

Jackson Public School District

Dropout Prevention Plan

2024-2025



JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

Dr. Errick L. Greene
Superintendent



Jackson Public Schools Cover Page

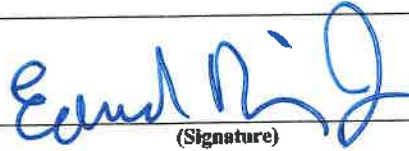
School District: *Jackson Public School District*

Superintendent: *Dr. Errick L. Greene*



(Signature)

Board President: *Dr. Edward Sivak*



(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

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District Superintendent: Dr. Errick L. Greene



(Signature)

Board President: Dr. Edward Sivak



(Signature)

District Team Members

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

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

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	PEEPLER 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

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 District Goals



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 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?
<p>Retention: <i>JPS K-2 student retention rate will decrease from 4.4% to 3.4% by May 2025.</i></p> <p>Attendance: <i>JPS K-2 student attendance rate will increase from 92.9% to 90% by May 2025.</i></p>	<p>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</p> <p>Implement a district-wide Pre-K Early Start Program (Early Learning Collaborative Grant.)</p> <p>Host monthly Parent Literacy Academies monthly.</p> <p>Implement the MTSS Process with fidelity.</p> <p>Utilize the Early Warning System (EWS) for early Identification.</p> <p>Collaborate with Daycares and Headstart Centers in the metro areas.</p> <p>Provide intervention accessibility through (1:1) device distribution and access.</p>	<p>Title I Funding</p> <p>District Funding</p> <p>ESSER Funding</p>	<p>Teachers</p> <p>EWS Team</p> <p>PBIS Team</p> <p>Counselors</p> <p>IST (office)</p> <p>Interventionists</p> <p>Instructional Technology</p> <p>Administrators</p> <p>Assistant Superintendents</p>	<p>August 2024 – May 2025</p> <p>EWS data will be evaluated every two weeks</p> <p>IST will monitor attendance daily</p>	<p>Documentation from EWS Meetings</p> <p>Daily Attendance Reports</p> <p>Retention Reports</p> <p>Parent Conference Logs</p> <p>Documentation from MTSS Process</p> <p>Documentation from Town Hall Meetings</p> <p>Instructional Notification Letters A-E</p>

	Provide additional Professional Development activities for K—2 teachers.				
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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?
<p><i>JPS will decrease chronic absenteeism for at-risk students from 33% to 30% by May 2025.</i></p> <p><i>As evidenced by MAAP, JPS will increase the ELA proficiency of JPS scholars from 28.3% to 40% by May 2025.</i></p> <p><i>As evidenced by MAAP, JPS will increase the Math proficiency of JPS scholars from 28.5% to 40% by May 2025.</i></p> <p><i>JPS will increase the graduation rate from 83.7% to 85.0% by May 2025.</i></p>	<p>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/.</p> <p>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.</p> <p>Identify students in need of academic and behavioral interventions.</p> <p>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</p>	<p>Establishment of District and School Level EWS Teams</p> <p>Effective implementation and monitoring of MTSS/RTI</p> <p>Truancy Officers</p> <p>Parent Notification System</p> <p>Intervention Program</p> <p>School Level Interventionist and District Lead Interventionist</p> <p>Jobs for MS Graduates Program</p>	<p>Teachers</p> <p>MTSS Team/Committee</p> <p>EWS Teams</p> <p>Counselors</p> <p>Interventionists/Lead Interventionists</p> <p>Administrators</p> <p>Assistant Superintendents</p> <p>Graduation Coaches</p>	<p>August 2024 – May 2025</p> <p>August 2024 – May 2025</p>	<p>MTSS/TST Documentation</p> <p>Monthly auditing of MTSS/RTI Implementation in schools</p> <p>Active Parent interactions</p>

