# Jackson Public School District

**Dropout Prevention Plan**

**2024-2025**

**Dr. Errick L. Greene**
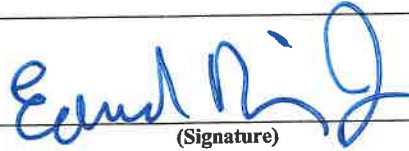*Superintendent*

| | |
|---|---|
| **School District:** *Jackson Public School District* | |
| **Superintendent:** *Dr. Errick L. Greene* | _____<br>(Signature) |
| **Board President:** *Dr. Edward Sivak* | _____<br>(Signature) |

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# Statement of Assurance

On behalf of the Jackson Public School District, I hereby submit the district's annual Dropout Prevention Plan and Restructuring Plans for each high school in the Jackson Public Schools with a graduation rate below 85%. As required in policy and state law, the plan includes strategies for:

- Reducing the retention rates in grades kindergarten, first, and second;
- Targeting subgroups that need additional assistance to meet graduation requirements;
- Developing dropout recovery initiatives that focus on students aged seventeen (17) through twenty-one (21) who dropped out of school; and
- Addressing how students will transition to the home school district from the juvenile detention centers.

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:  Laketia Marshall-Thomas                    Title:  Assistant Superintendent

Mailing Address:  662 S. President Street Jackson, MS 39225

Telephone #:  601-960-8730                    Email address:  lamarshall@jackson.k12.ms.us

District Superintendent:  Dr. Errick L. Greene  _____ (Signature)

Board President:  Dr. Edward Sivak  _____ (Signature)

# District Team Members

| Team Member | Position |
|---|---|
| **Dr. Lesian Davis** | *District Lead Counselor* |
| **Dr. Alvanette Buchanan** | *Assistant Superintendent, Middle* |
| **Dr. Kathleen Grigsby** | *Assistant Superintendent, Elementary* |
| **Ms. Dionne Woody** | *Assistant Superintendent, Elementary* |
| **Ms. Amanda Thomas** | *Executive Director, Pupil Assessment/Appeals* |
| **Dr. Faith Strong** | *Executive Director, Enrollment Services and Records* |
| **Ms. Laketia Marshall-Thomas** | *Assistant Superintendent, High* |
| **Ms. LaToya Blackshear** | *Director, Planning & Evaluation* |

**The data and information below guided the planning process and identified priorities to create the district's Dropout Prevention Plan.**

### Enrollment by Grade 2023-2024

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | 813 |
| Special Education Pre-K | * |
| Kindergarten | 1216 |
| Special Education Kindergarten | * |
| Elementary Special Education | 125 |
| Grade 01 | 1271 |
| Grade 02 | 1285 |
| Grade 03 | 1371 |
| Grade 04 | 1228 |
| Grade 05 | 1009 |
| Grade 06 | 1116 |
| Grade 07 | 1236 |
| Grade 08 | 1034 |
| Grade 09 | 1652 |
| Grade 10 | 1602 |
| Grade 11 | 1440 |
| Grade 12 | 1208 |
| Secondary Special Education | 112 |
| Total Enrollment | 17,747 |

### Enrollment by Subgroup 2023-2024

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 8774 | 49.44% |
| Male | 8973 | 50.56% |
| Asian | 20 | 0.11% |
| African American | 16581 | 93.43% |
| Hispanic or Latino | 648 | 3.65% |
| American Indian or Alaskan Native | * | * |
| White | 268 | 1.51% |
| Two or More Races | 225 | 1.27% |
| Native Hawaiian or Pacific Islander | * | * |

| School | Percent ADA |
|---|---|
| Bailey Middle APAC | 96.5 |
| Barack H Obama Magnet Elementary School | 96.4 |
| Bates Elementary School | 88.0 |
| Blackburn Middle School | 81.6 |
| Boyd Elementary School | 88.2 |
| Callaway High School | 85.4 |
| Cardozo Middle School | 90.1 |
| Casey Elementary School | 95.0 |
| Chastain Middle School | 94.1 |
| Clausell Elementary School | 88.3 |
| Dawson Elementary School | 89.7 |
| Forest Hill High School | 84.4 |
| Galloway Elementary School | 89.8 |
| Green Elementary School | 93.2 |
| Isable Elementary School | 91.2 |
| Jim Hill High School | 91.8 |
| John Hopkins Elementary School | 91.0 |
| Johnson Elementary School | 86.9 |

| School | |
|---|---|
| Key Elementary School | 94.7 |
| Kirksey Middle School | 89.5 |
| Lake Elementary School | 96.4 |
| Lanier High School | 89.3 |
| Lester Elementary School | 92.5 |
| Marshall Elementary School | 86.0 |
| McLeod Elementary School | 95.4 |
| McWillie Elementary School | 96.4 |
| Murrah High School | 87.6 |
| North Jackson Elementary School | 92.7 |
| Northwest Middle School | 96.8 |
| Oak Forest Elementary School | 94.0 |
| Pecan Park Elementary School | 91.4 |
| Peeples Middle School | 88.8 |
| Powell Middle School | 87.8 |
| Provine High School | 87.1 |
| Raines Elementary School | 92.9 |
| Shirley Elementary School | 85.6 |
| Smith Elementary School | 90.7 |
| Spann Elementary School | 94.0 |
| Sykes Elementary School | 91.2 |
| Timberlawn Elementary School | 92.7 |
| Van Winkle Elementary School | 90.2 |
| Walton Elementary School | 97.2 |
| Wells Apac School | 95.7 |
| Whitten Middle School | 90.9 |
| Wilkins Elementary School | 89.8 |
| Wingfield High School | 77.8 |
| **District** | **91.4** |

## Chronic Absenteeism School-Level Data 2023-2024

| School Year | School | ADA Grade | Enrolled | Chronic | Pct Chronic |
|---|---|---|---|---|---|
| 2023-2024 | BAILEY MIDDLE APAC SCHOOL | ALL | 267 | NR | <5% |
| 2023-2024 | BARACK H OBAMA ELEMENTARY SCHOOL | ALL | 294 | 16 | 5.44% |
| 2023-2024 | BATES ELEMENTARY SCHOOL | ALL | 518 | 236 | 45.56% |
| 2023-2024 | BLACKBURN MIDDLE SCHOOL | ALL | 557 | 321 | 57.63% |
| 2023-2024 | BOYD ELEMENTARY SCHOOL | ALL | 408 | 170 | 41.67% |
| 2023-2024 | CALLAWAY HIGH SCHOOL | ALL | 1019 | 462 | 45.34% |
| 2023-2024 | CARDOZO MIDDLE SCHOOL | ALL | 632 | 197 | 31.17% |
| 2023-2024 | CASEY ELEMENTARY SCHOOL | ALL | 275 | 35 | 12.73% |
| 2023-2024 | CHASTAIN MIDDLE SCHOOL | ALL | 563 | 76 | 13.50% |
| 2023-2024 | CLAUSELL ELEMENTARY SCHOOL | ALL | 292 | 128 | 43.84% |
| 2023-2024 | DAWSON ELEMENTARY SCHOOL | ALL | 203 | 72 | 35.47% |
| 2023-2024 | FOREST HILL HIGH SCHOOL | ALL | 1010 | 441 | 43.66% |

| | | | | | |
|---|---|---|---|---|---|
| 2023-2024 | GALLOWAY ELEMENTARY SCHOOL | ALL | 353 | 138 | 39.09% |
| 2023-2024 | GREEN ELEMENTARY SCHOOL | ALL | 310 | 72 | 23.23% |
| 2023-2024 | IDA B. WELLS APAC SCHOOL | ALL | 34 | NR | <5% |
| 2023-2024 | ISABLE ELEMENTARY SCHOOL | ALL | 259 | 83 | 32.05% |
| 2023-2024 | JIM HILL HIGH SCHOOL | ALL | 934 | 256 | 27.41% |
| 2023-2024 | JOHN HOPKINS ELEMENTARY SCHOOL | ALL | 298 | 88 | 29.53% |
| 2023-2024 | JOHNSON ELEMENTARY SCHOOL | ALL | 266 | 121 | 45.49% |
| 2023-2024 | KEY ELEMENTARY SCHOOL | ALL | 208 | 36 | 17.31% |
| 2023-2024 | KIRKSEY MIDDLE SCHOOL | ALL | 264 | 86 | 32.58% |
| 2023-2024 | LAKE ELEMENTARY SCHOOL | ALL | 226 | 16 | 7.08% |
| 2023-2024 | LANIER HIGH SCHOOL | ALL | 952 | 296 | 31.09% |
| 2023-2024 | LESTER ELEMENTARY SCHOOL | ALL | 202 | 47 | 23.27% |
| 2023-2024 | MARSHALL ELEMENTARY SCHOOL | ALL | 212 | 88 | 41.51% |
| 2023-2024 | MC LEOD ELEMENTARY SCHOOL | ALL | 391 | 53 | 13.55% |
| 2023-2024 | MCWILLIE ELEMENTARY SCHOOL | ALL | 190 | NR | <5% |
| 2023-2024 | MURRAH HIGH SCHOOL | ALL | 1342 | 491 | 36.59% |
| 2023-2024 | NORTH JACKSON ELEMENTARY SCHOOL | ALL | 340 | 85 | 25.00% |
| 2023-2024 | NORTHWEST MIDDLE SCHOOL | ALL | 223 | NR | <5% |
| 2023-2024 | OAK FOREST ELEMENTARY SCHOOL | ALL | 352 | 58 | 16.48% |
| 2023-2024 | PECAN PARK ELEMENTARY SCHOOL | ALL | 364 | 103 | 28.30% |
| 2023-2024 | PEEPLES MIDDLE SCHOOL | ALL | 331 | 116 | 35.05% |
| 2023-2024 | POWELL MIDDLE SCHOOL | ALL | 433 | 162 | 37.41% |
| 2023-2024 | PROVINE HIGH SCHOOL | ALL | 810 | 317 | 39.14% |
| 2023-2024 | RAINES ELEMENTARY SCHOOL | ALL | 227 | 63 | 27.75% |
| 2023-2024 | SHIRLEY ELEMENTARY SCHOOL | ALL | 311 | 170 | 54.66% |
| 2023-2024 | SMITH ELEMENTARY SCHOOL | ALL | 226 | 64 | 28.32% |
| 2023-2024 | SPANN ELEMENTARY SCHOOL | ALL | 456 | 88 | 19.30% |
| 2023-2024 | SYKES ELEMENTARY SCHOOL | ALL | 347 | 89 | 25.65% |
| 2023-2024 | TIMBERLAWN ELEMENTARY SCHOOL | ALL | 364 | 89 | 24.45% |
| 2023-2024 | VAN WINKLE ELEMENTARY SCHOOL | ALL | 1 | 0 | 0.00% |
| 2023-2024 | WALTON ELEMENTARY SCHOOL | ALL | 341 | 34 | 9.97% |
| 2023-2024 | WHITTEN MIDDLE SCHOOL | ALL | 361 | 110 | 30.47% |
| 2023-2024 | WILKINS ELEMENTARY SCHOOL | ALL | 365 | 138 | 37.81% |
| 2023-2024 | BAILEY MIDDLE APAC SCHOOL | ALL | 267 | NR | <5% |
| **2023-2024** | **District** | **ALL** | **18,241** | **5,766** | **31.61** |

