

# KOSCIUSKO SCHOOL DISTRICT

## Dropout Prevention Plan

2026–2027

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**The Kosciusko School District Dropout Prevention Plan is a living document and will be reviewed annually to ensure strategies remain aligned with student needs, district priorities, and the requirements of the Mississippi Department of Education.**

# STATEMENT OF ASSURANCE

## Kosciusko School District

### 2026–2027 Dropout Prevention Plan

On behalf of the **Kosciusko School District**, I hereby submit this Dropout Prevention Plan to provide goals, strategies, activities, and services necessary to support student success and fulfill the requirements established by the Mississippi Department of Education.

The district is committed to implementing a comprehensive system of supports designed to:

- Reduce retention rates in kindergarten, first, and second grades through early identification and intervention.
- Identify and provide targeted academic, behavioral, and social-emotional supports for student groups requiring additional assistance to meet graduation requirements.
- Develop effective dropout recovery opportunities for students ages seventeen (17) through twenty-one (21) who have left school before earning a diploma.
- Support students transitioning from juvenile detention centers, alternative educational settings, or other nontraditional placements back into the Kosciusko School District.
- Promote family engagement, student attendance, positive school climate, career readiness, and equitable educational opportunities for every student.

The Kosciusko School District further certifies that:

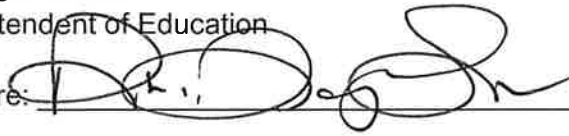
- This plan was developed with input from district administrators, teachers, counselors, parents, community stakeholders, and business partners.
- The district will implement evidence-based practices and the Mississippi Department of Education's **Fifteen Effective Strategies for Dropout Prevention**.
- Annual evaluations will be conducted to monitor implementation and effectiveness.
- District leadership will regularly review attendance, behavior, academic achievement, graduation, and dropout data to monitor progress and guide continuous improvement.
- Revisions to this plan will be made annually based on district needs and student performance.
- The Kosciusko School Board has reviewed and approved this plan prior to submission to the Mississippi Department of Education.

## District Superintendent

**Dr. Danya Turner**

Superintendent of Education

Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7/20/20

## School Board President

**Allison Schuler**

Signature: \_\_\_\_\_



Date: \_\_\_\_\_

7-20-20

# DISTRICT SCHOOLS & DROPOUT PREVENTION TEAM

## District Schools

| School                             | Grades                | Administrator            |
|------------------------------------|-----------------------|--------------------------|
| Kosciusko Lower Elementary School  | PreK–1                | Monica Harris, Principal |
| Kosciusko Middle Elementary School | Grades 2–3            | Logan Cheek, Principal   |
| Kosciusko Upper Elementary School  | Grades 4–5            | Will Anderson, Principal |
| Kosciusko Junior High School       | Grades 6–8            | Eli Dew, Principal       |
| Kosciusko High School              | Grades 9–12           | Macy Wilbanks, Principal |
| Kosciusko Alternative School       | Alternative Education | Semone Olive, Director   |

## District Dropout Prevention Leadership Team

The District Dropout Prevention Leadership Team is responsible for the planning, implementation, monitoring, and annual evaluation of the district's comprehensive dropout prevention program. Working collaboratively with educators, families, students, and community partners, the team develops and implements evidence-based strategies that improve attendance, increase academic achievement, strengthen school engagement, and ensure every student is prepared for success after graduation.

## **District Leadership**

- **Dr. Danya Turner** – Superintendent
- **Josh Dodd** – Director of Federal Programs & Student Assessment
- **Kayla Briscoe** – Director of Special Education
- **Jeffery Mitchell** – Director of Technology
- **Laura Carraway** – Director of Child Nutrition
- **Stacey Davis** – Director of Maintenance & Operations
- **Evan Horn** – Director of Transportation
- **Semone Olive** – Director of Counseling & Alternative Education
- **Tracy Erving** – Attendance and Truancy Officer

