



**South Panola School District Dropout Prevention Plan
2021-2022**

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Team Members	Position
Dr. Lance Reed	District Dropout Prevention Coordinator/9th Grade Principal
Jamone Edwards	Assistant Superintendent
Jason Matthews	SPHS Principal
David Odom	SPHS Associate Principal
Dr. Jay Cossey	Pope Principal
Chad Lindamood	BJHS Principal
Dr. Ashly Fonte	BMS Principal
Valencia Bilbro	BIS Principal
Dr. Amy Sutton	BES Principal
Julia Bainer	TST Coordinator



SPSD Early Warning System Monitoring Process

Early Warning System uses readily available data to:

- Identify students at risk of missing key educational milestones
- Recognize factors that are negatively impacting their learning and behavior
- Provide supports and interventions that help get students back on track for success in school and, ultimately, to graduation

Student attendance, behavior, and course performance are the strongest predictors of high school graduation. Gathering and analyzing data pertaining to these indicators can assist a school in identifying students who are:

- On track for graduation (similar to Tier I in MTSS)
- Sliding off track (similar to Tier II in MTSS)
- Off track (similar to Tier III in MTSS)

Once the school has identified the struggling student, appropriate interventions can be selected and implemented.



SPSD Early Warning System Monitoring Process

District Early Warning System Teams

- Establish district guidelines for operation of the Early Warning System
 - District Early Warning System Team for middle school and high school level
 - K-6 will utilize MTSS monitoring in dual roles to address Early Warning Systems Teams goals
- Meet periodically with school level teams to monitor effectiveness of the process being utilized
- At the end of each year, the team should
 - 1) determine changes that need to be made in the Early Warning System Process
 - 2) notice trends in the data specific to interventions used
 - 3) determine what professional development is needed for ensuring an improved graduation
 - 4) recommend community resources and volunteer groups for partnering in the effort to assure all students graduate.

District Early Warning System Teams: Middle and High School Levels

Members	Position
Jamone Edwards	Assistant Superintendent
Chad Lindamood	BJHS Principal
Dr. Jay Cossey	Pope Principal
Jason Matthews	SPHS Principal
David Odom	SPHS Associate Principal
Lance K. Reed	9 th Grade Principal/District Drop Out Prevention
Trea Higdon	CTE Director
Rodney Flowers	Learning Loss Coordinator
Falesia Tyson	District MSIS



SPSD Early Warning System Monitoring Process

School Level Early Warning System Teams

- Should work closely with the district and school MTSS Teacher Support Team
- K-6 will meet in compliance with MTSS guidelines
- Jr. High and High School will meet biweekly to monitor attendance, behavior, and academic performance of each student in the Early Warning System 'off track' and 'sliding off track' categories
- Counselors assigned to a certain grade level should serve as the Coordinator of the School Level Early Warning System Team
- The team will determine the following:
 - which students have improved and no longer need to be monitored
 - which students need to have interventions assigned
 - which students need to have the intervention modified for improved effectiveness
- The team will follow state guidelines that determine whether the student is categorized as on track, sliding or off track as it relates to attendance (absences), behavior (number of referrals), and course performance (number of Failing grades)
- Designated interventions will be assigned to students based on their data results



SPSD Early Warning System Monitoring Process

Suggested interventions for implementation:

- Check and Connect – Counselor/staff member checks with those students assigned to monitor
- Staff member checks on the designated student daily
- Credit Recovery
- Block Scheduling
- Fast Track Program
- Academic intervention classes – Learning strategies, Employability Skills, and ACT Prep
- Communicate with Parents/Home – Calls for each absence and for behavior/academic issues
- Check in/check out – Checks in with assigned adult daily. Mentoring and review goals
- First period homeroom – Check and praise attendance daily
- Positive Behavior Intervention System
- Positive Peer Reporting
- Praise Journal – Journaling between student and teacher to focus on positive behavior
- Social Training – Small group classes conducted by the counselor
- Individual/Small Group Counseling – Counselor
- Behavioral Contract – Outlines specific target behaviors and rewards
- Self-monitoring – Allows students to reflect on behavior and make changes as needed
- Academic Tutoring – Tutoring available before and/or after school
- Peer Mediators – Talk with targeted student regarding behavior choices
- Late Homework Policy – Provide opportunity for student to turn in missing work
- Additional Study Time – Provide more time for study or directed assistance
- Exit Conversations – Require students/parents to attend an exit conversation prior to dropping out
- Service Learning – Provide students a chance to serve others, improving school engagement
- MTSS Referral – Students in Tier 3 are automatically in the off track for graduation group
- Attendance Officers – Assure that all policies relative to attendance are followed



SPSD Early Warning System Data Sources

South Panola High School 2020-2021 End of the Year Early Warning Sign Data

Total Number of Students

Grade	Students
7	345
8	323
9	338
10	315
11	246
12	205

Number of Students 'Off Track' (Grades 9-12)

Grade	Attendance	Behavior	Course Performance
7	72	41	29*
8	64	20	18*
9	103	7	103
10	115	10	80
11	81	1	61
12	42	0	37

*Math and English classes are the only courses assessed for 7th and 8th graders. All courses are assessed for 9th – 12th graders



South Panola School District Dropout Prevention Plan 2021 – 2022

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 2: Require Powerful Teaching and Learning

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- **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.

Principle 1: Ready for College and Career

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

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

Indicator 1.10 College Going Culture	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.	Teachers	1. Teachers will create a “Data Sheet” that entails: <ul style="list-style-type: none"> a) College(s) attended b) Degree Held c) Major d) Positive Quote about College Experience
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Design Principle 2: Require Powerful Teaching and Learning

Indicators	Goal	Administration	Responsibilities
Indicator 2.1 Curriculum	Teachers teach Mississippi College and Career Readiness Standards at an appropriate pace.	Principal	<ol style="list-style-type: none"> 1. Identify subject area instructional leaders/department chairs. 2. Meet with identified instructional leaders/department chairs to: <ul style="list-style-type: none"> a) Establish expectations b) Establish guidelines for: <ol style="list-style-type: none"> 1. Meeting 2. Reporting to Administration

		District Curriculum Coordinator	<ol style="list-style-type: none"> 1. Provide MS College and Career Readiness Standards for: <ol style="list-style-type: none"> a) Math b) ELA c) Science d) Social Studies
		Administration	<ol style="list-style-type: none"> 1. Identify Curriculum Teams 2. Provide timeline to create units based on MS College and Career Readiness Standards or ensure units are being taught by completing the following: <ol style="list-style-type: none"> a) Drop-in observations b) PGS evaluations c) Lesson Plans d) Meetings during common planning
		Lead Teacher Assistant Principals	<ol style="list-style-type: none"> 1. Work with the curriculum team to ensure all units are aligned to the proper standards. 2. Ensure the material is relative to the standard and is rigorous. 3. Ensure resources are available to teach each unit.
Indicator 2.4 Instruction	Teachers regularly adapt resources and instruction to address learning differences in their students.	District Curriculum Coordinator	<ol style="list-style-type: none"> 1. Develop Lesson Plan Template from administrative and teacher input to include: <ol style="list-style-type: none"> 1) Set: Bell Ringer 2) Whole Group 3) Guided Practice 4) Independent Practice 5) Assessment 6) Homework 7) Remediation/Enrichment 8) Closure

