PRENTISS COUNTY SCHOOL DISTRICT

2026

DROPOUT PREVENTION PLAN

PRENTISS COUNTY SCHOOL DISTRICT

PCSD

-Hills Chapel -Jumpertown
-Marietta -New Site
-Thrasher -Wheeler
-Career & Technology Center

Aim For Greatness

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PRENTISS COUNTY SCHOOL DISTRICT

DROPOUT PREVENTION TEAM MEMBERS

NAME	POSITION / TITLE
Mr. Nickey Marshall	Superintendent of Education
Mr. Jason Potts	Assistant Superintendent of Education
Mr. Bryan Hargett	Hills Chapel School Principal
Mr. David Mason	Jumpertown Attendance Center Principal
Mr. Andrew Brown	Marietta Elementary School Principal
Mr. Kenny Sparks	New Site High School Principal
Mrs. Candice Johnson	Thrasher Attendance Center Principal
Mr. Nathan Garner	Wheeler Attendance Center Principal
Mr. Bill Glover	Director - Career and Technology
Mrs. Julie Clark	District Special Education Director
Mr. Luke Ledbetter	District Testing Coordinator
Mrs. Marshall Woodruff	District MTSS Coordinator

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District Report Card 2024 - 2025

For more detailed information, please visit https://msrc.mdek12.org.

A Prentiss County School District

Booneville, MS

105 North College Street
Booneville, MS 38829

NICKEY MARSHALL
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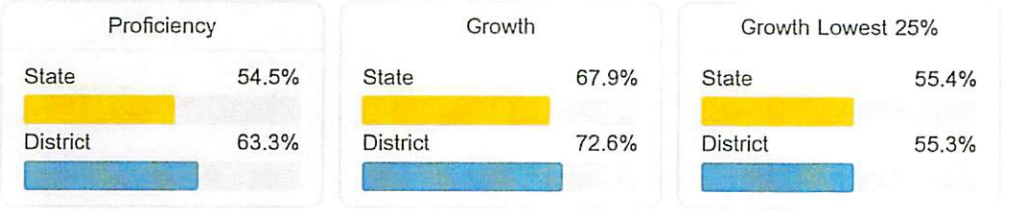
School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

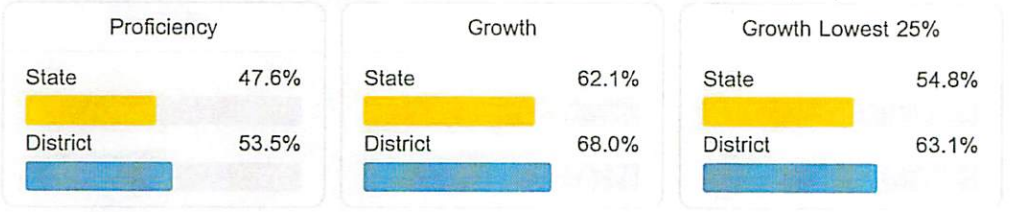
Math

Measurements of student performance on the statewide math assessment.



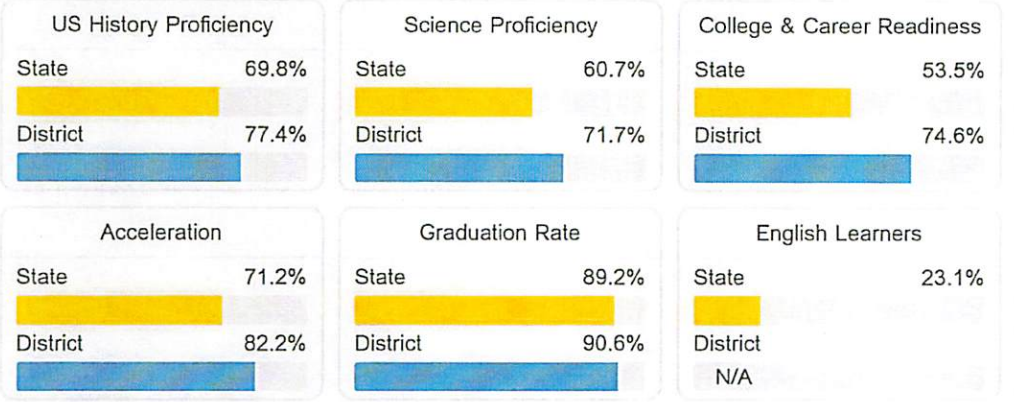
English

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



Other Measures

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



To access user guide and see more detailed information, please visit https://msrc.mdek12.org. Last updated 10/30/2025.

Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 11-20%
District 0-10%	District 0-10%	District 21-30%	District 31-40%	District 21-30%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.8%	State 16.5%	State 29.4%	State 29.5%	State 15.9%
District 0-10%	District 11-20%	District 31-40%	District 31-40%	District 11-20%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 12.3%	State 11.8%	State 20.1%	State 33.9%	State 21.9%
District 0-10%	District 0-10%	District 11-20%	District 41-50%	District 31-40%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation

Other Data

20.0 %

Chronic Absenteeism

To access user guide and see more detailed information, please visit https://msrc.mdek12.org. Last updated 10/30/2025.

