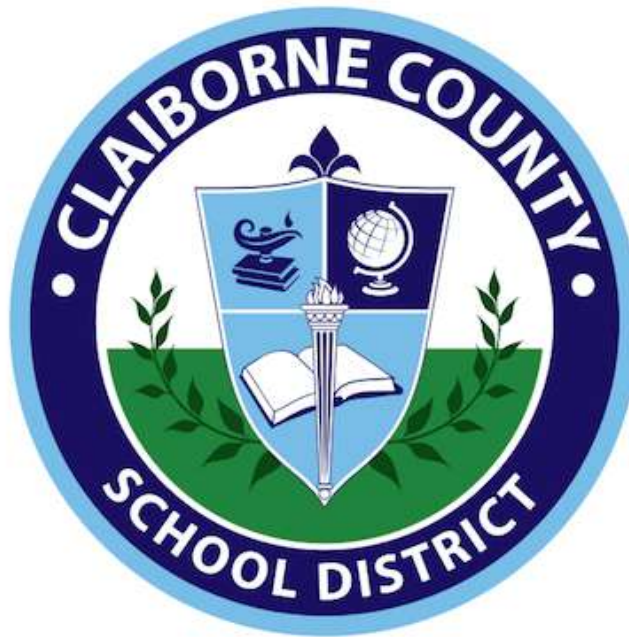# Claiborne County School District

2024–2025
Dropout Prevention Plan

Dr. Sandra Nash, Superintendent

Statements of Assurance

On behalf of **<u>Claiborne County School District</u>,** I hereby submit a local Dropout Prevention 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 evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan on **<u><i>July 2024</i></u>**for submission to the Mississippi Department of Education.

District Name: <u>Claiborne County School District</u>

Mailing Address: <u>404 Market Street   Port Gibson, MS 39150</u>

Telephone Number: <u>601-437-4232</u>

Dropout Prevention Plan Point of Contact: <u>Dr. Sandra Nash, Superintendent</u>

District Superintendent: _____
<div align="center">Sandra R. Nash, Ed.D.   Date</div>

School Board President: _____
<div align="center">Jaqueline Jones   Date</div>

Table of Contents

Dropout Prevention Plan
2024–2025

Purpose

In accordance with state law, each school district shall implement a yearly Dropout Prevention Plan that is board approved and posted on the district website homepage. The plan must include goals, activities, and services for: reducing retention rates in kindergarten, first, and second grades; targeting subgroups that need additional assistance to meet graduation requirements; developing dropout recovery initiatives that focus on students age 17 through 21 who have dropped out of school; addressing transition plans for students returning to school from juvenile detention centers; and identifying students at-risk of dropping out and providing support via analyzing strong predictors such as but not limited to student attendance, behavior, and course performance. A comprehensive Dropout Prevention Plan has been devised for Claiborne County School District to address District and community concerns for students at risk of dropping out of school. The plan encompasses goals, objectives, initiatives, and action plans to help all students meet or exceed the Mississippi College and Career Readiness Standards. The plan is intended to serve as a resource guide and to explain what the District is doing to address factors that may cause students to drop out of school.

Goals and Objectives

The Claiborne County School District Dropout Prevention Plan includes objectives, strategic initiatives, and activities required to meet the three critical objectives of the state's strategic plan:

1. increasing the state graduation rate,
2. reducing the state dropout rate, and
3. reducing the truancy rate.

The 2024 graduation rate for Claiborne County School District is 91.3, and the 2024 dropout rate is 4.8%. Our long-term goal is to maintain a graduation rate at or above 90% and a dropout rate of less than 5%. To achieve this goal, the District will focus on the following two primary objectives.

1. Improve academic outcomes for all students (Goal 1 from the CCSD 5-Year Strategic Plan)
2. Decrease excessive absenteeism and attain a 95% or higher ADA at all schools and for the District.

In formulating this plan, the District incorporated key elements of the National Dropout Prevention Center's 15 Effective Strategies (Appendix A).

Ultimately, this dropout prevention plan complements and is grounded in the work of the District's 5-Year Strategic Plan.

