



**South Panola School District Dropout Prevention Plan  
2020-2021**

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Team Members	Position
Jamone Edwards	Assistant Superintendent
Jason Matthews	SPHS Principal
David Odom	9 <sup>th</sup> Grade Principal
Dr. Lance Reed	BJH Principal
Dr. Amy Sutton	BES Principal
Lashunda Hamilton	BIS Principal
Julia Bainer	TST Coordinator



# South Panola School District Dropout Prevention Plan 2020 - 2021

The South Panola School District's Dropout Prevention Plan addresses the following design principles and indicators:

**Design Principle 1: Ready for College and Career**

- **Indicator 1.2:** High School Course of Study: Goal: Students are allotted time to receive academic assistance (i.e. regular scheduled meetings with a staff member, tutorials).
- **Indicator 1.4:** College Ready Skills: Goal: Some students are prepared to make use of college and career resources.
- **Indicator 1.5:** College Credit: Goal: Students review their four/five-year iCAP occasionally with a staff member.
- **Indicator 1.10:** College Going Culture: Goal: Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with a focus on attending and graduating college.

### **Design Principle 2: Require Powerful Teaching and Learning**

- **Indicator 2.1:** Curriculum: Goal: Teachers teach the Mississippi College and Career Ready Standards at an appropriate pace.
- **Indicator 2.4:** Instruction: Goal: Teachers regularly adapt resources and instruction to address learning differences in their students.
- **Indicator 2.13:** Assessment: Goal: Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes.

### **Design Principle 3: Personalization**

- **Indicator 3.1:** Affective (Personal/Social) and Academic Support: Goal: Some planning for implementation of advisories/seminars exists.
- **Indicator 3.8:** Adult/Student Relationships: Goal: Every student has a teacher advisor.

### **Design Principle 4: Redefine Professionalism**

- **Indicator 4.1:** Collaborative Work Orientation: Goal: Teachers observe their peers in practice.
- **Indicator 4.7:** Shared Responsibility and Collaborative Decision Making: Goal: Professional development opportunities offered to support youth development.
- **Indicator 4.13:** Professional Inquiry: Goal: Teachers in all content areas use research-based tools aligned with national standards to periodically assess and reflect on teaching and learning in their classrooms.

### **Design Principle 5: Leadership**

- **Indicator 5.3:** Change Agent: Goal: The principal proactively develops partnerships with district and institutions (e.g. higher education colleagues) to the benefit of school and students.
- **Indicator 5.7:** Focus on Powerful Teaching and Learning: Goal: The principal facilitates conversations with staff about the use of data to improve school performance through systematic collection, analysis and goal setting.
- **Indicator 5.10:** Culture of High Expectations: Goal: The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.
- **Indicator 5.11:** Shared Leadership: Goal: The principal establishes a clear collaborative decision-making process so that all staff work together as appropriate to make decisions that advance the mission of the school.
- **Indicator 5.14:** Collaborative Work Environment: Goal: The principal designs a schedule and process that includes common planning opportunities.

## Design Principle 1: Ready for College and Career

Indicators	Goal	Administration	Responsibilities
<b>Indicator 1.2:</b> <b>High School</b> <b>Course of Study</b>	Students are allotted time to receive academic assistance (i.e. regular scheduled meetings with staff members, tutorials).	Administration	<ol style="list-style-type: none"> <li>1. Identify a list of topics for advisory meetings.</li> <li>2. Provide Professional Development for each topic.</li> <li>3. Assign each student an advisor.</li> <li>4. Provide an advisory roster to all teachers.</li> <li>5. Create a schedule for students to attend advisory meetings.</li> <li>6. Establish Checkpoints to ensure advisory meetings are effective.</li> </ol>
		Advisory Committee	<ol style="list-style-type: none"> <li>1. Attend Professional Development for advisory meetings</li> <li>2. Obtain advisee roster.</li> <li>3. Follow the advisory schedule provided by administration (<b>two times per month for 20 minutes</b>).</li> </ol>
		Counselors	<ol style="list-style-type: none"> <li>1. Provide Professional Development to staff on:               <ol style="list-style-type: none"> <li>a) Graduation Options</li> <li>b) Diploma Tracks</li> <li>c) Carnegie Units needed</li> <li>d) iCAP</li> </ol> </li> <li>2. Provide information on various topics to students including but not limited to:               <ol style="list-style-type: none"> <li>a) FASFA</li> <li>b) Completing Applications for College</li> <li>c) Dual Enrollment Opportunities</li> </ol> </li> </ol>

