

The West Bolivar Consolidated School District



2023-2024

DROPOUT PREVENTION PLAN

**Will Smith, Ph.D.
Superintendent**

The West Bolivar Consolidated School District

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Verification of Board Presentation and Approval

On behalf of the West Bolivar Consolidated School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to meet the overarching goal of the Mississippi Department of Education to increasing the state graduation rate to 90% by 2025.

I hereby certify that the information contained in this plan is in compliance with 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 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 graduation rate, reducing the dropout rate, and reducing the truancy rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practice and all laws in deterring strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district drop prevention plan on an annual basis to determine appropriate changes needed for future years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

Superintendent: _____ Date: _____

School Board President: _____ Date: _____

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Dropout Prevention/Restructuring Plan Mandates and Purpose

Dropout Prevention Mandates

Mississippi Code of 1972 Annotated § 37-13-80: In accordance with state law Miss. Code Ann. § 37-13-80, each school district shall implement an annual dropout prevention plan. The plan must be board approved and posted on the district website homepage by August 1st of each school year. Each high school with a graduation rate below 85% is required to develop a graduation restructuring plan. Representatives from the feeder middle schools should be included in the restructuring planning team.

West Bolivar Consolidated School District Board Policy JOH - Dropout Prevention:

The West Bolivar Consolidated School District (WBCSD) Board of Trustees Policy ***JQH*** (***Dropout-Prevention***) outlines that the school board directs the superintendent to develop and implement an annual Dropout Prevention Plan and make the diligent efforts to reduce and eliminate dropouts in the district. In policy JQH, the school board directs the superintendent to provide reports on efforts made to maintain and increase student graduation in adherence to policy, state law, and state strategic plan for school districts and high schools to maintain a graduation rate of 85% or higher.

Mississippi Department of Education Dropout Prevention Guidance

The Mississippi Department of Education (MDE) adopted a Strategic Plan 2018-2022 that included *Goal 2 - Every student graduates from high school and is ready for college and career*. School districts are directed by **MDE guidelines** for dropout prevention plans that are designed to aid in the success of all students:

1. Submit information and reports as requested by the Mississippi Department of Education and provide regular and annual statistical reports on efforts made to decrease student retention.
2. Maintain accurate records documenting enrollment, attendance, graduation and dropout rates to report to the Mississippi Department of Education.
3. Take into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts, even in the earliest grades.
4. Use scientifically based research, best practices and all laws in determining the strategies to reduce the dropout rate of students with disabilities under IDEA.
5. Review the district dropout prevention and restructuring plan and action steps on an annual basis to determine appropriate changes needed to impact student success.

The WBCSD Dropout Prevention/Restructuring Plan Statement of Purpose

The purpose of the West Bolivar Consolidated School District Dropout Prevention/Restructuring Plan is to guide the successful implementation of effective interventions and strategies for increasing graduation rate and decreasing the number of student dropouts.

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Team Members

Name	Position
Latasha Turner	Assistant Superintendent for Academic Programs
Dr. Joseph Lamberth	Federal Programs Director
Tracy Dunn	McEvans Principal
Chiquita Phillips	West Bolivar Elementary Principal
Dr. Londeria Hayes	West Bolivar High School Principal
Dr. Chelsa Rash	Team Member
Shannon Thompson	Alternative School Director
Dr. Latonya Johnson	CTE Director

2023-2024 School Data				
	Elementary	High	Attendance Center	District
Number of Schools	1	1	1	3
Cumulative Enrollment	238	226	432	896
Counselor Student Ratio	1/238	1/226	1/432	3/896

Historical Logistics					
	18-19	19-20	20-21	21-22	22-23
Graduation Rate	76.36 %	80.5%	82.1%	90.1%	82.4%
Drop Rate	12.72%	10.6%	5%	2.8%	9.5%
Chronic Absenteeism Rate	12.3 %	N/A	N/A	45%	
Accountability Ranking	F (429)	F (429)	COVID-19	D	

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Shared Beliefs

1. We believe in celebrating the three A's: Academics, Attendance and Attitude.
2. We believe that learning should be student-centered and celebrated.
3. We believe that all stakeholders are empowered when they have shared responsibility in the decision-making process.
4. We believe that successful learning takes place in a respectful, secure, trusting, and motivating environment where everyone is held accountable and mistakes are welcomed
5. We believe learning happens best when student, teacher collegial and parental relationships are fun, engaging, collaborative and builds upon existing knowledge.

