



WEST POINT CONSOLIDATED SCHOOL DISTRICT

Dropout Prevention & Restructuring Plan

2024-2025

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VISION

All students will be successful.

WPCSD Mission Statement

The mission of the West Point Consolidated School District is to provide an educational system characterized by innovation, individualized instruction, and shared responsibility in a safe and supportive environment.

West Point Consolidated School District Dropout Prevention and Restructuring Plan

The West Point Consolidated School District’s(WPCSD) 2024-2025 Dropout Prevention and Restructuring Plan is a collaborative plan developed by the WPCSD Dropout Prevention and Restructuring Team for identifying students in danger of dropping out of school the WPCSD Dropout Prevention and Restructuring Team recognizes that this is a “fluid” plan which will require continuous monitoring and revisions in order to best meet the needs of our students and thus decrease the number of students at risk for dropout and increase graduation rates.

WPCSD Team Member	Position	Signature
Jermaine Taylor	Superintendent	
Reita M. Humphries	Assistant Superintendent/ Instruction and Federal Programs	
Kendall Pickens	Assistant Superintendent of Operations	
Temeka Shannon	Principal, WPHS-S	
Shameeka Deanes	Principal, WPHS-N	
Patrick Ray	Director, Career and Technology Center	
Richard Bryant	Principal, Learning Center	
Talisha Randle	Principal, Fifth Street	
Trenice Brownlee	Principal, West Clay Elem	
Lucy McKellar	Principal, South Side Elem	
Jon Oswalt	Principal, Church Hill Elem	
Jaqueline Gray	Principal, East Side Elem	

Summary of Data Considered

The WPCSD Dropout Prevention-Restructuring team considered various data points during the development of this plan. Data information included aspects of:

- Attendance Rate
- Truancy Rate
- Mobility Rate
- Graduation Rate
- Dropout Rate
- Disciplinary Infraction Rate
- School Population
- Economically Disadvantaged
- At-Risk Special Populations
- Students with Disabilities
- Subgroup demographics and achievement gaps
- Teacher Attendance
- Suspension Rate
- Grade Point Average
- Reading and Math Scores
- Policy statements regarding district-level dropout prevention strategies
- Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school

Research indicates a student's decision to drop out of school is a gradual process that starts well before high school. Therefore, it's important to identify at-risk students and provide support that leads to increasingly successful engagement in school as early as possible. The WPCSD Dropout Prevention-Restructuring Team reflects the West Point Consolidated School District's Leadership Team's vision and mission statement that all children deserve a quality education. Members of the WPCSD Dropout Prevention-Restructuring Team bring together a wealth of experience and knowledge for identifying students' needs and developing strategies to meet those.

Team Membership Rationale:

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team?
Jermaine Taylor	Superintendent	Knowledge of district wide curriculum, attendance, operations, and programs
Reita M Humphries	Assist. Supt.	Knowledge of Instruction, Federal Programs, and at-risk special populations
Kendall Pickens	Assist. Supt.	Knowledge of district's operations (Technology, Transportation, Maintenance and Child Nutrition), middle and high school curriculum
Temeka Shannon	Principal	Knowledge of high school curriculum, Carnegie units, student body, graduation requirements, MTSS, attendance
Shameeka Deanes	Principal	Knowledge of 8 th -9 th curriculum, student body, Carnegie units, MTSS, attendance
Patrick Ray	Director	Knowledge of workforce and industry, student body, local and state industry certification requirements
Richard Bryant	Principal	Knowledge of elementary, middle, and high school curriculum, student body, MTSS, attendance
Talisha Randle	Principal	Knowledge of middle school curriculum, student body, MTSS, attendance
Lucy McKellar	Principal	Knowledge of elementary curriculum, student body, MTSS, attendance
Trenice Brownlee	Principal	Knowledge of elementary curriculum, student body, MTSS, attendance
Jon Oswalt	Principal	Knowledge of elementary curriculum, student body, MTSS, attendance
Jacqueline Gray	Principal	Knowledge of early childhood education curriculum (PreK-K), student body, MTSS, attendance

Dropout Prevention and Restructuring Plan

Research has identified attendance, behavior and course performance are proven data points to use when determining the likelihood of a student graduating from high school. Attendance data includes absences, tardies, and early check-outs which cause students to fall behind in their coursework, resulting in falling grades. Poor attendance may indicate health, family, or other issues that are distracting the student. Behavior issues can indicate that a student is disengaged with the school environment, challenging school personnel to create ways to reignite interest in school for the student. Outside influences such as homelessness, working jobs, abuse or neglect in the home, drug abuse, mental health issues, and bullying are considered when determining causal factors for behavioral issues. Suspensions can make it difficult for a student to catch up on material missed. Course failure and overall grade point average correlate with student probability of graduating from high school on time. Disengagement at the classroom level can be indicated through poor course performance. Teacher effectiveness is considered when addressing engagement issues.

