

**OFFICE OF EDUCATIONAL ACCOUNTABILITY**  
**Summary of State Board of Education Agenda Items**  
**January 16-17, 2014**

**OFFICE OF ACCREDITATION**

26.E. Approval of the Corrective Action Plan for the North Tippah School District in Accordance with Accreditation Policy 2.8.1

**Executive Summary**

In accordance with Accreditation Policy 2.8.1 of the *Mississippi Public School Accountability Standards, 2012*, a school district that has been assigned a PROBATION or WITHDRAWN accreditation status must submit a Corrective Action Plan (CAP) with defined timelines in which to correct the district's deficiencies. In accordance with policy 2.8.1, the State Board of Education implements the program of development in each district in accordance with Section 37-17-6(10), Mississippi Code of 1972, as amended.

The North Tippah School District was assigned a PROBATION status by the State Board of Education on September 13, 2013. The district submitted the CAP to the Mississippi Department of Education within sixty (60) days of notification as required. Each program office has reviewed the section of the CAP applicable to its office and has approved the corrective actions and timelines provided by the school district.

The North Tippah School District currently has the following issues of noncompliance with accreditation policies and process standards on record: Accreditation Policy 2.1 and Process Standards 1, 2, 5.2, 6, 9, 12, 12.2, 12.3, 13, 14, 15, 17, 19.6, 20, 20.1, 20.4, 21, 23.1, 27, 27.2, 29, 29.1, 29.2, 32, and 33.

Recommendation: Approval

Back-up material attached

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency: 1

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria
<p>All information reported on the MSIS Personnel/Accreditation Data Report will be true, accurate, and complete.</p>	<p>Immediately and ongoing</p>	<p>Contract of employee License MSIS Inactive MSIS Active Sam 7</p>	<p>North Tippah School Board Junior Wooten</p>	<p>yearly</p>

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code #

7011

Standard Deficiency: Policy 2.1

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
Extreme care will be taken to report all data accurately and in compliance with MSIS reporting procedures.	Immediately and ongoing	MSIS	Junior Wooten	yearly	

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency:

2

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
The North Tippah School District will develop, maintain, and have available for the public review, a current set of official school board policies based on the district's vision, mission and strategic plan.	Immediately and ongoing	Mississippi Department Of Education	Junior Wooten	yearly	
All policies will be dated when approved	Immediately and ongoing	Mississippi Department Of Education	Junior Wooten	yearly	
All policies will be clearly identified as policies of The North Tippah School District	Immediately and ongoing	Mississippi Department Of Education	Junior Wooten	yearly	

**CORRECTIVE ACTION PLAN**  
 Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency: 1

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
The North Tippah School Board has always attended School Board Training.	Immediately and ongoing	Mississippi School Board Association  Certificate of completion Attached	North Tippah School Board Junior Wooten	yearly	

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code #

7011

Standard Deficiency: 1

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria
All board members have been bonded for \$50,000	Immediately and ongoing	Bonds attached	Junior Wooten	Bonds attached

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency:

5

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
<p>Mrs. Pam Smith is Librarian for 165 min., regular for 165 min., planning 55 min., after school coach</p> <p>MSIS report shows 497 students</p>	<p>Immediately and ongoing</p>	<p>License MSIS Report</p>	<p>Junior Wooten</p>	<p>yearly</p>	

**CORRECTIVE ACTION PLAN**

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code #

7011

Standard Deficiency: 6

<b>Objectives and Strategies</b>	<b>Implementation Timelines</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation Criteria</b>
Students in elementary school have access to required student support service	Immediately and ongoing	full time School Nurse	Angie Moss	school nurse



**NORTH TIPPAAH SCHOOL DISTRICT  
JUNIOR WOOTEN, SUPERINTENDENT  
P.O. BOX 65  
TIPLERSVILLE, MS. 38674  
PHONE-223-4384  
FAX-223-5379**

**STANDARD 6**

**SUPPORT SERVICES:**

**TIMBER HILLS MENTAL HEALTH SERVICES 2441-A CR 501 RIPLEY, MS. 38663 PROVIDES THE FOLLOWING SERVICES TO THE NORTH TIPPAAH SCHOOL DISTRICT:**

**JARED HIGHT-COUNSELOR**

**CHRISTINA KIRKMAN –NURSE**

**BENITA SIMMONS-CHILDREN SUPPORT THERAPISTS**

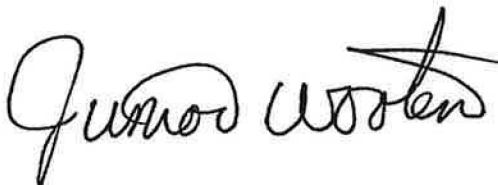
**LEANN STEWART- THERAPIST**

**TIFFANY FIELDS- CASE MANAGER**

**NORTH TIPPAAH SCHOOL DISTRICT HAS A FULL TIME NURSE: ANGIE MOSS**

**NORTH TIPPAAH SCHOOL DISTRICT HAS TWO FULL TIME GUIDANCE COUNSELORS: AUDRA BRADDOCK AND SARAH CAMPBELL**

**NORTH TIPPAAH SCHOOL DISTRICT HAS A PSYCHOMETRIST. WANDA JACKSON**

A handwritten signature in black ink that reads "Junior Wooten". The signature is written in a cursive, flowing style.