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Dropout Prevention Plan 2023-2024

The listed six design principles from the Mississippi College and Career Readiness (CCR) **Design Principles** guide day-to-day instruction and operations described in the District-wide Dropout Prevention Restructuring Plan inclusive of district-wide support of action plans:

- 1. Ready for College and Career:** Our schools maintain the understanding that school exists to prepare all students for college and work. We maintain high standards for every student to overcome challenges.
- 2. Require Powerful Teaching and Learning:** Teachers design rigorous instruction that ensures the development of critical thinking, application, and problem-solving skills.
- 3. Personalization:** Schools understand the need to individualize learning experiences for all students.
- 4. Redefine Professionalism:** Collaborative work of staff, shared responsibility for decision making, and the commitment to growing the capacity of the staff are evident in all schools.
- 5. Leadership:** Work to develop shared beliefs for the school and work actively as agents of change, sharing leadership for improved student outcomes in a culture of high expectations for all students.
- 6. Purposeful Design:** Schools are designed to create the conditions that ensure the other five design principles. The organization of time, space, and the allocation of resources ensure that these best practices become common practice.

Long Term Goal:	<ul style="list-style-type: none">• Cultivate collaboration with our communities to create an environment where all students have the opportunity to attain the highest level of achievement in all areas of their lives.
Short Term Goal:	<ul style="list-style-type: none">• Reduce the retention rate in grades Kindergarten, first, and second• Target subgroups that need additional assistance to meet graduation requirements• Develop drop out initiative that focuses on student age seventeen through twenty-one who dropped out of school• Address how students will transition to the home school district from the juvenile detention centers• Increase academic success, reduce discipline referrals, decrease absenteeism and tardiness, and increase partnerships between, home, school and the community
Timelines	<ul style="list-style-type: none">• The team will be meeting quarterly to review the progress toward goals. At that time, modifications will be made to ensure goals are met by the end of the current school year.
Measure of Success	<ul style="list-style-type: none">• Staff and parent surveys, benchmark assessments, percentages for Early Warning Systems and community forums will be used to measure success of the plan.
Progress Monitoring	<ul style="list-style-type: none">• Progress will be monitored on a quarterly basis.

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Initiatives

Effective Strategy	Targeted Audience	Action Plan	Person/Persons Responsible
Professional Development	Teachers and Student Services Staff	<ul style="list-style-type: none"> • Partnership with Head start (Shaw)-Head Start and Kindergarten teachers receiving training • Opportunities for professional development for teachers on at-risk students • Job-embedded professional growth opportunities to reach all learners 	Office of Academic Programs
Active Learning	Kindergarten-12 th Students	<ul style="list-style-type: none"> • Implementation and professional development on engaging the learner. • Instructional Rounds/Feedback • Differentiated Instruction PD 	School Leaders Office of Academic Programs Counselors
Educational Technology	Kindergarten-12 th Students	<ul style="list-style-type: none"> • Implementation and professional development on engaging the learner • One-to-One Device Initiative • Opportunities to engage students in STEM/STEAM activities 	Office of Academic Programs
Individualized Instruction	Kindergarten-12 th Students	<ul style="list-style-type: none"> • Students who need individualized instruction attention will have intervention plans developed to meet their individual needs. • iReady will be used to individualized learning pathways for ELA and math • Online learning programs will be used by students to address the SWOT analysis of their data 	School Leaders Teachers Counselors
Career and Technical Education	Kindergarten-12 th Students And 17-21 Year old WB students who have already dropped out	<ul style="list-style-type: none"> • Update programs based on students' interests • Dual Enrollment opportunities • Partner with Scott Learning Center to provide learning opportunities • Collaborative Partnership with the Mississippi Department of Rehabilitation Service in an effort to assist individuals with disabilities gain employment, retain employment and to live more independently 	CTE Director Curriculum Director

