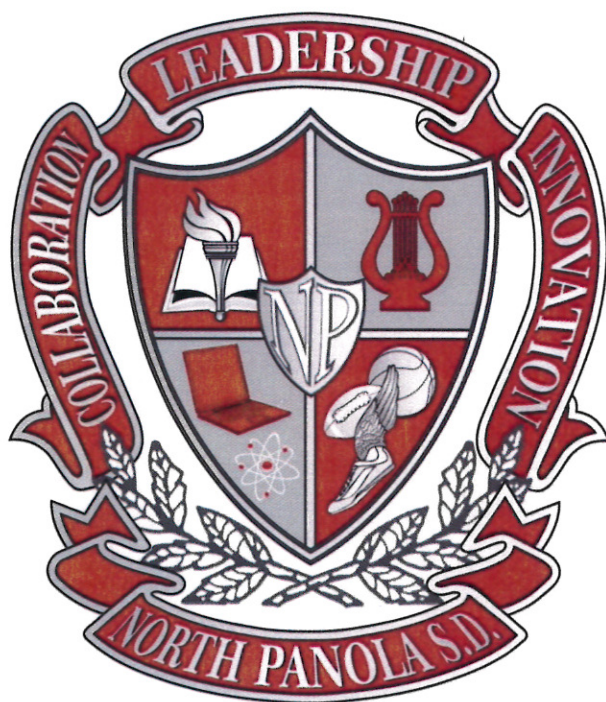# NORTH PANOLA SCHOOL DISTRICT

"Leadership, Collaboration, Innovation"

Mr. Cedric Richardson, Superintendent

Dropout Prevention Plan

2021-2022 School Year

TABLE OF CONTENTS

Mandated Regulations

Mississippi Code 37-13-80

Each school district shall implement a dropout prevention program approved annually.

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

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

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

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

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

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

(f) Dropout recovery initiatives that focus on students age seventeen (17) through twenty-one

(21), who dropped out of school.

It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to not less than eighty-five percent (85%) by the 2018-2019 school year.

Accreditation Process Standard (11)

The school district shall develop and implement a program designed to keep students in school and to lower student dropout rates. Miss. Code Ann. § 37-13-80, Miss. Admin. Code 7-3: 30.5, State Board Policy Chapter 30, Rule 30.5.

North Panola School District Board Policy (JQH)

This school district will make diligent efforts to reduce and eliminate dropouts in the district. The school board directs the superintendent to provide regular reports on efforts made to increase student retention. This school district shall maintain accurate records documenting enrollment and attendance, including dropout rates, and shall provide an annual statistical report to the State Department of Education.

Technical assistance and coordination services may be obtained from the State Department of Education to districts seeking to reduce dropout rates.

DROPOUT PREVENTION PROGRAM

This board will comply with all applicable provisions of the Mississippi Code of 1972, Annotated as amended including but not limited to Section 37-13-80, Dropout Prevention, Assistance to certain local school districts to establish program of educational accountability and assessment of performance; personnel appraisal and compensation system for school employees; programs to prevent dropouts, and the Mississippi Public School Accountability Standards and with all other applicable federal and state laws.

Dropout Prevention Plan Verification

On behalf of North 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.
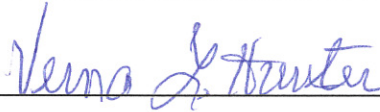
Signed,

District Superintendent: Cedric Richardson   July 27, 2021

School Board President: Verna Lashae Hunter   July 27, 2021

District Dropout Prevention Plan Team Members

Team Member	Position
Dr. Wilner Bolden, III	Deputy Superintendent
Dr. Deatrice White	Accreditation Director
Mr. Keith Powell	Principal, North Panola High School
Mr. Birley Gipson	Assistant Principal, North Panola High School
Mrs. Ashley Shannon	Principal, North Panola Middle School
Mr. Terrell Hayes	Assistant Principal, North Panola Middle School
Ms. Timeka Thomas	Principal, Greenhill Intermediate School
Mrs. Miter Williams	Assistant Principal, Greenhill Intermediate School
Ms. Eva O'Neil	Principal, Como Primary School
Mrs. Rachel Williams	Assistant Principal, Como Primary School