		Principal/CTE Director/Assistant Principals/Lead Teacher	<ol style="list-style-type: none"> 1. Increase visibility of administration in the classroom. 2. Provide feedback in a timely manner from: <ol style="list-style-type: none"> 1) Drop-in observations 2) Extended observations
		Assistant Principals/Counselors	<ol style="list-style-type: none"> 1. Identify At-Risk students: <ol style="list-style-type: none"> a) Review Current State Test Data b) Identify Minimal and Basic students 2. Schedule students for success: <ol style="list-style-type: none"> a) Double Block Classes b) "R" Classes for Subject Area failures
		Assistant Principals/Counselors/CTE Director	<ol style="list-style-type: none"> 1. Identify top-performing students: <ol style="list-style-type: none"> a) Review Current State Test Data b) Identify Proficient and Advanced students 2. Schedule students for success: <ol style="list-style-type: none"> a) Accelerated Courses b) Advanced Placement Courses 3. Identify students who qualify for Dual Enrollment Courses.
		Teachers	<ol style="list-style-type: none"> 1. Adjust Instruction to meet the needs of the identified students: <ol style="list-style-type: none"> 1) At-Risk 2) Top-Performing 2. Document in Lesson Plans the differentiated instruction provided to each group.

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

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

Design Principle 3: Personalization

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

Design Principle 4: Redefine Professionalism

Indicators	Goal	Administration	Responsibilities
<p>Indicator 4.1 Collaborative Work Orientation</p>	<p>Teachers observe their peers in practice.</p>	<p>Administration</p>	<ol style="list-style-type: none"> 1. Identify High Performing Teachers 2. Identify Teachers with Effective Classroom Management 3. Identify Teachers needing effective teaching strategies 4. Identify Teachers who would benefit from Effective Classroom Management strategies 5. Meet with Identified Teachers <ol style="list-style-type: none"> a) High Performing Teachers b) Teachers with Effective Classroom Management 6. Set Expectations for Identified Teachers to be observed 7. Create Form for use during Peer Observations 8. Meet with Identified Teachers: <ol style="list-style-type: none"> a) Teachers who will benefit from Effective Teaching Strategies b) Teachers who will benefit from Effective Classroom Management Strategies 9. Set Expectations for Identified Teachers who will observe their peers. 10. Provide time during PLC for teachers to meet with their peer teacher to discuss feedback

<p>Indicator 4.7 Shared Responsibility and Collaborative Decision Making</p>	<p>Professional Development Opportunities to support youth development</p>	<p>Administration</p>	<ol style="list-style-type: none"> 1. Develop a Needs Assessment Survey for Professional Development based on student data within the building: <ol style="list-style-type: none"> a) Identify most frequently reported challenging student behavior. b) Present Data to Principal. 2. Utilize Professional Learning Communities to target identified behaviors. <ol style="list-style-type: none"> a) Identify Teachers or Speakers to train staff to handle the identified behaviors.
<p>Indicator 4.13 Professional Inquiry</p>	<p>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</p>	<p>Instructional Specialists Lead Teacher</p>	<ol style="list-style-type: none"> 1. Provide Research-based tools for teacher implementation within the content area. 2. Observe to determine if research-based tools are being properly utilized. 3. Provide feedback to teachers on use of research-based tools. 4. Utilize PLCs and common planning for teachers to reflect on practice and adjust instruction.

Design Principle 5: Leadership

Indicators	Goal	Administration	Responsibilities
<p>Indicator 5.3 Change Agent</p>	<p>The principal proactively develops partnerships with district and institutions (e.g. higher education colleagues) to the benefit of the school and students.</p>	<p>District Curriculum Coordinator High School Principal</p>	<ol style="list-style-type: none"> 1. Establish Articulation Agreement with Delta State University/Northwest Community College to offer Dual Enrollment/Credit courses: <ol style="list-style-type: none"> a) College Algebra b) English Comp I and II c) Biology I and II d) Early Childhood Development (CTE) <ol style="list-style-type: none"> e) Sports Medicine (CTE) f) Dual Credit Art (online) g) Dual Credit Government (online) h) Dual Credit Economics (online) 2. Create Flyers to inform: <ol style="list-style-type: none"> a) Parents b) Students c) Media 3. Host Parent Information Sessions. 4. Provide Teachers with resources needed to teach the course.
		<p>Principal</p>	<ol style="list-style-type: none"> 1. Identify Teachers who qualify to teach Dual Enrollment/Credit at South Panola. 2. Provide “Bank Hour” credit to teachers needing 3-9 hours to qualify to teach Dual Enrollment/Credit at South Panola. 3. Assist in Parent Information Sessions.