## **School Leadership**

- Monica Harris – Principal, Kosciusko Lower Elementary School
- Logan Cheek – Principal, Kosciusko Middle Elementary School
- Will Anderson – Principal, Kosciusko Upper Elementary School
- Eli Dew – Principal, Kosciusko Junior High School
- Macy Wilbanks – Principal, Kosciusko High School
- Semone Olive – Director, Kosciusko Alternative School

## **Student Support Personnel**

- Billie Jamison – School Counselor
  - Kristel Thrash – High School Counselor
  - MTSS Teams
  - Special Education Staff
  - School Resource Officers
  - Mental Health Partners
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# SCHOOL BOARD OF TRUSTEES

The Kosciusko School District Board of Trustees is committed to providing visionary leadership, sound governance, and responsible stewardship of district resources to ensure every student has access to a high-quality education in a safe, supportive, and engaging learning environment.

Working collaboratively with district leadership, faculty, staff, families, and the community, the Board establishes policies and strategic priorities that promote student achievement, continuous improvement, fiscal responsibility, and college, career, and life readiness.

## Board of Trustees

- **Allison Schuler, President**
- **Veronica Brooks**
- **Sonny Sparks**
- **Farrah Wilder**
- **Kenneth Quick**

**Dr. Danya Turner**  
Superintendent of Education

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# DISTRICT OVERVIEW

## About the Kosciusko School District

The Kosciusko School District serves approximately **1,900 students** in **Pre-K through Grade 12** across six schools located in Kosciusko, Mississippi. The district is dedicated to providing a safe, engaging, and student-centered educational experience that prepares every learner for success in higher education, careers, military service, and life.

The district provides a comprehensive educational program that includes early childhood education, elementary and secondary instruction, career and technical education opportunities, alternative education services, and specialized instructional programs designed to meet the diverse needs of all students.

Guided by a commitment to excellence, the district fosters high expectations through rigorous academics, innovative instructional practices, meaningful relationships, and comprehensive student support services. Educators work collaboratively to identify and remove barriers to

student success while promoting academic achievement, positive behavior, and personal growth.

The Kosciusko School District values strong partnerships with families, businesses, higher education institutions, and community organizations. These partnerships strengthen educational opportunities, expand career exploration experiences, and help ensure students graduate prepared to achieve their individual goals.

Through continuous improvement, data-informed decision-making, and equitable access to educational opportunities, the district remains committed to empowering every student to discover and pursue their unique path toward future success.

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## **DISTRICT MISSION & DROPOUT PREVENTION VISION**

### **Mission Statement**

**The mission of the Kosciusko School District is to empower every student to discover and pursue their path, achieving their goals in higher education, careers, and personal growth.**

### **Dropout Prevention Vision**

The Kosciusko School District is committed to ensuring that every student graduates prepared for success beyond high school. Through early intervention, engaging instruction, meaningful relationships, family partnerships, and data-informed decision-making, the district will remove barriers to learning, increase student engagement, and provide every learner with the support necessary to graduate college, career, and life ready.

### **Guiding Beliefs**

The Kosciusko School District believes:

- Every student deserves access to a high-quality education that prepares them for lifelong success.
- Student achievement is strengthened through meaningful collaboration among schools, families, and the community.

- Early identification and intervention are essential to preventing academic failure and reducing dropout rates.
- Safe, supportive, and engaging learning environments promote academic achievement, positive behavior, and student well-being.
- Strong relationships with caring adults increase student engagement, attendance, and graduation rates.
- Data-driven decision-making ensures instructional practices and interventions effectively meet the individual needs of every learner.
- Preparing students for higher education, careers, military service, and lifelong success is the responsibility of every educator and every school.
- Continuous improvement, innovation, accountability, and collaboration are essential to achieving excellence for every student.

## DISTRICT DEMOGRAPHICS

The Kosciusko School District serves approximately **1,900 students** across five traditional schools and one alternative education program. The district is committed to providing equitable educational opportunities and comprehensive support systems that promote academic success, positive student engagement, and college, career, and life readiness for every learner.

The district is organized to provide a seamless educational experience from Pre-Kindergarten through Grade 12, ensuring that students receive developmentally appropriate instruction and interventions throughout their academic journey.