FIVE-YEAR GRADUATION RATE AVERAGE (2022–2026)

SCHOOL	2022	2023	2024	2025	2026	AVERAGE (2022–2026)
PCSD	87.9%	84.8%	87.9%	90.6%	92.8%	88.8%
Jumpertown	84.2%	88.0%	80.0%	88.8%	82.6%	84.7%
New Site	85.7%	77.0%	92.3%	88.2%	94.0%	87.4%
Thrasher	93.54%	89.2%	90.5%	90.4%	93.1%	91.3%
Wheeler	88.6%	92.9%	84.0%	94.7%	97.1%	91.5%

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Prentiss County School District Graduation Rate Data

Group	District	State
All	92.8	90.8
Female	93.8	93.6
Male	92.0	88.0
White	92.9	93.3
African American	100	89.0
Homeless	100	79.6
Students with Disabilities	66.6	71.1
Economically Disadvantaged	93.0	88.7

2026

GOAL 1: IMPROVE STUDENT ATTENDANCE AND REDUCE CHRONIC ABSENTEEISM

DISTRICT GOAL

The Prentiss County School District will improve student attendance by reducing chronic absenteeism and identifying students exhibiting early warning indicators before attendance problems negatively impact academic achievement, graduation, or school engagement.

District staff will utilize a tiered system of attendance interventions aligned with Mississippi Department of Education guidance, district attendance policy, and MTSS procedures to ensure students receive timely, individualized support.

OBJECTIVES	ACTION STEPS
1. Reduce the district's chronic absenteeism rate by at least two (2) percentage points from the previous school year.	• Monitor attendance data weekly using district attendance reports. • Principals and counselors will review attendance trends during weekly administrative meetings. • District administrators will conduct monthly attendance reviews with each school. • Attendance interventions will begin before students become chronically absent.
2. Identify students exhibiting Early Warning Indicators.	• Utilize attendance, behavior, and course performance as the district's Early Warning System. • MTSS teams will review identified students every four weeks. • Develop Attendance Success Plans for students approaching chronic absenteeism. • Review attendance, discipline, and grades each nine weeks.
3. Strengthen family engagement regarding attendance.	• Parent notification following attendance concerns in accordance with district policy. • Attendance conferences involving administrators, counselors, teachers, attendance officer, and parents when appropriate. • Increase communication regarding the importance of daily attendance through district newsletters, social media, school messaging systems, and parent meetings. • Provide attendance resources to families experiencing barriers.
4. Provide individualized interventions for students with chronic attendance concerns.	• Develop individualized intervention plans through MTSS. • Refer students needing additional support to counseling, nursing services, behavioral health resources, or community agencies. • Coordinate home visits when appropriate.
5. Maintain accurate attendance reporting and accountability.	• Building administrators will ensure attendance procedures comply with Mississippi law and district policy. • Attendance officers will monitor compliance with compulsory attendance requirements. • District administrators will periodically audit attendance records for accuracy.

PERSONNEL RESPONSIBLE

- Superintendent
- Assistant Superintendent
- Principals
- Assistant Principals
- School Counselors
- Attendance Officer
- MTSS Coordinators
- Teachers
- School Nurses
- Central Office Administration

TIMELINE

- Weekly attendance monitoring
- Monthly Early Warning Team meetings
- MTSS review every four weeks
- Nine-week attendance analysis
- Annual evaluation of district attendance goals

EVIDENCE OF IMPLEMENTATION

- Attendance dashboards
- MTSS documentation
- Attendance Success Plans
- Parent conference documentation
- Attendance Officer records
- Board reports
- SAMS attendance reports

ANNUAL PERFORMANCE MEASURES

- Reduce district chronic absenteeism by at least 2%.
- Increase Average Daily Attendance from the previous school year.
- Ensure 100% of students identified as chronically absent receive documented interventions.
- Reduce the number of students with excessive absences requiring compulsory attendance action.
- Improve attendance ~~among~~ identified subgroups.

GOAL 2: REDUCE THE RETENTION RATE OF STUDENTS IN K–2 BY 20%

DISTRICT GOAL

The Prentiss County School District will reduce the retention rate of students in kindergarten through 2nd grade by 20% through high-quality instruction, early interventions, and targeted supports.

District staff will use evidence-based practices and data-driven decisions to ensure all students build strong foundational skills in literacy and academics.

