

# 2019-2020

## Jefferson County School District Dropout Prevention Plan



**Jefferson County School District**  
Dr. Adrian Hammitte, Superintendent  
942 Main Street  
Fayette, MS 39069  
1-601-786-3721 (Office)

## Statement of Assurance

On behalf of the Jefferson County School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the overarching goals of the state dropout prevention plan: 1) Increasing the district graduation rate to 90% by 2024; 2) reduce the state dropout rate by 5% by 2024; and 3) reducing the truancy rate by 10% by 2024.

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 consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

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 the graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

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.

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Dropout Prevention Team Leader

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District Superintendent: Adrian Hammitte  
(Please print)

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(Signature)

School Board Chair: Jesse Harness  
(Please print)

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(Signature)

## **OUR VISION**

The Jefferson County School District will be a premier educational institution, a source of pride and creativity, and the cornerstone of academic excellence producing life-long learners who are college and career ready.

## **OUR MISSION**

The Jefferson County School District will provide an educational climate and rigorous instructional programs that prepare all students for higher learning and careers in a twenty-first-century workforce.

## **GOALS**

- Goal 1: The District and each school will obtain a C rating or higher on the state's accountability model.
- Goal 2: The District will foster a friendly, collaborative, and supportive culture for students, staff, parents and stakeholders.
- Goal 3: The District will recruit and retain highly qualified teachers and administrators.
- Goal 4: The District will increase parental and community engagement.
- Goal 5: The District will utilize its resources efficiently and effectively to remain financially stable.

## **CORE BELIEFS**

1. All students should graduate college and career ready.
2. All students should have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
3. Student engagement is critical to student success.
4. Partnerships with all stakeholders are vital to student success.
5. JCSD should be fiscally sound and maximize resources for student success.
6. JCSD should identify, recruit, retain and develop the best employees.

## 2018-2019 District Data Form

District Name: **Jefferson County School District**

Graduation Rate: **87.6%**

	Elementary School	Upper Elementary School	Junior High School	High School
<b>Number of Schools</b>	1	1	1	1
<b>Cumulative Enrollment</b>	467	203	157	332
<b>Counselor / Student Ratio</b>	1-467	1-203	1-157	1-332

### Student Demographic Data

	JCES Number	JCES Percentage	JCUES Number	JCUES Percentage	JCJHS Number	JCJHS Percentage	JCHS Number	JCHS Percentage
<b>Female</b>	220	47.1	102	50.2	67	42.7	166	50.0
<b>Male</b>	247	52.9	101	49.8	90	57.3	166	50.0
<b>Asian</b>	0	0	0	0	0	0	0	0
<b>Black</b>	458	98.1	200	98.6	154	98.1	327	98.5
<b>Hispanic</b>	0	0	0	0	0	0	0	0
<b>Native American</b>	0	0	0	0	0	0	0	0
<b>White</b>	9	1.9	3	1.4	3	1.9	5	1.5
<b>Pacific Islander/ Native Hawaiian</b>	0	0	0	0	0	0	0	0

## 2018-2019 District Data Form

MAP Data-Percent Proficient or Above				
	Languages Art		Math	
Grade 3	29.4		18.8	
Grade 4	21.1		14.7	
Grade 5	6.8		1.0	
Grade 6	13.7		21.1	
Grade 7	20.5		28.8	
Grade 8	16.9		5.2	
High School MAP Data-Percent Proficient or Above				
	English II	Algebra I	Biology I	U.S. History
	24.5	23.4	36.1	33.8

Core Areas of Focus			
Attendance	Academic	Behavior	Mobility
School leaders will develop a team comprised of all stakeholders to address student attendance.	School leaders will implement programs that will improve the academic performance of all students.	School leaders will increase support, Social Skill Training, and Progress Monitoring for students who have behavior infractions.	School leaders will strive to reduce mobility by improving the overall quality of the school.
The committee will facilitate collaboration and new ideas from the staff and student body leaders.	The SLT will review data to track and promote collaborative practices that improve student learning.	The SLT will establish a school culture of high expectations and a school climate that is conducive to teaching and learning.	School leaders will give students and parents sufficient and timely information with which to make sound decisions about school transfers.
Teachers, principals, counselors, other staff will immediately talk to the student and the parents/guardians when a student is absent.	Teachers will be provided the support, training, and resources to facilitate effective teaching and learning.	Teachers will teach classroom expectations, monitor classroom area -proximity, and build healthy relationships.	School leaders will review disciplinary policies and enact meaningful reform to reduce the mobility rate.
The committee will reward and recognize individuals and classes for improved attendance.			

