South Panola School District

2026-2027 District Dropout Prevention Plan

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Team Members	Position
Dr. Lance Reed	District Dropout Prevention Coordinator/9th Grade Principal
Dr. Jamone Edwards	Assistant Superintendent
David Odom	SPHS Principal
Stephen Beebe	Pope Principal
Lorenzo Grimes	BJHS Principal
Stephanie Miles	BMS Principal
Heather Cobb	BIS Principal
Dr. Amy Sutton	BES Principal

South Panola School District

SPSD Early Warning System Monitoring Process

The South Panola School District Early Warning System (EWS) is designed to identify students at risk of failing to meet critical educational milestones and to provide timely interventions that increase student success and graduation rates.

The Early Warning System utilizes readily available data to:

- Identify students at risk of missing key educational milestones;
- Recognize factors negatively affecting learning and behavior; and
- Provide interventions and supports that help students return to a successful educational pathway.

Research indicates that **attendance, behavior, and course performance** are the strongest predictors of high school graduation. Monitoring these indicators allows schools to identify students who are:

Student Status	**MTSS Alignment**
On Track	Tier I
Sliding Off Track	Tier II
Off Track	Tier III

Once students are identified, appropriate interventions are selected, implemented, and monitored for effectiveness.

South Panola School District

SPSD Early Warning System Monitoring Process

District Early Warning System Teams

The district shall maintain Early Warning System Teams at both the middle school and high school levels. Grades K–6 will address Early Warning System goals through the district MTSS process.

Responsibilities

District EWS Teams shall:

1. Establish guidelines for implementation of the Early Warning System.
2. Meet periodically with school-level teams to monitor the effectiveness of interventions and procedures.
3. Conduct an annual review of the EWS process to:
    - Recommend necessary revisions;
    - Identify trends related to intervention effectiveness;
    - Determine professional development needs;
    - Recommend community partnerships and volunteer support opportunities; and
    - Review graduation and dropout prevention outcomes.
4. Ensure quarterly and annual reports are completed for at-risk students in grades 6–12.

District Early Warning System Teams: Middle and High School Levels

Members	Position
Dr. Jamone Edwards	Assistant Superintendent
Lorenzo Grimes	BJHS Principal
Stephen Beebe	Pope Principal
David Odom	SPHS Principal
Dr. Lance K. Reed	9th Grade Principal/District Drop Out Prevention
Marcus Autry	South Panola Alternative School Director
Trea Higdon	CTE Director
Rodney Flowers	Learning Loss Coordinator
Falesia Tyson	District MSIS
Tina Moore	District MTSS Coordinator

School-Level Early Warning System Teams

School-level teams shall collaborate closely with the MTSS Teacher Support Team.

Meeting Schedule

- Grades K–6 will meet in accordance with MTSS guidelines.
- Junior High and High School teams will meet biweekly to review attendance, behavior, and academic performance data for students identified as Sliding Off Track or Off Track.

Coordination

Grade-level counselors shall serve as coordinators for the school-Level Early Warning System Team.

Team Responsibilities

The team shall:

1. Determine which students have demonstrated sufficient progress and no longer require monitoring;
2. Identify students requiring interventions;
3. Modify interventions when data indicate additional support is needed; and
4. Monitor student progress through attendance, discipline, and academic performance indicators.

Student status shall be determined according to state guidelines regarding: Attendance (absences), Behavior (discipline referrals) and Course Performance (failing grades).

