

Corinth School District

Chronic Absenteeism Reduction Plan 2026 – 2027



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

Board Agenda
Date: 9/10/26
☒ Approved
☐ Unapproved
Other: _____

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

Corinth School District

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

Chronic Absenteeism Reduction Plan Team Members

Team Member	Position
Dr. John Barnett	Superintendent
Milton Ray	Assistant Superintendent
Misty Whittemore	Finance Director
Dr. Monica Moss	District Testing Coordinator / Curriculum and Instructional Specialist
Adam Kirk	Principal, Corinth High School
Chris Killough	Principal, Corinth Middle School
Jamie Nunley	Principal, Corinth Elementary School
Jay Walker	Special Services Director
John Frame	Technology Director
Dr. Hannah Montgomery	Federal Programs Coordinator
Hollie Butler	EL Coordinator
Dr. Laine Williams	Communications Director/Cambridge Coordinator
Diane Whitaker	JDC / Homeless Director
Kate Killough	Pre-K Coordinator
Rob Scarbrough	Transportation Director
Kevin Williams	Athletics Director
Kristie Studdard	Child Nutrition Director

Verification of Board Presentation and Approval

On behalf of the Corinth School District, I hereby submit the Chronic Absenteeism Reduction Plan to provide goals, activities, and services necessary to meet the overarching goals of the Mississippi Department of Education. This plan will be reviewed annually, submitted to the Mississippi Department of Education, and posted on the district website.



Dr. John Barnett
Corinth School District, Superintendent



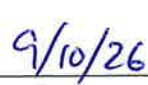
Date Submitted

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

Superintendent: Dr. John Barnett



Signature



Date

School Board Chair: Rilla Jones

Signature

Date

Our District

According to 2020 census data, Corinth has a population of 14,622. The Corinth School District (CSD) operates three campuses with a current enrollment of 2,230 students. The district is comprised of Corinth Elementary School (CES), Corinth Middle School (CMS), and Corinth High School (CHS).

CES houses our pre-Kindergarten through fourth grades with a current enrollment of 978 students. CES is a state-of-the-art facility that was completed in October 2010. This campus includes classrooms, a music center, gymnasium, three playgrounds, and each classroom is equipped with classroom displays. Each teacher has an Apple Device. The school is one-to-one with each student having an Apple device.

CMS houses our fifth through eighth grade classes with a current enrollment of 661 students. This campus is recognized as a Mississippi Landmark because of its mid-century modern architectural features. Grants through the Mississippi Department of Archives and History have allowed CSD to renovate and technologically update the facility. Each classroom is equipped with classroom displays. Each teacher has an Apple Device. The school is one-to-one with each student having an Apple device.

CHS houses our ninth through twelfth grades with a current enrollment of 591 students. CHS is an academic and performing arts center, featuring a nice auditorium and outdoor classroom area. Each classroom is equipped with classroom displays. Each teacher has an Apple Device. The school is one-to-one with each student having an Apple device.

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

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

Corinth School District Data 2025 – 2026

Graduation Rate						
4 Year Cohort 2022 – 2025 (February 2026)					89.7%	
Source: MDE District Graduation and Dropout Rates for the 2025 Accountability System						
School Data						
	Elementary School		Middle School		High School	
Number of Schools	1		1		1	
Cumulative Enrollment	1060		656		556	
Student Demographic Data						
	Elementary School		Middle School		High School	
	#	%	#	%	#	%
Female	550	51.9	324	49.4	278	50.0
Male	510	48.1	332	50.6	278	50.0
Black	355	33.5	203	30.9	165	29.7
White	517	48.8	328	50.0	297	53.4
Hispanic	177	16.7	120	18.3	85	15.3
Asian	11	1.0	5	0.8	9	1.6
Source: CSD SAM Rosters						
Attendance						
Number of Students with 5 or More Unexcused Absences					1880	
Number of Students with 12 or More Unexcused Absences					1039	
Discipline						
Number of Discipline Referrals					693	

