

Wilkinson County School District



Dropout Prevention Action Plan

Statements 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 overarching goals of the state dropout prevention plan:

- 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 aged 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.

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 on **August 29, 2024** for submission to the Mississippi Department of Education.

District Name: Wilkinson County School District

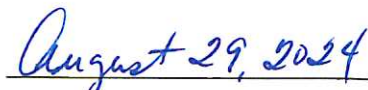
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 Shemekia Rankin, Superintendent



 Date

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Dropout Prevention Plan 2024-2025

Purpose

In accordance with state law, each school district shall implement a yearly Dropout Prevention Plan that is board approved and posted on the district website homepage. The plan must include goals, activities, and services for: reducing retention rates in Kindergarten, first, and second grades; targeting subgroups that need additional assistance to meet graduation requirements; developing dropout recovery initiatives that focus on students age 17 through 21 who have dropped out of school; addressing transition plans for students returning to school from juvenile detention centers; and identifying students at-risk of dropping out and providing support via analyzing strong predictors such as, but not limited to, student attendance, behavior, and course performance. A comprehensive Dropout Prevention Plan has been devised for the Wilkinson County School District to address District and community concerns for students at risk for dropping out of school. The plan encompasses 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 and to explain what the District is doing to address factors that may cause students to drop out of school.

Goals and Objectives

The Wilkinson County School District Dropout Prevention includes objectives, strategic initiatives, and activities required to meet the three critical objectives of the state's strategic plan:

1. Increasing the state graduation rate,
2. Reducing the state dropout rate, and
3. Reducing the truancy rate.

The 2024 graduation rate for the Wilkinson County School District is 82.3%, and the 2024 dropout rate is 16.1%. Our long-term goal is to maintain a graduation rate at or above 90% and a dropout rate of less than 5%. To achieve this goal, the District will focus on the following two primary objectives.

1. Improve academic outcomes for all students
2. Decrease excessive absenteeism and attain a 95% or higher ADA at all schools and for the District.

In formulating this plan, the District incorporated key elements of the National Dropout Prevention Center's 15 Effective Strategies (Appendix A).

Ultimately, this dropout prevention plan complements and is grounded in the work of the District's Strategic Plan.

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 attain acceptable levels of academic achievement.

Educational Indicators

- Attendance rates
- Retention rates of students in Kindergarten through second grade
- Passage rate on third grade reading summative assessment
- Passage rates on subject area tests
- Results of formative and progress monitoring assessments (MKAS, iReady)
- Two or more grade level behind peers

Behavioral Indicators

- Office Referrals
- Suspensions
- Chronic absenteeism
- Excessive tardiness and/or dismissals

Socio-Economic Indicators

- Free and reduced lunch benefits
- Homeless, migrant, and unaccompanied youth designations
- English Learners

Analysis of Data

Average Daily Attendance

	2019-20	2020-21	2021-22	2022-23	2023-24
Wilkinson County Elementary	–	–	96.51	94.79	98.40
William Winans Middle School	–	–	96.69	99.09	98.43
Wilkinson County High School	–	–	99.26	98.02	76.36
District	–	–	99.80	98.74	91.09

District Accountability Data

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Finch Elementary	D(276)	—	—	F(194)	C(332)	
Wilkinson County Elementary	F(267)	—	—	F(233)	B(384)	
William Winans Middle School	F(226)	—	—	D(275)	D(300)	
Wilkinson County High School	D(569)	—	—	D(530)	650*	
District	F(435)			F(462)	C(552)	

2023-2024 District Enrollment Data

	Wilkinson County Elementary (PK-5)		William Winans Middle School		Wilkinson County High School	
Cumulative Enrollment	346		184		247	
Enrollment Breakdown	Male	Female	Male	Female	Male	Female
	179	166	102	82	121	126
Black	169	161	100	81	120	123
White	7	2	0	0	0	3
Hispanic	3	2	2	1	1	0
Asian	0	0	0	0	0	0
Native American	0	0	0	0	0	0
Two or More	0	1	0	0	0	0