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code #

7011

Standard Deficiency: 33

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria
<p>The principals will implement a procedure to ensure that all kindergarten students are provided with at a minimum forty-five minutes of health education weekly as referenced in lesson plans aligned to the Mississippi Curriculum Framework. The Mississippi Kindergarten Guidelines revised 2012 will be reviewed by all principals and support personnel.</p>	<p>Immediately and ongoing</p>	<p>Mississippi Curriculum Framework</p>	<p>Principals</p>	<p>Lessons plans Mississippi Curriculum Framework</p>

**CORRECTIVE ACTION PLAN**

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency: 9

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
All Teachers will be evaluated by MSTAR, the new State Teacher Effectiveness System.	Immediately and ongoing	MSTAR	Principal Superintendent	yearly	
All Principals will be evaluated by MPES, new Principal Evaluation.	Immediately and ongoing	MPES	Superintendent	yearly	
Superintendent was evaluated by the Mississippi School Board Association Superintendent Evaluation Instrument	Immediately and ongoing	MSBA Superintendent Evaluation Instrument	BOARD	YEARLY	



**District:** North Tippah School District  
**Section:** G - Personnel  
**Policy Code:** GBI - Evaluation of Employees  
**Policy:**

Standard 9  
Formal Personnel Appraisal  
System.

#### EVALUATION OF PROFESSIONAL EMPLOYEES

The evaluation of professional employees shall be in the form and manner prescribed by the State Department of Education. The school board of the North Tippah School District directs the superintendent to formulate and implement a formal annual performance appraisal system based on job descriptions and on-the-job performance of every professional employee.

Standard 9 is as follows:

9. The school district implements a formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {MS Code 37-3-46(b)}

The North Tippah School District utilizes the following appraisal instruments, provided by the Mississippi Department of Education:

1. Mississippi Principal Evaluation System (MPES)
2. Mississippi Statewide Teacher Appraisal Rubric (M-Star), as adopted by the Board of Education .

LEGAL REF.: MS CODE as cited

*Mississippi Public School Accountability Standards*

CROSS REF.: Policy GAE-P - Grievance Procedures - Licensed Personnel Appraisal

#### **References:**

MPSAS - Standards 2012

**CORRECTIVE ACTION PLAN**  
 Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency: 12

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
The North Tippah School District will update the terms of student transfer.	Immediately and ongoing	Mississippi Department Of Education	Junior Wooten	yearly	
The North Tippah School District will develop a policy for student registration.	Immediately and ongoing	Mississippi Department Of Education	Junior Wooten	yearly	

# Standard 12 Enrollment Requirements

**District:** North Tippah School District  
**Section:** J - Students  
**Policy Code:** JBAAA - Verification of Residence  
**Policy:**  
**RESIDENCY REQUIREMENTS**

## Section I: DEFINITION OF RESIDENCE

For school attendance purposes, definition of residence is that the student physically resides full time, weekdays/nights, and weekends, at a place of abode located within the limits of the school district. All students will register at the school they are assigned to attend. The parent or legal guardian will provide evidence of residence and the school district administration will verify bona fide occupancy.

A student enrolling or entering the school district will be required to verify his/her residence address as a part of the registration process. Students are not legally enrolled until the verification of residence has been completed.

## Section II: ESTABLISHING RESIDENCY

### A. Students Living with Parents or Legal Guardians

The parent or legal guardian of a student seeking to enroll in a school will provide the school district with a mortgage document, property deed, or an apartment or home lease AND any one of the items numbered (1) through (4) below as verification of their address.

1. Utility bills (water, gas, or electricity);
2. Personal visit by a designated school district official;
3. Filed Homestead Exemption Application form; and/or
4. Any other documentation that will objectively and unequivocally establish that the parent or legal guardian resides within the school district.

Any document with a post office box as an address will not be accepted. An affidavit will not be accepted as proof of residency.

If the student has a legal guardian, a copy of the court order appointing the guardian must be provided to the district. If a petition for guardianship has been filed and the decree is pending, the student or guardian must provide a certified copy of the filed petition for guardianship.

### B. Homeless Children

When a child is determined to be homeless as defined by the Stewart B. McKinney, Act 42 USC Sections 11431(1), 11432(e)(4), and 11302(a), the school district will consider and take the enrollment action that is in the best interest of the child pursuant to 42 USC 11432(e)(3).

### C. Students Living With Adults Other Than Parents or Legal Guardians

The non-parent(s) claiming district residency must meet the same criteria as that of parents or legal guardians as stated in Part A.

The adult must provide the school with legal guardianship or custodial papers and provide documentation fully explaining the reason(s) (other than school attendance zone or district preference) for this arrangement. The superintendent or his/her designee will make the necessary factual determinations. Examples of situations where guardianship authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:

1. Death or serious illness of the child's parent(s) or guardian;
2. Abandonment of the child;
3. Child abuse or neglect;
4. Seriously unstable family relationships or undesirable conditions in the home of the child's parents or guardians having a documented detrimental effect on the child;
5. Students enrolled in recognized exchange programs residing with host families; and/or
6. Incarceration of a parent.

Any person who has assumed responsibility for the care and custody of the child shall be expected to begin the process of seeking legal guardianship before enrollment of the child and an approximate completion date must be given. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by the North Tippah School District.

### Section III: DISTRICT REQUIREMENTS

The requirements as stated in Section II are minimal and the North Tippah School District reserves the right to require additional documentation and verification at any time. The principal of a school is responsible for ensuring that only students eligible to attend that school are in fact enrolled and attending.

### Section IV: TRANSFER STUDENTS

In addition to residency requirements, all students seeking to transfer from a home school environment or a non-accredited private school, within or outside of the boundaries of the State of Mississippi, to this school district will be required to comply with School Board Policy JBCD (Transfer Students).

### Section V: NON-COMPLIANCE

Any suspicion of violation of residence requirements will be investigated. Any case that cannot be resolved by the principal will be referred to the superintendent or designee for additional investigation and further action. Students enrolled in a school without proper residence verification and without an approved transfer will be withdrawn from the school in which they are illegally enrolled.

