



**North Tippah**  
SCHOOL DISTRICT

**Dropout Prevention Plan**  
**2024-2025**

**Dr. Dax Glover, Superintendent of Education**

**North Tippah School District**  
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### **Part I - District Dropout Prevention Plan Team**

Research indicates a student’s decision to drop out of school is a gradual process that starts well before high school. Therefore, it is important to identify at-risk students and provide support that leads to increasingly successful engagement in school as early as possible. The North Tippah School District (NTSD) Dropout Prevention Team is a reflection of the North Tippah School District Leadership Team’s values and core beliefs that all children deserve a quality education. Members of the NTSD Dropout Prevention Team bring together a wealth of experience and knowledge for identifying students’ needs and developing strategies to meet those needs.

#### **Team Members / Positions**

<b>Dr. Dax Glover</b>	Superintendent of Education
<b>Mrs. Christy Wilbanks</b>	Assistant Superintendent / SPED Director
<b>Mr. Jarrad Robinson</b>	Federal Programs Director / DTC
<b>Dr. Taylor Williams</b>	Curriculum Director / MSIS Coordinator / Alternative School Director
<b>Mrs. Janalee Leak</b>	Principal, Chalybeate School
<b>Mrs. Beth March</b>	Principal, Falkner Elementary
<b>Mr. Forrest Wright</b>	Principal, Falkner High School
<b>Dr. Sarah Campbell</b>	Guidance Counselor, Falkner Attendance Center
<b>Mr. Trey Rolison</b>	Principal, Walnut Attendance Center
<b>Mrs. Audra Braddock</b>	Guidance Counselor, Walnut Attendance Center
<b>Mr. Kevin Williams</b>	Career and Technical Educator (CTE) Center Director
<b>Mrs. Raquel Hardin</b>	Attendance Officer



# North Tippah SCHOOL DISTRICT

## 2024-2025 Dropout Prevention Plan

### Part II - District Narrative

On behalf of the North Tippah School District (NTSD), I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the graduation requirements of schools. These areas are: Reducing the retention rates in Kindergarten, First, and Second Grade(s); create flexibility in schedules for High School students that may have jobs or other responsibilities that might lead them to not want to be at school; improve attendance for at-risk students.

The NTSD has found that many students are coming into school not prepared for learning basic literacy and numeracy skills required under the Mississippi College and Career Ready Standards. As such, a greater number of students are being retained in those lower levels. This plan directly takes into account relevant, scientifically based research, best practices indicating services most effective in preventing dropouts if we focus on students in grades K-2.

By identifying issues related to poor attendance, boredom, family obligations or challenging issues early in a child's educational career, schools have a better chance of changing behaviors and attitudes, creating structure and implementing individualized learning options to help students stay focused on the goal of graduating. There are a number of steps high schools can take and programs they can create to help provide students a better chance of staying in school.

The data collected and a review of the research indicates that students need to be engaged at school to prevent truancy and dropping out. At-risk factors such as homelessness, working jobs, abuse or neglect in the home, drug abuse, mental health issues, and bullying could be contributing factors for behavioral issues. Once behavior issues lead to suspensions, the absence of the classroom instruction and structure may cause the student to get behind in school work thus leading to disinterest and possible dropout. Students at risk show a lack of commitment to school, a low self-esteem and experience greater feelings of rejection or criticism.

The NTSD Dropout Prevention Team recognizes the importance of tracking and monitoring these specific data points as well as many others as a means of moving a child back on track to graduation by early identification of issues and the matching of specific interventions to best meet the needs of the student.

The indicators in this plan were specifically targeted because it is believed they have the best chance in helping students succeed and achieving the graduation rate goal of 85%. The NTSD will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.



