

Jackson County School District

Dropout Prevention Plan

2016-2017

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Dropout Prevention Plan

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Section I: School Board Approval

- School Board Signatures

Section II: JCSD Dropout Prevention Plan

Note: The plan includes district and school-level plans in one document.

Section I: School Board Approval

BE IT FURTHER RESOLVED, that a copy of this document be spread upon the minutes of this Board of Education.

2016 Dropout Prevention Plan

The above and foregoing document approving the 2016-2017 JCSD Dropout Prevention Plan came before the Board of Education of the Jackson County School District at its meeting held on the 17 day of ~~September~~ ^{October}, 2016, upon the motion of Frisbie, duly seconded by Dickerson.

The attendance and voting of the members of this Board of Education on said document is recorded as follows:

<i>Board Member</i>	<i>For</i>	<i>Against</i>	<i>Abstain</i>	<i>Absent</i>
Kenneth A. Fountain	✓			
Glen A. Dickerson	✓			
Troy E. Frisbie	✓			
Karen R. Tolbert	✓			
J. Keith Lee	✓			

DOCUMENT APPROVED AND ADOPTED, this the 17th day of October, 2016.

BOARD OF EDUCATION OF THE
JACKSON COUNTY SCHOOL DISTRICT

ATTEST:

Karen R. Tolbert

BOARD SECRETARY

Karen R. Tolbert

Kenneth A. Fountain

BOARD PRESIDENT

Kenneth A. Fountain

Section II: JCSD Dropout Prevention Plan

Jackson County School District - 3000

DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2016

Stated Dropout Prevention Objectives Addressed: District-Level Required Components

Performance Indicators	Data Sources	Baseline Data	Timeline	Met Yes or No	Actual Annual Increase	Activities
1. Reducing the retention rates in grades kindergarten, first, and second grades	MSIS showing retention rates	Retention rates are less than 5% in grades K-2.	The number of students retained in K-2 grades will remain at or below 5% by May 2017.	On-going	On-going	<ol style="list-style-type: none"> BEL3 Consulting – Selected K-2 teachers will receive high-quality literacy professional development training. This is a continuation from the 15-16 school year. LETRS Training – All K-2 teachers must complete all 3 phases of the LETRS training by July 2017. More than 90% of these teachers have successfully completed LETRS training. The rest will complete the unfinished phases through GCEIC. I-Ready and Ready Reading instruction will take place in all K-2 classrooms.
2. Targeting subgroups that need additional assistance to meet graduation requirements	Graduation Rate Data	82.9% (2015) graduation rate	The number of students who dropout will be reduced by May 2017.	Yes, On-going	88.5% (2016) grad. rate	<ol style="list-style-type: none"> Encourage students to take the new SREB Math and English courses which will substitute for remedial college courses if a student has a low ACT score. Mentoring programs where teacher mentors will adopt “at-risk” students to meet individual needs and offer encouragement to help them toward successful promotion/ graduation. Provide credit accrual and recovery courses through Edgenuity to provide assistance in meeting graduation requirements.

Jackson County School District - 3000

DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2016

Stated Dropout Prevention Objective Addressed: Design Principal 1: Ready for College and Career

Performance Indicators	Data Sources	Baseline Data	Timeline	Met- Yes or No	Actual Annual Increase	Activities
<p>ECHS: High School Courses of Study – All courses will be taught at an advanced level and all students will earn credit for math and science courses beyond the four required courses.</p>	<p>Acceleration data (First year of Acceleration data)</p>	<p>28.7 Acceleration accountability points</p>	<p>The number of Acceleration accountability points will increase by 2017-2018</p>	<p>N/A</p>	<p>N/A</p>	<ol style="list-style-type: none"> February Recruitment Day – Teachers of advanced courses set up a table on scheduling day to recruit students in Adv., HR, AP, and DC courses. Individual Scheduling – Counselors meet with each rising 9-11 grader to plan their schedule and encourage students to take advanced courses and more math and science courses.
<p>SMHS: College Going Culture (1.7) - Provide multiple mandatory visits to two or four year institutions throughout the school year.</p>	<p>College and Career Readiness accountability data (First year of College and Career Readiness data)</p>	<p>39.1 Readiness accountability points</p>	<p>College and Career Readiness accountability points will increase each year.</p>	<p>N/A</p>	<p>N/A</p>	<ol style="list-style-type: none"> 9th grade students will participate in a field trip to MGCCC in Gautier. 10th grade students will participate in field trips to USM and William Carey. 11th grade students will participate in field trips to USA and Spring Hill College. 12th grade students will have weekly access to “Get to College” staff members to help them plan their college visitation days.

