

Copiah County School District

Dropout Prevention Plan

2023-2024

COPIAH COUNTY SCHOOLS

AUG 07 2023

BOARD APPROVED

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JUL 27 2023

COPIAH COUNTY
SCHOOL DISTRICT



Copiah County School District

Achieving Excellence

Verification of Board Presentation and Approval

I HEREBY CERTIFY THAT THE COPIAH COUNTY SCHOOL DISTRICT
HAS REVIEWED AND APPROVED THIS PLAN

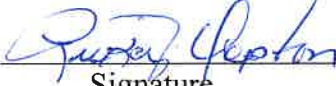

Dropout Prevention Team Leader		
Name: Dr. <u>Demarrio Brown</u> Title: <u>Assistant Superintendent of Curriculum and Instruction</u>		
Signatures		
District Superintendent: <u>Mr. Rickey Clopton</u>	 Signature	Date: <u>08/08/23</u>
School Board President: <u>Mr. Terry Munn</u>	 Signature	Date: <u>8/8/23</u>

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Dropout Prevention Plan Overview

Purpose

§ 37-13-80. Office of Dropout Prevention created; qualifications and responsibilities of director; date for implementation of dropout prevention program; local school district responsibilities; dropout prevention plan to address student transition to home school districts; legislative intent.

(1) There is created the Office of Dropout Prevention within the State Department of Education. The office shall be responsible for the administration of a statewide dropout prevention program

(2) The State Superintendent of Public Education shall appoint a director for the Office of Dropout Prevention, who shall meet all qualifications established by the State Superintendent of Public Education and the State Personnel Board. The director shall be responsible for the proper administration of the Office of Dropout Prevention and any other regulations or policies that may be adopted by the State Board of Education. However, if for any reason within the two-year period beginning July 1, 2014, a new director for the Office of Dropout Prevention is employed by the department, the employment of such individual shall not be subject to the rules and regulations of the State Personnel Board, except as otherwise provided in Section 25-9-127(4).

(3) Each school district shall implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year.

(4) Each local school district will be held responsible for reducing and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of dropout plans focusing on issues such as, but not limited to:

(a) Dropout Prevention initiatives that focus on the needs of individual local education agencies;

(b) Establishing policies and procedures that meet the needs of the districts;

(c) Focusing on the student-centered goals and objectives that are measureable;

(d) Strong emphasis on reducing the retention rates in grades kindergarten, first and second;

(e) Targeting subgroups that need additional assistance to meet graduation requirements; and

(f) Dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

(5) The Office of Dropout Prevention may provide technical assistance upon written request by the local school district. The Office of Dropout Prevention will collaborate with program offices within the Mississippi Department of Education to develop and implement policies and initiatives to reduce the state's dropout rate.

(6) Each school district's dropout prevention plan shall address how students will transition to the home school district from the juvenile detention centers.

(7) It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to not less than eighty-five percent (85%) by the 2018-2019 school year. The Office of Dropout Prevention shall establish graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, which shall serve as guidelines for increasing the graduation rate for cohort classes on a systematic basis to eighty-five percent (85%) by the 2018-2019 school year.

District Dropout Team Members

TEAM MEMBER	POSITION
Mr. Rickey Clopton	Superintendent
Dr. Demarrio Brown	Assistant Superintendent/504 Coordinator
Mrs. Stephanie Bradshaw	Federal Programs/EL Coordinator/ Homeless Liaison
Mrs. Jessica Dowd	Testing/MSIS/Personnel
Mrs. Tammy Carraway	Special Education Director
Dr. Demarrio Brown	District Administrator/Dropout Prevention Liaison
	Truancy Officer
Mrs. Bonnie Florence-Gatlin	Principal Crystal Springs High School
Mrs. Jennifer Jordan	Principal Crystal Springs Elementary School
Mr. Jeremy Knott	Principal Crystal Springs Middle School
Mr. Tommy Clopton	Principal Wesson Attendance Center
Mr. Glenn Wilkerson	Alternative School Point of Contact