## Discipline Data 2023 – 2024

| School Name | Enrolled | Num of Students | Pct of Students | Incidents |
|---|---|---|---|---|
| **District** | 19185 | 3667 | 19.1 | 8382 |
| Bailey Middle APAC | 267 | 21 | 7.9 | 26 |
| Barack H Obama Magnet Elementary School | 290 | 6 | 2.1 | 8 |
| Bates Elementary School | 485 | 28 | 5.8 | 33 |
| Blackburn Middle School | 535 | 310 | 57.9 | 1001 |
| Boyd Elementary School | 394 | 13 | 3.3 | 21 |

| School | | | | |
|---|---|---|---|---|
| Callaway High School | 1000 | 232 | 23.2 | 361 |
| Cardozo Middle School | 611 | 200 | 32.7 | 446 |
| Casey Elementary School | 275 | 7 | 2.5 | 8 |
| Chastain Middle School | 549 | 157 | 28.6 | 254 |
| Clausell Elementary School | 262 | 32 | 12.2 | 72 |
| Dawson Elementary School | 199 | 12 | 6.0 | 15 |
| Forest Hill High School | 995 | 309 | 31.1 | 803 |
| Galloway Elementary School | 356 | 5 | 1.4 | 7 |
| Green Elementary School | 319 | 8 | 2.5 | 16 |
| Isable Elementary School | 248 | 12 | 4.8 | 14 |
| Jim Hill High School | 894 | 191 | 21.4 | 357 |
| John Hopkins Elementary School | 315 | 16 | 5.1 | 20 |
| Johnson Elementary School | 312 | 8 | 2.6 | 8 |
| Key Elementary School | 218 | 3 | 1.4 | 3 |
| Kirksey Middle School | 259 | 49 | 18.9 | 74 |
| Lake Elementary School | 247 | 5 | 2.0 | 5 |
| Lanier High School | 932 | 293 | 31.4 | 546 |
| Lester Elementary School | 185 | 6 | 3.2 | 8 |
| Marshall Elementary School | 195 | 17 | 8.7 | 25 |
| McLeod Elementary School | 392 | 20 | 5.1 | 32 |
| McWillie Elementary School | 416 | 0 | 0 | 0 |
| Murrah High School | 1332 | 490 | 36.8 | 1571 |
| North Jackson Elementary School | 367 | 1 | 0.3 | 1 |
| Northwest Middle School | 206 | 30 | 14.6 | 39 |
| Oak Forest Elementary School | 332 | 6 | 1.8 | 9 |
| Pecan Park Elementary School | 358 | 13 | 3.6 | 14 |
| Peeples Middle School | 316 | 141 | 44.6 | 284 |
| Powell Middle School | 422 | 167 | 39.6 | 383 |
| Provine High School | 792 | 349 | 44.1 | 923 |
| Raines Elementary School | 225 | 28 | 12.4 | 54 |
| Shirley Elementary School | 293 | 35 | 11.9 | 49 |
| Smith Elementary School | 251 | 18 | 7.2 | 25 |
| Spann Elementary School | 441 | 17 | 3.9 | 24 |
| Sykes Elementary School | 350 | 6 | 1.7 | 7 |
| Timberlawn Elementary School | 350 | 0 | 0 | 0 |
| Van Winkle Elementary School | 274 | 0 | 0 | 0 |
| Walton Elementary School | 368 | 0 | 0 | 0 |
| Wells APAC School | 33 | 8 | 24.2 | 16 |
| Whitten Middle School | 343 | 130 | 37.9 | 325 |
| Wilkins Elementary School | 348 | 9 | 2.6 | 9 |
| Wingfield High School | 634 | 259 | 40.9 | 486 |

| 2023-2024 K-2 Retention Data | | | |
|---|---|---|---|
| Grade | Enrolled | Retained | Percent Retained |
| K | 1,291 | 47 | 3.6 |
| 01 | 1,336 | 60 | 4.5 |
| 02 | 1,343 | 68 | 5.1 |

| 2023-2024 K-2 Attendance Data | |
|---|---|
| Grade | Percent Attendance |
| K | 92.8 |
| 01 | 92.7 |
| 02 | 93.2 |

**5-YEAR STRATEGIC GOALS**

| GOALS | 5-YEAR STRATEGIC GOALS | |
|---|---|---|
| | Base Year | Goal |
| | 2023 | 2029 |
| 50% or more JPS scholars will perform proficiently in Reading across grades 3-8 and English II | 34.3% | 50% |
| 50% or more JPS scholars will perform proficiently in Mathematics across grades 3- 8 and Algebra I | 30.4% | 50% |
| 50% or more of JPS scholars will perform proficiently in Science (Grades 5, 8, and Biology I) | 40.0% | 50% |
| Increase the average Junior composite score on the ACT to 19 or above | 15.4 | 19 |
| 90% or more JPS scholars will graduate in 4 years | 84.1% | 90% |
| 80% or more JPS scholars expressing and demonstrating pro-social, emotional, and behavioral patterns | 67.3% | 80% |
| Decrease the rate of chronic absenteeism to 20% or fewer scholars | 28.7% | 20% |
| 95% or more of stakeholders express overall satisfaction with Jackson Public Schools | 84.3% | 95% |
| 50% or more of JPS high school scholars participate in co-curricular activities | 28.0% | 50% |
| 80% of JPS Kindergarten scholars will earn a score of 681 or above on the Kindergarten Readiness Assessment at the end of Kindergarten | 49.3% | 80% |

## Graduation Rate Data 2023-2024 and State Goals

| Group | JPS | 2018-19 Goal | 2021-22 Goal | 2024-25 Goal | Mississippi |
|---|---|---|---|---|---|
| All | 83.7 % | 84.8% | 87.4% | 90.0% | 89.4% |
| Female | 86.7% | | | | 92.2% |
| Male | 80.8% | | | | 86.7% |
| Black or African American | 84.5% | | | | 88.2% |
| White | 46.2% | 87.7% | 89.6% | 91.5% | 91.1% |
| Hispanic or Latino | 69.2% | 84.5% | 87.2% | 89.8% | 85.0% |
| Two or More Races | 84.2% | | | | 87.8% |
| Economically Disadvantaged | 84.9% | 82.0% | 85.3% | 88.5% | 87.0% |
| Homeless | 27.0% | | | | 72.8% |
| Students with Disabilities | 67.5% | 46.5% | 58.2% | 70.0% | 70.0% |
| Limited English Proficiency | 47.8% | 63.6% | 71.2% | 78.9% | 64.0% |

## 5-YEAR GRADUATION RATES BY HIGH SCHOOLS

| High Schools | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| Callaway | 69.8 | 66.4 | 74.2 | 85.8 | 84.4 | 82.6 |
| Forest Hill | 66.0 | 70.1 | 75.7 | 87.1 | 83.2 | 79.1 |
| Jim Hill | 75.1 | 75.0 | 82.0 | 87.2 | 83.1 | 83.1 |
| Lanier | 56.5 | 59.5 | 71.3 | 81.0 | 83.8 | 88.8 |
| Murrah | 89.1 | 88.1 | 91.0 | 88.4 | 89.0 | 90.3 |
| Provine | 86.8 | 85.8 | 81.7 | 82.3 | 84.3 | 81.4 |
| Wingfield | 64.8 | 72.3 | 70.5 | 81.3 | 77.2 | 78.9 |
| JPS | 74.2 | 75.1 | 78.8 | 84.6 | 84.1 | 83.7 |
| Mississippi | 84 | 85 | 87.7 | 88.4 | 88.9 | 89.4 |

### Graduation Rate Goals

|  | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2021-2022 | 2023-2024 | 2024-2029 |
|---|---|---|---|---|---|---|---|
| Mississippi | 80.8 | 82.3 | 83.0 | 84.8 | 87.4 | 90.0 | ■ |
| Jackson Public | 67.7 | 70.2 | 71.0 | 74.2 | 80.0 | 80 | 90.0 |

### Dropout Rate Data

|  | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|---|---|---|
| Mississippi | 11.8 | 10.8 | 10.6 | 10.1 | 9.7 | 8.8 | 8.5 | 9.0 | 8.5 |
| Jackson Public | 21.3 | 18.3 | 21.0 | 18.1 | 18.7 | 17.5 | 12.7 | 14.1 | 14.6 |

### Dropout Rate Goals

|  | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2024 | 2024-2026 | 2026-2029 |
|---|---|---|---|---|---|---|---|
| Mississippi | 11.8 | 10.8 | 10.6 | 10.1 | ■ | ■ | ■ |
| Jackson Public | 21.3 | 18.3 | 21.0 | 18.1 | 17.0 | 14.0 | 10.0 |

| Math Proficiency Data – STATE GOALS | | | | | |
|---|---|---|---|---|---|
| Group | District 2023-24 | 2018-19 Goal | 2021-22 Goal | 2024-25 Goal | State 2022-23 |
| All | 28.5% | 44.1% | 57.0% | 70.0% | 46.8% |
| Female | 30.0% | | | | 47.8% |
| Male | 27.1% | | | | 45.9% |
| Black or African American | 28.4% | 35.0% | 52.5% | 70.0% | 31.3% |
| White | 58.4% | 53.5% | 61.7% | 70.0% | 62.5% |
| Hispanic or Latino | 19.9% | 45.3% | 57.6% | 70.0% | 48.5% |
| Two or More Races | 27.5% | 47.5% | 58.7% | 70.0% | 53.8% |
| Economically Disadvantaged | 28.5% | 38.7% | 54.4% | 70.0% | 38.7% |
| Homeless | 28.6% | | | | 27.8% |
| Foster Care | 14.3% | | | | 37.3% |
| Students with Disabilities | 10.9% | 29.4% | 49.7% | 70.0% | 21.1% |
| Students without Disabilities | 31.6% | | | | 51.3% |
| English Learners | 12.0% | 38.6% | 54.3% | 70.0% | 31.9% |
| Non-English Learners | 29.0% | | | | 47.2% |

| Math Performance Data 2023- 2024 | | | | | |
|---|---|---|---|---|---|
| Group | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | 9.0 | 29.2 | 33.3 | 23.2 | 5.3 |
| Female | 7.3 | 27.5 | 35.2 | 24.8 | 5.2 |
| Male | 10.7 | 30.8 | 31.4 | 21.7 | 5.4 |
| Black or African American | 8.7 | 29.2 | 33.7 | 23.5 | 4.9 |
| White | 5.5 | 37.4 | 29.7 | 20.9 | 6.6 |
| Asian | 0.0 | 18.2 | 18.2 | 18.2 | 45.5 |
| Hispanic or Latino | 19.3 | 30.9 | 29.8 | 16.9 | 3.0 |
| Native Hawaiian or Pacific Islander | * | * | * | * | * |
| Two or More Races | 5.5 | 37.4 | 29.7 | 20.9 | 6.6 |
| Economically Disadvantaged | 9.0 | 29.2 | 33.3 | 23.3 | 5.3 |
| Homeless | 12.9 | 36.3 | 32.2 | 16.2 | 2.4 |
| Foster Care | 20.4 | 30.6 | 34.7 | 14.3 | 0.0 |
| Students with Disabilities | 22.7 | 42.5 | 23.9 | 9.9 | 1.0 |
| Students without Disabilities | 6.6 | 26.9 | 34.9 | 25.6 | 6.0 |
| English Learners | 23.1 | 34.6 | 30.3 | 12.0 | 0.0 |
| Non-English Learners | 8.6 | 29.0 | 33.3 | 23.6 | 5.4 |
| Military-Connected | 0.0 | 4.5 | 31.8 | 54.5 | 9.1 |

| English Proficiency Data – STATE GOALS | | | | | |
|---|---|---|---|---|---|
| Group | District 2023-24 | 2018-19 Goal | 2021-22 Goal | 2024-25 Goal | State 2022-23 |
| All | 28.3% | 45.1% | 57.5% | 70.0% | 41.9% |
| Female | 32.7% | | | | 45.6% |
| Male | 24.3% | | | | 38.4% |
| Black or African American | 28.2% | 35.9% | 53.0% | 70.0% | 28.2% |
| White | 62.7% | 55.0% | 62.5% | 70.0% | 56.5% |
| Hispanic or Latino | 19.0% | 42.2% | 56.1% | 70.0% | 38.1% |
| Two or More Races | 36.7% | 48.2% | 59.1% | 70.0% | 49.0% |
| Economically Disadvantaged | | 39.6% | 54.8% | 70.0% | 34.3% |
| Homeless | 23.2% | | | | 27.2% |
| Foster Care | 16.3% | | | | 31.1% |
| Students with Disabilities | 11.5% | 29.3% | 49.6% | 70.0% | 17.2% |
| Students without Disabilities | 31.3% | | | | 46.2% |
| English Learners | 9.7% | 32.4% | 51.2% | 70.0% | 20.5% |

## MAAP ENGLISH DATA

| English Performance Data 2023 – 2024 | | | | | |
|---|---|---|---|---|---|
| Group | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| All | 18.3 | 25.3 | 27.9 | 20.9 | 7.6 |
| Female | 13.5 | 23.9 | 29.7 | 24.2 | 8.6 |
| Male | 22.9 | 26.7 | 26.1 | 17.7 | 6.6 |
| Black or African American | 17.4 | 25.7 | 28.7 | 21.1 | 7.1 |
| White | 8.7 | 14.3 | 14.3 | 22.2 | 40.5 |
| Alaskan Native or Native American | | | | | |
| Asian | 13.3 | 13.3 | 13.3 | 40.0 | 20.0 |
| Hispanic or Latino | 40.7 | 24.4 | 16.0 | 15.2 | 3.8 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 |
| Two or More Races | 21.4 | 15.3 | 26.5 | 17.3 | 19.4 |
| Economically Disadvantaged | | | | | |
| Non-Economically Disadvantaged | | | | | |
| Homeless | 29.4 | 25.4 | 21.9 | 19.1 | 4.1 |
| Foster Care | 20.4 | 38.8 | 24.5 | 16.3 | 0.0 |
| Students with Disabilities | 46.1 | 26.1 | 16.2 | 10.3 | 1.2 |
| Students without Disabilities | 13.6 | 25.2 | 29.8 | 22.7 | 8.6 |
| English Learners | 50.0 | 28.0 | 12.3 | 9.3 | 0.4 |
| Non-English Learners | 17.4 | 25.2 | 28.3 | 21.2 | 7.8 |
| Military-Connected | 0.0 | 14.3 | 38.1 | 38.1 | 9.5 |

