

Hancock County  
School District  
Dropout Prevention  
Plan  
2020-2021



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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 (17) through (21), who dropped out of school

Addressing how students will transition to the home school district from the juvenile detention centers

Verification of Board Presentation and Approval

I HEREBY CERTIFY THAT THE HANCOCK COUNTY SCHOOL DISTRICT HAS  
REVIEWED AND APPROVED THIS PLAN

Dropout Prevention Team Leader	
Name: <u>Dennis Peterson</u>	Title: <u>Director Hancock County Alternative School</u>
Signatures	
District Superintendent: <u>Mr. Alan Dedeaux</u> _____	Date: _____
Signature	
School Board President: <u>Dr. Jennifer Seal</u> _____	Date: _____
Signature	

## Dropout Prevention Plan Overview

### Purpose

§ 37-13-80. Office of Dropout Prevention created; qualifications and responsibilities of director; date for implementation of dropout prevention program; local school district responsibilities; dropout prevention plan to address student transition to home school districts; legislative intent.

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(1) There is created the Office of Dropout Prevention within the State Department of Education. The office shall be responsible for the administration of a statewide dropout prevention program.

(2) The State Superintendent of Public Education shall appoint a director for the Office of Dropout Prevention, who shall meet all qualifications established by the State Superintendent of Public Education and the State Personnel Board. The director shall be responsible for the proper administration of the Office of Dropout Prevention and any other regulations or policies that may be adopted by the State Board of Education. However, if for any reason within the two-year period beginning July 1, 2014, a new director for the Office of Dropout Prevention is employed by the department, the employment of such individual shall not be subject to the rules and regulations of the State Personnel Board, except as otherwise provided in Section 25-9-127(4).

(3) Each school district shall implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year.

(4) Each local school district will be held responsible for reducing and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of dropout plans focusing on issues such as, but not limited to:

(a) Dropout Prevention initiatives that focus on the needs of individual local education agencies;

(b) Establishing policies and procedures that meet the needs of the districts;

(c) Focusing on the student-centered goals and objectives that are measurable;

**(d)** Strong emphasis on reducing the retention rates in grades kindergarten, first and second;

**(e)** Targeting subgroups that need additional assistance to meet graduation requirements; and

**(f)** Dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

**(5)** The Office of Dropout Prevention may provide technical assistance upon written request by the local school district. The Office of Dropout Prevention will collaborate with program offices within the Mississippi Department of Education to develop and implement policies and initiatives to reduce the state's dropout rate.

**(6)** Each school district's dropout prevention plan shall address how students will transition to the home school district from the juvenile detention centers.

**(7)** It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to not less than eighty-five percent (85%) by the 2018-2019 school year. The Office of Dropout Prevention shall establish graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, which shall serve as guidelines for increasing the graduation rate for cohort classes on a systematic basis to eighty-five percent (85%) by the 2018-2019 school year.

## District Dropout Team Members

Team Member	Position
MR. ALAN DEDEAUX	SUPERINTENDENT
Dr. RICK SAUCIER	ASSISTANT SUPERINTENDENT
Dr. CHRISTINE MOSELEY	FEDERAL PROGRAMS/ENGLISH-SOCIAL STUDIES CURRICULUM COORDINATOR/ HOMELESS LIAISON
KIM SAUCIER	TESTING/ATTENDANCE/MATH-SCIENCE CURRICULUM COORDINATOR
GINA SHAVERS	SPECIAL EDUCATION DIRECTOR/504 COORDINATOR
TARA LADNER	PRINCIPAL HANCOCK HIGH SCHOOL
DR. STACEY LEE	PRINCIPAL EAST HANCOCK ELEMENTARY
KATIE WARREN	PRINCIPAL WEST HANCOCK ELEMENTARY
MACI TORRES	PRINCIPAL SOUTH HANCOCK ELEMENTARY
DONNA BREELAND	PRINCIPAL HANCOCK NORTH CENTRAL ELEMENTARY
DR. CHAD DAVIS	HANCOCK COUNTY CAREER TECHNICAL CENTER
DENNIS PETERSON	HANCOCK COUNTY SCHOOL DISTRICT ALTERNATIVE SCHOOL

## District Summary of Data

### 4 Year Graduation Rate

Hancock County School District	ALL	89.2%
Hancock County School District	Black or African American	88.9%
Hancock County School District	White	89.1%
Hancock County School District	Female	92.2%
Hancock County School District	Male	86.2%
Hancock County School District	Economically Disadvantaged	85.5%
Hancock County School District	Students w/ Disabilities	51.4%
Hancock County School District	Homeless	88.0%

### Dropout rate

Hancock County School District	8.1%
State	9.7%

# **Hancock County School District Dropout Prevention Plan**

**Goal 1: Reduce the retention rates in grades kindergarten, first and second**

Each school has a reward-based system to promote attendance.

