

2023-2024

Jefferson County School District Dropout Prevention Plan



Dr. Adrian Hammitte, Superintendent
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Miss. Code Ann. § 37-13-80

State law requires each school district to develop and implement an annual dropout prevention plan and each high school with a graduation rate below 85% to develop a restructuring plan.

Jefferson County High School graduation rate is **94.3** %.

Jefferson County High School:

- ✓ **Does NOT have to complete a restructuring plan because the graduation rate is above 85%.**
- ☐ Does have to complete a restructuring plan because the graduation rate is below 85%.

Policy and state law require that each district dropout prevention plan include at a minimum, strategies for:

- Reducing 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 (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

The Mississippi Board of Education adopted goals in its 2016-2020 Five Year Strategic Plan. Goal 2 is *Every Student Graduates from High School and is Ready for College and Career*. One specific objective set for addressing this goal was an Early Warning System be utilized to identify students in need of assistance to reach graduation so appropriate interventions could be provided to assist each student with reaching the goal of exiting high school ready for college and career. As a result, the Mississippi Department of Education (MDE) developed the Early Warning System (EWS) as a guide to assist districts in their efforts to help students succeed academically and emerge from Mississippi high schools well prepared for college and careers. The EWS serves as a guide to districts and schools as they develop their district dropout prevention and school restructuring plans to graduate every student college and career ready.

Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

Dropout Rate

Although the United States Department of Education (USDE) does not require the reporting of a dropout rate by states, the MDE does report the number of students in the four-year adjusted cohort who dropped out at any time during the four-year timeframe. The USDE does collect completer and dropout annual counts (not associated with a cohort) from each state. So, it is possible to find Federally reported annual counts and/or rates for dropouts; however, it should be noted that Federal dropout rates are not calculated as a four-year cohort rate. The USDE calculates a “status dropout rate” which considers whether a person earns a diploma or GED by the age of 24. For the purposes of clarity and consistency, MDE reports all “rates” using the four-year adjusted cohort method.



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Statement of Assurance

On behalf of the Jefferson County School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the overarching goals of the state dropout prevention plan: 1) Increasing the district graduation rate to 90% by 2024; 2) reduce the dropout rate by 5% by 2024; and 3) reducing the truancy rate by 10% by 2024.

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 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 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 evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

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

Dropout Prevention Team Leader

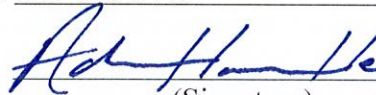
Name: Dr. Terri McGruder Title: Director of Professional Development, MTSS, and Assessment

Mailing Address: 942 Main St. Fayette, Ms. 39069

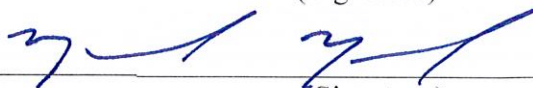
Telephone #: 601-786-3721

Fax #: 601-786-8441

District Superintendent: Dr. Adrian Hammitte


(Signature)

School Board Chair: Mr. Michael Malone


(Signature)

Copy of Board Agenda

**AGENDA
JEFFERSON COUNTY SCHOOL DISTRICT
SPECIAL MEETING
TELECONFERENCE
July 27, 2023
10:00 a.m.**

1. Call to Order, Invocation and Pledge to the Flag
2. Adoption of Agenda
3. **New Business**
Discussion/Action (copies enclosed):
 - 3.1 Request of the Superintendent to Approve the FY24 Ad Valorem Tax Resolution
 - 3.2 Request of the Superintendent to Approve to Advertise FY24 Budget Synopsis
 - 3.3 Request of the Superintendent to Approve the Dropout Prevention Plan for the 2023-2024 School Year
 - 3.4 Request of the Superintendent to Approve Board Member Compensation and Expenses Policy BBBE – **Section B School Board Operations**
4. Adjournment

District Vision/Mission/Goals

OUR VISION

The Jefferson County School District will be a premier educational institution, a source of pride and creativity, and the cornerstone of academic excellence producing life-long learners who are college and career ready.

OUR MISSION

The Jefferson County School District will provide an educational climate and rigorous instructional programs that prepare all students for higher learning and careers in a twenty-first-century workforce.

GOALS

- Goal 1: The District and each school will obtain a C rating or higher on the state's accountability model.
- Goal 2: The District will foster a friendly, collaborative, and supportive culture for students, staff, parents and stakeholders.
- Goal 3: The District will recruit and retain highly qualified teachers and administrators.
- Goal 4: The District will increase parental and community engagement.
- Goal 5: The District will utilize its resources efficiently and effectively to remain financially stable.

CORE BELIEFS

1. All students should graduate college and career ready.
2. All students should have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
3. Student engagement is critical to student success.
4. Partnerships with all stakeholders are vital to student success.
5. JCSD should be fiscally sound and maximize resources for student success.
6. JCSD should identify, recruit, retain and develop the best employees.