STRATEGIC FOCUS	ACTION STEPS
2. Reduce the retention rate of students in K–2 by 20%	1. Provide intensive professional development to PK–2nd grade teachers on best practices for delivering high-quality Tier I instruction. 2. Monitor data to provide safety nets for students who are at risk of retention. 3. Provide early literacy instruction in language and phonic skills. 4. Provide regular guided oral reading with focus on fluency. 5. Provide direct teaching and comprehension strategies. 6. Provide early interventions across all elementary campuses for identified students. 7. The District MTSS coordinator and school level administrators will provide support in administering intensive Tier 2 support through teacher-led centers in classrooms. 8. Address the needs of students with disabilities and other special needs through various strategies that are intended to close learning gaps. 9. Provide pre-kindergarten on each elementary campus in the district. 10. Provide targeted Tier I instruction and remediation.

PERSONNEL RESPONSIBLE

- Superintendent
- Assistant Superintendent
- Principals
- Assistant Principals
- PK–2 Teachers
- Instructional Coaches
- MTSS Coordinator
- Elementary Counselors
- Special Education Staff
- Early Interventionists
- Curriculum Director
- Data Analyst

TIMELINE

- Professional development ongoing throughout the school year
- Data monitoring bi-weekly
- Early interventions daily
- Progress monitoring monthly
- Universal screening three times per year
- Annual review of retention data and goal progress

EVIDENCE OF IMPLEMENTATION

- Professional development agendas and sign-in sheets
- Walkthroughs and coaching notes
- Student data dashboards and risk reports
- Intervention logs and lesson plans
- Progress monitoring data
- Parent communication records
- Retention reports

ANNUAL PERFORMANCE MEASURES

- Reduce retention rate in K–2 by 20%.
- Increase the percentage of students reading on grade level by the end of 2nd grade.
- Increase the percentage of students meeting or exceeding literacy benchmarks.
- Decrease the number of students requiring intensive intervention.
- Increase student growth as measured by district assessments.

GOAL 3: TARGET SUBGROUPS WHO NEED ADDITIONAL ASSISTANCE TO MEET GRADUATION REQUIREMENTS

DISTRICT GOAL

The Prentiss County School District will increase the four-year graduation rate of students with disabilities by 10% and the four-year graduation rate of students scoring in the bottom quartile by 10%.

The district will provide targeted supports, monitor student progress, and remove barriers to graduation through data-driven instruction, MTSS, and strong family and community partnerships.

STRATEGIC FOCUS	ACTION STEPS
3. Target subgroups who need additional assistance to meet graduation requirements; increase the four-year graduation rate of students with disabilities by 10%; increase the four-year graduation rate of students scoring at the bottom quartile by 10%.	1. Increase communication with parents of students in middle school on graduation requirements. Implement learning support strategies in middle school for students who previously been retained. 2. Improve Tier I and Tier II instruction and interventions to assist with meeting grade level expectations. Utilize resource teachers to enhance support for students in special education. 3. Administrators and teachers will routinely review data related to attendance, behavior, and course performance.

PERSONNEL RESPONSIBLE

- Superintendent
- Assistant Superintendent
- Principals
- Assistant Principals
- School Counselors
- Special Education Director
- Special Education Teachers
- MTSS Coordinator
- Teachers
- Graduation Coach
- Check & Connect Mentor
- Data Analyst

TIMELINE

- Ongoing throughout the school year
- Data reviews monthly
- Progress monitoring every four weeks
- Parent communication at least monthly
- Graduation progress checks each nine weeks
- Annual evaluation of goal progress

EVIDENCE OF IMPLEMENTATION

- MTSS meeting minutes
- Intervention plans
- Student data dashboards
- Parent communication logs
- Progress monitoring data
- Check & Connect logs
- Graduation reports
- Special education service documentation

ANNUAL PERFORMANCE MEASURES

- Increase the four-year graduation rate of students with disabilities by 10%.
- Increase the four-year graduation rate of students scoring in the bottom quartile by 10%.
- Increase the percentage of on-track students in 6^{th}–12^{th} grade.
- Reduce the number of students retained in middle school.
- Improve attendance, behavior, and course performance indicators for targeted subgroups.

GOAL 4: INCREASE THE DISTRICT AVERAGE GRADUATION RATE TO 93%. REDUCE CHRONIC ABSENTEEISM RATE.

DISTRICT GOAL

The Prentiss County School District will increase the five-year graduation rate to 93% while reducing the chronic absenteeism rate by implementing targeted strategies, monitoring progress, and providing personalized support to ensure all students stay on track and graduate prepared for success.