**Based on Reporting Month- May 2023-2024*

Attendance Data (Elementary, Middle, High): 2023-2024

	Off Track	Sliding	On Track to Graduate
Wilkinson Co. ES	25	5	316
William Winans MS	16	30	138
Wilkinson Co. HS	11	20	216

Course Performance (Elementary School): 2023-2024

Status	Thresholds	
	3rd Grade Reading Summative (Literacy Based Promotion Act)	
Off Track	Failed 3rd Grade Reading Test	5
Sliding	Good Cause Promotion Transfer from 3rd Grade to 4th Grade	19
On track to graduate	Passed 3rd Grade Reading Test	31

**Based on yearly grades in either Math or English*

Behavior Data (Elementary, Middle, High): 2023-2024

Behavior Data	End of Year Total	
	Number of Referrals	Number of Suspensions
Wilkinson Co. ES	151	60
William Winans MS	59	38
Wilkinson Co. HS	290	137

5-Year Graduation Rate					
	2020	2021	2022	2023	2024
Rate	77.4	79.1	81.7	84.8	82.3
% Change	+1.5	+1.7	+2.6	+3.1	-2.5

5-Year Dropout Rate						
	2019	2020	2021	2022	2023	2024
Rate	8.4	13.7	11.9	9.8	11.4	16.1
% Change	—	+5.3	-1.8	-2.1	+1.6	+4.7

Prioritized List of Needs to Address Factors that Contribute to Dropout Rates

1. Students whose assessment data shows no or limited growth
2. District-wide absenteeism
3. Students who are two or more grades behind
4. Retained students in Kindergarten through second grade
5. Office discipline referrals
6. Home-School Collaboration

Goals

Short Term Goals

1. Improve ADA and decrease excessive absences for at-risk students.
2. Increase academic performance of students
3. Decrease the number of students who fail subject area tests
4. Improve and effectively implement Tier I instruction
5. Improve and increase communication between home, school, and the community
6. Increase the passage rate on the 3rd Grade Reading Summative
7. Maintain a low percentage of students retained in Kindergarten
8. Reduce office/discipline referrals.

Long Term School Plan Goals	
Goal 1:	To reduce the number of students who retain or receive failing grades, especially in K-2
Goal 2:	To reduce the number of office discipline referrals for targeted subgroups that need additional assistance to meet graduation requirements.
Goal 3:	To develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school
Goal 4: <small>(If applicable)</small>	To address how students will transition to the home school district from juvenile detention center

<p>Goal 1: By the end of the 2024-2025 school year, the number of students in K-2 failing or receiving failing grades will be reduced by 10%.</p> <p>Focus Area: <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other</p>				
S	Specific	<p>S – is the goal specific? Targeted interventions, remediation, and supports will be provided to help students in various subgroups who are at risk of failure due to academics, behavior, and/or attendance</p>		
M	Measurable	<p>M – is the goal measurable? A reduction in the number of students failing or receiving failing grades will be noted.</p>		
A	Achievable	<p>A – is the goal achievable? By examining quarterly data, we will know when this goal has been achieved</p>		
R	Relevant	<p>R – is the goal relevant to performance expectations? This goal is directly linked to improvements in student performance that will ultimately reduce the likelihood that students will drop out.</p>		
T	Time Bound	<p>T – is the goal time bound? Each quarter and annually, the progress toward attainment will be measured.</p>		
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July/August	Analyze district data;	Access to student data	District/School Administrators	District/School Leadership

	develop action plans			Teams
September/ October	Communicate plan to all stakeholders	Time	District/School Admin/Teachers	Parents, Families Community
Quarterly 2021-2025	Provide on-going PD for teachers	District, school-based and external providers	District/School Administrators	All Teachers and Instructional Staff
Ongoing 2021-2025	Implement high-quality Tier 1 instruction w/supports	Standards-aligned curriculum & materials	Teachers	Teachers Students
Ongoing 2021-2025	Implement a strong program of intervention to support at-risk learners	Evidence-based interventions & curriculum materials	Administrators Teachers Interventionist	Teachers Interventionist Students
June 2025	Re-assess overall plan and formulate new goals	Access to student data	District/School Administrators	District/School Leadership Teams

