

DROPOUT PREVENTION PLAN



2021-2022

Maurice Smith, Superintendent

North Bolivar Consolidated School District Dropout Prevention/Restructuring Plan

Current state and district data were used to drive the North Bolivar Consolidated School District 2021-2022 Dropout Prevention Plan. The plan reflects strategies and process that will address the needs of our students.

District Data

District Name: North Bolivar Consolidated School District

	Elementary School	Middle School	High School
Number of Schools	2		1(7-12)
Cumulative Enrollment	496		373
Counselor/Student Ratio	1:248		1:187

Student Demographic Data

	Number	Percentage
Female	418	48.10%
Male	451	51.90%
Asian	0	0.00%
Black	855	98.39%
Hispanic	8	0.92%
Native American	0	0.00%
White	6	0.69%

District-wide Staff Demographic Data (Teachers/Administrators)

	Number	Percentage
Female	65	74.71%
Male	22	25.29%
Black	83	95.40%
White	4	4.60%
Other	0	0.00%

Readiness/MAAP Percent Proficient and Above 2020-2021

Graduation Rate: 87.9%

	ELA	Math
Kindergarten	26.0%	
Grade 3	12.0%	13.0%
Grade 4	16.0%	10.0%
Grade 5	22.0%	10.0%
Grade 6	17.0%	10.0%
Grade 7	10.0%	11.0%
Grade 8	6.0%	0.0%

Subject Area Testing

Percent Proficient and Above 2020-2021

Algebra I	English II	Biology
0.0%	13.0%	13.0%

***0% students in Alternative setting and 0% behavioral infractions/disciplinary referrals due to 100% virtual instruction.**



District Goals

1: *Academic Accountability: To ensure all students who receive a quality education*

- **Objective A:** Increase the accountability rating of the district to a “C” or higher by the end of the 2021-2022 school year.
- **Objective B:** Strengthen principal and teacher quality, recruitment, and retention yearly.
- **Objective C:** Increase teacher attendance rate by 10% annually.
- **Objective D:** Increase student attendance rate by 10% annually.

2: *Unite our school communities*

- **Objective A:** Increase the number of parent/community members who are actively engaged in school activities by 5% annually districtwide.
- **Objective B:** Increase the number of community business partnerships annually districtwide.
- **Objective C:** Increase the number of parents who actively participates in PTA activities by 5% annually districtwide.

3: *Provide a safe and secure learning environment for our students and staff*

- **Objective A:** Reduce the number of discipline referrals by 10% annually.
- **Objective B:** Reduce the number of suspensions by 10% annually.
- **Objective C:** Reduce the number of work-related incidents by 10% annually.

4: *To ensure fiscal stability*

- **Objective A:** Maintain a 10% district maintenance fund balance to protect the district from deficiencies in local, state, and federal funding annually.
- **Objective B:** Implement the “Integrity” accounting system 100% districtwide.
- **Objective C:** The district will create a long-term financial plan by the end of school year 2020-2021.

Needs Assessment Outcomes

Needs Assessment Areas	Descriptions
Target Groups Identified	<p>Target groups will be identified based on district data and needs assessments conducted by the district:</p> <ul style="list-style-type: none"> • Students performing below proficient on Subject Area Tests and MAAP • Students have been retained for 2 or more years • Student who are potentially at-risk of dropping out due to low academic achievement, poor attendance, and excessive suspensions (three or more) • Students who participate in multi-levelled instruction support systems for academic and behavioral issues
Data Collection Methods Used	<p>The North Bolivar Consolidated School District's data collection methods include:</p> <ul style="list-style-type: none"> • Random sample surveys (students, parents, community members, and teachers) • MSIS reports detailing academic achievement, attendance, and disciplinary infractions • State Assessment data, iReady Assessment data, CASE 21 Score reports, Edgenuity (My Path) Score reports
Prioritized List of Needs	<p>North Bolivar Consolidated School District identified the following factors that increased the percentage of students dropping out of school/and retention:</p> <ul style="list-style-type: none"> • Identify all students K-12 reading below grade level • Identify all students K-12 scoring below proficient on MAAP, and • Identify all students K-12, two or more grades below grade level