The district requires that pre-test to the state test be given throughout the year. The data from the screeners used to provide additional instruction.

Extra Support from assistant teachers in every class in kindergarten and first grade to aid in the learning process and to help identify at risk students.

Dyslexia Screeners administered.

Teachers are required to use School Status Program to communicate with parent/legal guardians throughout the year to help keep them involved.

**Goal 2: Target subgroups that need additional assistance to meet graduation requirements**

Special Education Students: Their roster teacher and their home school observe Students that obtain services with an Individualized Education Plan (IEP)

Implementation of a BABC therapist district wide.

Re-instituting the GED program for a select group of students who meet criteria

Students provided a safe environment in which to learn with opportunities for conflict resolution and crisis management as needed.

Alternative School: Students at the alternative school connected with their home school through Google Classroom to insure that the same classwork is interchangeable. The students provided with a certified teacher at all times at the Alternative School. Along with the Implementation of the Bridges program at HHS with a certified 206 teacher and facilitator, too insure a strong transition to the High School.



Students identified as EL/LEP are provided with Language Service Plans that contain student goals specific to fostering growth in reading and writing on the LAS Links ELPT assessment. All students are placed in the MTSS process and are provided with Tier II or Tier III intervention based on need. Interventions include computer-based language lessons and teacher-based tutoring.

All ELL students are monitored for language growth for a period of no less than five years through analysis of state assessment scores, report card grades and benchmark assessment scores. If necessary, students return to the intervention process.

Parents and families are an integral part of selecting student language goals and monitoring the process toward those goals. Parents are notified at least twice per year in writing of students' progress toward goals.

Students are provided with word-to-word translating dictionaries to assist with assessments and learning and electronic translating devices to assist in the classroom.

Teachers instructing ELL students are provided with professional development in strategies for teaching ELL/LEP students and are provided with materials to carry out those strategies.

### Goal 3: Develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school

Before dropping out of school, Hancock County School District team will meet with the parent/legal guardians and give them guidance on an outside agency to help them enroll.

Coordinate contact between the student and Southern Mississippi Planning and Development District located in Waveland Ms. This program offers assistance to those 16-24 that have been out of school for at least nine weeks.

Coordinate contact between the student and Job Corps located in Gulfport Ms.

#### Goal 4: Address how student will transition to the home school district from the juvenile detention centers:

Students will transition to their home schools through the Hancock County Alternative School.

Students and Parents/Legal Guardian will have an intake meeting with the Alternative School Principal and Behavior Specialist to discuss expectations and procedures. Requirements for transition will also be discussed with the student and parent at the meeting.

Transition team consisting of School Administrator, Behavior Specialist, and Home School Counselor will provide an individual plan for each student entering the school from a juvenile detention center that will support the student through the transition to his or her home school.

Reports and graphs will be sent home periodically to the parents/legal guardians to help monitor progress.

Behavior Specialist will provide weekly conferences with the student that will consist of behavior data review and current progress of behavior and grades.

Student's behavior, grades and attendances will be tracked at the Alternative School.

Once a student's behavior, grade and attendance has met their personal goal, the student will start transitioning back to his or her home school.

Student and Parents/Legal Guardian will have a meeting with the Alternative School Principal, Behavior Specialist, home school Assistant Principal and home school Counselor before returning to his or her home school to ensure a successful transition. The meeting will consist of the student's behavior tracking sheets, grades and attendance to ensure a successful transition.

Once the student has returned to his or her home school, he/she will be on a probationary period to continue monitoring. This means that any infraction during the probationary period will result in the student returning to the alternative school.

Outside counseling will be offered and provided through Gulf Coast Mental Health with parent permission if the parent and student decide it is needed at the time.