# JPS BEHAVIOR AND ATTENDANCE DATA

## Behavior Data 2023-2024

| District/ Feeder | Category | 2 Per Quarter 1 | | | 2 Per Quarter 2 | | | 2 Per Quarter 3 | | | 2 Per Quarter 4 | | | 6 or More All Year | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Referrals | Percent | Enrolled | Referrals | Percent | Enrolled | Referrals | Percent | Enrolled | Referrals | Percent | Enrolled | Referrals | Percent |
| District | 1. Off Track (Tier III) | 17,538 | 164 | 0.9 | 18,000 | 247 | 1.4 | 18,503 | 194 | 1.0 | 18,338 | 261 | 1.4 | 19,270 | 279 | 1.4 |
| District | 2. Sliding (Tier II) | 17,538 | 321 | 1.8 | 18,000 | 339 | 1.9 | 18,503 | 278 | 1.5 | 18,338 | 225 | 1.2 | 19,270 | 252 | 1.3 |
| District | 3. On Track to Graduate (Tier I) | 17,538 | 16,325 | 93.1 | 18,000 | 16,361 | 90.9 | 18,503 | 17,132 | 92.6 | 18,338 | 16,875 | 92.0 | 19,270 | 15,719 | 81.6 |

## Attendance Data 2023-2024

| District/ Feeder | Category | Status | Quarter 1 | | | Quarter 2 | | | Quarter 3 | | | Quarter 4 | | | All Year | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Enrolled | Days Absent | % | Enrolled | Days Absent | % | Enrolled | Days Absent | % | Enrolled | Days Absent | Percent | Enrolled | Days Absent | % |
| District | 1. Off Track (Tier III) | Absent 5 days | 17,538 | 852 | 4.9 | 18,000 | 1,124 | 6.2 | 18,503 | 1,050 | 5.7 | 18,338 | 928 | 5.1 | 19,270 | 944 | 4.9 |
| District | 2. Sliding (Tier II) | Absent 3-5 days | 17,538 | 3,803 | 21.7 | 18,000 | 4,457 | 24.8 | 18,503 | 4,238 | 22.9 | 18,338 | 3,703 | 20.2 | 19,270 | 3,281 | 17.0 |
| District | 3. On Track to Graduate (Tier I) | Absent 2 days or less | 17,538 | 6,073 | 34.6 | 18,000 | 5,203 | 28.9 | 18,503 | 5,569 | 30.1 | 18,338 | 5,330 | 29.1 | 19,270 | 2,247 | 11.7 |

# RETENTION, MOBILITY, AND DISCIPLINE DATA

## Retention Data 2023-2024

| Feeder Pattern | Status | Category | K-3rd Grades | | | 4th - 12th Grades | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Enrolled | Number | Percent | Enrolled | 4th - 12th Grades | Percent |
| District | 1. Off Track (Tier III) | Failed One Grade | 5,703 | 726 | 12.73% | 12,652 | 3,243 | 25.63% |
| District | 2. Sliding (Tier II) | Scored N or D in math or reading | 5,703 | 1,534 | 26.90% | 12,652 | 6,231 | 49.25% |
| District | 3. On Track to graduate (Tier I) | Never Retained | 5,703 | 4,868 | 85.36% | 12,652 | 8,182 | 64.67% |
| | | | | | | | | |

## Mobility Data 2023-2024

| Feeder Pattern | Status | Category | Enrolled | Times Moved | Percent |
| --- | --- | --- | --- | --- | --- |
| District | 1. Off Track (Tier III) | 2 or more moves | 18,069 | 43 | 0.24% |
| District | 2. Sliding (Tier II) | 1 move | 18,069 | 699 | 3.87% |
| District | 3. On Track to Graduate (Tier I) | 0 moves | 18,069 | 17,327 | 95.89% |

## Discipline Data 2023 – 2024

| | In-School Suspension | Out-of-School Suspension | Expulsion | SCHOOL-BASED ARRESTS * | REFERRED TO LAW ENFORCEMENT * |
| --- | --- | --- | --- | --- | --- |
| State | 5.7% | 8.7% | <5% | <5% | <5% |
| District | <5% | 28.9% | <5% | <5% | <5% |
| Female | <5% | 22.7% | <5% | <5% | <5% |
| Male | <5% | 35.0% | <5% | <5% | <5% |
| Black or African American | <5% | 30.4% | <5% | <5% | <5% |
| White | <5% | 6.9% | | <5% | <5% |
| Alaskan Native or Native American | | <5% | | <5% | <5% |
| Asian | | <5% | | <5% | <5% |
| Hispanic or Latino | <5% | 9.3% | | <5% | <5% |
| Native Hawaiian or Pacific Islander | | <5% | | <5% | <5% |
| Two or More Races | <5% | 19.0% | | <5% | <5% |
| Students with Disabilities | <5% | 36.5% | <5% | <5% | <5% |
| Students without Disabilities | <5% | 27.8% | <5% | | |
| English Learners | <5% | 9.5% | <5% | | |
| Non-English Learners | <5% | 29.6% | <5% | | |

| Chronically Absent Students Data 2023 - 2024 | | |
|---|---|---|
| **Group** | **District** | **State** |
| All | 33.5 | 28.0% |
| Female | 32.8 | 28.4% |
| Male | 34.2 | 27.7% |
| Black or African American | 33.6 | 30.1% |
| White | 25.7 | 26.3% |
| Asian | 33.2 | 14.4% |
| Hispanic or Latino | 34.3 | 23.2% |
| Two or More Races | 35.7 | 30.9% |
| Students with Disabilities | 33.2 | 31.4% |
| Students without Disabilities | 31.9 | 27.4% |
| English Learners | 33.6 | 21.5% |
| | | |

# District Dropout Prevention/Graduation Completion Plan

*Dropout Prevention Goal #1: Reduce retention rates in Kindergarten, First, and Second grades.*

| Desired Impact<br>What measurable change will be seen? | Action Steps/<br>Interventions<br>What actions, additional assessments, or interventions will occur to achieve the desired change? | Resources<br>What are the financial and human resources necessary to accomplish the action steps or interventions? | Who is Responsible?<br>Who is involved?<br>Who will provide the leadership? Who will do the work? | Timeline<br>When will this action step or intervention begin and end? | Evidence of Implementation<br>What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? |
|---|---|---|---|---|---|
| ***Retention:***<br>*JPS K-2 student retention rate will decrease from 4.4% to 3.4% by May 2025.*<br><br>***Attendance:***<br>*JPS K-2 student attendance rate will increase from 92.9% to 90% by May 2025.* | Develop a JPS Strategic Plan designed as a series of commitments to our scholars and families that will guide our district's decisions and actions. One commitment in the plan is "The Power of People and Possibilities," which includes strategies to support scholars in K-2nd grades.  JPS Strategic Plan<br><br>Implement a district-wide Pre-K Early Start Program (Early Learning Collaborative Grant.)<br><br>Host monthly Parent Literacy Academies monthly.<br><br>Implement the MTSS Process with fidelity.<br><br>Utilize the Early Warning System (EWS) for early Identification.<br><br>Collaborate with Daycares and Headstart Centers in the metro areas.<br><br>Provide intervention accessibility through (1:1) device distribution and access. | Title I Funding<br><br>District Funding<br><br>ESSER Funding | Teachers<br><br>EWS Team<br><br>PBIS Team<br><br>Counselors<br><br>IST (office)<br><br>Interventionists<br><br>Instructional Technology<br><br>Administrators<br><br>Assistant Superintendents | August 2024 – May 2025<br><br>EWS data will be evaluated every two weeks<br><br>IST will monitor attendance daily | Documentation from EWS Meetings<br>Daily Attendance Reports<br>Retention Reports<br>Parent Conference Logs<br>Documentation from MTSS Process<br>Documentation from Town Hall Meetings<br>Instructional Notification Letters A-E |

| | Provide additional Professional Development activities for K—2 teachers. | | | | |
|---|---|---|---|---|---|

***Dropout Prevention Goal #2: Target subgroups that need additional assistance to meet graduation requirements.***

| **Desired Impact** What measurable change will be seen? | **Action Steps/** Interventions What actions, additional assessments, or interventions will occur to achieve the desired change? | **Resources** What are the financial and human resources necessary to accomplish the action steps or interventions? | **Who is Responsible?** Who is involved? Who will provide the leadership? Who will do the work? | **Timeline** When will this action step or intervention begin and end? | **Evidence of Implementation** What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? |
|---|---|---|---|---|---|
| ***JPS will decrease chronic absenteeism for at-risk students from 33% to 30% by May 2025.*** *As evidenced by MAAP, JPS will increase the ELA proficiency of JPS scholars from 28.3% to 40% by May 2025.* *As evidenced by MAAP, JPS will increase the Math proficiency of JPS scholars from 28.5% to 40% by May 2025.* ***JPS will increase the graduation rate from 83.7% to 85.0% by May 2025.*** | Set goals and employ strategies to improve attendance for students at-risk through positive student engagement, behavioral and mental health support, physical health support, academic support, extended learning, and basic needs support based on intervention tiers, https://www.attendanceworks.org/. Monitor academic data and provide accurate and timely reports that empower school-level MTSS/TST teams to effectively identify and support students who need academic intervention through pull-outs and push-ins. Identify students in need of academic and behavioral interventions. Implement and apply needed interventions with fidelity through scheduling, frequent screening, progress monitoring, and effective Tier II—small group, progress monitoring, and peer tutoring; Tier III—intensive individualized instruction, behavioral | Establishment of District and School Level EWS Teams Effective implementation and monitoring of MTSS/RtI Truancy Officers Parent Notification System Intervention Program School Level Interventionist and District Lead Interventionist Jobs for MS Graduates Program | Teachers MTSS Team/Committee EWS Teams Counselors Interventionists/Lead Interventionists Administrators Assistant Superintendents Graduation Coaches | August 2024 – May 2025 August 2024 – May 2025 | MTSS/TST Documentation Monthly auditing of MTSS/RTI Implementation in schools Active Parent interactions |

| | | | | |
|---|---|---|---|---|
| | interventions, and specialized reading interventions.<br><br>Identify students who meet the criteria for early content recovery.<br><br>Assign identified students to the Credit Recovery Program and monitor progress.<br><br>Establish a system to inform parents of student progress (e.g., School, Status, Parent-Teacher Conferences, EWS meetings, and Academic Counseling Sessions).<br><br>Offer Jobs for Mississippi Graduates program to 11th and 12th students to learn college or career readiness skills.<br>Implement Early Warning System protocol to identify potential non-graduates to determine and provide student support.<br><br>Track and monitor stages for successfully completing the REAP/Fast Track Program (the district's overage program for 4th – 12th-grade scholars.)<br><br>JPS schools will identify at-risk students and provide additional academic and behavioral tiered support. (JPS' targeted subgroups are students with disabilities, EL, Foster Care, Homeless, over-aged students, and students who failed two or more classes.) | | | | |

***Dropout Prevention Goal #3: Develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.***

| Desired Impact<br>What measurable change will be seen? | Action Steps/<br>Interventions<br>What actions, additional assessments, or interventions will occur to achieve the desired change? | Resources<br>What are the financial and human resources necessary to accomplish the action steps or interventions? | Who is Responsible?<br>Who is involved?<br>Who will provide the leadership?<br>Who will do the work? | Timeline<br>When will this action step or intervention begin and end? | Evidence of Implementation<br>What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? |
|---|---|---|---|---|---|
| ***JPS will increase re-entry/re-enrollment of students ages 17 – 21 who dropped out from 12 to 15 by May 2025.***<br><br>***JPS will decrease the dropout rate from 14.6% to 14.0.*** | Increase enrollment at the Re-engaging in Education for All to Progress (REAP) Center and Fast Track to include those students who dropped out.<br><br>Develop and implement REAP and Fast Track programs for scholars in grades 4th—12th who are overaged, under-credited, and have failed multiple grades.<br><br>Track and monitor stages for successful completion of the REAP and Fast Track Programs, keeping students updated on their progress toward completion.<br><br>Provide quality classroom instruction at each instructional Tier.<br><br>Provide credit recovery for students to gain credits through a course recovery program.<br><br>Pull bi-weekly EWS reports to identify students.<br><br>Prescribe and monitor appropriate intervention based | District funding Credit recovery<br><br>Blended learning programs<br><br>Freckles<br><br>Academic intervention programs<br><br>Truancy Officers<br><br>Data Dashboard | Teachers<br><br>MTSS Team/Committee<br><br>Counselors<br><br>Interventionists/Lead Interventionists<br>Administrators<br>Assistant Superintendents<br>Truancy Officers<br>Dropout Prevention Coordinator<br>District Lead Counselor<br>Graduation Coaches | August 2024 – May 2025 | Review of discipline data<br><br>Learning walks /daily observations data/logs<br><br>Monthly progress monitoring data<br><br>Counselors' monthly reports<br><br>Credit Course Recovery completion reports<br><br>REAP enrollment and completion semester data |

| | | | | |
|---|---|---|---|---|
| | on STAR Screener results and other available data. | | | |
| | Implement prevention and intervention programs that provide supplemental academic support for students in at-risk situations. | | | |
| | Provide alternative settings to support student needs, including virtual and blended learning classes. | | | |
| | Provide students and their families with support services. | | | |
| | Provide accurate, timely attendance and dropout data so campus administrators and planners can make informed decisions. | | | |
| | Increase enrollment in CTE courses at the Career Development Center. | | | |
| | Provide workforce development and transitioning support to students in CTE programs. | | | |
| | Partner with community education partners such as Job Corp, WIN Job Center, GED Programs, and Youth Challenge for students who will not re-enroll in JPS. | | | |
| | Utilize alternative options to MAAP assessments to meet graduation requirements. | | | |