Chronic Absenteeism Data Chronic Absenteeism Multi-Year Data

	CES	CMS	CHS	CSD
2022-2023	23.36	23.77	36.60	26.90
2023-2024	23.81	28.99	42.36	30.42
2024-2025	26.70	39.00	54.40	37.80
2025-2026*	15.29*	22.26*	28.85*	21.38*

Source: MDE Chronic Absenteeism Report (2023; 2024; 2025); Corinth School District School Status Data (2025-2026)

*Unofficial data based off of School Status report

Goals for 2026-2027

	CES	CMS	CHS	CSD
Average Daily Attendance	95%	95%	95%	95%
Chronic Absenteeism	15% or less	18% or less	20% or less	18% or less

Strategies for Addressing MDE Outlined Focus Areas

The Corinth School District (CSD) will take a proactive approach to improving average daily attendance (ADA) rates and addressing chronic absenteeism. Chronic absenteeism is defined as missing 10% or more of enrolled school days for any reason. Chronic absenteeism includes excused and unexcused absences. Additionally, a student must attend at least 66% of their individual instructional day to be counted present. Only five (5) excused absences are allowed per semester with proper documentation required to excuse the absences. In accordance with Mississippi Department of Education (MDE) guidelines, parent notes may excuse up to three (3) absences per semester. After a total of five (5) excused absences, any additional absences beyond this will require official medical, legal, or administrative documentation to be excused. Additionally, any continuous illness resulting in three (3) or more consecutive days of absence requires a note from a licensed medical provider.

In alignment with recommendations from Attendance Works Tiered Practices, the CSD will utilize a tiered approach model to address chronic absenteeism in our schools. This plan will outline goals and strategies to improve overall attendance and reduce chronic absenteeism in the CSD.

1. Tiered Approach to Addressing Chronic Absenteeism

Goal: Reduce the number of students who are chronically absent in Pre-Kindergarten through twelfth grade by early identification, effective intervention strategies, and on-going communication with students and families.

Action Steps:

- Daily monitoring of school attendance.
- Parent communication at defined absence totals to communicate “at-risk” trends for student attendance
- Parent notification once a student reaches three (3) absences (excused or unexcused) in a semester
- Multi-Tiered System of Supports (MTSS) intervention process for students who reach five (5) or more unexcused absences
- Coordination with external supports for students and families to address barriers that may exist contributing to attendance concerns
- Creation of Individualized Attendance Success Plans for students who reach eight (8) or more unexcused absences
- Coordination with the School Attendance Officer (SAO) for additional follow-up and support in working with families of students who continue to have attendance issues

The CSD will proactively communicate information regarding the new attendance law outlining attendance expectations, information regarding chronic absenteeism, and documentation provided by the Mississippi Department of Education (MDE) regarding attendance requirements. Information will be translated or otherwise provided in a language and manner understandable to the family.

In an effort to take a proactive positive approach to improving overall student attendance, attendance will be included as a component to be recognized as part of the Positive Behavioral Intervention Supports (PBIS) at each campus. Students who maintain the outlined attendance

criteria will be recognized as part of the PBIS program at each campus.

Communication will be an integral component of this plan. The District will proactively share resources provided by MDE to assist parents/guardians and students with gaining a greater understanding of the importance of attendance and the process for reporting attendance issues. The CSD will recognize the month of September as Attendance Awareness Month and take a proactive approach to communication regarding attendance information. These proactive communication efforts will occur to all students throughout the CSD.

Further communication will occur with the families of students who reach specific absence totals placing the students “at-risk” of being chronically absent. These communication efforts align with the guidance from the Mississippi Department of Education. At three (3) total absences (excused or unexcused) in a semester, mandatory parent notification and preliminary school-level intervention tracking are required. Parents/guardians will receive a personalized letter via the School Status communication platform notifying them that their child has been absent for three days of school.

At five (5) unexcused absences, a mandatory formal referral is to be submitted to the MDE SAO as required by state truancy laws, alongside placement in the MTSS attendance intervention framework. Parents/guardians will receive a personalized letter via School Status, a mailed copy of the letter, an informational handout with helpful attendance information, and the student will be included in the MTSS program for interventions related to attendance. The SAO will also be notified regarding the student’s attendance. Parents/guardians will be notified that court petitions/truancy filings may occur starting at eight (8) unexcused absences.

