South Panola School District Dropout Prevention Plan

2023-2024

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Team Members	Position
Dr. Lance Reed	District Dropout Prevention Coordinator/9th Grade Principal
Jamone Edwards	Assistant Superintendent
David Odom	SPHS Principal
Dr. Jay Cossey	Pope Principal
Chad Lindamood	BJHS Principal
Dr. Ashly Fonte	BMS Principal
Valencia Bilbro	BIS Principal
Dr. Amy Sutton	BES Principal
Amberly Chapman	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, and
- 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
- There will be a 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, and 4) recommend community resources and volunteer groups for partnering in the effort to assure all students graduate. 5) Quarterly/Yearly reports will be done on at-risk students 6-12 by the Learning Loss Coordinator and Dropout prevention Coordinator

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
David Odom	SPHS Principal
Lance K. Reed	9th 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: 1) which students have improved and no longer need to be monitored, 2) which students need to have interventions assigned, and 3) 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
- Batesville Junior High Pathways Program
- Academic intervention classes – Learning strategies, Employability Skills, and ACT Prep.
- Communicate with Parents/Home – Calls for each absence and for behavior/academic issues.
- Parent Conferences – Discuss academic progress and plans for intervention
- 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
- Behavioral Interventionists Counseling – Small group classes conducted
- 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.
- Quarterly reporting of at-risk and retained students that monitors academic progress
- At-risk parent/student conferences - Meet with students/parents 2 or more years behind every 9-weeks to discuss academic progress.

South Panola School District Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
Pre-K	79	80	83	68	4	4	**159**
K	166	197	205	142	9	7	**363**
Elementary Self-contained Sped	31	15	23	19	3	1	**46**
1	200	171	206	147	8	10	**371**
2	164	161	180	132	5	8	**325**
3	156	154	159	137	4	10	**310**
4	140	127	139	105	11	12	**267**
5	155	156	180	107	10	14	**311**
6	202	130	179	135	5	13	**332**
7	152	132	155	106	9	14	**284**

Grade	Male	Female	Black	White	Hispanic	Other	Total
8	186	173	191	147	6	15	359
9	152	142	171	99	6	18	294
10	154	133	177	95	4	11	287
11	128	144	163	95	7	7	272
12	105	113	121	88	4	5	218
Total	2170	2028	2332	1622	95	149	4198

SPSD Demographic Data by School

Batesville Elementary School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
Pre-K	65	64	81	41	4	3	129
K	132	169	190	95	9	7	301
Elementary Self-contained Sped	28	15	20	19	3	1	43
1	169	142	198	95	8	10	311
Total	394	390	489	250	24	21	784

Batesville Intermediate School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
Elementary Self-contained Sped	3	0	3	0	0	0	**3**
2	140	133	168	92	5	8	**273**
3	127	121	152	83	4	9	**248**
Total	**270**	**254**	**323**	**175**	**9**	**17**	**524**

Batesville Middle School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
4	120	104	132	69	11	12	**224**
5	134	127	173	66	9	13	**261**
Total	**254**	**231**	**305**	**135**	**20**	**25**	**485**

Batesville Junior High School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
6	168	103	170	85	5	11	**271**
7	125	111	143	70	9	14	**236**
8	159	143	181	100	6	15	**302**
Total	**452**	**357**	**494**	**255**	**20**	**40**	**809**

Pope School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
Pre-K	14	16	2	27	0	1	**30**
K	34	28	15	47	0	0	**62**
1	31	29	8	52	0	0	**60**
2	24	28	12	40	0	0	**52**
3	29	33	7	54	0	1	**62**
4	20	23	7	36	0	0	**43**
5	21	29	7	41	1	1	**50**
6	34	27	9	50	0	2	**61**

Grade	Male	Female	Black	White	Hispanic	Other	Total
7	27	21	12	36	0	0	**48**
8	27	30	10	47	0	0	**57**
Total	**261**	**264**	**89**	**430**	**1**	**5**	**525**

South Panola High School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
9	152	142	171	99	6	18	**294**
10	154	133	177	95	4	11	**287**
11	128	144	163	95	7	7	**272**
12	105	113	121	88	4	5	**218**
Total	**539**	**532**	**632**	**377**	**21**	**41**	**1071**

South Panola School District Dropout Prevention Plan 2023 - 2024

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: Planning for implementation of teacher/student mentoring exists.
- **Indicator 3.8:** Adult/Student Relationships: Goal: Every student develops a relationship with teacher mentor.