District Summary of Data

4 Year Graduation Rate

Copiah County School District	ALL	83.3 to 83.4 State 88.9
Copiah County School District	Black or African American	85.3 to 86.1
Copiah County School District	White or Caucasian	86.7 to 84.1
Copiah County School District	Hispanic or Latino	56.3% to 62.5
Copiah County School District	Female	97.1 to 89.0
Copiah County School District	Male	95.4 to 77.4
Copiah County School District	Economically Disadvantaged	96.2 to 84.6
Copiah County School District	Students w/ Disabilities	State 67.1 District 28.6

Dropout rate

Copiah County School District	13.3% to 13%
State	9.0%

Copiah County School District Dropout Prevention Plan

Goal 1: Reduce the retention in grades kindergarten, first, and second

Each school has a reward-based system to promote attendance.

The district requires that pre-test to the state test be given throughout the year. The data from the screeners is used to provide additional instruction.

Extra support from assistant teachers in classrooms in kindergarten and first grade to aid in the learning process and to help identify at risk students.

Dyslexia screeners administered

Teachers are required to communicate with parents/legal guardians throughout the year to help keep them involved.

Goal 2: Target subgroups that need additional assistance to meet graduation requirements

Special Education Students: Provide services tailored to their Individualized Education Plan (IEP)

Provide a safe environment in which to learn with opportunities for conflict resolution and crisis management as needed.

Alternative School: Students at the alternative school connected with their home school through Microsoft Teams to ensure that the same classwork is interchangeable.

Students identified as EL/LEP are provided with Language Service Plans that contain student goals specific to fostering growth in reading and writing on the LAS Links ELPT assessment. All students are placed in the MTSS process and are provided with Tier II and III intervention based on need. Interventions include computer-based language lessons and teacher-based tutoring.

All ELL students are monitored for language growth for a period of no less than five years through analysis of state assessment scores, report card grades, and benchmark assessment scores. If necessary, students return to the intervention process.

Parents and families are an integral part of selecting language goals and monitoring the progress toward these goals. Parents are notified at least twice per year in writing of students' progress toward goals.

Students are provided with word-to-word translating dictionaries to assist with assessments and learning.

Teachers instructing ELL students are provided with professional development in strategies for teaching ELL/LEP students and are provided with materials to carry out those strategies.

Goal 3: Develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school

Before dropping out of school, the Copiah County School District team will meet with the parent/legal guardians and give them guidance on an outside agency to help them enroll.

Coordinate contact between the student and Job Corps located in Crystal Springs, MS.

Goal 4: Address how student will transition to the home school district from the juvenile detention centers:

Students will transition to their home schools through the Copiah County Alternative School.

Students and parents/legal guardian will have an intake meeting with the alternative school principal and behavior specialist to discuss expectations and procedures. Requirements for transition will also be discussed with the student and the parent at the meeting.

Transition team consisting of School Administrator, Behavior Specialist, and Home School Counselor will provide an individual plan for each student entering the school from a juvenile detention center that will support the student through the transition to his or her home school.

Reports will be sent home periodically to the parents/legal guardians to help monitor progress.

Students behavior, grades, and attendance will be tracked at the Alternative School.