At eight (8) unexcused absences, the parent/guardian will receive a personalized letter via School Status, a mailed copy of the letter, an informational guide for improving attendance, and referral information for additional third-party supports to assist with barriers that may exist contributing to the attendance issues. In addition, the CSD will attempt home visits for families of students who reach this absence total to ensure communication is occurring. Further, the school will create an Individualized Attendance Success Plan for students who reach eight (8) unexcused absences. The SAO will again be notified regarding the student’s attendance.

At twelve (12) unexcused absences, the parent/guardian will receive a personalized letter via School Status and in the mail. The SAO will continue communicating with the family regarding the importance of attending school and the pending truancy filing that will occur if absences continue.

At fifteen (15) unexcused absences the parent/guardian will receive a personalized letter from the school and the SAO will communicate with the family regarding truancy filing with the courts. The school will continue to have the student in MTSS intervention for attendance and will continue to communicate with the parent/guardian with formal letters for each absence in increments of five after the fifteenth absence (i.e. 20, 25, etc.).

2. Improve Subgroup Performance

Goal: Reduce the number of students from various subgroups who are chronically absent to less than 10% in Pre-Kindergarten through twelfth grade by early identification, effective intervention strategies, and on-going communication with students and families.

Action Steps:

- Administrators will review attendance data by school, grade level, and subgroup and identify students “at-risk” of being chronically absent
- Administrators will meet with teachers to review interventions for all students identified

for intervention for attendance

- Provide ongoing professional development to all teachers and administrators by continuing to work to improve teacher and administrator capacity, increase student engagement in the learning process, and increase rigor and relevance for students
- Monitor progress of student subgroups, and meet with administrators to develop plans of action based on data review

3. Develop Initiatives to Assist At-Risk Students

Goal: To develop chronic absenteeism prevention initiatives focusing on students who are identified as at-risk under the Literacy Based Promotion Act (LBPA), Adolescent Literacy Initiative (ALI), Moving Math in Mississippi (M3), or of dropping out due to poor attendance, credit deficiencies, or assessment issues.

Action Steps:

- Work with attendance officer to assist in communicating and working with parents of students who have attendance issues
- Career coaches, counselors, and school social workers work with individual students to outline steps for completing high school and planning for post high school college and career readiness
- Work with students to set up internships, job shadowing opportunities, and employment opportunities to help with the transition from high school to career
- Work with school counselors and with mental health resources that are available to provide supports for students' social and emotional needs
- Follow IRP process for 3rd grade and above for intervention/tier process
- Follow guidelines for Adolescent Literacy Initiative (ALI) and Moving Math in Mississippi (M3)
- Offer credit recovery opportunities for students during the scheduled Fall, Spring, and Summer intersession opportunities as part of the modified school calendar

4. Increase Average Daily Attendance

Goal: To increase average daily attendance Pre-Kindergarten through twelfth grade district wide and decrease the number of students who are chronically absent.

Action Steps:

- Promote attendance as part of the PBIS program at each of the campuses in the CSD
- Identify students who are chronically absent and communicate with parents and attendance officer when needed
- Develop strategies to reduce the number of chronically absent students
- Develop procedures for notifying parents and school/district personnel of students' absences and patterns
- Develop a plan of action for individual students who meet the criteria for chronic absenteeism in conjunction with state requirements

Current District Initiatives That Support Attendance Interventions

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

Fifteen Dropout Prevention Strategies

- **Systemic Approach**
 - Cambridge International Curriculum
 - MAAP Curriculum
 - Progress monitoring systems
 - Professional Development
 - Pre-Kindergarten classes
 - Fine Arts
 - Robotics
 - Career Pathways Education
- **School-Community Collaboration**
 - Career speakers
 - Partnership with Region IV Mental Health
 - CSD Foundation
 - Rotary Student of the Month
 - Senior Prep Day
 - FAFSA event
 - Career coach partnership with SKILLS Foundation
 - Career Fairs
 - Warrior Olympics
- **Safe Learning Environments**
 - Emergency drills
 - Active shooter training with Corinth Police Department
 - School counselors and social workers
 - Character education/ SEL
 - Bus safety education
 - School Resource Officers
 - Region IV / Canopy Children's Solutions
 - Behavioral Intervention and Support
 - Suicide Prevention Training for Staff

