

Western Line School District Graduation Restructuring And Dropout Prevention Plan 2026-2027 *L.R.*





WESTERN LINE SCHOOL DISTRICT

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Dropout Prevention/Restructuring Plan Assurances Page

On behalf of Western Line School District, I hereby submit the Dropout Prevention/Restructuring 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 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.

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.

Superintendent: Lawrence Hudson [Signature] 8-4-26
Print Name Sign Name Date

School Board Chair: Jamelda F. Fulton [Signature] 8-4-26
Print Name Sign Name Date





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Dropout Prevention Team Members

Team Member	Position
LA Robinson	Drop Out Prevention Coordinator
John Henderson	RHS Assistant Principal
Kendra Hall	OBHS Assistant Principal
Courtney Ford	RHS Counselor
Tanya Cartwright	OBHS Counselor
Ashley Frazier	RSE Counselor
Aikiah Wilson	OBE Counselor
James Johnson	Assistant Superintendent
Christy Boykin	RSE Assistant Principal
Alicia Rawls	RSK Assistant Principal
Danielle Cooper	OBE Assistant Principal
Kimberly Orgeron	Vocational Representative
Lynn Lang	ALC Director
Brad Andrews	Transportation/Safety Director

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Data Analysis

Data for 24-25	Western Line	O'Bannon High	Riverside High
Graduation Rate	87.7%	89.7%	85.0%
Drop-Out Rate	9.4%	7.7%	11.7%
Enrollment	1710	449	315
Chronic Absenteeism	10.44	11.83	20.69

Data for 23-24	Western Line	O'Bannon High	Riverside High
Graduation Rate	74.2%	76.2%	72.9%
Drop-Out Rate	22.0%	19.0%	24.3%
Enrollment	1722	434	347
Chronic Absenteeism	15.03%	11.8%	28.5%

Data for 22-23	Western Line	O'Bannon High	Riverside High
Graduation Rate	83.9%	85.2%	81.3%
Drop-Out Rate	11.9 %	11.1%	12.5%
Enrollment	1678	392	365
Chronic Absenteeism	16.11%	15.24%	29.86%

Data for 21-22	Western Line	O'Bannon High	Riverside High
Graduation Rate	76.5%	81.8%	73.2%
Drop-Out Rate	15.4%	11.1%	18.3%
Enrollment	1636	380	355
Chronic Absenteeism	36.7%	48.5%	53.6%