District Level Data

Student Demographic Data

	Number of Students
Total	1415
Male	708
Female	707
Black	1354
White	53
Asian	2
Hispanic	6

Data provided by SAM (district student database as of Spring 2020)

Graduation Rate and Dropout Rate

	Graduation Rate	Dropout Rate
2020 Accountability	83.3%	12.8%
2019 Accountability	78.9%	13.7%
2018 Accountability	82.2%	Unavailable

Data provided by the Mississippi Department of Education

District Level Data

Graduation Rate Overview

State ■ **District** ■ **State Goal by 2025**

Mississippi — 85.0% — Goal: 90%

North Panola School District — 83.1% — Goal: 90%

Graduation Rate Overview

State ■ **District** ■ **State Goal by 2025**

Mississippi — 84.0% — Goal: 90%

North Panola School District — 78.9% — Goal: 90%

Graduation Rate Overview

State ■ **District** ■ **State Goal by 2025**

Mississippi — 83.0% — Goal: 90%

North Panola School District — 82.2% — Goal: 90%

NPHS Graduation Rate

School Year	Graduation Rate
2018-2019	82
2019-2020	79
2020-2021	83

— NPHS Graduation Rate
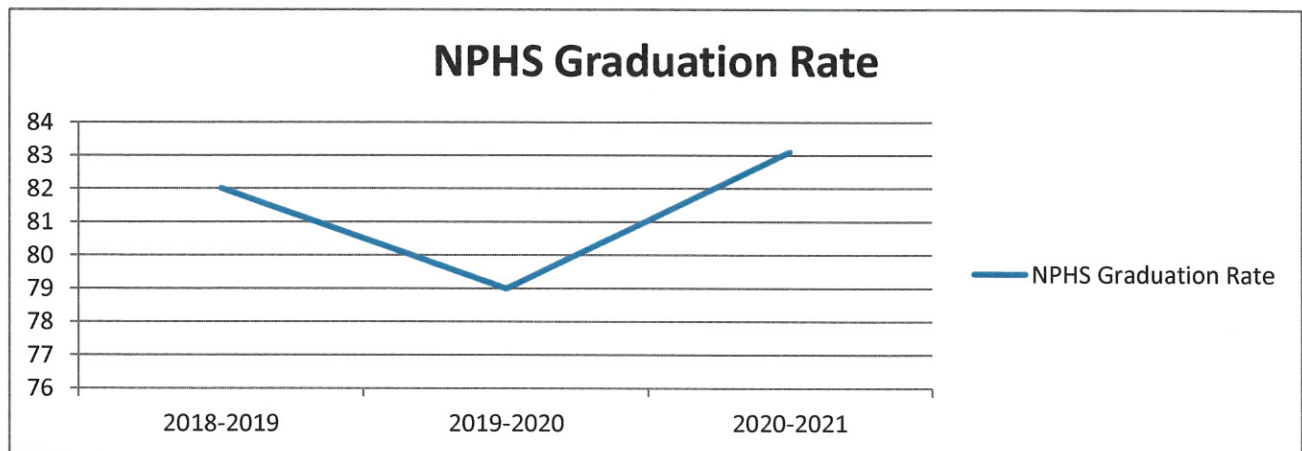
Chronically Absent Students Overview
Students absent 10% or more of the time enrolled
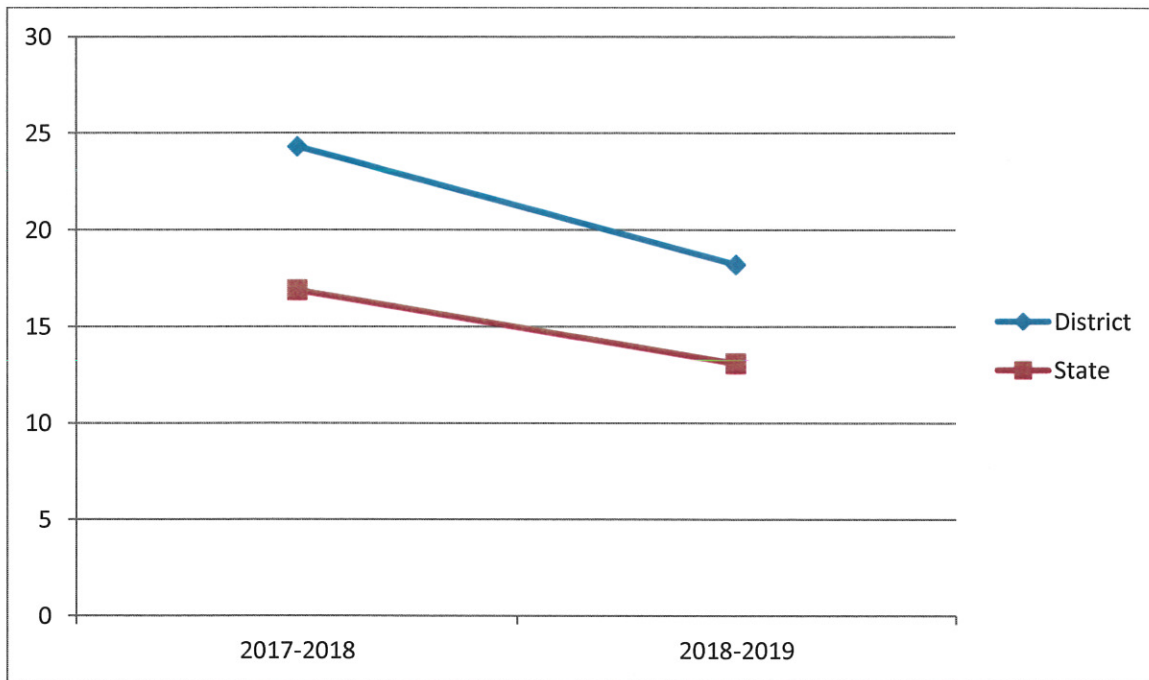
Breakdown of 2018-2019 School Year