OBJECTIVES	ACTION STEPS
1. Increase MTSS monitoring for middle school aged students and monitor performance interventions.	• Implement consistent MTSS monitoring for middle school students. • Review intervention fidelity and student progress regularly. • Adjust interventions based on data and student needs. • Communicate progress with parents and stakeholders.
2. Reduce teacher absenteeism.	• Monitor teacher attendance and identify patterns. • Provide support, resources, and incentives for consistent attendance. • Address barriers to attendance and promote wellness. • Recognize and reward good attendance.
3. Disseminate supports and incentives and rewards for good attendance and develop consequences for poor attendance.	• Promote positive attendance through incentives and recognition. • Communicate attendance expectations clearly to students and families. • Implement consequences for excessive absences consistently. • Celebrate and reward students with improved attendance.
4. Increase instructional strategies which focus on effective classroom management strategies.	• Provide professional development on effective instructional strategies. • Encourage best practices in classroom management. • Support teachers with resources and coaching. • Monitor and provide feedback to improve instructional effectiveness.
5. Increase communication with parents of students in grades 7–12 of graduation requirements.	• Communicate graduation requirements clearly to students and parents. • Provide regular updates on student progress toward graduation. • Host information sessions and use multiple communication channels. • Encourage parent involvement in student success.
6. Focus on positive behavior support systems district-wide.	• Implement and reinforce positive behavior support systems. • Train staff on PBIS strategies and expectations. • Monitor behavior data and provide targeted support. • Promote a safe, respectful, and supportive school environment.
7. Track students who are not on track to graduate and who experiencing high absenteeism. Provide education and assistance to students and families.	• Identify students not on track to graduate or with high absenteeism. • Develop individual plans to address academic and attendance concerns. • Provide tutoring, counseling, and community resources. • Follow up regularly and adjust supports as needed.

PERSONNEL RESPONSIBLE

- Superintendent
- Assistant Superintendent
- Principals
- Assistant Principals
- School Counselors
- Attendance Officer
- MTSS Coordinators
- Teachers
- School Nurses
- Central Office Administration

TIMELINE

- Weekly attendance monitoring
- Monthly MTSS reviews
- Quarterly progress updates
- Annual evaluation of strategies and goals
- Ongoing communication with students and families

EVIDENCE OF IMPLEMENTATION

- Attendance reports
- MTSS documentation
- Intervention plans and progress monitoring
- Parent communication records
- Staff training records
- Graduation rate reports
- Behavior data reports

ANNUAL PERFORMANCE MEASURES

- Increase district five-year graduation rate to 93%
- Reduce chronic absenteeism rate by at least 2%
- Increase average daily attendance from the previous school year
- Increase the number of students on track to graduate

GOAL 5: IMPLEMENT DROPOUT RECOVERY INITIATIVES THAT FOCUS ON STUDENTS BETWEEN 17–21 WHO DROPPED OUT OF SCHOOL

STRATEGIC FOCUS	ACTION STEPS
5. Implement dropout recovery initiatives that focus on students between 17–21 who dropped out of school.	**1.** Partner with local agencies to provide additional graduation options. Use the district's partnership with Northeast Mississippi Community College to develop options for students. **2.** Use the local community college as a resource to provide GED opportunities for students. **3.** Increase CTE programs at the Career and Technical Center.

GOAL 6: CONTINUE TO IMPLEMENT TRANSITION PROGRAMS WHICH SUPPORT STUDENTS WHO HAVE BEEN DETAINED AT THE JUVENILE DETENTION CENTER

STRATEGIC FOCUS	ACTION STEPS
6. Continue to implement transition programs which support students who have been detained at the juvenile detention center.	**1.** Students will engage in frequent meetings with counselors to determine a plan to return to a typical school setting. **2.** Students are providing wrap-around services to help transition back into the general academic environment. **3.** Continue to coordinate with the juvenile detention center to provide students' data, current assignments, and insight on students' academic and behavioral needs. **4.** Engage in meetings with the MTSS coordinator once students return to the academic setting.

GOAL 7: ENHANCE THE DISTRICT MTSS PROGRAM TO IMPROVE TIER I INSTRUCTION ACROSS THE DISTRICT AND PROVIDE MEANINGFUL, ENGAGING INTERVENTIONS FOR STUDENTS RECEIVING TIER II AND TIER II INSTRUCTION

STRATEGIC FOCUS	ACTION STEPS
7. Enhance the district MTSS program to improve Tier I instruction across the district and provide meaningful, engaging interventions for students receiving Tier II and Tier II instruction.	**1.** Employ a District level MTSS coordinator which collaborates with school level MTSS coordinators. **2.** Schedule frequent professional development sessions with teachers and building level administrators and increase discussions on best practices for students receiving interventions. **3.** The MTSS coordinator will create a system of checks and balances to ensure effective interventions are being delivered.

DISTRICT GOAL

The Prentiss County School District will identify and address the root causes that contribute to students dropping out by addressing school, home, community, and personal factors while strengthening student and school protection factors to increase student engagement, support academic success, and promote lifelong opportunities.