### Kosciusko School District

**Data from 2025-2026**

**Graduation Rate: 92.59%**

### School Data

|                   | Elementary | Junior High | High School |
|-------------------|------------|-------------|-------------|
| Number of Schools | 3          | 1           | 1           |

|                         |       |       |       |
|-------------------------|-------|-------|-------|
| Cumulative Enrollment   | 882   | 385   | 554   |
| Counselor/Student Ratio | 1:294 | 1:385 | 1:277 |

## **Student Demographic Data**

|                  | <b>Elementary</b> | <b>Junior High</b> | <b>High School</b> |
|------------------|-------------------|--------------------|--------------------|
| Female           | 429               | 186                | 287                |
| Male             | 453               | 199                | 267                |
| Asian            | 5                 | 3                  | 6                  |
| Black            | 593               | 255                | 347                |
| Hispanic         | 23                | 12                 | 30                 |
| American Indian  | 0                 | 0                  | 0                  |
| White            | 261               | 115                | 171                |
| Pacific Islander | 0                 | 0                  | 0                  |

### **District Performance**

- **Graduation Rate: 92.59%**
- **District Goal:** Maintain a graduation rate above 90% while reducing chronic absenteeism and increasing college, career, and military readiness for every graduate.

## **IMPORTANCE OF GRADUATION AND DROPOUT PREVENTION**

Graduating from high school is one of the strongest predictors of future success. Students who earn a high school diploma are more likely to enroll in postsecondary education, secure meaningful employment, earn higher lifetime wages, and positively contribute to their communities.

The Kosciusko School District recognizes that dropout prevention begins long before students enter high school. Academic achievement, school attendance, student engagement, positive behavior, family involvement, and meaningful relationships all contribute to whether a student ultimately graduates.

The district's dropout prevention efforts are built upon the belief that every student can succeed when provided with timely interventions, high-quality instruction, and a supportive learning environment. Through collaboration among educators, families, community partners, and students, the district is committed to identifying barriers early and implementing strategies that keep students connected to school.

Consistent with the Mississippi Department of Education, the Kosciusko School District utilizes evidence-based practices to improve attendance, strengthen academic performance, reduce behavioral concerns, increase graduation rates, and prepare students for success beyond high school.

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## **DISTRICT DROPOUT PREVENTION FRAMEWORK**

The Kosciusko School District is committed to ensuring that every student graduates prepared for success in higher education, careers, military service, and life. The elementary schools of Kosciusko School District have identified a significant academic trend impacting long-term student success. Data analysis revealed that 63% of students who did not pass the initial 3rd grade Mississippi Academic Assessment Program (MAAP) reading assessment earned a final 2nd grade reading average below 70. In response to this data, the district has determined that earlier academic intervention is necessary. To strengthen foundational skills and better prepare students for future academic benchmarks, Kosciusko elementary schools will adjust the elementary grading scale by raising the minimum passing score in all elementary subjects from 65 to 70. This change is intended to promote higher academic expectations, identify struggling students sooner, and increase targeted support before students reach critical testing years. The district's Dropout Prevention Framework is built upon five interconnected priorities:

### **Early Identification**

Students demonstrating academic, attendance, behavioral, or social-emotional concerns are identified through the district's Multi-Tiered System of Supports (MTSS), benchmark assessments, attendance monitoring, and Early Warning Indicator data. Classrooms are staffed with highly qualified educators—licensed teachers provided by the school district and specialized early childhood teacher assistants provided by MAP. Together, they implement an approved, aligned instructional curriculum designed to spark a lifelong love for learning and prevent academic deficiencies before they can start.

## **Student-Centered Supports**

Interventions are individualized to meet each student's unique needs through academic assistance, counseling services, mentoring, behavioral supports, special education services, and family engagement. To ensure students face no physical or mental barriers to classroom engagement, the partnership provides essential developmental, health, dental, nutritional, and mental health screenings and services. Healthy, supported children are far more likely to stay in school and excel.

## **Family and Community Partnerships**

The district actively collaborates with parents, local businesses, community organizations, mental health providers, and higher education institutions to create a network of support that promotes student success.

Recognizing that student retention begins at home, the program works directly with parents to build family partnership agreements, support family goals, and offer educational opportunities (such as literacy, GED, and college courses). This creates a multi-generational culture of academic achievement and expectations.

