

COAHOMA COUNTY SCHOOL DISTRICT

DROPOUT PREVENTION PLAN 2026-2027



Crystal Gooden, Superintendent
OOOO



www.coahomak12.org



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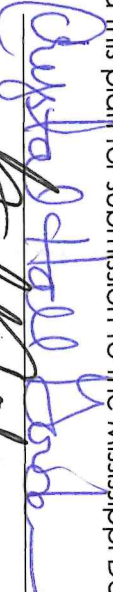
Dropout Prevention Statements of Assurance

On behalf of the Coahoma County School District, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- Reducing the retention rates in grades kindergarten, first and second.
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students aged seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.
- 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 the school district has considered relevant, scientifically based research, strategies, and best practices indication services effective in preventing dropouts if we focused on students in the earliest grades.
- I hereby certify that the information contained in this plan follows the appropriate federal and state laws and regulations.
- **The initial implementation of goals began in August 2025. The plan has been updated for the 2026-2027 school year. The plan will be updated and adjusted annually according to data and the most current research and practices.**

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

Crystal Gooden, Superintendent of Education



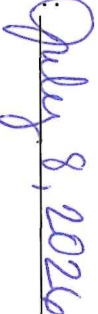
(Signature)

Gerald Johnson, Coahoma County School District Board of Trustees President



(Signature)

Board Approval Date:



Cochoma County Dropout Prevention Leadership Team Members

TEAM MEMBERS	ROLE
Crystal Hall Gooden	Superintendent
Latasha Turner	Curriculum Director
Kenisha Shelton-Hudson	Federal Programs Director
Tynikia Shaw	High School Principal
Ben Baltimore	Junior High School Principal
Maggie White-Gamble	Elementary School Principal
Chiquita Moore-Phillips	Elementary School Principal
Johnesha Matthews	Elementary School Principal
Rodericka Warren	High School Counselor
Keshyla Brooks	Junior High School Counselor
Natascha Woods	Academic Coach & Alternative Coordinator
Stephen James	Chief, School Resource Office
Charlette Artis-Harris	Parent
Kimberly Hearon	Data Entry Clerk
Adriana Murray	Community Member

VISION STATEMENT

Every student ready for the future:

Prepared for college. Prepared for the global workplace. Prepared for personal success.

Mission Statement

The mission of the Coahoma County School District is to provide a high-quality education to each child in a safe and orderly environment in order to produce contributing citizens who will be able to excel in a global society.

CCSD GREAT GOALS

- G -** Increased graduation rates occur annually toward a goal of 95 percent.
- R -** Safe and orderly environments are based on respect and responsibility.
- E -** Appropriate academic environments are characterized by active student engagement.
- A -** Accountability expectations exist for all stakeholders.
- T -** Teamwork is based on collaboration and cooperation.
- G -** Students graduating high school are prepared to be productive in a global society.
- O -** Safe and orderly school environments exists in all schools.
- A -** Increased student achievement takes place in all schools and programs.
- L -** Learning is supported with appropriate teaching structures and strategies,
- S -** Students are the district's number one priority!

DATA CT FOLIO

MULTI-YEAR GRADUATION DATA SUMMARY

GRADUATION SUMMARY FOR COAHOMA COUNTY HIGH SCHOOL:

	TOTAL # OF GRADUATES	# OF CERTIFICATE GRADUATES	TOTAL CCSD GRADUATES	STATE	CCSD
2017-18	42	5	47	83	68.5
2018-19	47	8	55	84	65.1
2019-20	42	3	45	85	70.14
2020-21	54	6	60	87.7	80.85
2021-22	86	0	86	88.4	89.2
2022-23	59	5	64	88.9	92.9
2023-24	77	4	81	89.4	92.7
2024-25	73	1	74	89.2	90.7
2025-26	86	1	87	90.8	97.3

∞ DATA NOT REPORTED AT REPORT PREPARATION TIME

CHRONIC A EISM RATES

	STATE	CCSD
2018-19	13.05%	13.36%
2019-20	∞	*
2020-21	20.7%	*
2021-22	28.0%	30.27%
2022-23	23.87%	29.0%
2023-24	24.44%	25.04%
2024-25	27.6%	24.1%
2025-26	∞	∞

* COVID-19 CASE DATA REPORTED
 ∞ DATA NOT REPORTED AT REPORT PREPARATION TIME

MULTI-YEAR AVERAGE DAILY ATTENDANCE SUMMARY

School Year	CCSD Average Attendance
2016-17	94.5
2017-18	94.1
2018-19	94.3
2019-20	96.5
2020-21	93.9
2021-22	94.2
2022-23	91.0
2023-24	∞
2024-25	∞
2025-26	∞

∞ DATA NOT REPORTED AT REPORT PREPARATION TIME

MULTI-YEAR ENROLLMENT SUMMARY

School Year	STATE	DISTRICT	CCJHS	CCHS
2017-18	477,633	1,404	427	
2018-19	471,298	1,326	415	
2019-20	466,002	1,173	389	
2020-21	442,627	1,121	452	
2021-22	442,000	1,057	542	
2022-23	440,285	988	490	
2023-24	436,523	1,098	528	
2024-25	431,931	1077	171	347
2025-26	435,259	1035	166	358