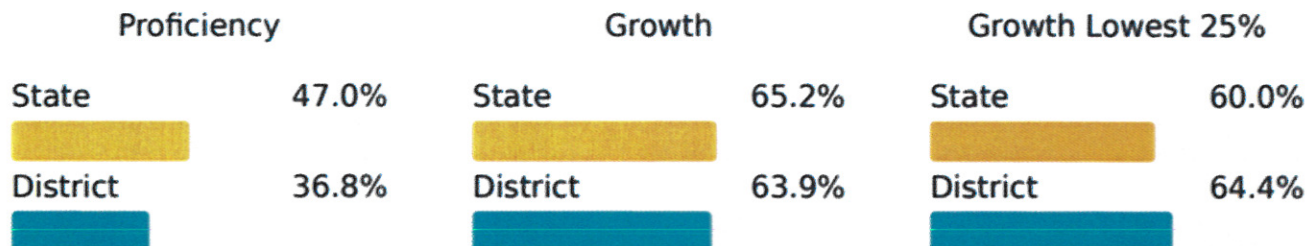### Chronically Absent Students Data

GROUP	DISTRICT	STATE
All	18.2%	13.1%
Female	18.9%	12.7%
Male	17.5%	13.4%
Black or African American	17.5%	13.4%
White	32.8%	13.1%
Asian	<5%	5.2%
Hispanic or Latino	<5%	9.9%
Two or More Races	<5%	13.7%
Students with Disabilities	21.7%	17.4%
Students without Disabilities	17.4%	12.4%
English Learners	<5%	9.1%

