Wilkinson County School District's

WILDCATS

Dropout Restructuring Action Plan

Chavis Bradford: Superintendent
Johnny Smallwood: School Board President

In compliance with Mississippi Code 37-13-80 mandated statewide dropout prevention program the Wilkinson County School District will implement the identified strategies within the 6 Design Principles with the intent as mandated by statue is to increase graduation rate to 85% by school year 2023-2024.

High schools with a graduation rates below 80% are to submit a restructuring plan that meets the following goals identified by MDE

- Increase graduation rates; decrease number of dropouts
- Involve innovation at multiple grade levels with goal of improving graduation rate
- Show collaboration between schools and community to provide evidence-based solutions
- Document use of education strategies that increase graduation rates
- Yield information regarding programs, policies and collaborations that work
- Reduce the retention rates in grades kindergarten, first and second
- Targeting subgroups that need additional assistance to meet graduation requirements
- Developing dropout recovery initiatives that focus on students age seventeen (18) through twenty-one (21), who dropout out of school
- Addressing how students will transition to the home school district from juvenile detention centers

High School Graduation Restructuring Team Members as required by MDE Restructuring Plan

Superintendent
Curriculum Director
Wilkinson County High School Principal
Wilkinson County High School Counselor
William Winans Middle School Principal
William Winans Middle School Counselor
Martin Luther King Career and Technical Education Center Director
Martin Luther King Career and Technical Education Center Counselor
Wilkinson County School District Exceptional Services Director
Wilkinson County School District Federal Programs Director

Statement of Assurance

On behalf of the Wilkinson County 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:

- Increase the state graduation rate to 85% by 2023-2024
- Reduce the state dropout rate by 15% by 2023-2024
- Reduce the district chronic absenteeism rate by 15% by 2023-2024

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 considered 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 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 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 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 this plan has been presented to our District School Board and they have reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader

Name and Title: Jason Hamilton Federal Programs Director

Mailing Address: P.O. Box 975 Woodville, MS 39669

Telephone Number: 601-888-3320

Superintendent: Chavis Bradford   Signature: _____

Team Leader: Jason Hamilton   Signature: _____

Wilkinson County School District Profile

Enrollment Data

Grade	Number Enrolled
Pre-Kindergarten	16
Special Education Pre-K	1
Kindergarten	59
Special Education Kindergarten	6
Elementary Special Education	16
Grade 1	61
Grade 2	71
Grade 3	55
Grade 4	44
Grade 5	76
Grade 6	75
Grade 7	51
Grade 8	98
Grade 9	84
Grade 10	77
Grade 11	48
Grade 12	51
Secondary Special Education	14
Total Enrollment	903

Enrollment by Subgroup

Group Name	Group Number	Group Percent (%)
Female	440	48.73%
Male	463	51.27%
African American	882	97.67%
Hispanic or Latino	11	1.22%
White	10	1.11%
Two or More Races	*	*
Native Hawaiian or Pacific Islander	*	*

Wilkinson County School District Profile

Staff Demographics

Group Name	Number	Percent (%)
Female	124	82%
Male	28	18%
African American	147	97%
Hispanic or Latino		
White	5	3%
Two or More Races		
Native Hawaiian or Pacific Islander		

Graduation Rate

School	2018-19 Graduation Rate	2019-20 Graduation Rate	2020-21 Graduation Rate	3 Year Average
Wilkinson County High School	75.9%	77.4%	79.1%	77.5%

Dropout Rate

School	2018-19 Dropout Rate	2019-20 Dropout Rate	2020-21 Dropout Rate	3 Year Average
Wilkinson County High School	8.4%	13.7%	11.9%	11.3%

Summary of Data: Data listed below was used to develop district and school plans. Data came from the evolution of past performance, predictive indicators and needs of the district based on student indicators.

1. Early Warning System Data- focuses on the ABC indicators of student engagement in school. Attendance-Students who are chronically absent use a 10% (18/180 days) absentee rate to identify. Behavior- Students who have behavioral issues that are disrupting his/her learning patterns are at-risk of dropping out. Course Performance- Students who are not performing at a C or better in core high school classes are at-risk for dropping out.
2. Graduation Rates
3. Dropout Rates
4. Grades
5. Test Scores
6. Screening Data
7. Course Offering (AP and Dual Enrollment)
8. Needs Assessments
9. PLC Team/Meeting Data

School/Student Protection Factors
1. Pre-K Program
2. Early Childhood Assessment (MKAS)
3. Intervention Periods that focus on student deficits in reading and math
4. Counselors at the school sites
5. Dual Enrollment/Dual Credit Partnerships with Southwest Community College

Needs Assessment and a Search for the Literature-Reasons for Dropping Out

School factors that contribute:
o School Retentions
o Suspensions as Punishment
o Parents unaware of suspensions or absences
o Teachers not understanding diverse student needs

Home/Community Factors:
o Drugs, Alcohol Abuse, Teen Pregnancy, Neglect and Financial
o Parent does not value education
o Juvenile Delinquency

Personal Factors that may contribute:
o Caring for child, siblings or elderly parents
o Work
o Student feels overwhelmed/unmet mental health needs
o Poor academic performance

Prioritized List of Targeted Students
o Students who are one or more ears behind their peers
o Students who fail state exams
o Students who are truant
o Students with a history of emotional and behavioral issues
o Students with learning disabilities

2022-2023 Indicators for Focused Improvement

Short Term Goals
- Increase the attendance rate by 2%. Principals, counselors and teachers will work to reduce the number of unexcused absences by working with students and families. Students with excessive absences will be referred to the MTSS team for interventions as well as the school attendance officer.
- Reduce the number of retentions in grades K-2 by 2%. Schools will use the Early Warning Systems to identify struggling learners and provide support.
- 5% more students will pass the State Subject Area Assessments by providing academic interventions to strengthen student individual subject deficits. Also providing professional development and PLC opportunities to strengthen teachers' professional practices.