Intervention Strategies

Interventions are assigned according to student need and may include, but are not limited to, the following:

Attendance and Family Engagement

- Check and Connect
- Daily staff check-ins
- Check-In/Check-Out programs
- Parent communication and automated attendance notifications
- Parent conferences
- Attendance officer support
- Mentoring programs
- First-period attendance monitoring

Academic Interventions

- Credit Recovery
- Block Scheduling
- Batesville Junior High Pathways Program
- Learning Strategies and Employability Skills courses
- ACT/ACT Work Keys Preparation classes
- Academic tutoring before and after school
- Additional study time
- Late homework opportunities

- Quarterly progress monitoring
- Conferences with students and parents of retained or overage students

Behavioral Interventions

- Individual and small-group counseling
- Behavioral Interventionist services
- Social skills training
- Positive Peer Reporting
- Praise Journals
- Behavioral contracts
- Self-monitoring strategies
- Peer mediation

Student Engagement Supports

- Mentoring programs
- Service-learning opportunities
- Encouragement of extracurricular participation

Intensive Supports

- MTSS Tier III referrals
- Exit conferences prior to student withdrawal or transfer

Monitoring and Reporting

The district shall monitor the effectiveness of interventions through:

- Biweekly school-level reviews;
- Quarterly reports on at-risk students;

- Annual evaluation of dropout prevention efforts; and
- Analysis of graduation trends and intervention outcomes.

Goal

The South Panola School District is committed to ensuring that all students remain connected, engaged, and on track toward graduation through proactive identification, intervention, and continuous monitoring.

South Panola School District Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
Pre-K	74	64	78	56	4	0	**138**
K	171	168	195	132	12	0	**339**
1	182	168	188	153	8	1	**350**
2	178	178	199	143	14	0	**356**
3	174	195	212	145	11	1	**369**
4	179	147	189	124	11	2	**326**
5	163	160	178	136	9	0	**323**
6	140	153	158	124	9	2	**293**
7	147	118	153	97	13	2	**265**
8	142	149	171	104	14	2	**291**
9	161	123	129	107	8	0	**284**
10	151	113	164	89	11	0	**264**

Grade	Male	Female	Black	White	Hispanic	Other	Total
11	142	136	157	107	10	4	**278**
12	102	95	127	62	6	2	**197**
Total	**2106**	**1967**	**2338**	**1579**	**140**	**16**	**4073**

*5/18/2026 39 Seniors graduated in December and are not in the Grade 12 numbers above

SPSD Demographic Data by School

Batesville Elementary School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
Pre-K	60	52	75	33	4	0	**112**
K	153	136	186	92	11	0	**289**
1	148	134	175	98	8	1	**282**
Total	**361**	**322**	**436**	**223**	**23**	**1**	**683**

Batesville Intermediate School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
2	145	144	191	85	13		**289**
3	138	168	194	100	11	1	**306**
Total	**283**	**312**	**385**	**185**	**24**	**1**	**595**

Batesville Middle School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
4	150	120	182	76	10	2	**270**
5	137	131	172	87	9	0	**268**
Total	**287**	**251**	**354**	**163**	**19**	**2**	**538**

Batesville Junior High School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
6	112	118	150	71	8	1	**230**
7	123	101	149	60	13	2	**224**
8	124	124	163	70	13	2	**248**
Total	**359**	**343**	**462**	**201**	**34**	**5**	**702**

Pope School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
Pre-K	14	12	3	23	0	0	**26**
K	18	32	9	40	1	0	**50**
1	34	34	13	55	0	0	**68**
2	33	34	8	58	1	0	**67**
3	36	27	18	45	0	0	**63**
4	29	27	7	48	1	0	**56**
5	26	29	6	49	0	0	**55**
6	28	35	8	53	1	1	**63**
7	24	17	4	37	0	0	**41**
8	18	25	8	34	1	0	**43**
Total	**260**	**272**	**84**	**442**	**5**	**1**	**532**

South Panola High School Demographic Data

Grade	Male	Female	Black	White	Hispanic	Other	Total
9	161	123	169	107	8	0	**284**
10	151	113	164	89	11	0	**264**
11	142	136	157	107	10	4	**278**
12	102	95	127	62	6	2	**197**
Total	**556**	**467**	**617**	**365**	**35**	**6**	**1023**

*5/18/2026 39 Seniors graduated in December and are not in the Grade 12 numbers above

South Panola School District

Alignment to High Schools That Work (HSTW) Design Principles

The South Panola School District Dropout Prevention Plan is aligned with the High Schools That Work (HSTW) Design Principles established by the Mississippi Department of Education. These principles provide a unified framework for improving student engagement, increasing academic achievement, and ensuring all students graduate college- and career-ready.