Short Term Goals	<ul style="list-style-type: none"> • Increase the number of students scoring proficient and advanced on standardized tests by utilizing benchmark assessments and progress monitoring students bi-weekly and monthly • Decrease the number of students being retained over the next two years by providing interventions and afterschool tutorials • Decrease the number of absentees for students to improve Average Daily Attendance by utilizing parent liaison to call parents, send written communications home, and conduct home visits
Long Term Goals	Listed Above

District Level Requirements

Reducing the retention rates in grades kindergarten, first, second, and third –

Goal: Strengthen retention rate by decreasing 3rd grade retention from 20% to 10%, by increasing student achievement in grades kindergarten, first, and second grades (2021-2022)

The North Bolivar Consolidated School District (NBCSD) believes that given the support, students can achieve academic excellence. We are, in an effort to reduce the retention rate in our schools at all grade levels, but especially K-3, utilizing the following programs and practices:

- Multi-Tiered System of Supports (MTSS) — NBCSD Administrative Team will implement the MTSS in order to provide academic and behavioral interventions for needed students. Training will be sought for administrators and teachers to enhance implementation efforts of the model.
- Literacy Coach (MDE) — MDE has assigned a literacy coach to one of our elementary schools. The coach assists with the implementation of the Literacy Based Promotion Act. She provides assistance through observations, modeling and co-teaching in the classrooms, professional learning communities, professional development, and data analysis.

- Computer-Assisted Programs — Each elementary school rotates students in the computer labs. The computer lab teachers work with students to remediate or enrich skills learned in the regular classroom through the use of programs such as i-Ready, Study Island. The students also receive essential computer literacy and coding skills. These programs provide individual learning paths for students based on diagnostic assessment data.

- Progress Monitoring/Benchmarking — NBCSD assesses our students at least 3 times per year to determine their strengths and weaknesses in reading and mathematics. The elementary schools use the i-Ready Assessment, which is aligned to the progress monitoring system used by MDE for MKAS2 testing. All schools use CASE21 for the assessment of standards.

- Save the Children Partnership — Save the Children provides tutorial services for K-6th grade students during and after school in reading and math to ensure that they are cognitively ready to enter Kindergarten and achieve proficiency in math and reading by the end of third grade.

- Parental Involvement Activities — NBCSD believes that parents are our children's first teachers. Each elementary school offers various activities to involve parents in the learning process. Some such activities include, but are not limited to, Literacy, Math, and Science Nights, active PTAs, parent workshops, Muffins for Moms, Donuts for Dads, and parent/teacher conferences. In addition, parents are encouraged to volunteer as classroom readers. Also, the district employs a parent liaison to help bridge the communication gap between school and home, and a community ambassador will be utilized to bridge the gap between school, community, and home.

- The elementary school counselor conducts character education sessions that help to build self-confidence and to promote strong character and citizenship among the students. In addition, the counselor works with students individually and in group sessions to neutralize social challenges that are prevalent in the home and community. Data is constantly reviewed in order to address the needs of the students. Motivational incentives and events for achievement are in place at each school.

Targeted subgroups that need additional assistance to meet graduation requirements

NBCSD high school offers the following:

- Learning Strategies Classes — Students in grades 10-12 who have failed a graduation-required state assessment are scheduled in learning strategies classes that are geared toward a specific subject. In these classes, students are provided academic interventions to enhance chances of being successful on the assessments.
- In-school and Afterschool Tutorial — Subject area teachers provide in-school and afterschool tutorial assistance for students in the tested areas.
- Multi-Tiered System of Supports (MTSS) — NBCSD Administrative Team will implement the MTSS to provide academic and behavioral interventions for needed students. Training will be sought for administrators and teachers to enhance implementation efforts of the model.
- Other Courses - In addition to the regular course offerings, NBCSD offers Mississippi Virtual School courses, AP Courses, Dual Enrollment Courses, ACT Prep, Credit Recovery, and ISP designed with assistance from the counselor.
- Graduation Options— School counselors ensure students are aware of and take advantage of MDE graduation options which are applicable to any subject area testing program.
- Community Leaders and Organization Partnerships — Partnerships have been created with community leaders and organizations to provide mentorship for our students. Also, these leaders and organizations assist the schools in their character education programs. The district also has an active P-16 to receive community input on district decisions.