Needs Assessment Outcomes	
Needs Assessment Areas	Descriptions
Target Group Identified	<ul style="list-style-type: none"> <li>Students in grades 9-12 who are two or more years behind</li> <li>Teachers whose students consistently fail to meet their growth expectation and/or whose students score minimal or basic on state tests (MAAP)</li> </ul>
Data Collection Methods Used	<p>Students:</p> <ul style="list-style-type: none"> <li>MSIS Reports</li> <li>TE21 Reports</li> <li>School Status</li> <li>Individual and Class/Grade-level Score Reports (hard copies)</li> <li>Both current and longitudinal information on individual students who score minimal or basic on any part of the MAAP and who fail to meet growth expectation or the annual measurable objective.</li> <li>District Assessments</li> <li>School and District Report Cards generated at the state level</li> <li>Student Report Cards</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li><i>TE21 Reports</i>, class and teacher reports. The program breaks down results by subgroup and by proficiency level. It will track a student's performance as well as a teacher's performance over time.</li> <li>Teacher observations/evaluations will also be used to determine teacher effectiveness.</li> </ul>
Prioritized List of Needs	<p>Create a culture that understands the value of education.</p> <p>Provide a safe, instructional environment that allows teachers to try new ideas and practices so that there is a climate where instructional strategies are developed based on student needs.</p> <p>Provide resources and support as teachers plan and implement quality instructional activities.</p> <p>Help teachers develop a better understanding of good instruction and its impact on students.</p>

Short Term Goals	<ul style="list-style-type: none"> <li>• Redefine structure to better use time.</li> <li>• Protect instructional time.</li> <li>• Encourage students to attend school all day, every day.</li> <li>• Use blocks of time to provide instructional activities for all students.</li> <li>• Use individual assessment data to plan instructional interventions.</li> <li>• Provide activities with depth of knowledge imbedded in each activity.</li> <li>• Individualize instruction – differentiate – based on student needs.</li> <li>• Build the expectations that all students are expected to read every day, both at school and at home.</li> <li>• Participate in training and implement concepts in the classroom.</li> <li>• Collaborate.</li> <li>• Understand the curricula and how they drive instruction.</li> <li>• Model appropriate behavior.</li> </ul>
Long Term Goals	<ul style="list-style-type: none"> <li>• Achieve the district’s vision of “providing a safe learning environment involving all stakeholders in student achievement, producing lifelong learners who are productive citizens in a global community.”</li> <li>• Increase graduation rate to 95% by 2024.</li> <li>• Reduce truancy rate by 10% by 2024.</li> <li>• Reduce the dropout rate by 5% by 2024.</li> </ul>
Recommendations for Future Needs Assessments	Needs Assessment data were collected from various sources such as the Comprehensive Needs Assessment from the Consolidated Federal Programs Application, Student Surveys, and Parent/Community Surveys. These sources were adequate to determine the district’s dropout prevention needs.

## Part VI. Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: *increasing the district graduation rate; reducing the district dropout rate; and reducing the district truancy rate.* Please provide an elaboration of each program on separate attachments, labeled Appendix A – Current District Initiatives.

15 Dropout Prevention Strategies	School/Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Systemic Renewal	Annually evaluate test data; personnel evaluations; revise student and staff handbooks		Mississippi Academic Assessment Program (MAAP)	Mississippi Academic Assessment Program (MAAP)	Mississippi Academic Assessment Program (MAAP) MS CPAS
School-Community Collaboration	Community Meetings Superintendent's Community Advisory Council	Title X, Part C, Homeless Children and Youth  Partners in Education	Title X, Part C, Homeless Children and Youth  Partners in Education	Business Community Mentors/Tutors  Title X, Part C, Homeless Children and Youth  Partners in Education  Twitter, Facebook, Blog	Partners in Education  Title X, Part C, Homeless Children and Youth  Scholarships Twitter, Facebook, Blog
Safe Learning Environments	Monthly safety meetings  Complete Safe and Orderly School Climate Evaluation Instrument	Monthly safety meetings  Character Ed. Breakfast Program, & School Safety Plan	Monthly safety meetings  Character Ed. Breakfast Program, & School Safety Plan	Monthly safety meetings  School Resource Officers  Security Guards	Monthly safety meetings  School Resource Officers  Security Guards



