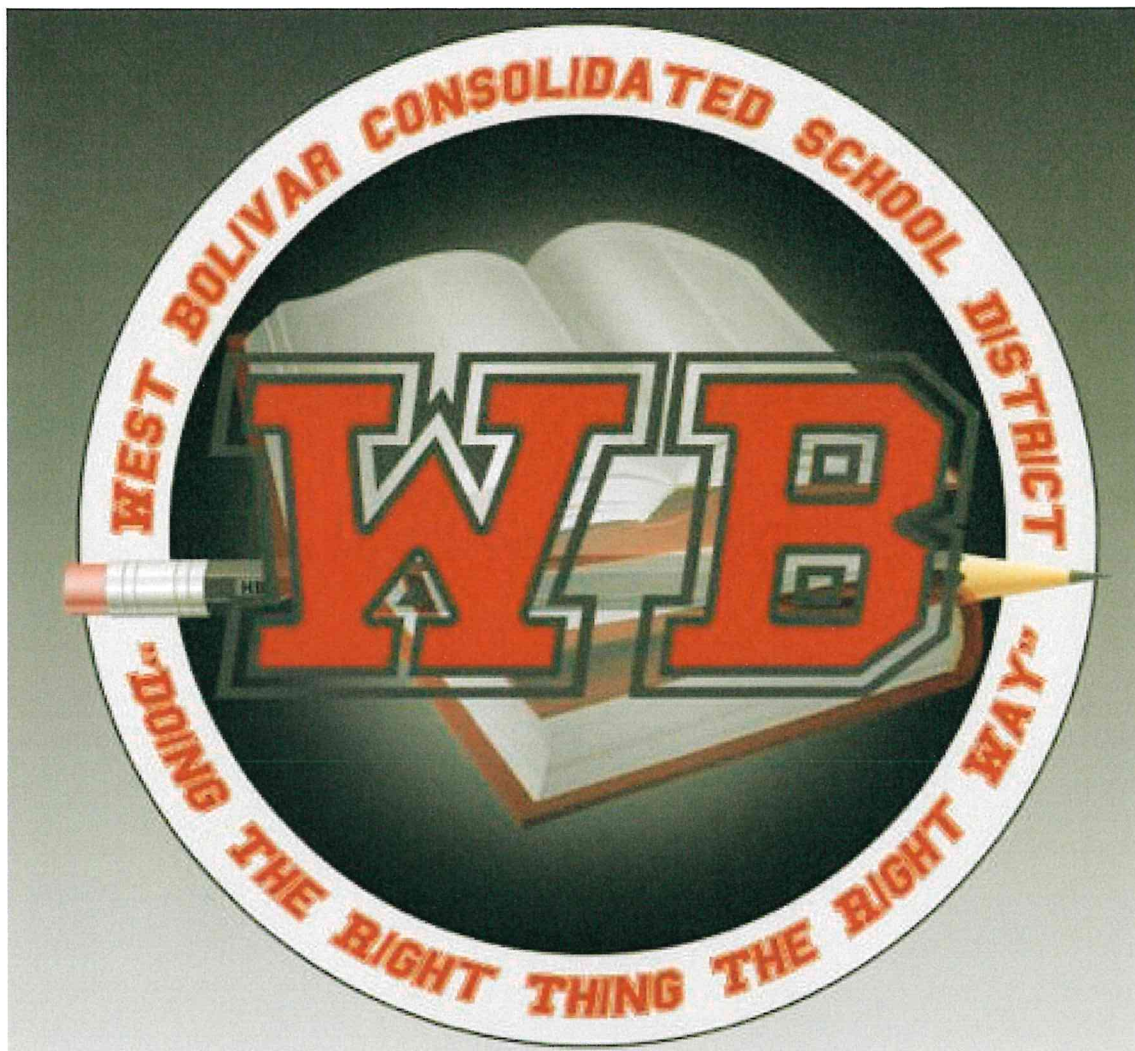


**West Bolivar Consolidated School District
Dropout Prevention Plan
2024-2025**



**Mr. LKenna Whitehead
Superintendent**

**Mrs. Precious Person-Redmond
Director of Curriculum and Instruction**

West Bolivar Consolidated School District

Dropout Prevention Plan

2024-2025

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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 increase 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 Signature:  Date: 7/31/24

Board President Signature:  tht Date: 7/31/2024

West Bolivar Consolidated School District

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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 JQH - 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 WBCSD 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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2024-2025