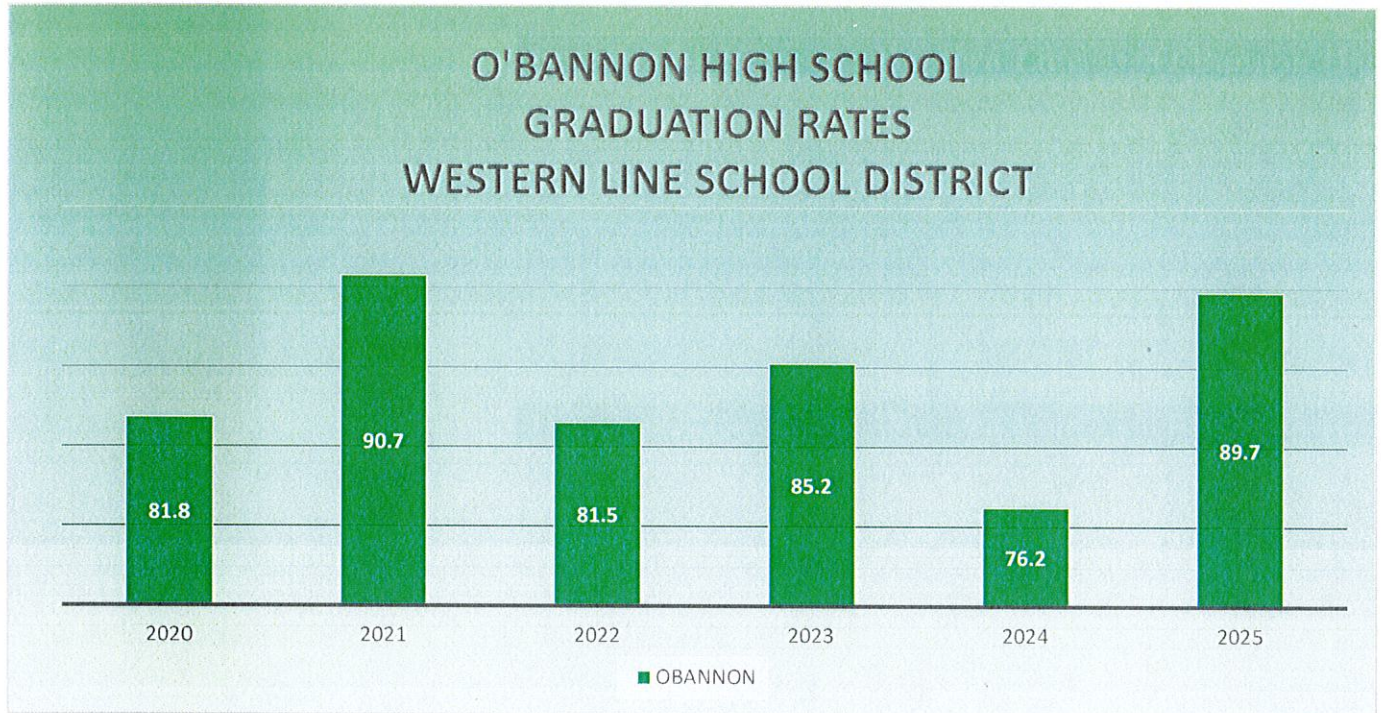
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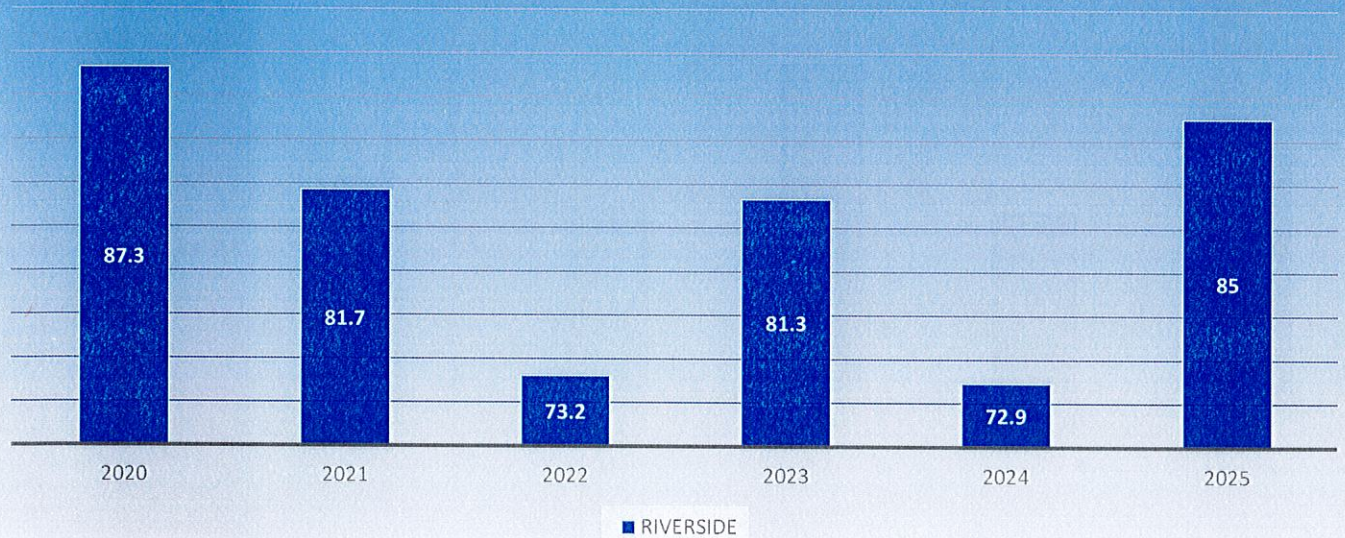