Step 1: Build your team

District Team Members

District Team Members:

Member should include the school's leadership, counselors, and a district administrator, as well as, an administrator from the career and technical center, elementary and/or middle school(s) in the high school's feeder pattern to be a part of the planning team. Research indicates, a student's decision to drop out of school is a gradual process that starts well before high school. Therefore, it is important to identify at-risk students and provide supports that lead to increasingly successful engagement in school as early as possible.

Team Member	Position
Dr. Terri McGruder	Director of Professional Learning, MTSS, and Assessment
Mr. Marcus Walton	High School Principal
Dr. LaTanya Herrington	Instructional Coach
Dr. LaRondrial Barnes	CTC Director
Mr. David Day	Feeder Pattern Principal
Dr. Courtney Mitchell	High School Counselor
Dr. Cartrell Hammitte	SPED Director
Dr. Marilyn Smith	Director of Accreditation and Accountability

Step 2: Analyze Data

District Name: Jefferson County School District

Graduation Rate: 94.3% **Dropout Rate:** 4.3% **Truancy Rate:** 8.1 %

	Elementary School	Upper Elementary School	Junior High School	High School
School Data				
Number of Schools	1	1	1	1
Cumulative Enrollment	410	157	159	310
Counselor/Student Ratio	1:410	1:157	1:159	2:310
SPED Enrollment	51	28	32	37

Districtwide Student Demographic Data		
	Number	Percentage
Female	506	47.60%
Male	557	52.40%
Black	1049	98.68%
White	10	0.94%
Other		
Districtwide Staff Demographic (Teachers/Administrators)		
	Number	Percentage
Female	111	67%
Male	55	33%
Black	157	95%
White	9	5%

	% of students proficient and above	% of students proficient and above	
Grade Level	Language Arts	Math	
Grade 3	55.9	27.9	
Grade 4	36.1	40.3	
Grade 5	18.8	12.5	
Grade 6	25	23.8	
Grade 7	31.3	32.8	
Grade 8	31	31	
High School Subject Area Tests – Percent (%) Proficient or above			
Algebra I	US History	Biology I	English II
52.3%	53.8%	54%	29.9%
Number of Students Receiving Free/Reduced Meals			
100%			
Number of students with 5 or More Unexcused Absences		Number of Students with 12 or More Absences	
137		63	

Step 3: Goal Setting

When setting goals, the School Restructuring Planning Team should utilize the S.M.A.R.T. framework so that objectives set will be actionable and realistic.

- S – is the goal **specific**? (What will it do? Who will carry it out?)
- M – is the goal **measurable**? (How will the team know it has been achieved?)
- A – is the goal **achievable**?
- R – is the goal **relevant** to performance expectations?
- T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)

Source: Kekahio & Baker, 2013.

Strong, well-written goals help to create focus, establish a sense of urgency, and communicate to stakeholders the intent of the plan.

SMART Goal Planning Template				
Goal 1: Reducing the retention rates in grades kindergarten, first and second. Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other				
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	What: Academic interventions will be utilized through the implementation of I-Ready for remediation and intervention. Who: Elem. Principal, K-2 teachers, interventionists, AmeriCorps tutors, Computer lab facilitators Task: Adaptive i-Ready instruction delivered digitally or by using Ready books Need: Full implementation of I-Ready platform	
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Measured when students engage in 100 minutes weekly evidenced by 8% decrease in intensive support students – by grade	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Achievable: by Spring 2021 Barriers: Fidelity of implementation Overcome by: Training and monitoring with evidence of student feedback	
R	Relevant	R – is the goal relevant to performance expectations?	This goal is relevant to performance expectations of increasing ELA and math proficiency.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	This task will be completed weekly. This goal will be accomplished in May 2021.	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2022	Renew I-Ready Subscription	Funding/ Federal Programs	*Federal Programs Director	*Principal
August 2022	Establish intervention roster	*Pretest Scores *Previous year benchmark data	*School Leadership Team	*Principal *Counselor
August 2022	Create intervention schedule (Hybrid)	District Reopening Plan	*School Leadership Team	*Principal
August 2022	Assign interventionists / tutors to identified students	Master Schedule	*Principal	*Interventionists *AmeriCorps Tutors