SCHOOL FACTORS THAT MAY CONTRIBUTE

Research Reveals:

- Suspension as a punishment
- Parents unaware of absences
- Teachers not understanding diverse student needs
- Unidentified special needs
- School Retentions
- Neglect of homework / failure of tests
- Failure to earn Carnegie Units
- Poor relationships with other students
- Sarcasm from others
- Feeling like they can't catch up

HOME AND COMMUNITY FACTORS

- Financial
- Neglect
- Teen pregnancy / parent
- Parent alcoholism or drug abuse
- Negative role models
- Parent / Guardian do not value education
- Juvenile delinquency

PERSONAL FACTORS

- Poor academic performance resulting in poor self-esteem
- Unmet mental health needs
- Alcohol and drug abuse
- Lack of vision as means to achieve goals
- Caring for siblings
- Work
- Students feeling alone, overwhelmed, invisible

STUDENT AND SCHOOL PROTECTION FACTORS

- Early childhoed assessment with early prevention of school failure
- Prentiss County School District Pre-K's currently servicing four-year-old students
- Reading specialists serving students on all elementary campuses
- Interventionist specialists serving students on all elementary campuses
- MTSS Site Coordinators
- Counselors providing needing services
- Parent University Programs
- National Board-Certified Teachers

ACTION STEPS

1. Use data to identify students at risk of dropping out and implement early interventions.
2. Strengthen family and community partnerships to address barriers to education.
3. Provide personalized academic, behavioral, and social-emotional supports.
4. Increase student engagement through relevant instruction, extracurricular activities, and mentoring.
5. Continuously evaluate programs and supports to ensure they meet the needs of all students.

DISTRICT GOAL

The Prentiss County School District will identify and address the root causes that contribute to students dropping out by addressing school, home, community, and personal factors while strengthening student and school protection factors to increase student engagement, support academic success, and promote lifelong opportunities.

ADDITIONAL STRATEGIES AND INITIATIVES

- National Board-Certified Counselors
- Memorandum of Understanding with Northeast Mississippi Community College to create after school programs for at-risk youth
- Dual enrollment and dual credit partnership with Northeast Mississippi Community College
- Assignment of staff member to provide check and connect services

REDUCING RETENTION RATES: ATTENDANCE GOAL

District Purpose or Goal

- Reduce the number of unexcused absences in grades K-6
- Reduce the number of unexcused absences in grades 7-12

Dropout Prevention Strategy Addressed

- The Prentiss County School District attendance officer will work with students and families to reduce the number of absences of students in grades 7-12.
- Students absent more than five times without an excuse will be referred to school support personnel which will include administration, counselor, and MTSS team.
- In grades K-6, principals and counselors will work to reduce the number of unexcused absences by working with students and families.

Who's Involved?

- Building level administrators – principals and assistant principals
- Teachers
- School attendance officer
- Counselors
- MTSS team members

REDUCING RETENTION IN GRADES K–2

District Purpose or Goal

- Provide early literacy instruction in language, phonemic awareness, and phonics skills
- Provide regular guided oral reading with focus on fluency
- Provide direct teaching and comprehension strategies
- Provide early interventions to struggling students using multi-sensory methods
- Early prevention of school failure and instructional technology

Who's Involved?

- Superintendent of Education
- Assistant Superintendent of Education
- School principals and assistant principals
- District Federal Program Director
- District Director of Support Services

ACTION STEPS

1. Use data to identify students at risk of dropping out and implement early interventions.
2. Strengthen family and community partnerships to address barriers to education.
3. Provide personalized academic, behavioral, and social-emotional supports.
4. Increase student engagement through relevant instruction, extracurricular activities, and mentoring.
5. Continuously evaluate programs and supports to ensure they meet the needs of all students.

REDUCING RETENTION IN GRADES K-2

- **Who's Involved?**
  - Assessment Team
  - Principals
  - Assessment Principals
  - Counselors
  - Parents
- **Dropout Prevention Strategy Addressed**
  - Individualized Instruction
- **Expected Outcome for Students**
  - 95% of students will be promoted annually
  - Increase the graduation rate

TRANSITION FROM JUVENILE DETENTION CENTERS

District Purpose or Goal

- Assist students to successfully return to their home school following a placement at the Juvenile Detention Center

Who's Involved?

- District administrators
- Counselors

Dropout Prevention Strategy Addressed

- Students will report to the program at a specific time
- Meet with counselors to determine a plan to return to all schools in the PCSD
- The students will be provided wrap-around services to help them transition back into the general academic environment

Expected Outcomes for Students

- Students successfully return to their home school following a placement at the Juvenile Detention Center

ACTION STEPS

1. Use data to identify students at risk of dropping out and implement early interventions.
2. Strengthen family and community partnerships to address barriers to education.
3. Provide personalized academic, behavioral, and social-emotional supports.
4. Increase student engagement through relevant instruction, extracurricular activities, and mentoring.
5. Continuously evaluate programs and supports to ensure they meet the needs of all students.

DROPOUT PREVENTION STRATEGY ADDRESSED

- Early Literacy
- Early Childhood Education

WHO'S INVOLVED?