- Computer-Assisted Programs — Teachers and students at the high schools rotate in the computer labs to reinforce skills taught in the classroom through the use of programs such as i-Ready, Edgenuity, and USA Testprep. Individual learning paths are created based on student diagnostic data.

Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped Out of School

The North Bolivar Consolidated School District partners with local colleges and community agencies that provide GED or other high school diploma programs. These partnerships are used to connect students who want to continue education outside the regular school setting with these agencies and colleges.

North Bolivar Consolidated School District will also continue to work with the local School Attendance Officer and court officials to ensure all children attend school daily and receive the best education possible.

Addressing how students will transition to the home school district from the juvenile detention centers

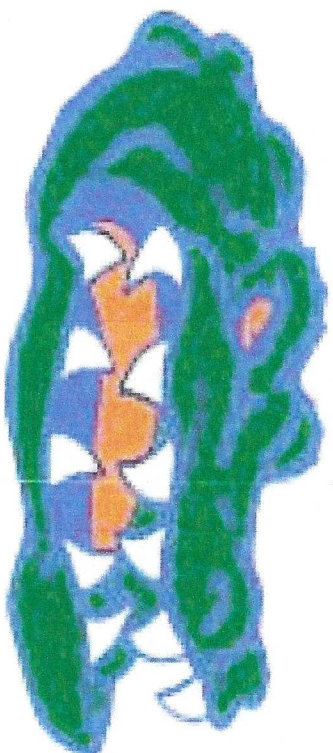
Currently NBCSD has not had any students who transitioned from juvenile detention centers to the schools. The district operates an Alternative School Program. Procedures have been established and are implemented to transition students through the program.

Counseling services will be provided through the school counselors and/or school therapists which are available through a partnership with local Mental Health Services, Life Help and the Shaw Medical Clinic. Based on their individual situations and needs, the students will be transitioned back to the regular classroom setting as determined through behavioral and/or academic improvements.

School Level Plan Requirements

The school has developed a dropout prevention plan based on the following design principles in the Mississippi College and Career Readiness (CCR) Design Principles:

- Ready for College and Career
- Powerful Teaching and Learning
- Personalization
- Redesign professionalism
- Purposeful Design



NORTHSIDE HIGH SCHOOL DROPOUT PREVENTION PLAN

2021-2022

Design Principle 1: Ready for College and Career

Indicator		Current Status	GOAL: Status Level on Continuum		
1.9 College Going Culture		<i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i> Growing Innovations: Students are given multiple ways to prepare for and participate in college and career practices.	<i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i> New Paradigms – All eligible students will participate and exceed in AP courses, dual credit/dual enrollment, etc.		
1.11 High School Course of Study		Early Steps: Students know and have met professionals in high growth sustainable wage fields and are aware of the qualifications for high growth, sustainable wage careers.	Growing Innovations: All students choose graduation / career paths and work diligently to meet set goals. Students are partnered with professionals in a formal mentoring program while working toward set goals.		
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Ensure that 7 th grade students create an Individual Success Plan (ISP) to help establish and achieve academic goals for success after high school.	Principal Asst. Principal Counselor Lead Teacher Curriculum Director Students	Spring 2022	Professional development on career pathways and the different diploma options.	Time Student motivation Principal, Assistant principal, counselor, and lead teacher will meet with students to create plans and provide information on the advantages of ISPs.	

