

Board Agenda
Date: 7-13-23
 Approved
 Unapproved
Other: _____

CORINTH SCHOOL DISTRICT

Dropout Prevention Plan 2023 – 2024



Corinth School District
1204 N. Harper Rd.
Corinth, MS 38834
www.corinth.k12.ms.us

The mission of the Corinth School District is to create a world-class 21st century educational experience for all students to achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the future.

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Corinth School District

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The Dropout Prevention Plan provides guidance as to how the faculty and staff will help accomplish our mission and ensure our students are successful in their academic endeavors.

Dropout Prevention Plan Team Members

Team Member	Position
Dr. Edward Lee Childress	Superintendent
Dr. Nathan Hall	Central Office Administrator
Marion Jones	Curriculum Specialist/District Testing Coordinator
Dr. Jeannie Sauls	Cambridge Coordinator
Dr. John Barnett	Principal, Corinth High School
Chris Killough	Principal, Corinth Middle School
Chris Butler	Principal, Corinth Elementary School
Jay Walker	Special Services Director
John Frame	Technology Director
Dr. Hannah Owens	Instructional Technologist
Hollie Butler	EL Coordinator
Dr. Laine Williams	Communications Director

Verification of Board Presentation and Approval

On behalf of the Corinth School District, I hereby submit the Dropout Prevention Plan to provide goals, activities, and services necessary to meet the overarching goals of the Mississippi Department of Education to increase the state graduation rate to 90% by 2023-2024. This plan will be reviewed annually, submitted to the Mississippi Department of Education, and posted on the district website.




Dr. John Barnett,
Corinth High School Principal

7/11/2023

Date Submitted

I hereby certify that the Corinth School District Board of Trustees has reviewed and approved this plan for submission to the Mississippi Department of Education.


District Superintendent: Dr. Edward Lee Childress *Signature* 7/13/23 *Date*


School Board Chair: Chip Peterson *Signature* *Date*

Our District

According to 2020 census data, Corinth has a population of 14,622. The Corinth School District (CSD) operates three campuses with an enrollment of 2,490 students. The district is comprised of Corinth Elementary School (CES), Corinth Middle School (CMS), and Corinth High School (CHS).

CES houses our pre-Kindergarten through fourth grades with an enrollment of 1,103 students. CES is a state-of-the-art facility completed and occupied in October, 2010. This campus includes classrooms, a music center, gymnasium, three playgrounds, a vegetable garden area, a nature trail, and technology and science laboratories. Each classroom is equipped with SMART TVs with Apple TV compatibility. Each teacher has an Apple MacBook and Apple iPad. The school is one-to-one with each student having an Apple device.

CMS houses our fifth through eighth grade classes with an enrollment of 731 students. This campus is recognized as a Mississippi Landmark because of its mid-century modern architectural features. Grants through the Mississippi Department of Archives and History have allowed CSD to renovate and technologically update the facility. Each classroom is equipped with SMART TVs with Apple TV compatibility. Each teacher has an Apple MacBook and Apple iPad. The school is one-to-one with each student having an Apple device.

CHS houses our ninth through twelfth grades with an enrollment of 656 students. CHS is an academic and performing arts center, featuring a nice auditorium and outdoor classroom area. Each classroom is equipped with SMART TVs with Apple TV compatibility. Each teacher has an Apple MacBook and Apple iPad. The school is one-to-one with each student having an Apple device.

The CSD has been recognized as a *District of Innovation* by the Mississippi Department of Education. The District operates on a modified school calendar that follows a quarter system. Research suggests that children learn best when instruction is continuous. The long summer vacation breaks this rhythm of learning and teachers must spend significant amounts of time reviewing material when children return to school in the fall. By incorporating the modified calendar, the CSD has been able to offer timely intersession opportunities throughout the year to provide students opportunities for remediation and enrichment to meet individual student needs.

Data-based decision making is a key for effective schools and student learning. The CSD data has been reviewed to create goals and areas of focus for this plan in accordance with the goals and expectations outlined by the Mississippi Department of Education and the CSD Dropout Prevention Team.