- District Administrators
- Director of Support Services
- Curriculum Coordinator
- Counselors
- Interventionist
- School Level Administrators

EXPECTED OUTCOMES FOR STUDENTS

- All kindergarten students will score at least moderately above grade level as measured by common assessments.
- At least 60% of elementary students will score proficient or above in Reading Language Arts as measured by MAAP.
- Reduce the number of retentions in grades K-12 by 10%.
- Improve the overall GPA of students in core subject areas.

TARGETING SUBGROUPS AND GRADUATION REQUIREMENTS

PRIORITIZED LIST OF TARGETED STUDENTS

- Students who fail state exams
- Students who are one or more years behind their peers
- Students who are truant
- Students with children
- Students considered homeless
- Students with a history of emotional or social issues
- Students with learning disabilities
- Students who are academically gifted and need challenging opportunities

CRITICAL ACADEMIC SUPPORTS

- Instruction of Mississippi Frameworks
- Instructional strategies based on student learning styles
- Provide tutoring necessary for students to maintain passing grades
- Provide career training for students placed in alternative school
- Develop appropriate academic supports for:
  - Special education students
  - Students with dyslexia
  - Low achieving students

ACTION STEPS

1. Implement early literacy and early childhood education programs to develop strong foundational skills.
2. Identify and provide targeted support for at-risk subgroups to address academic and personal barriers.
3. Provide instructional strategies that meet the diverse learning needs of all students.
4. Monitor student progress through common assessments, MAAP, and GPA evaluations to guide instruction and intervention.
5. Provide ongoing professional development for staff to implement research-based strategies that improve student outcomes.
6. Collect data such as common assessment scores and nine-week grades to monitor student progress.

MONITORING MODEL

WHO'S INVOLVED?

- Building level administrators
- Counselors
- Mentor or tutor

EXPECTED OUTCOMES FOR STUDENTS

- All students in grades 9-12 will pass the subject area test
- Students will attend school regularly and participate in extracurricular and curricular activities

WHO'S INVOLVED?

- Building level administrators
- Counselors
- Mentor or tutor

EXPECTED OUTCOMES FOR STUDENTS

- All students in grades 9-12 will pass the subject area test
- Students will attend school regularly and participate in extracurricular and curricular activities

ACADEMIC SUCCESS GOALS

STUDENT LEARNING STUDENT PURPOSE OR GOAL

- To provide the necessary assistance to ensure all students have the skills needed to pass the state subject area exam.

WHO'S INVOLVED?

- District administrators
- School administrators
- Counselors
- Career Coaches
- Teachers

DROPOUT PREVENTION STRATEGY ADDRESSED

- Using the common tests to identify students who are functioning below grade level, students will be offered placement in subject area preparation classes
- Teachers who have received training on curriculum adaptation, classroom management, and special instructional strategies will teach these classes
- PCSD students will have the opportunity for dual enrollment with a partnership with Northeast Mississippi Community College
- Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work

EXPECTED OUTCOMES

- All students in grades 3-12 who are administered a state assessment will score passing or above.

ACTION STEPS

1. Implement early literacy and early childhood education programs to develop strong foundational skills.
2. Identify and provide targeted support for at-risk subgroups to address academic and personal barriers.
3. Provide instructional strategies that meet the diverse learning needs of all students.
4. Monitor student progress through common assessments, MAAP, and GPA evaluations to guide instruction and intervention.
5. Provide ongoing professional development for staff to implement research-based strategies that improve student outcomes.
6. Collect data such as common assessment scores and nine-week grades to monitor student progress.

PROFESSIONAL LEARNING SYSTEMS

DISTRICT PURPOSE OR GOAL

- Provide teachers with research based and on-going professional development tied to the needs of their students.
- Develop professional learning communities to give teachers regular opportunities to meet in subject area, grade level, and interdisciplinary teams.
- Provide district and school level administrators professional development and support in coaching, dropout prevention strategies, and identifying and meeting the needs of special populations.
- Provide opportunities for teachers to work with academic coaches as the coaches:
  - Model new strategies
  - Observe teachers regularly
  - Provide teachers feedback and support in the delivery of instruction
  - Increase professional dialogues among staff
  - Build professional learning communities
  - Train instructional and support staff in the following areas:
    - Inferential Teaching Strategies
    - Orton-Gillingham
    - Curriculum Adaptation
    - Depth of Knowledge
    - Framework for Understanding Poverty
    - Working with Discipline
    - Study Skills
    - Adult Reading and Basic Education
    - Academic and Behavioral Interventions
    - Utilizing Data to Inform Instructional Decisions
    - Transforming School Counseling
    - Positive Behavioral Supports

WHO'S INVOLVED?

- Professional development trainers, principals, assistant principals, counselors, academic coaches, instructional staff

DROPOUT PREVENTION STRATEGIES

- Professional Development

EXPECTED OUTCOMES FOR STUDENTS

- 60% of Prentiss County School District grades 3-8 will score proficient and advanced on state assessments.

