

ROADMAP TO SUCCESS:
New Albany Public School District 2023-2024
Dropout Prevention Plan



Roadmap to Success: A Framework for District Dropout Prevention Plans

Requirement

Following the completion of the needs assessment, the district dropout prevention team will detail the implementation of current district-level initiatives related to K-12 dropout prevention, in addition to proposed initiatives. The plan shall include the following components:

1. A District Dropout Prevention Plan cover sheet and Dropout Prevention Team sign-off sheet, containing the following information:
 - The local contact person's name, position, title, address, telephone number, and fax number
 - The district name and a list of the schools (elementary, middle and high) within the district
 - The names and signatures of district dropout prevention team members
2. A Statement of Assurance, containing the following information:
 - The district dropout prevention team leader's name, title, address, telephone number, and fax number
 - The approval signature of the district superintendent and school board chair
3. Outcomes of the needs assessment
 - Identification of students in need of targeted assistance
 - Identification of potential risk factors
 - Needs statements
 - Prioritization of needs
4. Details of current district initiatives
 - Addressing the MDE's Five Strategic Initiatives
 - Addressing the National Dropout Prevention Center's (NDPC) 15 Strategies for Dropout Prevention
 - Highlighting school level impact (elementary, middle, high school)
5. Proposed initiatives with prioritized actions. Both current and proposed initiatives should include:
 - District goals that describe the overall end result the district wishes to achieve to address dropout prevention. (Note: Local districts may require school-level plans based on individual school needs and variations in dropout rates). The goals should be:
 - Derived from the prioritized needs of the school
 - Stated in terms of student outcomes
 - Measurable
 - Specific and clear
 - Ambitious
 - Achievable

- Long-term (three to five years)
- Based on established start date and completion date
- Benchmarks to serve as implementation checkpoints, to allow a district to assess how well it is progressing towards its goal
- A description of the persons who will be responsible for the implementation of the goal
- An evaluation component that provides evidence of the achievement of the objective. The evaluation component should:
 - Be measurable
 - Be directly related to the objective
 - Include evaluation data collected along the way (when possible)
 - Identify the source of evaluation information identified

A Framework

To assist districts with the development of individual dropout prevention plans, the information contained in this document provides a template that district dropout prevention teams may use as a framework. The completion of each section of this document will fulfill the requirements for a District Dropout Prevention Plan. The Mississippi Department of Education Office of Dropout Prevention encourages districts to adapt this document, as needed, to account for individual district requirements.

Should you require any additional information on these of this document, or on the development of your District Dropout Prevention Plan, please contact Dr. Sheril Smith, Director, Office of Dropout Prevention, by email at srsmith@mde.k12.ms.us, or by telephone at (601) 359-3177.

**Part I. Dropout Prevention Plan
Cover Sheet**

School District: <u>New Albany Schools</u>	
Superintendent: <u>Lance Evans</u>	_____ (signature)
Principal: <u>Gwyn Russell</u>	_____ (signature)
School Name: <u>New Albany Elementary School</u>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>Paul Henry</u>	_____ (signature)
School Name: <u>New Albany Middle Schools</u>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>Matt Buchanan</u>	_____ (signature)
School Name: <u>New Albany High School</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: <u>April Hobson</u>	_____ (signature)
School Name: <u>New Albany Vocational Center</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input checked="" type="checkbox"/> Other (please check one)
Principal: <u>Dr. Avenge Pittman</u>	_____ (signature)
School Name: <u>New Albany South Tippah Union County Behavioral Management Center</u>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input checked="" type="checkbox"/> Other (please check one)

Assistant Superintendent: John Ferrell	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input checked="" type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)
Principal: _____	_____ (signature)
School Name: _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Other (please check one)

