



Western Line
SCHOOL DISTRICT

Graduation Restructuring And Drop-out Prevention Plan 2024-2025



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*“When we accept the unacceptable,
we compromise our values.
Let’s lead with integrity and accountability.”*



Board of Directors

Jamelda Fulton, Board President; Larry Franklin, Board Vice President; Ruth Ann Evans, Board Secretary;
Gregory Welch, Board Member; Norma McDavid, Board Member

Dr. Lawrence M. Hudson
Superintendent

James D. Johnson
Assistant Superintendent

www.westernline.org

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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.

District Superintendent: Print name here Sign name here
Date here

School Board Chair: Print name here Sign name here
Date here

Drop-Out Prevention Team Members

Team Member	Position
Shelia Middleton	Drop Out Prevention Coordinator
John Henderson	RHS Assistant Principal
Takisha Williams	OBHS Assistant Principal
Courtney Ford	RHS Counselor
Tanya Cartwright	OBHS Counselor
Ashley Frazier	RSE Counselor
James Johnson	Assistant Superintendent
Kendra Hall	RSE Assistant Principal
Danielle Cooper	OBE Assistant Principal
James Branning	Vocational Representative
Lynn Lang	ALC Director

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Data Analysis

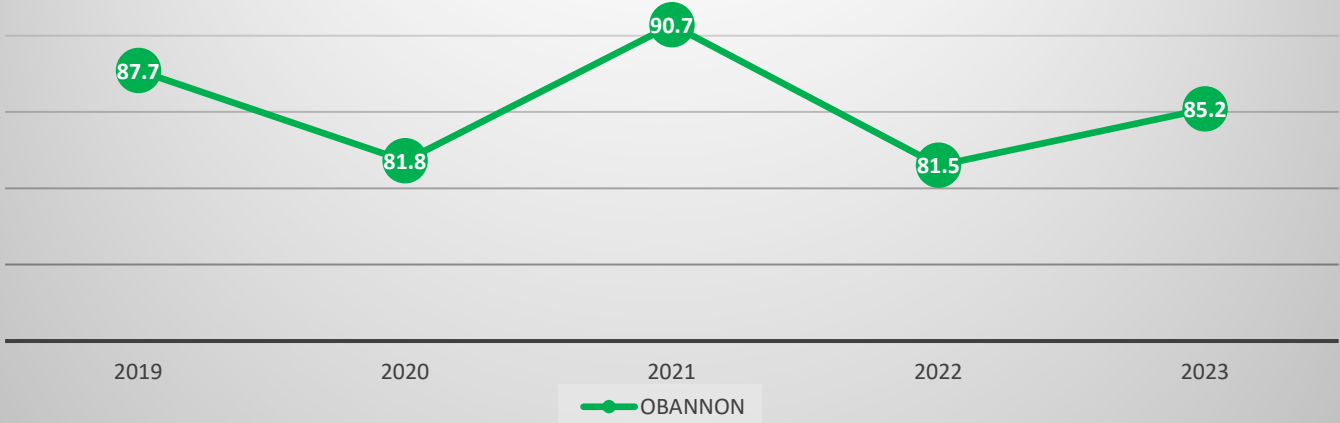
Data for 22-23	Western Line	O'Bannon High	Riverside High
Graduation Rate	83.9%	85.2%	81.3%
Drop-Out Rate	11.9%	11.1%	12.5%
Enrollment	1678	392	365
Chronic Absenteeism	16.11%	15.24%	29.86%

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%

Data for 20-21	Western Line	O'Bannon High	Riverside High
Graduation Rate	86.7	90.7	81.7%
Drop-Out Rate			
Enrollment	1704	415	381
Chronic Absenteeism	14.6%	21.9%	22.7%