<b>Indicator 1.4</b> <b>College Ready Skills</b>	Some students are prepared to make use of college and career resources.	Administration: Principal Assistant Principal Counselor	<ol style="list-style-type: none"> <li>1. Identify Community College/University for Dual Enrollment courses to be offered.</li> <li>2. Sign Articulation Agreement with College to implement Dual Enrollment Courses.</li> <li>3. Identify students who qualify for:             <ol style="list-style-type: none"> <li>a) Advanced Placement Courses</li> <li>b) Dual Enrollment Courses</li> </ol> </li> <li>4. Send Notification to identified students.</li> <li>5. Host Parent Information Session on Dual Enrollment and Advanced Placement Courses (Accelerated Night).</li> <li>6. Review Advanced Placement courses offered.</li> <li>7. Discuss additions to Advanced Placement courses.</li> <li>8. Identify Teachers to train in Advanced Placement and Dual Enrollment courses.</li> <li>9. Obtain Teacher Certification for added Advanced Placement courses.</li> </ol>
		Counselors	<ol style="list-style-type: none"> <li>1. Establish and organize College and Career events within the school day:             <ol style="list-style-type: none"> <li>a) College and Career Day</li> <li>b) ACT Prep Sessions</li> </ol> </li> </ol>
<b>Indicator 1.5</b> <b>College Credit</b>	Students review their four/five-year iCAP occasionally with a staff member	Counselor Advisory Committee	<ol style="list-style-type: none"> <li>1. Counselors will meet with students in small groups to update iCAP information once each year.</li> <li>2. Advisors will meet periodically to discuss individual iCAP with each advisee.</li> </ol>
<b>Indicator 1.10</b> <b>College Going Culture</b>	Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and	Teachers	<ol style="list-style-type: none"> <li>1. Teachers will create a “Data Sheet” that entails:             <ol style="list-style-type: none"> <li>a) College(s) attended</li> <li>b) Degree Held</li> <li>c) Major</li> <li>d) Positive Quote about College Experience</li> </ol> </li> </ol>

	teachers with a focus on attending and graduating college.		
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**Design Principle 2: Require Powerful Teaching and Learning**

<b>Indicators</b>	<b>Goal</b>	<b>Administration</b>	<b>Responsibilities</b>
<b>Indicator 2.1 Curriculum</b>	Teachers teach Mississippi College and Career Readiness Standards at an appropriate pace.	Principal	<ol style="list-style-type: none"> <li>1. Identify subject area instructional leaders/department chairs.</li> <li>2. Meet with identified instructional leaders/department chairs to:               <ol style="list-style-type: none"> <li>a) Establish expectations</li> <li>b) Establish guidelines for:                   <ol style="list-style-type: none"> <li>1. Meeting</li> <li>2. Reporting to Administration</li> </ol> </li> </ol> </li> </ol>
		District Curriculum Coordinator	<ol style="list-style-type: none"> <li>1. Provide MS College and Career Readiness Standards for:               <ol style="list-style-type: none"> <li>a) Math</li> <li>b) ELA</li> <li>c) Science</li> <li>d) Social Studies</li> </ol> </li> </ol>
		Administration	<ol style="list-style-type: none"> <li>1. Identify Curriculum Teams</li> <li>2. Provide timeline to create units based on MS College and Career Readiness Standards or ensure units are being taught by completing the following:</li> </ol>



			<ul style="list-style-type: none"> <li>a) Drop-in observations</li> <li>b) PGS evaluations</li> <li>c) Lesson Plans</li> <li>d) Meetings during common planning</li> </ul>
		Lead Teacher Assistant Principals	<ul style="list-style-type: none"> <li>1. Work with the curriculum team to ensure all units are aligned to the proper standards.</li> <li>2. Ensure the material is relative to the standard and is rigorous.</li> <li>3. Ensure resources are available to teach each unit.</li> </ul>
<b>Indicator 2.4 Instruction</b>	Teachers regularly adapt resources and instruction to address learning differences in their students.	District Curriculum Coordinator	<ul style="list-style-type: none"> <li>1. Develop Lesson Plan Template from administrative and teacher input to include: <ul style="list-style-type: none"> <li>1) Set: Bell Ringer</li> <li>2) Whole Group</li> <li>3) Guided Practice</li> <li>4) Independent Practice</li> <li>5) Assessment</li> <li>6) Homework</li> <li>7) Remediation/Enrichment</li> <li>8) Closure</li> </ul> </li> </ul>
		Principal/CTE Director/Assistant Principals/Lead Teacher	<ul style="list-style-type: none"> <li>1. Increase visibility of administration in the classroom.</li> <li>2. Provide feedback in a timely manner from: <ul style="list-style-type: none"> <li>1) Drop-in observations</li> <li>2) Extended observations</li> </ul> </li> </ul>
		Assistant Principals/Counselors	<ul style="list-style-type: none"> <li>1. Identify At-Risk students: <ul style="list-style-type: none"> <li>a) Review Current State Test Data</li> <li>b) Identify Minimal and Basic students</li> </ul> </li> <li>2. Schedule students for success: <ul style="list-style-type: none"> <li>a) Double Block Classes</li> <li>b) "R" Classes for Subject Area failures</li> </ul> </li> </ul>