**Exhibits:**

**Regulations:**

**Adopted Date:** 6/26/1997

**Approved/Revised Date:** 8/26/2013



**CORRECTIVE ACTION PLAN**  
 Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency:

13

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
<p>Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education (or its designee) is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine within 30 days after filing for transfer. Notice of the administration of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test.</p>	<p>Immediately and ongoing</p>	<p>Mississippi Department Of Education</p>	<p>Junior Wooten</p>	<p>yearly</p>	

**District:** North Tippah School District  
**Section:** J - Students  
**Policy Code:** JBAB - Home Schooling/Transfer Student Testing  
**Policy:**  
**HOME SCHOOLING / TRANSFER STUDENT TESTING**

All students seeking to transfer from any school, public, private or homeschool within or outside of the boundaries of the State of Mississippi, to a public school within the state may be required to take a test to determine the grade and class to which the pupil shall be assigned at the time of pupil transfer.

The administrative head of each public school shall administer the test or tests to such pupil or pupils as shall apply for transfer to such public school. Such test or tests shall be administered within thirty days after the filing of each such application for transfer. Notice of the giving of such test shall be given the applicant not less than five days prior to the date of administration of such test. No transfer of a pupil shall be effected until the test has been given and the pupil is assigned according to the grade and class for which the test shows he is best suited.

No pupil shall be assigned to a grade and class more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil remained in the school from which the transfer is being made. Pending the administration of the test herein provided for and its grading and an assignment based thereon the superintendent of the school district or the attendance center principal to which the pupil seeks admission may assign the pupil temporarily to a grade and class comparable to that in which the pupil would have been had the pupil continued in the school from which the transfer was being made. ' 37-15-33

The Mississippi Public School Accountability Standard for this policy is standard 13.

**LEGAL REF.:** MS CODE as cited  
*Mississippi Public School Accountability Standards*  
**CROSS REF.:** Policies JBCCA Assignment of Pupils  
MB Relations With Nonpublic Schools

**Exhibits:**

**Regulations:**

**Adopted Date:** 8/26/2013  
**Approved/Revised Date:**

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JUNIOR WOOTEN, SUPERINTENDENT  
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Standard 13  
Transfer Students

**BOARD OF EDUCATION:**

4-JESSE CUTRER           CHAIRMAN  
5-RON ALEXANDER       SECRETARY  
1-HOLLY HICKS           MEMBER  
2-TODD MCELWAIN       MEMBER-OUT  
3-ALLEN MCMILLIN       MEMBER-OUT

**124-A   SPECIAL BOARD MEETING   MONDAY**

**MINUTES                           AUGUST 26<sup>TH</sup>, 2013 AT 5:30**

**1. MOTION TO APPROVE AGENDA.**

**ACTION:           APPROVE**

**MOTION:   RA:                           SECOND:   HH:   VOTE: ALL:   X   AB:**

**2. MOTION TO ADOPT GBI-EVALUATION OF EMPLOYEES-STANDARD 9.**

**ACTION:           APPROVE**

**MOTION:   HH:                           SECOND:   RA:   VOTE: ALL:   X   AB:**

**3. ~~MOTION TO ADOPT IBAB HOME SCHOOLING~~/TRANSFER STUDENT TESTING STANDARD 13.  
KURT KUTRIP SPECIAL EDUCATION DIRECTOR, PRINCIPAL, AND SCHOOL COUNSELOR WILL OVERSEE  
THE IMPLEMENTATION OF THE GUIDELINES**

**ACTION:           APPROVE**

**MOTION:   RA:                           SECOND:   HH:   VOTE: ALL:   X   AB:**

**CORRECTIVE ACTION PLAN**

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code #

7011

Standard Deficiency: 15

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria
<p>The North Tippah School Board has purchased a program , Educational Leadership Solutions for Data Driven Schools</p>	<p>Immediately and ongoing</p>	<p>District</p>	<p>Superintendent Board</p>	<p>Evaluation of each school</p>

**CORRECTIVE ACTION PLAN**  
 Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency:

17

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
The dropout prevention plan will be approved by The North Tippah School Board based on state board policy and Mississippi code.	Immediately and ongoing	Mississippi Department Of Education	Junior Wooten	yearly	
Mrs Linda Gunn will oversee the implementation of the plan.	Immediately and ongoing	district	Junior Wooten	yearly	

## **NORTH TIPPAAH SCHOOL DISTRICT**

### **Appendix A – Current District Initiatives**

1. **Systemic Renewal** - The North Tippah School District actively plans as a faculty and staff to set aside time to evaluate goals and objectives from one year to the next. Examples of this type of active planning include debriefings in faculty meetings after all conferences and workshops attended, group attendance at state and district organizations and meetings, and individual conferences with the Principal/Superintendent to discuss ways of changing to improve existing procedures and activities for the next year. An alternative education program/GED option program is located on the campus of Falkner High School. All schools in the district receive Region IV support services which provide a school nurse, counselor, and a case worker. Each school has an active Teacher Support Team to address the needs of all students to ensure that they receive instructional interventions so that they will graduate on time, if at all possible. An online district website will continue to be upgraded during the 2013-2014 school year. Parents will be aware of district policies and procedures through the Student Handbook, written communication, and online communication. Students with perfect attendance will receive plaques, trophies, or certificates of recognition at an awards program at each school. In addition:
  - Each school in the District has a planning team.
  - Needs assessments are conducted annually.
  - The 2013-2014 Staff Development Plan includes the 7 standards for professional learning.
  - The District purchased ELS, a software program, which will assist in monitoring and tracking the progress of students.
  