## **College, Career, and Life Readiness**

Students are provided opportunities to explore career pathways, participate in Career and Technical Education (CTE), dual credit courses, workforce development experiences, and postsecondary planning activities that connect classroom learning with future goals.

## **Continuous Improvement**

District leadership regularly reviews attendance, discipline, academic achievement, graduation, and intervention data to evaluate the effectiveness of dropout prevention initiatives. Findings are used to refine strategies, allocate resources, and ensure continuous improvement across all schools. The partnership deliberately coordinates joint transition activities to eliminate the friction of moving from preschool into the public school system. A smooth, positive entry into elementary school prevents early school anxiety and sets a baseline for long-term institutional trust and high attendance. By investing deeply in early childhood development, comprehensive health, and family infrastructure, the Kosciusko School District and MAP are actively mitigating

future dropout risks. We are ensuring that our students do not just start school prepared, but are fully supported to stay the course all the way to graduation.

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# **STRATEGIC GOAL 1: EARLY LITERACY & ELEMENTARY SUCCESS**

## **Goal**

**By May 2027, the Kosciusko School District will reduce retention rates in kindergarten through second grade by 10% while increasing reading proficiency and ensuring all students receive timely interventions through the district's Multi-Tiered System of Supports (MTSS).**

## **Rationale**

The Kosciusko School District, in collaboration with Mississippi Action for Progress, Inc. (MAP), is proud to implement a Blended Services Program Option that establishes a robust foundation for our youngest learners—a critical first step in our long-term dropout prevention and student retention strategy. Research consistently shows that dropout prevention begins with high-quality early intervention. By capturing student needs early, this partnership ensures that 40+ four-year-old preschool children at Kosciusko Elementary School are equipped with the academic, physical, and emotional tools necessary to remain engaged and successful throughout their educational journeys.

Research consistently demonstrates that students who experience academic success in the primary grades are significantly more likely to remain engaged in school and graduate from high school. Early identification of learning gaps, combined with targeted interventions, reduces future academic difficulties and lowers the likelihood of dropping out.

## **Strategies**

- Implement universal academic screenings annually.
- Utilize MTSS to identify students needing Tier II and Tier III interventions.
- Provide evidence-based literacy interventions.
- Monitor student progress every four weeks.
- Collaborate with families to reinforce literacy development at home.
- Provide extended learning opportunities through summer and after-school programs.

## **Responsible Personnel**

- Elementary Principals
- Classroom Teachers
- School Counselors
- Parents

## **Timeline**

August 2026 – May 2027

## **Success Indicators**

- Reduced K–2 retention rates
  - Increased reading proficiency
  - Improved benchmark assessment scores
  - Increased parent participation
- 

# **STRATEGIC GOAL 2: ATTENDANCE & STUDENT ENGAGEMENT**

## **Goal**

**Increase the district's average daily attendance to at least 95% while reducing chronic absenteeism by 10% during the 2026–2027 school year.**

## **Rationale**

Attendance is one of the strongest predictors of academic achievement and graduation. Students who attend school consistently are more likely to perform academically, remain connected to school, and graduate on time.

## **Strategies**

- Monitor attendance daily through district data systems.
- Identify students with attendance concerns using Early Warning Indicators.
- Contact families after three consecutive absences.
- Conduct attendance review meetings monthly.
- Implement attendance incentives and student recognition programs.
- Coordinate home visits when appropriate.

## **Responsible Personnel**

- Principals
- Attendance Officer
- School Counselors
- Teachers
- Parents

## **Timeline**

Ongoing throughout the school year

## **Success Indicators**

- Average Daily Attendance  $\geq 95\%$
  - Reduction in chronic absenteeism
  - Improved student engagement
  - Reduced truancy referrals
- 

# **STRATEGIC GOAL 3: POSITIVE SCHOOL CLIMATE & STUDENT SUPPORT**

## **Goal**

**Create safe, supportive, and engaging learning environments that reduce discipline referrals and increase student connectedness across all schools.**

## **Rationale**

Students who feel connected to school are more likely to attend regularly, achieve academically, and graduate. Positive relationships with adults and peers foster resilience, engagement, and overall student success.

## **Strategies**

- Provide Social-Emotional Learning (SEL) instruction.
- Expand mentoring opportunities.
- Conduct restorative conferences when appropriate.
- Increase access to school counseling and mental health services.
- Recognize positive student behavior.