		Assistant Principals/Counselors/ CTE Director	<ol style="list-style-type: none"> <li>1. Identify top-performing students: <ol style="list-style-type: none"> <li>a) Review Current State Test Data</li> <li>b) Identify Proficient and Advanced students</li> </ol> </li> <li>2. Schedule students for success: <ol style="list-style-type: none"> <li>a) Accelerated Courses</li> <li>b) Advanced Placement Courses</li> </ol> </li> <li>3. Identify students who qualify for Dual Enrollment Courses.</li> </ol>
		Teachers	<ol style="list-style-type: none"> <li>1. Adjust Instruction to meet the needs of the identified students: <ol style="list-style-type: none"> <li>1) At-Risk</li> <li>2) Top-Performing</li> </ol> </li> <li>2. Document in Lesson Plans the differentiated instruction provided to each group.</li> </ol>
		K-3 Administration READING	<ol style="list-style-type: none"> <li>1. Increase students reading on grade level in grades K-3 <ol style="list-style-type: none"> <li>a) Identify Universal Screener for use 3x each year.</li> <li>b) Analyze data from Universal Screener to identify the bottom 25% of students within each grade and classroom.</li> <li>c) Provide individualized instruction based on data.</li> <li>d) Progress monitor using the STAR Reading assessment bimonthly.</li> </ol> </li> <li>2. Provide Pre-K and Kindergarten the MKAS assessment two times each year. <ol style="list-style-type: none"> <li>a) Analyze data for MKAS and identify bottom 25% per classroom and grade.</li> <li>b) Provide individualized instruction based on data.</li> </ol> </li> </ol>

			<ul style="list-style-type: none"> <li>c) Progress monitor bimonthly using the STAR Early Literacy assessment</li> <li>3. Provide written notification to parents three times each year on the progress of their student.</li> <li>4. Provide Professional Development to teachers in the area of Effective Literacy Instruction (LETRS training).</li> <li>5. Provide Interventionists to work with identified bottom 25% of students.</li> </ul>
		2-8 Reading and Math Instruction	<ul style="list-style-type: none"> <li>1. Decrease Instructional Gaps for students in grades 2-8: <ul style="list-style-type: none"> <li>a) Participate in I-Ready Diagnostic three times each year.</li> <li>b) Analyze data from Diagnostic.</li> <li>c) Set Personalized Instruction for all students based on Diagnostic Data.</li> </ul> </li> <li>2. Provide rigorous grade level instructional materials to all teachers in reading and math (READY Instruction) <ul style="list-style-type: none"> <li>a) Create Pacing Guides</li> <li>b) Provide Standards Mastery Online Assessments bi-monthly.</li> <li>c) Analyze Data and identify small group teacher-led instruction based on identified strengths and weaknesses of skills.</li> <li>d) Participate in Administrator-Teacher data meetings quarterly to adjust instruction.</li> </ul> </li> <li>3. Provide Professional Development annually through I-Ready.</li> </ul>
<b>Indicator 2.13 Assessment</b>	Teachers regularly provide feedback to students and parents regarding progress on	MSIS Clerk	<ul style="list-style-type: none"> <li>1. Provide Information for parents to sign up for Active Parent.</li> <li>2. Print Progress Reports every 4 weeks.</li> <li>3. Print Report Cards every 9 weeks.</li> </ul>