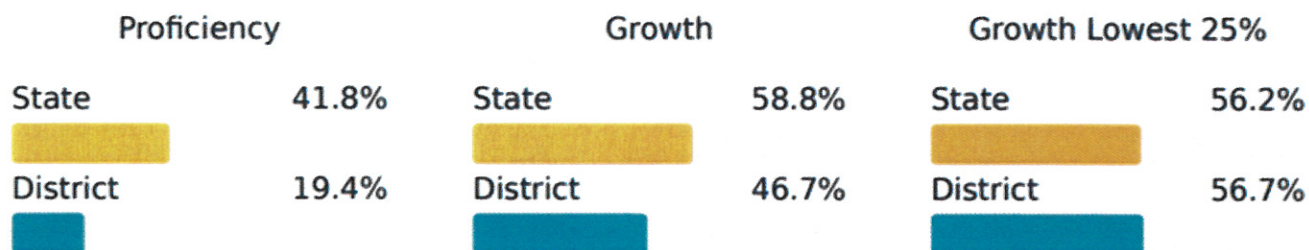# C – District Report Card for 2018-2019 Accountability

Math

Measurements of student performance on the statewide math assessment.

Proficiency		Growth		Growth Lowest 25%	
State	47.0%	State	65.2%	State	60.0%
District	36.8%	District	63.9%	District	64.4%

English

Measurements of student performance on the statewide English language arts (ELA) assessment.

Proficiency		Growth		Growth Lowest 25%	
State	41.8%	State	58.8%	State	56.2%
District	19.4%	District	46.7%	District	56.7%

Other Measures

Other measurements of student performance that factor into the accountability grade.

US History Proficiency		Science Proficiency		College & Career Readiness	
State	55.7%	State	56.2%	State	37.4%
District	50.0%	District	38.8%	District	14.2%

Acceleration		Graduation Rate		English Learners	
State	65.9%	State	84.0%	State	17.0%
District	82.3%	District	78.9%	District	N/A
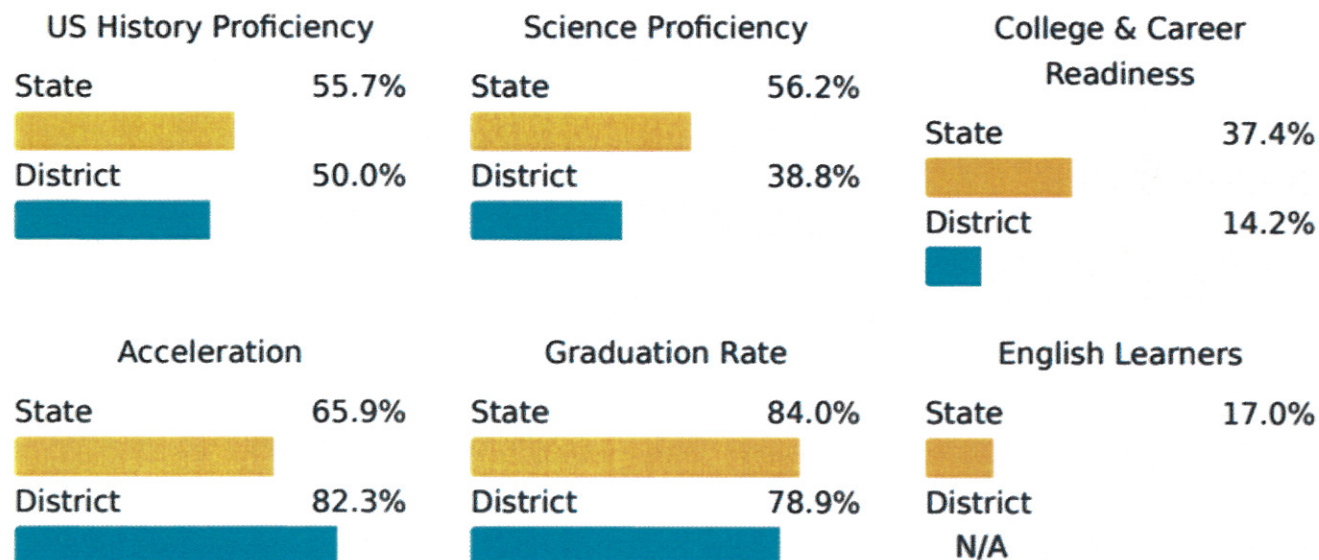
District Level Plan