2. **School Community Collaboration** – The North Tippah School District is active in all community activities and organizations. Chalybeate Elementary School and Falkner Elementary School involve the parents and community through a Harvest Festival each fall. Walnut Elementary School involves parents, the community, and students through a Spring Festival. Parents and community leaders take an active role in setting goals to improve each school, and they work collaboratively with school leaders to achieve the goals. Walnut Attendance Center and Falkner High School have active booster clubs that involve parents in working with the administrators and faculty of each school. All North Tippah Schools set goals each year to accomplish school/community improvement projects. Parent volunteers actively work to assist the school in academic and extracurricular activities. Teachers promote communication with parents through documented parent/teacher conferences. The high schools

host career nights/days to promote job awareness for students to help them choose a career path. All high school seniors tour the local junior and senior colleges to help them choose where they will further their education after they graduate from high school. All students in the district are recognized each year for perfect attendance. The district will continue to upgrade develop the online website for the 2013-2014 school year to more actively communicate with parents. In addition,:

- The District received Title VI funds to implement an after school tutorial program for the 2013-2014 school year.
- School and community meetings are held at convenient times for parents to discuss Federal Programs, Dropout Prevention, and other areas that will assist students in achieving academic success.

3. **Safe Learning Environments** – The North Tippah School District constantly evaluates and modifies as needed its written safety procedures in the Crisis Management Plan. The idea of safe learning environments does not stop with physical protection. Students receive services from Region IV in the form of a school nurse, counselor, and case worker. Also, the District provides a school nurse that rotates weekly to all five schools in the District. Each school promotes the harmful effects of drug/alcohol use through drug prevention activities. Teachers provide a safe classroom learning environment based upon research based professional development activities. In addition:

- All school campuses and several buses are equipped with surveillance cameras.
- Safety drills are conducted at each school throughout the year.

4. **Family Engagement** - The North Tippah School District seeks to improve communication with the parents of its students. Each teacher has a “Parent Communication Log” that is kept and documented. Parents are welcome to assist with all activities that take place in their child’s school. School planners, or agendas, are provided to students in the elementary school so that parents are aware of daily assignments. Parental signatures are periodically required in the agendas, and notes from the teacher are included. Planners will be provided to freshmen students during the coming year. Parents have an open invitation to visit any or all classes at their convenience during the day, provided they check with the office staff. An online website has been established to encourage parents to become more aware of school policies and activities. Students who receive excessive unexcused absences are reported to the Tippah County School Attendance Officer and state guidelines for attendance are implemented. In addition:

- Parent-Teacher conferences are held periodically.
- Parents are encouraged to volunteer at their child’s school. (Read to students; assist in Festival activities, etc.)

5. **Early Childhood Education** – The North Tippah School District realizes the importance of early childhood education for students in our district. The North Tippah School District works in conjunction with the local Head Start program in the District. The District provides Head Start with speech therapy services and special needs services through a certified teacher. In addition:
  - Head Start classes are invited to tour the kindergarten classes they will be attending in the coming school year.
  - Head Start staff is encouraged to use teacher/resources at the schools.
6. **Early Literacy Development** – The development of early literacy is an integral part of educating students in the North Tippah School District. Schools in the District implement tier two interventions for students who are experiencing difficulty. An intervention specialist is employed to tutor students in reading and other subjects throughout the school day. Certified teachers provide literacy remediation for students in the lower grades as well as to high school students who are experiencing difficulty. Title VI funds are used to provide after school tutorial sessions for all students.
7. **Mentoring / Tutoring** - The North Tippah School District is committed to using professional tutoring as well as peer tutoring in its everyday course methodology. Each class also utilizes peer tutoring as well as cooperative learning styles in classroom and lab settings. Each of the schools in the North Tippah School District has up-to-date computers in the classroom. Software for remediation/enrichment and instructors are utilized to mentor and tutor students on an individualized basis. Intervention specialists, teachers, and assistants work with students during school hours, and after-school tutorial services are provided to remediate students who need additional assistance in mastering local and state curriculum objectives.
8. **Service-Learning** - Service learning is integral to teaching all students in the North Tippah School District. Each class is encouraged to participate in real world, job-application projects that bring tangible benefits to the community. Classes are involved in service projects such as Litter Free Campus Club, Coats for Kids, Good Samaritan, Math-a-Thon, Jump Rope for Heart, and Scholarship funds.
9. **Alternative Schooling** - The North Tippah School District provides an alternative school at Falkner High School. This school is provided to students who cannot function in the regular classroom setting. The North Tippah School District provides services to a variety of students concerning paths to graduation. Currently services are provided to students on regular tracts, certificate tracks, and occupational diploma tracks. The North Tippah School District houses GED classes at Falkner High School in cooperation with Northeast Mississippi Community College.