	specific learning outcomes.		
		Administration	<ol style="list-style-type: none"> <li>1. Set expectations for grades to be entered weekly into SAMs.</li> <li>2. Put Checkpoints into place to ensure all grades are updated weekly.</li> <li>3. Set Open House dates for Report Cards to be picked up.</li> <li>4. Identify Seniors At-Risk of not graduating <ol style="list-style-type: none"> <li>a) Conduct Face to Face meeting with Parent and Student after: <ol style="list-style-type: none"> <li>1) Progress Reports</li> <li>2) Report Cards</li> </ol> </li> </ol> </li> <li>5. Provide Formal Assessment updates three times each year to Advisory Committee: <ol style="list-style-type: none"> <li>1) Benchmark Assessment (TE21-High School)</li> <li>2) ACT Practice Test</li> </ol> </li> </ol>
		Advisory Committee	<ol style="list-style-type: none"> <li>1. Meet with students to discuss progress: <ol style="list-style-type: none"> <li>a) Progress Reports</li> <li>b) Report Cards</li> <li>c) Benchmark Assessments</li> </ol> </li> </ol>
		School Testing Coordinator	<ol style="list-style-type: none"> <li>1. Train Teachers on MAAP Blueprints.</li> </ol>
		Lead Teachers/Assistant Principals	<ol style="list-style-type: none"> <li>1. Work with Curriculum Teams to determine assessments are aligned to the MAAP Blueprints.</li> </ol>
		Teachers	<ol style="list-style-type: none"> <li>1. Create Assessments that are aligned to the MAAP Blueprints.</li> </ol>

### Design Principle 3: Personalization

Indicators	Goal	Administration	Responsibilities
<b>Indicator 3.1 Affective (Personal/Social) and Academic Support</b>	Some planning for implementation of advisories already exists.	Administration	<ol style="list-style-type: none"> <li>1. Create a strategic plan to implement Advisory Sessions for each student.</li> <li>2. Provide Professional Development/Training for Advisors.</li> </ol>
		Assistant Principal	<ol style="list-style-type: none"> <li>1. Ensure Advisory Sessions are included within the Master Schedule.               <ol style="list-style-type: none"> <li>a) Run Activity Schedule 1 time each month</li> </ol> </li> </ol>
<b>Indicator 3.8 Adult/Student Relationships **Aligned with Indicator 1.2</b>	Every Student has a teacher advisor	Administration	<ol style="list-style-type: none"> <li>1. Identify a list of topics for advisory meetings.</li> <li>2. Provide Professional Development for each topic.</li> <li>3. Assign each student an advisor.</li> <li>4. Provide an advisory roster to all teachers.</li> <li>5. Create a schedule for students to attend advisory meetings.</li> <li>6. Establish Checkpoints to ensure advisory meetings are effective.</li> </ol>

### Design Principle 4: Redefine Professionalism

Indicators	Goal	Administration	Responsibilities
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<p><b>Indicator 4.1 Collaborative Work Orientation</b></p>	<p>Teachers observe their peers in practice.</p>	<p>Administration</p>	<ol style="list-style-type: none"> <li>1. Identify High Performing Teachers</li> <li>2. Identify Teachers with Effective Classroom Management</li> <li>3. Identify Teachers needing effective teaching strategies</li> <li>4. Identify Teachers who would benefit from Effective Classroom Management strategies</li> <li>5. Meet with Identified Teachers             <ol style="list-style-type: none"> <li>a) High Performing Teachers</li> <li>b) Teachers with Effective Classroom Management</li> </ol> </li> <li>6. Set Expectations for Identified Teachers to be observed</li> <li>7. Create Form for use during Peer Observations</li> <li>8. Meet with Identified Teachers:             <ol style="list-style-type: none"> <li>a) Teachers who will benefit from Effective Teaching Strategies</li> <li>b) Teachers who will benefit from Effective Classroom Management Strategies</li> </ol> </li> <li>9. Set Expectations for Identified Teachers who will observe their peers.</li> <li>10. Provide time during PLC for teachers to meet with their peer teacher to discuss feedback</li> </ol>
<p><b>Indicator 4.7 Shared Responsibility and Collaborative Decision Making</b></p>	<p>Professional Development Opportunities to support youth development</p>	<p>Administration</p>	<ol style="list-style-type: none"> <li>1. Develop a Needs Assessment Survey for Professional Development based on student data within the building:             <ol style="list-style-type: none"> <li>a) Identify most frequently reported challenging student behavior.</li> <li>b) Present Data to Principal.</li> </ol> </li> <li>2. Utilize Professional Learning Communities to target identified behaviors.             <ol style="list-style-type: none"> <li>a) Identify Teachers or Speakers to train staff to handle the identified behaviors.</li> </ol> </li> </ol>