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Effective Strategy	Targeted Grade Level	Action Plan	Person/Persons Responsible
Systematic Approach	Kindergarten-12th	<ul style="list-style-type: none"> • WBCSD currently and will continue to use the recommended system for detecting potential drop outs: MDE's early warning systems. • Quarterly student will be tracked based on attendance, student achievement using diagnostic results and benchmarks. • In addition, student discipline will be reviewed monthly to determine a need for possible interventions. If a need is determined, an intervention plan will be developed and monitored by both school level officials as well as district level officials. 	Superintendent Assistant Superintendent School Leaders and/or Designees
School Community Collaboration	Kindergarten-12th	<ul style="list-style-type: none"> • Advisory Group have been developed to assist the district superintendent in addressing the needs of the WBCSD student population and stakeholders. • As required by Title I, a PC16 Council consisting of district stakeholders will be established with Mr. Towers, federal programs director serving as liaison between the district and the community. • PROMISE Partners will recruit non-profit organizations, businesses, and other groups to support school improvement efforts 	Superintendent and Designees
Safe Learning Environment	Kindergarten-12th	<ul style="list-style-type: none"> • The district began the implementation process for Positive Behavior Intervention Program through Reach Mississippi and will continue efforts to implement the program in all schools. • SEL will be implemented to support a safe environment 	Superintendent and Designees

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Effective Strategy	Targeted Grade Level	Action Plan	Person/Persons Responsible
Family Engagement	Kindergarten-12th	<ul style="list-style-type: none"> • The district has created a parent link that provides information on various topics to include instructional resources as well as emotional and counseling resourcing. • District sponsored parent orientation workshops • PROMISE Nights/Curriculum Nights focusing on learning support at home 	School Leaders Federal Programs Director Office of Academic Programs Counselors
Early Childhood Education	Kindergarten-3rd	<ul style="list-style-type: none"> • Head Start-PDs that are aligned with the WBCSD PDs • Kindergarten Round Up • Modeling by MDE Literacy Coaches • Pull resources and find high quality videos to assist parents with early literacy skills by creating a Parent Center. • Parent Center in each location. Training can be provided for parents and/or teachers. Utilize parent liaison 	Department of Office of Academic Programs Special Services Department
Early Literacy Development	Kindergarten-3rd	<ul style="list-style-type: none"> • The curriculum and special education department will work collaboratively to develop programs sponsored by WBCSD to enhance the literacy development of Children ages birth-5 	Office of Academic Programs

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Effective Strategy	Targeted Grade Level	Action Plan	Person/Persons Responsible
Mentoring/Tutoring	Grades 4 th -12 th	<ul style="list-style-type: none"> • Student Advisory Sessions w/ assign adult mentor/staff member 	School Leaders Counselors
Service Learning	7 th -12 th	<ul style="list-style-type: none"> • Work Based Learning for regular and students with disabilities-Dr. Johnson (service learning) • Forms of Service Learning Goals- Relay for Life, St. Jude (Pennies for Patients) • Possible-Recycling Program • Community Beautification Program • Community Service hours for graduating seniors 	School Leaders Counselors Teachers CTE Director
Alternative School	Kindergarten-12 th	<ul style="list-style-type: none"> • Alternative school will include programs that will enhance the learning experience for students. • Alternative school will enhance “Restorative Justice.” 	Curriculum Director Alternative School Director
After-School/Out of School Opportunities	Kindergarten-12th	<ul style="list-style-type: none"> • After-School Programs-systematic approach to assist students throughout the school year. After-School tutoring for state assessment. • Saturday Academy Sessions • College Tours • Job Shadowing 	All District Instructional Personnel

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Strategies for reducing retention rates in grades K-2

Strategies	Goal	Person/Persons Responsible	Action Plan
1: Collaborate with Early Childhood community organizations	Ensure smooth transitions for students entering Kindergarten through sharing consistent information, assessment, and instructional strategies.	Administrators K Teacher Counselor	<ul style="list-style-type: none"> • Meet regularly with organization representatives • Share non-confidential assessment information from their organization regarding student achievement. • Offer and solicit effective instructional strategies to improve student success.
2: Multi-tiered System and Supports (MTSS)	Monitor, assess, and communicate with students and families who are struggling with grade-level material.	Administrators Academic coaches Classroom Teachers	<ul style="list-style-type: none"> • Communicate with parents/families at least three (3) times per week. • Provide research-based intervention strategies for students to show improvement. • Offer at-home resources for families to assist in the instructional process.
3: Access to Learning resources	Ensure all students and parents have access to resources, materials, and the environment needed to promote ideal learning scenarios.	Administrators Academic coaches Classroom Teachers	<ul style="list-style-type: none"> • Daily/weekly check-ins for struggling, non-participating, failing, and SPED students. • Provide resources or materials needed to parents/families needed to promote student success.
4: Provided ongoing PD for teachers to promote effective learning strategies.	To ensure teachers have access to research-based strategies deemed appropriate for K-1st grade students which promote high levels of student achievement.	Administrators Academic Coaches	<ul style="list-style-type: none"> • Meet bi-weekly with teachers on topics specifically requested or needed by our school. • Meet weekly within each grade level to plan, address learning gaps, problem solve, assess teaching strategies, and generate ideas to promote student success. • Modeling by MDE Literacy Coach