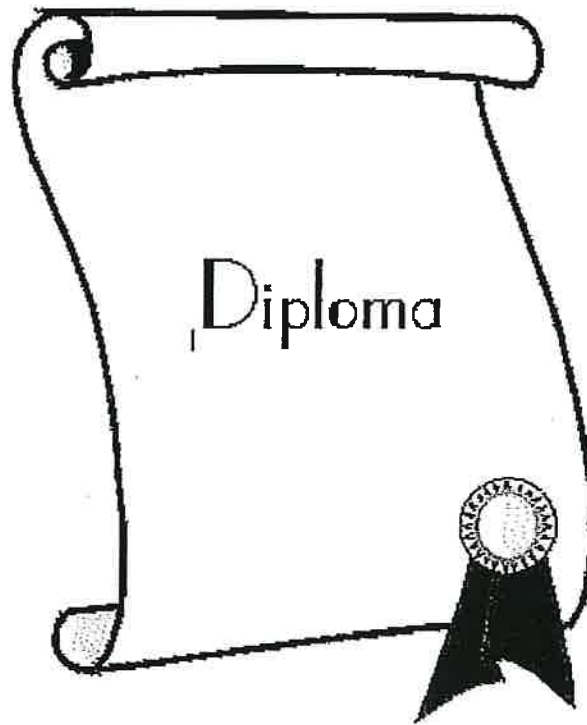
Once a student's behavior, grade, and attendance has met their personal goal, the student will start transitioning back to his or her home school.

The student and parent/legal guardian will have a meeting with the alternative principal, assistant principal, and school counselor before returning to his/her home school to ensure a successful transition. The meeting will consist of the student's behavior tracking sheets, grades, and attendance.

Once the student has returned to his or her home school, he/she will be on a probationary period to continue monitoring. This means that any infraction during the probationary period will result in the student returning to the alternative school.

Outside counseling will be offered and provided through Region 8 Mental Health with parent permission if the parent and student decide it is needed at the time.

COPIAH COUNTY SCHOOL DISTRICT



DROPOUT PREVENTION – RESTRUCTURING PLAN

**BOARD PRESENTATION
AND
APPROVAL**

Crystal Springs Elementary School

Copiah County Schools

Reducing the retention rates in grades K, 1st, and 2nd

1. The interventionist will be implemented and utilized to identify, intervene, and provide remediation for students in all grades to help reduce retention at all levels.
2. Implement an explicit school wide intervention plan that uses data (PBIS, STAR, and Classwork) to identify barriers to achievement and successful practices already in use.
3. Assign a highly effective teacher to work with struggling students.

Crystal Springs Middle School Drop Out Prevention Plans

1) Targeting Subgroups

- a) Bottom 25% receive tutoring in both Math and English.
- b) Students are screened at the beginning of the school year for reading levels. Students scoring the lowest are placed into Academy of Reading program.
- c) Counselors meet with students on the Drop-Out list. They also meet with students who have been written up numerous times for behavior. Counselors also meet with students who are on our failure list at semester and 3rd nine weeks.

2) Drop – Out Recovery Initiatives

- a) Creating a mentoring program along with the ministerial alliance.
- b) Working with Ms. Scholars Program
- c) Work with Job Corp. and Mississippi Challenge on students approaching the age of 16.

3) Transition from detention centers

- a) Upon return to school, students meet with counselors to establish a relationship.
- b) Students are to be placed into the RTI process at level 2 so that teachers can monitor the students level and assist with extra one on one or small group help.
- c) Students are to be placed into tutoring so that all time missed may be recovered.

Crystal Springs High School

1. Reducing the retention rates in grades K, 1st, and 2nd does not apply to CSHS.
2. Targeting subgroups that need additional assistance to meet graduation requirements:
 - A. Strategy one: An ELL tutor works with students regularly to support them becoming more fluent in English.
 - B. Strategy two: The attendance committee works diligently with parents and students to ensure attendance policy is kept.
 - C. Strategy three: Mu Alpha Theta students will peer-tutor students with math needs.
3. Developing dropout recovery initiatives that focus on students age 17-21, who dropped out of school previously:
 - A. Strategy one: We partner with MS Job Corps to enroll students who fit the categories, giving them hope for completion.
 - B. Strategy two: Re-enroll and re-engage students through Co-Lin's College Now program.
 - C. Strategy three: Re-enroll students who fit the categories of success on the concordance tables for SATPP, giving them hope for completion.
4. Addressing how students will transition to the home district from the juvenile detention center:
 - A. Strategy one: Work with juvenile detention center representative to ensure students are equipped to complete course work while in the detention center.
 - B. Strategy two: An alternative school placement will be utilized upon return to campus. Administrators, the counselor, and teachers provide support.
 - C. Interagency meetings for Copiah County provide a support team for updates on students as well as plans for support.