<p>Students will be assessed using the Ready for College and Career diagnostic assessment through CASE. The data will be used to determine areas of growth to be addressed through ACT Prep classes.</p> <p>Outcomes will be measured according to students' score reports.</p>	<p>Principal Asst. Principal School Improvement Specialist Counselor Lead Teacher Curriculum Director Teachers</p>	<p>September 2021 & January 2022</p>	<p>CASE Assessment Technology</p>	<p>Student Motivation</p> <p>Barriers will be addressed by providing incentives for student growth and performance on benchmark, progress monitoring, and state assessments</p>	
<p>Students will participate in Advanced Placement courses. These classes will be provided by certified teachers within the school.</p>	<p>Principal Asst. Principal Counselor Lead Teacher Curriculum Director Teachers</p>	<p>August, 2021</p>	<p>AP Certified Teachers Textbooks</p>	<p>Teachers getting AP certification Parents and students concerned with rigor of courses.</p> <p>Parent-student meetings to address concerns/issues. Provide information on courses showing advantages of the classes.</p> <p>Provide support for teachers, students, and parents through district staff, consultants, and IHLs, etc.</p>	

<p>Students will participate in Career Fairs / Days on and off campus. Local businesses will provide information to students regarding their profession.</p>	<p>Principal Asst. Principal Counselor Lead Teacher Curriculum Director Students</p>	<p>March, 2022</p>	<p>Partnerships - Local Businesses - Colleges</p>	<p>Acceptance by local businesses Plan events 2 to 3 months before so that businesses have ample time to plan for attendance. Plan more than 1 event per year so that those who are unavailable for one have the opportunity to attend others.</p>
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Design Principle 2: Require Powerful Teaching and Learning

Indicator	Current Status <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>	GOAL: Status Level on Continuum <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>
<p>2.1 Curriculum</p>	<p>Early Steps: Teachers teach Mississippi College and Career Readiness Standards at the appropriate pace.</p>	<p>Growing Innovations: Teachers plan instruction around big ideas that are mapped to multiple standards and 21st Century skills (leadership, ethics, accountability, social responsibility, communication, collaboration, wellness, entrepreneurship).</p>
<p>2.6 Instruction</p>	<p>Beginning: There is limited knowledge of a design cycle and its use.</p>	<p>Early Steps: Teachers in multiple content areas encourage students to apply a design cycle in their learning.</p>

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Teachers will establish a “big idea” for the lesson in addition to chunking standards to cover various skills.	Principal Asst. Principal Teachers Lead Teacher Curriculum Director Consultants	August, 2021	Professional development on developing big ideas and chunking standards.	Teachers’ knowledge of chunking standards and identifying the “big idea” of a lesson. Provide professional development that address individual needs based on data.	
Teachers utilize the MTSS to address the needs of students academically and behaviorally.	Principal Asst. Principal School Improvement Specialist Lead Teacher Curriculum Director Teachers	August 2021 & Ongoing	MTSS Technology	Knowledge of MTSS process Professional development will be provided on the MTSS process	
Teachers will plan and implement researched-based engagement strategies to enhance classroom instruction.	Principal Lead Teacher School Improvement Specialist	August, 2021 & Ongoing	Professional Development MDE PD Catalog	Time Training The barriers will be addressed through the use of PLCs, common	

<p>Teachers will utilize pacing guides, the curriculum standards, and available data to plan instruction</p>	<p>Curriculum Director Teachers Consultants</p>	<p>August, 2021</p>	<p>Professional Development Pacing guides Lesson planning Data Analysis MDE PD Catalog</p>	<p>planning time, consultant services, subject area department chairpersons, and district personnel as instructional mentors, coaches, and models.</p>	
<p>Teachers integrate 21st Century skills into their curriculum (leadership, communication, and social responsibility)</p>	<p>Principal Asst. Principal Teachers Lead Teacher Curriculum Director Consultants</p>	<p>August, 2021</p>	<p>Professional Development - Leadership - Communication - Social responsibility</p>	<p>Time Training Barriers will be overcome through the use of PLCs, common planning periods, and staff meetings to train and monitor implementation.</p>	