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
Indicator 1.2: High School Course of Study	Students are allotted time to receive academic assistance (i.e. regular scheduled meetings with staff members, tutorials).	Administration	1. Identify a list of topics for teacher mentor meetings. 2. Provide Professional Development for each topic. 3. Assign each student a teacher mentor. 4. Provide a mentoring roster to all teachers. 5. Create a schedule for students to participate in teacher mentor meetings. 6. Establish Checkpoints to ensure teacher mentor meetings are effective.

		Counselors	1. Provide Professional Development to staff on: 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:
			   a) FASFA
			   b) Completing Applications for College
			   c) Dual Enrollment Opportunities
			   d) Utilize Major Clarity to do classroom lessons on College and Career Options for all students.

Indicator 1.4 College Ready Skills	Some students are prepared to make use of college and career resources.	Administration: Principal Assistant Principal Counselor	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: 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.
		Counselors	1. Establish and organize College and Career events within the school day: a) College and Career Day b) ACT Prep Sessions c) Future Fridays (College recruiters visit SPHS)
Indicator 1.5 College Credit	Students review their four/five-year iCAP occasionally with a staff member	Counselors	1. Counselors will meet with students in small groups to update iCAP information once each year. 2. Counselors will have individual meetings with students to offer guidance in college and career opportunities.

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: a) College(s) attended b) Degree Held c) Major d) Positive Quote about College Experience

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	1. Identify subject area instructional leaders/department chairs. 2. Meet with identified instructional leaders/department chairs to: a) Establish expectations b) Establish guidelines for: 1. Meeting 2. Reporting to Administration

		District Curriculum Coordinator	1. Provide MS College and Career Readiness Standards for:
			    a) Math
			    b) ELA
			    c) Science
			    d) Social Studies

		Administration	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:
			    a) Drop-in observations
			    b) PGS evaluations
			    c) Lesson Plans
			    d) Meetings during common planning

		Lead Teacher Assistant Principals	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	1. Develop Lesson Plan Template from administrative and teacher input to include:
			    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	1. Increase visibility of administration in the classroom. 2. Provide feedback in a timely manner from:
			    1) Drop-in observations
			    2) Extended observations

		Assistant Principals/Counselors	1. Identify At-Risk students:
			    a) Review Current State Test Data
			    b) Identify Minimal and Basic students
			2. Schedule students for success:
			    a) Double Block Classes
			    b) "R" Classes for Subject Area failures

		Assistant Principals/Counselors/ CTE Director	1. Identify top-performing students:
			    a) Review Current State Test Data
			    b) Identify Proficient and Advanced students
			2. Schedule students for success:
			    a) Accelerated Courses
			    b) Advanced Placement Courses
			3. Identify students who qualify for Dual Enrollment Courses.

		Teachers	1. Adjust Instruction to meet the needs of the identified students:
			    1) At-Risk
			    2) Top-Performing
			2. Document in Lesson Plans the differentiated instruction provided to each group.

		K-3 Administration Reading Instruction	1. Increase students reading on grade level in grades K-3
			   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.
			   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.

| | | 2-8 Reading and Math Instruction | 1. Decrease Instructional Gaps for students in grades 2-8:
    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)
    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 | 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	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
			    a) Conduct Face to Face meeting with Parent and Student after:
			        1) Progress Reports
			        2) Report Cards
			5. Provide Formal Assessment updates three times each year to Advisory Committee:
			    1) Benchmark Assessment (TE21-High School) 2) ACT Practice Test

		School Testing Coordinator	1. Train Teachers on MAAP Blueprints.
		Lead Teachers/Assistant Principals	1. Work with Curriculum Teams to determine assessments are aligned to the MAAP Blueprints.
		Teachers	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	Plan to implement a series of lessons with students and teacher mentors to address affective academic supports.	Administration	1. Create a strategic plan to implement teacher mentor sessions for each student. 2. Provide Professional Development/Training for Teacher Mentoring.
		Assistant Principal	1. Ensure lessons are included within the Master schedule. a) Implement a lesson during 1st block or as directed by the administration.
Indicator 3.8 Adult/Student Relationships **Aligned with Indicator 1.2	Every student has a teacher mentor	Administration	1. Identify a list of topics for teacher mentor meetings. 2. Provide Professional Development for each topic. 3. Assign each student a teacher mentor. 4. Establish Checkpoints to ensure mentor meetings are effective.