Wesson Attendance Center

1. Reducing the retention rates in grades K, 1st, and 2nd.
 - A. Strategy 1: "Jump Start" summer program is utilized for students who will be entering kindergarten to give them a foundation of early readiness skills, which will be introduced during the school year. It also encourages success and helps with early identification of students who will need early interventions.
 - B. Strategy 2: Beginning of the year (K-2) screening takes place to identify students who are lacking the skill base to be successful in their particular grade. These students are identified in the Tier Process and strategies are outlined by the team to support student success.
 - C. Strategy 3: Tutors are used for Tier II and Tier III interventions to support the already existing strategies being implemented by the classroom teachers. This individualized assistance is a vital role in preventing retention.
 - D. Early Kindergarten screening, MKAS, parental meetings, and intense intervention processes helped teachers make determinations about first grade readiness that will forever impact each student's future success.

2. Targeting subgroups that need additional assistance to meet graduation requirements.
 - A. Strategy 1: An ELL tutor works with students weekly to support them in becoming more fluent speakers, writers, and readers. These students and other subgroups receive Tier II and III interventions when needed to support their academic success.
 - B. Strategy 2: The attendance committee meets with students and their family members in making sure that attendance is priority for all. All attendance will be tracked by sub groups.
 - C. Strategy 3: The counselor will identify students in subgroups, in addition to all students, who are overaged in the 7th grade. These students will be placed on a graduation path that helps them earn high school credits earlier and graduate closer to their age appropriate peers.

3. Developing dropout recovery initiatives that focus on students ages 17-21, who dropped out of school previously.
 - A. Strategy 1: Re-enroll and Re-engage students through Copiah Lincoln Community College's "College Now" program, where students are enrolled in high school and community college career and technical programs while receiving SATP supports to help with their success in completing high school and CTE.
 - B. Strategy 2: Start a "Second Chance" program where we reach out to previous drop outs encouraging them to re-enroll and re-engage in high school with a shorter district diploma option.
 - C. Strategy 3: Re-enroll and Re-engage students who fit the categories of success on the concordance tables for SATP, giving them hope for completion.

4. Addressing how students will transition to the home district from the juvenile detention center.
 - A. Strategy 1: Work closely with juvenile detention center counselors and educators to make sure students receive books, materials, and plans for success in completing course work while in the detention center.
 - B. Strategy 2: When students Re-enroll and Re-engage in school, an alternative school placement will give the student more individualized catch up assistance. Teachers go to the alternative school to provide instruction and the student can report to classes where whole group instruction is best for the situation.
 - C. Strategy 3: A behavioral plan will be established between the counselor and student to support the student in making better choices in the future. Counseling for the child, whether through school or outside agencies, will be provided.
 - D. Strategy 4: Interagency meetings for Copiah County support a knowledge base for school members in knowing where students are in the court system as well as which students need plans of preventative support. Being active with other agencies provides close relationships with other officials in Copiah County.

4-Year Graduation Rates

Office of Accountability
Paula Vanderford, Ph.D., Chief

January 2023

District Name	N-Count	Dropout Rate
Aberdeen School District	100	11.0%
Alcorn School District	201	4.5%
Amite County School District	79	12.7%
Amory School District	110	11.8%
Attala County School District	62	11.3%
Baldwyn School District	51	15.7%
Bay St. Louis Waveland School District	122	5.7%
Benton County School District	65	15.4%
Biloxi Public School District	430	7.9%
Booneville School District	80	12.5%
Brookhaven School District	206	13.1%
Calhoun County School District	168	10.1%
Canton Public School District	190	10.0%
Carroll County School District	75	21.3%
Chickasaw County School District	30	0.0%
Choctaw County School District	73	2.7%
Claiborne County School District	102	4.9%
Clarksdale Municipal School District	162	11.7%
Cleveland School District	218	13.8%
Clinton Public School District	388	10.3%
Coahoma County AHS	39	7.7%
Coahoma County School District	70	7.1%
Coffeetown School District	38	5.3%
Columbia School District	121	1.7%
Columbus Municipal School District	249	10.0%
Copiah County School District	193	13.0%
Corinth School District	122	4.9%
Covington County School District	175	14.9%
Desoto County School District	2618	6.1%
East Jasper Consolidated School District	58	8.6%
East Tallahatchie Consolidated School District	69	20.3%
Enterprise School District	66	6.1%
Forest Municipal School District	106	15.1%
Forrest County AHS	146	11.0%