District List of Specific Data	
	ADA Rate – School Status
	Behavior-Discipline Record in School Status/SAM
	Graduation Rate - SAM
	Percentage of students with disabilities - SAM
	Student School Based Diagnostic and Benchmark Assessments
	Student Classroom/Course Grades

WPCSD Restructuring Plan Goals	
Goal 1:	Increase attendance rate by 10%
Goal 2:	Reduce the number of office referrals by 10%
Goal 3:	Increase the number of students scoring proficient on benchmark/state assessments by 5%

WPCSD SMART Goals

Goal 1: Increase attendance rate by 10%

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?)	Administrative Assistant and Data clerk will monitor ADA to identify when students have more than 5 unexcused absences. They will notify the Attendance Officer. Parents will be contacted about unexcused absences by either a site-based clerical worker or the automated calling system in SAM.	
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?)	Student ADA will be measured with daily attendance being taken at the school level. ADA data will populate in School Status Reports daily.	
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 but may need modifications due to unforeseen circumstances.	
R	Relevant	R – is the goal relevant to performance expectations?	The goal is relevant. ADA is a factor that contributors to student academic success.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Student absences will be monitored daily. The leadership team will discuss, and the school board will be updated as needed.	
Implementation Plan				
August 2023 – May 2024	Daily monitoring of ADA. The Dropout Prevention plan will be publicized on the district websites.	School Status, SAM, Administrative Assistants, Data Clerk, Attendance Officer, all data point reports	District Leadership Team (DLT)	Administrative Assistants, Data Clerk, Attendance Officer
District Dropout Prevention Team meets as needed.	Review data points, identify issues, prepare report for school board	Schools' attendance and referral reports from SAMS and/or School Status Students' grading reports	Building Administrators, District Leadership Team	Building Administrators and DLT
School Dropout Prevention Teams meet as needed.	Review data points, identify issues, match interventions for needs	Schools' attendance and referral reports from digital resources	Building Administrators, District Leadership Team	Building Administrators

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly School Board Meetings	Data point reports will be extracted from digital resources.	The School Board may change the frequency of the data presentations.
School Dropout Prevention Teams as needed.	Data analyzed to identify struggling students; interventions will be identified to meet student's needs	Possible closure due to unforeseen circumstances.

WPCSD SMART Goals

Goal 2: Reduce the number of office referrals by 10%

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 school administrator will review the student behavior history when addressing a discipline referral.		
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?)	The goal is to reduce the number of office referral by 10%. The Dropout Prevention Team will report the number of office referrals to the WPCSD Leadership Team to adjust strategies and to the school board as needed.		
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Monitoring the number of referrals continuously will allow for more efficient identification and addressing of trends. Principals and Leadership Team members will need to ensure the focus remains at the forefront of our data analysis.		
R	Relevant	R – is the goal relevant to performance expectations?	The goal is relevant and achievable. Reaching this goal will have a positive impact on student achievement since the student will be in the classroom receiving instruction rather than in the office for discipline reasons.		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Reports to the school board as needed. In depth data review by the WPCSD Leadership Team as needed. School board data reporting and Leadership data reviews begin in August and end in June.		
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2024 - June 2025		Leadership Team reviews discipline data and reports to the school board as needed.	Schools' attendance and referral reports from digital resources	Building Administrators, District Leadership Team	Building Administrators, District Leadership Team
District Dropout Prevention Team meets as needed.		Review data points, identify issues, prepare report for school board	Schools' attendance and referral reports from digital resources	Building Administrators, District Leadership Team	Building Administrators, District Leadership Team
School Dropout Prevention Teams meet as needed.		Review data points, identify issues, match interventions for needs	Schools' attendance and referral reports from digital resources	Building Administrators, District Leadership Team	Building Administrators, District Leadership Team

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2024 - June 2025	Reduction in number of referrals each month.	Strategies/Consequences may need revising if it is evidence of ineffectiveness.
School Dropout Prevention Teams meet as needed.	The team will review discipline data to identify students with discipline issues. Interventions will be started that will meet the need of the students.	Strategies/Consequences may need revising if there is evidence of ineffectiveness.