Design Principle 4: Redefine Professionalism

Indicators	Goal	Administration	Responsibilities

Indicator 4.1 Collaborative Work Orientation	Teachers observe their peers in practice.	Administration	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
			    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:
			    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
			.

Indicator 4.7 Shared Responsibility and Collaborative Decision Making	Professional Development Opportunities to support youth development	Administration	1. Develop a Needs Assessment Survey for Professional Development based on student data within the building: a) Identify most frequently reported challenging student behavior. b) Present Data to Principal. 2. Utilize Professional Learning Communities to target identified behaviors. a) Identify Teachers or Speakers to train staff to handle the identified behaviors.
Indicator 4.13 Professional Inquiry	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	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
Indicator 5.3 Change Agent	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	1. Establish Articulation Agreement with Delta State University/Northwest Community College to offer Dual Enrollment/Credit courses: a) College Algebra b) English Comp I and II c) Biology I and II d) Early Childhood Development (CTE) e) Sports Medicine (CTE) f) Dual Credit Art (online) g) Dual Credit Government (online) h) Dual Credit Economics (online) 2. Create Flyers to inform: a) Parents b) Students c) Media 3. Host Parent Information Sessions. 4. Provide Teachers with resources needed to teach the course.
		Principal	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. 3. Provide New Teacher Mentoring Monthly to address any needs for new teachers.

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	● 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	● 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.
Strategy 3: Multi-tiered System and Supports (MTSS)	Monitor, assess, and communicate with students and families who are struggling with grade-level material.	Assistant Principal Instructional Specialist Administrative Intern Classroom Teachers	● 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.

Strategy 4: 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	● 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.
Strategy 5: 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-1st grade students which promote high levels of student achievement.	Principal Assistant Principal Lead Teacher Administrative Intern Teacher Team Leaders	● 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.
Strategy 6: Provide parent orientation for parents seeking to play a great role in the learning process.	To ensure those students participating in distance learning programs are confident and prepared to assist in the learning and development process for Pre-K-1st student families.	Principal Head-start Liaison Pre-K Teachers	● 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.

Strategy 7: Collaborate between grade-levels within and outside our home school.	Ensure consistency and smooth transitions from one grade-level to another. To prepare/frontload learning standards between grade-levels	Lead Teacher Teacher Team Leaders Classroom Teachers Transitioning school Lead Teacher & Classroom teachers	● 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.
Strategy 8: Improve student course performance	Provide quality instruction at each instructional tier Monitor academic data and provide accurate reports for MTSS teams to identify and support students in need of academic interventions	Classroom teachers Interventionist Administrators Classroom Teachers Interventionist Counselor MTSS Team	● 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.
Strategy 9: Improve communication between grade-levels within and outside home school.	Ensure smooth transitions from one grade-level to another.	Administrators Lead Teacher Classroom Teachers	● Meet with Lead Teacher and grade-levels. above/below BIS to discuss curriculum and preparedness to provide a smooth transition between grade levels.

Strategy 10: Improve student attendance	Implement incentives for student perfect attendance	Administrators Teachers Students Parents	● Weekly review of attendance rates. ● Inform students of incentives for perfect attendance. ● Administer weekly rewards.
Strategy 11: Improve student behavior	Monitor discipline data and provide accurate reports to identify students in need of behavioral interventions	Administration Counselor MTSS Team	● Weekly review of suspension data. ● Weekly MTSS meetings.
	Implement PBIS with fidelity	PBIS Team	● Review of school-wide PBIS implementation.
	Keep parents informed of student behaviors	Teachers Administration Counselor	● Review of discipline data in SAM. ● Discipline referral to parents. ● Teachers/Administrators call parents regularly. ● SAM discipline call.
	Utilize behavior interventionist to meet with students weekly to address problem behaviors	Behavioral Interventionists	● Weekly sessions with students to correct problem behaviors ● Track student behavior with weekly teacher behavior logs

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*
I-Ready 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)	MTSS Director, Staff, Lead Teacher, Administrators	Identify students on MTSS 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: Pathways 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 MTSS students strategically	Administrators and Counselors	Students who are in the MTSS will have their schedules created in a manner that best meet their individual graduation needs.
Strategy 12: Exit Meetings	Administrators and Counselors	An administrator from each school with meet with any student deciding to transfer or withdraw for school to determine the reason for leaving.

