



**DeSoto**  
COUNTY SCHOOLS

**APPROVED ON**

**JUN 15 2023**

**DeSoto County  
Board of Education**

# **Dropout Prevention Plan**

**2023-2024**



**#TeamDCS #Raisethebar**

**Mr. Cory Uselton**

**Superintendent**

**Dropout Prevention/Restructuring Plan Assurances Page**

On behalf of DeSoto County Schools, 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 age 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: Cory Uselton

Signature: 

Date: 6-15-2023

School Board Chair: Shelia Riley

Signature: 

Date: 6-15-2023

## DESOTO COUNTY SCHOOLS DROPOUT PREVENTION PLAN 2023-2024

### **Goal 1: Increase the graduation rate and reduce the dropout rate for all of DeSoto County Schools in conjunction with dropout recovery initiatives.**

| <b>Focus Area</b>  | <b>Specific</b>   | <b>Actions for Achieving Goal</b>  | <b>Measure</b>  | <b>Person(s) responsible for activities</b>   | <b>Timeline</b>        |
|--------------------|---|--|---|---|------------------------|
| Course Performance | Reduce retention rate in grade 9 by 5% within two years.  | Freshmen Orientation   | handbooks, graduation requirements  | academic directors, principals, counselors  | July yearly            |
|                    |   | monitor student performance, progress, and grades  | progress reports/teacher feedback forms and midterm grades, PowerSchool, teacher feedback forms, Schoology  | administrators, teachers, coaches, specialists, academic directors                                | August 2023 – May 2024 |
|                    |   | compare student performance, progress, grade, track to graduation  | results of diagnostics, assessments, and remediation and/or intervention monitoring, credit checks, PowerSchool, School Status                                      | administrators, teachers, coaches, specialists, counselors, academic directors, MTSS              | August 2023 – May 2024 |
|                    |   | Professional Development   | Essential Standards documents, initial student data, foundational reading skill strategies, 5 components of reading documents, previous retention and dropout rates | specialists, coaches, teachers, administrators, academic directors                                | ongoing                |
|                    | Track students who are prior repeaters providing additional supports as needed for continued progress | data monitoring, conferences with students, parents, and teachers, phone calls to parents, follow up with students | Progress reports/teacher feedback, PowerSchool, diagnostic and benchmark assessment data, documentation of additional support(s), MSIS Reporting, Major Clarity     | administrators, teachers, coaches, interventionists, counselors, cohort clerks, MSIS Coordinators | ongoing                |

|   |  |  |   |   |                          |
|---|--|--|---|---|--------------------------|
| <b>Other- Graduation Progress</b>                   | Create and maintain individual success plans | Professional Development   | data integration, goal setting, implementation, Career Readiness Standards, EWS         | Major Clarity Rep, school counselors, district data rep., Mental Health Director, MTSS                    | ongoing                  |
|   |  | assessments, pacing activities, and goals  | Progress monitoring through Major Clarity   | counselors, teachers, school officials  | October 2023 - May 2025  |
|   |  | progress monitoring of career exploration – beyond high school   | Major Clarity, parent/student conferences, standards                                    | counselors, school officials  | December 2023 – May 2025 |
| <b>Other – Graduation Progress/Dropout Recovery</b> | Track students who leave the school/district | data monitoring, conferences-phone calls to parents, follow-up with students, school/career options  | MIS reporting, PowerSchool, Leaver Controls, Major Clarity, other school/career options | Cohort Clerk, counselors, MSIS Coordinators, Secondary Director(s), school counselors, district personnel | ongoing                  |
|   |  | Monitor graduation progress  | Graduation Progress Tracking software, Performance progress, PowerSchool                | counselors, administration, district personnel  | ongoing                  |
| <b>Attendance</b>                                   | Reduce absences by 5%                        | PBIS – Tier 1  | Data, School Status, PowerSchool  | MSIS Coordinators, counselors, administrators, PBI Specialist, Executive Director of Academic Support     | August 2023 – May 2026   |
|   |  | parent notification 2x daily- electronically & automated phone messages, ADA coordination to address attendance, Truancy notifications to SAO daily, Individual BIPS | PowerSchool, School Status, Board Policy JBA  | ADA Clerks, SAOs, MSIS Coordinators, administration, counselors   | daily and ongoing        |
| <b>Behavior</b>                                     | Reduce Office referrals by 5%                | PBIS – Tier 1  | data, School Status, PowerSchool, referrals   | MSIS Coordinators, Counselors, PBI Specialist, Executive Director of Academic Support, administrators     | August 2023 – May 2025   |