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### 2024-2025 Dropout Prevention Plan

#### Part III - District Plan

##### District List of Specific Data for Continuous Reviews:

- Average Daily Attendance Rate - SchoolStatus
- Teacher and Paraprofessional Attendance Rate - SchoolStatus
- Participation Rate of Extracurricular Activities and Athletics - SAM
- Behavior- Discipline Record in SchoolStatus / SAM
- McKinney-Vento Survey(s)
- Referrals to Mental Health Agencies - Counselor Data
- Multi-tiered Support Systems (MTSS) Academic and Behavioral Data - Interventionist Data
- Graduation Rate - SAM
- Drop Out Rate/Retention Rate - SAM
- Percentage of students with Disabilities - SAM
- Student School Based Diagnostic and Benchmark Assessments
- Student Classroom / Course Grades

##### NTSD Plan Goals:

- Reducing the retention rates in kindergarten, first, and second grade(s).
  - Monitor formative assessment results in reading and literacy on a monthly basis and report to MTSS.
  - Integrate technology and learning software into K-3 curriculum to support differentiated learning.
  - Channel more federal programs funding to supplemental intervention services.
  - Streamline testing procedures for special education services to ensure students with special needs are receiving adequate services in a timely manner.
  - Communicate learning strategies with parents through parent conferences and newsletters.
- Provide additional assistance to students that might have jobs or other responsibilities to meet graduation requirements.
  - Adopt Early Intervention strategies. Identify the issues early and implement individualized learning options to help the student stay focused on the goal of graduating.



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- o Students will be able to use alternative methods to complete required courses (i.e., online courses like Edgenuity, Google Classroom, etc. to allow flexible scheduling.)
  - o Develop mentoring/tutoring programs to engage students and provide a steady adult presence to encourage them.
- Improve attendance for at risk students.
  - o Establish communication with parents and build a relationship based on care of that student and what is preventing him or her from attending school.
  - o AIM calls to parents of students who are tardy or absent and to inform parents of special events.
  - o Increase the attendance rate by 1%. Students in grades 7-12 absent more than five times will be referred to the Response to Intervention (RTI) Team. In grade K-6, teachers, counselors, and principals will work to reduce the number of unexcused absences by working with students and families.
  - o Every effort is given to use in school suspension rather than out of school suspension as a punishment for poor behavior.
  - o Disseminate supports and incentives/rewards for good attendance and develop consequences for poor attendance.



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## **2024-2025 Dropout Prevention Plan**

### **Part IV - District Data and Report Card(s)**



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### 2024-2025 Dropout Prevention Plan

#### Part IV - District Data and Report Card(s)...continued

**Chalybeate (2022 / 2023)**

<https://msrc.mdek12.org/pdf/ESSASchoolReportCardPdf?EntityID=7011-004&SchoolYear=2022>

**Falkner Attendance Center (2022 / 2023)**

<https://msrc.mdek12.org/pdf/ESSASchoolReportCardPdf?EntityID=7011-007&SchoolYear=2022>

**Walnut Attendance Center (2022 / 2023)**

<https://msrc.mdek12.org/pdf/ESSASchoolReportCardPdf?EntityID=7011-012&SchoolYear=2022>





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### **2024- 2025 Dropout Prevention Plan**

#### **Part V - Requirement D**

How is the district/school addressing how students will transition to the home school/district from the juvenile detention centers?

DISCLAIMER, while the current dropout prevention plan does not address this issue, the North Tippah School District has only had two instances of integrating students from juvenile detention centers over the past 8/9 years.

- A School Resource Officer (SRO) will serve as a mentor for students and monitor behavioral rehabilitation.
- School Counselor will create an individualized integration plan for each youth re-entering the NTSD.
- Students will be encouraged to pursue work study through Tippah Career and Technology Center and the Cooperative Experiences Program.
- The Principal and Counselor will work closely with parents / guardians to ensure the individualized integration plan meets the student's needs.



# North Tippah SCHOOL DISTRICT

## 2024-2025 Dropout Prevention Plan

### Part VI. Verification of Board Presentation and Approval

On behalf of North Tippah School District, I hereby submit the Dropout Prevention Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- Reducing the retention rates in Kindergarten, First, and Second Grade(s).
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students aged seventeen (17) through twenty-one (21), who dropped out of school..
- 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 (MDE).

**NTSD Superintendent of Education:**

\_\_\_\_\_  
*(Printed Name / Signature)*

Date: \_\_\_\_\_

**NTSD School Board Chairperson:**

\_\_\_\_\_  
*(Printed Name / Signature)*

Date: \_\_\_\_\_

Date: \_\_\_\_\_



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