The North Panola School District will implement goals, activities, and services necessary to meet the ultimate of reducing dropout by adhering to the following:

1) *Reducing the retention rates in grades kindergarten, first, and second*
   - The three tier process of instruction and remediation will implemented with fidelity.
   - To increase the number of students enrolling in school earlier, communication will be enhanced to inform the community of early childhood education programs inclusive of the district's Pre-Kindergarten program.
   - To maintain acceptable attendance in the Pre-Kindergarten program, transportation will be provided when compliance can be met.
   - Universal screener data will be collected and utilized to work toward end of year grade-level expectations.
   - Interventions will be delivered consistently through designated times in the daily schedule.
   - Progress monitoring data will be reviewed regularly with instructional decisions adjusted accordingly.
   - An ongoing line of communication will be maintained to provide assistance to parents.
   - Strategies will be shared with parents regularly through focused curriculum sessions.

2) *Targeting subgroups that need additional assistance to meet graduation requirements.*

   - Each school has designated interventionists to work with students with disabilities and students who have been identified as English Learners. Students in performing in the lowest quartile are also assigned an interventionist to provide high dosage tutoring in their identified deficit areas.

   - Teachers have engaged in professional learning opportunities to better support students in subgroups who have consistently exhibited low performance on academic assessments.

   - The tier intervention team at each school meets regularly to monitor student progress and the leadership team at each school reviews data monthly at a minimum to determine whether instructional plans needs to be revised to better meet the needs of students.

   - The graduation coach collaborates with parents, the high school counselor and support staff to ensure students who are at-risk of not graduating are provided additional assistance and resources to meet graduation requirements.

3) *Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).*

   - The graduation coach utilizes phone calls, social media, person-to-person contact and other outreach efforts to find students and assist them in securing resources to avoid dropout.

- The district secures partnerships with other local agencies to provide resources to students.

4) *Addressing how students will transition to the home school district from the juvenile detention centers (or alternative learning centers).*

- Prior to returning to the home school district, school leaders meet to discuss the transition plan for a student's successful transition to the school setting.

- Records of grades and other data collected to illustrate the student's progress and performance are shared, including but not limited to, test data, work towards credits earned, etc.

- A schedule will be developed collaboratively to coincide with the classes needed to meet graduation requirements or to follow an individualized plan for completion.

SCHOOL: <u>Como Primary School</u>

<table>
<tr><td colspan="5">SMART Goal 1: Como Primary School will improve Reading proficiency by increasing the number of students scoring at or above grade level in Reading using STAR assessments monthly.</td></tr>
<tr><td colspan="5">Focus Area: □ <i>Attendance</i>   □ <i>Behavior</i>   x <i>Course Performance</i>   □ <i>Other:</i> <u>Reduce Retention</u></td></tr>
</table>

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August - Ongoing monthly	Screen all students using STAR and I-Ready Diagnostic to determine baseline for B.O.Y	STAR iReady	All Teachers	Principal, Assistant Principal
September	Create data walls and folders for every student to track student progress via data meetings, PLCs, and instructional planning	Pocket Charts Google spreadsheet Data Cards	Teachers Admin	Admin
August-May	Ensure students are receiving high quality, tier 1 instruction evidenced by frequent observations and feedback protocol	Observation Feedback Process	Admin	Principal, Assistant Principal

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Progress toward achieving this goal will be evidenced by 1 month of growth on each star assessment for every student.	Teacher improvement plans MTSS process for students not making adequate progress
Weekly	Evidence of progress will be measured through data meetings and School Leadership Team meetings.	

SMART Goal 2: Como Primary School will have a focus on early foundational skills improving fluency rates with all students by the end of Spring 2022.