		Counselor	1. Collect and Submit Complete Application Packets for Dual Enrollment/Credit Courses.
		Public Information Director	1. Place all Dual Enrollment/Credit information on: a) SPSD Facebook page b) SPSD website c) Media outlets
Indicator 5.10 Culture of High Expectations	The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.	Administration	1. Outline all expectations at the beginning of the year. 2. Observe in classrooms daily. 3. Provide timely feedback to teachers observed. 4. Review Lesson Plans weekly. 5. Assessments are prepared before lesson plans are written. 6. Assessments are available for review (in a binder near the teacher door for quick access).
Indicator 5.11 Shared Leadership	The principal establishes a clear collaborative decision-making process so that all staff works together as appropriate to make decisions that advance the mission of the school		1. Establish Common Planning times with weekly meeting: a) Assigned administrator will attend. 2. Establish department chairs in all content areas including: a) English II b) Algebra I c) Biology I d) U.S. History 3. Principal Advisory Committee will be established to improve communication efforts internally. a) Teachers from various departments will work the administrators to make decisions beneficial to all students.

Indicator 5.14 Collaborative Work Environment	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.
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Strategies for reducing retention rates in grades K-2

Strategy 1: 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"> ● Assess student entering skills. ● Provide initial parent contact and orientation. ● Front load Kindergarten reading skills to prepare for the school year.
Strategy 2: 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"> ● Meet regularly with organization representatives. ● Share non-confidential assessment information from their organization regarding student achievement. ● Offer and solicit effective instructional strategies to improve student success.

<p>Strategy 3: Multi-tiered System and Supports (MTSS)</p>	<p>Monitor, assess, and communicate with students and families who are struggling with grade-level material.</p>	<p>Assistant Principal Instructional Specialist Administrative Intern Classroom Teachers</p>	<ul style="list-style-type: none"> ● Communicate with parents/families at least three (3) times per week. ● Provide research-based intervention strategies for students to show improvement. ● Offer at-home resources for families to assist in the instructional process.
<p>Strategy 4: Conduct student resources assessments</p>	<p>Ensure all students have access to resources, materials, and the environment needed to promote ideal learning scenarios.</p>	<p>Assistant Principal Counselor Instructional Specialist Classroom Teachers</p>	<ul style="list-style-type: none"> ● Daily/weekly check-ins for struggling, non-participating, failing, ELL, and/SPED students. ● Provide resources or materials needed to parents/families needed to promote student success.
<p>Strategy 5: Provided ongoing professional development for teachers to promote effective learning strategies.</p>	<p>To ensure teachers have access to research-based strategies deemed appropriate for Pre-K-1st grade students which promote high levels of student achievement.</p>	<p>Principal Assistant Principal Lead Teacher Administrative Intern Teacher Team Leaders</p>	<ul style="list-style-type: none"> ● Meet bi-weekly with teachers on topics specifically requested or needed by our school. ● Meet weekly within each grade level to plan, address learning gaps, problem solve, assess teaching strategies, and generate ideas to promote student success.