Design Principle 1: Ready for College and Career

Indicator	District Goal
1.2 – High School Course of Study	Structured academic support is provided through interventions, tutorials, and scheduled student assistance.
1.4 – College-Ready Skills	College and career readiness resources are provided to support student planning and decision-making.
1.5 – Individual Career and Academic Planning (iCAP)	Individual Career and Academic Plans are reviewed and updated regularly with school personnel.
1.10 – College-Going Culture	College-going culture is promoted through instruction, discussion, and postsecondary exposure.

Design Principle 2: Powerful Teaching and Learning

Indicator	District Goal
2.1 – Curriculum	Mississippi College and Career Readiness Standards are implemented with fidelity and appropriate instructional pacing.
2.4 – Instruction	Instruction is differentiated using research-based strategies and instructional resources.
2.13 – Assessment	Timely feedback is provided to students and parents regarding progress toward mastery of standards.

Design Principle 3: Personalization

Indicator	District Goal
3.1 – Personal, Social, and Academic Support	Structured mentoring systems are implemented to provide consistent academic, social, and emotional support.
3.8 – Adult–Student Relationships	Every student is assigned a designated adult advocate to ensure consistent engagement and academic monitoring.

Design Principle 4: Redefining Professionalism

Indicator	District Goal
4.1 – Collaborative Work Orientation	Peer observation and collaborative professional learning structures are implemented to strengthen instructional practice.
4.7 – Shared Responsibility and Collaborative Decision-Making	Professional development is aligned with student data to strengthen instructional practice and student support.
4.13 – Professional Inquiry	Research-based instructional strategies and assessment tools are used to improve teaching and learning outcomes.

Design Principle 5: Leadership

Indicator	District Goal
5.3 – Change Agent	Partnerships are developed with postsecondary institutions, district departments, and community organizations.
5.7 – Focus on Powerful Teaching and Learning	Data is used to guide instructional improvement and school-level decision-making.
5.10 – Culture of High Expectations	Rigorous instructional environments are maintained to support high expectations for all students.
5.11 – Shared Leadership	Collaborative decision-making structures are implemented to support continuous school improvement.
5.14 – Collaborative Work Environment	Common planning time is provided to support instructional collaboration and alignment.

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 1: Ready for College and Career

This principle supports dropout prevention by helping students understand the connection between academic success and future opportunities. Through mentoring, academic support, career exploration, and college readiness activities, students develop clear goals for life after high school. Individual Career and Academic Planning (iCAP) ensures students remain focused on graduation requirements and postsecondary pathways. Students who see a purpose for their education are more likely to stay engaged and graduate on time.

Design Principle 2: 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 2: Powerful Teaching and Learning

This principle promotes dropout prevention by ensuring all students receive rigorous, standards-based instruction that meets their individual learning needs. Through differentiated instruction, targeted interventions, and continuous assessment, students receive the support necessary to achieve academic success. Frequent monitoring of student performance allows schools to identify and address learning gaps before they become barriers to graduation. Improved academic achievement increases student confidence, engagement, and persistence toward earning a diploma.

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 3: Personalization

This principle supports dropout prevention by fostering strong relationships between students and caring adults within the school community. Through mentoring programs, academic guidance, and social-emotional support, students develop a greater sense of belonging and connection to school. Personalized support helps identify and address challenges that may negatively impact attendance, behavior, or academic performance. Students who feel supported and valued are more likely to remain enrolled and successfully complete high school.

