

Picayune School District

Dropout Prevention Plan

2025-2026



Mr. Dean Shaw, Superintendent

APPROVED

7-10-25

**Picayune School
Board**

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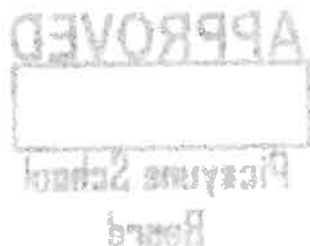
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Team Members

School Team Members	Position
Debbie Smith	Curriculum Director
Kristi Mitchell	Principal, Picayune Memorial High School
Toni Tucei	Asst. Principal, Picayune Memorial High School
Renee Johns	Asst. Principal, Picayune Junior High School
Raegan Sampey	Principal, Roseland Park Elementary
Dr. Pamela Thomas	Program Director, ECP
Jill Smith	Director of Career and Technical Education
Dr. Brannon Johnson	Director of Exceptional Education
Daphnie Beebe	Principal, Picayune Junior High School
Tarva Cook	Principal, South Side Elementary
Dr. Jeremy Williams	Principal, South Side Lower Elementary
Diane Wise	Support Services Director

Picayune School District Accountability Data Utilized

According to 2023 Accountability Results, Picayune School District's Graduation Rate was 82.3%. Therefore, in addition to Dropout Prevention Plan, School Restructuring Plan with SMART Goals for our High School and Middle School using MDE Early Warning System was developed.

List of Data Available
Attendance Rate
Graduation Rate
Dropout Rate
Disciplinary Infraction Reports
School Population
Students with Disabilities
Grade Point Average
MTSS Data
Early Childhood Program Indicators/Data
Statewide Assessments Results by student/school

Picayune School District Programs and Strategies

Student Readiness for College and Career

Students and parents are advised about higher level course offerings at school with Honors, AP, and dual enrollment options. Picayune Memorial High School (PMHS) has open enrollment for AP courses. Dual enrollment requirements are set by Pearl River Community College, located in Poplarville, MS. All juniors take ACT prep unless the parents and students opt-out. Opt-out is only available for students who have already met the Mississippi College and Career Benchmarks as set by ACT scores. PMHS uses Mastery Prep as the ACT Prep resources vendor, and the juniors will rotate in nine-week rotations with certified teachers. PMHS counselors will maintain ISP for career and college exploration and as an online platform to house students' Individual Success Plans. Students in the class of 2022 and beyond choose diploma option endorsements from MDE's distinguished, academic, career/technical, and traditional endorsements.

Instruction and Learning

Picayune School District Early Childhood Programs (ECP) utilizes a wide variety of curricula which are scientifically valid and have standardized training procedures and materials to support implementation. This allows staff to participate in various professional development opportunities regarding developmentally appropriate practices in early childhood, strengthening student engagement through inquiry, data analysis, special needs/inclusive services, challenging behaviors, CLASS observations, OWL Pre-K Curriculum, MS Beginnings: Pre-K curriculum, ASQ and Brigance screenings, technology integration, and developmentally appropriate literacy and numeracy.

These programs also utilize other screening measures, observational tools, hands on activities which it allows teachers to easily identify potential developmental delays and giftedness in language, motor, self-help, social-emotional, and cognitive skills.

Istation's Pre-K and Early Childhood Learning Program: Picayune School District Pre-K 4-year-old children participated in the Istation Kindergarten Readiness Assessment for the 2024-2025 school year. The Kindergarten Readiness Assessment is a universal screening that assesses all students three times a year to review their academic performance and needs, ensuring that those requiring additional support are identified. This screening measures readiness for grade-level instruction and the risk of struggling with core subjects while determining the necessary interventions and saving instructional time. Istation's Formative Assessment is utilized for this purpose; it is computer-adaptive and focuses on key skills predictive of future reading success. The assessment includes various subtests with specific time allocations, such as Listening Comprehension and Vocabulary (20 seconds each), Letter Knowledge and Phonemic Awareness (5 to 10 seconds), and others that take up to 2 minutes, depending on the task.

Level 4 on the Istation Indicators of Progress (ISIP) indicates a student is considered "Ready" for kindergarten.