DISCIPLINARY SUMMARY 2025-2026

COAHOMA COUNTY JR. HIGH SCHOOL

DEMOGRAPHICS	ISS	OSS	EXPULSIONS	YOUTH COURT REFERRALS
ALL	<5% (4)	17% (27)	0	<5% (3)
AFRICAN AMERICAN	<5% (4)	33% (25)	0	<5% (3)
HISPANIC	0	0	0	0
WHITE	0	50% (2)	0	0
STUDENTS W/ DISABILITIES	<5% (1)	17% (5)	0	0
ELL	0	0	0	0
MALE	<5% (4)	24% (19)	0	<5% (3)
FEMALE	0	10% (8)	0	0

% of student population

DISCIPLINARY DATA COAHOMA COUNTY JUNE 2025-2026 HIGH SCHOOL

DEMOGRAPHICS	ISS	OSS	EXPULSIONS	YOUTH COURT REFERRALS
ALL	8		8	8
AFRICAN AMERICAN				
HISPANIC				
WHITE				
STUDENTS W/ DISABILITIES				
ELL				
MALE				
FEMALE				

% of student population

FINAL DATA NOT REPORTED AT REPORT PREPARATION TIME

COAHOMA COUNTY JR HIGH SCHOOL

SPRING 2025 MAAP DATA

TOTAL POINTS	READING PROF	MATH PROF	HISTORY PROF	SCIENCE PROF	READING GROWTH	MATH GROWTH	READING LOW GROWTH	MATH LOW GROWTH	EL. PROGR ESS	ACCEL	COLLEGE & CAREER	PARTICI PATION	GRAD RATE
257	18.2	28.5	N/A	22.5	51.2	37.3	59.8	39.4	N/A	N/A	N/A	N/A	N/A

All data reported here is from SPRING 2025 MAAP DATA. Once SPRING 2026 MAAP DATA is officially released, this data will be updated to reflect most recent data.

COAHOMA COUNTY HIGH SCHOOL

SPRING 2025 MAAP DATA

TOTAL POINTS	READING PROF	MATH PROF	HISTORY PROF	SCIENCE PROF	READING GROWTH	MATH GROWTH	READING LOW GROWTH	MATH LOW GROWTH	EL. PROGR ESS	ACCEL	CCR	PARTICI PATION	GRAD RATE
659	31.5	37.6	70	38.7	64.5	89.7	58.6	100	N/A	70.6	13	>=95%	90.7

All data reported here is from SPRING 2025 MAAP DATA. Once SPRING 2026 MAAP DATA is officially released, this data will be updated to reflect most recent data.

Coahoma County Dropout Prevention Plan

School District: Coahoma County	Schools: Coahoma County Jr. High & Coahoma County High School
GOAL 1	The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcomes (e.g. student enrollment in college, students in careers) using a longitudinal data system.
INITIAL ASSESSMENT (BACKGROUND INFORMATION)	Staff has access to SAMS to track behavior, attendance, and grades. During the 2024-2025 school year, The Leadership Team (LT) decided that it needed to look at student transfers, student dropout rates, and student post-high school college and career choices of its students over time. Investigation of these topics found that the school did not have concrete techniques for collecting data in a timely manner to determine trends over time. A tracking system has been developed that shows the LT and principal to effectively monitor transfers and dropout rates. A system is still being developed to accurately track post-high school outcomes over time. The LT updates the student tracking data once each nine weeks. As students transfer, counselors will conduct school exit conferences (or telephone conferences where needed) to determine why students are transferring or why students did not return to the school. All withdrawals and transfers are kept on file.

ACTION(S)	The principal and LT have decided that school staff will implement, monitor and evaluate the following strategies to determine the number of students who are successfully entering and exiting the high school and college – 1. Attendance, grades, and behavior issues will be monitored daily. MTSS data will also be reviewed. 2. Historical data (state and district) will be used in evaluating existing dropout prevention efforts and in determining the need for specific programs, services, and monitoring tools. 3. Students at risk of dropping out of school will receive support through research-based classroom & school-wide interventions to aide in improving academic and behavioral problems. What Works Clearinghouse.gov and MDE Compulsory Attendance resources to be utilized in making final selections of tools and strategies to be adopted by the school. 4. To the extent possible, ongoing pre- and post- interviews will be conducted with students who drop out of school or are considering dropping out of school. Students will also be asked to share with the principal, counselor and other identified school staff any concerns or barriers they feel exist to their successful return to school. 5. Each school will create an At-Risk Focus Group to provide at-risk rising 7th - 12th graders with at-risk academic and social skills behaviors training to aide them in making a strong transition to the high school level and /or successfully completing coursework necessary for graduation. Participants will be monitored throughout the school year and provided additional support as necessary. The additional support may be academic, behavioral or emotional. 6. Positive Behavior Intervention Support (PBIS) will be implemented to recognize and reinforce appropriate student behaviors and to decrease the amount of instructional time missed due to a disciplinary action for misbehavior. 7. Junior high and senior high school counselors will create more time for counseling and intervention efforts to meet the needs of at-risk students. 8. Professional development training that provides teachers with culturally responsive teaching strategies to help them better meet the needs of the school's at-risk student population will be ongoing to help curb students leaving school too early. 9. Students who dropped out of school the previous school years will be contacted by the superintendent, assistant superintendent, principal and/or counselor to invite the students to return to school for the start of the upcoming school year. These students will be enrolled in the CCSD RISE Academy to efforts to complete their high school diploma. 10. Within the first week of each semester, schools' staff will contact students on their roster who do not come to school (i.e., no shows) and encourage them to return to school immediately. If a student is determined to have transferred to another school, this information will be shared immediately with the school's data manager and noted in the school's database.
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	11. A procedure for attendance not in violation to students and parents has been developed and implemented. Violations of compulsory attendance laws will be reported. 12. Credit recovery opportunities will be made available for students who have fallen behind academically. The district has developed the CCSD RISE Academy that will provide high school students with credit recovery opportunities outside of regular school hours or in an alternate setting. 13. Post-Secondary Surveys will be completed by graduates to document their intentions upon graduation 14. Transitional courses have been implemented for rising 9th graders to prepare them for success in Algebra I and Biology II. Students will be placed in these courses according to 8th grade MAAP scores. - o Data will be shared prior to start of school (transfers, drop-outs, etc.). - o Host an Alumni Give Back Day or other similar event, where alumni are invited to share their successes and "advise" rising graduates on what may be needed for post-secondary success.
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	• Staff will have accurate data on at-risk students, grades, attendance, and students with behavior issues. • Student attendance, school completions and post-high school college and career pathways will be trending in positive ways for students. • Specific monitoring tools, actions, and strategies will be actively used, such as the following – - o Schoolwide meetings will be held semi-annually to examine and make interpretations about the school's effectiveness in curbing poor attendance and dropout rates. - o An alumni database tracking system will be developed (2026-2027) - o Adding an alumnus contact link to the website (the link will be added to programs at graduation with a date of submission) to track students' postsecondary behavior (2026-2027) - o Continue conducting of calls to alumni (2025-2026) - o MSIS clerk will consistently track and report absences, dropouts, etc. to the principals and LT throughout the year - o Binders and databases will both be used to house all tracking information - o The Leadership Team (LT) will review data bimonthly and will make adjustments and suggestions for improvements as needed
RESOURCES	• What Works Clearinghouse • MDE Office of Compulsory School Attendance • Career Coach with South Delta Planning & Development