Strategy 13: Behavior Intervention	Administrators, Counselors, MTSS Coordinator, Director of Special Education and Behavior Interventionists	Students who need behavior intervention services will meet with district behavior interventionist weekly. Teachers will do weekly behavioral progress monitoring as well.
Strategy 14: ACT Preparation	Administration, Counselors, Teachers	Students will participate in ACT preparation beginning in the 9th grade designed to prepare them for the ACT. Instruction and data will be collected to show growth in each area of the ACT. Boot camps will be offered for students the week before taking the ACT
Strategy 15: State test remediation	Administration, Counselors, Teachers	Students will participate in additional remediation for state test.

Subgroup Needing Additional Help Data Sources:
Teacher Gradebook SAMS (Failure reports, grades, attendance reports, and behavior reports) Overage Report MAAP Data (Bottom 25%) MTSS 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

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.
Initiative 9: Penn Foster Diploma Option	Administrators, Counselors, and Staff	Students identified as in strong danger to drop out of school will be recommended for the Penn Foster diploma. This diploma is an online high school diploma that students can complete with the help of school personnel.

Dropout Recovery Data Sources:
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

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	South Panola High School Assistant Principal oversees Monthly Mentor Meetings with Community	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

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.

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

Board Meeting Agenda

Agenda of June 20 Regular Meeting

The Board of Trustees
South Panola School District

A June 20 Regular Meeting of the Board of Trustees of South Panola School District will be held Tuesday, June 20, 2023, 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. Action   Request Approval of Minutes

3. Shalonda Ford - Legends of the Gridiron

4. Action   Request Approval of Personnel - Mr. Wilder

   4.1. Personnel Recommendations (updated)

      4.1.1. Certified

      4.1.2. Resignations

      4.1.3. Classified

5. Info Board Information and Superintendent's Report - Mr. Wilder

   5.1. Recess Meeting to approve Budget June 29th @ 11:30 at the Parent Center

   5.2. Current Teacher Vacancies

   5.3. Facilities Report

   5.4. BIS 3rd Grade Building Damages due to Weather

6. Request Approval of Affidavit of Residency (updated)

7. Request Approval of Teacher Residency Program (Paid by Delta State)

11. Action   Request Approval of Consent Agenda - Mr. Wilder

11.1. Request Approval of Superintendent Academy MSBA for Dr. Ashley Fonte

11.2. Request Approval of the SPSD Dropout Prevention Plan

11.3. Request Approval of Travel (updated)

11.4. Request Approval of Fundraisers

11.5. Request Approval of Student Release

11.6. Request Approval of Fixed Assets Inventory

11.7. Request Approval of Contracts (MOU) (updated)

11.8. Request Approval of busHive Agreement

12. Action Request Approval of Educational Facilities Revolving Loan Fund (EFRLF) Resolution - David Rubenstein

13. Action   Finance Report - David Rubenstein

13.1. Request Approval of Claims (Updated)

13.2. Request Approval of Financial Reports

13.3. Request Approval of Activity Funds

13.4. Request Approval to accept Donations

13.5. Request Approval to Award Diesel Fuel Bid

13.6. Request Approval of 2023-2024 Payroll Periods

13.7. Request Approval of Transfers

13.8. Capital Projects

13.9. Request Approval of Capital Outlay/Debt Service Transfer

13.10. Request Approval to Close Bank Account

13.11. Request Approval of Bank Account Signers

14. Chartwells Update - David Rubenstein

15. Executive Session

16. Adjournment

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: Print name: _Tim Wilder_ Sign name: _T. Wilder_ Date: _6/21/23_

School Board Chair: Print name: _Sandra C. Darby_ Sign name: _Sandra C. Darby_ Date: _6/20/23_

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 June 20, 2023.