Design Principle 4: Redefining 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 4: Redefining Professionalism

This principle strengthens dropout prevention efforts by building the capacity of educators to effectively support all students. Through collaboration, professional learning, peer observations, and data-driven decision-making, teachers continuously improve instructional practices and student support systems. Professional development focused on youth development and student engagement equips staff to better meet the needs of at-risk students. Strong instructional practices and positive school cultures contribute to improved student outcomes and graduation rates.

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.

Design Principle 5: Leadership

This principle supports dropout prevention by establishing a culture of high expectations, shared responsibility, and continuous improvement. School leaders use data to identify student needs, monitor progress, and implement strategies that promote academic achievement and student engagement. Partnerships with colleges, community organizations, and district personnel expand opportunities and resources available to students. Effective leadership creates a supportive learning environment where all students are encouraged and empowered to graduate prepared for college, career, and life.

Strategies for Reducing Retention Rates in grades K-2

Strategy 1: Provide summer school Enrichment and Remediation for students entering Kindergarten.	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. ● Automated calls for every absence ● Teacher contacts when chronically absent
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 from interventionists/counselor to correct problem behaviors ● Track student behavior with weekly teacher behavior logs

Data Sources for Monitoring Retention Prevention Efforts:
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 South Panola School District for 6-8 grades	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 11: 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 12: 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 13: 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 14: 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 15: ACT/ACT Work Keys 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. Preparation for ACT Work Keys will be offered to students as well.
Strategy 16: State test remediation	Administration, Counselors, Teachers	Students will participate in additional remediation for state test.
Strategy 17: Tutoring	Administration, Counselors, Teachers	All students are given an opportunity to participate. Students in the bottom 25% of state assessments, behind in their grade, or failing a class are given first priority.
Strategy 18: Encourage participation in Extra-curricular activities	Administration, Counselors, Teachers	All students are encouraged to be a part of an organization to better connect with the school to promote excellence inside and outside of the classroom.

Data Sources for Monitoring Subgroup Performance:
Teacher Gradebook SAMS (Failure reports, grades, attendance reports, and behavior reports) Overage Report MAAP Data (Bottom 25%) MTSS Roster SPED Roster Teacher Recommendations Data Extracurricular Participation Rates

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, Career Coaches, 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.

Data Sources for Dropout Recovery Monitoring:
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 for Transitioning Students from Juvenile Detention Centers to the Home School District

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.

Data Sources for Monitoring Transitioning JDC Students:
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 July 21st Board Meeting

The Board of Trustees

South Panola School District

A July 21st Board Meeting of the Board of Trustees of South Panola School District will be held Tuesday, July 21, 2026, 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 Item Approval of Minutes
   - 6-16-26
   - 6-16-26 (special)
   - 6-23-26 (reconvened)
   - 7-10-26 (special)
3. Action Item Approval of Personnel - Dr. Phillips
   - 3.1. Personnel Recommendations
     - Personnel 7-21-26
   - 3.2. 21st CCLC Summer School Staff
     - 2026 Summer School Staff Roster 3
4. Info Board Information and Superintendent's Report - Dr. Phillips
   - 4.1. Request Approval of In-State Travel
     - In State Travel 7-21-26
5. Action Item: Approval of Disposal of Fixed Assets - Dr. Phillips