<p>Use data to identify students' areas of strengths for enrichment and areas of weakness for remediation to incorporate differentiated instruction in the classroom.</p>	<p>Principal Teachers School Improvement Specialist Lead Teacher Curriculum Director Consultants</p>	<p>September/October 2021</p>	<p>Consultant services Professional Development – Analyzing and using Data MDE PD Catalog</p>	<p>Time Training Barriers will be overcome through the use of PLCs, common planning periods, consultants, department chairs, curriculum director, lead teacher, and district personnel as instructional coaches, mentors, and models.</p>	
<p>Use technology to actively engage students in classroom instruction and to address individual needs of students.</p>	<p>Principal Teachers Lead Teacher Curriculum Director Consultants</p>	<p>September, 2021</p>	<p>Consultant services Professional Development – Integrating technology in classroom - TE21 CASE - I-Ready - Edgenuity Placement Exams - MyPath (Edgenuity) MDE PD Catalog</p>	<p>Time Training Barriers will be overcome through the use of PLCs, common planning periods, and staff meetings to train and monitor implementation.</p>	

Design Principle 3: Personalization

Design Principle 3: Personalization					
Indicator	Current Status <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>	GOAL: Status Level on Continuum <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i>			
3.1 Affective (Personal/Social) and Academic Support	Beginning: Planning for advisors and seminars have been discussed	Early Steps: Advisory and seminar courses with well-developed curricula exist for all grade levels. Mentorships formed between teachers and students; community members and students; business leaders and students, etc.			
3.7 Adult / Student Relationships	Beginning: Some teachers meet with students to discuss needs and progress.	Early Steps: Advisory/ advisee relationships are formed to support all students. Mentorships formed between teachers and students; community members and students; business leaders and students, etc.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Homeroom teachers will implement Character Education seminars once a month. Students' work pertaining to each character will be displayed.	Counselor Class Sponsors Principal Asst. Principal Lead Teacher Curriculum Director Consultants	August, 2021	Character Education Materials	Students actively participating in the character education seminars. The barrier can be overcome with incentives provided for	

<p>Teachers will participate in biweekly professional learning communities (PLCs) or more often if needed. The PLCs will consist of subject area and other disciplines as needed and will focus on academic, behavioral and/or other areas of concern for the school.</p>	<p>Principal Asst. Principal School Improvement Specialist Teachers Lead Teacher Curriculum Director Consultants</p>	<p>October 2021, ongoing</p>	<p>Consultant services Professional Development – analyzing and using data to drive decisions in the classroom and at the school. - Effective PLCs</p>	<p>students who display good character and actively participate in character education activities. Time Training The barriers will be overcome through the use of common planning periods, consultant services, lead teacher, curriculum director, and district personnel as instructional coaches, mentors, and models.</p>	
<p>Design Principle 4: Redefine Professionalism</p>					
<p>Indicator</p>	<p>Current Status <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i></p>		<p>GOAL: Status Level on Continuum <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i></p>		
<p>4.6 Shared Responsibility and Collaborative Decision Making</p>	<p>Early Steps: There is an established student council in the school</p>		<p>Growing Innovations: Students have an overt and delineated mechanism for participating in student development and the school success.</p>		

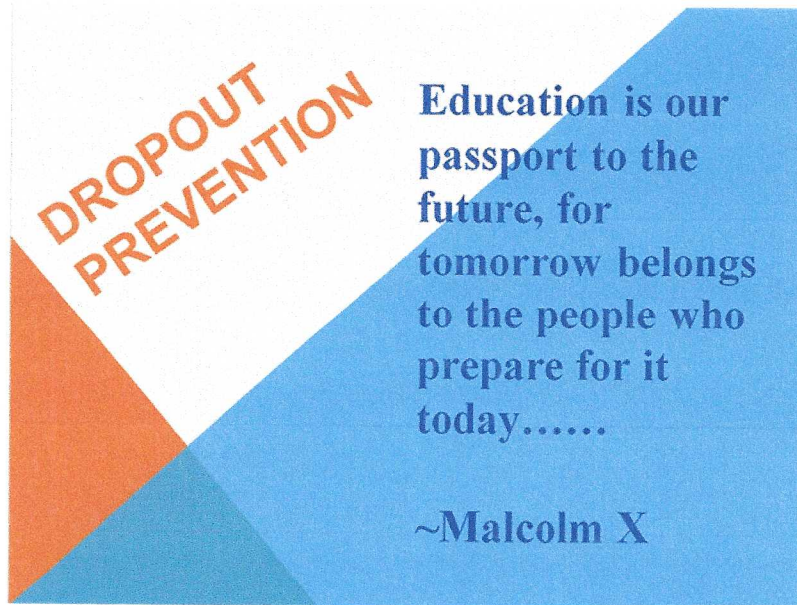
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Utilize an effective student council organization to foster shared responsibility and collaboration in the decision-making process at the school.	Student Council Sponsors Students Principal Asst. Principal Teachers Lead Teacher Curriculum Director	October 2021	Professional Development – Effective Student Councils	Student motivation Students not vested in the responsibility and collaborative process at the school. Criteria for serving on the council will be created and adhered to in the selection of members. Training will be provided for students serving on the council.	
Increase the number of student council members to represent all grade levels in the school.	Principal Teachers Lead Teacher Curriculum Director	October 2021	Selection Criteria	Student motivation Students not vested in the responsibility and collaborative process at the school. Criteria for serving on the council will be created and adhered to in the selection of members. Training will be provided for students serving on the council.	
Provide training for student council members and sponsors	Principal Teachers Asst. Principal	October 2021	Professional Development – Effective Student Councils	Time	