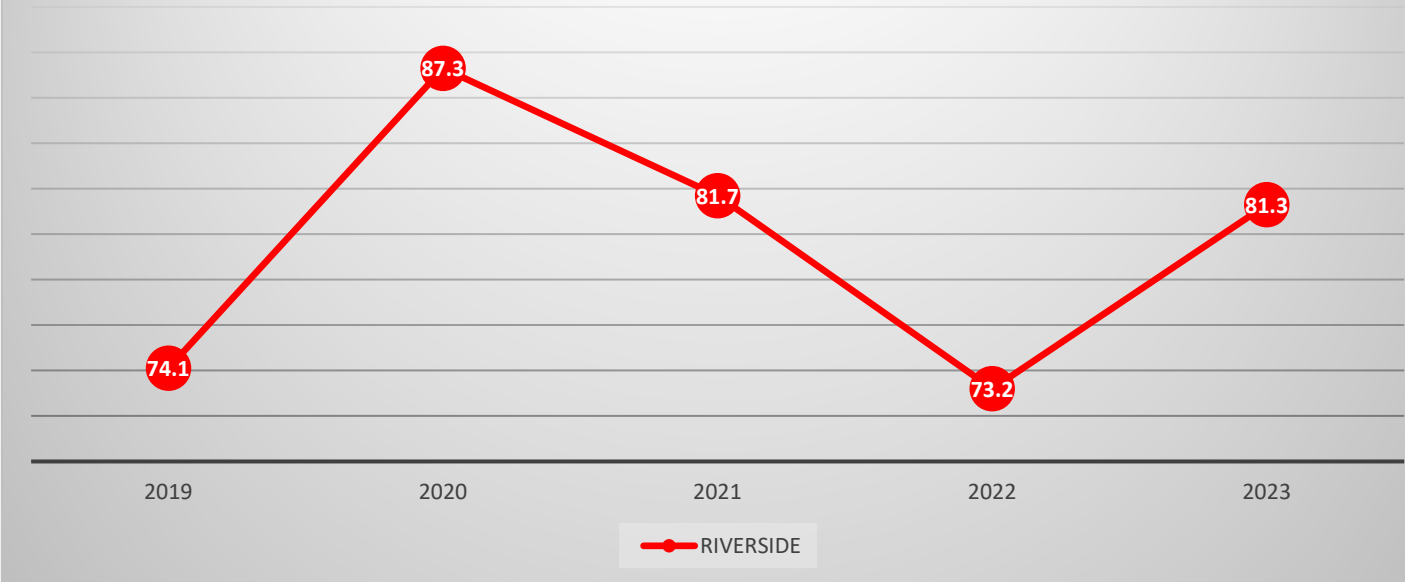
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O'BANNON HIGH SCHOOL
GRADUATION RATES
WESTERN LINE SCHOOL DISTRICT



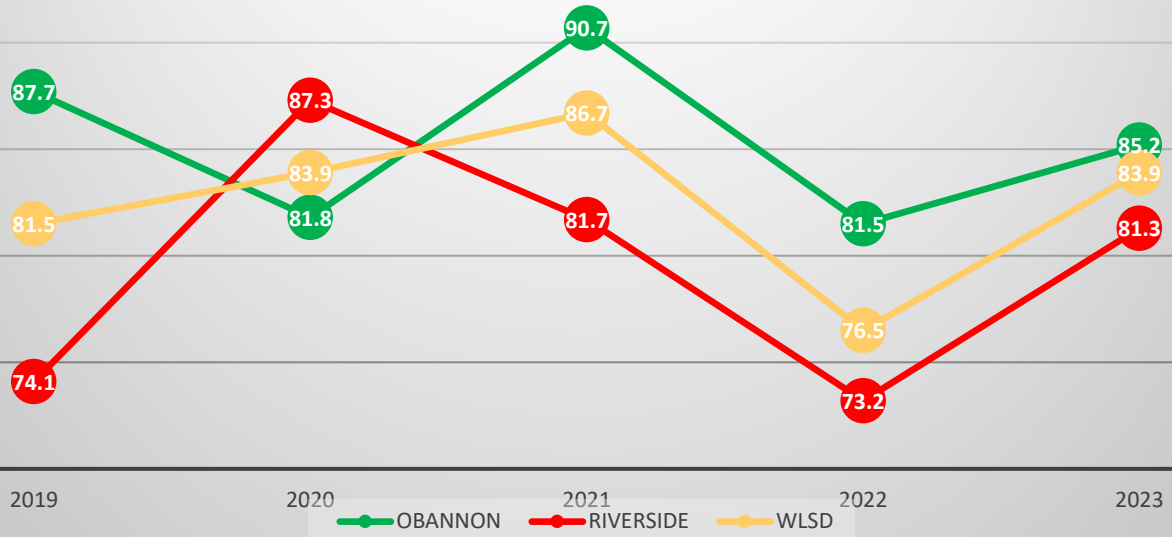
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RIVERSIDE HIGH SCHOOL GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