Identifying At-Risk Students

The District uses the following key indicators to identify students most at risk of dropping out or most "in danger" of failing to attain acceptable levels of academic achievement.

Educational Indicators

- Attendance rates
- Retention rates of students in kindergarten through second grade
- Passage rate on third grade reading summative assessment
- Passage rates on subject area tests
- Results of formative and progress monitoring assessments (STAR/MKAS, iReady)
- Two or more grade levels behind peers

Behavioral Indicators

- Office Referrals
- Suspensions
- Chronic absenteeism
- Excessive tardiness and/or dismissals

Socio-Economic Indicators

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

Analysis of Data

Attendance Data Trends (8-year period)

	Average Daily Attendance								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
A.W. Watson Elem.	95.8	97.5	93.8	97.6	95.8	89.7	85.32	95.17	
Port Gibson Middle	96.5	97.5	95.2	97.7	95.6	98.6	84.96	94.17	
Port Gibson High	95.9	94.1	96.8	90.1	97.0	67.7	80.90	82.27	
District	95.7	96.5	95.0	95.3	96.1	85.3	83.72	90.65	

District Accountability Data

	Accountability Ratings								
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24			
A.W. Watson Elem.	L: F - 154 U: F - 243	-----	-----	A – 612	B - 419				
Port Gibson Middle	D - 337	-----	-----	C – 373	C - 349				
Port Gibson High	F - 487	-----	-----	D- -535	B - 681				
District	F - 477	-----	-----	B - 612	B - 616				

Student Demographic Data

2023–2024 District Enrollment Data						
	A.W. Watson Elem. School (PK-5)		Port Gibson Middle School (6-8)		Port Gibson High School (9-12)	
Cumulative Enrollment	535		272		366	
Enrollment Breakdown	Male	Female	Male	Female	Male	Female
	280	255	134	138	177	189
Black	277	253	131	137	176	188
White	0	0	0	0	0	0
Hispanic	3	2	1	1	1	0
Asian	0	0	0	0	0	1
Native American	0	0	0	0	0	0
Two or More	0	0	0	0	0	0

* Based on Reporting Month – May 2023-2024

Attendance Data (Elementary, Middle, High): 2023-2024

Attendance Data	First Quarter			Second Quarter			Third Quarter			Fourth Quarter		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
A.W. Watson Elem.	87	103	345	97	129	309	80	98	357	69	86	380
Port Gibson Middle	57	54	161	93	47	132	85	61	126	86	48	138
Port Gibson High	125	82	159	180	74	112	180	59	127	223	67	76

	Off Track	Sliding	On Track to Graduate
A.W. Watson Elem.	65	129	341
Port Gibson Middle	85	65	122
Port Gibson High	200	91	75

Course Performance (Elementary School): 2023-2024

Status	Thresholds			
	Math and Language Arts Grades PK-5 523 students		3rd Grade Reading Test (Literacy Based Promotion Act)	
Off Track	Report Card Grade of U or F	24	Failed 3rd Grade Reading Test	11
Sliding	Report Card Grade of N or D	85	Good Cause Promotion Transfer from 3rd to 4th Grade	9
On track to graduate	Report Card Grade of E, S or A, B, or C	434	Passed 3rd Grade Reading Test	58

* Based on Yearly Grades in either Math or English

Course Performance (Middle and High Schools): 2023-2024

Status	Thresholds			
	Math and English Grades Middle School 6th - 8th 282 students		Core Courses High School 9th - 12th 377 students	
Off Track	Report Card Grade of F	12	Report Card Grade of F	50
Sliding	Report Card Grade of D	58	Report Card Grade of D	67
On track to graduate	Report Card Grade of A, B, or C	202	Report Card Grade of A, B, or C	249

* Based on Yearly Grades in either Math or English
**Based on Yearly Grades in Algebra I, English II, US History, Biology

Behavior Data (Elementary, Middle, High): 2023-2024

Behavior Data	First Quarter						Second Quarter					
	Number of Referrals			Number of Suspensions			Number of Referrals			Number of Suspensions		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
A.W. Watson Elem.	0	3	532	1	0	534	0	4	531	4	0	531
Port Gibson Middle	0	10	262	9	0	253	0	12	260	12	0	260
Port Gibson High	28	44	294	63	0	303	25	36	305	72	0	294