*Dropout Prevention Goal #4: Address how students will transition to the home school district from the juvenile detention center.*

| Desired Impact<br>What measurable change will be seen? | Action Steps/<br>Interventions<br>What actions, additional assessments, or interventions will occur to achieve the desired change? | Resources<br>What are the financial and human resources necessary to accomplish the action steps or interventions? | Who is Responsible?<br>Who is involved?<br>Who will provide the leadership?<br>Who will do the work? | Timeline<br>When will this action step or intervention begin and end? | Evidence of Implementation<br>What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? |
|---|---|---|---|---|---|
| *JPS will follow MS state policy for transitioning students from the juvenile detention center back to their home schools for 100% of scholars assigned to the juvenile detention center*. | The Dropout Prevention Coordinator from the Henley Young Juvenile Justice Center will liaise between youth court and home school transitions.<br><br>The Dropout Prevention Coordinator will conduct transition meetings with school-level personnel or teams.<br><br><br>Schools will be informed immediately and made aware of their release, and a transition meeting will be scheduled within 24 hours of release.<br><br>Upon the student's return from the detention center and the Principal designee, a transition meeting occurs with the student, parent, and the IIP's designee to discuss and review the student's attendance, | Truancy Officers<br><br>Dropout Prevention Coordinator<br><br>Behavior Screener<br><br>Parent Notification System | School Home Counselors<br><br>Interventionists/Lead Interventionists<br><br>Administrators<br><br>Assistant Superintendents<br><br>Truancy Officers<br><br>Dropout Prevention Coordinator<br><br>Case Manager<br><br>Teacher<br><br>Mental Health Representative<br><br>Behavior Specialist | August 2024 – May 2025 | Transition Meeting Agenda<br><br> Sign-in-sheets<br><br>Students/Parent Transition logs<br><br>Review of discipline data in SAM.<br><br>Submission and review of OSS documentation<br><br>Alternative School Referrals<br><br>Review of grades during report card grade verification<br><br>HYJJC release documentation |

| | | | | |
|---|---|---|---|---|
| | behavior, course performance, and Individualized Intervention Plan (IIP). Intervention strategies are included with academic and behavioral goals. The home school is responsible for implementing and monitoring the intervention with fidelity.<br><br>The Dropout Prevention Coordinator will follow up two weeks after being released and will continue to follow up for six months.<br><br>The Dropout Prevention Coordinator will track and monitor attendance at schools where students have transitioned back to their homeschool and are encouraged to return to school. | | | |

# JACKSON PUBLIC SCHOOLS

# Dropout Prevention-Restructuring Plan

# Jackson Public Schools Restructuring Plan

*Feeder Pattern:* _____ **Callaway** _____

*School:* ___ **Callaway High School** _____

| School Team Members | Position |
|---|---|
| Jamaka Holman | Principal, Green Elementary School |
| Joyce Jones | Counselor, Green ES |
| Ashley Johnson | Interventionists, Green ES |
| Jocelyn Smith | Principal, North Jackson Elementary School |
| Vicky Frazier | Counselor, North Jackson ES |
| Lakisha Primer | Interventionists, North Jackson ES |
| Ruthie Johnson | Principal, Kirksey Middle School |
| Diane Stapleton | Interventionists, Kirksey MS |
| Jolanda Roby | Counselor, Kirksey MS |
| Terrence Hill | Principal, Powell Middle School |
| Samantha Across | Interventionists, Powell MS |
| Tonette Jones | Counselor, Powell MS |
| Ashley Molden | Principal, JTECHS |
| Shanice Bell | Interventionists, JTECHS |
| Dr. Shemeka S. McClung | Principal, Callaway High School |
| Tyechia Dodd | Office Manager, Callaway HS |
| Paul Brown | Attendance Clerk, Callaway HS |
| Angela Norals | Counselor, Callaway HS |
| Elizabeth Ward Weston | Counselor, Callaway HS |
| Carmen Taylor | Counselor, Callaway HS |
| Aisha Williams-Floyd | Counselor, Callaway HS |
| Crystal Hill | Assistant Principal, Callaway HS |
| Corice Greenwood | Dean of Students, Callaway HS |
| Dr. Brian Grizzell | Graduation Coach, Callaway HS |
| Tameka Battle | College & Career Readiness, Callaway HS |
| Funmilayo Tilden | College & Career Readiness, Callaway HS |

| List of Data Available |
|---|
| Attendance |
| Discipline |
| Report Card |
| Retention |

| Drop Out |
|---|
| MAAP Data |
| Graduation |

## School Restructuring Plan Goals

| Goal 1: | To increase the annual percent of students "on track to graduate" based on attendance (those missing 2 or fewer days) from 85.4% to 88% by May of 2025, as evidenced by District attendance data. |
|---|---|
| Goal 2: | To increase the annual percent of students "on track to graduate" based on behavior from 76.8% to 85% by May 2025 as evidenced by District discipline data. |
| Goal 3: | To increase the annual percent of students "on track to graduate" based on course performance by 3% by May 2025 as evidenced by student report card data. |

## School Restructuring Plan

**Goal 1:** To increase the annual percent of students "on track to graduate" based on attendance (those missing 2 or fewer days) from 85.4% to 88% by May of 2025, as evidenced by District attendance data.

Focus Area: ▢ Attendance      ▢ Behavior      ▢ Course Performance      ▢ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024-May 2025 | Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars who need attendance, behavioral, and course performance improvement. | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |
| August 2024-May 2025 | Monitor the implementation and deployment of the MDE Early Warning | School EWS Team, Parent Notification Letter, Home Visit Logs | EWS Team, Graduation Coaches, CCR Teachers, School Administrators | EWS Team, Graduation Coaches, CCR Teachers, School Administrators |

| | System; deploy graduation coaches throughout the school community to assist with location and cause determination for students at risk of becoming chronically absent. | | | |
|---|---|---|---|---|
| August 2024- May 2025 | Provide job-embedded professional development based on comprehensive needs assessment results surrounding attendance and relative factors that may hinder student school attendance. | School-level comprehensive needs assessment results, Attendance Reports, and JPS Policies/Procedures | School and District Administrators & Personnel | School and District Administrators & Personnel |

| Plan to Progress Monitor | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Review of attendance data in SAM (EWS tab) identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Submission of daily/ weekly reports by Graduation Coaches | Weekly meetings with graduation coaches and possible student schedule adjustments |
| **Goal 2:** To increase the annual percent of students "on track to graduate" based on behavior from 76.8% to 85% by May 2025, as evidenced by District discipline data. | | |

| Focus Area: □ Attendance    <mark>□ Behavior</mark>    □ Course Performance    □ Other | | | | |
|---|---|---|---|---|
| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
| August 2024- May 2025 | Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars who need attendance, behavioral, and course performance improvement. | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |
| August 2024- May 2025 | The school EWS team will meet monthly to track discipline data and provide appropriate support. | Funding for PBIS Behavior Screener On-going professional development | School Administrators EWS Team | School Administrators EWS Team District Lead Counselor School Level Counselors Graduation Coaches |
| August 2024- May 2025 | Continue to implement PBIS strategies and procedures with fidelity. | Funding for PBIS Behavior Screener On-going professional development | School Administrators EWS Team | School Administrators EWS Team District Lead Counselor School Level Counselors Graduation Coaches |
| **Plan to Progress Monitor** | | | | |
| Date | Evidence to Determine Progress Toward Achieving Goal | | Potential Adjustments | |
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior | |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| | | | | Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Review of behavioral data in SAM (EWS tab) identifying students "off track," "sliding," and "on track." | | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings | |
| August 2024 – May 2025 | Submission of weekly/monthly reports by PBIS Team Members. | | Monthly meetings with PBIS team members and possible adjustments in student incentives. | |

## Goal 3: To increase the annual percent of students "on track to graduate" based on course performance by 3% by May 2025, as evidenced by student report card data.

Focus Area: □ Attendance     □ Behavior     □ Course Performance     □ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024- May 2025 | Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars who need attendance, behavioral, and course performance improvement. | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |
| August 2024- May 2025 | Provide and implement quality classroom instruction through innovative and technological systems at each instructional tier. | Professional Development to improve teacher efficacy and student learning using computer-based instruction. | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |
| August 2024- May 2025 | Collaborate with instructional stakeholders (TST) to identify students who | Credit Recovery /Blended Learning Programs to provide organizational | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |

| | |
|---|---|
| meet the Blended Learning/Credit Recovery Program criteria. | structures, personal instruction strategies, and student support strategies to minimize learning deficiencies. | | |

| Plan to Progress Monitor | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Review of course performance data in SAM/ CANVAS identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Submission of weekly/monthly reports by credit recovery teachers. | Weekly meetings (FIT meetings) with credit recovery teachers and possible adjustments in student incentives. |

# RESTRUCTURING PLAN PLANNING GUIDE

| SMART Goal Planning Template | | | |
|---|---|---|---|
| **Goal 1:** To increase the annual percent of students "on track to graduate" based on attendance (those missing 2 or fewer days) from 85.4% to 88% by May of 2025, as evidenced by District attendance data. | | | |
| Focus Area: ☐ Attendance      ☐ Behavior      ☐ Course Performance      ☐ Other | | | |
| S | **Specific** | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | To increase the annual percent of students "on track to graduate" based on attendance (those missing 2 or fewer days) from 85.4% to 88% by May of 2025, as evidenced by District attendance data.  -Carried out by District/School Teaching/Learning Staff and Teachers. |

| | | | |
|---|---|---|---|
| | | | -Tasks will include monitoring students' progress, providing job-embedded professional development based on needs assessment surveys, and identifying students in need of academic & behavioral interventions.<br>-SAMs, ABC reports, district/state attendance policies & procedures are needed. |
| **M** | **Measurable** | M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -Goal is measured by the end of the year ADA.<br>-Utilize data from SAMs, MTSS, and EWS to monitor progress.<br>-Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans. |
| **A** | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | The goal will be achieved by May 2025. Excessive student absences, lack of motivation, and teacher effectiveness are barriers to completing tasks. Barriers may be overcome by providing incentives for attendance via PBIS, following attendance plans, graduation coaches' home visits, and staff professional development. |
| **R** | **Relevant** | R – is the goal **relevant** to performance expectations? | Student attendance is a success predictor for students regarding course performance and high school graduation. |
| **T** | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | Weekly review of chronic absenteeism reports by team members. |

| | | | | Team members conduct monthly auditing of MTSS implementation at each school level. The goal will be accomplished by May 2025. |
|---|---|---|---|---|
| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
| August 2024 – May 2025 | Monitor students' progress (attendance, discipline, classroom, and course performance-iReady Reading/Math data, MAAP assessments, benchmark data, and class performance). Identify scholars in need of attendance, behavioral, and course performance interventions. | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists and School Administrators |
| August 2024- May 2025 | Monitor the implementation and deployment of the MDE Early Warning System; deploy a graduation coach or dean of Students throughout the school community to assist with location and cause determination for students at risk of becoming chronically absent. | School EWS Team, Parent Notification Letter, Home Visit Logs | EWS Team, Graduation Coaches, CCR Teachers, School Administrators | EWS Team, Graduation Coaches, CCR Teachers, School Administrators |

| August 2024- May 2025 | Provide job-embedded professional development based on comprehensive needs assessment results surrounding attendance and relative factors that may hinder student school attendance. | School-level comprehensive needs assessment results, Attendance Reports, and JPS Policies/Procedures | School and District Administrators & Personnel | School and District Administrators & Personnel |

## 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 |
|---|---|---|
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Review of attendance data in SAM (EWS tab) identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Submission of daily/ weekly reports by Graduation Coaches | Weekly meetings with graduation coaches and possible student schedule adjustments |

| SMART Goal Planning Template |
|---|
| **Goal 2:** To increase the annual percent of students "on track to graduate" based on behavior from 76.8% to 85% by May 2025, as evidenced by District discipline data. |