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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 and Star Math) 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 and/or 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.
- 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.

2023-2024 Data

	Number Retained	Percentage
O'Bannon Elementary		
Kindergarten	8	11%
1 st Grade	8	11%
2 nd Grade	1	1%
Riverside Elementary		
Kindergarten	8	14%
1 st Grade	7	15%
2 nd Grade	2	4%

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 or who are frequently placed in in-school solutions have an individual behavior plan. The students are provided instruction daily from a certified teacher. The students complete work through our online Learning Management System, Schoology or through Edgenuity, an online learning platform that provides online instruction. Counseling is provided weekly for students in ISS and in the alternative setting as determined by their individual instruction plan or individualized education plan (for exceptional education students).

2023-2024 Data	O’Bannon High School	Riverside High School
Special Education Students	36	30
English Language Learners	1	6
Homeless	1	0
OSS	181 Actions	157 Actions
ISS	75 Actions	118 Actions
Alternative Placement	10	5

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

2023/2024 Data

Age	O'Bannon High	Riverside High
19-21	12	15

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;
- Counselors and principals meet with parents and students 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)

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

- a. Star Reading and Star 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 or Tier III, will receive screeners every two weeks.
- 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 and their strongreadersms.com website.
- d. Online instructional programs, such as IReady, My Reading Coach, etc. are available for students to work on and demonstrate progress in math and reading related subjects.

Restructuring Plan Goals	
Goal 1:	Decrease the percentage of chronic absenteeism by 3% at the end of the year through implementation of information campaigns, direct parental contact, 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 5% 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 5% in grades 1 – 8 by the end of the school year.

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Goal 1: Decrease the percentage of chronic absenteeism by 3% at the end of the year through implementation of information campaigns, direct parental contact, and a reward system.

Focus Area: Attendance

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

Plan to Progress Monitor

The plan will be monitored monthly. The district will launch a 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.

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
May 2024	Percentage increase by 3%	Change rewards
		Find other means to publicize
		Change method of parental contact

2023/2024 Chronic Absenteeism Data	
OBHS	RHS
19.86%	35.65%

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Goal 1: 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 5% 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	SAM	Principal	Assist. Principal
		Outside counseling agencies	Assist. Principal	Counselor
				ISS Instructor
				Marion Counseling

Plan to Progress Monitor

The plan 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.

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
May 2024	Decrease in students repeating ISS and/or OSS	Involve mentor teachers

2023-2024 Data	O’Bannon High School	Riverside High School
OSS	181 Actions	157 Actions
ISS	75 Actions	118 Actions

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Goal 1: 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 5% in grades 1 – 8 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 5%	SAM	Principal	Teachers
		School status	teachers	Counselors

Plan to Progress Monitor

The plan 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 2024	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
1	8	12%	1	7	16%
2	1	13%	2	2	4%
3	13	27%	3	9	16%
4	6	8%	4	4	9%
5	6	10%	5	2	3%
6	6	10%	6	2	4%
7	13	14%	7	8	13%
8	3	4%	8	7	12%
Total	56	10%	Total	41	10%

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