



2026/2027

Dropout Prevention Plan

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District Dropout Planning Committee

Committee Members	
Britton Dubose, WMH Principal	Ryan Stringer, Curriculum, Instruction and Assessment
Sarah Gatewood , EMH Principal	Alicia Conerly, Federal Programs, RTI
Patrick Henderson, EMM Principal	April Young. Special Services
Kimberly Rawls, CTE Director	Haley Green, ELE Pre-K Coordinator
Dr. Angela Johnson, EME Principal	Kevin Jarrell, Technology Director
Reshonda Woods, WMM Principal	Anthony Dillon Alternative Program Director
Vicki Boone, WMP Principal	

Drop-out Prevention Planning Process

- The District Curriculum Director coordinates and organizes a planning team that should include the high school principal, the middle school principal(s), District Personnel, CTE director, teachers, and district support staff.
- Team gathers and reviews available data.
- Team uses the CCR Design Principle tool and conducts a self-evaluation on each row or indicators in the tool. The team should note improvements from last year and identify high priority changes to make in moving toward "new paradigms" on the continuum.
- Team identifies at least 3 indicators for focused improvement in the coming school year and builds an action plan around each indicator.

- The MCSD Team Lead will present the action plan at a local school board meeting before board approval.
- Team discusses action plans with school staff before school begins each year.

School Level Plans

Each high school with a graduation rate above 85% is not required to develop a graduation restructuring plan. East Marion high is currently at 98.2% and West Marion High is currently at 90%.

District Profile

Marion county is located in south Mississippi. Marion county has 549 square miles of which 542.38 square miles is land area and 6.24 square miles of water area. As of 2020, the total Marion county population is 24,378, which has decreased 7% since 2014. The population growth rate is lower than the state average rate of 4.91% and is much lower than the national average rate of 11.61%. Marion county median household income was \$32,090 in 2015-2019 and has grown by 10.6% since 2014. The income growth rate is lower than the state average rate of 29.3% and is much lower than the national average rate of 33.5%.

The Marion County School district is comprised of 6 schools and a career and technology center. The schools are each located in the rural communities of Columbia and Foxworth. Approximately 80% of our students qualify for free and reduced lunches. The poverty level by schools ranges from 75% to 90%; with the schools in the south eastern portion of the county having the highest percentage.

According to the U.S. Census Bureau, the number of people aged 25 years old or older who have graduated from high school or completed the GED or equivalent credential is 81.5 % The number of people aged 25 years or older who have graduated from college with a Bachelor's degree is 12.3%.

[illegible]

Marion County School District Dropout Prevention

Goal 1: Improve student preparation through Kindergarten Readiness

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

S	Specific	S - is the goal specific'? (What will it do? Who will carry it <i>out</i>? What task will be done? What do you need to complete this step'!)	The MCSD has established a Pre-k program for students as part of an Early Learning Collaborative.
M	Measurable	M - is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Marion County School will serve as Lead partner and will maintain Pre-K classes. Goal is to have 90% on grade level starting Kindergarten measured by the KRA.
A	Achievable	A - is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	By the end of each school year 90% are on grade level.
R	Relevant	R - is the goal relevant to performance expectations?	Research indicates that in closing the student achievement gap through early intervention and school readiness of students that those students are more likely to successfully matriculate and continue through school until graduation. (see EXCEL by 5 data, and NCCER reports)

T	Time Bound	T - is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)	August 2026 Classrooms established and Functioning. Annually		
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
May 2026	Register and Enroll Pre-k	Materials for classroom setup	Haley Green , ELC Coordinator Early Childhood Education MDE	All ELC Members: Head Start, Day Cares, Partner School District	
June 2026	Closeout Year 2 and Register/Enroll Pre-k	Salary Appropriations	Haley Green, ELC Coordinator	All ELC Members: Head Start, Day Cares, Partner School District	
August 2026	Start Data Tracking of students success rate for upcoming 3rd Grade Reading Gate	Assessment Programs	Haley Green , ELC Coordinator	All ELC Members: Head Start, Day Cares, Partner School District	
Plan to Progress Monitor How and when will the team monitor the plan? What is the procedure? What are the timelines? Who is responsible? How will the team know they are having a positive impact? How might the plan be adjusted if and when challenges occur?					