4-Year Graduation Rates

Office of Accountability
Paula Vanderford, Ph.D., Chief

January 2023

District Name	N-Count	Dropout Rate
Clarksdale Municipal School District	162	11.7%
Amory School District	110	11.8%
Western Line School District	118	11.9%
Nettleton School District	101	11.9%
Richton School District	42	11.9%
North Panola School District	99	12.1%
Booneville School District	80	12.5%
Amite County School District	79	12.7%
Hancock County School District	329	12.8%
Copiah County School District	193	13.0%
Brookhaven School District	206	13.1%
Marion County School District	180	13.3%
Philadelphia Public School District	60	13.3%
Pearl River County School District	276	13.4%
Laurel School District	185	13.5%
Picayune School District	198	13.6%
Meridian Public School District	320	13.8%
Cleveland School District	218	13.8%
Grenada School District	216	13.9%
Jackson Public School District	1704	14.1%
Newton Municipal School District	71	14.1%
Scott County School District	295	14.2%
Prentiss County School District	151	14.6%
Covington County School District	175	14.9%
Forest Municipal School District	106	15.1%
Benton County School District	65	15.4%
Baldwyn School District	51	15.7%
Noxubee County School District	113	15.9%
Pontotoc County School District	268	16.0%
Hazlehurst City School District	99	16.2%
Greenville Public School District	247	16.6%
Yazoo City Municipal School District	178	16.9%
Tate County School District	171	17.0%
Perry County School District	74	17.6%
Winona Montgomery Consolidated School District	73	17.8%



4-Year Graduation Rates

Office of Accountability
Paula Vanderford, Ph.D., Chief

January 2023

District Name	N-Count	4-Year Graduation Rate
Aberdeen School District	16	87.5%
Alcorn School District	17	88.2%
Amite County School District	18	77.8%
Amory School District	11	81.8%
Attala County School District	**	**
Baldwyn School District	**	**
Bay St. Louis Waveland School District	10	90.0%
Benton County School District	13	46.2%
Biloxi Public School District	38	68.4%
Booneville School District	**	**
Brookhaven School District	27	66.7%
Calhoun County School District	15	46.7%
Canton Public School District	17	23.5%
Carroll County School District	**	**
Chickasaw County School District	**	**
Choctaw County School District	16	87.5%
Claiborne County School District	15	53.3%
Clarksdale Municipal School District	10	60.0%
Cleveland School District	27	44.4%
Clinton Public School District	31	61.3%
Coahoma County School District	**	**
Coffeeville School District	**	**
Columbia School District	21	85.7%
Columbus Municipal School District	35	80.0%
Copiah County School District	14	28.6%
Corinth School District	16	43.8%
Covington County School District	36	50.0%
Desoto County School District	260	76.2%
East Jasper Consolidated School District	12	58.3%
East Tallahatchie Consolidated School District	15	53.3%
Enterprise School District	**	**
Forest Municipal School District	14	57.1%
Forrest County AHS	26	65.4%
Forrest County School District	**	**
Franklin County School District	**	**