<p>Goal 2: By the end of the 2024-2025 school year, we will reduce the number of office discipline referrals (ODR) for targeted subgroups that need additional assistance to meet graduation requirements by 15%.</p> <p>Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other</p>		
S	Specific	S – is the goal specific ? All instructional and support staff will receive refresher training on PBIS with special emphasis on at-risk populations.
M	Measurable	M – is the goal measurable ? When fully implemented, students will receive support to help them manage behaviors thereby reducing office discipline referrals.
A	Achievable	A – is the goal achievable ? Making sure we have 100% buy-in and full implementation of PBIS initiatives is essential for reducing our dropout rate and improving the graduation rate.

R	Relevant	R – is the goal relevant to performance expectations? Students need research-based, evidence-proven strategies to experience success.		
T	Time Bound	T – is the goal time bound ? Continuous monitoring and ongoing implementation with fidelity are required to make this work.		
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July/August annually	Analyze district data; develop action plans	Access to student data MSIS, ODR,	District/School Administrators Counselors	District/School Leadership Teams Counselors
September/October	Communicate plan to all stakeholders	Time	District/School Admin/Teachers	Parents, Families Community
Ongoing	Implement Behavior Modification Program	Identified Behavior Modification Program / SPED Budget	Principals SPED Director	Administrators Teachers
Ongoing	Conduct Social and Emotional Professional Development for Staff	No funding Needed	Principals Counselor(s)	SPED Director Administrators Teachers Counselor
Ongoing	Implement high quality Tier 1 behavioral supports	Standards-aligned curriculum & materials	Teachers	Teachers Students
Ongoing	Implement a strong program of PBIS to support at risk students	Evidence-based interventions & curriculum materials	Administrators Counselors Teachers Interventionist	Teachers Interventionist Students
June 2025	Re-assess overall plan and formulate new goals	Access to student data: ODR, Attendance	District/School Administrators	District/School Leadership Teams

Goal 3: By the end of the 2024-2025 school year, we will attain a 90% graduation rate and reduce the dropout rate to 5% or less by implementing focused dropout recovery initiatives targeting students aged 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 ? The District will leverage its resources to implement evidence-based, research-proven dropout prevention strategies to improve our graduation rate.
M	Measurable	M – is the goal measurable ? Data of the indicators of success will be reviewed quarterly and yearly to note progress toward attainment.
A	Achievable	A – is the goal achievable ? We expect to see incremental gains each quarter with the ultimate goal of 90% in the 2025 school year.
R	Relevant	R – is the goal relevant to performance expectations? Having partners in business and industry will enhance our ability to ensure students are career-ready and motivated to complete high school.
T	Time Bound	T – is the goal time bound ? We estimate attainment of the goal to take 2 to 3 years.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July/August	Analyze district data; develop action plans	Access to student data: MSIS, ODR	District/School Administrators	District/School Leadership Teams
September/October	Communicate plan to all stakeholders	Time	District/School Admin/Teachers	Parents, Families Community
August and ongoing	Create a roster of previous dropouts	Student Names	Guidance Counselor	School Administration
September annually	Determine available GED programs	Community College / University Contact Persons	Guidance Counselor	Principal CTE Director High School and CTE Counselors

August and ongoing	Communicate GED and career track programs to students	Available Programs for Review and Dissemination	Principal	Principal Counselor
Ongoing	Form alliances with local business and industries to offer incentives, job-shadowing opportunities, and job placement for students	Networking District/School Administrators	Community Leaders CTE Director District Admin	Business leaders Parents/Families Students