Corinth School District Data 2022 – 2023

Graduation Rate						
4 Year Cohort 2018 – 2021 (January 2023)					86.9	
<i>Source: MDE District Graduation and Dropout Rates for the 2022 Accountability System</i>						
School Data						
	Elementary School		Middle School		High School	
Number of Schools	1		1		1	
Cumulative Enrollment	1103		731		656	
Student Demographic Data						
	Elementary School		Middle School		High School	
	#	%	#	%	#	%
Female	562	50.9	358	49	321	48.9
Male	541	49.1	373	51	335	51.1
Black	342	31	205	28	189	28.8
White	496	45	379	51.9	343	52.3
Hispanic	140	12.7	90	12.3	90	13.7
Asian	*	*	*	*	*	*
Two or More Races	111	10.1	*	*	*	*
<i>*Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics</i>						
<i>Source: MDE Student Enrollment Data Report for the 2022-2023 School Year</i>						
Attendance						
Number of Students with 5 or More Unexcused Absences					1,997	
Number of Students with 12 or More Unexcused Absences					1,201	
Discipline						
Number of Discipline Referrals					1,056	



District Report Card 2021 - 2022

For more detailed information, please visit <https://msrc.mdek12.org>.



Corinth School District

Corinth, MS



1204 NORTH HARPER ROAD
Corinth, MS 38834



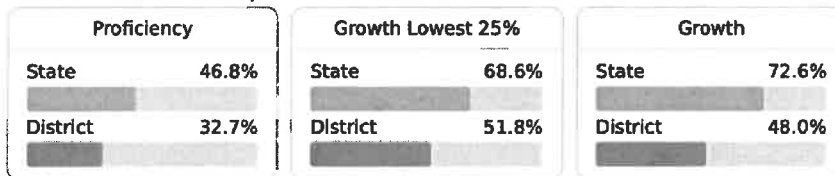
Edward Lee Childress
lchildress@corinth.k12.ms.us

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures. COVID - 19 pandemic disruptions continue to be reflected in 2021 - 2022 accountability data, particularly growth data.

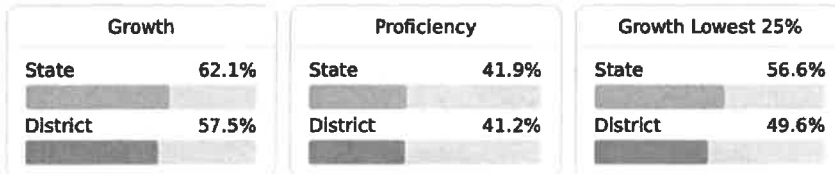
Math

Measurements of student performance on the statewide math assessment.



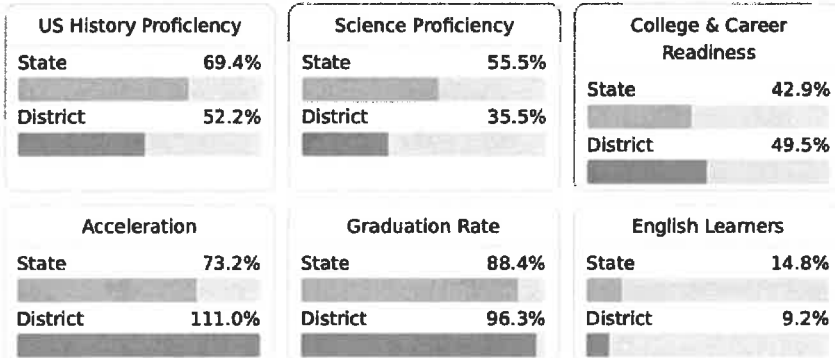
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Teacher Data

154.2

Teachers



75.1%

Experienced Teachers

3.2%

Provisional Teachers

96.2%

In-Field Teachers



Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 7.0%	State 19.3%	State 27.3%	State 31.5%	State 15.0%
District 8.2%	District 27.6%	District 32.0%	District 22.0%	District 10.3%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.6%	State 18.9%	State 31.3%	State 29.1%	State 12.1%
District 9.1%	District 22.3%	District 28.0%	District 29.0%	District 11.8%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 11.0%	State 12.4%	State 22.5%	State 34.7%	State 19.4%
District 16.1%	District 20.2%	District 29.6%	District 26.7%	District 7.4%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation



Discipline



* Source: 2017-2018 Civil Rights Data Collection

Other Data



27.4%

Chronic Absenteeism



\$8,504.70

Per-Pupil Expenditure



80.9%

Post-Secondary Enrollment



>95%

Advanced Course Participation

Strategies for Addressing MDE Outlined Focus Areas

1. Improve Retention Rates in Kindergarten through Second Grade

Goal: Reduce the number of retentions in Kindergarten through second grade by early identification, effective instructional strategies, and intense interventions.