|   |  |   |  |   |                        |
|---|--|---|--|---|------------------------|
|   | Support Mental Health needs of students, basic needs                                 | Appropriate Mental Health Referrals   | Treatment plan goals   | School counselors-referrals, Mental Health Therapist(s) – treatment, Social Workers | August 2023 – May 2024 |
|   | Mental Health resources, connections with community stakeholders                     | Community Resources   | Mental Health Programming                                      | Mental Health Therapist(s), school counselors, district personnel                   | ongoing                |
| <b>Other – Graduation Progress/Dropout Recovery</b> | Career Tech opportunities available for all students                                 | resume building, interview skills, contact between post-secondary colleges/potential employers, progress monitoring | interest inventories, PowerSchool, graduation requirements     | Career Tech staff, Career Tech Coordinator, administrators, counselors              | ongoing                |
|   |  | testing for certifications, career preparedness   | progress monitoring, graduation requirements, job requirements | Career Tech staff, Career Tech Coordinator, administrators, teachers, counselors    | ongoing                |
| <b>Attendance</b>                                   | Decrease amount of unexcused absences in Career Tech setting and home-school setting | check points each semester, parent notifications, conference, individual plans                                      | PowerSchool, attendance reporting                              | Career Tech staff, Career Tech Coordinator, administrators, teachers                | ongoing                |

**Goal 2: Reduce retention rates in grades kindergarten, first, and second.**

| Focus Area                | Specific   | Actions for Achieving Goal                        | Measure   | Person(s) responsible for activities                               | Timeline               |
|---------------------------|--|---|---|--|------------------------|
| <b>Course Performance</b> | Reduce retention rates in kindergarten, first, and second grades by 5% in two years. | Professional Development                          | Essential Standards documents, initial student data, foundational reading skill strategies, 5 components of reading documents, previous retention and dropout rates | specialists, coaches, teachers, administrators, academic directors | ongoing                |
|                           |  | Compare student performance, progress, and grades | results of screeners, diagnostics, assessments, and remediation and/or intervention monitoring  | administrators, teachers, coaches, specialists, academic directors | August 2023 – May 2025 |

|                   |   |  |   |   |   |                        |
|-------------------|---|--|---|---|---|------------------------|
|                   |   |  | Develop appropriate IEPs based on student deficits  | IEP goals written based on deficits indicated from screeners, diagnostics, assessments, progress monitoring   | SPED Teachers, Gen Ed Teachers  | ongoing                |
|                   |   |  | Compare end of the year retention numbers   | PowerSchool, MIS, EOY grades for K, 1 <sup>st</sup> , and 2 <sup>nd</sup>   | administrators, teachers, coaches, specialists, academic directors                                    | May 2024 and May 2025  |
|                   | Track students who are prior repeaters providing additional supports as needed for continued progress |  | data monitoring, conferences with students, parents, and teachers, phone calls to parents, follow up with students                              | Progress reports/teacher feedback, PowerSchool, diagnostic and benchmark assessment of data, documentation of additional support(s), MSIS Reporting | administrators, teachers, coaches, interventionists, counselors, MSIS Coordinators                    | ongoing                |
| <b>Attendance</b> | Reduce absences by 5%   |  | PBIS – Tier 1   | Data, School Status, PowerSchool  | MSIS Coordinators, counselors, administrators, PBI Specialist, Executive Director of Academic Support | August 2023 – May 2025 |
|                   |   |  | Parent notification daily-electronically & automated phone messages, ADA coordination to address attendance, Truancy notifications to SAO daily | PowerSchool, School Status, Board Policy JBA  | ADA Clerks, SAOs, MSIS Coordinators, administration, counselors                                       | daily and ongoing      |
| <b>Behavior</b>   | Reduce Office referrals by 5%   |  | PBIS – Tier 1   | data, School Status, PowerSchool, referrals   | MSIS Coordinators, counselors, administrators, PBI Specialist, Executive Director of Academic Support | August 2023 – May 2025 |