Team Members

Names	Position
Precious Redmond	Director of Curriculum and Instruction
Shelia Brown	Federal Programs Director
Alicia Curry	McEvans Elementary Principal
Damius Robinson	Shaw High School Principal
Felicia Morris	West Bolivar Elementary Principal
Christopher Turner	West Bolivar High School Principal
Tracy Dunn	Alternative School Director
Jordan Goins	CTE Director

2023-2024 School Data

	Elementary	High	District
Number of Schools	2	2	4
Cumulative Enrollment	456	437	893
Counselor Student Ratio	2/456	2/437	4/893

Historical Logistics

	2020-2021	2021-2022	2022-23	2023-24
Graduation Rate	82.1%	90.1%	82.4 %	79.1%
Drop Rate	5%	2.8%	9.5%	14.3%
Chronic	N/A	45%	33.4%	TBD

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Absenteeism Rate				
Accountability Ranking	COVID-19	D	F	TBD

Outcomes

1. Improve ALL schools' accountability ratings to a C or higher.
2. Improve ALL facilities and district entities to meet the accreditation standards outlined by the Mississippi Department of Education.
3. Continue to sustain fiscal stability of the district.
4. Increase students' opportunities to receive a well-rounded education.
5. Increase collaboration with district, school, and community partners.

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Dropout Prevention Plan 2024-2025

Reducing the retention rates in grade Kindergarten, first, second, and third

Goal: By the end of the 2024-25 school year, we will decrease the kindergarten through third grade retention rates by increasing student achievement.

Strategies	Goal	Person/Persons Responsible	Action Plan
Collaborate with Early Childhood community organizations	Ensure smooth transitions for students entering Kindergarten through sharing consistent information, assessment, and instructional strategies	Administrators K Teachers 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.
Multi-tiered System and Supports (MTSS)	Monitor, assess, and communicate with students and families who are struggling with grade-level material.	Administrators Academic Officers Classroom Teachers MTSS Teams	<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.
Access to Learning	Ensure all students and parents have access to	Administrators	<ul style="list-style-type: none"> Daily/weekly check-ins for

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resources	resources, materials, and the environment needed to promote learning.	Curriculum Department Classroom Teachers	<p>struggling, non-participating, failing, and SPED students.</p> <ul style="list-style-type: none"> ● Provide resources or materials needed to parents/families needed to promote student success.
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 Curriculum Department MDE Literacy Coach	<ul style="list-style-type: none"> ● Meet bi-weekly with teachers on topics specifically requested or needed by each 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
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.

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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</p> <p>Administrators</p> <p>Teachers</p> <p>Curriculum Department</p> <p>Counselor</p> <p>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
Improve student attendance	Implement incentives for student perfect attendance	<p>Teachers</p> <p>Counselor</p> <p>Administrator</p> <p>Students</p> <p>Parents</p>	<ul style="list-style-type: none"> • Weekly review of attendance rates. • Inform students of incentives for perfect attendance. • Administer weekly/monthly rewards.
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>Teachers</p> <p>Counselor</p> <p>Administrator</p> <p>Students</p> <p>Parents</p> <p>MTSS Team</p> <p>PBIS Team</p>	<ul style="list-style-type: none"> • Weekly review of suspension data. • Monthly MTSS meetings. • Review of school-wide PBIS implementation. • Review of discipline data in SAM. • Provide 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

Targeted subgroups who need additional assistance to meet graduation requirements

Goal: By the end of the 2024-25, we will increase the graduation rate to 85% by providing additional support to target subgroups.

Strategies	Person Responsible	Responsibilities
Progress Report/ Report Card/ Failure Report	Administrators and Counselors Teachers	Counselors run 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. Teachers will have conference with parents and students regarding the

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		failures.
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).
Early Identification	Administrators and Counselors	Those students who are overage in a particular grade can be placed in a program that accelerates acquiring the credits needed to graduate from high school.
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.
Change of Graduation Track	Administrators and Counselors	If a student has failed multiple state assessment exit exams by the end of the 10th grade, the student will be switched to the career and technical graduation track to be provided the opportunity to graduate by taking a Career and Technical Education National Certification Exam and Earn Silver or higher on the ACT Workkeys Assessment.
MTSS (multi-tiered system of supports)	MTSS Teams, Staff, Teachers, Administrators	Identify students on MTSS and add students as needed. Meet monthly to monitor these students.