COAHOMA COUNTY SCHOOL DISTRICT DROPOUT PREVENTION PLAN

School District: Coahoma County		Schools: Coahoma County Jr. High Coahoma County High School	
GOAL 2		The school Leadership Team (LT) implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.	
INITIAL ASSESSMENT (BACKGROUND INFORMATION)		The principal and LT conducted an in-depth review of research on the effectiveness of early warning systems. This review provided the team with rigorous, initial evidence that even with limited implementation during the first year of adoption, use of a comprehensive early warning system can reduce the percentage of students who are chronically absent or who fail one or more courses. These short-term results are promising because chronic absence and course failures in grades 9 and 10 are two key indicators that students are off track for graduation. Early warning indicators based on measurable student outcomes and behaviors could help identify students at risk while there is still time to redirect their trajectory away from dropping out or falling behind. The methods laid out in this study can be used to help districts identify the best off-track indicators, and indicator cut points, for their early warning systems. The team learned that it needed to be more focused and intentional with the implementation of its response to intervention practices (the practice of providing high-quality core instruction based on students' needs, using data and progress monitoring to provide increasingly intensive educational interventions in a timely manner for students who struggle in core instruction). As a result of this review, the LT began development of a plan to review and revise, where necessary, current EWS practices to maximize the effectiveness of the school's efforts to keep students in school. The school is already implementing a structured MTSS intervention program (based on state policies and guidance), as well as utilizing strategies identified in HS.1.03 to keep students in school. More specifically, the LT is promoting use of – - o Daily attendance checks, i.e., daily phone calls to home when students are absent - o MSIS reports to MDE - o Collection of data from monthly progress reports and end-of-term reports to determine who may be academically at risk of failure which may, in turn, lead to truancy, absenteeism and dropping out of school	

ACTION STEPS

- o School resource officers help in communicating with students, parents and community partners about the need for students to be in school. Community partners are being asked to report students seen on the streets during the school day to our school resource officers or the court appointed truancy officer.
 - o Credit recovery activities and the COSD RISE Academy to help students who are falling behind to catch up.
 - o Comprehensive Needs Surveys and pretest surveys to determine how the school can best create learning environments that are attractive and compelling enough to keep students in school.
 - o Utilization of partner organizations, community members, and social service professionals to provide services to targeted students
 - o The LT will work to equip community stakeholders with knowledge on how to establish functional community groups whose core role will be to track and support at risk students, as well as to emphasize the role of community action in supporting students at risk of dropping out of school.
- The LT has selected an EWS program, School Status, that provides the school with a graphical view of how students are doing in specific areas including Grades, Attendance, Behavioral Infractions, Supports, etc...
- The School Status is used to collect data district-wide, school-wide, as well as for individual students, after which interpretations/decisions about next steps for at-risk students are made. Interventions are developed based on data collected.
- Steps to be followed with the EWS process are developed and presented to school staff, students, and parents.



HOW WILL IT LOOK WHEN FULLY IMPLEMENTED

An on-going tracking initiative is evident. The district is utilizing School Status to collect data (longitudinal data) and showcase patterns of students' attendance, behavior and academic performance which allows students flagged as at risk to be effectively supported. Each student is considered individually in the process, rather than looked at as a part of a group.