10. **After-School Opportunities** – District wide after-school tutorial services are provided at each school. Extended school year services are provided to students who meet the criteria. High schools provide academic Math/Science clubs after-school and actively participate in local, district, and state competitions. Extracurricular sports activity practices are held on the high school campuses with certified coaches and assistants after regular school hours.
11. **Professional Development** – The principals in the North Tippah School District provide professional development at their individual schools. Teachers receive training in the language arts curriculum, Math curriculum, and in classroom management skills in an effort to decrease discipline referrals. As a result of research-based professional development activities, teachers incorporate individualized instruction for students to help keep students on track with their graduating class. Teachers receive CEUs from attending the professional development sessions in the District through the Northeast Mississippi Community College.
12. **Active Learning** – All students in the North Tippah School District are involved in the Response to Intervention, Three Tier Policy. Thus, students receive individualized instruction and are involved in cooperative learning groups according to their needs. Teachers incorporate hands-on learning activities and visual learning aides in their instruction as often as possible. ACT prep software is utilized to help prepare students for college entrance exams.
13. **Educational Technology** – Staff in the North Tippah School District receive on-going educational technology training in basic computer skills, advanced computer skills, web page design, ESL, and power point presentation. Up-to-date computers are in all classrooms in the district. Each school encourages maximum use of student educational technology through computer programs such as ESL, accelerated reading, and accelerated math. Title I and District funding is utilized to provide technology in all schools.
14. **Individualized Instruction** – Students in the North Tippah School District receive individualized instruction to the greatest extent possible through low teacher-pupil ratios, teacher assistants, and parent/community volunteers. All students are in the Three Tier process, and teachers work collaboratively to provide instruction that meets the individual needs of each student. Interest inventories are administered to students to determine the best way to provide individualized instruction. Differentiated instruction is provided to all students who experience difficulty with whole class instruction. Instruction is based on the curriculum and objectives provided by the State. Administrators conduct personnel appraisals to ensure that teachers are providing one-on-one instruction as well as large group instruction. Individualized instruction is provided to all students in the alternative education program.

15. **Career and Technical Education (CTE)** – Schools in the North Tippah School District host job/skill fairs and career night to provide information to students and parents. Students also receive services at the Tippah County Vocational Center. Keyboarding skills are implemented at all levels, and students receive instruction in technology at the Junior High level.

**NORTH TIPPAAH SCHOOL DISTRICT**  
**Appendix B – Proposed District Initiatives**

1. **Proposed Initiative** – The North Tippah School District will implement a dropout prevention mentoring program to decrease discipline referrals/truancy and the number of students two years below grade level. Beginning in kindergarten through twelfth grade, teachers will involve students in activities designed to increase the students' awareness of the year in which they will graduate. All students in the North Tippah School District will have an increased awareness of their graduation date. Intense remediation for students who are struggling academically will be implemented. The North Tippah School District also proposes to improve student self-esteem through behavioral and emotional support. Counselors and teacher support teams will address student needs as necessary. Region IV staff, tutors, behavioral specialists, intervention specialists, teachers, assistants, and parents will mentor students as deemed appropriate. In addition:
  - Attendance will be closely monitored by the classroom teachers, the assistant teacher, counselor, clerical staff, and principal.
  - Parents of students with excessive absences or tardiness (late check-ins or early check-outs) will be contacted by the principal or the designee immediately after an attendance pattern starts to become a problem.
  - Students with attendance problems will be referred to the Attendance Officer.
  - Incentives for perfect attendance will be given throughout the year as well as at the end of the year Awards Program.
  - Incentives will be provided to students who score proficient and advanced on State tests.
  - After school tutorial programs will be provided to all students.
  - In school tutorial services will be provided to students experiencing difficulty in the regular classroom.
  - Teachers will contact parents each nine weeks concerning the progress of their child.
  - High school students and parents will meet with the principal or counselor for assistance with scheduling.
  - Ninth grade students who are two or more grade levels behind will be paired with a mentor, when possible.
  - Teachers will implement character education activities to improve interpersonal skills for all students.
  - Region IV services will be provided to students as needed.
  - Student progress will be monitored and interventions will be implemented as needed.
  - The GED Option program will be explained and explored as an avenue for students who make the decision to drop out of school. Parents will be contacted for an in-school conference.
  - Progress reports will be sent to parents.
  - Teacher-parent conferences will be conducted on a regular basis.

2. **Grade Level** - Students in grades K-8 and grade 9 will be targeted heavily to improve the dropout rate. Students in grades 10 through 12 will be monitored to ensure that students are on track to receive their high school diploma.
3. **Purpose** – The purpose of the initiative is to increase the dropout rate in the North Tippah School District from 84.5% to 85%.
4. **Who is Involved?** – The North Tippah School District plans to involve all stakeholders in the dropout prevention plan. Board members, the superintendent, district administrators, principals, teachers, counselors, assistant teachers, school nurse, case workers, tutors, intervention specialists, parents, students, and community leaders will be involved in promoting and implementing the plan.
5. **Proposed Cost** – The proposed cost for the initiative will be approximately \$3, 000 or less for equipment and supplies. The cost for personnel will be minimal since many staff members will already be part of the North Tippah School District dropout initiative, and the remaining individuals will be school volunteers.
6. **Timeline** – The proposed initiative will begin to be implemented during the 2013-2014 school year, and it will take approximately one year for the program to be fully implemented in all of the North Tippah Schools.
7. **Dropout Prevention Strategy** – The North Tippah School District plan includes the following dropout prevention strategies: systemic renewal, school-community collaboration, safe learning environments, family engagement, early literacy development, mentoring/tutoring, after-school opportunities, professional development, active learning, educational technology, individualized instruction, and career technical education. The District will partner with the local community based Head Start program by providing opportunities for professional development attendance, and by providing special needs services and speech therapy so that early childhood dropout prevention strategies will be addressed. Alternative schooling will be available within the district for students as needed, and service-learning opportunities will be part of each school.
8. **Outcomes** – The North Tippah School District will show a decrease in discipline referrals/truancy and the number of students two years below grade level. As a result of intense tutoring and mentoring, students will improve academically and test scores should increase. Students' interpersonal skills will rise since they will receive the emotional/behavioral support necessary for them to succeed in school. Also, students' self-esteem will increase due to a decrease in disciplinary infractions and absences from school.