Safe Learning Environments	School Safety Plan	Security Guards	Security Guards	Character Ed. Breakfast Program, & School Safety Plan	Character Ed. Breakfast Program, & School Safety Plan
Family Engagement	Community Meetings  Parent Meetings (quarterly)	Parent Center Activities  PTA	Parent Center Activities  PTA	Parent Center Activities  PTA	Parent Center Activities  PTA
Early Childhood Development	Preschool Team, First Steps, Head start Screeners	Collaborate with Head Start  Preschool Assessment, Pre-K Classes, Early Learning Collaborative	Common Assessments F&P Benchmark Assessments	Scholastic, Bullying Prevention	Early Childhood Education (Career - Tech Center)
Early Literacy Development	Literacy Coach  Job-embedded PD  TST- Three Tier Process  Accelerated Reader		STAR Early Literacy  Accelerated Reader	Book Studies, Accelerated Math, Accelerated Reader, Computer Labs, Scholastic, Read 180	Book Studies Scholastic
Mentoring/ Tutoring	Literacy Coach, Math Specialist, After-School Tutoring (Title I Schools), & Student Teacher Placement		District Mentoring Program for Teachers, Intervention Coaches  Business Community Tutors	District Mentoring Program for Teachers, Intervention Coaches  Business Community Mentors/Tutors	District Mentoring Program for Teachers, Intervention Coaches  Business Community Mentors/Tutors  “Watch Dogs”
	School/Grade Level				

<b>15 Dropout Prevention Strategies</b>	<b>District-wide</b>	<b>Pre-Kindergarten</b>	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Service-Learning	Fund-raisers for charities		Collect canned goods for the Less Fortunate  Senior Citizen (volunteers) Grandparents Day	Parent Orientation, Parent Workshops	FBLA, Allied Health, BETA, FCCLA, HOSA  Peer Tutoring, Internet, Needy Children Project
Alternative Schooling	Dropout Prevention Awareness Campaign		Alternative Education	Alternative Education	Alternative Education
After-School Opportunities	Extended School Day K-12		Extended School Day Extended School Year  Tutoring; After-School Program	Extended School Day/Year  Summer School  Extra-curricular activities  Tutoring, After-School Program	Extra-curricular activities  Extended School Day  Tutoring, After-School Program  Remediation Courses, MHSAA Sanction Activities
Professional Development	Teacher/Admin Coaching, CCSS, PBIS, Differentiated Instruction, Research-based strategies for teaching and assessing in the core content areas, educational software/technology		Educational Software	Classroom Management  Educational Software  Graphing Calculators	Classroom Management  Educational Software  Graphing Calculators  Business/Marketing

Active Learning				USA Test Prep	ACT Prep Software, USA Test Prep
Educational Technology	SEAS, Learn 360, EZ Test Tracker, EZ Assessment, Student Support Network, Destiny, STAR Reading, STAR Math, Accelerated Reader, Accelerated Math, Promethean Board, Curriculum Matrix & Lesson Planner		USA Test Prep, Study Island  School Status, TE21  Accelerated Reader/Math, Write Reflections, Academy of Math/Reading, MAP, & Read 180, Case 21, iPad Carts	USA Test Prep, Study Island, TE21 – Test Item Bank, Brain Pop  Accelerated Reader/Math, Write Reflections, Academy of Math/Reading, MAP, & Read 180, Case 21, iPad Carts	USA Test Prep, TE21 – Test Item Bank, School Status
<b>15 Dropout Prevention Strategies</b>	<b>School/Grade Level</b>				
	<b>District-wide</b>	<b>Pre-Kindergarten</b>	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Individualized Instruction	Computer software (see Educational Tech.)  MTSS – Multi-Tier Systems of Support  Sustained Silent Reading	Differentiated Instruction	Business Community Mentors/Tutors  Differentiated Instruction  Intervention Coaches	Business/Community Tutors  Differentiated Instruction  Intervention Coaches	Differentiated Instruction  Tutors
Career and Technical Education (CTE)	Partner with colleges and universities/businesses			Career Discovery	Health Science, Welding, Construction,

## Part VII. Proposed District Initiatives

Please complete the chart below for each of your district's proposed dropout prevention initiatives. For each proposed initiative, you should detail the following information:

- Proposed initiative – provide either an official title for a program or position to be filled, or the proposed working title
- Grade level addressed – note whether the proposed initiative may be applicable to the entire district, or whether it will specifically address a particular grade level
- Purpose of goal – provide a brief description of the purpose or goal of the initiative
- Who is involved – list the name and titles for the individuals who will be involved in the planning and implementation of this initiative
- Proposed cost – provide an estimated cost for the initiative, including costs associated with areas such as planning, supplies, implementation, etc.
- Timeline for implementation – note the amount of time needed for actual program implementation
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention will be addressed by the proposed initiative
- Expected outcomes for students – provide a listing of the district's expected outcomes for the proposed initiatives as they relate to the at-risk student population

Please provide an elaboration of each program on separate attachments, labeled Appendix B – Proposed District Initiatives.