Focus Area: ☐ *Attendance* ☐ *Behavior* x *Course Performance* ☐ *Other:*

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August - May	Early identification of students (Pre-Kindergarten) and students with disabilities through MTSS Process	Child Find MTSS Student Interventions	CPS Teachers CPS Teacher Assistants CPS School Leadership Team	PK-2
August - May	Train staff on the simple view of Reading and the 5 components of literacy instruction	Teacher Training PLCs	CPS Admin	CPS Teachers CPS Assistants

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August - May	Fluency trackers visible in classes Data posted after each STAR assessment	Teacher Support Teams will meet at 8-week intervals to determine success of interventions
August-May	Monitoring of Reading instruction through teacher observation and data analysis	

SCHOOL: <u>Greenhill Intermediate School</u>

SMART Goal: For the current school year, all third-grade students will make measurable growth on all benchmark assessments by increasing their scores on weekly fluency checks and providing daily interventions in Reading. In the spring of 2022, ___% of students will score at least a 3 (passing) on the MAAP Reading Assessment.

Focus Area: ☐ *Attendance*   ☐ *Behavior*   X *Course Performance*   ☐ *Other:*

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August – May	- Interventions will be provided to those 3rd grade students who have retained at least one year. - Teachers, interventionists, assistants, and inclusion teachers will work with students daily. - Bi-weekly and benchmark data will be used to progress monitor students on their progression.	Fluency passage	3rd grade teachers - Interventionists - Inclusion teachers - Teacher assistants - Lab assistants - Counselors - Instructional Coach - Administrators	3rd grade students - parents

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
First Friday of each month	- Administration will meet with persons responsible for interventions to review students' progression. - The team will view student reports from fluency charts and any benchmark assessments that have been given to students. - The team will know there is a positive impact if students are making gains.	If students are not making gains, the team will have to review the frequency of fluency passages as well as students' knowledge of basic sight words.

SCHOOL: <u>North Panola Middle School</u>

<table>
<tr><td colspan="5">SMART Goal: NPMS will improve the quality of education delivered by facilitating timely, relevant instructional feedback, learning opportunities, and professional collaboration to increase the retention of highly quality staff as measured by the number of staff members returning the 2022-2023 school year with a goal of 80 percent.</td></tr>
<tr><td colspan="5">Focus Area: □ <i>Attendance</i>   □ <i>Behavior</i>   X <i>Course Performance</i>   X <i>Other:</i> Professional Learning</td></tr>
<tr>
<th>Timeline</th>
<th>Action</th>
<th>Resources Needed/Source</th>
<th>Person(s) Responsible</th>
<th>Person(s) Involved</th>
</tr>
<tr>
<td>Weekly</td>
<td>
● Drop-In Walk Through Observations
● Formative Assessments
● New Teacher Academy
● Pullouts for students in the lowest performing quartile and students with disabilities
</td>
<td>
→ iPad
→ Chromebooks
→ Whiteboards
→ Curriculum
→ External Providers
</td>
<td>
❖ Principal
❖ Assistant Principal
</td>
<td></td>
</tr>
<tr>
<td>Tri-Weekly</td>
<td>
● Unit Assessments
● Mentor-Mentee Check-ins
</td>
<td>
→ TE21 item bank
→ Pull-out rooms
</td>
<td>
❖ Teachers
❖ Interventionists
</td>
<td></td>
</tr>
<tr>
<td>Quarterly</td>
<td>
● Benchmarks
● Data Digs
● Data Reflections
</td>
<td>
→ Chromebooks
</td>
<td>
❖ All Staff
</td>
<td></td>
</tr>
<tr><td colspan="5"><div align="center">Plan to Progress Monitor</div>
· How and when will the team monitor the plan?
· What is the procedure? What are the timelines? Who is responsible?
· How will the team know they are having a positive impact?
· How might the plan be adjusted if and when challenges occur?
</td></tr>
<tr>
<td>Date</td>
<td colspan="2">Evidence to Determine Progress Toward Achieving Goal</td>
<td colspan="2">Potential Adjustments</td>
</tr>
<tr>
<td>Biweekly August – May</td>
<td colspan="2">Students progressing towards proficiency and growth goals</td>
<td colspan="2">
● LPS rotations
● Cougar Connect rosters
</td>
</tr>
<tr>
<td>Biweekly August - May</td>
<td colspan="2">Teachers progressing towards attendance, retention and MAAP goals</td>
<td colspan="2">
● New Teacher Academy PD
● Staff-specific PD
</td>
</tr>
</table>

SMART Goal: NPMS will implement the tiered system of support with fidelity to decrease the number of students needing intervention by five percent at each benchmark assessment.