Focus Area: □ Attendance      □ Behavior      □ Course Performance      □ Other

| S | **Specific** | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | To increase the annual percent of students "on track to graduate" based on behavior from 76.8% to 85% by May 2025 as evidenced by District discipline data. |

| | | | |
|---|---|---|---|
| | | | -Carried out by District/School Teaching/Learning Staff and Teachers.<br>-Tasks will include monitoring students' progress, providing job-embedded professional development based on needs assessment surveys, and identifying students in need of academic & behavioral interventions.<br>-SAMs, ABC reports, district/state attendance policies & procedures are needed. |
| M | Measurable | M – is the goal **measurable**?  (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -The goal is measured by the behavioral data at the end of the year.<br>-Utilize data from SAMs, MTSS, and EWS to progress monitor.<br>-Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans. |
| A | Achievable | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | The goal will be achieved by May 2025. Barriers to completing tasks are excessive student disruptions, a lack of teacher and student motivation, and teacher effectiveness in classroom management. Barriers may be overcome by providing incentives for appropriate behaviors, following behavioral plans, home visits by graduation coaches, and staff professional development. |
| R | Relevant | R – is the goal **relevant** to performance expectations? | The appropriateness of student behavior is a success predictor of academic success. Students who chronically misbehave often are disciplined and spend |

| | | | | more days away from school, adversely affecting their academic performance and future graduation. |
|---|---|---|---|---|
| **T** | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | | Weekly review of behavioral infractions by team members. Team members conduct monthly auditing of MTSS implementation at each school level.<br>The goal will be accomplished by May 2025. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024-May 2025 | Monitor students' progress (attendance, discipline, classroom, and course performance-iReady Reading/Math data, MAAP assessments, benchmark data, and class performance). Identify scholars in need of attendance, behavioral, and course performance interventions. | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists and School Administrators |
| August 2024-May 2025 | The school EWS team will meet twice monthly to track discipline data and provide appropriate support. | On-going professional development | School Administrators EWS Team | School Administrators EWS Team District Lead Counselor School Level Counselors Graduation Coaches |
| | | | | School Administrators |

| August 2024-May 2025 | Continue to implement PBIS strategies and procedures with fidelity. | On-going professional development | School Administrators EWS Team | EWS Team District Lead Counselor School Level Counselors Graduation Coaches |
|---|---|---|---|---|

| **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 |
|---|---|---|
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Review of behavioral data in SAM (EWS tab) identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Submission of weekly/monthly reports by PBIS Team Members. | Monthly meetings with PBIS team members and possible adjustments in student incentives. |

| **SMART Goal Planning Template** | | | |
|---|---|---|---|
| **Goal 3:** To increase the annual percent of students "on track to graduate" based on course performance by 3% by May 2025, as evidenced by student report card data. | | | |
| Focus Area: □ Attendance    □ Behavior    □ Course Performance    □ Other | | | |
| **S** | **Specific** | S – is the goal **specific**? (What will it do?  Who will carry it out? What task will be done? What do you need to complete this step?) | To increase the annual percent of students "on track to graduate" based on course performance by 3% by May 2025 as evidenced by student report card data.<br><br>-Carried out by District/School Teaching/Learning Staff and Teachers. |

| | | | -Tasks will include monitoring students' progress, providing job-embedded professional development based on needs assessment surveys, and identifying students in need of academic & behavioral interventions. The resources needed are SAMs, ABC reports, district/state attendance records, and policies and procedures for strict adherence. |
|---|---|---|---|
| M | Measurable | M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -Goal is measured ongoing throughout the school year, including every nine weeks. -Utilize data from SAMs, MTSS, and EWS to progress monitor. -Outcomes will be measured by data analysis from weekly assessment and FIT meetings, implementation of professional development, classroom observations, and number of students on MTSS/EWS plans. |
| A | Achievable | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | The goal will be achieved by May 2025. Barriers to completing tasks are excessive student absences, excessive student disruptions, lack of teacher and student motivation, and teacher effectiveness regarding classroom instruction and student learning styles. Barriers may be overcome by providing incentives for attendance, behaviors, and course performance; graduation coaches home visits with developed instructional plans for students; and staff professional development. |

| | | | |
|---|---|---|---|
| **R** | **Relevant** | R – is the goal **relevant** to performance expectations? | All students must complete and earn a qualifying grade in all courses needed for high school graduation. In doing so, students earn required Carnegie units and count towards graduation. |
| **T** | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | Weekly review of student course performance by team members.<br>Team members conduct monthly auditing of MTSS implementation at each school level for identified students.<br>The goal will be accomplished by May 2025. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024-May 2025 | Monitor students' progress (attendance, discipline, classroom, and course performance-iReady Reading/Math data, MAAP assessments, benchmark data, and class performance). Identify scholars in need of attendance, behavioral, and course performance interventions. | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists and School Administrators |
| August 2024-May 2025 | Provide and implement quality classroom instruction through innovative and technological | Professional Development to improve teacher efficacy and student learning using computer-based instruction. | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |

| August 2024-May 2025 | Collaborate with instructional stakeholders (TST) to identify students who meet the Blended Learning/Credit Recovery Program criteria. | Credit Recovery /Blended Learning Programs to provide organizational structures, personal instruction strategies, and student support strategies to minimize learning deficiencies. | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |
|---|---|---|---|---|

## 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 |
|---|---|---|
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Review of course performance data in SAM/ CANVAS identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Submission of weekly/monthly reports by credit recovery teachers. | Weekly meetings (Data/FIT meetings) with credit recovery teachers and possible adjustments in student incentives. |

# Jackson Public Schools Restructuring Plan

*Feeder Pattern:* Forest Hill
*School:* Forest Hill High

| School Team Members | Position |
|---|---|
| Mr. Torrey A. Hampton | Principal |
| Mr.  Bruce Sloan | Principal |
| Dr. Rachel Coleman | Principal |
| Mrs. Camesha Hatchett | Principal |
| Dr. Lynn Horton | Principal |
| Dr. Ashanti Barnes | Principal |
| Dr. Erica Gee Bradley | Assistant Principal |
| Dr. Brad Blake | Assistant Principal |
| Mrs. Deandria Sylvester | Assistant Principal |
| Mrs. Patrease Edwards | Assistant Principal |
| Dr. Tracie Nave | Assistant Principal |
| Dr. Cindy Thomas | Assistant Principal |
| Ms. Jewel Y. Jackson | Dean of Students |
| Ms. LaQuanda Nichols | Dean of Students |
| Mr. Mekael Carpenter | Graduation Coach (11- 12th Grade) |
| Ms. Rhonda Carter | Graduation Coach (9-10th Grade) |
| Ms. Ebonie Butler Cheeks | Lead Counselor |
| Mrs. Verneathea Corey | Lead Counselor |
| Ms. Yolanda Hayes- Rucker | Counselor |

| Mrs. Monica Dickerson | Counselor |
|---|---|

## List of Data Available

| |
|---|
| SAM Attendance Report(s) Until we move to Power School |
| Withdrawals |
| EWS Data Dashboard |
| SAM Behavior Report |
| MTSS/RTI Process |
| Teacher Gradebook |
| Report Cards |
| MAAP Assessments Reports |
| Scheduling Errors |
| PBIS Rewards Platform |

## School Restructuring Plan Goals

| | |
|---|---|
| Goal 1: | To reduce the chronic absenteeism rate of Forest Hill Feeder Pattern by 10% during the 24-25 school year by May 2025. (Goal still in progress from 23-24). |
| Goal 2: | To reduce the behavior infractions of Forest Hill Feeder Pattern by 10% by May 2025. (Goal still in progress from 23-24). |
| Goal 3: | To increase academic performance by the end-of-year course state assessment of Forest Hill Feeder Pattern by 5% by May 2025. (Goal still in progress from 23-24). |

## School Restructuring Plan

### Goal 1:
Focus Area: x □ Attendance □ Behavior □ Course Performance □ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – May 2025 | Use the Attendance plan and monitor SAM attendance reports weekly | Parent Notification Sheets Blackboard Messages Automated Calls/ Messages from School Status Attendance Success Mentors Home visits School Day AI | Principals Assistant Principals Graduation Coaches Attendance Clerk IST Lead Counselor Parents | EWS Team |
| August 2024 – May 2025 | Employ truancy officer and district's drop-out prevention officer to assist the School-level EWS teams with causes for absenteeism | District Transportation | Mr. Woody Mrs. Coleman | COO Dropout Prevention Coordinator |
| August 2024 – May 2025 | Strive for Less than 5 by setting goals and employing strategies to improve attendance for students at risk of becoming chronically absent | Signage/ Attendance parties Frequent communication between teachers and parents 2 attendance clearance checkpoints | School Staff Graduation Coaches Counselors Teachers | EWS Team PBIS Team |
| **Plan to Progress Monitor** | | | | |
| Date | Evidence to Determine Progress Toward Achieving Goal | | Potential Adjustments | |

| August 2024 – May 2025 | EWS documentation | Virtual meetings/monthly face-to-face meetings; feeder pattern meetings each quarter to discuss families that occupy multiple schools to help with scholar absentees. |
|---|---|---|
| August 2024 – May 2025 | MTSS documentation | Virtual meetings/ Monthly face-to-face meetings. Feeder pattern meetings will also be conducted, forming a vertical alignment. |
| August 2024 – May 2025 | ADA Attendance data | Involve the PBIS Team. Elementary and secondary scholars who meet the requirements can attend athletic events at Forest Hill as a reward for free admission. |

## Goal 2:
Focus Area: □ Attendance  X Behavior □ Course Performance □ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024– May 2025 | Monitor discipline data and provide accurate and timely reports that empower the EWS | SAM discipline reports / Power School  EWS documentation | IST/Data Clerk SAM Specialist EWS Team Interventionist | Attendance Clerk/ Counselors/ Graduation Coaches/ Dean of Students |

| | teams to effectively identify and support students who need interventions | | | |
|---|---|---|---|---|
| August 2024– May 2025 | Implement PBIS with fidelity for all behavior tiers | Incentives Signage PBIS Behavior Matrix | PBIS Coordinator | PBIS Team/ Dean of Student |
| August 2024 – May 2025 | Implement a system to raise awareness and keep parents informed regarding students' behavior | Parent Notifications Parent Meetings (Virtual and face to face) | Principals Assistant Principals Classroom teacher | School Staff |
| **Plan to Progress Monitor** | | | | |

| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
|---|---|---|
| August 2024 – May 2025 | Behavior Reports/ PBIS Infraction Reports. | Virtual and face-to-face meetings with all stakeholders. Monthly grade-level meetings at every level with scholars discussing behavior expectations. |
| August 2024 – May 2025 | MTSS Documentation | Virtual and face-to-face meetings with school staff are also needed. |
| August 2024 – May 2025 | PBIS Celebrations | Feeder pattern celebrations. The First Event will be our Meet the Patriot on 3 September 2024. Collective celebrations like this will continue each month. |

## Goal 3:
Focus Area: □ Attendance □ Behavior x □ Course Performance □ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – May 2025 | Provide quality classroom instruction | Benchmark Data Common Assessment Data iReady Data | Teachers | Principals Assistant Principals |
| August 2024 – May 2025 | Monitor academic data and provide accurate and timely reports for MTSS | iReady Data Common Formative Assessments Discipline Data Attendance Data (Students and Staff) | Teachers Interventionists Principals Assistant Principals | District & School level Administrators |
| August 2024 – May 2025 | Conduct observations and provide feedback | School Status Laptop/Chromebook PGS | Principals Assistant Principals Division Coaches | District Administrators |

| Plan to Progress Monitor | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Observation, Feedback, and Adjustment. Benchmark data in EOC areas. | Feeder Pattern learning walks once every nine weeks in MAAP area subjects. |
| August 2024 – May 2025 | Alignment of Curriculum, Instruction, and Assessments | 8th Grade ELA & Math MAAP teachers along with 5th/6th Grade ELA/ Math |

| | | |
|---|---|---|
| | | MAAP teachers will have vertical alignment meetings beginning in September 2024. |
| August 2024 – May 2025 | Alignment of Lesson Plans to Standards | Improved pedagogy and academic success through academic PLCs. |

## RESTRUCTURING PLAN PLANNING GUIDE

| SMART Goal Planning Template |
|---|

**Goal 1:**
Focus Area: x  Attendance □ Behavior □ Course Performance □ Other

| S | **Specific** | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | This goal is specific because it seeks to increase the attendance for schools individually while simultaneously decreasing the chronic absenteeism rate for the Forest Hill Feeder Pattern. The school staff and students will help carry out the goal. The ESW team will meet to analyze data. We will strive to achieve less than five. A feeder meeting will be held in the USJ auditorium on 3 September 24 with the parents to emphasize the importance of attendance and how it impacts the success rate among students. The district's support will be needed to complete this step. Secondary staff members will be used to assist with the elementary school due to the lack of staff needed for home visits and other necessary paperwork that will be submitted to ESR. |
|---|---|---|---|
| M | **Measurable** | M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?) | The goal is measurable. The team will know this goal is achieved when there is less absenteeism among scholars. According to the EWS chart, there will be fewer scholars sliding. Checkpoints will be used to monitor this process (secondary, bi-weekly; feeder pattern, monthly). |

| | | | | |
|---|---|---|---|---|
| **A** | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | | The goal is achievable. It can be impeded if scholars don't attend school. We will refine systems and provide continuous professional development training for our office staff. |
| **R** | **Relevant** | R – is the goal **relevant** to performance expectations? | | The goal is relevant to performance expectations. Scholars who attend school regularly usually achieve higher than those who do not attend school consistently. They will be awarded monthly through PBIS. |
| **T** | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | | The goal is time-bound: iReady will begin in August 2024 and remain until May 2025. Checkpoints will be monitored according to schedule. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – May 2025 | Monitor SAM attendance reports weekly | Parent Notifications Blackboard Messages and Automated Calls | Principals Assistant Principals IST Lead Counselor Parents | EWS Team |
| August 2024 – May 2025 | Employ truancy officers and district's drop-out prevention officer to assist the school-level EWS teams | District Transportation | Janie Knott Graduation Coach Attendance Clerk | COO Dropout Prevention Coordinator |
| August 2024 – May 2025 | Strive for Less than 5 by setting goals and employing strategies to improve attendance for students at risk of becoming chronically absent | Signage/ SLT Scholar led discussions/ PTSA | School Staff/ Graphic Arts | EWS Team District Level Personnel |
| August 2024 – May 2025 | Establish a positive school culture | Signage/ School Assemblies/ 96 Block for High School | School Staff Parents | EWS Team/ Counselors |

| August 2024 – May 2025 | Recognize good and improved attendance | Funding Incentives (Attendance medals, bumper stickers, pencils, certificates, and lanyards) | School Staff | PBIS/ Counselors |
|---|---|---|---|---|
| August 2024 – May 2025 | Provide morning announcements to encourage and acknowledge attendance successes | School Intercom System/ School Social media platforms | Principals Assistant Principals Counselors Teachers | School Level SLT/ ILT teams. |