	Grade Level Addressed  (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
<b>Proposed Initiative:</b>  Implement a comprehensi	District-wide	Counselors will . . .  Meet with students to discuss issues related to conflict	Counselors  Principals  Teachers	-0-	Ongoing - Beginning in 2015-2016	Safe Learning Environment	Students will have daily experiences at all grade levels that

ve Violence Prevention Plan (Bullying)		resolution and anger manageme nt; Identify students at risk of being bullied; Train teachers to “bully proof” their classroom.					will enhance positive social attitudes and assist them in developing effective interperson al skills.
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	Grade Level Addressed  (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved ?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
<b>Proposed Initiative :</b>  Reduce the number of students who will ultimately drop out of school.	Pre-Kindergarten	To identify children at risk and provide the best possible classroom instruction from the beginning of their school experience with a focus on increasing vocabulary.	AJFC Head Start;	-0-	Ongoing, Beginning January 2015	Early Childhood Education	Students will enter kindergarten ready to learn.
<b>Proposed Initiative :</b>  Reduce the number of students who will ultimately drop out of school.	K-3	To identify children at risk and provide the best possible classroom instruction from the beginning of their school experience	K-3 staff (certified and classified )	Teacher Units	On-going	Common Core State Standards	All students will read on grade level.

	Grade Level Addressed  (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
<b>Proposed Initiative:</b>  Connect families and schools to help children succeed in school and in their future; create a culture that understands the value of education.	Grades 3-8	Parent liaison at each school will work directly with families; each school will have two family program nights focusing on dropout prevention and invite parents and students to the programs.	Parent center liaisons;  JCSD Parent Center, principals, teachers, parents, community, Federal Programs Director	Salaries of JCSD parent center coordinator and parent center liaisons ;no additional funds needed	2015-2016 School Year  Sessions to be determined.	Family Engagement	Increase students' academic performance and improve their attitude toward education resulting in the desire to graduate and to become life-long learners.
<b>Proposed Initiative:</b>  Create within the community a culture that understands the value of education.	District-wide	Write and publish, in the local newspaper & newsletters, articles that address dropout prevention and truancy.	Dropout prevention team members	-0-  Public Service	2015-2016 School Year	Family Engagement	Improve students' attitudes toward education and create the desire to graduate and become life-long learners.

<b>Proposed Initiative:</b>  Provide potential dropouts a variety of options that can lead to graduation .	Grades 7-12	Students identified as having been retained two or more times by 7 <sup>th</sup> grade will be provided the opportunity to enroll in the Credit Recovery program, which offers both a general education track and a GED track. The program is offered at the Alternative School.	Director of Curriculum; alternative school principal.	Salaries for additional teachers, if needed to provide a low staff to student ratio.	2015-2016 School Year	Alternative Schooling	At-risk students will graduate from high school.
	Grade Level Addressed  (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
<b>Proposed Initiative:</b>  Provide potential dropouts a	Grades 7-12	First-time drug offenders will have an opportunity to continue their education in an	Superintendent; youth court judge; drug court counselors ;	Salaries for two teachers and two or three teacher assistants (based on availability	2020-2021		Students will be drug free for the duration of the program and will remain



variety of options that can lead to graduation .		alternative setting. Youth court officials will partner with the district in an effort to keep these students drug free and in school.	principals; teachers	y of funding). Number of Ss in program will determine the staffing needs.	2015-2016 school year	Alternative Schooling	drug free; students will stay on or get on target for graduation or a GED
<b>Proposed Initiative:</b>  Utilize various forms of technology to facilitate learning and make instruction meaningful.	Grades 7-12	The middle school, high school, and alternative school will utilize computerized instructional models for teaching and expose students at risk of dropping out to web-based learning opportunities through the MVS.	Director of Curriculum; middle school, high school, and alternative school principals.	-0-	On-going	Educational Technology	At-risk students will be successful in school and graduate or complete high school.