<b>Indicator 4.13 Professional Inquiry</b>	Teachers in all content areas use research-based tools aligned with national standards to periodically assess and reflect on teaching and learning in their classrooms	Instructional Specialists Lead Teacher	<ol style="list-style-type: none"> <li>1. Provide Research-based tools for teacher implementation within the content area.</li> <li>2. Observe to determine if research-based tools are being properly utilized.</li> <li>3. Provide feedback to teachers on use of research-based tools.</li> <li>4. Utilize PLCs and common planning for teachers to reflect on practice and adjust instruction.</li> </ol>
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### Design Principle 5: Leadership

<b>Indicators</b>	<b>Goal</b>	<b>Administration</b>	<b>Responsibilities</b>
<b>Indicator 5.3 Change Agent</b>	The principal proactively develops partnerships with district and institutions (e.g. higher education colleagues) to the benefit of the school and students.	District Curriculum Coordinator High School Principal	<ol style="list-style-type: none"> <li>1. Establish Articulation Agreement with Delta State University/Northwest Community College to offer Dual Enrollment/Credit courses:               <ol style="list-style-type: none"> <li>a) <b>College Algebra</b></li> <li>b) <b>English Comp I and II</b></li> <li>c) <b>Biology I and II</b></li> <li>d) <b>Early Childhood Development (CTE)</b></li> <li>e) Sports Medicine (CTE)</li> <li>f) Dual Credit Art (online)</li> <li>g) Dual Credit Government (online)</li> <li>h) Dual Credit Economics (online)</li> </ol> </li> <li>2. Create Flyers to inform:               <ol style="list-style-type: none"> <li>a) Parents</li> </ol> </li> </ol>

			<ul style="list-style-type: none"> <li>b) Students</li> <li>c) Media</li> </ul> <ol style="list-style-type: none"> <li>3. Host Parent Information Sessions.</li> <li>4. Provide Teachers with resources needed to teach the course.</li> </ol>
		Principal	<ol style="list-style-type: none"> <li>1. Identify Teachers who qualify to teach Dual Enrollment/Credit at South Panola.</li> <li>2. Provide “Bank Hour” credit to teachers needing 3-9 hours to qualify to teach Dual Enrollment/Credit at South Panola.</li> <li>3. Assist in Parent Information Sessions.</li> </ol>
		Counselor	<ol style="list-style-type: none"> <li>1. Collect and Submit Complete Application Packets for Dual Enrollment/Credit Courses.</li> </ol>
		Public Information Director	<ol style="list-style-type: none"> <li>1. Place all Dual Enrollment/Credit information on: <ul style="list-style-type: none"> <li>a) SPSD Facebook page</li> <li>b) SPSD website</li> <li>c) Media outlets</li> </ul> </li> </ol>
<b>Indicator 5.10 Culture of High Expectations</b>	The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.	Administration	<ol style="list-style-type: none"> <li>1. Outline all expectations at the beginning of the year.</li> <li>2. Observe in classrooms daily.</li> <li>3. Provide timely feedback to teachers observed.</li> <li>4. Review Lesson Plans weekly.</li> <li>5. Assessments are prepared before lesson plans are written.</li> <li>6. Assessments are available for review (in a binder near the teacher door for quick access).</li> </ol>
<b>Indicator 5.11 Shared Leadership</b>	The principal establishes a clear collaborative decision-making process so that all staff works together as appropriate to make decisions that		<ol style="list-style-type: none"> <li>1. Establish Common Planning times with weekly meeting: <ul style="list-style-type: none"> <li>a) Assigned administrator will attend.</li> </ul> </li> <li>2. Establish department chairs in all content areas including: <ul style="list-style-type: none"> <li>a) English II</li> <li>b) Algebra I</li> </ul> </li> </ol>



	advance the mission of the school		c) Biology I d) U.S. History 3. Improve Communication Efforts internally.
<b>Indicator 5.14 Collaborative Work Environment</b>	The principal designs a schedule and process that includes common planning opportunities		1. Establish Common Planning Times for all content areas. 2. Establish bimonthly PLC meetings.