Action Steps:

- Provide ongoing professional development to all teachers and administrators by continuing to work to improve teacher and administrator capacity, increase student engagement in the learning process, and increase rigor and relevance for students.
- Continue to utilize the modified school calendar to provide learning acceleration opportunities for students during scheduled Fall, Spring, and Summer intersession blocks.
- Continue to utilize CSD formative assessment data (i.e., I-Ready) to offer personalized student learning opportunities to target individual learning needs and goals
- Review retention rates and formative assessments to identify specific teachers who need additional support with differentiating instruction.
- Work with attendance officer to assist in communicating and working with parents of students who have attendance issues.

2. Improve Subgroup Performance

Goal: Provide additional assistance to subgroups with disparities in performance on state and/or Cambridge assessments when compared to their peers.

Action Steps:

- Administrators will review subgroup data from district assessments, Cambridge assessments, and State assessments to identify disparities in performance.
- Administrators will meet with teachers to review interventions for all students, particularly those with subgroup achievement gaps.
- Continue to utilize the modified school calendar to provide learning acceleration opportunities for students during scheduled Fall, Spring, and Summer intersession blocks.
- Provide ongoing professional development to all teachers and administrators by continuing to work to improve teacher and administrator capacity, increase student engagement in the learning process, and increase rigor and relevance for students.
- Monitor progress of student subgroups, and meet with administrators to develop plans of action based on data review.

3. Develop Dropout Recovery Initiatives

Goal: To develop dropout recovery initiatives focusing on students age seventeen (17) through twenty-one (21), who have dropped out of school.

Action Steps:

- Work with attendance officer to assist in communicating and working with parents of students who have attendance issues.
- Career coaches, counselors, and school social workers work with individual students to outline steps for completing high school and planning for post high school college and career readiness.
- Work with students to set up internships, job shadowing opportunities, and employment opportunities to help with the transition from high school to career.
- Work with school counselors and with our mental health resources that are available to provide supports for students' social and emotional needs.
- Offer credit recovery opportunities for students during the scheduled Fall, Spring, and Summer intersession opportunities as part of the modified school calendar.

4. Improve Juvenile Detention Center Transitions

Goal: Provide supports for students who transition from the juvenile detention centers to a school in the district.

Action Steps:

- Identify students who have been detained at the detention center.
- Provide supplemental educational resources to students while in detention.
- Notify home schools of students detained.
- Participate in a transitional meeting with juvenile detention staff and parents to develop a transitional plan for return to home school.
- Notify counselors and school administrators of student's return to school and the transitional plan developed.
- School personnel will develop and individualize a support plan for the student to remain at school.

5. Increase Average Daily Attendance

Goal: To increase average daily attendance K-12 district wide and decrease the number of students who are chronically absent.

Action Steps:

- Identify students who are chronically absent and communicate with parents and attendance officer when needed.
- Develop strategies to reduce the number of chronically absent students.
- Develop procedures for notifying parents and school/district personnel of students' absences and patterns.
- Develop a plan of action for individual students who meet the criteria for chronic absenteeism

Current District Dropout Prevention Initiatives

The Corinth School District's (CSD) existing Dropout Prevention Plan includes incentives to encourage increased daily attendance; strategies to decrease truancy; plans for stronger career-technical training; aggressive identification of potential at-risk students; and early interventions to increase student academic success. The district will continue the practice of attendance monitoring, skills recovery, and Response to Intervention scaffolding techniques. The National Dropout Prevention Center/Network (NDPC/N) defines fifteen successful dropout prevention strategies. According to the NDPC/N, these strategies have been successful at all school levels from PK-12 in rural, suburban, and urban settings (dropoutprevention.org). The following outlines various ways in which the CSD employs the dropout prevention strategies. This list is not inclusive but provides a snapshot of some of the strategies utilized by CSD.