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Enrollment and Budget Submissions to MDE	Increase recruitment efforts to ensure all seats are filled.
August, January, May	Screener Data Collection for Kinder-Readiness profiles, including transitional profile folders	Adjust instructional target as screener data dictates --monitor and adjust to maximize with equity student growth

MCSD Dropout Prevention			
Goal 2: Provide Academic, Career, and Emotional Support through Academic Counselors, Career Coach, and SEL Counseling services.			
Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☒ Other			
S	Specific	S - Is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step'?)	The MCSD will utilize school academic counselors and state provided career coach.. - Counselors will coordinate Positive Behavior and Incentive Systems (PBIS) to promote a positive school climate and culture that celebrates student success. - Counselors and Career Coach will work with students and all relevant stakeholders to establish academic support systems (TST) and Early Warning Systems are both identifying at-risk students and that safety nets are in place and working to propel students to successful matriculation from grade to grade until graduation and to create plans and opportunities for post graduation.

M	Measurable	M - Is the goal measurable? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	PBIS Documentation and Data will be collected after each year of implementation.
A	Achievable	A- Is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	Goal is to increase graduation rate to 95% and place 100% of those in jobs or college post graduation.
R	Relevant	R- Is the goal relevant to performance expectations?	According to multiple Meta-Studies focused on improving graduation rate/reducing dropout rates, a positive and supportive school culture is essential. Likewise schools that offer safety nets and support show higher graduation and success rates. The correlation between school readiness and drop-out prevention and graduation is reflected in multiple.
T	Time Bound	T - Is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)	Each school year.

MCSD Dropout Prevention

Goal 3: Provide Credit Recovery Options to students during the school year

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

S	Specific	S - Is the goal specific? (What will it do? Who will carry it out! What task will be done! What do you need to complete this step?)	The high schools will track data and identify students that meet the requirements to qualify for credit recovery. Credit Recovery will allow students to stay on track even if they fail a core class during high school.
M	Measurable	M - is the goal measurable? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	This will be measured on the number of students that successfully complete credit recovery. .
A	Achievable	A - Is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	The timeline for credit recovery will be from July to May each school year. Students will be assigned the work needed and will be provided support in the way of weekly checks and content support as needed.

R	Relevant	R - is the goal relevant to performance expectations?	We must provide ways for students to stay on track to graduate even if they fail a few classes during their high school years. Our goal is for each student to graduate with their cohort, this can only be achieved through providing structures to help students catch back up if they fail.		
T	Time Bound	T - is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)	This will be done each year during the school term. July - May each year.		
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
July 25-May 26	Revise any policy or procedure necessary to make sure we can get all students that qualify into credit recovery. Identify all students after final grades are released. Create a plan for each student.	Technology and Connectivity Devices	Ryan Stringer, Curriculum, Instruction, and Assessment Kevin Jarrell, Technology Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students	

July 2025	Progress Monitor Plan Implementation to maximize student success	n/a	Ryan Stringer Curriculum, Instruction, and Assessment Kevin Jarrell, Technology Director Alicia Conerly, Federal Programs Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students
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Plan to Progress Monitor

How and when will the team monitor the plan? What is the procedure? What are the timelines? Who is responsible?
How will the team know they are having a positive impact? How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
July 2026	Develop and Implement Plan for closing learning gaps.	Adjust professional development to provide optimum support for teachers, parents, and students
July 2027	Expend available funds to secure necessary technology and connectivity for students	Availability of devices and connectivity will affect timeline
Monthly	Monitor teacher and scholar successful implementation of DLP	Depending on the impact of various pandemic related challenges, adjustments will be made to include students participating in In-person, Virtual, or modified Learning Loss Model

Dropout Prevention/Restructuring Plan Assurances Page

On behalf of [Marion 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 evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

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

District Superintendent: [Brian Foster](#)_____

[Date:](#)_____

School Board Chair: [Lillian Johnson](#)_____

[Date:](#)_____