## Part VIII. Evaluating Effectiveness

Please complete the chart below to detail your district's plan for evaluating both your current and proposed dropout prevention initiatives. For each initiative (current or proposed), you should note the following information:

- Performance indicators/method of evaluation – provide the measures your district will use to determine effectiveness of either the proposed initiative and should be related to the initiative's purpose or goal. Performance indicators may decrease in student referrals; increase in parent participation; etc.
- Sources of data – describe what data will be used to support the performance indicators and how the data will be accessed
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention is addressed with the proposed initiative

	<b>Performance Indicators/Method Of Evaluation (How to determine effectiveness)</b>	<b>Sources of Data</b>	<b>Baseline Data (% , # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes/No</b>
<b>Current/Proposed Initiative:</b>  Implement a comprehensive bullying curriculum.	Compare number of incidents of violent behavior over a two-year period - 2013-14 and 2015-16	Discipline log in SAM7	Based on district discipline data in SAM7, number of referrals will be reduced by 5%	Safe Learning Environment	
<b>Current/Proposed Initiative:</b>  Reduce the number of students who will ultimately drop out of school.	Students who attend kindergarten will enter first grade with the skills needed to be successful.	Dibbles, School Status, STAR Math, and STAR Early Literacy	Progress will be monitored thru 3 <sup>rd</sup> grade; 80% of students will	Early Childhood Education	

			progress as expected.		
<b>Current/Proposed Initiative:</b>  Reduce the number of students who will ultimately drop out of school.	<i>Dibbles</i> assessments, Classroom performance, and STAR Early Literacy	<i>Renaissance</i>	Increase number of students reading on grade level by 25% over a three-year period.	Early Literacy Development	

	<b>Performance Indicators/Method Of Evaluation</b>	<b>Sources of Data</b>	<b>Baseline Data (% , # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes/No</b>
<b>Current/Proposed Initiative:</b>  Connect families and schools to help children succeed in school and in their future; create a culture that understands the value of education.	Sign-in sheets from meetings; parent-teacher conference forms; sign-in sheets from report card conference days/nights, PTA meetings, etc.  Compare sign-in sheets from the 2014-2015 school year to the sign-in sheets for the 2015-2016 school year.	Parent attendance at meetings  Newsletters  Report Cards  Conference Forms  Phone logs  Parent Volunteers	Increase parent participation in parent involvement activities by 20% during the 2015-2016 school year.	Family Engagement	
<b>Current/Proposed Initiative:</b>  Provide potential dropouts a variety of options that can lead to graduation.	Students enrolled in the Credit Recovery Program, grades 7-8, and students enrolled in the GED Option Program will stay in school and complete program requirements. Decrease in dropout and truancy rates; increase in graduation rate.	Promotion/retention data  Graduation rate  Dropout rate  Truancy rate	Five percent increase in the percentage of completers each year beginning in school year 2015-2016. Five percent decrease in dropout rate and truancy rates.	Alternative Schooling	

	<b>Performance Indicators/Method Of Evaluation</b>	<b>Sources of Data</b>	<b>Baseline Data (%, # or Rate)</b>	<b>Dropout Prevention Strategy Addressed</b>	<b>Goal Met? Yes/No</b>
<b>Current/Proposed Initiative:</b>  Provide potential dropouts a variety of options that can lead to graduation.	Students in the Drug Offenders Program will test negative for drugs and will maintain passing grades while in the after school hours alternative program.  Decrease in dropout and truancy rates; increase in graduation rate.	Results of random drug tests  Term and Semester Grades  Final Averages  Attendance Record  Discipline log  Graduation rate	At least 75% of the students who enroll in the Drug Offenders Program will pass to the next grade and will be drug free while in the program.	Alternative Schooling	
<b>Current/Proposed Initiative:</b>  Utilize various forms of technology to facilitate learning and make instruction meaningful.	At-risk students will enroll in web-based classes or MS Virtual School and pass the courses.  Number of students enrolled in online classes.  Pass rate.	Transcripts; report cards	Increase the percentage of students who enroll in and successfully complete web-based courses by 2%.	Educational Technology	
<b>Current/Proposed Initiative:</b>  Students who enroll in the Jobs for Mississippi Graduates program will earn one credit for each year they are in the	At least 90% of the students who enroll in the four year program will graduate from high school and either enroll in an IHL or begin a career to	Transcripts; report cards	Increase the number of students who enroll in the program and remain during all	Career and Technical Education.	