## 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 |
|---|---|---|
| August 2024 – May 2025 | EWS documentation/ SLT meetings | Virtual meetings/ Change of Venue |
| August 2024 – May 2025 | MTSS documentation | Dean of Students/ Lead Interventionist meetings |
| August 2024 – May 2025 | Attendance checkpoints/ PBIS Rewards for our scholars. | Virtual celebrations/ District games (Secondary schools) |
| | | |
| | | |

| SMART Goal Planning Template | | | |
|---|---|---|---|
| **Goal 2:** Focus Area: □ Attendance x □ Behavior □ Course Performance □ Other | | | |
| **S** | **Specific** | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | The goal is specific because it seeks to decrease the discipline referrals and number of behavior infractions for Forest Hill Feeder Pattern. The school staff and scholars will help carry out the goal. The ESW team will meet to analyze data. A feeder pattern town hall meeting will be held quarterly with parents to cultivate positive relationships. The district's support will be needed to complete this step. |
| **M** | **Measurable** | M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?) | The goal is measurable. The team will see this goal is achieved with fewer behavior infractions among scholars. The process will be monitored through SLT meetings, EWS meetings, notes in school status, class dojo, blackboard messages, and conduct notated on the report cards. The decrease in the number of infractions and referrals will measure the outcome. |
| **A** | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | The goal is achievable but could be impeded if scholars don't meet expectations. It could also be hindered by inconsistent teacher practices as well as inconsistent monitoring of the data. We will overcome obstacles by empowering scholars, conferencing with scholars, providing professional development, and implementing PBIS with fidelity. |
| **R** | **Relevant** | R – is the goal **relevant** to performance expectations? | The goal is relevant to performance expectations among students. The goal makes students and staff accountable for their actions, efforts, and time management skills. |

| | T | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | The goal is time-bound, starting in August 2024 and remaining until May 2025. Checkpoints will be monitored throughout the year to refine practices and strategies. |
|---|---|---|---|---|

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – May 2025 | Monitor discipline data and provide accurate and timely reports that | SAM discipline reports EWS documentation | IST/Data Clerk EWS Team Interventionist Assistants | SAM Specialist |

| | | | | |
|---|---|---|---|---|
| | empowers the EWS teams to effectively identify and support students who need interventions | | | |
| August 2024 – May 2025 | Implement PBIS with fidelity for all behavior tiers | Incentives Signage PBIS Behavior Matrix Handwritten Notes | PBIS Coordinator | Climate and Wellness, Counselors, School-level PBIS coordinators |
| August 2024 – May 2025 | Implement a system to raise awareness and keep parents informed regarding student behavior | Parent Notifications Parent Meetings (Virtual)/ PTC | Teachers Counselors Interventionist | School administration |
| August 2024 – May 2025 | Conduct face-to-face behavior counseling to implement restorative discipline, decision-making skills, and conflict-resolution skills | Behavior Referrals | Counselors Teachers Dean of Students (Secondary) | School Staff/ Positive Behavior Specialists |

| August 2024 – May 2025 | Implement SEL with fidelity | Scholar Devices | Teachers Counselors | School Staff |
|---|---|---|---|---|

## 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 |
|---|---|---|
| August 2024 – May 2025 | EWS documentation | Secondary Dean of Students and Graduation coaches will collaborate to assist everyone in the feeder pattern with families/households that we share. |
| August 2024 – May 2025 | MTSS documentation | A virtual meeting will be held if stakeholders are not able to come to the school. |
| August 2024 – May 2025 | Behavior celebrations | Joint celebrations will be held as a feeder pattern with incentives for scholars who exhibit the appropriate behavior. |

## Goal 3:
Focus Area: □ Attendance □ Behavior x □ Course Performance □ Other

| S | Specific | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | The goal is to increase academic performance on the MAAP Forest Hill Feeder Pattern. The district staff, school staff, OTL, community members, and students will help accomplish the goal. Data will be monitored through MTSS, PBIS, and EWS. District support from OTL, coaches, and external professional development providers will be needed to complete this step. |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **M** | **Measurable** | M – is the goal **measurable**? (How will the team know it has been achieved?  How will progress be monitored? How will  you measure outcomes?) | The goal is measurable. The team will see this goal is achieved when there is an increase in student achievement on formative assessments, benchmark assessments, and quick check  assessments. Progress monitoring will occur through formative assessments and benchmark assessments. The Research and Accountability office will also help monitor this progress. The outcomes will also be measured on progress reports and report cards. |
| **A** | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome  them?) | The goal is achievable. This goal can be impeded if staff and scholar attendance becomes an issue. We will provide continuous professional development training for staff and seek district support through the academic coaches and in-house PLCs. |
| **R** | **Relevant** | R – is the goal **relevant** to performance expectations? | The goal is relevant to performance expectations while enabling us to devise a plan along with the action steps. |
| **T** | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | The goal is time-bound, starting in August 2024 and remaining until May 2025. Checkpoints (FIT meetings, content sessions, etc.) will be monitored every term. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – May 2025 | Provide quality classroom instruction | Benchmark Data Common  Assessment Data iReady Data | Teachers | Principals Assistant  Principals |

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| Date | | | | |
|------|------|------|------|------|
| August 2024 – May 2025 | Monitor academic data and provide accurate and timely reports for MTSS | iReady Data Common Formative Assessment Discipline Data Attendance Data (Students and Staff) | MAAP Teachers, CCR Teachers (ACT) Interventionists Principals Assistant Principals Dean of Students | District Administrators |
| August 2024 – May 2025 | Conduct observations | School Status Laptop/Chromebook PGS | Principals Assistant Principals Focus teachers | District Administrators |
| August 2024 – May 2025 | Provide teachers with evidence based professional development | Needs Assessments Observations Assessment Data Lesson Plans | Principals Assistant Principals Department Chairs | Principals Assistant Principals OTL District Coaches |
| August 2024 – May 2025 | Provide specialized academic support for Tier III students through scheduling pull-out and push-in tutorial | District Intervention Initiative (iReady) Technology Devices | Teachers Interventionist Principals Assistant Principals | School Staff |

## 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 |
|------|------|------|
| August 2024 – May 2025 | Observation Feedback and Adjustment | Feeder patterns and district-level learning walks will occur. |
| August 2024 – May 2025 | Alignment of Curriculum, Instruction, and Assessment | District coaches will assist through content sessions and focused professional development. |

| August 2024 – May 2025 | Alignment of Lesson Plans to Standards | Designated PD days assigned by the district and divisions |
| --- | --- | --- |

# Jackson Public Schools Restructuring Plan

*Feeder Pattern:* ___**Jim Hill**_____

*School:* __**Jim Hill High School**_____

| School Team Members | Position |
|---|---|
| Bobby D. Brown | Principal, Jim Hill High School |
| Dr. Edna Sampson | Counselor, Jim Hill High School |
| Richard Wilson | Interventionist, Jim Hill High School |
| Catrina Crawford | Principal, Isable Elementary School |
| Dr. Cynthia Veals | Principal, Shirley Elementary School |
| Larry Armstrong | Assistant Principal, Jim Hill High School |
| Quano Manuel | Graduation Coach |
| Nicole Dobbins | Assistant Principal |

| List of Data Available |
|---|
| Attendance |
| Discipline |
| Report Card |
| Retention |
| Drop Out |
| MAAP Data |
| Graduation |

| School Restructuring Plan Goals | |
|---|---|
| Goal 1: | To increase the annual percentage of students "on track to graduate" based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2025, as evidenced by District attendance data. |
| Goal 2: | To increase the annual percentage of students "on track to graduate" based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2025, as evidenced by District discipline data. |
| Goal 3: | To increase the annual percentage of students "on track to graduate" based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2025, as evidenced by student report card data. (Baseline Year) |

## School Restructuring Plan

**Goal 1:** To increase the annual percent of students "on track to graduate" based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2025, as evidenced by District attendance data.

Focus Area: □ Attendance    □ Behavior    □ Course Performance    □ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024-May 2025 | Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars who need attendance, behavioral, and course performance improvement. | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists and School Administrators |
| August 2024-May 2025 | Monitor the implementation and deployment of the MDE Early Warning System via the SAMS EWS Menu; deploy graduation coaches throughout the school community to assist with location and cause determination for students at risk of becoming chronically absent. | School EWS Team, Parent Notification Letter, Home Visit Logs | EWS Team, Graduation Coaches, CCR Teachers, School Administrators | EWS Team, Graduation Coaches, CCR Teachers, School Administrators |
| August 2024-May 2025 | Provide job-embedded professional | School-level comprehensive needs assessment | School and District Administrators | School and District Administrators |

| | development based on comprehensive needs assessment results surrounding attendance and relative factors that may hinder student school attendance. | results, Attendance Reports, and JPS Policies/Procedures | & Personnel | & Personnel |
|---|---|---|---|---|

| **Plan to Progress Monitor** | | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024– May 2025 | Review of attendance data in SAM (EWS tab) identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Submission of daily/ weekly reports by Graduation Coaches | Weekly meetings with graduation coaches and possible student schedule adjustments |

**Goal 2:**  To increase the annual percentage of students "on track to graduate" based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May 2025, as evidenced by District discipline data.

Focus Area: □ Attendance     □ Behavior     □ Course Performance     □ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024- May 2025 | Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars who need attendance, behavioral, and | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists and School Administrators |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| | course performance improvement. | | | |
| August 2024- May 2025 | The school EWS team will meet bi-monthly to track discipline data and provide appropriate support. | Funding for PBIS Behavior Screener On-going professional development | School Administrators EWS Team | School Administrators EWS Team District Lead Counselor School Level Counselors Graduation Coaches |
| August 2024- May 2025 | Continue to implement PBIS strategies and procedures with fidelity. | Funding for PBIS Behavior Screener On-going professional development | School Administrators EWS Team | School Administrators EWS Team District Lead Counselor School Level Counselors Graduation Coaches |

| **Plan to Progress Monitor** | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Review of behavioral data in SAM (EWS tab) identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Submission of weekly/monthly reports by PBIS Team Members. | Monthly meetings with PBIS team members and possible adjustments in student incentives. |

**Goal 3:** To increase the annual percentage of students "on track to graduate" based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2025 as evidenced by student report card data.

Focus Area: □ Attendance    □ Behavior    □ Course Performance    □ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|

| August 2024-<br>May 2025 | Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars who need attendance, behavioral, and course performance improvement. | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |
|---|---|---|---|---|
| August 2024-<br>May 2025 | Provide and implement quality classroom instruction through innovative and technological systems at each instructional tier. | Professional Development to improve teacher efficacy and student learning using computer-based instruction. | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists and School Administrators |
| August 2024-<br>May 2025 | Collaborate with instructional stakeholders (TST) to identify students who meet the Blended Learning/Credit Recovery Program criteria. | Credit Recovery /Blended Learning Programs to provide organizational structures, personal instruction strategies, and student support strategies to minimize learning deficiencies. | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |

| Plan to Progress Monitor | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |

| August 2024 – May 2025 | Review of course performance data in SAM/ CANVAS identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
|---|---|---|
| August 2024 – May 2025 | Submission of weekly/monthly reports by credit recovery teachers. | Weekly meetings (FIT meetings) with credit recovery teachers and possible adjustments in student incentives. |