WPCSD SMART Goals

Goal 3: Increase the number of students scoring proficient on benchmark/state assessments by 5%

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 building administrators and counselors will review the student assessment data to identify students in need of additional support
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?)	The goal is to reduce the number of students in Tier 3 interventions by 5%. The Dropout Prevention Team will report the number of Tier 3 interventions to the WPCSD Leadership Team to adjust strategies and to the school board as needed.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Monitoring the number of Tier 3 intervention referrals each nine weeks will allow for more efficient identification and addressing of trends. Building Administrators and Leadership Team members will need to ensure the focus remains at the forefront of data analysis.
R	Relevant	R – is the goal relevant to performance expectations?	The goal is relevant and achievable. Reaching this goal will have a positive impact on student achievement.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Reports to the school board as needed. In depth data review by the WPCSD Leadership Team as needed. Monitoring will begin in August and end in June.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2024 - June 2025	Data reviews, interventions, reports	Schools' attendance and referral reports from digital resources	Building Administrators, District Leadership Team	Building Administrators, District Leadership Team
District Dropout Team will meet as needed.	Review data points, identify issues, prepare report for school board	Schools' attendance and referral reports from digital resources	Building Administrators, District Leadership Team	Building Administrators, District Leadership Team
School Dropout Prevention Teams meet as needed.	Review data points, identify issues, prepare report for school board	Schools' attendance and referral reports from digital resources	Building Administrators, District Leadership Team	Building Administrators, District Leadership Team
District Dropout Team reports data to school board as needed.	Provide data report to school board	Schools' attendance and referral reports from digital resources	Building Administrators, District Leadership Team	Building Administrators, District Leadership Team

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2024 - June 2025	Increase in percentage of students scoring proficient and above on the school-based progress monitoring and benchmark assessments	Plans will be revised as needed.
School Dropout Prevention Teams meet as needed.	Increase in percentage of students scoring proficient and above on the school-based progress monitoring and benchmark assessments	Plans will be revised as needed.

School Restructuring Plan

School Team Members	Position
Temeka Shannon	Principal, High School South
Shameeka Deanes	Principal, High School North
Patrick Ray	Director, Career & Technology
Talisha Randle	Principal, Fifth Street
Trenice Brownlee	Principal, West Clay Elem
Lucy McKellar	Principal, South Side Elem
Jon Oswalt	Principal, Church Hill Elem
Jacqueline Gray	Principal, East Side Elem
Richard Bryant	Principal, Learning Center

School Restructuring Plan Goals	
Goal 1:	Increase the graduation rate by 3% by reducing retention rate in grades PreK-8.
Goal 2:	Reducing the school truancy and dropout rate by 10% by identifying potential students who are at risk of dropping out.
Goal 3:	Increase the number of students scoring above basic on benchmark/state assessments and increase ACT Scores by 10%
Goal 4:	Enhance the partnership between the home, the school, and the community.

List of Data Analyzed			
Common Benchmark Assessments			
MAAP Score Reports			
ACT Reports			
Attendance Reports			
Discipline Reports			
Students Grade Reports			
SMART Goal Planning Template			
Goal 1: Increase the graduation rate by 3% by reducing retention rate in grades PreK-8.			
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> 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?)	Administrators and teachers will implement high quality Tier 1 and 2 instructions for all students. Special attention will be given to students in the bottom 25% in grades PreK-8 that will receive skill remediation in both ELA and mathematics.
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?)	Assess students’ academic performance in mathematics and reading and provide data needed for instructional decisions. Utilize individual student diagnostic, instructional planning, progress monitoring, and goal planning for students.
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 but may need modifications due to unforeseen circumstances. The district is offering face-to-face instruction.
R	Relevant	R – is the goal relevant to performance expectations?	Yes, the goal is relevant. The multiple retentions in the early grades often lead to lower graduation rates and higher dropout rates.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when this goal will be accomplished?)	MTSS meetings at the individual school level, reports to the superintendent (or his designee) as needed, and end-of the year meetings with administrators as students transfer to the next building.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2024 – June 2025	Data reviews and Multi-Tiered interventions	Benchmark assessments, grade reports, attendance reports	Building Level Administrator	Teachers, MTSS Coordinators, Interventionists, Parents
School Dropout Prevention Teams (SDPT) meet as needed.	Review data points, identify issues, match interventions for needs	Benchmark assessments, grade reports, attendance reports	Building Level Administrator	Teachers, MTSS Coordinators, Interventionists, Parents
Plan to Progress Monitor <ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
Monthly reports from SDPT	<ol style="list-style-type: none"> 1. Data point reports will be extracted from digital resources. 2. Data analyzed to identify struggling students; interventions will be identified to meet student's needs. 		Administrators may change the frequency of the data presentations by MTSS, parent meetings, and make adjustments as needed.	