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Plus Block	Administrators, Teachers, Support Staff, and Counselors	All students in grades K-8 are provided interventions to focus on individualized learning and interventions.
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 juniors will take the ACT for free.
Exit Meetings	Administrators and Counselors	An administrator or counselor from each school will meet with any student and their parent or guardian, if the student is deciding to transfer or withdraw from school to determine the reason for leaving.
Behavior Intervention	Administrators, Counselors, MTSS Team, Sped Director Edu. & Behavior Interventionists	Students who need behavior intervention services will meet and have a behavior intervention plan developed. This student will have daily monitoring while on the plan.

Subgroup Needing Additional Help Data Sources:
<p>Teacher Gradebook</p> <p>SAMS (Failure reports, grades, attendance reports, and behavior reports)</p> <p>Overage Report</p> <p>MAAP Data</p> <p>MTSS Roster</p>

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SPED Roster

Teacher Recommendations Data

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

Goal: By the end of the 2024-25 school year, we will reduce the rate to under 10%.

Initiatives	Person Responsible	Responsibilities
Cohort Booster (Graduating Juniors)	Administrators and Counselors	Identify students who are classified as juniors who could graduate that year with their cohort.
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).
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
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.
Edgenuity	Administrators and Counselors	Identify students who may need to take courses online.

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		This allows these students to work at their own pace and possibly finish sooner.
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.

Dropout Recovery Data Sources:
<p>Teacher Observations Data</p> <p>Overage Report</p> <p>Failure Report (SAMS)</p> <p>At Risk List</p> <p>Student Attendance Reports</p> <p>Student Behavior Reports</p> <p>Student Course Performance Reports</p>

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

Goal: All WBCSD administrators and faculty members will be trained in the process for transitioning a student from juvenile detention center back to the home school to help reduce the dropout rate to under 10% by the end of the 2024-2025 school year.

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Procedures	Goal	Person Responsible	Responsibilities
Procedure 1	Release/Checkout Form	Alternative School Director	Determine when the student he/she will officially be released.
			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	The counselor will meet with the student

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		Alternative School depending on location of transition period.	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.
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

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			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

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**Shaw High School Restructuring Plan
2024-2025**



***“Molding the minds of future
leaders....One **WARRIOR** at a time”***

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Shaw High School School 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 JQH - Dropout Prevention](#): 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

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annual basis to determine appropriate changes needed to impact student success.

Shaw High School Dropout Prevention/Restructuring Plan Statement of Purpose

The purpose of the Shaw High School 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.

Shaw High School Dropout Prevention/Restructuring Plan Team

Name	Position
L'Kenna Whitehead	Superintendent
Precious Redmond	Curriculum Director
Damius Robinson	Shaw High School Principal
Kerri Coleman	Shaw High School Counselor
Tracy Dunn	Alternative School Director
Keisha Phillips	Shaw High School Testing Coordinator
Marquetta Curb	MTSS Chair
Gelkanah Reed	Special Service Coordinator
Nakeshia McConnell	PBIS Chair
Team Rationale: Each team member brings background knowledge and expertise from his/her perspective field from inside and outside of a 7-12 school setting; working collaboratively this team will support Shaw High School's graduation/dropout efforts to foster success for all students.	

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Shaw High School Restructuring Plan Goals, Strategies, Supports, Monitoring, and Evaluation

The **Shaw High School Restructuring Plan** provides goals, activities, and services necessary to meet the three overarching goals of the **Mississippi Department of Education's State Dropout Prevention and Graduation Plan**: (1) Increase the state graduation rate to 85%; (2) Reduce the state dropout rate by 50%; and (3) Reduce the truancy rate by 60%.

Moreover, Goal 1 of the Shaw High School Strategic Plan is to increase the academic success of all students, which encompasses increasing student graduation rates and decreasing student dropout rates. In turn, the primary goal of **Shaw High School's 2024-2025 Restructuring Plan** has a parallel purpose of increasing success for all students with a laser focus on dropout prevention and graduation increase.

In accordance with [Miss. Code Ann. § 37-13-80](#), [West Bolivar Consolidated School District Board Policy JOH - Dropout Prevention](#) and Mississippi State Board of Education policy Part 3, Chapter 41, Rule 41.1, West Bolivar Consolidated School District and **Shaw High School's 2024-2025 Restructuring Plan** is outlined into three goals tied to data sets and applicable information areas that are required collections through the Mississippi Department of Education Early Warning System (EWS).