- **Family and Community Engagement**
 - Parent Teacher Organization
 - Parent-Teacher Meetings
 - Booster clubs
 - Weekly Warrior newsletter
 - Book fair
 - Title I and EL Family nights
 - PK Family Engagement Events
 - CSD Awards Night and Cambridge Awards Ceremony
 - CES Integrity Parades
 - District and school social media accounts and websites
 - Web-based Student and Family Engagement Platform
 - Parent Information Nights
 - CTECH Completers Dinner
- **Early Childhood Education**
 - Pre-Kindergarten classes
 - Kindergarten Camp
 - Early Childhood screeners
 - Imagination Library
- **Early Literacy Development**
 - Dyslexia screener
 - Early Literacy Assessment
 - Dyslexia training for all instructional staff
 - Phonics Program
 - Imagination Library
- **Mentoring/Tutoring**
 - Intersession remediation/enrichment opportunities as part of the modified school calendar
 - Guidance counselors
 - Career coaches
 - Internship and Job Shadowing opportunities
 - Student clubs and organizations
 - Zero period and after-school tutoring
 - Interventionist
 - Boys to Men and Refined Mentoring Program
- **Service-Learning**
 - Student Council and Class Officers
 - National Honor Society and National Junior Honor Society
 - Mu Alpha Theta
 - Interact Club
 - CPE-Work Based Learning
 - Campus clean-up service projects
 - MS Scholars and MS Tech Masters
 - Warrior Olympics
- **Alternative Schooling**
 - CSD Alternative School

- Credit recovery opportunities
- **Extended Learning Opportunities**
 - Robotics
 - Chorus and Band
 - Drama Productions
 - Athletics
 - Student clubs and organizations
 - Zero Period, Extended Day, and Little Warriors
 - STEM Saturday
- **Professional Development**
 - Curriculum/Instructional Training
 - Vector Training
 - Site-based PLCs
 - District-wide professional development
 - Dyslexia training for all instructional staff
- **Active Learning**
 - CPE-Work Based Learning
 - Art, Music, Theatre
 - Robotics and Engineering
 - Health Science
 - Culinary Arts
 - Digital Media & Design
 - Internship opportunities
 - Senior Symposium
 - Warrior Special Olympics
 - STEM
 - Business, Marketing, and Finance
 - Horticulture
- **Educational Technology**
 - Electronic Classroom Displays
 - Apple Devices
 - One-to-one technology
 - Document cameras
 - Learning Management System
 - Diagnostic and Personalized Learning programs
 - Instructional Technology Tools
 - Web-based Student and Family Engagement Platform
- **Individualized Instruction**
 - Individualized Education Plans (IEP)
 - Individualized Reading Plans (IRP)
 - Individualized Math Plans (IMP)
 - Section 504 Plans
 - Gifted education
 - Instructional Technology Tools
 - ACT Boot Camp
 - Personalized Diagnostic and Learning Programs

- Language Service Plans (LSP)
- **Career and Technical Education (CTE)**
 - Career speakers
 - Law and Public Safety
 - Engineering
 - Culinary Arts
 - Health Science
 - Digital Media and Design
 - Horticulture
 - Educator Prep
 - Guidance counseling
 - Career coaches
 - CPE-Work Based Learning
 - Business, Marketing, and Finance
 - CTECH Completers Dinner

Monitoring

The CSD Chronic Absenteeism Prevention Plan will be monitored by data reviews focusing on the targeted objectives. Kindergarten through twelfth grade attendance will be monitored daily. Administrators will review average daily attendance and chronic absenteeism data as part of weekly meetings. These reviews will be utilized to determine if the focus areas have improved throughout the 2026-2027 school year.

Subgroup performance data will be reviewed using attendance data throughout the year to monitor progress and determine if attendance percentages are being improved.