<p>Strategy 6: Provide parent orientation for parents seeking to play a great role in the learning process.</p>	<p>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-1st student families.</p>	<p>Principal Headstart Liaison Pre-K Teachers</p>	<ul style="list-style-type: none"> ● Meet once per month with parents to provide effective at-home learning/reading strategies for children. ● Offer materials (requested) for student enrichment and/or remediation for children. ● Share (through weekly contacts) strategies used for students to achieve desired outcomes.
<p>Strategy 7: Collaborate between grade-levels within and outside our home school.</p>	<p>Ensure consistency and smooth transitions from one grade-level to another. To prepare/frontload learning standards between grade-levels</p>	<p>Lead Teacher Teacher Team Leaders Classroom Teachers Transitioning school Lead Teacher & Classroom teachers</p>	<ul style="list-style-type: none"> ● Meet each semester with teacher representatives above and below grade-levels to share assessments, assessment results, resources and materials, and teaching strategies. ● Meet each semester with the Lead Teacher with grade-level above BES to promote communication, preparedness, and provide smooth transition between grade-levels.
<p>Strategy 8: Improve student course performance</p>	<p>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</p>	<p>Classroom teachers Interventionist Administrators Classroom Teachers Interventionist Counselor TST Team</p>	<ul style="list-style-type: none"> ● Teach grade level curriculum. ● Provide learning strategies for struggling students. ● Conduct daily/weekly informal classroom observations. ● Review of grades during report card verification. ● Review of course performance data in SAM. ● Weekly and/or monthly review of RTI implementation in schools.

<p>Strategy 9: Improve communication between grade-levels within and outside home school.</p>	<p>Ensure smooth transitions from one grade-level to another.</p>	<p>Administrators Lead Teacher Classroom Teachers</p>	<ul style="list-style-type: none"> ● Meet with Lead Teacher and grade-levels above/below BIS to discuss curriculum and preparedness to provide a smooth transition between grade levels.
<p>Strategy 10: Improve student attendance</p>	<p>Implement incentives for student perfect attendance</p>	<p>Administrators Teachers Students Parents</p>	<ul style="list-style-type: none"> ● Weekly review of attendance rates. ● Inform students of incentives for perfect attendance. ● Administer weekly rewards.
<p>Strategy 11: Improve student behavior</p>	<p>Monitor discipline data and provide accurate reports to identify students in need of behavioral interventions</p> <p>Implement PBIS with fidelity</p> <p>Keep parents informed of student behaviors</p>	<p>Administration Counselor TST Team</p> <p>PBIS Team</p> <p>Teachers Administration Counselor</p>	<ul style="list-style-type: none"> ● Weekly review of suspension data. ● Weekly TST meetings. ● Review of school-wide PBIS implementation. ● Review of discipline data in SAM. ● Discipline referral to parents. ● Teachers/Administrators call parents regularly. ● SAM discipline call.

Reducing Retention Data Sources for K-2:

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
Strategy 1: Progress Report/ Report Card/ Failure Report	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.
Strategy 2: Credit Recovery	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.

Strategy 3: Early Warning System Monitoring Process	Administrators, Counselors, Support Staff	Students will be monitored biweekly in the area of attendance, behavior referrals, and grades. Students identified as ‘sliding off-track’ or ‘off-track’ will be assigned one of the suggested interventions to address this.
Strategy 4: MTSS (multi-tiered system of supports)	TST Director, Staff, Lead Teacher, Administrators	Identify students on TST and add students as needed. Meet monthly to monitor these students.
Strategy 5: Double Block Scheduling	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.
Strategy 6: Cohort Booster (Graduating Juniors)	Administrators and Counselors	Identify students who are classified as juniors who could graduate that year with their cohort.
Strategy 7: Block Scheduling	Administrators and Counselors	When a student fails a class, they can automatically go back in that class at the next quarter or semester.
Strategy 8: Re- tester Classes	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.
Strategy 9: Learning Strategies	Administrators and Counselors	Most SPED students are enrolled in a learning strategies class in the Spring to assist those students academically.
Strategy 10: Fast Track Program at BJHS	Administrators, Counselors, Teachers	A selected cohort of students who have been retained can utilize Edgenuity (online courses) along with the support from teachers to complete an expedited plan for promotion.