SMART Goal Planning Template

Goal 2: Reducing the school truancy and dropout rate by 10% by identifying potential students who are at risk of dropping out.

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?)	Administrators, teachers, and counselors will utilize data systems that track students' grades, progress, attendance, and behavior. Students Administration Manager (SAM), School Status, Attendance reports, and Benchmark Assessments
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?)	Success will be measure by increases in the end-of-year graduation rates. Higher attendance rates,
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, but due to unforeseen circumstances, school administrators will need to work through challenges to ensure that students are learning and attending school.
R	Relevant	R – is the goal relevant to performance expectations?	Yes, the goal is relevant. The graduation rate and ADA is affected by at-risk student's lack of interest in school.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Student attendance, grades, and behavior is carefully monitored using the Student Administration System (SAM). All testing data will be reviewed as assessments are given.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2024 – June 2025	Daily monitoring	SAMS, Benchmark Assessments IXL, STAR Assessments Go Green Sheets	Building Level Administrators	Teachers Counselors, Attendance Officers

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly reports from SDPT	Data analyzed to identify potential at-risk students; interventions will be given to student's demonstrate a high risk of failing/dropping out.	Administrators may change the frequency of the data presentations by MTSS, parent meetings, and make adjustments as needed.

SMART Goal Planning Template

Goal 3: Increase the number of students scoring above basic on benchmark/state assessments and increase ACT Scores by 5%

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 building administrators will review benchmark data to identify students in need of additional support and increase college/career awareness for all students
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?)	The goal is to identify students who are at-risk of having a low performance score and provide interventions to increase academic success. Increases in post-secondary enrollment through college/career interest inventories and site visits. Administrators will provide students with academic support and college/career exposure.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Monitoring discipline referrals and attendance to make sure students are attending school and completing assignments. The lack of urgency and focus are possible barriers. Building Administrators will need to ensure the urgency for success and focus remains at the forefront of all data analysis.
R	Relevant	R – is the goal relevant to performance expectations?	The goal is relevant, achievable, and will have a positive impact on student achievement and post-secondary success.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when this goal will be accomplished?)	Data reviews by building administrators, teachers, and academic coaches will be as needed. Monitoring will begin in August and end in June.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2024 – June 2025	Data reviews and intervention implementations	Go Green Sheets, ACT Reports, Career Interest Inventory, Benchmark assessments, State Assessments from previous year.	Building Level Administrators	Teachers, Academic coaches, Student advisory committees
SDPT meets weekly/monthly and at the end of each grading period	Review data points, identify issues, prepare report for district leadership team and school board.	Benchmark assessments, State Assessments from previous year.	Building Level Administrators	Building/District Level Administrators

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2024 - June 2025	Increase in percentage of students scoring proficient and above end-of-course assessments and an increase in the composite scores on the ACT.	Building administrators will make adjustments as needed.
School Dropout Prevention Teams meet after each grading period	Increase in percentage of students scoring proficient and above end-of-course assessments and an increase in the composite scores on the ACT.	Building administrators will make adjustments as needed.

SMART Goal Planning Template

Goal 4 (If Applicable): Enhance the partnership between the home, the school, and the community by increasing attendance by 5%.

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?)	Provide opportunities for the schools, home, and community to communicate and discuss options to increase the academic success and lower the dropout rate of all students.
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?)	Increase in community support, attendance to school/district meetings and Parent Conferences.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Yes, this goal is achievable. The support from school to home and school to community is needed to increase the success of all students.
R	Relevant	R – is the goal relevant to performance expectations?	The goal is relevant to the performance of the school and the growth of the community.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Active Parent and School Status are utilized. Also, postings on the WPCSD website and Facebook Page are updated as needed.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2024 – June 2025	Scheduled Yearly meetings	Active Parent School Status WPCSD Website and Facebook Page	Building Level Administrators, District SDPT	Teachers, Parents, Community partners,

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2024 – June 2025	Increase in the number of parents and community partners who are supporting the efforts of the school.	Adjustments for making meetings accessible for parents and community partners.

Dropout Prevention and Restructuring Plan Assurances

On behalf of West Point Consolidated 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.

District Superintendent: Jermaine Taylor _____ Date: _____

School Board Chair: Gene Brown _____ Date: _____