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RIVERSIDE HIGH SCHOOL GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



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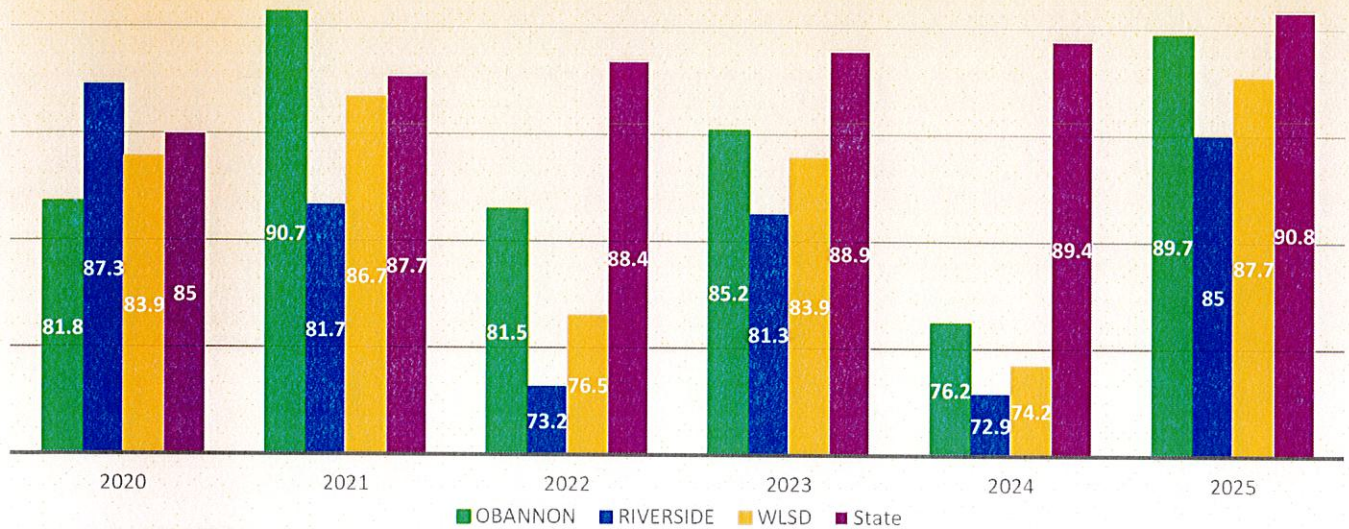


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GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



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Required Strategies:

1. Increase the success rates in kindergarten, first and second grade:

- Administer progress monitoring assessments (STAR Reading, STAR Math and iReady) and develop an Individual Reading Plan (IRP) for students who fall into the bottom two categories (red and yellow) to include strategies and progress monitoring.
- Monitor teachers to determine the level of differentiated instruction through lesson plans and classroom observations
- Parent liaison, under the supervision of the counselor, will contact parents when student's absenteeism or tardiness falls into the at-risk (sliding track) or more than 3 absences per 9 weeks. The parent liaison will report to the counselor and principal if the parent cannot be reached and if the student continues to be absent.
- Provide Parental Involvement meetings focusing on skills required for incoming kindergarten students to the parents of the pre-kindergarten students at both elementary schools.
- Provide links or copies of the parent information pamphlets to help parents understand skills students should master at each grade level. Teachers will document follow up with parents of students who do not meet benchmarks each nine-week period.
- Students failing ELA or math will receive tier 2 or 3 interventions.

2025-2026 Data	Number Retained	Percentage
O'Bannon Elementary		
Kindergarten	8	12%
1 st Grade	10	15%
2 nd Grade	5	6%
Riverside Elementary		
Kindergarten	7	14%
1 st Grade	4	9%
2 nd Grade	1	2%

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2. Subgroups that need additional assistance meeting graduation requirements:

- **Special Education Students**

- Special education students receive assistance based on the development of an annual IEP. General education teachers, special education teachers, parents and administrators (and other district personnel) come together to develop the most appropriate plan for graduation for each student. Students have a transition plan that incorporates their graduation track, their work experiences, classroom accommodation, and other behavior or education issues to guide them toward the path of career and/or college best suited for their interests and needs.