- Target Scores:
 - Beginning of Year (BOY) for Pre-K:
 - ELA: 213

- Math: 229
- End of Year (EOY) for Pre-K:
 - ELA: 284
 - Math: 285

The MDE uses these scores to track Kindergarten Readiness and identify students who may need additional support. The Istation Pre-K testing data includes assessments for both English Language Arts (ELA) and Math across all Picayune School District Pre-K Collaborative sites for the 2024-2025 are provided below.

K-12 students' progress is monitored using formative and summative assessments are administered frequently, and teachers and administrators work collaboratively to redesign practice and instruction to fit the needs of individual learners. Teachers who teach courses, which have an EOC assessment, use common assessments throughout the class to identify students who are off track and need targeted interventions to obtain a better understanding of the information. English I, foundations of Biology, World History, US Government, Economics, English II, Algebra I, Biology I, and US History will also use Mastery View/Instructure to create common formative assessments to monitor learning. Academic assistance is available to all students throughout the day. Students, as identified through data, and as needing support, are given time with an instructor during the school day for remediation, extra support, and/or pull-out tutoring. Students with lower than a C in 8th grade math will now take math essentials for high school and foundations of Algebra in 9th grade. These students will then take Algebra I in 10th grade.

Technology is utilized during instruction, and lessons are integrated through Google Classroom.

Effective communication is modeled by teachers in the classroom setting. Discussion and collaboration among students can be seen in various techniques such as Socratic seminar/circles.

Attendance and Discipline

Picayune School District begins emphasizing the importance of attendance in our Early Childhood Programs. Parents must notify the centers by telephone or through a written note when a child is absent. All unexcused absences are followed up with a call from a Family Advocate. Federal guidelines require that children enrolled in Head Start and Early Head Start attend at least 85% of the time. When a child misses 10% or more of class for any reason, it is considered chronic absenteeism. If this occurs, the sites' Family Advocate schedules a parent conference. During the conference, the Family Advocate addresses how the parent/guardian will work to overcome obstacles that are preventing the child from attending the program. This process during the early childhood period starts parents with positive habits toward ensuring that their children attend school daily to maximize learning. For the 2023-24 school year PSD ECP had an enrollment of 446 and an attendance rate of 89% attendance rate.

At the secondary level, daily attendance calls are made by nurse/interventionist/counselors. Teachers make parent contact after a student misses three consecutive days. Interventionist/SRO makes home visits as needed. Reports will be run weekly and reviewed. For students failing, support staff will meet with them and contact parents as well as each teacher will make parent contact for any student failing and will maintain contact until students is passing. For students with discipline concerns, teachers will make parent contact to discuss minor infractions. If behavior continues, referral to a counselor will be made. The counselor and students will create a behavior plan and counselor will monitor progress and

communicate with parents and administration. Positive incentives are in place to promote attendance and behavior. At PMHS, this program is called High Tide.

The Positive Behavior Specialist for the Picayune School District supports students and teachers by the following: communicate and formally meet with all stakeholders including students, teachers/staff, administrators and principals with identifying ongoing classroom/school behaviors, draft targeted support plans or behavior intervention plans when required after conducting an data driven analysis of each student with ongoing behaviors, methodologically acquire feedback, data, observations and conduct interviews with students and staff in order to curtail ongoing behaviors and make formative assessments, during a student crisis, give immediate support to the individual student upon notification from a school, monthly perform check- ins with students with emotional concerns and act as a resource for each, compile and maintain files for each student who has reached Tier 3 Behavior, ensuring that all students are treated equitably and supported fully and recommend needed adjustments, maximize resources and evaluate the effectiveness of specific support plans.

At the Elementary level, positive incentives are in place to promote attendance and behavior. This is done through each school's PBIS Team which includes but not limited to monthly movies, drawings, celebrations, lunch/breakfast with Principals and Student of the Month.

Reducing the Retention Rates in Grades Kindergarten, First, and Second

Picayune School District (PSD) has interwoven early care and education programs – including Early Head Start, Head Start, EHS Childcare Partnerships (CCP), and State-funded Pre-K programs – into a seamless, high-quality system that prepares children for school success. Specifically, PSD Early Childhood Programs (ECP) currently provides family support services, including prenatal education (pregnant women), parenting support / skill training, health services, case management, linkages to resources, and father / male involvement activities to 446 families across Pearl River County. High quality early childhood education, in itself is a strategy to reduce dropout rates. Specifically, meta-analysis of 22 experimental early childhood education studies (McCoy et.al, 2017) has found that on average, participation in early childhood education leads to statistically significant reductions in special education placement and grade retention, as well as increases in high school graduation rates.