School Restructuring Plan Overview	
Goal 1:	Increase Shaw High School's graduation rate to above 85% by 2025.
Goal 2:	Personalize students' paths to graduation and increase positive post-secondary outcomes as evidenced by a 20% increase in students who have entered institutions of higher learning or the workforce by 2025.
Goal 3:	Begin students' paths to graduation and increase positive post-secondary outcomes earlier as evidenced by a 20% increase in the number of students who have taken and passed two MAAP areas by the time they enter 10 th grade; increase the number of 8 th grade students who score 17 or above on the ACT by 20% by 2025.
Goal 4:	Improve students' college and career readiness through focused professional development for teachers as evidenced by a 20% increase in the number of 7-12 teachers rated as Level 4 on the Mississippi Professional Growth System.

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SMART Goal				
Goal 1: Increase Shaw High School's graduation rate to above 85% by 2025.				
Focus Area: <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing	Conduct monthly student advisory meetings with character development and career readiness as focus areas	Curriculum and teaching resources	Curriculum Personnel Principal Counselor Teachers	7 th -12 th Students
Ongoing	Ensure that students in grades 7-12 complete individual success plans; focus students' curriculum choices around indicators in the success plan	Up-to-date PTGs Curriculum	Curriculum Personnel Principals Counselors	7 th -12 th students
Ongoing	Identify students who are at risk of dropping out using attendance, academic data, and behavioral data; provide ongoing Tier 2 and Tier 3 interventions to identified students beginning in 7 th grade; decrease chronic absences by 50% by 2025.	Curriculum Assessment measures Attendance data	Principal Curriculum personnel Counselors Teachers	7th-12th students

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Ongoing	Advocate multiple paths to graduation for all students based on their individual needs beginning in 9 th grade; implement intensive interventions for specified populations including special education students and English Learners; use Credit Recovery as a process to accelerate students' learning as well as to assist students in recovering missed credits due to course failure	Data (academic and behavioral) Funding for Credit Recovery program	Principal Curriculum personnel Exceptional Education Director Counselor	7 th -12 th students
Ongoing	Provide intensive remediation services for students predicted to score below passing on MAAP exams and students who have previously failed MAAP exams	Supplemental Resources for remediation	Principal Curriculum staff Teachers	9 th -12 th students

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Ongoing	Increase in the number of students who pass MAAP exams upon first administration	Increase tutorial offerings to students as needed
Ongoing	Increase in the number of students who graduate based on the use of credit recovery and/or credit acceleration	Adjust district policies and requirements as needed for the continued use of credit recovery/credit acceleration

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Ongoing	Increase in the number of students who participate in career internships	Bring mentors to schools as needed when students cannot go to actual companies (i.e., middle school students)
August 2024-May 2025	Decrease in chronic absences	Safety nets for students to complete coursework due to excused absences

SMART Goal

Goal 2: Personalize students' paths to graduation and increase positive post-secondary outcomes as evidenced by a 20% increase in students who have entered institutions of higher learning or the workforce by 2025.

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

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2024-May 2025	Begin exposure to post-secondary institutions in middle school.	Funds for field trips to colleges and universities	Curriculum staff Principal Counselor	7 th -8 th students
Ongoing	Provide quality Tier II and Tier III interventions to students who struggle with grade-level content standards before entry into 10 th grade	Remediation curricula (i.e., Edgenuity, Progress Learning, iReady, etc.)	Principals Teachers Academic Officers Curriculum Staff	7 th -9 th students
Ongoing	Provide Dual Enrollment opportunities for eligible students; increase the number of students who earn a B or higher in dual enrollment courses by 20% by 2025.	Funding for courses	Coahoma Community College, MDCC, Principal, Counselor	11 th and 12 th students

Ongoing	Identify advanced middle school students to take the ACT each year	Funding for ACT costs	Curriculum Personnel Principal Counselor	7 th -8 th students
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August 2024- May 2025	Increase the number of Career Exploration internship offerings by 30% by 2025; begin internships in 8 th grade	Volunteers to serve as business mentors Students' Individual Success Plans	Principal Counselor Local businesses and community leaders	8 th -12 th students
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Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Ongoing	Progress monitoring data, performance on MAAP assessments	Increase remediation for students who are not on track to pass MAAP exams
Ongoing	Student surveys after college visits	Expand college visits based on students' interest
Ongoing	Student status surveys after graduation	Increase offerings the following year based on previous year's status reports as needed