Strategy 10: Additional ACT Opportunities	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. All sophomores and juniors will take the ACT for free.
Strategy 11: Schedule TST students strategically	Administrators and Counselors	Students who are in the TST will have their schedules created in a manner that best meet their individual graduation needs.

Subgroup Needing Additional Help Data Sources:
<p>Teacher Gradebook SAMS (Failure reports, grades, attendance reports, and behavior reports) Overage Report MAAP Data (Bottom 25%) TST Roster SPED Roster Teacher Recommendations Data</p>

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

Initiatives	Person Responsible	Responsibilities
Initiative 1: Cohort Booster (Graduating Juniors)	Administrators and Counselors	Identify students who are classified as juniors who could graduate that year with their cohort.
Initiative 2: Credit Recovery	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.
Initiative 3: Individual Counseling	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.
Initiative 4: Attendance Monitoring	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.
Initiative 5: Edgenuity	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.
Initiative 6: Doubling Up on Classes	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.
Initiative 7: Summer School	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.
Initiative 8: Mentor Groups	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.

Dropout Recovery Data Sources:
<p>Teacher Observations Data Trend Data with Students Overage Report Failure Report (SAMS) At Risk List Student Attendance Reports Student Behavior Reports Student Course Performance Reports</p>

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

Procedures	Goal	Person Responsible	Responsibilities
Procedure 1:	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.
Procedure 2:	Grades	Counselor	Obtain grades from online programs and any hard copies that are provided by the juvenile detention facility.
Procedure 3:	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.

Procedure 4:	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.
Procedure 5:	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.
Procedure 6:	South Panola High School Mentoring Program Batesville Jr. High School Mentoring Program	South Panola High School Assistant Principal oversees Monthly Mentor Meetings with Community BJHS Counselors	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. 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

Procedure 7:	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.
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Transitioning Juveniles Data Sources:
<p>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</p>

Board Meeting Agenda

A July 20th Regular Meeting of the Board of Trustees of South Panola School District will be held Tuesday, July 20, 2021, beginning at 06:00 PM at the South Panola Parent Center.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda and placed under discussion / action, items identified within the consent agenda will be acted on at one time with no discussion.

Agenda

1. Action Call to Order, Invocation, and Approval of Agenda
2. Recognition of Track State Champion
- > 3. Action Request Approval of Personnel - Mr. Wilder
- > 4. Info Board Information and Superintendent's Report - Mr. Wilder
- > 5. Action Request Approval of Disposal of Fixed Assets - Mr. Wilder (Updated)
6. Action Request Approval of Traditional, In-Person Learning as the Primary Model of Instruction for the 2021-22 School Year (Updated)
- > 7. Action Request Approval of Changes to the Make-Up Work Policy
- > 8. Action Request Approval of the Homebound Policy
- ∨ 9. Action Request Approval of Consent Agenda - Mr. Wilder
 - 9.1. Request Approval of Student Handbooks
 - 9.2. Request Approval of Staff Handbooks (Including Maintenance, Transportation, and Nutrition)
 - > 9.3. Request Approval of Student Releases
 - > 9.4. Request Approval of Fundraisers (Updated)
 - > 9.5. Request Approval of Travel
 - ∨ 9.6. Request Approval of Dropout Prevention Plan (Updated)
 - 📎 [South Panola School District Dropout Prevention Plan 2021-2022](#)
 - > 9.7. Request Approval of Item Transfer to JZ George HS - CTE
 - ∨ 9.8. Request Approval of Proof of Publication of Public Budget Hearing

Dropout Prevention/Restructuring Plan Assurances Page

On behalf of South Panola 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.

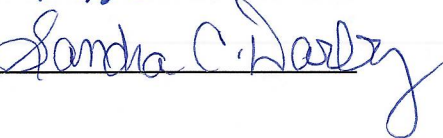
I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

District Superintendent: Tim Wilder

Signature: 

Date: 7/29/21

School Board Chair: Sandra Darby

Signature: 

Date: 7/29/21

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 20, 2021.