Focus Area: ☐ *Attendance*   ☐ *Behavior*   X *Course Performance*   ☐ *Other:*

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly	● Drop-In Walk Through Observations ● Formative Assessments ● New Teacher Academy ● Pullouts for students in the lowest performing quartile and students with disabilities	→ iPad → Chromebooks → Whiteboards → Curriculum → External Providers	❖ Principal ❖ Assistant Principal	
Tri-Weekly	● Unit Assessments ● Mentor-Mentee Check-ins	→ TE21 item bank → Pull-out rooms	❖ Teachers ❖ Interventionists	
Quarterly	● Benchmarks ● Data Digs ● Data Reflections	→ Chromebooks	❖ All Staff	

Plan to Progress Monitor

- · How and when will the team monitor the plan?
- · What is the procedure? What are the timelines? Who is responsible?
- · How will the team know they are having a positive impact?
- · How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Biweekly August – May	Students progressing towards proficiency and growth goals	● LPS rotations ● Cougar Connect rosters
Biweekly August - May	Teachers progressing towards attendance, retention and MAAP goals	● New Teacher Academy PD ● Staff-specific PD

SCHOOL: <u>North Panola High School - Restructuring Plan</u>

SMART Goal 1: North Panola High School will reduce the dropout rate by increasing the graduation rate from 83% to 90% by the end of the 2021-2022 academic year.

Focus Area: X *Attendance*   X *Behavior*   X *Course Performance*   □ *Other:*

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2021	Earlier identification of at risk students	Collaboration with North Panola Middle School SAM	Administrators Counselor Graduation Coach	Administrators Counselor Graduation Coach Students/Parents
August 2021- December 2021	Reclaiming dropouts	SAM/MSIS	Administrators Counselor Graduation Coach	Administrators Counselor Graduation Coach Students/Parents
August 2021- May 2022	More frequent progress monitoring	SAM Edgenuity	Administrators Counselor Graduation Coach Edgenuity Specialist Teachers	Administrators Counselor Graduation Coach Edgenuity Specialist Teachers Students/Parents

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2021- May 2022	Decrease in the time frame of identifying at-risk students Decrease in the number of dropouts Increase in the number of students we are able to reclaim Decrease in the number of student failing courses on the first administration.	Home visits may be necessary if we are not successful at reclaiming students via phone.

SMART Goal 2: North Panola High School will have at least 95% of the students enrolled in credit recovery courses to complete and pass recovered courses to help increase graduation rate.

Focus Area: x *Attendance*   *Behavior*   x *Course Performance*   □ *Other:*

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2021-May 2022	Offer credit recovery courses to students along with ongoing support to assist with on-task behavior and course completion.	Credit recovery online program Support personnel	Administrators Counselor Graduation Coach Edgenuity Specialist	Administrators Counselor Graduation Coach Edgenuity Specialist Students/Parents

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2021-May 2022	Student reports reflecting enrollment and completion Increase in the completion of credit recovery	Decreasing the wavelengths between progress monitoring checkpoints

SMART Goal 3: North Panola High School will have at least 85% of all staff members to increase their scores on the Teacher Growth Rubric (TGR) to increase student achievement which will help increase the graduation rate.

Focus Area: □ *Attendance*   □ *Behavior*   x *Course Performance* x *Other:* Professional Learning

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2021- May 2022	Schedule and protect professional learning time for teachers. Offer concentrated, intentional orientation, induction, and frequent collaborative meetings for all new-to-NPHS staff. Provide coaching support for all teachers to enhance the quality of instruction.	Teacher Growth Rubric, Professional development in identify areas for improvement and topics outlined by the leadership team to be areas of need	Administrators	Administrators Teachers

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2021- May 2022	Teacher evaluation scores will increase. Disciplinary referrals will decrease.	More frequent observations/support by the administration team.