## **10 THINGS THE NORTH TIPPAH SCHOOL DISTRICT CAN DO TO IMPROVE ATTENDANCE**

- 1. Ensure that students and parents/guardians feel welcome. Make a point to say “hello” to every parent/guardian or student you see in the halls and outside. Make it your business to know their names.**
- 2. Create an environment that enables students to feel successful in something - no matter how small it may seem. Award academic attendance possibly using “letters,” as you do for athletics.**
- 3. When a student is absent, immediately talk to the parent/guardian – not their answering machine. Make a personal phone call in the evening, or call parents/guardians at work during the day.**
- 4. When a student returns to school, immediately talk with them about why they were absent. Let them know you are aware they were absent from school, and that you actually care that they are at school each day.**
- 5. Forge a relationship with local businesses where youth may congregate when truant. Encourage them to keep students in school during school hours. Create a poster that states “We support youth in school and will not allow students under the age of 16 to congregate at our business during school hours.”**
- 6. Forge a relationship with local law enforcement. Make them your allies in showing the community, families, and students that school attendance is important. Empower community police officers to assist in returning truant youth to school.**
- 7. Do not provide the temptation for youth to be truant. Schedule classes for the majority of the day. Close your campuses during breaks and**

**lunch, if possible, or closely monitor vehicles that enter or leave the campus.**

- 8. Empower and expect classroom teachers to take action when they think a student may be missing school excessively for no apparent reason. Ask teachers to “investigate”, or make calls to absent youth or families in the afternoon or evenings to let them know they may be reported to the attendance officer if warranted.**
  
- 9. Reward and recognize good attendance - - not simply perfect attendance. Reward individuals, classes, and the school for increased attendance.**
  
- 10. Make your school a place where students feel safe and respected. Adopt a character education program that is planned and implemented by students.**

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code #

7011

Standard Deficiency:

19.6

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria	
The North Tippah School District will implement a summer school/extended year program that meets all applicable requirements of the regular program.	Immediately and ongoing	Mississippi State Code	district principal	yearly	
Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.	Immediately and ongoing	Mississippi State Code	superintendent	yearly	
Students enrolled in an extended year program complete all remaining courses/subject requirements before credit for the course/subject is issued.	Immediately and ongoing	Mississippi State Code	district principal	yearly	
Students enrolled in a summer program are limited to earn one Carnegie unit of credit during a traditional summer school session, which does not apply to Extended Year programs and approved virtual courses.	Immediately and ongoing	Mississippi State Code	superintendent	yearly	

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency:

20

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria
<p>Only those students who are required to pass individual test will be tested in the North Tippah School District. Students who pass a course but fails to pass a required Subject Area Test will be awarded a Carnegie Unit of Credit, but must pass Subject Area Test before they graduate. The student will be allowed to test each time it is administrated untill the student passes the test. The student will receive intense remediation by a qualified educator prior to each retest.</p>	<p>Immediately and ongoing</p>	<p>Mississippi State Standards</p>	<p>school board principal superintendent</p>	<p>yearly</p>



**CORRECTIVE ACTION PLAN**  
 Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency:

27

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria
THE North Tippah School Board will approve the Mississippi Curriculum Frameworks as the Instructional Management System for the District.	Immediately and ongoing	Mississippi State Standards	school board principal superintendent	yearly



**District:** North Tippah School District  
**Section:** I - Instructional Program  
**Policy Code:** ID - Instructional Program Management  
**Policy:**

Standard 27  
Ms. Curriculum Framework  
Common Core Standards.

### INSTRUCTIONAL MANAGEMENT PROGRAM

North Tippah School District has an instructional management system that has been adopted by the local school board and includes the competencies and objectives required in the curriculum frameworks and Common Core state standards approved by the State Board of Education provided by the State Department of Education. It includes courses taught in Grades K-12 in all content areas both tested and non-tested. The district will include other state core objectives as they are provided by the State Department of Education as well as instructional practices, resources, evaluation items and management procedures. Suggested teaching strategies, resources, and assessment strategies are available to teachers in each school for selection and use in teaching the required competences.

#### **North Tippah School District will ensure that:**

- All courses taught in Grades K-12 in all content areas both tested and non-tested shall include the State Department of Education's written list of objectives contained in the most current edition of curriculum frameworks and Common Core State Standards.
- The local school board adopts the objectives provided by the State Department of Education to form the core curriculum which will be systematically delivered throughout the district.
- The set of objectives provided by the State Department of Education will be accompanied by suggested instructional practices and resources that will help teachers organize instruction so as to promote student learning of the objectives. The instructional practices and resources that are identified are to be used as suggestions for teachers to follow to assist them in helping students to achieve the desired objective and not limit the way they teach.

- Pacing guides are required in tested areas and will be revised as revisions are made to frameworks and teachers become more informed about instructional practices.
  
- Lesson plans include competencies, objectives, student activities, instructional and assessment procedures, accommodations for differentiated instruction, classroom materials, resources, and technology.
  
- Instruction is delivered according to format outlined in lesson plan and monitored through informal and formal teacher evaluations.
  
- The district's definition of mastery for each core objective is achieving 70% or above.
  
- There will be a review of student performance in the instructional program against locally established standards at 4 ½ week intervals, nine week intervals, and/or more often as needed. When weaknesses exist in the local instructional program, the district shall take action to improve student performance.
  
- An instructional model consisting of three tiers of instruction outlined in district policy IEI – Instructional Intervention and Teacher Support Teams (TST) are implemented in accordance with the process developed by the Mississippi Department of Education.
  
- Monitoring of student progress will be an ongoing process that will be measured through a variety of state, formative, and summative assessments.
  
- Mastery/non-mastery of core objectives will be documented each nine weeks to identify deficiencies in the instructional program by utilizing common assessments.
  
- Instructional time will be protected and efforts will be made to reduce paperwork completed by teachers.
  