On-going tracking will be a deliberate action of taking students' records on attendance, behavior and performance. These records will serve as evidence of EWS implementation and will continue to be

(EVIDENCE)	analyzed and the findings used to identify students who score poorly on these indicators. Identified students are being flagged as being at risk of dropping out of school. They will then be referred for support in order to address their risk factors.
RESOURCES	• Mississippi Department of Education • http://www.betterhighschools.org/pubs/ews_guide.asp • Data Surveys/Results • Mississippi Early Warning System to Promote PreK-12 Academic Success

Coahoma County School District Dropout Prevention Plan

School District: Coahoma County		Schools: Coahoma County Jr. High Coahoma County High School
GOAL 3	The school provides all students with academic supports (e.g. tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.	
INITIAL ASSESSMENT (BACKGROUND INFORMATION)	Academic supports include Panther Time (intervention), remediation, Benchmark Assessments, STAR assessments, iReady, MTSS and state assessment tutorials. School Improvement 1003A funds will be targeted for utilization in high school programs supported with evidence-based research. CCHS and CCJHS will continue to implement the MTSS system to track the academic needs of students who are struggling. PBIS strategies and intensive counseling will be provided for behavioral incidents, and an early warning system is being used to track attendance, and graduation needs. The challenge for Coahoma County Jr. High and High School has been linking this data to a response system that provides timely and appropriate interventions. iReady and ELS Pathways will now be used to support this process. The School's LT has begun implementation of an early warning process and a tiered response system (MTSS) by - • Providing regularly updated warning indicator data (from routinely collected student data) on each student to teachers, support staff, and administrators. • Monitoring of trends in student level data. • Scheduling meetings of school personnel teams to discuss students with warning indicators, plan interventions, and follow up on implemented interventions (making changes as indicated); and, • Utilizing support staff and non-licensed staff to assist with interventions	
ACTIONS	Survey information will be studied in order to determine where the school will need to refine its efforts to assist at-risk students and keep them on track for graduation. With part of the challenge of establishing a school's intervention system and connecting the appropriate resources to the students most in need, the principal and LT will work on improving access to EWS data, so that staff can timely identify students off-track to graduation and thus in need of additional intervention. A system has been developed to support our incoming freshmen. By using data on students' middle school grade performance, the high school staff has begun to set goals for students to help them meet	

	their potential and provide support before students fall off-track for either high school graduation or college success. School plans also include - • Continue the full implementation of the current intervention systems • Ongoing professional development PLCs on student support systems (agendas, handouts, etc.) • Implementation of a Grade 9 Transition Activity (orientation, Student/Parent Day)
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	Interventions for academic support will be provided through structured programs that are available as tutoring sessions, intervention periods, after school, pull out groups, and as individualized plans that teachers have created to work with students in their class. Examples of school supports currently include • Teacher tutoring • Peer tutoring • Extra credit opportunities • Weekly tutoring schedule for the student • Team Meetings: Inviting the parent/guardian to a team meeting to preview what the student will be learning in the upcoming months and giving them training and materials to support it at home • Changing students' schedules to see if they can be more successful with a different teacher or surrounded by different students • Student Grouping for cooperative learning activities in the classroom that sets • Utilization of an intervention period (Panther Time) for enrichment and intervention activities
RESOURCES	• iReady • Intervention Central • Literacy Chops • Intervention Hero • ELS Pathways • Mississippi Department of Education Intervention Services

Coahoma County School District Dropout Prevention Plan

School District: Coahoma County		Schools: Coahoma County Jr. High Coahoma County High School
GOAL 4	The schools provide all students with opportunities for content and credit recovery as well as extended learning opportunities (e.g., summer credit recovery programs, afterschool and/or supplemental educational services, Saturday academies, enrichment programs, etc.) to keep them on track for graduation.	
INITIAL ASSESSMENT (BACKGROUND INFORMATION)	The district has established the CCSD RISE Academy to assist with credit recovery. Additionally, the district offers a Credit Recovery Summer Program online and MDE has implemented the Bridge to Careers Course. Changes to the budget will be needed to further accommodate this need if in-person instruction is needed. Based on the availability of funds, other options the LT will consider for extending learning opportunities beyond the regular school day, week, and year include: - o Before- and after-school programs in which students participate before or after the regular school day - o Optional Saturday programs for at-risk students Students who would have dropped out of school, or failed to be ready for graduating on time because of a lack of credits is not currently a huge deficit for the district.	
ACTIONS	1. The Bridge to Career course will be offered to at-risk seniors in danger of not graduating. Interested students will be enrolled in this course in January 2027 (the first day of their final semester). 2. The school will evaluate its current credit recovery programs to determine if it is maximizing opportunities for students to graduate on time. The credit recovery program/graduation enhancement program is formerly called The CCSD RISE (Reigniting Initiatives to Soar and Excel) Academy. It includes a program offered to students through an Educational Alternative model. The program is structured to allow for completion of graduation requirements mostly through virtual synchronous or asynchronous coursework. Entrance into the program will be based on the following criteria: • Students transferring into the school whose transfer status makes it difficult or impossible to complete credits during the entering semester • At-risk juniors who need to get back on track prior to the senior year • Other students as deemed necessary by the school administration (i.e., truancy, discipline, etc.) • At-risk seniors in danger of not graduating. 3. Entrance into the CCSD RISE (Reigniting Initiatives to Soar and Excel) Academy will be on a space available basis using the following preference order:	