<p>Goal 4: All WCHS administrators and faculty members will be trained in the process for transitioning a student from the juvenile detention center back to the home school to help reduce the dropout rate to under 5% by the end of the 2024-2025 school year.</p> <p>Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input checked="" type="checkbox"/> Other</p>		
S	Specific	S – is the goal specific ? To make all faculty and staff members aware of the process of transitioning a student from the juvenile detention center and to provide strategies and support for teachers in working to keep students in school.
M	Measurable	M – is the goal measurable ? The attendance logs from the training along with Office Discipline Referrals (ODR) and data reported from the court system will help us determine if implementation has been effective.
A	Achievable	A – is the goal achievable ? Having all stakeholders knowledgeable of the process and equipped with strategies to support students who transition from JDCs will be essential in making this goal attainable.
R	Relevant	R – is the goal relevant to performance expectations? Implementation will help us reduce the likelihood of having students return to the Juvenile Detention Center.
T	Time Bound	T – is the goal time bound ? This is an ongoing task that will be monitored quarterly.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July/August annually	Analyze district data; develop action plans	Access to student data: MSIS, ODR,	District/School Administrators	District/School Leadership Teams
September/October	Establish contact with Juvenile Detention Center (JDC) to reaffirm the center's roles and responsibilities as well as the school involvement upon reentry of a student.	Juvenile Detention Records MDE Resource: <i>Educating Youth in Detention Centers</i>	School Administrators/ counselor	Juvenile Detention Center Staff, Parents, student, School Administrators / counselor
November - December	Development of a guide for transitioning students from JDC to include pertinent areas such as: <ul style="list-style-type: none"> • Pre-Enrollment • Placement/Welcoming • Staff Preparation • Classroom Management • Support Services • Interagency Collaboration 	United States Department of Justice publication: <i>Juvenile Justice Bulletin</i>	District Administrators	Building Administrators Counselor
Ongoing	Capitalize on Credit Recovery programs, dual enrollment, and other options to assist students between 17 and 21 with completing high school	Evidence-based programs for credit recovery	District/School Administrators	District/School Administrators Teachers Students
June 2025	Re-assess overall plan and formulate new goals		District/School Administrators	District/School Leadership Teams

Ongoing	Annually train staff and Implement strategies for working with students who have been to JDC to help reduce the dropout rate	Wilkinson County School District Student Handbook	District and School Admins	All teachers Counselors
June 2025	Re-assess overall plan and formulate new goals		District/School Administrators All	District/School Leadership Team/Stakeholders

Plan to Progress Monitor of Long-Term Goals

- **How and when will the team monitor the plan?** At the end of each quarter, the team will monitor the plan by examining student data (course performance, attendance, ODR, etc.) to determine indicators of progress toward attainment of the goal.
- **What is the procedure? What are the timelines? Who is responsible?** The Leadership and MTSS teams on each campus will conduct the quarterly reviews at pre-established intervals that are communicated to everyone at the onset of each school year. The principal is responsible for ensuring that all Leadership and MTSS team members are informed of the meeting and that relevant data is presented for the team's review.
- **How will the team know they are having a positive impact?** The team will know if they are having a positive impact when there are declines in the number of students receiving failing grades or the number of students retained in a grade reach the desired number set in the goal.
- **How might the plan be adjusted if and when challenges occur?** The team might need to adjust the plan due to challenges; if such is the case, revisions will be made based on the need as indicated by the data.

District Dropout Prevention Planning Team

Team Member	Position
Shemekia Rankin	Superintendent
Shamekia Isaac	Assistant Superintendent of Curriculum & Instruction
Virginia Everett	Director of Special Services
Stacey Royal	Principal, Wilkinson County Elementary School
Sylvia Anderson	Counselor, Wilkinson County Elementary School
Clarissa Russ	Interventionist, Wilkinson County Elementary School
Dominick Williams	Principal, William Winans Middle School
Priscilla Russ	Lead Teacher, William Winans Middle School
Nancy Dixon	Counselor, William Winans Middle School
Destinee Adams	Interventionist, William Winans Middle School
Aliyah Gaines	Interventionist, William Winans Middle School
Kidrica-Kiara Wilson	Interim Principal, Wilkinson County High School
LaPonta Jones	Counselor, Wilkinson County High School
Patricia Gaines	Director, Martin Luther King, Jr CTE
Alicia Muhammad	Counselor, Martin Luther King, Jr CTE
Jackie Jones	Interim MDE Attendance Officer