August 2022	Create Intervention Breakout Rooms (Virtual)	District Zoom account	*Technology Director	*Principal *Classroom Teachers
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SMART Goal Planning Template				
Goal 2: IEP Subgroup with additional assistance to meet graduation requirements.				
Focus Area: ☐ Attendance ☒ Behavior ☐ Course Performance ☐ Other				
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	The IEP subgroup will receive comprehensive counseling/behavior modification services. Who: SPED Director, IEP teacher, Behavior Modification staff, Counselor, Principal, MTSS Coordinator	
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	This goal will be achieved when there is a decrease in office discipline referrals, time off task and suspensions. Progress monitoring will be conducted by School Status discipline reports. The outcomes will be measured by office discipline referrals, behavior screeners and teacher behavior summaries.	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Achievable: By Spring 2021 Barriers: Effective behavior logs, fidelity of implementation Overcome by: Staff PD on behavior logs and monitoring	
R	Relevant	R – is the goal relevant to performance expectations?	This goal is relevant to the performance expectation of increasing student achievement for the subgroup.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	This task will be completed weekly and as dictated by student IEP. This goal will be accomplished by May 2021.	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2022	Hire Behavior Modification Staff	Funding/SPED Budget	*SPED Director	*Business Manager
August 2022	Review student discipline data	No Funding Needed	*Counselor	*Behavior Modification Staff
August 2022 - Ongoing	Conduct Social Emotional PD for Staff	No Funding Needed	*Behavior Modification Coordinator	*SPED Director *Behavior Modification Staff *SPED Teachers

September 2022	Select Behavior Modification Program	Identified Behavior Modification Program/SPED Budget	*SPED Director	*Behavior Modification Staff
August 2022 - Ongoing	Provide comprehensive counseling/behavior modification services	Identified Behavior Modification Program/SPED Budget	*SPED Director	*Behavior Modification Staff

SMART Goal Planning Template			
Goal 3: Developing recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.			
Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other			
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Task: Cultivate partnerships with outside agencies to assist with receiving a diploma, career and technical skills or a GED Who: HS Principal, CTC Director, Guidance Counselor, Community College/4 year university collaborations Task: Track students after not returning to school to engage and enroll students appropriately aged students to complete GEDs and gain career skills Need: Counseling and correct/current contact information to locate and motivate previous dropouts.
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	This goal will be achieved when students receive GEDs or high school diplomas. This will be progress monitored student enrollment and diploma receipt. The outcomes will be tracked each semester.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	This goal is achievable at the end of each available semester. Barrier: Inaccurate contact information, Overcome by: Using multiple communication platforms to reach students to include social media and print avenues

R	Relevant	R – is the goal relevant to performance expectations?	This goal is relevant to ensuring that students that previously dropped out are college and career ready.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	This task will be done each semester. This goal will be accomplished each December and May.	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2022 - Ongoing	Create roster of previous dropout students	*Student Names	*Guidance Counselor	*Principal *Asst. Principal
September 2022	Determine available GED programs	*Community College/University Contact Persons	*Guidance Counselor	*Principal *CTC Director
August 2022 - Ongoing	Create student contact list	No Funding Needed	*Parent Liaison	*Principal *Guidance Counselor
September 2022 - Ongoing	Communicate available GED and career track programs	Various social media platforms	*Assistant Principal	*Principal *Parent Liaison
September 2022 - Ongoing	Create program completion progress monitoring process	No Funding Needed	*Principal	*School Leadership Team
August 2022 - Ongoing	Cultivate partnerships with outside agencies to assist with receiving a diploma, career and technical skills or a GED	*List of directors or contact persons for community and business agencies	*School Leadership Team	*Parent Liaison

SMART Goal Planning Template

Goal 4: Addressing how students will transition to the home school district from the juvenile detention centers.

Focus Area: ☐ Attendance ☒ Behavior ☐ Course Performance ☐ Other

S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Task: Provide parent and student orientation/transition/engagement meetings. Who: Curriculum Coordinator, Professional Learning Director, Alternative School Director, Parent Liaison, Counselor What: Create virtual/visual modules, host Zoom meetings, establish a specific Remind 101 group, monthly tracking/coordination by Alternative School Director Need: Zoom account, student email, current contact information		
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	This will be achieved when returning students remain enrolled in homeschool for 1 semester without return to juvenile detention setting. The progress will be monitored weekly by the Alternative School Director. The outcomes will be measured by maintaining home school attendance and registration.		
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal is achievable 90 days after returning to the home school. Barriers: No barriers exist Overcome by: Does not apply		
R	Relevant	R – is the goal relevant to performance expectations?	The goal is relevant to the performance expectation of decreasing the dropout rate.		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The goal will be accomplished upon a student’s return to home school. This goal will be accomplished 90 days after the student returns.		
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
September 2022 - Ongoing		Create virtual/visual modules	Zoom webinar account, Canvas LMS, Clever Platform	*Assistant Principal	*Alternative School Director *Principal

September 2022 - Ongoing	Provide parent and student orientation/transition/engagement meetings.	Zoom meeting account	*Alternative School Director	*Principal *Communications Team
September 2022 - Ongoing	Host Zoom meetings	District Zoom account	*Technology Director	*Principal
August 2022	Establish a specific Remind 101 or parent communication group	Clever Platform	*Technology Director	*Principal *Parent Liaison
September 2022 - Ongoing	Monthly tracking/coordination by Alternative School Director	Clever Platform	*Technology Director	*Alternative School Director