All elementary schools in the Picayune School District utilize data-driven instruction. Universal Screener Assessments are administered three times annually. This data is used to continually evaluate student progress and adjust instruction accordingly. The district also utilizes a Kindergarten screening test to identify strengths and weaknesses of students during annual enrollment. All kindergarten students must participate in pre- and post-tests to determine instructional placement.

The district is committed to a college and career readiness curriculum. The combination of data-driven instruction and a college and career readiness curriculum is a key component of reducing dropout and retention rates. Academic success is closely monitored by the school's MTSS and the Tier process/RTI is utilized with school specific methods to assist the uniqueness of the individual student in an effort to reduce retention rates in K-2.

Targeting Subgroups

Exceptional education (special education) students are tracked and provided individualized instruction through inclusion, resource, and general education teachers. Students from low-economic backgrounds who are in the greatest need are provided special tutoring before, after, and during extended school year. EL students' grades and attendance are monitored quarterly. Parents are invited to meetings with an administrator, EL Coordinator, counselor and EL facilitator quarterly to discuss student progress.

Picayune Junior High School (PJHS) uses data to identify individuals who may be in danger of dropping out of school. The data used includes attendance rates, failures, retentions, and state assessment results. Interventions include a variety of resources to promote mastery. The district also utilizes contractual consultants to assist in data analysis and tracking as well as coaching faculty and staff to ensure rigorous instruction. The PJHS also conducts an extended school year program in order to provide additional assistance to those students who may need additional support.

PMHS specifically targets the bottom twenty-five (25) percent academically and provides additional support. The support includes students being placed in classrooms where there are two (2) teachers, pull-out instruction, and larger incentives for these students in the school High Tide program (student positive behavior initiative). PMHS conducts classes on a 4 x 4 "block" format. Some students, including those who fail state assessments and/or may require more intensive instruction for academic core classes, may take classes that last the entire school year. Students who fail state assessments and the classes associated with those assessments are given remedial instruction in the form of pull-outs and tutoring. Effective the 2020-2021 school year, Picayune Memorial High School placed a special focus on attendance to reduce retention and dropouts in all subgroups.

Developing Dropout Recovery Initiatives

A Focus on Students Age Seventeen (17) through Twenty-One (21), Who Dropped out of School (i.e., Mississippi Works)

PMHS counselors and administrators track and contact students who drop out of school. When appropriate, an administrator will make home visits to these students. The district conducts GED classes at the Center for Alternative Education (district site) during the school day. Additionally, the counseling department offers access and information on Mississippi Works, as well as Mississippi Department of Employment Security.

Alternative Programs and JDC Transitions

The district utilizes a three-step plan to assist students in transitioning from Juvenile Detention Centers (JDCs) to their home schools. Transitioning students are initially placed at the Center for Alternative Education (CAE). The CAE placement allows students to transition in a small environment and allows for extensive one-on-one instruction. Students are transitioned back to their home schools based on achievement, behavior, and individual needs. Students and their parents sign a transition plan and a Statement of Assurances when returning to their home schools. These documents allow all parties to understand and document both the individual students' needs and expectations.

JDCs send reports daily of students who are retained in their facility. PMHS and CAE will then send assignments so students do not get behind in their class work while detained. PMHS works directly with individual teachers, school attendance officers, social workers, and other pertinent staff members to

track progress of students and provide a smooth transition in order to return to PMHS. When returning, students are counseled and provided an educational track suitable for their success.

Drop-out Prevention Measures at Center for Alternative Education

Jr. high students who have reached or will reach the age of 16 during 7th or 8th grade are sent to the alternative school for a “fast-track” program where students can enroll in a number of Carnegie unit courses on the 9th grade level, if they meet certain criteria. This allows students to regain credits after being retained one or more years and possibly catch up with their same-aged peers. In addition, Parents of students who are struggling socially, academically, and/or behaviorally may request a change-of-placement to the alternative setting for more intense individualized instruction for the students. PJHS and PMHS administrators have the option of recommending this C-O-P to the parents of at-risk students. Alternative education offers the High School Equivalency Diploma (HSED) program for students who are intent on dropping out of school and who meet certain criteria for enrollment into the program. Alternative education is adequately staffed with enough certified teachers to teach approximately 40 Carnegie unit awarding courses meeting MS graduation requirements for a traditional high school diploma