- **English Language Learners**

- English Language Learners have a language service plan that includes accommodations to assist them in the general education classes and during testing while adapting to the English Language. Through development of the ISP, school counselors work with each student during the year to select the most appropriate classes, career and diploma track.

- **Homeless**

- Counselors work directly with homeless students to ensure they are enrolled in the appropriate classes since they may not come with complete records. Title I funds are also available for purchasing specific materials to assist these students in advancing toward graduation requirements. Homeless student's parents are connected to parent liaisons and/or local agencies to help them compensate for any items or services needed to ensure the student is able to attend school.

- **Alternatively Placed Students / Students with repeated ISS placements**

- Students placed in the alternative program frequently placed in in-school solutions have an individual instructional plan are provided instruction daily from a certified teacher. Students complete work through Edgenuity, an online learning platform. Counseling is provided weekly for students in ISS and in the alternative setting as determined by their individual instruction plan or individualized education plan.

- **Students in juvenile detention centers services and return to school**

- When the student returns to school, a transition meeting is held with personnel from the detention center and the school to discuss the student's progress while in the detention center. The student meets with the counselor upon return to school before they are allowed to return to classes. Support is provided on an as needed basis beyond that point.

- **Foster Children**

- Counselors will focus on social-emotional development for children in foster homes.

2025-2026 Data	OBHS	RHS	OBE	RE
Special Education Students	39	33	87	67
English Language Learners	3	14	5	22
Homeless	2	0	1	0
OSS	133 Actions	171 Actions	24 Actions	16 Actions
ISS	62 Actions	79 Actions	34 Actions	59 Actions
Alternative Placement	12	20	3	1

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3. Students Over- Age who remain in school to graduate

2025/2026 Data

Age	O'Bannon High	Riverside High
19-21	18	9

Strategies to encourage/recover students who have the potential to or who have dropped out of school

- Completion of the ISP to encourage students to focus on their individual college and career pathway;
- Teachers meet with students and parents on a three step plan who are at risk of dropping out.
- Teacher Mentors are provided for students to encourage them to stay in and get the diploma.
- Referral to the district HSEP program for students who meet the qualifications before dropping out.
- Follow-up with the student and parent regarding MAAP remediation and assessment (if that is the reason for the non-graduation)

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4. Students who are performing below grade level in grades 1 – 8.

- a. STAR Reading, iReady reading, and iReady math are utilized as screeners to determine where each student is performing. These assessments are done 3 to 4 times each year on all students to monitor progress. Students who are deemed low performing or placed in Tier II with monitoring every 4.5 weeks or Tier III monitored weekly.
- b. The strategies involved in Tier II and Tier III will assist students in closing the gap with their peers.
- c. Curriculum interventionists will meet with parents to discuss the additional resources through the MDE parent resource site.
- d. Online instructional programs, such as iReady, etc. are available for students to work on and demonstrate progress in math and reading related subjects.



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Restructuring Plan Goals

Goal 1:	Decrease the percentage of chronic absenteeism by 4% at the end of the year through implementation of monthly themed information campaigns beginning with September, direct parental contact through voice call or face-to-face, and a reward system.
Goal 2:	Implement behavior redirection guidance to students assigned to in-school solutions and out-of-school suspensions in grades 7 - 12 to reduce students repeating those actions by 2% by the end of the school year.
Goal 3:	Provide support for students at risk of failing at the end of each nine-week period to reduce the percentage of grade level failures by 2% in grades K – 8 by the end of the school year.
Goal 4:	Implement faculty meetings to discuss at-risk students each nine weeks and track their progress with each high school.

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Goal 1: Decrease the percentage of chronic absenteeism by 4% at the end of the year through implementation of monthly themed information campaigns beginning with September, direct parental contact through voice call or face-to-face, and a reward system.