	• At-risk seniors in danger of not graduating • Students transferring into the school whose transfer status makes it difficult or impossible to complete credit during the entering semester • At-risk juniors who need to get back on track prior to the senior year • Other students as deemed necessary by the school administration Evaluate students' academic progress to determine who would benefit from additional learning time and or extended school year. 1003A School Improvement funds will be allocated to support extended learning opportunities when the budget allows.
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	Students will have access to Extended Year Summer Programs, after school tutorial, and supplemental educational services. The school will sponsor a comprehensive extended-learning program to keep students in school and on course for graduation. The programs selected by the LT will share some basic characteristics of planning and design: • Clearly established needs and program goals • Program offerings and availability • Graduation rates will increase, and dropout rates will decrease. • Personalized learning plans and social/emotional support will motivate students to stay in school and demonstrate positive learning attitudes. With the implementation of content and credit recovery opportunities - • All students entering high school will graduate in a timely manner and be ready for college or the workplace. • Students will be able to access a variety of credit recovery learning platforms – technology, tutoring, intervention classes, etc. • School attendance will improve. The school environment will be encouraging and positive.
RESOURCES	• <i>Extending Learning Time for Disadvantaged Students.</i> https://www2.ed.gov/pubs/Extending/vol1/pt2c.html • <i>What Works Clearinghouse</i> • National Dropout Prevention Center https://dropoutprevention.org

Coahoma County School District Dropout Prevention Plan

School District: Coahoma County		Schools: Coahoma County Jr. High Coahoma County High School
GOAL 5	The school provides all students with opportunities to enroll in and master rigorous coursework with the necessary supports for college and career readiness.	
(INITIAL ASSESSMENT) BACKGROUND INFORMATION	- The school currently offers students the opportunity to take AP courses and dual enrollment/dual credit courses. Students are enrolled in dual enrollment/dual credit courses, AP courses, and online courses through Edgenuity and/or one of the local universities or community college. - Students that are currently performing above average (B+ or higher), have scored proficient or better on End-of-Course Assessments and/or met minimum ACT requirements are offered the opportunity to enroll in higher level rigorous courses. - Intervention sessions and staff tutoring is offered to students who are struggling but needs to be strengthened. - ACT scores have been low, indicating that too many of our students are not college and career ready. - The schools provide learning strategy classes based on data, SREB courses, as well as ACT Prep classes. - The schools have implemented or intention on period (Panther Time) to give students time for remediation and/or enrichment activities. - Pull out tutorial sessions may be provided to student support, based on available teacher expertise - Online programs are provided for students who need more practice on targeted skills - Student success on AP exams will improve.	
ACTION STEPS	- Encourage more students to take AP courses, Dual Enrollment & Dual Credit Courses and other rigorous courses to prepare them for college. - Analyze needs assessment to determine how the school can provide more support to students taking rigorous courses - Continue to implore all teachers to provide all students with rigorous teaching and learning opportunities. - Offer ACT workshops to high school students to prepare them for the ACT. - Require all juniors to take the Work Keys ACT Assessment and 2-Year CTE Completers - Utilize federal funds when available to offset costs of dual enrollment/dual credit courses	

	- Continue the CCSD Middle College program to offer students the opportunity to graduate from high school with a diploma as well as an associate's degree. - The school will explore offering a variety of scheduling structures to provide additional academic support for students who are experiencing difficulty with coursework. - Online practice platforms/programs will be made available to students for reinforcement of knowledge and skills. - Academic tutors will be identified to provide students with one-on-one assistance. - The English III and English IV curriculum will be aligned with the CCR that is assessed on the ACT. - AP Teachers will follow AP teaching/learning outlines provide by program
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	- The school will continue to work with area community colleges and universities to determine the criteria, cost, and benefits of partnering with the organizations through dual enrollment/dual credit - CCSD will have its second graduating class of the CCSD Middle College Program in collaboration with Cochoma Community College (2026-2027) - The number of students passing AP exams will increase annually. - The number of students scoring 18 and above on the ACT will increase annually. - Interventions conducted by Academic Interventionist and Academic Coaches will provide support to students who are struggling as identified by MTSS. - Intervention and enrichment opportunities will be built into the school-day schedule on a regular and consistent basis. - At least 25% of the school's students will be enrolled in coursework that will enable them to – - obtain a Distinguished Academic Endorsement Diploma upon graduation - obtain at least 12 college hours by the time of high school graduation - achieve above the state average on the ACT
RESOURCES	- What Works Clearinghouse - iReady Pathways - Mississippi Department of Education Mississippi Early Warning System & Intervention Services

Cochoma County School District Dropout Prevention Plan

School District: Cochoma County		Schools: Cochoma County Jr. High Cochoma County High School	
GOAL 6	The school provides all students with supports and guidance to prepare them for college and careers (e.g., course integration, career awareness activities, career exploration, college visits, advising).		
INITIAL ASSESSMENT (BACKGROUND INFORMATION)	• Students are being advised about college and career opportunities available to them. • Students attend college fairs. • The school annually hosts a career fair for students. • Diploma options describe college and career options for students. • Counselors conduct college and career ready sessions with students (one-on-one and small/large group) • Academic requirements and scholarship/financial information aid will be provided throughout the year. • A career coach is provided to guide in college and career preparation through a partnership with South Delta Planning and Development. • All teachers do not effectively relay to students the relevance of their courses to future college and/or career opportunities. • Few teachers integrate real-world activities to their classes to demonstrate the usability of a course's content and/or skills beyond learning and regurgitating information.		
ACTIONS	• Each teacher will exhibit career opportunities that are related to his/her teaching assignment. • The schools will host an annual college and career fair which highlights educational requirements. • Students will be provided with a menu of college and career ready engagement activities based on their needs and individual interests. • The Encourage program will be utilized for college and career planning and scholarship searches. • Continued partnership with Get2College for college and career planning, along with financial aid assistance. • Strengthen the TRIO partnership to expand college visits, ACT support, and career planning. • College visits will be made available to all students in grades 10-12. • The number of students exiting high school and entering college will increase annually.		