Fifteen Dropout Prevention Strategies

- **Systemic Approach**
 - Cambridge International Curriculum
 - Progress monitoring systems
 - Professional Development
 - Pre-Kindergarten classes
 - Fine Arts
 - Robotics
 - Career Pathways Education
- **School-Community Collaboration**
 - Career speakers
 - Partnership with Timber Hills Mental Health
 - CSD Foundation
 - Rotary Student of the Month
 - Senior Symposium
 - FAFSA event
 - Career coach partnership with SKILLS Foundation
 - Community Book Read
 - 30 for 30 Reading Challenge
 - Imagine the Possibilities Career Fair
- **Safe Learning Environments**
 - Emergency drills
 - Active shooter training with Corinth Police Department
 - School counselors and social workers
 - Character education
 - CMS House System
 - Bus safety education
 - School Resource Officers

- **Family Engagement**
 - Parent Teacher Organization
 - Booster clubs
 - Weekly Warrior newsletter
 - Book fair
 - Title I Family nights
 - CSD Awards Night and Cambridge Awards Ceremony
 - CES Integrity Parades
 - District and school social media accounts and websites
 - Community Book Read
 - 30 for 30 Reading Challenge
 - School Status
 - Parent Information Nights
 - CSD Social Media
- **Early Childhood Education**
 - Pre-Kindergarten classes
 - Kindergarten Camp
 - Early Childhood screeners
- **Early Literacy Development**
 - Dyslexia screener
 - Early Literacy Assessment
 - Community Book Read
 - 30 for 30 Reading Challenge
 - Dyslexia training for all instructional staff
- **Mentoring/Tutoring**
 - Intersession remediation/enrichment opportunities as part of the modified school calendar
 - Guidance counselors
 - Career coaches and Transition coach
 - Internship opportunities
 - Student clubs and organizations
 - Zero period and after-school tutoring
 - PAPER tutoring
- **Service-Learning**
 - Student Council and Class Officers
 - National Honor Society and National Junior Honor Society
 - Mu Alpha Theta
 - Interact Club
 - CPE-Work Based Learning
 - Campus clean-up service projects
- **Alternative Schooling**
 - CSD Alternative School
 - Credit recovery opportunities
 - Virtual learning options

- **After-School Opportunities**
 - Robotics
 - Chorus and Band
 - Drama Production
 - Athletics
 - Student clubs and organizations
 - CHS Follies
- **Professional Development**
 - Ongoing, job embedded professional development with a nationally recognized external consultant to increase administrator and teacher capacity and improve student engagement and learning outcomes
 - Site-based PLCs
 - District-wide professional development
 - Dyslexia training for all instructional staff
- **Active Learning**
 - CPE-Work Based Learning
 - Art, Music
 - Robotics
 - Health Science
 - Culinary Arts
 - Digital Media & Design
 - Internship opportunities
 - Senior Symposium
 - Warrior Special Olympics
- **Educational Technology**
 - SMART TVs
 - MacBooks for students (one-to-one) and staff
 - iPads for staff
 - Document cameras
 - Learning Management System
 - Canvas
 - Diagnostic and Personalized Learning programs
 - iReady, USA Test Prep, IXL
 - Instructional Technology Tools
 - Mentimeter, Nearpod, Flipgrid, My Open Math, Padlet, Quizziz, Kahoot!
 - Zoom
 - School Status
- **Individualized Instruction**
 - Individualized Education Plans (IEP)
 - Transition coach
 - iReady, IXL, USA Test Prep
 - Individualized Reading Plans (IRP)
 - Gifted education
 - Blended learning classes
 - ACT Boot Camp
 - PAPER Tutoring

- **Career and Technical Education (CTE)**

- Career speakers
- Law and Public Safety I & II
- Robotics I & II
- Culinary Arts
- Health Science I & II
- Digital Media and Design I & II
- Agriculture
- Guidance counseling
- Career coaches
- CPE-Work Based Learning
- Career Academies

Monitoring

The CSD Dropout Prevention Plan will be monitored by data reviews focusing on the targeted objectives. Kindergarten through second grade retention rates will be monitored at the end of the year to determine if they have improved for the 2022-2023 school year.

Subgroup performance data will be reviewed using assessment data from the Mississippi Kindergarten Readiness Assessment, Mississippi Academic Assessment Program, Cambridge CheckPoint assessments, ACT, and iReady data from the beginning of the year diagnostics throughout the year to monitor progress and determine if achievement gaps are being closed.

Career and transition coaches will provide updates on the progress of FAFSA completion, internship and job placements, and counselors will monitor grades and progress toward graduation for students who are at-risk of dropout or are in dropout recovery.

Counselors will monitor and periodically meet with students who are transitioning from juvenile detention centers to ensure they are making progress toward graduation. Attendance data will be monitored throughout the year to meet the action steps outlined in the plan.

Data will be reviewed at the conclusion of the year to determine if average daily attendance increased and the number of students who are chronically absent decreased to meet the outlined goal.