie
BOARD PRESIDENT

Troy E. Frisbie



Section II: JCSD Dropout Prevention Plan

District Team Members

Team Member	Position
Dina Holland	St. Martin High School Principal
Raina Holmes	Vancleave High School Principal
James Hughey	East Central High School Principal
Dr. Penny Westfaul	Director of Curriculum and Central Office Administration
Kimberly Williams	Director of Student Services
Monique Farrington	East Central Middle School Principal
Missy Sherwood	St. Martin High School Counselor

Data Summary

- Attendance Rate – 94.02% (month 6)
- Graduation Rate – 89.1%
- Dropout Rate – 8.4%
- % Students with Disabilities – 13.8%
- Teacher Attendance – 96.6%

Jackson County School District - 3000

DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2020-2021

Stated Dropout Prevention Objectives Addressed: District-Level Required Components

Performance Indicators	Data Sources	Baseline Data	Timeline	Met	Actual Annual Increase	Activities
1. Reducing the retention rates in grades kindergarten, first, and second grades	MSIS showing retention rates	Retention rates are less than 5% in grades K-2.	The number of students retained in K-2 grades will remain at or below 5% by May 2021.	Yes, Ongoing	Ongoing	<ol style="list-style-type: none"> 1. Project Read – Each K-2 teacher will complete Project Read training. 2. I-Ready and Ready Reading instruction will take place in all K-2 classrooms.
2. Targeting subgroups that need additional assistance to meet graduation requirements	Graduation Rate Data	89.4% (2019) graduation rate	The number of students who dropout will be reduced by May 2021.	Yes, Ongoing	89.1% (2020) grad. rate	<ol style="list-style-type: none"> 1. Encourage students to take the new SREB Math and English courses which will substitute for remedial college courses if a student has a low ACT score. 2. Mentoring programs where teacher mentors will adopt “at-risk” students to meet individual needs and offer encouragement to help them toward successful promotion/ graduation. Provide credit accrual and recovery courses through Edgenuity to provide assistance in meeting graduation requirements.

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2020-2021

Stated Dropout Prevention Objectives Addressed: District-Level Required Components

Performance Indicators	Data Sources	Baseline Data	Timeline	Met	Actual Annual Increase	Activities
3. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e. Mississippi Works).	MSIS showing dropout students	Number of dropout students between the ages of 17 and 21: <u>38</u>	The number of dropout students who obtain a diploma or high school equivalency will increase by May 2021.	Ongoing	Ongoing	1. High school counselors will make contact with dropout students to offer diploma recovery opportunities and/or referral to a local community college GED program.
4. Addressing how students will transition to the home school district from the juvenile detention centers.	Graduation rate data of juvenile detention center transfer students	Number of juvenile detention center transfer students: <u>1</u>	The graduation rate of juvenile detention center transfer students will be increased by May 2021.	Ongoing	Ongoing	<ol style="list-style-type: none"> 1. High school counselors will make contact with juvenile detention center transfer students to discuss career and future options. 2. A staff mentor will be assigned to each student. 3. Schools will offer credit accrual opportunities.

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2020-2021

Stated Dropout Prevention Objective Addressed: Design Principal 1: Ready for College and Career

Performance Indicators	Data Sources	Baseline Data	Timeline	Met	Actual Annual Increase	Activities
ECHS: Install more AP and dual credit courses into the master schedule. Increase the number of students taking college credit courses.	Acceleration data from Accountability report.	2018-2019: 28.7 Acceleration accountability points (most recent data)	The number of Acceleration accountability points will increase by 2020-2021.	Yes	2018-2019: 69.6 Acceleration Accountability Points (most recent data)	<ol style="list-style-type: none"> 1. January Recruitment Month: Teachers of Adv, HR, AP, and DC courses use a variety of recruitment methods to recruit students for Adv, HR, AP, and DC courses. 2. Individual Scheduling – Counselors meet with each rising 9th-11th grader to plan their schedule and encourage students to take advanced courses and more math and science courses.
SMHS: College Going Culture (1.7) - Provide multiple mandatory visits to two or four year institutions throughout the school year.	College and Career Readiness accountability data	52 Readiness accountability points	College and Career Readiness accountability points will increase each year.	Yes	2018-2019: 49.1 Readiness Accountability Points (Could only count 95% of points earned due to new EL rules) (most recent data)	<ol style="list-style-type: none"> 1. 9th grade students will participate in a field trip to MGCCC in Gautier. 2. 10th grade students will participate in field trips to USM and William Carey. 3. 11th grade students will participate in field trips to USA and Spring Hill College. 4. 12th grade students will have weekly access to “Get to College” staff members to help them plan their college visitation days.