	Content area teachers will incorporate lessons on the value and utility of his/her course content and skills in the real world.
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	- Upon being queried, students will be able to relay the academic requirements needed for a desired career. - The school environment will showcase career options for students and make every effort to have students to actively communicate with representatives from the identified careers. - Students will have several opportunities to access course content that prepares them for work within their chosen careers. - More students will receive industry certifications and score Silver or better on the WorkKeys Assessment
RESOURCES	"College and Career Readiness." Achieve the Core. Achieve the Core.Org "College and Career Readiness and Success. https://ccrscenter.org/sites/all/themes/ccrsc/images/ccrsc-logo.jpg "College and Career Readiness." Mississippi Department of Education. https://www.mdek12.org/ese/College-and-Career-Readiness

Coahoma County School District Dropout Prevention Plan

School District: Coahoma County		Schools: Coahoma County Jr. High Coahoma County High School
GOAL 7	The schools routinely provide all students with information and experience in a variety of career pathways.	
INITIAL ASSESSMENT (BACKGROUND INFORMATION)	- Career experts speaking to/with students have been somewhat limited. - Students have some experience with career options, but not necessarily with careers they may be interested in. - Information about a variety of careers is provided by the counselor, through a career fair, and through the dissemination of resource materials - Students enrolled in the College and Career Readiness course have some exposure to occupations, but that number is very small. - A career coach is provided to guide in college and career preparation through a partnership with South Delta Planning and Development	
ACTION STEPS	- Bring in more experts for various careers for the college and career fairs - Assist students with selecting career pathways based on interest and occupational surveys, - Work with businesses to try to get internships and shadowing opportunities in specific career interests - Enhance our Work-based Learning Program so students are exposed to more careers - Students will work with counselors to select diploma pathways that align with their interest survey answers and coursework needs.	
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	- Students will know academic and training requirements of desired careers in the world of work - Students will have opportunities to participate in real world environments, either as employees or interns, specifically through our Work-Based Learning Vocational Program - Students will enroll in the College and Career Ready course as either a junior or senior. - ISP Plans will be developed and updated annually through the SAMS system. "College and Career Readiness" Achieve the Core. Achieve the Core.Org "College and Career Readiness and Success." https://ccrscenter.org/site/2019/07/20/images/ccrsc-logo.jpg "College and Career Readiness" Mississippi Department of Education. https://www.mdek12.org/lex114 Career-Readiness	
RESOURCES	"College and Career Readiness" Achieve the Core. Achieve the Core.Org "College and Career Readiness and Success." https://ccrscenter.org/site/2019/07/20/images/ccrsc-logo.jpg "College and Career Readiness" Mississippi Department of Education. https://www.mdek12.org/lex114 Career-Readiness	

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School District: Coahoma County		Schools: Coahoma County Jr. High Coahoma County High School
GOAL 8	The schools provide students with opportunities to learn through nontraditional educational settings (i.e., virtual courses, dual enrollment, service learning, work-based internships).	
INITIAL ASSESSMENT	- The school provides opportunities for students to participate in nontraditional educational setting, such as AP and regular academic online classes (Edgenuity) - Dual enrollment/credit classes at the local community college and/or university are all options for juniors and seniors; CTE work-based internships are also available through the Work-Based Learning Vocational class; CCSD Middle College Program	
ACTIONS	- Continue to analyze and use Comprehensive Needs Assessment Survey Data and Interest Survey Data to determine students' interests, needs, accomplishments, etc. - Goals and objectives will be established for offering students the opportunity to participate in a nontraditional educational setting. - Staff, colleges and universities, and community stakeholders will be asked to assist with implementation of the goals and objectives. The curriculum will be evaluated to determine what courses would be suited for student participation in a nontraditional environment. Students will be selected for participation in nontraditional educational settings.	
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	- The number of students that participate in nontraditional educational environments for both enrichment and academic reasons will increase each year. - School staff will seek out opportunities for student involvement in nontraditional educational environments by actively identifying and communicating with school stakeholders that can assist students with their life goals in viable non-traditional ways (i.e., internships, academic and enrichment clubs, career clubs, etc.)	
RESOURCES	<i>What Works Clearinghouse</i> - John Hopkins Education and Research Center publications - Institute of Educational Science>Regional Educational Laboratory publications (IES>REL) USDE	

Coahoma County School District Dropout Prevention Plan

School District: Coahoma County		Schools: Coahoma County Jr. High Coahoma County High School
GOAL 9	The school provides freshman students with formal supports as they make the transition to high school (e.g., beginning of year kickoff, summer bridge programs, freshman academies).	
INITIAL ASSESSMENT (BACKGROUND INFORMATION)	- The school has not been providing students with formal supports to help minimize the challenges of transitioning to ninth grade. Plans are underway to have a 9th Grade Kickoff Program before the start of the 2026-2027 School Year - Some of the school's activities have involved both the junior high and high school students and staff coming together at one time.	
ACTION STEPS	- The LT will identify the needs of students transitioning into the high school from the junior high based on the student interest forms completed. - The LT will work to establish the Orientation Program for incoming ninth graders. The program will consist of activities that will introduce the 9th graders to high school. They will complete their Individual Success Plans, choose a diploma track based on the ISP and complete career interest inventories. They will be introduced to high school life, tour the school, and obtain their Grade 9 schedules, if possible. They will also participate in cohort building activities. - During the 9th grade Orientation Program, information will be provided to parents regarding school expectations, the student handbook, and information on parent involvement opportunities. - There will be an end-of-year transition program for 8th graders. This program will take place during the last month of student's 8th grade year. - Upon completion of the KICKOFF transition program, incoming ninth grade students will make a successful transition from the junior high setting to the secondary setting. - The long-term effect will be students who will be focused, dedicated, and committed to completing their high school pathways and exiting the high school ready for college or the world of work.	
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	What Works Clearinghouse	
RESOURCES	What Works Clearinghouse	