4-Year Graduation Rates

Office of Accountability
Paula Vanderford, Ph.D., Chief

January 2023

District Name	Subgroup	N-Count	4-Year Graduation Rate
Columbus Municipal School District	All	249	88.4%
Columbus Municipal School District	Male	121	82.6%
Columbus Municipal School District	Female	128	93.8%
Columbus Municipal School District	Black or African American	226	92.0%
Columbus Municipal School District	White	11	45.5%
Columbus Municipal School District	Economically Disadvantaged	242	89.3%
Columbus Municipal School District	Students w/ Disabilities	35	80.0%
Copiah County School District	All	193	83.4%
Copiah County School District	Male	93	77.4%
Copiah County School District	Female	100	89.0%
Copiah County School District	Black or African American	108	86.1%
Copiah County School District	White	69	84.1%
Copiah County School District	Hispanic or Latino	16	62.5%
Copiah County School District	Economically Disadvantaged	188	84.6%
Copiah County School District	Students w/ Disabilities	14	28.6%
Corinth School District	All	122	86.9%
Corinth School District	Male	62	85.5%
Corinth School District	Female	60	88.3%
Corinth School District	Black or African American	35	82.9%
Corinth School District	White	63	87.3%
Corinth School District	Hispanic or Latino	19	89.5%
Corinth School District	Economically Disadvantaged	120	88.3%
Corinth School District	Students w/ Disabilities	16	43.8%
Covington County School District	All	175	81.7%
Covington County School District	Male	91	81.3%
Covington County School District	Female	84	82.1%
Covington County School District	Black or African American	88	76.1%
Covington County School District	White	79	91.1%
Covington County School District	Economically Disadvantaged	169	84.0%
Covington County School District	Students w/ Disabilities	36	50.0%
Desoto County School District	All	2618	92.9%
Desoto County School District	Male	1321	90.1%
Desoto County School District	Female	1297	95.7%
Desoto County School District	Black or African American	1102	92.5%

4-Year Graduation Rates

Office of Accountability
Paula Vanderford, Ph.D., Chief

January 2023

District Name	School Name	Count	Graduation Rate	Dropout Rate
Columbia School District		121	95.9%	1.7%
Columbia School District	Columbia High School	121	95.9%	1.7%
Columbus Municipal School District		249	88.4%	10.0%
Columbus Municipal School District	Columbus High School	250	88.4%	10.0%
Copiah County School District		193	83.4%	13.0%
Copiah County School District	Crystal Springs High School	115	79.1%	15.7%
Copiah County School District	Wesson Attendance Center	78	89.7%	9.0%
Corinth School District		122	86.9%	4.9%
Corinth School District	Corinth High School	122	86.9%	4.9%
Covington County School District		175	81.7%	14.9%
Covington County School District	Collins High School	48	58.3%	31.3%
Covington County School District	Mount Olive Attendance Center	32	90.6%	6.3%
Covington County School District	Seminary High School	95	90.5%	9.5%
Desoto County School District		2618	92.9%	6.1%
Desoto County School District	Hernando High School	346	93.4%	4.9%
Desoto County School District	Horn Lake High School	350	90.3%	9.1%
Desoto County School District	Olive Branch High School	275	95.3%	3.3%
Desoto County School District	Southaven High School	431	87.0%	11.6%
Desoto County School District	Desoto Central High School	474	93.2%	5.5%
Desoto County School District	Lewisburg High School	289	96.9%	3.1%
Desoto County School District	Center Hill High School	237	95.8%	4.2%
Desoto County School District	Lake Cormorant High School	211	96.7%	2.4%
Desoto County School District	Lake Cormorant Middle	**	**	**
East Jasper Consolidated School District		58	86.2%	8.6%
East Jasper Consolidated School District	Heidelberg High School	58	86.2%	8.6%
East Tallahatchie Consolidated School District		69	76.8%	20.3%
East Tallahatchie Consolidated School District	Charleston High School	68	77.9%	20.6%
East Tallahatchie Consolidated School District	Charleston Middle School	**	**	**
Enterprise School District		66	92.4%	6.1%
Enterprise School District	Enterprise High School	66	92.4%	6.1%
Forest Municipal School District		106	82.1%	15.1%