<p>through student council workshops.</p>	<p>Lead Teacher Curriculum Director</p>	<p>October 2021</p>	<p>Meeting Protocols</p>	<p>The barrier can be overcome through the use of the counselor to provide training on effective student councils, collaboration and responsibility in the decision making process.</p>	<p>Time The barrier can be overcome by meeting either before school and /or after school.</p>
<p>Design Principle 5: Leadership</p>					
<p>Indicator</p>	<p>Current Status <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i></p>	<p>GOAL: Status Level on Continuum <i>Beginning, Early Steps, Growing Innovations, or New Paradigms</i></p>			
<p>5.0 Culture of High Expectations</p>	<p>Early Steps: The principal and staff exhibit behaviors that are supportive in the creating of a rigorous and challenging learning environment.</p>	<p>Growing Innovations: The faculty, staff, and student body demonstrate high expectations that include routine conversations of high standards, collaborative efforts that foster high expectations for all and the continuous analysis of data to determine the effective of strategies and procedures to enhance the learning environment of the school.</p>			

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
Utilize the school leadership team to evaluate school's effectiveness by analyzing school, district, and state data.	Principal Leadership Team	August, 2021	School, district and state data School Improvement Plan	Time Funding The barriers can be overcome by budgeting funds for stipend for the members to meet during the summer, after school, or on Saturdays.	
Establish guidelines and protocol for leadership team meetings to ensure productivity of the team.	Principal Leadership Team	August, 2021	Leadership team Meeting protocol, agenda, sign in sheet, etc.	Time Funding The barriers can be overcome by budgeting funds for stipend for the members to meet during the summer, after school, or on Saturdays.	
Establish a process to distribute data to all stakeholders. - Utilize P16 Council to distribute and communicate progress to all stakeholders - Establish and use a data room to analyze school level data	Principal Leadership Team P16 Council	October, 2021	School, district, and state data Data collection tool P16 Council	Create a direct communication line with P16 council president and school leadership team.	
Monitor the progress of the school improvement plan goals and actions, revising when needed based on data.	Principal Leadership Team	September 2021	School, district, and state data Data collection tool	Establish a routine / schedule for monitoring school improvement plan goals and actions.	

Dropout Prevention Team Information

Nikki Montgomery, Dropout Prevention Task Force Chairperson



NAME	TITLE
Maurice Smith	Superintendent
Xandra Brooks-Keys	Assistant Superintendent/Curriculum
Jorgell Jones	Director of Federal Programs/District Testing
Bobbie Moore	Director of Alternative Programs
Adera Thornton	Director of Special Services
Rita Smith	District SEL Counselor
Barbara Rogers	CTE Director
Fredrick Ford	Principal, Northside High School
Nikki Montgomery	School Improvement Officer-Northside High School
JW Robinson	Assistant Principal, Northside High School
Doris Hall	Principal, Brooks Elementary School
Addie Miller	Principal, Brooks Elementary School
Tanya Cartwright	Counselor, Northside High School