<p>SMHS: High School Course of Study – (1.2) The school will implement the academic supports necessary for every student to succeed and graduate college and career ready.</p>	<p>College and Career Readiness accountability data (First year of College and Career Readiness data)</p>	<p>39.1 Readiness accountability points</p>	<p>College and Career Readiness accountability points will increase each year.</p>	<p>N/A</p>	<p>N/A</p>	<p>1. Encourage students to take the new SREB Math and English courses which will substitute for remedial college courses if a student has a low ACT score.</p>
<p>SMHS: College Going Culture – (1.11) Students will be paired with professionals in high growth, sustainable wage fields in a formal mentoring program</p>	<p>College and Career Readiness accountability data (First year of College and Career Readiness data)</p>	<p>39.1 Readiness accountability points</p>	<p>College and Career Readiness accountability points will increase each year.</p>	<p>N/A</p>	<p>N/A</p>	<p>1. “Lunch and Learn” mentoring program will be established in which students will be paired with professionals during lunches to build relationships and knowledge of sustainable wage fields of career.</p>
<p>VHS: College Credit – (1.6) Most students will enroll in some college courses while attending VHS.</p>	<p>Acceleration accountability data (First year of Acceleration data)</p>	<p>51.1 Acceleration accountability points</p>	<p>The number of Acceleration accountability points will maintain or increase by 2017-2018.</p>	<p>N/A</p>	<p>N/A</p>	<p>1. More students will be recruited to enroll in college courses through providing a parent and student informational meeting with MGCCC in Jackson County.</p>

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2016

Stated Dropout Prevention Objective Addressed: Design Principal 2: Require Powerful Teaching and Learning

Performance Indicators	Data Sources	Baseline Data	Timeline	Met- Yes or No	Actual Annual Increase	Activities
<p>VHS: Instruction – (2.4) Resources will be adopted regularly to address learning differences in students.</p>	<p>College and Career Readiness accountability data (First year of College and Career Readiness data)</p>	<p>45 Readiness accountability points</p>	<p>College and Career Readiness accountability points will maintain or increase each year.</p>	<p>N/A</p>	<p>N/A</p>	<p>1. Teachers will participate in regular faculty meetings to focus specifically on powerful teaching strategies.</p>

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2016

Stated Dropout Prevention Objective Addressed: Design Principal 3: Personalization

Performance Indicators	Data Sources	Baseline Data	Timeline	Met- Yes or No	Actual Annual Increase	Activities
<p>VHS: Affective and Academic Support – (3.2) Students will be connected with teacher advisors.</p>	<p>Student/Teacher advisor assignments, meeting sign-in sheets and agendas, lesson plans</p>	<p>Documents were reviewed.</p>	<p>Groups will be created and assigned by August 2016.</p>	<p>Yes</p>	<p>Ongoing</p>	<p>1. Teachers will be assigned to students as a mentor.</p>

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2016

Stated Dropout Prevention Objective Addressed: Design Principal 4: Redefine Professionalism

Performance Indicators	Data Sources	Baseline Data	Timeline	Met- Yes or No	Actual Annual Increase	Activities
<p>ECHS: Collaborative Work Orientation – (4.3) Teachers will observe peers in order to provide feedback for the purpose of improvement.</p>	<p>Graduation Rate</p>	<p>84.4% (2015) graduation rate</p>	<p>The graduation rate will maintain or improve by May 2017.</p>	<p>Yes</p>	<p>94.6% (2016) grad. rate</p>	<p>1. Teachers will observe one another in the classroom continuously throughout the year and provide positive, constructive feedback.</p>

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DROPOUT PLAN PERFORMANCE INDICATORS AND PROPOSED PROGRAM ACTIVITIES

Revision 2016

Stated Dropout Prevention Objective Addressed: Design Principal 5. Leadership

Performance Indicators	Data Sources	Baseline Data	Timeline	Met- Yes or No	Actual Annual Increase	Activities
<p>ECHS: Change Agent (5.3) Cultivate new paradigms, where staff members assume ownership for new solutions to meet school and individual student needs.</p>	<p>Graduation rate</p>	<p>84.4% (2015) graduation rate</p>	<p>The graduation rate will improve by May 2017.</p>	<p>Yes, On-going</p>	<p>94.6% (2016) graduation rate</p>	<p>1. Teacher Mentors will adopt “at-risk” students to meet individual needs and offer encouragement to help them toward successful promotion/ graduation.</p>