	Third Quarter						Fourth Quarter					
	Number of Referrals			Number of Suspensions			Number of Referrals			Number of Suspensions		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
A.W. Watson Elem.	0	3	532	3	0	532	0	0	535	0	0	535
Port Gibson Middle	0	20	253	19	0	253	0	27	245	29	0	243
Port Gibson High	13	37	316	54	0	312	17	56	293	54	0	312

5-Year Graduation Rate						
		2020	**2021**	**2022**	**2023**	**2024**
Rate		78.0	87.2	88.1	90.2	91.3
% Change		-9.7	+9.2	+.09	+2.0	+1.1

5-Year Dropout Rate						
	2019	**2020**	**2021**	**2022**	**2023**	**2024**
Rate		11.9	11.7	5.9	4.9	4.8
% Change		+5.7	-0.2	-5.8	-1.0	+0.1

Prioritized List of Needs to Address Factors that Contribute to Dropout Rates *(based on analysis of data and surveys)*

1. Students whose assessment data shows no or limited growth
2. Office discipline referrals
3. District-wide absenteeism
4. Students who are two or more grades behind
5. Retained students in kindergarten through second grade
6. Home-School Collaboration

Goals

Short Term Goals

1. Improve ADA and decrease excessive absences for at-risk students.
2. Increase academic performance of students
3. Increase the number of and variety of communications to families from the District.
4. Decrease number of students who fail subject area tests.
5. Increase the passage rate on the 3rd grade reading summative assessment.
6. Reduce the number of students retained in kindergarten through second grade without negatively impacting passage rate on the 3rd grade reading summative assessment.
7. Reduce office/discipline referrals.

Long Term School Plan Goals	
Goal 1:	To reduce the number of students who retain or receive failing grades, especially in K-2
Goal 2:	To reduce the number of office discipline referral for targeted subgroups that need additional assistance to meet graduation requirements.
Goal 3:	To develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school
Goal 4: (If applicable)	To address how students will transition to the home school district from juvenile detention center

Goal 1: By the end of the 2024-2025 school year, the number of students in K-2 failing or receiving failing grades will be reduced by 15%.

Focus Area: □ Attendance   □ Behavior   □ Course Performance   □ Other

S	**Specific**	S – is the goal **specific**? Targeted interventions, remediation, and supports will be provided to help students in various subgroups who are at risk of failure due to academics, behavior, and/or attendance
M	**Measurable**	M – is the goal **measurable**? A reduction in the number of students failing or receiving failing grades will be noted.
A	**Achievable**	A – is the goal **achievable**? By examining quarterly data, we will we know when this goal has been achieved
R	**Relevant**	R – is the goal **relevant** to performance expectations? This goal is directly linked to improvements in student performance that will ultimately reduce the likelihood that students will dropout.
T	**Time Bound**	T – is the goal **time bound**? Each quarter and annually, the progress toward attainment will be measured.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July/August	Analyze district data; develop action plans	Access to student data	District/School Administrators	District/School Leadership Teams
September/ October	Communicate plan to all stakeholders	Time	District/School Admin/Teachers	Parents, Families Community
Quarterly 2021-2025	Provide on-going PD for teachers	District, school-based and external providers	District/School Administrators	All Teachers and Instructional Staff
Ongoing 2021-2025	Implement high-quality Tier 1 instruction w/supports	Standards-aligned curriculum & materials	Teachers	Teachers Students
Ongoing 2021-2025	Implement a strong program of intervention to support at-risk learners	Evidence-based interventions & curriculum materials	Administrators Teachers Interventionist	Teachers Interventionist Students
June 2025	Re-assess overall plan and formulate new goals	Access to student data	District/School Administrators	District/School Leadership Teams

Goal 2: By the end of the 2024-2025 school year, we will reduce the number of office discipline referrals (ODR) for targeted subgroups that need additional assistance to meet graduation requirements by 15%.