- Staff development time will be used to work on the district instructional management plan to conduct vertical and horizontal curriculum alignment, revise

pacing guides, analyze test data, and attend other sessions to improve student achievement.

## **Instructional Management Plan Guidelines**

The Instructional Management Plan for the North Tippah School District consists of the following guidelines.

**Teachers are required to adhere to the following guidelines:**

- Plan instruction using the objectives outlined in the most current edition of Mississippi Curriculum Frameworks and Common Core State Standards for the course(s) they teach.
- Complete weekly lesson plans that at a minimum include competencies, objectives, student activities, instructional and assessment procedures, accommodations for differentiated instruction, classroom materials, resources, and technology.
- Assess students using items formatted like state assessments on a daily and/or weekly basis.
- Use a copy and/or access suggested instructional practices, resources, evaluation items and management procedures via the website. Additional information may be used by teachers in the instructional process.
- Use the most current version of pacing guides in tested subject areas to ensure that students have an opportunity to learn the competencies and/or objectives before the Mississippi assessments are administered.
- Document objectives taught and student mastery of each core objective each nine weeks for students achieving 70% or above.

- Meet in grade level, departmental, and/or other designated meetings to review student performance, analyze student work and progress, discuss improvement of instruction, and develop common assessments according to objectives and/or test blueprints at 4 ½ week intervals, nine week intervals, and more often as needed.
- Document achievement levels of students scoring at all levels on state, formative, and summative assessments.
- Refer students to the Teacher Support Team (TST) if strategies at Tiers 1 & 2 are unsuccessful.
- Conduct vertical and horizontal curriculum alignment audits to develop, review, and/or revise pacing guides during designated staff development time.
- Attend sessions on test data interpretation to include discussion of subgroup and performance level information.
- Participate in professional development sessions designed to improve student achievement.
- Deliver instruction according to format outlined in lesson plan.

**Administrators are required to adhere to the following guidelines:**

- Ensure teachers have the most current edition of Mississippi Curriculum Frameworks and Common Core State Standards for the course(s) they teach and use the appropriate document to plan instruction.
- Check weekly lesson plans submitted by teachers to ensure all requirements are included and provide feedback as needed and ensure applicable pacing guides are used and referenced in tested areas.
- Review assessment items to ensure they are formatted like state assessments.

- Review documentation submitted by teachers concerning mastery/non-mastery of core objectives each nine weeks to identify deficiencies in the instructional program. Compare performance of students on core objectives to performance on state assessment.
- Meet with teachers in grade level, departmental, and other designated meetings at 4 ½ week intervals, nine week intervals, and more often as needed to discuss strengths and weakness in the instructional program and plan strategies for improvement.
- Ensure teachers document achievement levels of students scoring at all levels on state, formative, and summative assessments.
- Ensure that the Teacher Support Team (TST) is implemented in accordance with the process developed by the Mississippi Department of Education.
- Participate in vertical and horizontal curriculum alignment audits to develop, review, and/or revise pacing guides during designated staff development time.
- Conduct sessions on test data interpretation with instructional staff to include discussion of subgroup and performance level information.
- Identify and schedule professional development sessions to improve classroom instruction.
- Conduct informal and formal classroom evaluations to monitor instructional delivery.

## **LESSON PLANS**

Lesson plans are to be completed one week in advance. Plans are to be detailed and complete, following the Madeline Hunter Model. If an objective is tied to a benchmark or to the state curriculum, then the reference number or statement must be listed. Lesson plans are subject to be checked at the discretion of the principal on any given day. **Plans are to be completed on or before 11:59 P.M. on Sunday online using the ELS Lesson Planner. Being away from school is not an excuse.**

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Should teachers fail to turn in plans, the following actions will apply each semester:

- First time – written response for not meeting expectation(s)
- Second time – job incompliance issued and placed in the personnel file in the principal's office
- Third time – written reprimand placed in your personnel file in the principal's office and forwarded to the superintendent's office and minimum of 1 day suspension. (If there is no leave time accrued, the suspension will be without pay.)
- Fourth time and thereafter – suspension and possible termination

LEGAL REF.: MS CODE as cited

*Mississippi Public School Accountability Standards (Latest Edition)*

CROSS REF.: Policy IB - Instructional Goals

**Exhibits:**

**Regulations:**

**Adopted Date:** 8/26/2013

**Approved/Revised Date:**

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code # 7011

Standard Deficiency:

29

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria
<p>The policies for the Alternative Education program and the GED program will be revised by the North Tippah School District to follow the Mississippi Department of Education Alternative Education and GED Guidelines.</p>	<p>Immediately and ongoing</p>	<p>Alternative Education Guidebook  GED Guidelines</p>	<p>Junior Wooten</p>	<p>yearly</p>



**District:** North Tippah School District  
**Section:** J - Students  
**Policy Code:** JCD - Alternative School Program

### **ALTERNATIVE SCHOOL PROGRAM**

The school board of this district shall establish, maintain and operate, in connection with the regular programs of said school district, an alternative school program. This district will also comply with all applicable provisions of the Mississippi Code of 1972, Annotated including but not limited to Section 37-13-92 and as amended, and with all other applicable federal and state laws, and the Mississippi Public School Accountability Standards.

1. The alternative school program shall serve compulsory-school-age children:
  - a. Who have been suspended for more than ten (10) days or expelled from school, except that such placement may be denied when the expulsion was for possession of a weapon or other felonious conduct;
  - b. Who are referred for placement based upon a documented need by the parent, legal guardian or custodian because of disciplinary problems;
  - c. Who are referred by order of a chancellor or youth court judge, but only with the consent of the principal; and
  - d. Whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher of such class as a whole.
  