ACTION STEPS

1. Provide high-quality, research-based professional development aligned to student needs.
2. Establish and sustain professional learning communities to promote collaboration and instructional improvement.
3. Equip administrators and school leaders with training and resources to support coaching and dropout prevention efforts.
4. Utilize instructional coaches to model effective strategies and provide feedback and support to teachers.
5. Train staff in key instructional and support areas to enhance teaching and student support.
6. Monitor the impact of professional development on instructional practice and student outcomes.

INCREASE GRADUATION RATE

DISTRICT PURPOSE OR GOAL

- Increase the graduation rate
- Reduce chronic absenteeism rate, ensure school connectedness

WHO'S INVOLVED?

- District administrators
- Building administrators
- Counselors
- Teachers
- MTSS Coordinator
- Check and Connect Staff Member

DROPOUT PREVENTION STRATEGY ADDRESSED

- The data collected and a review of the research indicate all students need to be engaged at school to prevent truancy and dropping out. Students at risk show a lack of commitment to school, low self-esteem and experience greater feelings of rejection and criticism.
- Disseminate supports and incentives for good attendance and develop consequences for poor attendance
- Reduce the teacher absenteeism rate
- Increase MTSS monitoring of performance interventions
- Ensure professional development focuses on:
  - Instructional strategies
  - Classroom management
  - PBIS
  - Special populations
  - Ensure a safe and healthy educational environment
  - Promote community knowledge of, involvement in, and support for the PCSD pursuit of greatness
  - Implement and sustain comprehensive programs which address the needs of all students
  - Support quality teaching that inspires students to achieve at their highest potential
  - Recommendations for future needs assessments

EXPECTED OUTCOMES FOR STUDENTS

- Increase the graduation rate

ACTION STEPS

- Strengthen school connectedness and student engagement through meaningful relationships and a supportive school culture.
- Implement tiered interventions through MTSS to identify and support at-risk students early.
- Provide targeted supports to reduce barriers to attendance and academic success.
- Invest in ongoing professional development focused on effective instruction, classroom management, and student support.
- Foster family and community partnerships to promote attendance, engagement, and student success.
- Continuously monitor data to evaluate progress and adjust strategies to meet student needs.

POSITIVE BEHAVIOR SUPPORTS

DISTRICT PURPOSE OR GOAL

- Develop an infrastructure of positive behavior supports
- Increase consistency among community, staff, and students regarding behavior expectations, rules, consequences, and rewards
- Increase attendance through incentives and behavior supports
- Foster respectful relationships among youth and adults
- Develop school cultures that are caring and have common rules and expectations that are positively reinforced
- Build communication lines with families and the community
- Implement strategies that promote academic success, decrease inappropriate behavior, and increase student engagement
- Develop and implement a Tier I behavior curriculum pk-12
- Implement proven researched based Tier II and Tier III behavior interventions

WHO'S INVOLVED?

- District PBS School Based Teams
- All Staff
- Parents and Students

DROPOUT PREVENTION STRATEGY ADDRESSED

- Safe Learning Environment

EXPECTED OUTCOMES FOR STUDENTS

- Student referrals will reduce by 20%.
- Students will be rewarded and or acknowledged for appropriate behavior
- Students will receive needed and timely interventions to support positive behavior in school

PERSONALIZED EDUCATIONAL PLANNING

DISTRICT PURPOSE OR GOAL

- Develop comprehensive PCSD curriculum assessments for all grade levels and subject areas
- Develop benchmark assessments designed to determine level of mastery and monitor progress
- Design personalized curriculum for at-risk students utilizing data from aptitude testing, benchmark assessments, curriculum assessments, and career inventories
- Use assessment data to design personal educational plans for every at-risk student:
  - Academic Support
  - Behavioral Support
  - Social-Emotional Support
  - Career Exploration and Planning
  - College and Post-Secondary Readiness

ACTION STEPS

1. Implement a multi-tiered system of supports (MTSS) to promote positive behavior and early intervention.
2. Provide ongoing training and resources for staff to consistently implement PBIS strategies.
3. Strengthen partnerships with families and the community to support student behavior and engagement.
4. Use data to monitor student behavior trends and adjust strategies as needed.
5. Develop personalized educational plans for at-risk students based on data and individual needs.
6. Regularly assess academic progress to inform instruction and support student growth.

CRITICAL ACADEMIC SUPPORTS (CONTINUED)

- Collect data such as common assessment scores and nine-week grades to monitor progress
- Provide career counseling with school counselors

WHO'S INVOLVED?