Focus Area: □ Attendance ☑ Behavior □ Course Performance □ Other

S	**Specific**	S – is the goal **specific**? All instructional and support staff will receive refresher training on PBIS with special emphasis on at-risk populations.
M	**Measurable**	M – is the goal **measurable**? When fully implemented, students will receive support to help them manage behaviors thereby reducing office discipline referrals.
A	**Achievable**	A – is the goal **achievable**? Making sure we have 100% buy-in and full implementation of PBIS initiatives is essential for reducing our dropout rate and improving the graduation rate.
R	**Relevant**	R – is the goal **relevant** to performance expectations? Students need research-based, evidence-proven strategies to experience success.
T	**Time Bound**	T – is the goal **time bound**? Continuous monitoring and ongoing implementation with fidelity are required to make this work.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July/August annually	Analyze district data; develop action plans	Access to student data MSIS, ODR,	District/School Administrators Counselors	District/School Leadership Teams Counselors
September/ October	Communicate plan to all stakeholders	Time	District/School Admin/Teachers	Parents, Families Community
Ongoing	Implement Behavior Modification Program	Identified Behavior Modification Program / SPED Budget	Principals SPED Director	Administrators Teachers
Ongoing	Conduct Social and Emotional Professional Development for Staff	No funding Needed	Principals Counselor(s)	SPED Director Administrators Teachers Counselor
Ongoing	Implement high-quality Tier 1 behavioral supports	Standards-aligned curriculum & materials	Teachers	Teachers Students
Ongoing	Implement a strong program of PBIS to support at-risk students	Evidence-based interventions & curriculum materials	Administrators Counselors Teachers Interventionist	Teachers Interventionist Students
June 2025	Re-assess overall plan and formulate new goals	Access to student data: ODR, Attendance	District/School Administrators	District/School Leadership Teams

Goal 3: By the end of the 2024-2025 school year, we will attain a 90% graduation rate and reduce the dropout rate to 5% or less by implementing focused dropout recovery initiatives targeting students aged seventeen (17) through twenty-one (21), who dropped out of school.

Focus Area: □ Attendance □ Behavior ☑ Course Performance □ Other

S	**Specific**	S – is the goal **specific**? The District will leverage its resources to implement evidence-based, research-proven dropout prevention strategies to improve our graduation rate.
M	**Measurable**	M – is the goal **measurable**? Data of the indicators of success will be reviewed quarterly and yearly to note progress toward attainment.
A	**Achievable**	A – is the goal **achievable**? We expect to see incremental gains each quarter with the ultimate goal of 90% in the 2025 school year.
R	**Relevant**	R – is the goal **relevant** to performance expectations? Having partners in business and industry will enhance our ability to ensure students are career-ready and motivated to complete high school.
T	**Time Bound**	T – is the goal **time bound**? We estimate attainment of the goal to take 2 to 3 years.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July/August	Analyze district data; develop action plans	Access to student data: MSIS, ODR	District/School Administrators	District/School Leadership Teams
September/ October	Communicate plan to all stakeholders	Time	District/School Admin/Teachers	Parents, Families Community
August and ongoing	Create a roster of previous dropouts	Student Names	Guidance Counselor	School Administration
September annually	Determine available GED programs	Community College / University Contact Persons	Guidance Counselor	Principal CTE Director High School and CTE Counselors
August and ongoing	Communicate available GED and career track programs to students	Available Programs for Review and Dissemination	Principal	Principal Counselor

Ongoing	Form alliances with local business and industries to offer incentives, job-shadowing opportunities, and job-placement for students	Networking	District/School Administrators Community Leaders	CTE Director District Admin Business leaders Parents/Families Students
Ongoing	Capitalize on Credit Recovery programs, dual enrollment, and other options to assist students between 17 and 21 with completing high school	Evidence-based programs for credit recovery	District/School Administrators	District/School Administrators Teachers Students
June 2025	Re-assess overall plan and formulate new goals		District/School Administrators	District/School Leadership Teams

Goal 4: All PGHS administrators and faculty members will be trained in the process for transitioning a student from the juvenile detention center back to the home school to help reduce the dropout rate to under 5% by the end of the 2024-2025 school year.