2. Before placement in the alternative school program, the principal or program administrator of the alternative school program shall obtain verification of the child's suitability for the program from the appropriate guidance counselor. Before a student can be removed to an alternative school education program, the superintendent shall determine that the written and distributed disciplinary policy of this district is being followed and that the policy includes standards for:
  - a. The removal of a student to an alternative education program that will include a process of educational review to develop the student's individual instruction plan and the evaluation at regular intervals of the student's educational progress; the process shall include classroom teachers and/or other appropriate professional personnel, as defined by district policy, to ensure a continuing program for the removed student;
  - b. The duration of the alternative placement; and
  - c. The notification of parents or guardians, and their appropriate inclusion in the removal and evaluation process, as defined in the district policy.
  
3. The local school board or the superintendent shall provide for the continuing education of a student who has been removed to an alternative school program. The alternative school program shall be operated as part of and in accordance with

the regulations applicable to the regular school program and with all requirements of the law and guidelines of the State Department of Education. Students placed in the alternative school program are subject to the policies and rules of conduct and discipline as well as any other rules of conduct and discipline deemed appropriate by the superintendent and/or principal.

4. A school district may, in its discretion, provide a program of general educational development (GED) preparatory instruction in the alternative school program. However, any GED preparatory program offered in an alternative school program must be administered in compliance with MS Code Section 37-13-92 (4).
5. Any such alternative school program operated under the authority of this section shall meet all appropriate accreditation requirements of the State Department of Education.
6. The alternative school program may be held within such school district or may be operated by two (2) or more adjacent school districts, pursuant to a contract approved by the State Board of Education.
7. The State Board of Education shall promulgate minimum guidelines for alternative school programs. The guidelines shall require, at a minimum, the formulation of an individual instruction plan for each student referred to the alternative school program and, upon a determination that it is in a student's best interest for that student to receive general educational development (GED) preparatory instruction, that the local school board assign the student to a GED preparatory program established under MS Code Section 37-13-92 (4). The minimum guidelines for alternative school programs shall also require the following components:
  - a. Clear guidelines and procedures for placement of students into alternative education programs which at a minimum shall prescribe due process procedures for disciplinary and general educational development (GED) placement;
  - b. Clear and consistent goals for students and parents;
  - c. Curricula addressing cultural and learning style differences;
  - d. Direct supervision of all activities on a closed campus;
  - e. Attendance requirements that allow for education and workforce development opportunities
  - f. Selection of program from options provided by the local school district, Division of Youth Services or the youth court, including transfer to a community-based alternative school;
  - g. Continual monitoring and evaluation and formalized passage from one step or program to another;
  - h. A motivated and culturally diverse staff;

- i. Counseling for parents and students;
  - j. Administrative and community support for the program; and
  - k. Clear procedures for annual alternative school program review and evaluation.
8. On request of a school district, the State Department of Education shall provide the district informational material on developing an alternative school program that takes into consideration size, wealth and existing facilities in determining a program best suited to a district.
  9. Any student who becomes involved in any criminal or violent behavior shall be removed from the alternative school program and, if probable cause exists, a case shall be referred to the youth court. The removal of a student from the alternative school program on these grounds shall be reported in accordance with the applicable school board policies.
  10. The State Board of Education, in its discretion, may exempt not more than four (4) school district alternative school programs from any compulsory standard of accreditation for a period of three (3) years. ' 37-13-92
  11. Each school district having an alternative school program shall submit a report annually to the State Department of Education describing the results of its annual alternative school program review and evaluation undertaken pursuant to subsection(7)(k). The report shall include a detailed account of any actions taken by the school district during the previous year to comply with substantive guidelines promulgated by the State Board of Education under subsection (7)(a) through (j).

#### SPECIAL EDUCATION STUDENTS

Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations.

#### STUDENT CONDUCT AND GRADES

Criteria used in the evaluation process to determine a student=s grade must be supported by rationale. The criteria must be in writing and must include the following:

1. Course content (goals, objectives, materials, etc.) as outlined in the curriculum guides
2. Methods of evaluation C grades will reflect some combination of the areas listed below:
  - a. Class work
  - b. Homework
  - c. Test scores
  - d. Participation
  - e. Skill application

f. Preparation for class

- 3. The effect of absence on grades
- 4. Procedures for making up assigned work and tests
- 5. Other criteria as may be approved by the superintendent and school board

NOTE: According to a 1998 Attorney General Opinion, automatic fail provision of an absences policy may not apply against legal, excused absences. Such absences policies may not be applied against absences resulting from disciplinary suspensions if absences policies are applied to truant children who are otherwise passing, the district must afford the child procedural due process. (Attorney General Opinion, Carter, 1-9-98) (#183) (97-0817)

The Mississippi Public School Accountability Standard for this policy is standard 29.

LEGAL REF.: MS CODE ' 37-13-92  
*Mississippi Public School Accountability Standards*  
 CROSS REF.: Policies IDDF Special Education Programs  
 IFB Instructional Services  
 JCD-1 GED Program

**Adopted Date:** 6/1/2011  
**Approved/Revised Date:**

# CORRECTIVE ACTION PLAN

Mississippi Code Section 37-17-6(10) (a)-(e)

District Name: North Tippah Schools

Code #

7011

Standard Deficiency: 32

Objectives and Strategies	Implementation Timelines	Resources	Person(s) Responsible	Evaluation Criteria
<p>The North Tippah School District will offer more than 33 1/2 units annually</p>	<p>Immediately and ongoing</p>	<p>Mississippi Student Information System</p>	<p>Junior Wooten</p>	<p>Documentation from: Mississippi Student Information System.</p> <p>Falkner High School 47.5</p> <p>Walnut High School 46</p> <p>District 63.5</p>