program up to four credits, stay in school through graduation, and be placed in an entry-level job leading to a career and/or pursuing a postsecondary education or the military.	include joining the military.		four years of high school.		
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# **Current School Initiatives**

## **Systemic Renewal**

### High School (grades 9-12)

The subject area tests in Algebra I, Biology I, English II, and U.S. History are administered to all students enrolled in the subjects for the first time and to all students who have taken the test but failed to receive a passing score. Since all students who graduate from high school must pass these tests to be eligible to graduate, remediation is offered and students are encouraged to attend so that they can pass the tests and not consider the alternative, which is dropping out of high school.

## **School-Community Collaboration**

### High School (grades 9-12)

Title X, Part C, Homeless Children and Youth (now the McKinney-Vento Homeless Assistance Amendment of 1990) provides for the identification of homeless children to provide required services. These students are at risk of dropping out in part, due to the fact that they are homeless, and providing services helps them to remain in school.

Our Partners in Education (PIE) are local businesses which provide services for school and students. They often offer mentoring and support for designated students in conjunction with the Business Community Mentors/Tutors. In addition to providing tutoring, the Partners in Education also provide monetary support for special projects and awards.

## **Safe Learning Environment**

### High School (grades 9-12)

Security guards are on duty the high school. Security guards were assigned based on the results of the Safe and Orderly School Climate Evaluation.

## **Family Engagement**

### High School (grades 9-12)

The high school has a Parent Center located on campus. The school also has a parent center liaison who is responsible for meeting with parents and providing materials that can be used at home to assist students with homework and class work.

### High School (grades 9-12)

All schools have a PTA which allows the opportunity for parents, teachers, and administrators to work together to improve achievement and solve school related issues. Dropout prevention is an issue as early as fifth grade and the PTA can be instrumental in addressing this issue and working with the teachers and administrators to ensure that students stay in school and progress through the grades as expected.

## **Mentoring/Tutoring**

### High School (grades 9-12)

Business and community leaders provide counseling and support to identified students. These mentors' help students develop confidence in themselves and help them understand that coming to school is important. This is a positive step in preventing these students from dropping out of school.

## **Service Learning**

### High School (grades 9-12)

The School Leadership Team (SLT) provides students an opportunity to learn answers to important questions surrounding their own education through workshops and seminars provided by school sponsored organizations. These programs afford students an opportunity to make an impact on their school through leadership and service. These organizations also provide an outlet for students to impact their community.

## **Alternative Schooling**

### High School (grades 9-12)

Secondary students with severe behavioral issues are placed at the Alternative School either by parent consent or as the result of a district due process review hearing. These students have individual instructional plans. These plans include both academic and behavioral objectives. Students in these alternative programs are provided counseling as well as individual help with lessons. The goal of the program is to keep the students in school while providing them with the assistance they need to be able to make wise choices that will help them in the future.

## **After-School Opportunities**

### High School (grades 9-12)

The high school believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. A variety of activities– clubs, dances, concerts, academic competitions, plays, and athletic events – are scheduled throughout the year. Many students stay in school and graduate because they are involved in extracurricular activities which require them to attend regularly and maintain a certain grade point average. Remediation courses are available to provide students with repetitive practice in the specific area of their needs. MHSAA sanctioned events are available to students at the high school and the guidelines of the MHSAA are followed.

## **Professional Development**

### High School (grades 9-12)

Professional development at Jefferson County High School focused on differentiated instruction and research-based strategies for teaching and assessing students. These topics were identified as priority needs in the comprehensive needs assessment survey.



## **Active Learning**

### High School (grades 9-12)

ACT preparation software is available for students who want to practice for the ACT. Students can take online courses through Mississippi Virtual Public Schools (MVPS). In addition, students can also take Distance Learning courses.

## **Educational Technology**

### High School (grades 9-12)

USA Test Prep, School Status, Te21, and Study Island are programs that contain a diagnostic component as well as remediation and enrichment components. Many teachers have Promethean boards and training is ongoing.

## **Individualized Instruction**

### High School (grades 9-12)

Teachers at all grade levels differentiate instruction so that students can learn grade-level objectives and progress through grades at an appropriate pace. Teachers utilize the software applications listed in the section above as well as the Three-Tier Process (TST) to individualize instruction and make learning more meaningful for students.

## Jefferson County High School

	School Data	
Number of Schools	1	
Cumulative Enrollment	332	
Counselor / Student Ratio	1:332	
	Student Demographic Data	
	Number	Percentage
Female	166	50.0%
Male	166	50.0%
Asian	0	0
Black	327	98.5%
Hispanic	0	0
Native American	0	0
White	5	1.5%

### High School Subject Area Tests – Percent Proficient or Above

	Algebra 1	U. S. History	Biology I	English II
Grade 9	23.4%			
Grade 10			36.1%	24.5%
Grade 11		33.8%		
Grade 12				

### Core Areas of Focus

Attendance	Academic	Behavior	Mobility
<p>School leaders will develop a team comprised of all stakeholders to address student attendance.</p> <p>The committee will facilitate collaboration and new ideas from the staff and student body leaders.</p> <p>Teachers, principals, counselors, other staff will immediately talk to the student and the parents/guardians when a student is absent.</p> <p>The committee will reward and recognize individuals and classes for improved attendance.</p>	<p>School leaders will implement programs that will improve the academic performance of all students.</p> <p>The SLT will review data to track and promote collaborative practices that improve student learning.</p> <p>Teachers will be provided the support, training, and resources to facilitate effective teaching and learning.</p>	<p>School leaders will increase support, Social Skill Training, and Progress Monitoring for students who have behavior infractions.</p> <p>The SLT will establish a school culture of high expectations and a school climate that is conducive to teaching and learning.</p> <p>Teachers will teach classroom expectations, monitor classroom area -proximity, and build healthy relationships.</p>	<p>School leaders will strive to reduce mobility by improving the overall quality of the school.</p> <p>School leaders will give students and parents sufficient and timely information with which to make sound decisions about school transfers.</p> <p>School leaders will review disciplinary policies and enact meaningful reform to reduce the mobility rate.</p>

## Needs Assessment Outcomes

Needs Assessment Areas	Descriptions
Target Group Identified	<ul style="list-style-type: none"> <li>• Students in grades 9-12 who are two or more years behind</li> <li>• Teachers whose students consistently fail to meet their growth expectation and/or whose students score minimal or basic on state tests (MAAP)</li> </ul>
Data Collection Methods Used	<p>Students:</p> <ul style="list-style-type: none"> <li>• MSIS Reports</li> <li>• TE21 Reports</li> <li>• School Status</li> <li>• Individual and Class/Grade-level Score Reports (hard copies)</li> <li>• Both current and longitudinal information on individual students who score minimal or basic on any part of the MAAP and who fail to meet growth expectation or the annual measurable objective.</li> <li>• District Assessments</li> <li>• School and District Report Cards generated at the state level</li> <li>• Student Report Cards</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• <i>TE21 Reports</i>, class and teacher reports. The program breaks down results by subgroup and by proficiency level. It will track a student's performance as well as a teacher's performance over time.</li> <li>• Teacher observations/evaluations will also be used to determine teacher effectiveness.</li> </ul>
Prioritized List of Needs	<p>Create a culture that understands the value of education.</p> <p>Provide a safe, instructional environment that allows teachers to try new ideas and practices so that there is a climate where instructional strategies are developed based on student needs.</p> <p>Provide resources and support as teachers plan and implement quality instructional activities.</p> <p>Help teachers develop a better understanding of good instruction and its impact on students.</p>

Short Term Goals	<ul style="list-style-type: none"> <li>• Redefine structure to better use time.</li> <li>• Protect instructional time.</li> <li>• Encourage students to attend school all day, every day.</li> <li>• Use blocks of time to provide instructional activities for all students.</li> <li>• Use individual assessment data to plan instructional interventions.</li> <li>• Provide activities with depth of knowledge imbedded in each activity.</li> <li>• Individualize instruction – differentiate – based on student needs.</li> <li>• Build the expectations that all students are expected to read every day, both at school and at home.</li> <li>• Participate in training and implement concepts in the classroom.</li> <li>• Collaborate.</li> <li>• Understand the curricula and how they drive instruction.</li> <li>• Model appropriate behavior.</li> </ul>
Long Term Goals	<ul style="list-style-type: none"> <li>• Achieve the district’s vision of “providing a safe learning environment involving all stakeholders in student achievement, producing lifelong learners who are productive citizens in a global community.”</li> <li>• Increase graduation rate to 90% by 2024.</li> <li>• Reduce truancy rate by 10% by 2024.</li> <li>• Reduce the dropout rate by 5% by 2024.</li> </ul>
Recommendations for Future Needs Assessments	Needs Assessment data were collected from various sources such as the Comprehensive Needs Assessment from the Consolidated Federal Programs Application, Student Surveys, and Parent/Community Surveys. These sources were adequate to determine the district’s dropout prevention needs.

# Current School Initiatives

## Systemic Renewal

### High School (grades 9-12)

The subject area tests in Algebra I, Biology I, English II, and U.S. History are administered to all students enrolled in the subjects for the first time and to all students who have taken the test but failed to receive a passing score. Since all students who graduate from high school must pass these tests to be eligible to graduate, remediation is offered and students are encouraged to attend so that they can pass the tests and not consider the alternative, which is dropping out of high school.

## School-Community Collaboration

### High School (grades 9-12)

Title X, Part C, Homeless Children and Youth (now the McKinney-Vento Homeless Assistance Amendment of 1990) provides for the identification of homeless children to provide required services. These students are at risk of dropping out in part, due to the fact that they are homeless, and providing services helps them to remain in school.

Our Partners in Education (PIE) are local businesses which provide services for school and students. They often offer mentoring and support for designated students in conjunction with the Business Community Mentors/Tutors. In addition to providing tutoring, the Partners in Education also provide monetary support for special projects and awards.

## Safe Learning Environment

### High School (grades 9-12)

Security guards are on duty the high school. Security guards were assigned based on the results of the Safe and Orderly School Climate Evaluation.

## Family Engagement

### High School (grades 9-12)

The high school has a Parent Center located on campus. The school also has a parent center liaison who is responsible for meeting with parents and providing materials that can be used at home to assist students with homework and class work.

### High School (grades 9-12)

All schools have a PTA which allows the opportunity for parents, teachers, and administrators to work together to improve achievement and solve school related issues. Dropout prevention is an issue as early as fifth grade and the PTA can be instrumental in addressing this issue and working with the teachers and administrators to ensure that students stay in school and progress through the grades as expected.

## **Mentoring/Tutoring**

### High School (grades 9-12)

Business and community leaders provide counseling and support to identified students. These mentors' help students develop confidence in themselves and help them understand that coming to school is important. This is a positive step in preventing these students from dropping out of school.

## **Service Learning**

### High School (grades 9-12)

The School Leadership Team (SLT) provides students an opportunity to learn answers to important questions surrounding their own education through workshops and seminars provided by school sponsored organizations. These programs afford students an opportunity to make an impact on their school through leadership and service. These organizations also provide an outlet for students to impact their community.

## **Alternative Schooling**

### High School (grades 9-12)

Secondary students with severe behavioral issues are placed at the Alternative School either by parent consent or as the result of a district due process review hearing. These students have individual instructional plans. These plans include both academic and behavioral objectives. Students in these alternative programs are provided counseling as well as individual help with lessons. The goal of the program is to keep the students in school while providing them with the assistance they need to be able to make wise choices that will help them in the future.

## **After-School Opportunities**

### High School (grades 9-12)

The high school believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. A variety of activities– clubs, dances, concerts, academic competitions, plays, and athletic events – are scheduled throughout the year. Many students stay in school and graduate because they are involved in extracurricular activities which require them to attend regularly and maintain a certain grade point average. Remediation courses are available to provide students with repetitive practice in the specific area of their needs. MHSAA sanctioned events are available to students at the high school and the guidelines of the MHSAA are followed.

## **Professional Development**

### High School (grades 9-12)

Professional development at Jefferson County High School focused on differentiated instruction and research-based strategies for teaching and assessing students. These topics were identified as priority needs in the comprehensive needs assessment survey.

## **Active Learning**

### High School (grades 9-12)

ACT preparation software is available for students who want to practice for the ACT. Students can take online courses through Mississippi Virtual Public Schools (MVPS). In addition, students can also take Distance Learning courses.

## **Educational Technology**

### High School (grades 9-12)

USA Test Prep, School Status, Te21, and Study Island are programs that contain a diagnostic component as well as remediation and enrichment components. Many teachers have Promethean boards and training is ongoing.

## **Individualized Instruction**

### High School (grades 9-12)

Teachers at all grade levels differentiate instruction so that students can learn grade-level objectives and progress through grades at an appropriate pace. Teachers utilize the software applications listed in the section above as well as the Three-Tier Process (TST) to individualize instruction and make learning more meaningful for students.