Focus Area: ☐ Attendance   ☐ Behavior   ☐ Course Performance   ☐ Other

S	**Specific**	S – is the goal **specific**? To make all faculty and staff members aware of the process of transitioning a student from the juvenile detention center and to provide strategies and support for teachers in working to keep students in school.
M	**Measurable**	M – is the goal **measurable**? The attendance logs from the training along with Office Discipline Referrals (ODR) and data reported from the court system will help us determine if implementation has been effective.
A	**Achievable**	A – is the goal **achievable**? Having all stakeholders knowledgeable of the process and equipped with strategies to support students who transition from JDCs will be essential in making this goal attainable.
R	**Relevant**	R – is the goal **relevant** to performance expectations? Implementation will help us reduce the likelihood of having students return to the Juvenile Detention Center.
T	**Time Bound**	T – is the goal **time bound**? This is an ongoing task that will be monitored quarterly.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July/August annually	Analyze district data; develop action plans	Access to student data: MSIS, ODR,	District/School Administrators	District/School Leadership Teams
September/ October	Establish contact with Juvenile Detention Center (JDC) to reaffirm the center's roles and responsibilities as well as the school involvement upon reentry of a student.	Juvenile Detention Records MDE Resource: *Educating Youth in Detention Centers*	School Administrators/ counselor	Juvenile Detention Center Staff, Parents, student, School Administrators / counselor
November - December	Development of a guide for transitioning students from JDC to include pertinent areas such as: ● Pre-Enrollment ● Placement/Welcoming ● Staff Preparation ● Classroom Management ● Support Services ● Interagency Collaboration	United States Department of Justice publication: *Juvenile Justice Bulletin*	District Administrators	Building Administrators Counselor

August-September 2024 January 2025	Train all PGHS instructional staff on the strategies outlined for students to transition from JDC to their home school. Share relevant information with teachers and staff members.	Claiborne County School District Transition Guide	District and School Admins	All teachers Counselors
Ongoing	Annually train staff and Implement strategies for working with students who have been to JDC to help reduce the dropout rate	Claiborne County Transition Guide	District and School Admins	All teachers Counselors
June 2025	Re-assess overall plan and formulate new goals		District/School Administrators All stakeholders	District/School Leadership Teams All stakeholders

Plan to Progress Monitor of Long-Term Goals

- **How and when will the team monitor the plan?** At the end of each quarter, the team will monitor the plan by examining student data (course performance, attendance, ODR, etc.) to determine indicators of progress toward attainment of the goal.

- **What is the procedure? What are the timelines? Who is responsible?** The MTSS/EWS teams on each campus will conduct the quarterly reviews at pre-established intervals that are communicated to everyone at the onset of each school year. The principal is responsible for ensuring that all MTSS /EWS team members are informed of the meeting and that relevant data is presented for the team's review.

- **How will the team know they are having a positive impact?** The team will know if they are having a positive impact when declines in the number of students receiving failing grades or the number of students retained in a grade reach the desired number set in the goal.

- **How might the plan be adjusted if and when challenges occur?** The team might need to adjust the plan due to challenges; if such is the case, revisions will be made based on the need as indicated by the data.

District Dropout Prevention Planning Team

Team Member	Position
Dr. Sandra Nash	Superintendent
Mrs. Trena Warren	Deputy Superintendent
Mrs. Sharlet Moore	Director of Special Education
Ms. Tressie Neal	District Curriculum Coordinator
Mr. Antwan Reeves	Principal, A.W. Watson Elementary
Mr. Michael Anderson	Counselor, A.W. Watson Elementary
Ms. Cynthia Warner	Interventionist, A.W. Watson Elementary
Mr. Marvin Harvey	Principal, Port Gibson Middle School
Dr. Sarai Johnson	Counselor, Port Gibson Middle School
Dr. Erma Greenwood	Interventionist, Port Gibson Middle School
Mr. Eddwin Smith	Principal, Port Gibson High School
Mrs. Dentranell Bailey	Counselor, Port Gibson High School
Ms. Norma Lewis	Director of Career and Technical Education
Mrs. Fellecchia Epps	Special Populations Coordinator, CTE
Mrs. Angela Buck	MDE Attendance Officer for CCSD