### Strategies for reducing retention rates in grades K-2

Strategies	Goal	Person(s) Responsible	Responsibilities
<b>Strategy 1:</b> Provide summer school enrichment for entering Kindergarten students.	Improve K readiness scores for entering Kindergarten students	Principal Lead Teacher Summer School teachers	<ul style="list-style-type: none"> <li>Assess student entering skills.</li> <li>Provide initial parent contact and orientation.</li> <li>Front load Kindergarten reading skills to prepare for the school year.</li> </ul>
<b>Strategy 2:</b> Collaborate with Early Childhood community organizations.	Ensure smooth transitions for students entering Kindergarten through sharing consistent information, assessment, and instructional strategies.	Principal Paraprofessional Pre-K Teacher Bookkeeper	<ul style="list-style-type: none"> <li>Meet regularly with organization representatives.</li> <li>Share non-confidential assessment information from their organization regarding student achievement.</li> <li>Offer and solicit effective instructional strategies to improve student success.</li> </ul>
<b>Strategy 3:</b>	Monitor, assess, and communicate with	Assistant Principal Instructional Specialist	<ul style="list-style-type: none"> <li>Communicate with parents/families at least three (3) times per week.</li> </ul>

Multi-tiered System and Supports (MTSS)	students and families who are struggling with grade-level material.	Administrative Intern Classroom Teachers	<ul style="list-style-type: none"> <li>● Provide research-based intervention strategies for students to show improvement.</li> <li>● Offer at-home resources for families to assist in the instructional process.</li> </ul>
<b>Strategy 4:</b> Conduct student resources assessments	Ensure all students have access to resources, materials, and the environment needed to promote ideal learning scenarios.	Assistant Principal Counselor Instructional Specialist Classroom Teachers	<ul style="list-style-type: none"> <li>● Daily/weekly check-ins for struggling, non-participating, failing, ELL, and/SPED students.</li> <li>● Provide resources or materials needed to parents/families needed to promote student success.</li> </ul>
<b>Strategy 5:</b> Provided ongoing professional development for teachers to promote effective learning strategies.	To ensure teachers have access to research-based strategies deemed appropriate for Pre-K-1 <sup>st</sup> grade students which promote high levels of student achievement.	Principal Assistant Principal Lead Teacher Administrative Intern Teacher Team Leaders	<ul style="list-style-type: none"> <li>● Meet bi-weekly with teachers on topics specifically requested or needed by our school.</li> <li>● Meet weekly within each grade level to plan, address learning gaps, problem solve, assess teaching strategies, and generate ideas to promote student success.</li> </ul>
<b>Strategy 6:</b> Provide parent orientation for parents seeking to play a great role in the learning process.	To ensure those students participating in our distance learning program are confident and prepared to assist in the learning and development process for Pre-K-1 <sup>st</sup> student families.	Principal Headstart Liaison Pre-K Teachers	<ul style="list-style-type: none"> <li>● Meet once per month with parents to provide effective at-home learning/reading strategies for children.</li> <li>● Offer materials (requested) for student enrichment and/or remediation for children.</li> <li>● Share (through weekly contacts) strategies used for students to achieve desired outcomes.</li> </ul>
<b>Strategy 7:</b> Collaborate between	Ensure consistency and smooth transitions from	Lead Teacher Teacher Team Leaders Classroom Teachers	<ul style="list-style-type: none"> <li>● Meet each semester with teacher representatives above and below grade-levels to share assessments,</li> </ul>

grade-levels within and outside our home school.	one grade-level to another. To prepare/frontload learning standards between grade-levels	Transitioning school Lead Teacher & Classroom teachers	assessment results, resources and materials, and teaching strategies. <ul style="list-style-type: none"> <li>Meet each semester with the Lead Teacher with grade-level above BES to promote communication, preparedness, and provide smooth transition between grade-levels.</li> </ul>
<b>Strategy 8:</b> Improve student course performance	Provide quality instruction at each instructional tier  Monitor academic data and provide accurate reports for TST teams to identify and support students in need of academic interventions	Classroom teachers Interventionist Administrators  Classroom Teachers Interventionist Counselor TST Team	<ul style="list-style-type: none"> <li>Teach grade level curriculum.</li> <li>Provide learning strategies for struggling students.</li> <li>Conduct daily/weekly informal classroom observations.</li> <li>Review of grades during report card verification.</li> <li>Review of course performance data in SAM.</li> <li>Weekly and/or monthly review of RTI implementation in schools.</li> </ul>
<b>Strategy 9:</b> Improve communication between grade-levels within and outside home school.	Ensure smooth transitions from one grade-level to another.	Administrators Lead Teacher Classroom Teachers	<ul style="list-style-type: none"> <li>Meet with Lead Teacher and grade-levels above/below BIS to discuss curriculum and preparedness to provide a smooth transition between grade levels.</li> </ul>
<b>Strategy 10:</b> Improve student attendance	Implement incentives for student perfect attendance	Administrators Teachers Students Parents	<ul style="list-style-type: none"> <li>Weekly review of attendance rates.</li> <li>Inform students of incentives for perfect attendance.</li> <li>Administer weekly rewards.</li> </ul>

