A STANDARD OF GREATNESS

KOSCIUSKO SCHOOL DISTRICT

DROPOUT PREVENTION PLAN

2025-2026

Dr. Donna Boone
Superintendent of Education

Part II. Dropout Prevention Team Members:

Macy Wilbanks	Kosciusko High School
Eli Dew	Kosciusko Junior High School
Suzanne Crosby	Kosciusko Lower Elementary School
Logan Cheek	Kosciusko Middle Elementary School
Will Anderson	Kosciusko Upper Elementary School
Lindsey Dickerson	Kosciusko Special Education Director
Glenn Stevens	Kosciusko Alternative School Director

District Team Members

Dr. Donna Boone
Superintendent

Josh Dodd
Federal Programs/Student Assessment

Lindsey Dickerson
Special Education Director

Jeffery Mitchell
Technology Director

Laura Carraway
Food Services Director

Stacey Davis
Maintenance/Operations Director

Joshua Black
Transportation Director

Semone Olive
Director of Counseling

Barbara Hutchinson
Billie Jamison
Kosciusko High School Counselor

Tracy Erving
School Attendance/Truancy Officer

Part III. State of Assurance

On behalf of the Kosciusko School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) increase the state graduation rate to 88% by the end of 2024 – 2025; 2) reduce the state dropout rate; and 3) reduce the state truancy rate.

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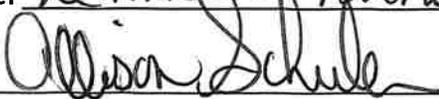
I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

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.

District Superintendent: Dr. Donna Boone: _____ (signature)

School Board Chair: Allison Schuler : _____ (signature)

District Schools

Elementary

Kosciusko Lower Elementary School (PK-1)
Suzanne Crosby, Principal

Kosciusko Middle Elementary School (2-3)
Logan Cheek, Principal

Kosciusko Upper Elementary School (4-5)
Will Anderson, Principal

Junior High School

Kosciusko Junior High School (6-8)
Eli Dew, Principal

High School

Kosciusko High School (9-12)
Macy Wilbanks, Principal

District - Wide

Alternative School
Glenn Stevens, Director

Part IV: District Data Form

Kosciusko School District
Data from 2024-2025
Graduation Rate: 88.8%

School Data

	Elementary	Junior High	High School
Number of Schools	3	1	1
Cumulative Enrollment	906	453	564
Counselor/Student Ratio	1:302	1:453	1:282

Student Demographic Data

	Elementary	Junior High	High School
Female	421	224	297
Male	485	229	267
Asian	7	6	5
Black	582	278	355
Hispanic	22	24	27
American Indian	0	0	1
White	295	145	176
Pacific Islander	0	0	0

Part V: District Needs Assessment Outcomes

Our Mission

The goal of the Kosciusko School District Dropout Prevention Plan is to provide students with options which will prevent them from dropping out of school and to serve as a resource guide. The Dropout Prevention was designed to show what the district is doing to address factors that may cause students to drop out of school.

Identifying At-risk Students

Educational Indicators
- Retention rates of students in kindergarten through second grade
- Passage rate on third grade reading summative assessment
- Passage rates on subject area tests
- Result of formative and progress monitoring assessments
- Two or more grades behind peers
- Attendance rates

Behavioral Indicators
- Office referrals
- Suspensions
- Chronic absenteeism
- Excessive tardies

Socio-Economic Indicators
- Free and reduced lunch benefits
- Homeless, migrant, and unaccompanied youth designations
- English Learners

Goal and Objectives:

Kosciusko School District's Dropout Prevention plan is inclusive of objectives, initiatives, and strategies required to meet the goal of the state's dropout prevention plan: maintain a graduation rate to at least 89% by the 2024 - 2025 school year.

Goal 1: Reduce the retention rates in grades kindergarten, first and second
- Identify students at risk through analysis of benchmark data
- Use the tier process to modify instruction and incorporate needed supports (MTSS)

- Educate stakeholders on how to supplement the student at home in order to support the learning process (Title I - Parent Engagement)
- 100% of building staff will be professionally trained on how to support the education process of the at-risk students (MTSS Identification)
- Utilize an attendance system to identify chronic absenteeism so parents can be notified

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

- Tutoring services will be offered to help students meet IEP goals
- Credit recovery will be offered to enable student success in courses in which they were not originally successful
- Standards-aligned remediation will be provided to assist with the passing of state tests to those students who were not originally successful
- Partner with MDRS to help students with a service plan in outlining their pathway to graduation
- Transitional counseling to all special populations students
- Implement yearly the Destination Graduation Mentorship Program to monitor and mentor students who are at risk of not graduating

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

- Students and families of students who have already dropped out of school will receive information from our administrative and/or counseling staff regarding possible alternative educational options to help them obtain a high school diploma or GED outside the normal school setting and become a productive citizen in their community.
- Students who complete these programs would be able to enter the workforce or attend college with the specialized skills they learn in these programs with the goal of becoming a productive citizen in their community

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

- A student who is placed in juvenile detention center, resulting in their absence from the home district for at least 60 days, will be placed in a transitional school environment for not less than 30 days

Student Goals:

- Maintain a successful discipline record
- Not more than 2 days absent during the 30 day placement
- Maintain at least a 65 average in all course work
- Once students have completed 30 days in the transitional school environment and met the goals set by the district, the student may return to their home school

Appendix G
Mississippi Department of Education State Dropout Prevention Plan

15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research, sponsored extensive workshops, and collaborated with a variety of practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school, therefore, the solutions are multidimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on the high school graduation rate. These strategies appear to be independent but actually work well together and frequently overlap. Although they can be implemented as stand-alone programs (i.e. mentoring or family engagement projects), positive outcomes will result when school districts develop an improvement plan that encompasses most or all of these strategies. These strategies have been successful in all school levels from K-12 and in rural, suburban, or urban centers. These applications form the foundation for Mississippi's State-Level Dropout Prevention Plan and offer guidance to the development of a district dropout prevention plan

School and Community Perspective

Strategy 1 Systemic Renewal – A continuing process of evaluating goals and objectives related to school policies, practices and organizational structures as they impact a diverse group of learners.

Strategy 2 School-Community Collaboration – When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring, supportive environment where youth can thrive and achieve.

Strategy 3 Safe Learning Environments – A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels that enhance positive social attitudes and effective interpersonal skills in all students.

Early Interventions

Strategy 4 Family Engagement – Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Strategy 5 Early Childhood Education – Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

Strategy 6 Early Literacy Development – Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

Basic Core Strategies

Strategy 7 Mentoring/Tutoring – Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Strategy 8 Service-Learning – Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Strategy 9 Alternative Schooling – Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

Strategy 10 After-School Opportunities – Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

Making the Most of Education

Strategy 11 Professional Development – Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills and techniques, and to learn about innovative strategies.

Strategy 12 Active Learning – Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Strategy 13 Educational Technology – Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Strategy 14 Individualized Instruction – Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Strategy 15 Career and Technical Education (CTE) – A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

Data Sources:

Requirement A
How is the school district/school reducing retention rates in kindergarten, first, and second grades?

Early Warning Systems
https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/ews_v10.pdf

Requirement B
How is the district/school targeting subgroups that need additional assistance to meet graduation requirements?

Imagine Learning/Edgenuity/Credit Recovery
https://www.imaginelearning.com/pdf-viewer/?file=https://www.imaginelearning.com/wp-content/uploads/2022/11/EDG-SC-End-Course-Exam-Research-Brief.pdf#zoom=auto&pagemode=none

https://www.edgenuity.com/florida/courses-curriculum/

Requirement C
What dropout recovery initiatives have been developed that focus on students age 17 through 21 who have dropped out of school?

Camp Shelby
https://www.ng.ms.gov/installations/cs

Requirement D
How is the district/school addressing how students will transition to the home school/district from the juvenile detention centers?

https://www.mdek12.org/OCSA/AE_GED