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5: Provide parent orientation for parents seeking to play a great role in the learning process.	To train parents on how to support learning at home.	Administrators Teachers	<ul style="list-style-type: none"> • Meet once per quarter with parents to provide effective at-home learning/reading strategies for children. • Offer materials (requested) for student enrichment and/or remediation for children. • Share (through weekly contacts) strategies used for students to achieve desired outcomes.
6: Improve student course performance	<p>Provide quality instruction at each instructional tier</p> <p>Monitor academic data and provide accurate reports for MTSS teams to identify and support students in need of academic interventions</p>	<p>Teachers Academic Coaches Administrators</p> <p>Teachers Academic Coaches Counselor MTSS Team</p>	<ul style="list-style-type: none"> • Teach grade level curriculum. • Provide learning strategies for struggling students. • Conduct daily/weekly informal classroom observations. • Review of grades during report card verification. • Review of course performance data in SAM. • Weekly and/or monthly review of RTI implementation in schools.
7: Improve student attendance	Implement incentives for student perfect attendance	Administrators Teachers Students Parents	<ul style="list-style-type: none"> • Weekly review of attendance rates. • Inform students of incentives for perfect attendance. • Administer weekly rewards.
8: Improve student behavior	<p>Monitor discipline data and provide accurate reports to identify students in need of behavioral interventions</p> <p>implement PBIS with fidelity</p> <p>Keep parents informed of student behaviors</p>	<p>Administrators Counselor MTSS Team</p> <p>PBIS Team Teachers Administrator Counselor</p>	<ul style="list-style-type: none"> • Weekly review of suspension data. • Weekly MTSS meetings. • Review of school-wide PBIS implementation. • Review of discipline data in SAM. • Discipline referral to parents. • Teachers/Administrators call parents regularly.

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Reducing Retention Data Sources for K-2:

K-Readiness Assessment Data (Star Early Literacy, Star Reading, & Star Math)

Student Administrator Manager (SAM) Failure Reports: *K & 1st Grade Only*

iReady Data

Multi-Tiered System and Supports (MTSS) Rosters

SPED Rosters

Grade Level Sight Word Lists

Beginning of the Year (BOY), Middle of the Year (MOY), and End of Year (EOY) Results

Parent/Teacher Conference Data

Teacher Observation Data

Teacher Recommendation Data

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Strategies for targeting subgroups needing additional assistance to meet graduation

Strategies	Person Responsible	Responsibilities
1: Progress Report/ Report Card/ Failure Report	Administrators and Counselors	Counselor runs progress reports and report cards every 4 weeks. Once these are done, counselors pull failure reports and speak with students and parents of those failing students.
2: Credit Recovery	Administrators and Counselors	Those students who failed a class and earned at least a 50 average can be placed in credit recovery to earn that Carnegie unit utilizing Edgenuity (online courses).
3: Early Warning System Monitoring Process	Administrators, Counselors, Support Staff	Students will be monitored biweekly in the area of attendance, behavior referrals, and grades. Students identified as ‘sliding off-track’ or ‘off-track’ will be assigned one of the suggested interventions to address this.
4: MTSS (multi-tiered system of supports)	CAO, Staff, Lead Teacher, Administrators	Identify students on MTSS and add students as needed. Meet monthly to monitor these students.
5: Learning Strategies (LS)	Administrators and Counselors	All students in grades 3-8 are taking LS to focus on individualized learning and interventions.
6: Additional ACT Opportunities	Administrators and Counselors	The numerous ACT opportunities to take the assessment allows students the opportunity to take this test in order to clear them of a state test or improve their overall score. All sophomores and juniors will take the ACT for free.
7: Exit Meetings	Administrators and Counselors	An administrator or counselor from each school will meet with any student deciding to transfer or withdraw from school to determine the reason for leaving.
8: Behavior Intervention	Administrators, Counselors, MTSS Team, Sped Director Edu. & Behavior Interventionists	Students who need behavior intervention services will meet with district behavior interventionist weekly. Teachers will do weekly behavioral progress monitoring as well.