<b>Strategy 11:</b> Improve student behavior	Monitor discipline data and provide accurate reports to identify students in need of behavioral interventions	Administration Counselor TST Team	<ul style="list-style-type: none"> <li>• Weekly review of suspension data.</li> <li>• Weekly TST meetings.</li> </ul>
	Implement PBIS with fidelity	PBIS Team	<ul style="list-style-type: none"> <li>• Review of school-wide PBIS implementation.</li> </ul>
	Keep parents informed of student behaviors	Teachers Administration Counselor	<ul style="list-style-type: none"> <li>• Review of discipline data in SAM.</li> <li>• Discipline referral to parents.</li> <li>• Teachers/Administrators call parents regularly.</li> <li>• SAM discipline call.</li> </ul>

**Reducing Retention Data Sources:**

Brigance Assessment Online Management System(OMS): *Pre-K Only*  
K-Readiness Assessment Data (Star Early Literacy, Star Reading, & Star Math)  
Student Administrator Manager (SAM) Failure Reports: *K & 1st Grade Only*  
Iready Data  
Multi-Tiered System and Supports (MTSS) Rosters  
SPED Rosters  
Grade Level Sight Word Lists  
Beginning of the Year (BOY), Middle of the Year (MOY), and End of Year (EOY) Results  
Parent/Teacher Conference Data  
Teacher Observation Data  
Teacher Recommendation Data

## Strategies for targeting subgroups needing additional assistance to meet graduation

Strategies	Person Responsible	Responsibilities
<b>Strategy 1: Progress Report/ Report Card/ Failure Report</b>	Administrators and Counselors	MSIS Clerk runs progress reports and report cards every 3 weeks. Once these are done, counselors pull failure reports and speak with students and parents of those failing students.
<b>Strategy 2: Credit Recovery</b>	Administrators and Counselors	Those students who failed a class and earned at least a 50 average can be placed in credit recovery to earn that Carnegie unit.
<b>Strategy 3: MTSS (multi-tiered system of supports)</b>	TST Director, Staff, Lead Teacher, Administrators	Identify students on TST and add students as needed. Meet monthly to monitor these students.
<b>Strategy 4: Double Block Scheduling</b>	Administrators, MSIS Clerk, Counselors	Identify the Bottom 25% for Math and English and schedule these students in yearlong English I, English II, and Algebra I.
<b>Strategy 5: Cohort Booster (Graduating Juniors)</b>	Administrators and Counselors	Identify students who are classified as juniors who could graduate that year with their cohort.
<b>Strategy 6: Block Scheduling</b>	Administrators and Counselors	When a student fails a class, they can automatically go back in that class at the next quarter or semester.
<b>Strategy 7: Retester Classes</b>	Administrators and Counselors	When a student fails a state test, they can go into a class designed for re-testers. This class will give them additional support and remediation in order to hopefully pass the state test.
<b>Strategy 8: Learning Strategies</b>	Administrators and Counselors	Most SPED students are enrolled in a learning strategies class in the Spring to assist those students academically.

<b>Strategy 9: Additional ACT Opportunities</b>	Administrators and Counselors	The numerous ACT opportunities to take the assessment at South Panola allows students the opportunity to take this test in order to clear them of a state test or improve their overall score.
<b>Strategy 10: Exploring other graduation options</b>	Administrators and Counselors	Allowing students to change endorsements or diploma types so that they can graduate on time. (2020 – 2021, change from 24 to 21 credit; 2021 – 2022 and afterwards, 28 to 24)

**Subgroup Needing Additional Help Data Sources:**

Teacher Gradebook  
SAMS (Failure reports, grades)  
Overage Report  
MAAP Data (Bottom 25%)  
TST Roster  
SPED Roster  
Teacher Recommendations Data

**Dropout recovery initiatives focusing on students ages seventeen (17) through twenty-one (21), who dropped out or may drop out of school.**