Part II. Local Dropout Prevention Team Members—Final

School District: New Albany Schools

Telephone #: 662-534-1800

Mailing Address: 301 Highway 15 North

Fax #: 662-534-3608

New Albany MS 38652

E-mail address for

Superintendent/Team Leader: levans@nasd.ms/ lstubblefield@nasd.ms

		Please check one area for each		
		Civic/Gov't Agency Rep.	Community Rep.	School Staff
Lance Evans _____ Superintendent	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
John Ferrell _____ Asst. Superintendent	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	
Melanie Shannon _____ Team Parent	_____ (signature)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kristen Richey _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Avence Pittman _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kalee Stanton _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gwyn Russell _____ Dropout Prevention Team Member	_____ (signature)			X
Julie Newton _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
April Hobson _____ Dropout Prevention Team Member	_____ (signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Curt Langley _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dropout Prevention Team Member	(signature)			
Luke Tentoni _____	_____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dropout Prevention Team Member	(signature)			
Matt Buchanan _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dropout Prevention Team Member	(signature)			
Paul Henry _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dropout Prevention Team Member	(signature)			
Summer Tyer _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dropout Prevention Team Member	(signature)			

Part III. Statement of Assurance

On behalf of the New Albany School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:

Name: John Ferrell

Title: Asst. Superintendent

Mailing Address: 301 Highway 15 North, New Albany, MS 38652

Telephone #: 662-534-1800

Fax #: 662-534-3608

District Superintendent: Lance Evans

School Board Chair: David Rainey

Part IV. 2021 - 2022 District Data Form

District Name: New Albany Schools

Graduation Rate: 95% Dropout Rate: 3.6% Truancy Rate: 26

	Elementary School		Middle School		High School	
School Data						
Number of Schools	1		1		1	
Cumulative Enrollment	1074		452		583	
Counselor / Student Ratio	1/537		1/452		1/291.5	
Student Demographic Data						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	530	49.4	223	49.4	275	47.1
Male	544	50.6	229	50.6	308	52.9
Asian	23	.02	13	.03	14	.02
Black	285	26.5	111	24.5	163	27.9
Hispanic	193	17.9	82	18.1	101	17.3
American Indian	2	.001	0	0	1	.001

Pacific Islander	3	.002	0	0	1	.001
White	567	52.7	246	54.4	314	53.8
Staff Demographic Data (Teachers / Administrators)						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	73	99	22	61	86	65.6
Male	5	1	14	38	45	34.3
Asian	1	1				
Black	4	5			13	9.9
Hispanic						
Native American						
White	71	94	36	100	118	90

Part IV. 2021-22 District Data Form (Continued)

MAAP Data – Percent Proficient or Above				
	Reading	Language Arts	Math	
Grade 2	NA	NA	NA	
Grade 3	NA	59.3	71.8	
Grade 4	NA	59.8	71.8	
Grade 5	NA	61.4	56	
Grade 6	NA	43.9	48.6	
Grade 7	NA	47.4	65.2	
Grade 8	NA	48.7	57.6	
High School Subject Area Tests – Percent Proficient or Above				
	Algebra I	US History	Biology	English II
Grade 9	0	0	73.1%	0
Grade 10	76.3%	0	0	51%
Grade 11	0	88%	0	
Grade 12		0	0	

Part IV. 2020-21 District Data Form (Continued)

Additional District Information	
Number of GED Options Program Students N/A	Number of Students Taking the GED Test N/A
Number of GED Options Program Students Successfully Completing a GED N/A	Number of Students Passing One or More Sections of the GED Test N/A
Average Length of Time Spent in GED Options Program <input type="checkbox"/> 6 months <input type="checkbox"/> one year <input type="checkbox"/> two years <input type="checkbox"/> more than two years	
Number of Students Who are Two or More Years Behind Grade Level by 9 th Grade 6	Does your district currently offer a “Fast-track” Program for middle and high school students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Number of Students with 5 or More Unexcused Absences 1154	Number of Students with 12 or More Unexcused Absences 507
Number of Discipline Referrals (Unduplicated) 57	Number of Students Receiving Free/Reduced Meals 1266
Please add any additional or unique data elements in this section: 	

Part V. Needs Assessment Outcomes

In this section, please describe the major outcomes from your district needs assessment, as they address the following areas. **Note:** Based on the outcomes of your district needs assessment, you may wish to divide this area into various sub-sections (i.e., student-based, staff-based, school-based, project-oriented, etc.)

Needs Assessment Areas	Descriptions
Target Group Identified	K-12 Students
Data Collection Methods Used	MSIS , Progress Monitoring, State Assessments , ACT, National Certification Data, SAMS Data, Interest Inventories, Mastery Connect, Case Benchmarks, Prior school year data provided by MDE
Prioritized List of Needs	Graduation Rate, Credit Recovery, Reduce retainees, Ongoing communication among schools to track student progress toward achievement of promotion requirements, decrease absentee rate for both students and teachers
Short Term Goals	<p>Continue Implementation of Credit Recovery at each school.</p> <p>Monthly meetings for the Drop Out team to assess and implement needed interventions. Counselors will meet following meetings to follow through.</p> <p>Teacher incentive: Jeans on Friday if present Monday through Thursday. Additional school level incentives</p> <p>Student incentive: School level incentives for students.</p> <p>NASTUC-Reduced time at alternative school for perfect attendance and completing assignments in a timely fashion. Summer school opportunities for students to remediate and receive credit for failed classes to help move toward graduation. Fast Track opportunities for middle school students.</p> <p>NAHS-Use Edgenuity on-line program for credit recovery for at-risk students. Fast Track continuation for students 2 or more years behind, student and staff attendance rewards</p> <p>NAMS -Addition of more Carnegie Unit credit bearing classes, Implementation of Positive Referral System, Continued Fast Track for students 2 or more years behind, student and staff attendance rewards</p>

	NAES -Recognition for students and teachers with monthly perfect attendance. Jean passes for perfect attendance and punctuality each month.
Long Term Goals	Maintaining 95% graduation rate. Dropout rate 3% or less.
Recommendations for future needs assessments	Evaluate Student and Teacher attendance data monthly. Analyze minutes from Drop Out Team minutes. Analyze dropout and graduation data. Focus on and analyze discipline data for each school

Part VI. Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: increasing the district graduation rate; reducing the district dropout rate; and reducing the district truancy rate. Please provide an elaboration of each program on separate attachments, labeled Appendix A – Current District Initiatives.

15 Drop out Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Systemic Renewal	Attendance Incentive Credit Recovery	Certified Teachers providing Pre-K instruction Assistants in each classroom for instructional support	Teacher assistants in grades K, 1 who provide support and interventions to students.	Increased high school credit options Academic Interventionist Tutorial Classes, Seminar Classes Fast Track with Edgenuity	Implementation of a comprehensive credit recovery program. Change in check out policy Change in attendance policy to be more strict on truant students
School-Community Collaboration	Parent Family Meetings Workforce Development . Partnerships Social Media Blasts Work toward Incubators	Meet the Teacher Open House Parent-Teacher Conferences	Open House Parent-Teacher Conferences Newsletters PTO School Website Class Dojo App School Status Mass phone call program to alert parents about absences	Meet the Teacher Open House Parent-Teacher Conferences Email Notifications School Website School Status Remind App School Messenger Service Notification Twitter Zoom	Open House College/Career Night Remind in classroom School Website Twitter Accounts Parent Teacher Conferences Craft Committees Career Coach Initiative Parent communication through school status Virtual handbook communication through ZOOM Zoom Classrooms
Safe Learning Environments	District wide discipline code School Resource Officer Visitor Registration Camera monitoring/recording system	District wide discipline code & School Resource Officer present; All visitors must register; limited access	District wide discipline code & School Resource Officer present; All visitors must register; limited access to building; media alerts present/available, Safety Handbook with guidelines	District wide discipline code School Resource Officer Visitor Registration	School Discipline Code SRO Visitor Sign In Camera Monitoring District Wide CPI Training for all faculty and staff Phone/Intercom in all classrooms Active Shooter Training

	Electronic entry on all doors via intercom system Camera Systems on buses	to building; media alerts present/available		Camera monitoring/recording system Electronic entry on all doors via intercom system CPI Training for all faculty and staff Intercoms in all classrooms	Electric entry on all doors- teachers will enter with ID badge
Family Engagement	Parent/Family Meetings and Education Opportunities Social Media Blasts	Meet the Teacher, Open House, Active PTO & Homeroom Parents for activities/events, EL Parent Night	Meet the Teacher, Open House, Active PTO & Homeroom Parents for activities/events, EL Parent Night	Meet the Teacher Open House Parent Conferences Awards Programs Fine Arts Nights iPad Rollout Canvas School Status STI Home Portal	Ipads Rollout 8 th Grade Parent Night College and Career Night Social Media Awards Program End of Year Banquets and honor programs
Early Childhood Education	Working with Create for additional funding opportunities for Pre-K students Collaborate with Head Start and Excel By 5	3-4 year old early childhood program	Communication and collaboration through team meetings with Pre-K teachers/K teachers.	NA	Early Childhood Education for high school students Interaction between EC and local daycare and daycare
Early Literacy Development	Pre-K enhancement and expansion Professional Development Excel By 5	3-4 year old early childhood program	Hands-on learning through centers and small groups Lexia Program for students to progress monitor literacy levels, 1-1 ipads	NA	NA
Mentoring / Tutoring	Individual student based remediation at each school to fill gaps in content knowledge Providing students with opportunities for interaction with other students and professionals	Pre-K Academy held in summer for students who had not previously received any pre-K services	Summer literacy program for students in grades K-3 for remediation and enrichment, summer support for students who needed additional support for deficits as a result of Covid	School Mentoring Program Summer School/credit recovery program with Edgenuity	Senior/Freshmen Mentor Curriculum Teacher Advisor Initiative Summer School credit recovery program Summer Reading Tutoring Initiative

Service-Learning	Student Internships Collaboration across schools Eagle Scout Projects Career Exploration Opportunities		Visits from High School Students to classrooms Collaboration with Colleges and Universities that place student teachers and literacy block students in classrooms, Partnership with CTE with early childhood class	Club service projects Career Exploration Girl Scout Projects Imagine Lab	Good Samaritan Work Career Exploration CPE Experience End of Year Capstone initiative with business YouScience Career Finder Impacto Class Internships
Alternative Schooling	Work cohesively as a school district to meet the needs of students for successful and seamless transition back into their original school setting. Using technology to give our Alternative school students the opportunity for direct instruction over ZOOM with support facilitated from certified on-site staff at alternative school.		LifeCore MHC Support Therapist available daily, Social worker	All schools will be involved through student snapshots, regular progress updates to parents/teachers. Positive Behavior Support LifeCore Therapist	LifeCore Therapist Credit Recovery Program for at-risk students Alternative School PBS in Silent Learning Center Actual subject area teachers providing instruction over ZOOM- Alternative students in live classes then support from Alt. School teacher
After-School Opportunities	Opportunities/Club Opportunities		Partnership with local churches to support after school tutoring A very supportive local Boys and Girls Club	Collaboration with Boys and Girls Club Extra-Curricular Opportunities	Summer Credit Recovery Program Credit Recovery Extra-Curricular Opportunities for students Civic Clubs
Professional Development	School and District Based Professional Development NMEC MDE	Pre-K teachers actively involved in School based professional development and are part of Kindergarten collaboration teams	School based professional development weekly Professional Learning Communities meet weekly to interpret data and discuss best practices	Weekly school based professional development Professional Learning Communities meet weekly to interpret data and discuss best practices Wednesday Focus meetings to analyze data and share best instructional practices	School based professional development weekly Professional Learning Communities meet weekly to interpret data and discuss best practices Weekly technology PD on new teaching resources and pedagogy
Active Learning				Group Learning through technology	Hands-On Learning in Career/Technical Environment Group learning and active learning through technology Active Classrooms

Educational Technology	One to One initiative Technology in classrooms Pre-K-12 Director of Technology to assist with Technology Professional Development and Individualized Instruction	Apple TV and TV in pre-K classrooms	One to one initiative in grades preK-5, cameras, Apple tv and tv in 3-5 classrooms 2-iPad carts for lower grades Laptop labs in Computer lab and Media Center for student use. Zoom, Mastery Connect, Canvas, Nearpod	One to one ipads in all grades Projectors and apple tvs in all classrooms Canvas learning management system ZOOM Explain Everything Mastery Connect Nearpod	1-1 Ipad initiative Teachers are trained in technology in the classroom Apple TV/Projector in every classroom Use of Apple Classroom Teacher led PD for updated and new initiatives Mastery Connect Use Use of ZOOM for virtual learning during COVID Dual learning- teachers using technology to teach in person students simultaneously with virtual students
Individualized Instruction	Special Services Personnel Behavior Interventionist Instructional assistants Credit Recovery	behavior specialist assists in developing needs plan to help students adjust to structured school setting	Special services and individual teachers Intervention support Teacher assistants in grades K,1.	Special services and individual teachers Inclusion Model Academic interventionist	Special Services in high school and Career/Tech Credit Recovery for at risk students Office hours during vision time for students Individualized learning through daily assessments
Career and Technical Education (CTE)	Workforce Development Work Keys Mississippi Works National Certifications	Career exploration through center play	Stream Lab grades K-5 STREAM integration plan Community Helper days Visits to career and tech center Career day speakers for 5th grade Excel by 5 Career Day	Broadcast Journalism Robotics Cyber Foundations I & II Imagine Lab Rotations	Active Learning Individualized Instruction Hands-on learning with equipment used in the actual careers

Part VII. Proposed District Initiatives

Please complete the chart below for each of your district’s proposed dropout prevention initiatives. For each proposed initiative, you should detail the following information:

- Proposed initiative – provide either an official title for a program or position to be filled, or the proposed working title
- Grade level addressed– note whether the proposed initiative may be applicable to the entire district, or whether it will specifically address a particular grade level
- Purpose or goal – provide a brief description of the purpose or goal of the initiative
- Who is involved – list the name and titles for the individuals who will be involved in the planning and implementation of this initiative
- Proposed cost – provide an estimated cost for the initiative, including costs associated with areas such as planning, supplies, implementation, etc.
- Timeline for implementation – note the amount of time needed for actual program implementation
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention will be addressed by the proposed initiative
- Expected outcomes for students – provide a listing of the district’s expected outcomes for the proposed initiatives as they relate to the at-risk student population.

Please provide an elaboration of each program on separate attachments, labeled Appendix B – Proposed District Initiatives.

	Grade Level Addressed (District-wide, Pre-Kindergarten, Elementary, Middle, High)	Purpose or Goal	Who is Involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed
Proposed Initiative: <u>Implement Credit Recovery at each school.</u>	Each School	Graduate students on time.	Administrators and Teachers		Fall 2022/23	Systemic Renewal After School Opportunities
Proposed Initiative: <u>Monthly meetings for Dropout team to assess and implement needed interventions. Counselors will meet following meeting to follow through.</u>	Districtwide	Ensure students do not fall between the cracks and that all opportunities are available for success.	Dropout team Counselors	0	Fall 2022/23	

Proposed Initiative:
Increased teacher and student attendance

Pre-K-12	<p>Teacher incentive: Jeans on Friday if present Monday through Thursday. Additional school level incentives</p> <p>Student incentive: School level incentives for students.</p> <p>NASTUC-Mil kshake Friday</p> <p>NAHS-New Attendance Policies in place for checking out and missed days</p> <p>NAMS -Teacher and student recognition for perfect monthly attendance</p> <p>NAES -Teacher and student recognition for perfect monthly attendance</p>	ALL	\$2000	Fall semester 2022/23	Systemic Renew
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