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Subgroup Needing Additional Help Data Sources:

Teacher Gradebook

SAMS (Failure reports, grades, attendance reports, and behavior reports)

Overage Report

MAAP Data

MTSS Roster

SPED Roster

Teacher Recommendations Data

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Dropout recovery initiatives focusing on students ages seventeen (17) through twenty-one (21), who dropped out or may drop out of school

Initiatives	Person Responsible	Responsibilities
1: Cohort Booster (Graduating Juniors)	Administrators and Counselors	Identify students who are classified as juniors who could graduate that year with their cohort.
2: Credit Recovery	Administrators and Counselors	Those students who failed a class and earned at least a 50 average can be placed in credit recovery to earn that Carnegie unit utilizing Edgenuity (online courses).
3: Individual Counseling	Administrators and Counselors	Students who are in danger of dropping out due to their age are placed on a watch list. Students are counseled on a regular basis. Teachers are also alerted of students in their classroom to provide extra support.
4: Attendance Monitoring	Administrators and Counselors	Students on the watch list will be monitored by all of these individuals for attendance. When attendance becomes a concern, both parents and students are contacted.
5: Edgenuity	Administrators and Counselors	Identify students who may need to take courses online. This allows these students to work at their own pace and possibly finish sooner.
6: Mentor Groups	Administrators and Staff	Teachers identify students who could benefit from mentoring. Administrator finalizes the list. The team will organize monthly meetings for these students to be mentored by guest speakers and community leaders.

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Dropout Recovery Data Sources:

Teacher Observations Data
Overage Report
Failure Report (SAMS)
At Risk List
Student Attendance Reports
Student Behavior Reports
Student Course Performance Reports

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Procedures on how students will transition to the home school district from the juvenile detention centers.

Procedures	Goal	Person Responsible	Responsibilities
Procedure 1:	Release/Check-out Form	Alternative School Director	Determine when the student he/she will officially be released.
		Alternative School Director	If there is a scheduled transition/exit meeting at the facility, the district's alternative school director attends the transition meeting as a representative of the school district to ensure that all documents are obtained and that the family, student, and school are on one accord as the student transitions back to the school district.
Procedure 2:	Grades	Alternative School Director Counselor	Obtain grades from online programs and any hard copies that are provided by the juvenile detention facility.
Procedure 3:	Attendance	Alternative School Director Counselor	The Alternative School Director will assure each day the student was at the juvenile detention facility is counted as "present" since he/she was in school and receiving educational services.
Procedure 4:	Counseling Sessions	Counselor for home school and/or Alternative School depending on location of transition period.	The counselor will meet with the student on a scheduled basis to determine progress following the assignment to a juvenile detention center and provide counseling sessions focused on areas of concern.
Procedure 5:	Transition Location	Principal: The location for transition is individualized per student for the home school or the district's alternative school.	Each student's transition location is dependent on the student's previous placement prior to attending the juvenile detention center and also on what is best for the student. If a student needs a smaller environment, he/she might be placed at the WBCSD Alternative School as part of the transition plan and then move to his/her home school later.

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Procedure 6:	Behavior Plans	MTSS Team	The MTSS team creates a behavior plan or revises existing behavior plan for each student returning from a juvenile detention center. Check-in/Check-out is used as one of the behavior interventions so the student has someone that checks on them on a daily basis.
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Transitioning Juveniles Data Sources:

JDC - Release Form and Transition Meeting

Alternative School Director Feedback

Counselor/Mentor Referrals

SPED Teacher Feedback

Teacher Feedback

Edgenuity Data

Paper copies of any assignments submitted

SAMS

MTSS Referral for Behavior - TSP

MTSS Referral for Academics if needed