<b>Initiatives</b>	<b>Person Responsible</b>	<b>Responsibilities</b>
<b>Initiative 1: Cohort Booster (Graduating Juniors)</b>	Administrators and Counselors	Identify students who are classified as juniors who could graduate that year with their cohort.
<b>Initiative 2: Credit Recovery</b>	Administrators and Counselors	Those students who failed a class and earned at least a 50 average can be placed in credit recovery to earn that Carnegie unit.
<b>Initiative 3: Individual Counseling</b>	Administrators and Counselors	Students who are in danger of dropping out due to their age are placed on a watch list. Students are counseled on a regular basis. Teachers are also alerted of students in their classroom to provide extra support.
<b>Initiative 4: Attendance Monitoring</b>	Administrators and Counselors	Students on the watch list will be monitored by all of these individuals for attendance. When attendance becomes a concern, both parents and students are contacted.
<b>Initiative 5: NLRO</b>	Administrators, MSIS Clerk, and Counselors	Identify students who may need this program as an option for graduation and make sure that students complete the program. Principal meets with parents. MSIS Clerk gets all necessary paperwork completed.
<b>Initiative 6: Edgenuity</b>	Administrators, MSIS Clerk, and Counselors	Identify students who may need to take courses online. This allows these students to work at their own pace and possibly finish sooner.
<b>Initiative 7: Doubling Up on Classes</b>	Administrators and Counselors	Identify students who can double up on classes in a year because of the block schedule. Courses can include

		English, Math, History, and Science. Acceleration may allow students to graduate sooner.
<b>Initiative 8: Summer School</b>	Administrators and Counselors	Identify students who have failed a course or could benefit from taking a course during the summer to finish sooner than 4 years.
<b>Initiative 9: Mentor Groups</b>	Administrators and Staff	Teachers identify students who could benefit from mentoring. Administrator finalizes the list. The team will organize monthly meetings for these students to be mentored by guest speakers and community leaders.

<b>Dropout Recovery Data Sources:</b>
Teacher Observations Data Trend Data with Students Overage Report Failure Report (SAMS) At Risk List

**Procedures on how students will transition to the home school district from the juvenile detention centers.**

<b>Procedures</b>	<b>Goal</b>	<b>Person Responsible</b>	<b>Responsibilities</b>
<b>Procedure 1:</b>	Release/Check-out Form	Counselor at home school	Determine when the student he/she will officially be released.



		Juvenile Detention District Coordinator	If there is a scheduled transition/exit meeting at the facility, the district's JDC Coordinator attends the transition meeting as a representative of the school district to ensure that all documents are obtained and that the family, student, and school are on one accord as the student transitions back to the school district.
<b>Procedure 2:</b>	Grades	Counselor	Obtain grades from online programs and any hard copies that are provided by the juvenile detention facility.
<b>Procedure 3:</b>	Attendance	Attendance Clerk for homeschool	The Attendance Clerk will assure each day the student was at the juvenile detention facility is counted as "present" since he/she was in school and receiving educational services.
<b>Procedure 4:</b>	Counseling Sessions	Counselor for home school and/or Alternative School depending on location of transition period.	The counselor will meet with the student on a scheduled basis to determine progress following the assignment to a juvenile detention center and provide counseling sessions focused on areas of concern.
<b>Procedure 5:</b>	Transition Location	Principal: The location for transition is individualized per student for the home school or the district's alternative school.	Each student's transition location is dependent on the student's previous placement prior to attending the juvenile detention center and also on what is best for the student. If a student needs a smaller environment, he/she might be placed at the South Panola Alternative School as part of the transition plan and then move to his/her home school later.

<b>Procedure 6:</b>	South Panola High School Mentoring Program	South Panola High School Assistant Principal oversees Monthly Mentor Meetings with community members	At SPHS, with the parent's authorization, students are added to the Community Mentoring Program if they were not already participating. Local men meet with small groups of male students and local women meet with small groups of female students to serve as role models and mentors.
	Batesville Jr. High School Mentoring Program	BJHS Counselors	Transitioning JDC Students will be added to mentoring program if they are not already enrolled in school mentoring program led by the school's counselors
<b>Procedure 7:</b>	Behavior Plans	MTSS Coordinator	The District MTSS Coordinator creates a behavior plan or revises existing behavior plan for each student returning from a juvenile detention center. Check-in/Check-out is used as one of the behavior interventions so the student has someone that checks on them on a daily basis.

**Transitioning Juveniles Data Sources:**

JDC - Release Form and Transition Meeting  
Attendance Clerk Feedback  
Counselor/Mentor Referrals  
SPED Teacher Feedback  
Teacher Feedback  
Edgenuity Data  
Paper copies of any assignments submitted  
SAMS

MTSS Referral for Behavior - TSP  
MTSS Referral for Academics if needed



**Statement from Superintendent:**

**This plan is the South Panola School District's outline on how to prevent the dropout of students and promote academic excellence for the district over the next five years.**

**This plan was approved by the South Panola School District Board of Trustees on July 29, 2020.**