## RESTRUCTURING PLAN PLANNING GUIDE

| SMART Goal Planning Template | | |
|---|---|---|
| **Goal 1:** To increase the annual percentage of students "on track to graduate" based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2025, as evidenced by District attendance data. | | |
| Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☐ Other | | |
| **S** | **Specific** | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | To increase the annual percentage of students "on track to graduate" based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2025, as evidenced by District attendance data.<br><br>-Carried out by District/School Teaching/Learning Staff and Teachers.<br><br>Tasks will include monitoring students' progress, identifying students needing academic and behavioral interventions, creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.<br><br>-SAMs, ABC reports, district/state attendance |

| | | | |
|---|---|---|---|
| | | | policies & procedures are needed. |
| **M** | **Measurable** | M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -ADA Goal is measured at the end of the year. -Utilize data from SAMs, MTSS, and EWS to progress monitor continuously throughout the year. -Outcomes will be measured by data analysis from bimonthly EWS Meetings, FIT meetings, the number of students on MTSS/EWS plans, and the implementation of learned professional activities within the classroom. |
| **A** | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | The goal will be achieved by May 2024. Excessive student absences, lack of motivation, and teacher ineffectiveness are barriers to completing tasks. Barriers may be overcome by providing incentives for attendance, following attendance plans, graduation coaches home visits, and staff professional development. |
| **R** | **Relevant** | R – is the goal **relevant** to performance expectations? | Student attendance is a success predictor for students as it directly relates to course performance and high school graduation. |
| **T** | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | Weekly review of chronic absenteeism reports by team members. Team members conduct monthly auditing of MTSS implementation at each school level. The goal will be accomplished by May 2023. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – | Monitor | Attendance, | Teachers, | Teachers, |

| May 2025 | students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars who need attendance, behavioral, and course performance improvement. | Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Counselor, Interventionist, and School Administrators | Counselor, Interventionists, and School Administrators |
|---|---|---|---|---|
| August 2024-May 2025 | Monitor the implementation and deployment of the MDE Early Warning System via the SAMS EWS Menu; deploy graduation coaches throughout the school community to assist with location and cause determination for students at risk of becoming chronically absent. | School EWS Team, Parent Notification Letter, Home Visit Logs | EWS Team, Graduation Coaches, CCR Teachers, School Administrators | EWS Team, Graduation Coaches, CCR Teachers, School Administrators |
| August 2024-May 2025 | Provide job-embedded professional development based on comprehensive needs assessment results surrounding attendance and relative factors | School-level comprehensive needs assessment results, Attendance Reports, and JPS Policies/Procedures | School and District Administrators & Personnel | School and District Administrators & Personnel |

| | that may hinder student school attendance. | | | |
|---|---|---|---|---|

<table>
<tr><td colspan="3" align="center"><strong>Plan to Progress Monitor</strong><br><br>• How and when will the team monitor the plan?<br>• What is the procedure? What are the timelines? Who is responsible?<br>• How will the team know they are having a positive impact?<br>• How might the plan be adjusted if and when challenges occur?</td></tr>
<tr><td>Date</td><td>Evidence to Determine Progress Toward Achieving Goal</td><td>Potential Adjustments</td></tr>
<tr><td>August 2024 – May 2025</td><td>Attendance, Behavior, and Course Performance (ABCs) Data</td><td>Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings</td></tr>
<tr><td>August 2024 – May 2025</td><td>Review of attendance data in SAM (EWS tab) identifying students "off track" "sliding," and "on track."</td><td>Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings</td></tr>
<tr><td>August 2024 – May 2025</td><td>Submission of daily/ weekly reports by Graduation Coaches</td><td>Weekly meetings with graduation coaches and possible student schedule adjustments</td></tr>
</table>

| | | | |
|---|---|---|---|
| **SMART Goal Planning Template** |
| **Goal 2:** To increase the annual percentage of students "on track to graduate" based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May 2025, as evidenced by District discipline data.<br><br>Focus Area: □ Attendance     <mark>□ Behavior</mark>     □ Course Performance     □ Other |
| **S** | **Specific** | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | To increase the annual percentage of students "on track to graduate" based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024, as evidenced by District discipline data.<br><br>-Carried out by District/School Teaching/Learning Staff and Teachers.<br><br>-Tasks will include monitoring students' progress, identifying students needing academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.<br><br>-SAMs, ABC reports, district/state attendance policies & procedures are needed. |
| **M** | **Measurable** | M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -The goal is measured by the behavioral data at the end of the year.<br>-Utilize data from SAMs, MTSS, and EWS to progress monitor.<br>-Outcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans. |

| | | | | |
|---|---|---|---|---|
| A | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | The goal will be achieved by May 2024. Barriers to completing tasks are excessive student disruptions, a lack of teacher and student motivation, and teacher ineffectiveness in classroom management. Barriers may be overcome by providing incentives for appropriate behaviors, following behavioral plans, home visits by graduation coaches, and staff professional development. | |
| R | **Relevant** | R – is the goal **relevant** to performance expectations? | The appropriateness of student behavior is a success predictor for academic success. Students who chronically misbehave often are disciplined and spend more days away from school, adversely affecting their academic performance and future graduation. | |
| T | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | Weekly review of behavioral infractions by team members. Team members conduct monthly auditing of MTSS implementation at each school level. The goal will be accomplished by May 2023. | |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024- May 2025 | Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars who need attendance, behavioral, and | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |

| August 2024-May 2025 | course performance improvement. | | | |
|---|---|---|---|---|
| August 2024-May 2025 | The school EWS team will meet monthly to track discipline data and provide appropriate support. | Funding for PBIS Behavior Screener On-going professional development | School Administrators EWS Team | School Administrators EWS Team District Lead Counselor School Level Counselors Graduation Coaches |
| August 2024-May 2025 | Continue to implement PBIS strategies and procedures with fidelity. | Funding for PBIS Behavior Screener On-going professional development | School Administrators EWS Team | School Administrators EWS Team District Lead Counselor School Level Counselors Graduation Coaches |

## 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 |
|---|---|---|
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Review of behavioral data in SAM (EWS tab) identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Submission of weekly/monthly reports by PBIS Team Members. | Monthly meetings with PBIS team members and possible adjustments in student incentives. |

| | | **SMART Goal Planning Template** | |
|---|---|---|---|
| **Goal 3:** To increase the annual percentage of students "on track to graduate" based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2025 as evidenced by student report card data.<br><br>Focus Area: □ Attendance    □ Behavior    <mark>□ Course Performance</mark>    □ Other | | |
| **S** | **Specific** | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | To increase the annual percentage of students "on track to graduate" based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2025, as evidenced by student report card data.<br><br>-Carried out by District/School Teaching/Learning Staff and Teachers.<br><br>-Tasks will include monitoring students' progress, identifying students needing academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.<br><br>-SAMs, ABC reports, district/state attendance policies & procedures are needed. |
| **M** | **Measurable** | M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -Goal is measured ongoing throughout the school year, including every nine weeks.<br>-Utilize data from SAMs, MTSS, and EWS to progress monitor.<br>-Outcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans. |

| A | Achievable | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | The goal will be achieved by May 2025. Barriers to completing tasks are excessive student absences, excessive student disruptions, lack of teacher and student motivation, and teacher ineffectiveness regarding classroom instruction and student learning styles. Barriers may be overcome by providing incentives for attendance, behaviors, and course performance; graduation coaches home visits with developed instructional plans for students; and staff professional development. |
|---|---|---|---|
| R | Relevant | R – is the goal **relevant** to performance expectations? | All students must complete and earn a qualifying grade in CORE courses needed for high school graduation. In doing so, students earn Carnegie units that are required and count towards graduation. |
| T | Time Bound | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | Weekly review of student course performance by team members.<br>Team members conduct monthly auditing of MTSS implementation at each school level for identified students. The goal will be accomplished by May 2025. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024-May 2025 | Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark | Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |

| | | | | |
|---|---|---|---|---|
| | data); identify scholars who need attendance, behavioral, and course performance improvement. | | | |
| August 2024-May 2025 | Provide and implement quality classroom instruction through innovative and technological systems at each instructional tier. | Professional Development to improve teacher efficacy and student learning using computer-based instruction. | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |
| August 2024-May 2025 | Collaborate with instructional stakeholders (TST) to identify students who meet the Blended Learning/Credit Recovery Program criteria. | Credit Recovery /Blended Learning Programs to provide organizational structures, personal instruction strategies, and student support strategies to minimize learning deficiencies. | Teachers, Counselor, Interventionist, and School Administrators | Teachers, Counselor, Interventionists, and School Administrators |

## 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 |
|---|---|---|
| August 2024 – May 2025 | Attendance, Behavior, and Course Performance (ABCs) Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings |

| August 2024 – May 2025 | Review of course performance data in SAM/ CANVAS identifying students "off track," "sliding," and "on track." | Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) and Positive Behavior Interventions & Support (PBIS) Meetings |
|---|---|---|
| August 2024 – May 2025 | Submission of weekly/monthly reports by credit recovery teachers. | Weekly meetings (FIT meetings) with credit recovery teachers and possible adjustments in student incentives. |

# Jackson Public Schools Restructuring Plan

*School:* **Provine High School**

| School Team Members | Position |
|---|---|
| Dr. Carla Thomas | Principal, Clausell Elementary School |
| LaChrista Johnson | Counselor, Clausell Elementary School |
| Crystal Jackson | Interventionist, Clausell Elementary School |
| Tinisha Osbourne | Office Manager, Clausell Elementary School |
| Yasontas Burton | Principal, John Hopkins Elementary |
| Sheterria Truman | Counselor, John Hopkins Elementary |
| Dina Owens | Principal, Pecan Park Elementary School |
| Sarah Nicholson | Counselor, Pecan Park Elementary School |
| Temeka Griffin | |
| Eric Jackson | Principal, Blackburn Middle School |
| Daryn White | Dean of Students, Blackburn Middle School |
| Tanyatemeika Mason | Principal, Capital City Alternative School |
| Dr. Emorie Griffin | Assistant Principal Capital City Alternative School |
| Dr. Eric Cook | Principal, Career Development Center |
| Travita Horton | Lead Counselor, Career Development Center |
| Dr. Shenetra Dawson | Principal, REAP |
| Rebecca Allen | Lead Counselor, REAP |
| Roderick Smith | Principal, Provine High School |
| Kenyatta Durr | Assistant Principal, Provine High School |
| Dr. Antrice Bryant | Graduation Coach, Provine High School |
| Chiante Pendleton | Graduation Coach, Provine High School |
| Dr. Tara Lomax | Lead Counselor, Provine High School |
| Emanuel Austin | Attendance, Provine High School |

| List of Data Available |
|---|
| Attendance |
| Discipline |
| Cohort Information |
| Chronic Absenteeism |
| Drop-Out Rate |
| Graduation Rate |

| School Restructuring Plan Goals |
|---|

| Goal 1: | To increase graduation rate by 4% or better (from 81.4% to 85.1% or better) by May 2025 |
|---|---|
| Goal 2: | To decrease the dropout rate by 3.1% or better (from 18.1% to 15%) by May 2025 |
| Goal 3: | To decrease chronic absenteeism rate by 3.2% or better (from 25.2% to 22%) by May 2025 |

| School Restructuring Plan | | | | |
|---|---|---|---|---|
| **Goal 1:** To increase graduation rate by 4% or better (from 81.4% to 85.1% or better) by May 2025<br>Focus Area: □ Attendance □ Behavior X□ Course Performance □ Other | | | | |
| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
| August 2024 – May 2025 | Quality Tier 1 and Tier II instruction | Curriculum Documents, Lesson Plans, Professional Development | School Administration<br><br>Instructional Leadership Team (ILT)<br><br>School Leadership Team (SLT)<br><br>District Teaching and Learning Staff, Teachers | School Administration<br><br>Instructional Leadership Team (ILT)<br><br>School Leadership Team (SLT)<br><br>District Teaching and Learning Staff, Teachers |
| August 2024 – May 2025 | Early Identification and Enrollment in REAP, CDC Pathway | SAM/MSIS/Power Schools Overage Report<br><br>Student Transcripts<br><br>Parent Conferencing<br><br>Home Visits | Drop-Out Prevention (DOP) Administrator<br><br>Middle School Feeder Principal/ Counselors | Drop-Out Prevention (DOP) Administrator<br><br>Middle School Feeder Principal/ Counselors |
| August 2024 – May 2025 | Enhanced Implementation Early Warning System (EWS) | Power Schools Administration Dashboard Data<br><br>Aggressively pursue students who are at risk for a 20-day Drop | DOP Team Administrator<br><br>MTSS/EWS Team<br><br>Dean of Students | DOP Administrator<br><br>MTSS/EWS Team<br><br>Dean of Students |

| August 2024 – May 2025 | Identify and schedule students for Credit Course Recovery/ Interventions | Accurate Reporting of Transient Students in Power Schools<br><br>Power Schools EWS Dashboard Data<br><br>Ongoing 9-12 Cohort Monitoring Early Warning beginning at the Elementary Grade Levels<br><br>Parent Conferencing/ Informational that includes the withdrawal process | Graduation Coaches | Graduation Coaches |
|---|---|---|---|---|
| August 2024 – May 2025 | Identify and schedule students for Credit Course Recovery/ Interventions | Student Transcripts<br><br>Edgenuity<br><br>Student Profile/Age/ Discipline/ Attendance/Course Performance<br><br>Parent Conferencing | Student Support Services<br><br>School Interventionist<br><br>District Truancy Officer | DOP Administrator<br><br>Student Support Services |

| Plan to Progress Monitor | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms | Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings, Schedule Change |
| August 2024 – May 2025 | Bi-monthly MSIS tracking, Feeder Overage Report, Completed Application for students to REAP | Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course |
| August 2024 – May 2025 | Bi-monthly MTSS/EWS Meeting with Agenda Minutes/Each Meeting List out 10 Priority Students for Check In-Check Out | Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course/Administration Parent Meeting/ Home Visit |

| August 2024 – May 2025 | Report Card Data, iReady Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data | Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings |
|---|---|---|
| August 2024 – May 2025 | Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms | Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course |

**Goal 2:** To decrease the dropout rate by 3.1% or better (from 18.1% to 15%) by May 2025
Focus Area: □ Attendance   X□ Behavior   □ Course Performance   □ Other