PMHS SMART GOALS 2025-2026

Increase our yearly attendance rate by 2%

- Daily attendance calls by nurse/interventionist/counselor
- Teachers will make parent contact after a student misses three consecutive days
- Teachers/nurse/interventionist/counselors will record contacts and report to administration every 4 ½ weeks
- Interventionist/SRO will make home visits as needed
- Maintain attendance records and report truant students as required
- Monthly MSIS attendance rates will be monitored by administration to see if gains are being made

Decrease student retention rate of 9th graders

- Daily attendance calls by nurse/interventionist/counselor
- Teachers will make parent contact after a student misses three consecutive days
- Teachers/nurse/interventionist/counselors will record contacts and report to administration every 4 ½ weeks
- Interventionist/SRO will make home visits as needed
- Counselors/interventionist will run grade reports weekly
- Upon failing, the student will have a meeting with support staff and parent contact will also be made
- Teachers will make parent contact at progress reports for all failing students and will maintain weekly communication until students are passing
- Leadership team will meet at the end of each quarter and monitor progress

Decrease the number of habitually disruptive students

- Teachers will call home before writing a disciplinary referral for a minor infraction.
- If behavior continues, teacher will make a counselor referral.
- If behavior continues, teacher will then write a disciplinary referral.
- If behavior still continues, the counselor and student will create a behavior plan
- The counselor will monitor progress and communicate with parents and administration

PJHS SMART GOALS 2025-2026

Obtain an average daily attendance of 93%

- From the absentee reports, call parents/guardians of the child, by the school nurse, records clerk, RTI, counselor or administrators.
- Teachers will make parent/guardian contact after a student misses three consecutive days.
- Recognition of perfect attendance/STAR students
- Principal or a designee, will make home visits as needed
- Maintain attendance records and report truant students as required
- Monthly MSIS attendance rates will be monitored by records clerk and administration to see if goals are being met.

Reduce the number of discipline referrals per quarter by 5%

- Positive office referrals
- Student of the month nominations posted
- Positive quotes/expectations/student work posted in the hallways and classrooms
- Engage students and families about the importance of classroom/school behaviors
- Conduct staff meetings/professional development for classroom management
- Utilize administrators, counselor/community interventionist as behavior interventionists
- Issue daily behavior monitoring sheets to repeat offenders
- Increase in-person parent/school communication

Increase the number of ELA students performing at a level 3 or higher by 5%

- Incorporate reading and writing across the curriculum
- Science and history classes will incorporate non-fiction articles in grade-level text, proficiently, with scaffolding as needed
- Organize/Plan activities to recognize student achievement
- Utilize PLCs and consultants to improve communication across the curriculum
- Implement standard testing to monitor growth of students throughout the school year
- Pacing guide implementation
- Place students who have scored Level 1 or 2 into smaller, morning classes.
- Place students who have scored Level 1 or 2 into Instructional Strategies for remediation and extended time for assignments.

Increase the number of Math students performing at a level 3 or higher by 3%

- Integrate math with science units
- Provide hands on activities utilizing manipulative and lab activities
- Utilize PLCs and consultants to improve communication across the curriculum
- Implement standard testing to monitor growth of students through the school year
- Pacing guide implementation
- Place students who have scored level 1 or 2 into smaller morning classes
- Place students who have scored Level 1 or 2 into Instructional Strategies for remediation and extended time for assignments.

Increase the percentage of at-risk students performing at a level 3 or higher by 10%

- Analyze data and differentiate instruction to meet individual student needs
- Increase reading of non-fiction articles using small group instruction
- Students that are classified as ELL will be enrolled in an Instructional strategies class to receive small group instructions, tutoring, and extended time if needed for assignments.
- Implementing a pull out program to works with individual student's IEP goals
- Creating a designated area to accommodate small group testing for students with a 504

Dropout Prevention/Restructuring Plan Assurances Page

On behalf of Picayune 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:


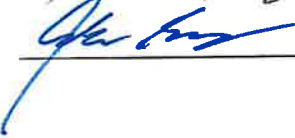
- Reducing the retention rates in grades kindergarten, first, and second.
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., 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: Dean Shaw

School Board Chair: Jake Smith

 7/10/25 DATE
 7/10/25 DATE