- Superintendent
- Assistant Superintendent
- Principals
- Assistant Principals
- Reading Specialist
- Counselors

EXPECTED OUTCOME FOR STUDENTS

- 60% of students will be at or above grade level as measured by district assessments and by MAAP

MONITORING MODEL

DISTRICT PURPOSE OR GOAL

- The PCSD will mentor and monitor students at risk using building level administrators and counselors. These individuals will be:
  - Persistent
  - Believe all children have abilities
  - Be willing to work closely with families without blame
  - Advocate for the student
  - Committed to documenting interventions, interactions, and efforts
  - Able to work well in multiple settings
- Each monitor must establish trust with the students and their families, sometimes becoming their lifeline and navigator through the school system. The mentor will regularly check on, interact with, and connect with students and their families.
- The mentor will periodically check student indicators such as attendance, social interactions, and academic progress to gauge student engagement in education. Based upon their discoveries from checking on these indicators, mentors will offer from basic to intensive interventions to the student.
- An intensive intervention is triggered by a student exhibiting early warning signs of dropping out of school (attendance issues, poor academic performance, behavior infractions). The mentor applies support services when needed and appropriate and increases the degree of interactions with the student, including calling the student and parent in the morning to ensure the student attends school.

ACTION STEPS

1. Implement early literacy and early childhood education programs to develop strong foundational skills.
2. Identify and provide targeted support for at-risk subgroups to address academic and personal barriers.
3. Provide instructional strategies that meet the diverse learning needs of all students.
4. Monitor student progress through common assessments, MAAP, and GPA evaluations to guide instruction and intervention.
5. Provide ongoing professional development for staff to implement research-based strategies that improve student outcomes.
6. Collect data such as common assessment scores and nine-week grades to monitor student progress.

Jumpertown Attendance Center Restructuring Plan 2026-2027

Nickey Marshall, Superintendent
Prentiss County School District

David Mason, Principal
Jumpertown Attendance Center

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Step 1: Jumpertown Attendance Center Restructuring Team

Team Member	Position
David Mason	Principal
LaShay Bryan	Assistant Principal
Ragen Woodruff	Counselor
Jason Potts	Assistant Superintendent
Bill Glover	Career and Tech Admin
Kami Derrick	Career Coach (Three Rivers)

Step 2: Jumpertown Data Resources

List of Data Available
Academic History
Attendance/Truancy Reports
Dropout Rate
Students with Disabilities
School Population

Step 3: Goal Setting

School Restructuring Plan Goals
Goal 1: Increase Jumptown's graduation rate to the state minimum standard of 85% for the class 2026/2027
Goal 2: Decrease the number of students on truancy reports by 25% for grades 3rd-12th.
Goal 3: Have 100% of juniors and seniors involved in at least two college tours and/or job shadowing opportunities.

SMART Goal Planning

Goal 1: Increase Jumpertown's graduation rate to the state minimum standard of 85% for the class of 2026.

Focus Area: Attendance, Behavior, Course Performance

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing	Ensure students in grades 7-12 complete an ISP	ISP forms Transcripts, Parent Meetings Career Interest Documents	Counselor Career Coach School Admin	7-12 students Parents/Guardians
Ongoing	Identify at-risk students by means of academic performance	Tier Documentation Progress Reports/Report Cards Teacher Reference	Teachers School Admin Counselor	3rd-12th students 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?

	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Ongoing	Progress Reports, ISP Packets, Repeated Interest Inventories	Teacher-Student meetings Develop meeting groups for at-risk students
Ongoing	Tier Documentation Tier Teacher Meetings Progress Monitoring Reports (STAR,ELS)	District level Admin supervision of Tier Meetings and record keeping on weekly basis

SMART Goal Planning

Goal 2: Decrease the number of students on truancy reports by 25% for grades 3rd-12th.

Focus Area: Attendance

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing	School Admin/Counselor will call guardians at three absences.	SAMS	School Admin/Counselor	Admin Counselor Parents/Guardians
Ongoing	Bi-Weekly communication with Truancy Officer	SAMS Truancy Reports	Counselor	Counselor Truancy Officer

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
Ongoing	SAMS absentee reports Truancy Reports	Increase between admin and guardians before students enters truancy.

SMART Goal Planning

Goal 3: Have 100% of juniors and seniors involved in at least two college tours and/or two job shadowing opportunities.

Focus Area: Course Performance, School and Community Involvement.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing	Identify students as either college or career oriented by the end of the 10th grade.	Students Surveys Interest Inventories CTE course offerings for post-secondary job opportunities	Counselor Career Coach CTE Admin	10th - 12th grade students Parents/Guardians
Ongoing	Communication with state junior colleges and universities.	Brochures College Recruiters Student Input	Counselors Career Coach	10th - 12th grade students
Ongoing	Communication with local industries to develop internship opportunities.	List of local industries,legality documents of student internships	Career Coach CTE Admin	11th-12th grade students Parents/Guardians

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
Ongoing	Admin will approve all dates and participation reports.	Adjust college tours and/or job shadowing events between school calendar and college/industry.
Ongoing	Pre/Post meeting with career coach or school counselor for each visit/internship	Require parents to attend post meeting with career coach or school counselor for each visit/internship.