Long Term Goals
- o Increase graduation rate to 85%
- o Decrease dropout rate to less than less than 5%
- o Engage students in instruction to prevent truancy and dropping out
- o Promote community involvement and support the WCSD vision and mission
- o Implement and sustain comprehensive programs that address the needs of all students

Dropout Prevention Initiatives
- Provide principals and district administrators professional training and support that focuses on dropout prevention strategies, identifying and meeting the needs of special populations and support with instructional coaching.
- Develop professional communities to allow teachers regular opportunities to meet in subject areas, grade levels, and interdisciplinary teams.
- Provide instructional strategies based on the students learning styles
- Provide early literacy instruction in elementary schools focused on the 5 components of reading specifically in language, phonics, phonemic awareness, and comprehension.
- Implement research-based Tier II and Tier III academic and behavior intervention strategies that promote academic success, decrease inappropriate behaviors, and increase student engagement.
- Develop district level MTSS/RTI teams to monitor building level teams to ensure that process and timelines are being followed.
- Collect data such as diagnostic assessments, common assessments, progress monitoring data, benchmark assessments to determine if student progress is being met.
- Develop appropriate academic supports for ELL and homeless students, SPED students, 504 students, dyslexia students, and low achieving students
- Foster respectful relationship among youth and adults
- Build communication lines with families and the community

Support System Involved
- Superintendent
- Principals/Administrators
- Curriculum Director
- Federal Programs Director
- Special Education Director
- MTSS Coordinator
- School-Based MTSS Teams
- Teachers
- Parents
- Students
- Community Stakeholders

Expected Outcomes for Students
- Students in grades 9-12 will pass all subject area tests
- Students will attend school regularly and participate in extracurricular activities

- Students will receive timely and needed interventions to support academic and behavioral growth in school
- The number of students referred for disciplinary action will be reduced by 10% as reported in SAM7

Targeting Subgroups

Wilkinson County High School in general is collected data, identifying indicators, analyzing trends, and taking actionable steps to assist with meeting graduation requirements. In particular, that means every entering student (i.e., 9th grader) is assigned a mentor at the beginning of their freshman year. Every student meets once a month with mentor teacher during homeroom for an advisory period where the ICAP Plan is reviewed. The guidance counselor and principal are also assigned mentees where each month on a consistent basis we adjust, modify, and / or intensify the interventions based on the data of Attendance, Behavior, and Course Performances. With that said, it all begins with identification of the targeting subgroups, knowing which students are predicted most likely to drop out or not graduate. These are the predictors we have found at WCHS to predict the aforementioned (See Chart). Our actions steps are to use these Early Warning Systems (EWS) and Multi-Tiered Systems as collaborative processes to formulate as I mentioned definitive plans of actions.

	Attendance	Behavior	Course Performance
Off -TRACK	Less than 90%	2 + out of school suspensions and 3+ In school suspensions and/ or mild sustained misbehaviors	Failing ELA and / or Math at two or more consecutive Nine Weeks Grading Period
On- TRACK	Greater than 90%	< 1 Out of School Suspension	Passing ELA and / or Math
College Ready	Greater than 90%	External Community Involvement and very Active and participatory in Student Clubs at WCHS	B or Better

Recovery Initiatives for Students

Two main initiatives at WCHS have been what we called Student Engagement Initiatives (i.e., GED OPTION and Credit Recovery)

The district's GED programs generally seek to help students identify their career and academic goals as well as help them earn the GED (Helping students finish school). The GED is a popular option and may be suitable for students who are on the fence about dropping out. We have had some historical success, especially within the years 2013 – 2015. Its personnel driven and has had mixed interpretations of actually attainment by those students who are placed in the ALTERNATIVE PLACEMENT NEXT tour STEM classes. Nonetheless, there is a general consensus that getting a GED is preferable when compared to earning no educational certificate or diploma and dropping out.

Next is our Credit recovery. Credit recovery programs allow students to make up or "recover" the credits they have lost according to issues associated with dropping out, such as absenteeism and failed classes. These programs are usually community-based (Southwest Community College and Local External Provider Agencies) and are supported by sanctioned diploma-granting organizations, such as local school districts (Wilkinson County, Amite County, Natchez-Adams). Some credit recovery programs are carried out online, such as the Apex Learning curriculum. Ideally, we would prefer our online credit recovery programs involving our students working in our computer labs (Room 9 and 24) on the main hall with WCHS certified teacher /laboratory facilitators available for support. This arrangement enables students to progress at their own pace. Other options use blended approaches that mix face to face instruction with online instruction.

Transition from Juvenile Detention Centers

A) Keep in strong contact and communication with Adams County Juvenile Detention Center Administrator Ms. Sharon Hall.

B) Ensure accuracy and expediency of assignments given between two institutions (WCHS and Adams County Juvenile Detention Center) is freely exchanged continuously.

C) Oakley Youth Development Center Training (Dr. Dennis Daniels) in Raymond, Mississippi, extending stay periods are communicating with right grade placement and there is no credit

At the end of the day, it's about staying in touch with the administrators of the aforementioned detention centers and actually knowing what both offer. I have visited both of the detention centers and have pre-established relationships with all Woodville Youth Court officials.