Board Meeting Agenda

- 5.1. Request Approval of Fixed Assets - District Office
  - Fixed Assets Inventory
- 5.2. Request Approval of Fixed Assets - Technology
  - 7-21-26 Technology IWO
- 6. Action Item: Approval of MOU with School Board Attorney
  - MOU 26-27 with School Board Attorney
- 7. Action Item: Approval of Consent Agenda - Dr. Phillips
  - 7.1. Request Approval of MCOPS Grant Award FY27
    - MDE - MCOPS Grant Award
  - 7.2. Request Approval of Handbooks 2026-2027
    - 2026 - South Panola Schools - BES Parent Student Handbook v5 7_20
    - 2026 - South Panola Schools - BIS Parent Student Handbook v5 7_20
    - 2026 - South Panola Schools - BMS Parent Student Handbook v5 7_20
    - 2026 - South Panola Schools - BJHS Parent Student Handbook v5 7_20
    - 2026 - South Panola Schools - South Panola High School Parent Student Handbook v5 7_20
    - 2026 - South Panola Schools - Pope PreK-3 Student Handbook v5 7_20
    - 2026 - South Panola Schools - Pope 4-8 Student Handbook v5 7_20
    - 2026 - South Panola Schools - Staff Handbook v5 7_20
    - 2026 - South Panola Schools - Nutrition Handbook v5 7_20
    - 2026 - South Panola Schools - Maintenance Handbook v5 7_20
    - 2026 - South Panola Schools - Bus Handbook v5 7_20
  - 7.3. Request Approval of MOU for Dual Enrollment with NWCC 2026-2027
    - South Panola MOU for Dual Enrollment with NWCC
  - 7.4. Request Approval of MOU with Communicare for 2026-2027
    - South Panola MOU with Communicare
  - 7.5. Request Approval of SPSD Drop Out Prevention Plan 2026-2027
    - South Panola School District Dropout Prevention Plan

Board Meeting Agenda

- 7.6. Request Approval of SPSD Data Sharing Agreement with Curriculum Associates
  - Execution Version SPSD Data Sharing Agreement
- 7.7. Request Approval of Millcreek Food Service Agreement SY 26-27
  - Millcreek Board Memo SY26-27
  - Millcreek Food Service Agreement SY 26-27
- 7.8. Request Approval of Fundraisers
  - BES - Old Yearbooks Sale
  - SPHS - Cross Country Raffle
  - BJHS - School Incentives
  - BJHS Apparel - Student Incentives
  - BJHS Student Council Incentives
- **7.9. Request Approval of Student Release**
  - Little - LCSD
  - Pike - LCSD
  - S. Skutnik - LCSD
  - Moore - WVSD
- 7.10. Request Approval of MOU with Mississippi Community College Board for CTE Funding
  - MOU MCCB South Panola SD

8. Action Finance Report - Rebecca Rivers

- 8.1. Request Approval of Claims
  - Claims Docket Addendum July 2026
  - Claims Addendum by Fund July 2026
  - Claims Docket July 2026
  - Claims by Fund July 2026
- **8.2. Request Approval of Financial Reports**
  - Financial Reports June 2026
- **8.3. Request Approval of Activity Funds**

Activity Funds June 2026

8.4. Request Approval of BIS Bank Account Signers

BIS Bank Account Signers FY2027

8.5. Request Approval for Non-Interest Bearing Bank Account

Request Approval to open Non-Interest Bearing Account

8.6. Request Approval to Award Diesel Fuel Bid

Request Approval to Award Diesel Fuel Bid July 2026

9. Executive Session

TE - Resignation

9.1. Request Approval of Crisis Management Plans 2026-2027

Batesville Elementary School Campus Response Plan

Batesville Intermediate School Campus Response Plan

Batesville Middle School Campus Response Plan

Batesville Junior High and Alternative School Campus Response Plan

South Panola High School Campus Response Plan

Pope School Campus Response Plan

9.2. Potential Litigation

10. Adjournment

Dropout Prevention/Restructuring Plan Assurances Page

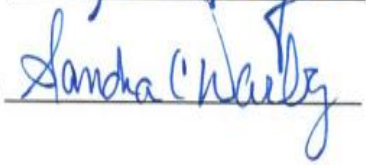
On behalf of South Panola School District, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- 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 Dr. Del Phillips Sign Name  Date 7/22/26

School Board Chair: Print Name Sandra Darby Sign Name  Date 7/22/26

Statement from Superintendent: This plan serves as the South Panola School District's comprehensive framework for preventing student dropout and promoting academic excellence across the district over the next five years. It outlines coordinated strategies designed to support student engagement, increase graduation rates, and ensure college and career readiness for all students.

This plan was reviewed and approved by the South Panola School District School Board on July 21, 2026