## **Responsible Personnel**

- Principals
- Counselors
- Teachers
- School Resource Officers
- Mental Health Partners

## **Timeline**

Ongoing

## **Success Indicators**

- Reduction in office discipline referrals
  - Reduced suspensions
  - Improved school climate survey results
  - Increased student participation
- 

# **STRATEGIC GOAL 4: COLLEGE, CAREER & GRADUATION READINESS**

## **Goal**

**Increase the percentage of students graduating college, career, and life ready while ensuring every student has an individualized graduation plan.**

## **Rationale**

Students who understand the connection between school and future opportunities are more engaged in learning and more likely to graduate. Career exploration, academic planning, and individualized support help students develop meaningful postsecondary goals.

## **Strategies**

- Conduct annual graduation audits.
- Develop Individual Success Plans for all secondary students.
- Expand Career and Technical Education participation.
- Increase dual credit and dual enrollment opportunities.

- Provide ACT preparation.
- Conduct FAFSA completion events.
- Host college and career fairs.
- Monitor on-time credit completion each semester.
- Expand internship and workforce learning opportunities.

### **Responsible Personnel**

- High School Principal
- School Counselors
- CTE Director
- Teachers
- Career Coaches
- Postsecondary Partner

### **Timeline**

August 2026 – May 2027

### **Success Indicators**

- Increased graduation rate
  - Increased CTE completion
  - Increased dual credit participation
  - Increased FAFSA completion
  - Increased postsecondary enrollment
  - Increased industry certifications
- 

## **STRATEGIC GOAL 5: FAMILY & COMMUNITY ENGAGEMENT**

### **Goal**

**Increase meaningful family and community engagement by expanding opportunities for collaboration, communication, and participation in student success initiatives during the 2026–2027 school year.**

### **Rationale**

Family engagement is a critical component of student success. Students whose families are actively engaged in their education demonstrate higher attendance, stronger academic performance, improved behavior, and increased graduation rates.

### **Strategies**

- Host annual Open House and Family Engagement Nights at each school.
- Utilize School Status, district websites and social media to communicate regularly with families.
- Conduct parent conferences each grading period for students identified through the Early Warning System.
- Provide workshops on literacy, graduation requirements, financial aid, college admissions, and career planning.
- Expand partnerships with local businesses, churches, civic organizations, and higher education institutions.
- Encourage family participation on district and school advisory committees.

### **Responsible Personnel**

- Superintendent
- Principals
- School Counselors
- Teachers
- Family Engagement Coordinator
- Community Partners

### **Timeline**

August 2026 – May 2027

### **Success Indicators**

- Increased parent participation in school events
- Increased attendance at parent conferences
- Improved family engagement survey results
- Increased community partnerships

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## **STRATEGIC GOAL 6: DROPOUT RECOVERY**

## Goal

**Provide meaningful opportunities for students ages 17–21 who have withdrawn from school to reengage in education and successfully complete a high school diploma or approved alternative pathway.**

## Rationale

The district recognizes that students who leave school often face barriers beyond academics. Through individualized planning and flexible educational options, students can successfully return to school and achieve their educational goals.

## Strategies

- Maintain a district dropout recovery database.
- Conduct outreach to former students through phone calls, letters, and home visits.
- Offer credit recovery opportunities through approved online platforms.
- Utilize the Alternative School to provide individualized academic support.
- Collaborate with community agencies, workforce partners, and postsecondary institutions.
- Develop graduation completion plans for each returning student.
- Assist students in transitioning to GED programs when appropriate.

## Responsible

- High School Principal
- High School Counselors
- Alternative School Director
- Attendance Officer
- Community Partners

## Timeline

Ongoing

## Success Indicators

- Number of students re-enrolled
  - Credit recovery completion
  - Diploma completion
  - GED completion
  - Postsecondary enrollment or workforce placement
-

# STRATEGIC GOAL 7: TRANSITION SERVICES

## Goal

**Ensure that students transitioning from juvenile justice facilities, alternative education settings, residential placements, or other educational programs successfully reintegrate into the Kosciusko School District through coordinated academic and social-emotional supports.**

## Rationale

Successful transitions reduce academic disruptions and increase the likelihood of student persistence and graduation. Early planning and coordinated support are essential for students returning from alternative placements.