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – May 2025 | Quality Tier 1 and Tier II instruction | Curriculum Documents, Lesson Plans, Professional Development | Administration<br><br>Instructional Leadership Team (ILT)<br><br>School Leadership Team (SLT)<br><br>District Teaching and Learning Staff, Teachers | Administration<br><br>Instructional Leadership Team (ILT)<br><br>School Leadership Team (SLT)<br><br>District Teaching and Learning Staff, Teachers |
| August 2024 – May 2025 | Early Identification and Enrollment in REAP | SAM/MSIS/Power Schools Data Parent Conferencing | Drop-Out Prevention (DOP) Administrator<br><br>Middle School Feeder Principal/ Counselors | Drop-Out Prevention (DOP) Administrator<br><br>Middle School Feeder Principal/ Counselors |
| August 2024 – May 2025 | Enhanced Implementation Early Warning System (EWS) | Power Schools Administration Dashboard Data<br><br>Power Schools EWS Dashboard Data<br><br>Ongoing 9-12 Cohort Monitoring | DOP Team Administrator<br><br>MTSS/EWS Team<br><br>Dean of Students | DOP Administrator<br><br>MTSS/EWS Team |

| | | Parent Conferencing | | |
|---|---|---|---|---|
| August 2024 – May 2025 | Identify and schedule students for Credit Course Recovery/ Interventions | Transcripts<br><br>Edgenuity<br><br>Student Profile/Age/ Discipline/ Attendance<br><br>Parent Conferencing | Student Support Services<br><br>Dean of Students<br><br>Graduation Coaches | Student Support Services<br><br>Dean of Students<br><br>Graduation Coaches |

| **Plan to Progress Monitor** | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms | Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings, Schedule Change |
| August 2024 – May 2025 | Bi-monthly MSIS tracking, Feeder Overage Report, Completed Application for students to REAP | Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course |
| August 2024 – May 2025 | Bi-monthly MTSS/EWS Meeting with Agenda Minutes/Each Meeting List out 10 Priority Students for Check In-Check Out | Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course/Administration Parent Meeting/ Home Visit |
| August 2024 – May 2025 | Report Card Data, iReady Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data | Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings |
| August 2024 – May 2025 | Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms | Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course |

| **Goal 3:** To decrease the chronic absenteeism rate by 3.2% or better (from 25.2% to 22%) by May 2025 | | | | |
|---|---|---|---|---|
| Focus Area: X□ Attendance      □ Behavior      □ Course Performance      □ Other | | | | |
| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |

| August 2024 – May 2025 | Bi-Weekly Student Service Check-In (Building Positive Student Relationships) | Check-In/Check-Out Form Parent Conferencing | Student Support Services Dean of Students | Student Support Services School-wide PBIS |
|---|---|---|---|---|
| August 2024 – May 2025 | Bi-monthly Home Visits (or as needed) – Building Positive Relationships | School Transportation Cumulative Attendance Report | Administrators Student Support Services Dean of Students | Administrators Student Support Services Dean of Students |

| **Plan to Progress Monitor** | | |
|---|---|---|
| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
| August 2024 – May 2025 | Report Card Data, iReady Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data | Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings |
| August 2024 – May 2025 | Home visits will increase student attendance, decrease behavioral infractions, and improve course performance. | Differentiate Canvas materials, Frequency of Home Visits, Learning Schedule Adjustments, and Alternative Graduation/Program Pathways. |

# RESTRUCTURING PLAN PLANNING GUIDE

| **SMART Goal Planning Template** | | | |
|---|---|---|---|
| **Goal 1:** To increase graduation rate by 4% or better (from 81.4% to 85.1%) by May 2025<br>Focus Area: □ Attendance □ Behavior ☒Course Performance □ Other | | | |
| **S** | **Specific** | S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | -Goal is to increase graduation rate by *% (from **% to **%) by May 2025<br>-Carried out by District Teaching/Learning Staff and Teachers.<br>-Tasks will include providing quality classroom instructions, implementing EWS, and identifying/scheduling students for credit course recovery. Curriculum documents, lesson plans, professional development sessions, SAM EWS Tier reports, and transcripts are needed. |
| **M** | **Measurable** | M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -Goal is measured by the number of students that meet graduation requirements.<br>Review data from report cards, iReady reports, benchmark assessments, formal/informal classroom observations, and feedback will be utilized to monitor progress. |

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| | | | | -Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans. |
| A | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | | -Achieve goal by May 2025.<br>-Barriers to completing tasks are excessive absences (students/teachers), lack of motivation, and ineffective teachers.<br>-Overcome barriers by providing incentives for attendance (students/staff), attendance plans, truancy officer, home visits, and staff professional development. |
| R | **Relevant** | R – is the goal **relevant** to performance expectations? | | -Goal is relevant to performance expectations. |
| T | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | | -Tasks will be completed weekly based on tiered support.<br>-The goal will be accomplished by May 2025. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – May 2025 | Quality Tier 1 and Tier II instruction, Expansive Course Offerings | Curriculum Documents, Lesson Plans, Professional Development | School Administration<br><br>Instructional Leadership Team (ILT)<br><br>School Leadership Team (SLT)<br><br>District Teaching and Learning Staff, Teachers | School Administration<br><br>Instructional Leadership Team (ILT)<br><br>School Leadership Team (SLT)<br><br>District Teaching and Learning Staff, Teachers |
| August 2024 – May 2025 | Early Identification and Enrollment in REAP, CDC Pathway | SAM/MSIS/Power School Overage Report<br><br>Student Transcripts | Drop-Out Prevention (DOP) Administrator<br><br>Middle School Feeder Principal/ Counselors | Drop-Out Prevention (DOP) Administrator<br><br>Middle School Feeder Principal/ Counselors |

| | | Parent Conferencing<br><br>Home Visits | | |
|---|---|---|---|---|
| August 2024 – May 2025 | Enhanced Implementation Early Warning System (EWS) | Power Schools Administration Dashboard Data<br><br>Aggressively pursue students who are at risk for a 20-day Drop.<br><br>Accurate Reporting of Transient Students in Power Schools<br><br>Power Schools EWS Dashboard Data<br><br>Ongoing 9-12 Cohort Monitoring Early Warning beginning at the Elementary Grade Levels<br><br>Parent Conferencing/ Informational that includes the withdrawal process | DOP Team Administrator<br><br>MTSS/EWS Team<br><br>Dean of Students<br><br>Graduation Coaches | DOP Administrator<br><br> MTSS/EWS Team<br><br>Dean of Students<br><br>Graduation Coaches |
| August 2024 – May 2025 | Identify and schedule students for Credit Course Recovery/ Interventions | Student Transcripts<br><br>Edgenuity<br><br>Student Profile/Age/ Discipline/ Attendance/Cour se Performance | Student Support Services<br><br>School Interventionist<br><br>District Truancy Officer | DOP Administrator<br><br>Student Support Services |

|  |  | Parent Conferencing |  |  |
|---|---|---|---|---|

| **Plan to Progress Monitor** |
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| • How and when will the team monitor the plan?<br>• What is the procedure? What are the timelines? Who is responsible?<br>• How will the team know they are having a positive impact?<br>• How might the plan be adjusted if and when challenges occur? |

| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
|---|---|---|
| August 2024 – May 2025 | Monitor students' progress (grades, iReady Reading/Math, discipline & attendance, state/national test performance) | Attendance, Behavior, Course Performance (ABC) Data/SAM |
| August 2024 – May 2025 | Establish a system to keep parents informed of student progress | Active Parent, Midterm Progress Reports, Report Cards |
| August 2024 – May 2025 | Utilize the Dropout Prevention Coordinator to monitor, track, and support students at risk of dropping out. | EWS Tier Report |

| **SMART Goal Planning Template** | | | |
|---|---|---|---|
| **Goal 2:** To decrease the dropout rate by 3.1% or better (from 18.1 % to 15%) by May 2025 | | | |
| Focus Area: □ Attendance    ☒ Behavior    □ Course Performance    □ Other | | | |
| **S** | **Specific** | S – is the goal **specific**?<br>(What will it do?  Who will carry it out? What task will be done? What do you need to complete this step?) | -Goal is to decrease dropout rate by *% (from **% to **%) this year.<br>-Carried out by teachers, interventionists, the EWS team, school administrators, and the Dropout Prevention Coordinator. Tasks will include monitoring students' progress (ABC), establishing systems to keep parents informed of student progress, and utilizing the Dropout Prevention Coordinator to monitor, track, and support students at risk of dropping out.<br>-Resources needed are data from SAM (attendance, behavior, course performance –ABC), Active Parent, midterm progress reports, report cards, and EWS tier reports. |
| **M** | **Measurable** | M – is the goal **measurable**?  (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -Goal is measured by the number of dropout students.<br>-Attendance, behavior, and course performance data will be reviewed and utilized to monitor progress.<br>-Outcomes will be measured by data analyzing the number of students on |

| | | | | |
|---|---|---|---|---|
| | | | | MTSS/EWS plans and by the implementation of professional development activities received and observed through classroom observations. |
| **A** | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | | -Achieve goal by May 2025. -Barriers to completing tasks are students' excessive absences, out-of-school suspensions, and academic performance -Overcome barriers by providing incentives for attendance/behavior, academic/behavior interventions, and staff professional development. |
| **R** | **Relevant** | R – is the goal **relevant** to performance expectations? | | -Goal is relevant to performance expectations. |
| **T** | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | | -Tasks will be completed daily based on academic/behavior-tiered support. -The goal will be accomplished by May 2025. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| August 2024 – May 2025 | Quality Tier 1 and Tier II instruction | Curriculum Documents, Lesson Plans, Professional Development | School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers | School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers |
| August 2024 – May 2025 | Early Identification and Enrollment in REAP | SAM/MSIS/Power Schools Data Parent Conferencing | Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors | Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors |

| August 2024 – May 2025 | Enhanced Implementation Early Warning System (EWS) | Power Schools Administration Dashboard Data<br><br>Power Schools EWS Dashboard Data<br><br>Ongoing 9-12 Cohort Monitoring<br><br>Parent Conferencing | DOP Team Administrator<br><br>MTSS/EWS Team<br><br>Dean of Students | DOP Administrator<br><br>MTSS/EWS Team |
|---|---|---|---|---|
| August 2024 – May 2025 | Identify and schedule students for Credit Course Recovery/ Interventions | Transcripts<br><br>Edgenuity<br><br>Student Profile/Age/ Discipline/ Attendance<br><br>Parent Conferencing | Student Support Services<br><br>Dean of Students<br><br>Graduation Coaches | Student Support Services<br><br>Dean of Students<br><br>Graduation Coaches |

## 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 |
|---|---|---|
| August 2024 – May 2025 | Discipline, Attendance, and Course Performance Data | Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Discipline, Attendance, and Course Performance Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Discipline, Attendance, and Course Performance Data | Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings |

## Goal Planning Template

**Goal 3:** To decrease chronic absenteeism by 3.2% or better (from 25.2% to 22%) by May 2025
Focus Area: ☒ Attendance    □ Behavior    □ Course Performance    □ Other

| | | | |
|---|---|---|---|
| **S** | **Specific** | S – is the goal **specific**? (What will it do?  Who will carry it out? What task will be done? What do you need to complete this step?) | -Goal is to decrease chronic absenteeism by *% (from ** to **%) by May 2025 <br> -Carried out by teachers, school administrators, attendance clerks, interventionists, counselors, and district personnel. <br> -Tasks will include monitoring students' progress, providing job-embedded professional development based on needs assessment surveys, and identifying students in need of academic & behavioral interventions. <br> -Resources needed are SAM ABC reports, district/state policies & procedures. |
| **M** | **Measurable** | M – is the goal **measurable**?  (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?) | -Goal is measured by the end of the year ADA. <br> -Utilize SAM ABC reports and MTSS/EWS data to monitor progress. <br> -Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans. |
| **A** | **Achievable** | A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?) | -Achieve goal by May 2025. <br> -Barriers to completing tasks are excessive student absences, lack of motivation, and ineffective teachers. <br> -Overcome barriers by providing incentives for attendance, attendance plans, truancy officers, home visits, and staff professional development. |
| **R** | **Relevant** | R – is the goal **relevant** to performance expectations? | -Goal is relevant to performance expectations. |
| **T** | **Time Bound** | T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?) | -Tasks will be completed weekly based on attendance reports. <br> -The goal will be accomplished by May 2025. |

| Timeline | Action | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
|---|---|---|---|---|
| | | | | |
| August 2024 – May 2025 | Bi-Weekly Student Service Check-In (Building Positive Student Relationships) | Check-In/Check-Out Form Parent Conferencing | Student Support Services Dean of Students | Student Support Services School-wide PBIS |
| August 2024 – May 2025 | Bi-monthly Home Visits (or as needed) – Building Positive Relationships | School Transportation Cumulative Attendance Report | Administrators Student Support Services Dean of Students | Administrators Student Support Services Dean of Students |
| August 2024 – May 2025 | Utilize the Dropout Prevention Coordinator to monitor, track, and support students at risk of dropping out. | EWS Tier Report | EWS Team, Dropout Prevention Coordinator | EWS Team, Dropout Prevention Coordinator |

## 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 |
|---|---|---|
| August 2024 – May 2025 | Discipline, Attendance, and Course Performance Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Discipline, Attendance, and Course Performance Data | Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings |
| August 2024 – May 2025 | Discipline, Attendance, and Course Performance Data | Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings |