

Jefferson County School District



Dropout Prevention Plan 2018-2019

P.O. Box 157
Fayette, MS 39069

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 state graduation rate to 85% by 2018-2019; 2) reduce the state dropout rate by 50% by 2018-2019; and 3) reducing the truancy rate by 50% by 2018-2019.

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.

Dropout Prevention Team Leader

Name: Adrian Hammitte

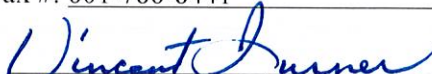
Title: District Test Coordinator

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District Superintendent: Vincent Turner
(Please print)


(Signature)

School Board Chair: Roosevelt Anderson
(Please print)


(Signature)

2017-2018 District Data Form

District Name: Jefferson County School District

Graduation Rate: 86.2%

	Elementary School	Upper Elementary School	Junior High School	High School
Number of Schools	1	1	1	1
Cumulative Enrollment	498	189	169	357
Counselor / Student Ratio	1-498	1-189	1-169	1-357

Student Demographic Data

	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Female	245	48.13	91	48.15	78	46.15	180	50.42
Male	264	51.87	98	51.85	91	53.85	177	49.58
Asian	0	0	0	0	0	0	0	0
Black	500	98.3	185	97.88	168	98.2	352	98.6
Hispanic	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0
White	9	1.7	4	2.12	3	1.8	5	1.4
Pacific Islander/ Native Hawaiian	0	0	0	0	0	0	0	0

2017-2018 District Data Form

MAAP Data-Percent Proficient or Above				
	Languages Art	Math		
Grade 3	20.0	10.0		
Grade 4	14.0	5.0		
Grade 5	17.0	5.0		
Grade 6	13.0	18.0		
Grade 7	14.0	22.0		
Grade 8	19.0	11.0		
High School MAAP Data-Percent Proficient or Above				
	English II	Algebra I	Biology I	U.S. History
	9.9	6.8	36.1	27.0

Core Areas of Focus

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

Needs Assessment Outcomes

Needs Assessment Areas	Descriptions
Target Group Identified	- Students in grades 9-12 who are two or more years behind - Teachers whose students consistently fail to meet their growth expectation and/or whose students score minimal or basic on state tests (MAAP)
Data Collection Methods Used	Students: - MSIS Reports - TE21 Reports - School Status - Individual and Class/Grade-level Score Reports (hard copies) - Both current and longitudinal information on individual students who score minimal or basic on any part of the MAAP or the SATP2 and who fail to meet growth expectation or the annual measurable objective. - District Assessments - School and District Report Cards generated at the state level - Student Report Cards Teachers: <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. - Teacher observations/evaluations will also be used to determine teacher effectiveness.
Prioritized List of Needs	Create a culture that understands the value of education. 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. Provide resources and support as teachers plan and implement quality instructional activities. Help teachers develop a better understanding of good instruction and its impact on students.

Short Term Goals	• Redefine structure to better use time. • Protect instructional time. • Encourage students to attend school all day, every day. • Use blocks of time to provide instructional activities for all students. • Use individual assessment data to plan instructional interventions. • Provide activities with depth of knowledge imbedded in each activity. • Individualize instruction – differentiate – based on student needs. • Build the expectations that all students are expected to read every day, both at school and at home. • Participate in training and implement concepts in the classroom. • Collaborate. • Understand the curricula and how they drive instruction. • Model appropriate behavior.
Long Term Goals	• 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." • Increase graduation rate to 85% by 2018-2019. • Reduce truancy rate by 50% by 2018-2019. • Reduce the dropout rate by 50% by 2018-2019.
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	Kindergarten Readiness Assessment	Mississippi Academic Assessment Program (MAAP)	Mississippi Academic Assessment Program (MAAP)	Mississippi Assessment Academic 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 School Safety Plan	Monthly safety meetings Character Ed. Breakfast Program, & School Safety Plan Security Guards	Monthly safety meetings Character Ed. Breakfast Program, & School Safety Plan Security Guards	Monthly safety meetings School Resource Officers Security Guards	Monthly safety meetings School Resource Officers Security Guards
Safe Learning Environments				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 MTSS- Multi-Tiered System of Supports 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”
15 Dropout Prevention Strategies		School/Grade Level			
		District-wide	Pre-Kindergarten	Elementary School	Middle School
					High School
		Fundraisers 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
		Dropout Prevention Awareness Campaign		Alternative Education	Alternative Education
Service-Learning				Alternative Education	Alternative Education
Alternative Schooling				Extended School Day Extended School Year	Extended School Day/Year
After-School Opportunities	Extended Day K-12				Extra-curricular activities

			Tutoring; After-School Program	Summer School Extra-curricular activities Tutoring, After-School Program	Extended School Day Tutoring, After-School Program Remediation Courses, MHSA 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
Active Learning			iReady	iReady	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, MAAP, & 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, MAAP, & Read 180, Case 21, iPad Carts	USA Test Prep, TE21 – Test Item Bank, School Status
15 Dropout Prevention Strategies	School/Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School

Individualized Instruction	Computer software (see Educational Tech.) MTSS – Multi-Tiered System of Supports 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, Wedding, Construction, Business/Marketing

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
Proposed Initiative: Implement a comprehensive Violence Prevention Plan (Bullying)	District-wide	Counselors Principals Teachers	-0-	Ongoing - Beginning in 2017-2018	Safe Learning Environment	Students will have daily experiences at all grade levels that will enhance positive social attitudes and assist them in developing effective interpersonal skills.

	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
Proposed Initiative: 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 2018	Early Childhood Education	Students will enter kindergarten ready to learn.
Proposed Initiative: 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
Proposed Initiative: 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	2017-2018 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.

Proposed Initiative: 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	2017-2018 School Year	Family Engagement	Improve students' attitudes toward education and create the desire to graduate and become life-long learners.
Proposed Initiative: 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 th grade will be provided the opportunity to enroll in the Credit Recovery program, which offers both a general education track and an alternate diploma. 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.	2017-2018 School Year	Alternative Schooling	At-risk students will graduate from high school.

Grade Level Addressed	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
(District-wide, Pre-Kindergarten, Elementary, Middle, High)	First-time drug offenders will have an opportunity to continue their education in an alternative setting. Youth court officials will partner with the district in an effort to keep these students drug free and in school.	Superintendent; youth court judge; drug court counselors; principals; teachers	Salaries for two teachers and two or three teacher assistants (based on availability of funding). Number of Ss in program will determine the staffing needs.	2017-2018 school year	Alternative Schooling	Students will be drug free for the duration of the program and will remain drug free; students will stay on or get on target for graduation or a GED
Proposed Initiative: Provide potential dropouts a variety of options that can lead to graduation.						

Proposed Initiative: 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.
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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

	Performance Indicators/Method Of Evaluation (How to determine effectiveness)	Sources of Data	Baseline Data (%, # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/No
Current/Proposed Initiative:					
Implement a comprehensive bullying curriculum.	Compare number of incidents of violent behavior over a two-year period - 2016-2017 and 2017-2018	Discipline log in SAM7	Based on district discipline data in SAM7, number of referrals will be reduced by 5%	Safe Learning Environment	

Current/Proposed Initiative: 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 3rd grade; 80% of students will progress as expected.	Early Childhood Education	
Current/Proposed Initiative: 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	

	Performance Indicators/Method Of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/No
Current/Proposed Initiative: 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 2016-2017 school year to the sign-in sheets for the 2017-2018 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 2017-2018 school year.	Family Engagement	

Current/Proposed Initiative: Provide potential dropouts a variety of options that can lead to graduation.	Students enrolled in the Credit Recovery Program, and students enrolled in the Family First 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 2017-2018. Five percent decrease in dropout rate and truancy rates.	Alternative Schooling	
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	Performance Indicators/Method Of Evaluation	Sources of Data	Baseline Data (% # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/No
Current/Proposed Initiative: 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	
Current/Proposed Initiative: 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	

Current/Proposed Initiative: Students who enroll in the Jobs for Mississippi Graduates program will earn one credit for each year they are in the 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.	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 include joining the military.	Transcripts; report cards	Increase the number of students who enroll in the program and remain during all four years of high school.	Career and Technical Education.	
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High School		
	School Data	
Number of Schools	1	
Cumulative Enrollment	357	
Counselor / Student Ratio	1:357	
	Student Demographic Data	
	Number	Percentage
Female	180	50.42%
Male	177	49.58%

Asian	0	0
Black	352	98.6%
Hispanic	0	0
Native American	0	0
White	5	1.4%
High School Subject Area Tests – Percent Proficient or Above		
	Algebra I	U. S. History
Grade 9	6.8%	
Grade 10		36.1%
Grade 11		27%
Grade 12		
	Biology I	English II
		9.9%

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. MHSA sanctioned events are available to students at the high school and the guidelines of the MHSA 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 - Multi-Tiered System of Supports (MTSS) to individualize instruction and make learning more meaningful for students