## Strategies

- Conduct transition meetings prior to student reentry.
- Develop individualized transition plans.
- Complete transcript and credit evaluations.
- Assign a counselor to each transitioning student.
- Conduct parent conferences before the student's first day back.
- Monitor attendance, grades, and behavior weekly during the first nine weeks.
- Coordinate services with mental health providers and community agencies as needed.

## Responsible Personnel

- High School Principal
- Alternative School Director
- School Counselors
- Principals
- Teachers
- Special Education Staff
- Mental Health Partners

## Timeline

Within 30 days of student enrollment

## Success Indicators

- Successful student transition
- Improved attendance
- Credit completion
- Reduced discipline referrals
- Increased graduation rate

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## **IMPLEMENTATION, MONITORING & PROGRAM EVALUATION**

### **Annual Implementation Process**

The Kosciusko School District will implement this Dropout Prevention Plan through a continuous improvement process focused on collaboration, accountability, and data-driven decision-making.

District leadership will monitor implementation throughout the school year using district and school-level data to evaluate the effectiveness of intervention strategies and ensure continuous improvement.

### **Data Sources**

District leadership will review:

- Graduation Rate
- Annual Dropout Rate
- Attendance Data
- Chronic Absenteeism
- Discipline Referrals
- Suspension and Expulsion Data
- MAAP Assessment Results
- Benchmark Assessment Data
- MTSS Progress Monitoring
- Credit Recovery Data
- Postsecondary Enrollment
- Career and Technical Education Participation

### **Quarterly Monitoring**

The District Dropout Prevention Leadership Team will meet quarterly to:

- Review district data
- Evaluate intervention effectiveness

- Monitor progress toward district goals
- Identify students requiring additional support
- Recommend program improvements
- Adjust district strategies based on current data

## **Annual Evaluation**

At the conclusion of each school year, the district will complete a comprehensive evaluation of the Dropout Prevention Plan to determine:

- Progress toward district goals
- Effectiveness of interventions
- Graduation rate trends
- Attendance trends
- Academic achievement
- Behavioral outcomes
- Family engagement
- Postsecondary readiness

The results of the evaluation will be presented to the Kosciusko School Board and used to revise the plan for the following school year.

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# **CONTINUOUS IMPROVEMENT COMMITMENT**

The Kosciusko School District is committed to fostering a culture of continuous improvement where every student is empowered to discover and pursue their path toward higher education, careers, and personal growth.

By implementing evidence-based practices, strengthening partnerships with families and the community, and continuously monitoring student outcomes, the district will ensure every learner has access to the support, opportunities, and resources necessary to graduate prepared for success.

This plan reflects the district's commitment to excellence, accountability, and the belief that every student can achieve at high levels when provided with meaningful relationships, rigorous instruction, and timely interventions.

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# APPENDICES

## Appendix A – Mississippi Department of Education Fifteen Effective Strategies for Dropout Prevention

Include the MDE's required fifteen strategies as an appendix for reference.

## Appendix B – Early Warning Indicators

The district will monitor:

- Attendance below 90%
- Course failures
- Multiple discipline referrals
- Credit deficiencies
- Low assessment performance
- Student mobility
- Retention history
- Behavioral screeners/concerns
- Social-emotional needs

## Appendix C – Annual Monitoring Calendar

| Timeframe | Activity                                           |
|-----------|----------------------------------------------------|
| August    | Review district data and identify at-risk students |
| September | Universal screening and intervention planning      |
| October   | First-quarter data review                          |
| January   | Mid-year program evaluation                        |
| March     | Graduation and credit audit                        |

May                      Annual program evaluation and revisions

## **Appendix D – Community Partnerships**

The district will continue collaborating with:

- Families and Parent Organizations
- Local Businesses and Industry
- Holmes Community College
- Community Mental Health Agencies
- Faith-Based Organizations
- Mississippi Department of Education
- Workforce Development Partners
- Local Civic Organizations

### **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](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?**

#### **Grade Results**

<https://catalog.graderesults.com/?state=MS>

#### **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](https://www.mdek12.org/OCSA/AE_GED)