Coahoma County School District Dropout Prevention Plan

School District: Coahoma County		Schools: Coahoma County Jr. High Coahoma County High School
GOAL 10	The school provides senior students with formal supports as they make the transition out of high school and track the postsecondary school placements and experiences. (e.g. college and career planning, job fairs).	
INITIAL ASSESSMENT (BACKGROUND INFORMATION)	- Beyond introducing students to college life through college and career fairs and college tours and assisting with the financial aid and scholarship packages, the school also incorporates workforce readiness skills in Work-Based Learning Classes and CCR Courses (College and Career Readiness). - College knowledge is defined as the knowledge, beliefs, and attitudes students need to access college and be successful once in college, such as filling out their financial aid forms - The school currently tracks the postsecondary school placement and experiences of its graduates through the Career Coach.	
ACTION STEPS	- In addition to the fairs, tours, and completion of forms, the school will work to make sure that teachers help students acquire the following behaviors necessary for them to experience success in college and the workplace – - Students will be taught the importance of taking the initiative to develop good note-taking skills (of reading materials; as well as, of lectures), attend class regularly, and stay on top of assigned or recommended assignments. Students will be taught the importance of acquiring analytical reading skills. College students are expected to be engaged and critical readers, reading not only for content, but also for how the author develops a perspective or argument. - Teachers will incorporate more blended learning opportunities in your classroom. Encourage students to access online forums, provide study materials online and encourage technology use in studying. The use of software and blended learning can expose students to new teaching methods and resources that help them learn more effectively. - Students will enroll in more Dual Enrollment/Dual Credit Courses that will introduce them to college coursework - CCSD Middle College participants will experience college life during in-person classes on the community college campus - Look for opportunities for students to do workplace internships and/or shadowing employers and employees in the workplace	

	• The LT will analyze data provided by the Post-Secondary Survey conducted by the Career Coach • The LT will create google forms and use email to students after graduation.
HOW WILL IT LOOK WHEN FULLY IMPLEMENTED (EVIDENCE)	• The infusion and simulation of activities that are representative of college life and workplace expectations into the high school curriculum will be evident. • Blended learning activities will be a component of instruction in classrooms, dual enrollment opportunities will be afforded to all students, and coursework requirements will help prepare students to perform effectively as college writers and readers. • The school (district) will have access to post-secondary data that can be used to strengthen its academic curriculum so that all students will graduate college and career ready. • The data can be analyzed to determine what organizational, cultural, and academic components of the school need to be revised to better prepare students to face college and workplace challenges.
RESOURCES	• "College and Career Readiness: Achieve the Core. Achieve the Core.Org • "College and Career Readiness and Success. https://ccrsc.org/site.do • https://ccrsc.org/site.do images/ccrsc-logo.jpg • "College and Career Readiness: Missouri Department of Education. https://www.mdek12.org/education/career-readiness • What Works Clearinghouse

ELEMENTARY SCHOOL ATTENDANCE/DROPOUT PREVENTION PLAN

GOAL: The number of dropouts in Cochoma County School District will decrease by 50% by 2028 due to elementary school interventions that help students to stay in school and be prepared to graduate from high school ready for college or the world of work.

STRATEGIES TO REACH DROPOUT PREVENTION GOAL:

1. In order to reduce retention rates in the early grades, the district will use -
 - o trained instructional aides to work with students in small groups on specific skills within classrooms;
 - o designated intervention teachers to work with individuals or small groups of students, either within the regular classroom or in "pull out" sessions;
 - o learning centers and resource specialists to assist individual students or small groups of students; and
 - o after-school tutoring and ESY sessions led by trained school staff or volunteers.
 - o Instructional support specialist to guide the development and implementation of quality Tier I instruction
2. Engage families to reduce chronic absenteeism - Utilize Home-School Liaisons to increase attendance rates
3. Students who are struggling academically and behaviorally will receive support through research-based classroom interventions to aide in improving academic and behavioral problems. The MTSS process will be implemented effectively in all elementary schools.
4. Extended school year academies will provide at-risk students with additional academic and social skills training to aid in making a strong transition to the next grade level.
5. Positive Behavioral Interventions and Support (PBIS) strategies will be implemented in schools to recognize and reinforce appropriate student behaviors and decrease the amount of instructional time missed due to disciplinary action.
6. PASS (Positive Alternatives to School Suspensions) Strategies will be used in each school to serve as alternatives to long-term out-of-school suspension.
7. Provide professional development training for teachers in Culturally Responsive Teaching strategies to help them better meet the needs of the diverse student body in the Cochoma County Schools.