Focus Area: Attendance

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
1 year	Decrease chronic absenteeism by 4%	SAM	Building principals	Parent liaison/records clerk
		School status with extension		teachers
		MSIS		Social media manager
		Social Media		counselors
				Secretary

Plan to Progress Monitor

The plan will be monitored monthly. The district will launch a monthly social media attendance information campaign to publicize the district attendance policy along with the importance of attendance. Each building will monitor contacting the parents of students who miss more than 3 unexcused days during a nine-week period as well as develop a monthly attendance reward system. Students with perfect attendance will be posted on the district Facebook page.

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
May 2027	Percentage decrease	Change rewards
		Find other means to publicize
		Change method of parental contact

2025-2026 Chronic Absenteeism Data

OBHS	RHS
11.83%	20.69%

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Goal 2: Implement behavior redirection guidance to students assigned to in-school solutions and out-of-school suspensions in grades 7 – 12 to reduce students repeating those actions by 2% by the end of the school year.

Focus Area: Behavior

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
1 year	Reduce repeat offenders by 2%	SAM	Principal	Assist. Principal
		Outside counseling agencies	Assist. Principal	Counselor
				ISS Instructor
				Area Counseling Agencies

Plan to Progress Monitor

The goal will be monitored monthly. Group and individual check-ins/counseling will be provided for students in in-school solutions and out-of-school suspensions. Students in ISS will receive the service at a minimum once a week while students assigned OSS will receive the service upon their return to school. Administration (or assign someone) will contact parents about the incidents leading to ISS and/or OSS to explain the severity of the incident as well as the consequences if future incidents occur.

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
May 2027	Decrease in students repeating ISS and/or OSS	Involve mentor teachers
		Provide district wide conflict resolution training
		Implement restorative practices school-wide

2025/2026 Repeat Assignments of ISS and/or OSS

	Actions	Percentage
OBE	2	1%
RSE	0	2%
OBHS	33	9%
RHS	47	16%

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Goal 3: Provide support for students at risk of failing at the end of each nine-week period to reduce the percentage of grade level failures by 2% in grades K – 11 by the end of the school year.

Focus Area: Course Performance

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
1 year	Reduce grade level failures by 2%	SAM	Principal	Teachers
		School status	teachers	Counselors

Plan to Progress Monitor

The goal will be monitored at the end of each nine-week period. Teachers with the support of counselor (if available) will utilize school status, but preferably documented direct contact to inform parents their child is failing a class at a minimum at the end of each nine-week period. Parents will be provided with resources available in the district as well as school level resources to support the efforts to keep the student on track.

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
May 2027	Decrease in number of class failures leading to decrease in grade level failures	More intense support strategies

O'Bannon Campus Data			Riverside Campus Data		
Grade	Failures	Percentage	Grade	Failures	Percentage
K	8	12%	K	6	13%
1	10	15%	1	6	11%
2	5	6%	2	2	4%
3	11	18%	3	7	13%
4	7	8%	4	1	2%
5	5	9%	5	5	9%
6	6	8%	6	1	1%
7	17	25%	7	3	5%
8	12	15%	8	0	0%
9	1	1%	9	1	2%
10	0		10	0	
11	0		11	0	

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Goal 4: Implement faculty meetings to track the progress of at-risk students once per nine weeks with each high school focusing on decreasing the largest demographic of dropouts. (see charts on previous page for demographics)

Focus Area: Attendance/Behavior/Course Performance

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
1 year	Reduce by 2%	SAM	Principal	Assist. Principal
		Faculty discuss groups	Assist. Principal	Counselor
				teachers

Plan to Progress Monitor

The goal will be monitored each nine weeks. Each building is responsible for scheduling a meeting with the staff during conference periods or at another time when grade groups are able to gather to discuss students who fall into the at-risk category. Strategies will be discussed to help the students improve in areas where needed to decrease the potential of the student dropping out of school.

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
May 2027	Decrease in dropout rates.	Involve mentor teachers
		Provide district wide conflict resolution training
		Implement restorative practices school-wide