<p>SMHS: High School Course of Study – (1.2) The school will implement the academic supports necessary for every student to succeed and graduate college and career ready.</p>	<p>College and Career Readiness accountability data</p>	<p>52 Readiness accountability points</p>	<p>College and Career Readiness accountability points will increase each year.</p>	<p>Yes</p>	<p>2018-2019: 49.1 Readiness Accountability Points (Could only count 95% of points earned due to new EL rules) (most recent data)</p>	<ol style="list-style-type: none"> 1. Encourage students to take the new SREB Math and English courses which will substitute for remedial college courses if a student has a low ACT score. 2. 9th-11th will participate in a practice ACT in the fall in order to work on weaknesses. 3. CCR Teacher will provide baseline data for student's current ACT. Teacher will work throughout the school year to increase the ACT in individual categories by student need.
<p>SMHS: College Going Culture – (1.11) Students will be paired with professionals in high growth, sustainable wage fields in a formal mentoring program</p>	<p>College and Career Readiness accountability data</p>	<p>52 Readiness accountability points</p>	<p>College and Career Readiness accountability points will increase each year.</p>	<p>Yes</p>	<p>2018-2019: 49.1 Readiness Accountability Points (Could only count 95% of points earned due to new EL rules) (most recent data)</p>	<ol style="list-style-type: none"> 1. "Lunch and Learn" mentoring program will be established in which students will be paired with professionals during lunches to build relationships and knowledge of sustainable wage fields of career. 2. Job shadowing opportunities will be sought after and encouraged.
<p>VHS: College Credit – (1.6) Most students will enroll in some college courses while attending VHS.</p>	<p>Acceleration accountability data</p>	<p>50.7 Acceleration accountability points</p>	<p>The number of Acceleration accountability points will maintain or increase by 2020-2021.</p>	<p>Yes</p>	<p>2018-2019: 83.5 Acceleration Accountability Points (most recent data)</p>	<ol style="list-style-type: none"> 1. More students will be recruited to enroll in college courses through providing a parent and student informational meeting with MGCCC in Jackson County. 2. The VHS master schedule has been created to reflect multiple opportunities for students to receive college credit while on campus. 3. Students can take up to 8 Dual credit courses over a period of two years. 4. Parent meetings will be held after school to connect "Get to College" Center with parents to provide them with additional resources for furthering their education. 5. VHS will host a College and Career Fair in the fall inviting all parents and students.

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2020-2021

Stated Dropout Prevention Objective Addressed: Design Principal 2: Require Powerful Teaching and Learning

Performance Indicators	Data Sources	Baseline Data	Timeline	Met	Actual Annual Increase	Activities
ECHS: Implement reward and incentive programs that will improve attendance.	Yearly Attendance Rate	2018-2019: 93.89% ADA	2020-2021 school year attendance rate will maintain or increase	Yes	2018-2019: 93.67% ADA (most recent data)	<ol style="list-style-type: none"> 1. Perfect attendance students for each semester will attend Biloxi Shuckers Education Day ballgame. 2. Bi-weekly jean days for students with no absences. 3. Kona Ice at break for monthly attendance rates over 95%.

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2020-2021

Stated Dropout Prevention Objective Addressed: Design Principal 3: Personalization

Performance Indicators	Data Sources	Baseline Data	Timeline	Met	Actual Annual Increase	Activities
<p>VHS: Affective and Academic Support – (3.2) Students will be placed in the College and Career Readiness Course.</p>	<p>Student/Teacher advisor assignments, meeting sign-in sheets and agendas, lesson plans, student ACT data</p>	<p>Documents were reviewed. Prior ACT Data</p>	<p>All Juniors in the graduation Class of 2022 will be placed in the CCR course before graduation. As many current seniors as possible will also be strategically placed in the CCR course.</p>	<p>Ongoing</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> 1. CCR Teacher will provide baseline data for student's current ACT. Teacher will work throughout the school year to increase the ACT in individual categories by student need. 2. CCR teacher will work with the Career Center teacher and individual students in the class to determine a plan upon graduation: college or career? 3. CCR teacher will work to motivate students and prepare students by assisting them in resume writing, application processes and additional paperwork. 4. Numerous activities are planned to create student involvement in all areas that promote student attendance: extracurricular events, sports and clubs, Freshman Tailgate, Sophomore Sing Along, Jolly Junior Jamboree, Senior Sunset, Senior Breakfast, etc.

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

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Stated Dropout Prevention Objective Addressed: Design Principal 4: Redefine Professionalism

Performance Indicators	Data Sources	Baseline Data	Timeline	Met	Actual Annual Increase	Activities
ECHS: Collaborative Work Orientation – (4.3) Teachers will observe peers in order to provide feedback for the purpose of improvement.	Graduation Rate	87.18% (2017-2018) Graduation Rate	The graduation rate will maintain or improve by May 2021.	Yes	2018-2019: 91.8% Graduation Rate (most recent data)	1. Teachers will observe one another in the classroom continuously throughout the year and provide positive, constructive feedback.

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2020-2021

Stated Dropout Prevention Objective Addressed: Design Principal 5. Leadership

Performance Indicators	Data Sources	Baseline Data	Timeline	Met	Actual Annual Increase	Activities
<p>ECHS: PLCs (Teacher led groups), Senior Mentors (student led group) and administration will implement programs that will produce a positive effect on graduation rate.</p> <p>/</p>	<p>Graduation rate</p>	<p>87.18% (2017-2018)</p>	<p>The graduation rate will improve by May 2021.</p>	<p>Yes</p>	<p>2018-2019: 91.8% Graduation Rate</p>	<ol style="list-style-type: none"> 1. PLCs will develop a target list for least mastered standards on state tests and implement strategies. The school will implement remediation plans for students retaking state tests. 2. Teachers plan and implement ACT workshops (Boot camp) for students to better prepare students for the ACT and improve scores and school/college success. 3. Provide ACT instruction for all 11th graders through CCR courses in order to improve ACT scores and school/college success.