PRIORITY OBJECTIVES

Measurable Objectives	Strategy	Implementation Timeline	Grade Level(s)	Person(s) Responsible
Provide teachers and administrators with clear standards for student success	Provide teachers and administrators with clear standards– Uniform standards that define expectations for success provide an external check on the teaching and learning process. They give educators a reliable, rather than arbitrary, basis for decisions about student progression and instruction. Use assessments to effectively inform instructional decisions	August 2025 - June 2027	K-6	- District and school staff - Director of Curriculum - Principals - MTSS Coordinator
Use diagnostic data to determine intervention strategies	Use multiple assessments for decision-making– Multiple sources of information about students should include standardized tests, performance-based assessments, teacher recommendations, grades, and so forth.	August 2025 - June 2027	K-6	- District Test Coordinator - Lead Teachers - Teachers - MTSS Coordinators
Implement progress monitoring	Identify at-risk students and intervene early–	August 2025 - June 2027	K-6	- Lead Teachers - Teachers - MTSS Coordinator

• Train teachers and track their teaching effectiveness	screen, use progress monitoring. • Assess both instructional practices and student skills. • Provide teacher training and intensive professional development within class support on differentiation and literacy.	• August 2025 - June 2027	K-6	• District Staff • External Providers • MDE Coaches • Principals • District Instructional Coaches
• Provide school infrastructures that promote and support effective teaching and learning	• Change teacher assignments when children are not successful. • Show teachers how to use targeted instruction • Personalized and more intensive instruction can be achieved through smaller class sizes and schools, multi-age classrooms, looping, block scheduling and a coordinated system of comprehensive support services aimed at addressing the academic, socioemotional, behavioral, and psychological needs of the child.	• August 2025 - June 2027	K-6	• Principals • Teachers • District Staff • School Counselors
• Provide students with alternative and extended learning opportunities	• Provide opportunities to learn outside of typical school day/year including remediation (tutoring, extended day/year,	• August 2025 - June 2027	K-6	• Principals • Teachers • Federal Programs • Lead Teachers

Effectively communicate with parents in their child's education	Saturday classes, summer programs)	August 1st 2025 - June 2027	K-6	- Principals - Teachers - Home School Liaisons - Counselors
Student absenteeism rates will decrease five percent from the previous year	- Create ways for parents to be meaningfully engaged in their children's academic lives. - Inform parents early and often about the value of good attendance - Help parents recognize what they can do to foster good school attendance for their children - Calculate and analyze chronic absence and good attendance to discern patterns for students and classrooms. - Invest in professional development to help teachers and administrators understand chronic absence. - Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly. - A powerful strategy for encouraging better	August 1st 2025 - June 2027	K-6	- Principals - Teachers - Home School Liaisons - PBIS Teams - Counselors - MTSS TEAM

	attendance is letting children know that their absence was noticed, and their classmates and teachers hope they will be back in class soon.			- Principals - MTSS Team - School PBIS Teams - Teachers - Student Services Staff, etc.
The number of classroom and school disruptions caused by students will decline by 10% monthly with each year from implementation of a revised PBIS, (Positive Behavioral Intervention & Supports) plan,	A revised Positive Behavioral Intervention and Intervention Supports (PBIS) plan will be implemented in schools to recognize and reinforce appropriate student behaviors and decrease the amount of instructional time missed due to disciplinary action.	August 2025- June 2027	K-6	
Teacher-Trainers will participate in culturally responsive teaching professional development and train their respective school's faculty in Culturally Responsive Teaching strategies.	Provide professional development training for teachers in Culturally Responsive Teaching Strategies to help them better meet the needs of the diverse student body in Cochoma County Schools.	August 2025 -June 2027	K-6	- Superintendent - Principals - Lead Teachers - Selected teacher-trainers from each school

The number of <u>out-of-school</u> suspensions will decline by 10% each school term.	Utilize alternatives to out-of-school suspension (i.e., PASS, PBS, counseling, etc.)	August 2025 - June 2027	K-6	- Principals - Counselors - Home School Liaisons - Truancy Officer
The number of students served in alternative settings due to misbehavior will decrease by 10% from the previous school year.	The district's alternative program activities and strategies will serve as the alternative to long-term out-of-school suspensions.	August 2025 - June 2027	K-6	- Principals - Counselors - ISS Staff - Hearing Officers
The number of students who do not come to school each month will decrease by 10% from the previous school year.	- School staff will contact students on their rosters who do not come to school to determine the reason for the absence. Parents will be counseled about attendance requirements. - Phone calls home, home visits, counseling, mentoring, etc. use of school attendance officers will be used to decrease the number of daily absences.	August 2025 - May 2027	K-6	- Principals - Teachers - Secretaries - School Counselors - Home School Liaisons
The number of K-6 students with 10 or more unexcused absences will decrease by 5% annually.	A consistent, districtwide procedure for attendance notification to parents will be utilized	August 2025 - May 2027	K-6	- Principals - School Data Managers - Teachers - Counselors - Truancy Officers - Home School Liaisons

Youth that have been in confinement will be successfully reintegrated into school	- Utilization of an extensive diagnostic system for the educational, vocational, and social, emotional, and behavioral assessment of students who have been in confinement at a detention center. - Utilize a process for the immediate identification, evaluation, and placement of returning youth with disabilities. - An individual transition plan is developed for returning students which includes the student's educational and vocational interests, abilities, and preferences. - Coordination with public and private educational program personnel to ensure adequate support for returning students; to cultivate family involvement; to place students in classes with supportive teachers.	August 2025 – May 2027	K-6	- Principal - Teachers - Home school liaisons - A parent, guardian, or custodian of the student - Counselors - Alternative School Coordinator
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