### Goal 3: Support subgroups needing additional assistance to meet graduation requirements.

| Focus Area                        | Specific   | Actions for Achieving Goal  | Measure  | Person(s) responsible for activities   | Timeline    |
|-----------------------------------|--|---|--|--|-------------|
| Course Performance                | Reduce dropout rate for EL students by 15% in middle and high schools                  | Increase knowledge of and support toward college/career options by providing translated materials and drop-in workshops for ACT, college, and career pathways, and college/career fairs specific to EL Current and FLEP Monitored Students                    | attitudinal surveys, sign in sheets, pre- and post- tests  | EL Specialist, community partners, EL Current and FLEP Monitored students, EL Teachers, administrators, counselors | Spring 2024 |
|                                   |  | Promote the Bilingual Seal for EL Current and FLEP Monitored students with support to increase scores as needed   | assessments related to the Bilingual Seal, pre- and post- surveys  | EL Teachers, EL Specialist, EL Current and FLEP Monitored students, counselors, foreign language teachers          | ongoing     |
|                                   |  | Support for those who were unsuccessful on state assessments  | Schoolology, flashcards, guided notes, pre and post surveys, test scores   | EL teachers, EL Specialist(s), EL current students, state tested teachers, EL director                             | ongoing     |
|                                   |  | Increase EL Current and FLEP Monitored enrollment and success in Career Tech by informing EL families of offered services, providing training to Career Tech Teachers on scaffolding, and supporting EL students in their career tech classes via Schoolology | enrollment and assessment data from CTC, CTC Teacher surveys, student surveys and assessments, Schoolology reports | EL Specialist, EL Teachers, CTC Teachers and admin, counselors   | ongoing     |
| Attendance and Course Performance | Promote parent engagement to partner with school to increase engagement and attendance | School events, workshops, Recorded videos with translations   | communication logs, School Status, sign in sheets, data, attitudinal surveys, PowerSchool                          | MS/HS specialists, EL teachers, administrators, EL director  | ongoing     |

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|---|---|---|--|--|--|
| <b>Course Performance</b>                           | Graduate 85% of all students with disabilities with a Traditional or Alternate Diploma (for SCD students) within two years. | Professional Development – services, best practices, postsecondary and professional opportunities, professional performance | Special Education documents, Essential Standard documents, Alternate Diploma Standards/ Essential Standards  | Central Services SPED department, Special Education Teachers, director and assistant director of SPED, administrators                                  | ongoing  |
|   |   | Develop appropriate IEPs based on student deficits  | IEP goals written based on deficits indicated from screeners, diagnostics, assessments, progress monitoring  | SPED Teachers, Gen Ed Teachers   | ongoing  |
|   |   | Increase best practices for instruction and lesson planning   | Technology, PLC, Essential Standard documents, initial student data, foundational reading and math strategies, universal screener, benchmark data, Teacher Rubric Essentials | Central Services SPED department, Special Education Teachers, director and assistant director of SPED, administrators, support staff, SPED supervisors | Ongoing  |
|   | Increase foundational and math skills   | Monitor student progress  | Individual IEPs, goal sheets, universal screener reports, benchmark data   | Central Services SPED department, Special Education Teachers, director and assistant director of SPED, administrators, support staff, SPED supervisors | Each nine weeks  |
| <b>Behavior</b>                                     | Decrease office referrals by 5% increase student engagement   | Training on social/emotional/behavioural strategies to decrease discipline  | Review 360 data, PowerSchool, behavioural modification plans, functional behavior assessments, behavior intervention plans, IEP goal reports                                 | Central Services SPED, positive behavior specialists, therapeutic intervention specialist, SPED teachers   | August 2023 – September 2024<br>August 2024 – September 2024 |
| <b>Other – Graduation Progress/Dropout Recovery</b> | Career Tech opportunities postsecondary, career opportunities, and employability skills                                     | Resume building, interview skills, contact between post-secondary colleges/potential employers, progress monitoring         | Career interest inventories, Individual education plans, conferences   | Career Tech staff, Career Tech Coordinator, administrators, counselors, SPED staff   | Ongoing  |



|  |   |   |  |  |         |
|--|---|---|--|--|---------|
|  | employment preparation program for students with disabilities | Project Search - total workplace immersion, real life work experience, career exploration, hands on training, successful transitions to adult life for students with significant disabilities | Alternate Diploma, Certificate of Completion, placement evaluations and progress | SPED-school and district staff, community partners | ongoing |
|--|---|---|--|--|---------|

**Goal 4: Successful transitions for students to the home school district from the juvenile detention center.**

| <b>Focus Area</b>         | <b>Specific</b>  | <b>Actions for Achieving Goal</b>   | <b>Measure</b>  | <b>Person(s) responsible for activities</b>  | <b>Timeline</b>   |
|---------------------------|--|---|---|--|-------------------|
| <b>Behavior</b>           | Transition plan in place when student is preparing to return to the home school environment, for social emotional, and behavioural support | Individual student goals, transition plan, meetings with case managers, assigned mentors, parental contact, Character Education | Student interview results, diagnostic screener, PowerSchool, mentoring program                      | Case manager, School staff, administration, counselors, Youth Court, JDC staff, Special Education Teachers | daily and ongoing |
| <b>Course Performance</b> | Individual academic goals for academic success   | Tutoring program, continuation of academic classes at JDC   | Diagnostics screener – Math and ELA, progress monitoring, PowerSchool, conference, parental contact | Case Managers, tutors, school staff, administration, counselors  | ongoing           |
| <b>Attendance</b>         | Individual return to school plan with required attendance  | Check-ins, mentorship, required   | PowerSchool, School Status, daily attendance log  | Youth Court, Case Manager, counselors, administration  | ongoing           |