

Perry Central High School
Dropout Prevention Plan
2021-2022



Mr. Frederick Jackson, Board President

Dr. Scott Dearman, Superintendent

Statement of Assurances

On behalf of the PERRY COUNTY School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the overarching goals of the district dropout prevention plan: 1) to increase attendance rate to 95% each month; 2) to decrease the total number of students with 3 or more office referrals by 20% by the end of the school year; 3) to decrease the number of students with D or F for yearly averages by 20%; 4) to increase the number of students participating in clubs, organizations, and extra-curricular activities by 20%.

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with various stakeholders in the development of this local dropout prevention plan.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate, reducing the dropout rate, and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Action Plans & Strategies to promote reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in d strategies to reduce the dropout rate for students with disabilities under IDEA.

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.

Preface

Perry Central High School has been targeted by the Mississippi Department of Education because of its high dropout rate and low graduation rate. The four-year running average for graduation is 84.1% (up from 73.4%). A committee was formed to discuss plans and strategies to target these students long before they make the decision to drop out.

The committee studied data from the middle and high schools for the last three years. This plan lays out steps to address the dropout rate by focusing on four main areas: Attendance, Behavior, Course Performance, and Extra-Curricular Activities. Goals were set and action steps developed to address each of these areas.

It is the school's desire to see this problem rectified quickly. We will be working diligently to implement these action steps and feel certain that, over time, our graduation rate will increase, the dropout rate will decrease, and we will produce more productive students that will contribute to the community in various positive ways

District Level Initiatives

A. Reducing the retention rates in grades Kindergarten, First, and Second.

Networking with Head Start facilities, parents, and teachers is provided with readiness, expectations, registration requirements, and tours of the home schools. The district also provides developmental and speech assessments in order to identify students with developmental delays and/or speech impairments. Once identified, services that focus on improving deficit areas are provided for these students on an individual basis by trained personnel from the school district. Services are provided at the Head Start location.

District elementary schools utilize several methods for reducing the retention rates among kindergarten, first, and second grade students in their respective schools. Meaningful instructional practices provide students with scientifically based instructional strategies and methods to ensure proper learning sequences, reading and numerical skills, phonics abilities, and opportunities to expand the early learning knowledge base. Parental resources are provided to help extend a student's learning beyond the classroom and into the home. An effective Multi-Tiered System of Support for academic and behavioral deficiencies is used to target specific students who show lack of progress and intervene at the earliest level possible to maintain a continuous learning trajectory.

B. Targeting subgroups that need additional assistance to meet graduation requirements.

Effective Use of MTSS

Teachers and administrators use the Multi-Tiered System of Support (MTSS) to maximize student achievement, address academic deficiencies and reduce behavioral problems. Various sources of data is used to identify students at risk of poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on the student responsiveness.

Teachers are trained in interventions designed to improve their students' academic progress and behavior. In addition, every elementary school has regular visits from the district interventionist.

ACT Prep

High school students receive concise preparation and tutorial assistance geared to successful mastery of the ACT. The high school also schedules an ACT Prep Workshop during the school year.

MAAP Tutoring

Current teachers, retired teachers and university volunteers tutor students who are having difficulty mastering selected objectives. The tutoring is conducted during the regular school day and after school.

CTE Programs

Career and Technical Education (CTE) help train a qualified workforce for today's competitive job market. Occupational training programs at Perry County Vocational Technical Center are designed to prepare students for entry into a chosen field of work at an advanced beginner's level or to provide fundamental skills that will assist those students who continue with Career-Technical training at the post-secondary level.

C. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

GED Program

The district has partnered with Jones County Junior College to provide a community based GED program to assist students who are at risk of dropping out and to provide support and reclaim students/adults who have dropped out of school.

D. Address how students will transition to the home school from the juvenile detention centers.

Achievement Center Program

Students transitioning to home school district from juvenile detention centers will be placed in the PCSD Achievement Center. This program will provide students with a low staff to student ratio, trained to prepare a clear and structured program of education and student goals to ease the students back into the general student population or GED preparation, employment preparation, job training and counseling.

Goals for Decreasing Dropout Rate

Goal 1 – To increase attendance rate to 95% each month

Steps –

- A) Daily calls/texts to parents of absent students using SAM and/or School Status to ensure parental knowledge of student absence and to discuss any distance learning options (office personnel)
- B) Monthly incentives developed by a committee of faculty/staff members to encourage proper attendance (committee)
- C) Weekly checks from the School Resource Officer for students who miss three or more days in a week (SRO/Principal)
- D) Monthly checks with the truancy officer to determine which students have excessive absences and in danger of being truant (Principal)

Goal 2 – To decrease the total number of students with three or more office referrals by 20% by the end of the school year

Steps –

- A) Beginning of the year and ongoing training of teachers on MTSS to ensure proper identification of behavioral problems before they escalate (Counselor/Principal)
- B) Parent contacts as needed to discuss behavioral issues before they escalate into a chronic problem (Asst. Principal/Principal)
- C) At the beginning of school, student/parent/school contract will be signed that delivers expectations of behavior (Student/Parent/Principal)
- D) Monthly incentives to encourage proper behavior of those students who are developing chronic discipline issues (Committee)

Goal 3 – To decrease the number of students with a D or F for yearly averages by 20%

Steps –

- A) At the beginning of the year, teachers will conduct a learning style inventory of all students during English class to better understand the best ways to teach students (English teachers)
- B) Ongoing training on graduation requirements will be conducted for students and parents to ensure each knows the expectations and requirements to earn a diploma (Counselor)
- C) Ongoing MTSS training and monitoring will allow academic issues to be addressed early and interventions to be developed to build the necessary skills (Teachers/Counselor/Principal)

- D) Middle school students will take a pre-ACT assessment to determine their potential score and prepare for high school coursework (Middle School Faculty)

Goal 4 – To increase the number of students participating in clubs, organizations, and extra-curricular activities by 20%

Steps –

- A) Throughout the year, clubs and organizations will be promoted and students will be recruited to join based on club criteria (Club/Organization Sponsors)
- B) An evaluation of additional sports offerings will be conducted to target students not currently participating in sports (Esports) (Athletic Director)
- C) Throughout the year, additional vocational offerings will be explored to generate new interest in Vo-Tech programs and target students not already participating in a vocational program (Vocational Director/Vocational Counselor)
- D) Student Council will take a more active role in establishing a more positive climate in the school by encouraging students to get involved in extracurricular activities.
- E) Additional extracurricular activities will be added, such as choir and jazz band.