	<p>interventions, and specialized reading interventions.</p> <p>Identify students who meet the criteria for early content recovery.</p> <p>Assign identified students to the Credit Recovery Program and monitor progress.</p> <p>Establish a system to inform parents of student progress (e.g., School, Status, Parent-Teacher Conferences, EWS meetings, and Academic Counseling Sessions).</p> <p>Offer Jobs for Mississippi Graduates program to 11th and 12th students to learn college or career readiness skills.</p> <p>Implement Early Warning System protocol to identify potential non-graduates to determine and provide student support.</p> <p>Track and monitor stages for successfully completing the REAP/Fast Track Program (the district's overage program for 4th – 12th-grade scholars.)</p> <p>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.)</p>				
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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 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?
<p><i>JPS will increase re-entry/re-enrollment of students ages 17 – 21 who dropped out from 12 to 15 by May 2025.</i></p> <p><i>JPS will decrease the dropout rate from 14.6% to 14.0.</i></p>	<p>Increase enrollment at the Re-engaging in Education for All to Progress (REAP) Center and Fast Track to include those students who dropped out.</p> <p>Develop and implement REAP and Fast Track programs for scholars in grades 4th—12th who are overaged, under-credited, and have failed multiple grades.</p> <p>Track and monitor stages for successful completion of the REAP and Fast Track Programs, keeping students updated on their progress toward completion.</p> <p>Provide quality classroom instruction at each instructional Tier.</p> <p>Provide credit recovery for students to gain credits through a course recovery program.</p> <p>Pull bi-weekly EWS reports to identify students.</p> <p>Prescribe and monitor appropriate intervention based</p>	<p>District funding Credit recovery</p> <p>Blended learning programs</p> <p>Freckles</p> <p>Academic intervention programs</p> <p>Truancy Officers</p> <p>Data Dashboard</p>	<p>Teachers</p> <p>MTSS Team/Committee</p> <p>Counselors</p> <p>Interventionists/Lead Interventionists</p> <p>Administrators</p> <p>Assistant Superintendents</p> <p>Truancy Officers</p> <p>Dropout Prevention Coordinator</p> <p>District Lead Counselor</p> <p>Graduation Coaches</p>	<p>August 2024 – May 2025</p>	<p>Review of discipline data</p> <p>Learning walks /daily observations data/logs</p> <p>Monthly progress monitoring data</p> <p>Counselors' monthly reports</p> <p>Credit Course Recovery completion reports</p> <p>REAP enrollment and completion semester data</p>

	<p>on STAR Screener results and other available data.</p> <p>Implement prevention and intervention programs that provide supplemental academic support for students in at-risk situations.</p> <p>Provide alternative settings to support student needs, including virtual and blended learning classes.</p> <p>Provide students and their families with support services.</p> <p>Provide accurate, timely attendance and dropout data so campus administrators and planners can make informed decisions.</p> <p>Increase enrollment in CTE courses at the Career Development Center.</p> <p>Provide workforce development and transitioning support to students in CTE programs.</p> <p>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.</p> <p>Utilize alternative options to MAAP assessments to meet graduation requirements.</p>				
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Dropout Prevention Goal #4: Address how students will transition to the home school district from the juvenile detention center.

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?
<i>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.</i>	<p>The Dropout Prevention Coordinator from the Henley Young Juvenile Justice Center will liaise between youth court and home school transitions.</p> <p>The Dropout Prevention Coordinator will conduct transition meetings with school-level personnel or teams.</p> <p>Schools will be informed immediately and made aware of their release, and a transition meeting will be scheduled within 24 hours of release.</p> <p>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,</p>	<p>Truancy Officers</p> <p>Dropout Prevention Coordinator</p> <p>Behavior Screener</p> <p>Parent Notification System</p>	<p>School Home Counselors</p> <p>Interventionists/Lead Interventionists</p> <p>Administrators</p> <p>Assistant Superintendents</p> <p>Truancy Officers</p> <p>Dropout Prevention Coordinator</p> <p>Case Manager</p> <p>Teacher</p> <p>Mental Health Representative</p> <p>Behavior Specialist</p>	<p>August 2024 – May 2025</p>	<p>Transition Meeting Agenda</p> <p>Sign-in-sheets</p> <p>Students/Parent Transition logs</p> <p>Review of discipline data in SAM.</p> <p>Submission and review of OSS documentation</p> <p>Alternative School Referrals</p> <p>Review of grades during report card grade verification</p> <p>HYJJC release documentation</p>

	<p>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.</p> <p>The Dropout Prevention Coordinator will follow up two weeks after being released and will continue to follow up for six months.</p> <p>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.</p>				
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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: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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	

		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: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> 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: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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.

			<p>-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.</p> <p>-SAMs, ABC reports, district/state attendance policies & procedures are needed.</p>
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?)	<p>-Goal is measured by the end of the year ADA.</p> <p>-Utilize data from SAMs, MTSS, and EWS to monitor progress.</p> <p>-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.</p>
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	<p>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.</p>
R	Relevant	R – is the goal relevant to performance expectations?	<p>Student attendance is a success predictor for students regarding course performance and high school graduation.</p>
T	Time Bound	T – is the goal time-bound ? (How often will this task be done? By when will this goal be accomplished?)	<p>Weekly review of chronic absenteeism reports by team members.</p>

			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
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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.
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			<p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-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.</p> <p>-SAMs, ABC reports, district/state attendance policies & procedures are needed.</p>
M	Measurable	<p>M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)</p>	<p>-The goal is measured by the behavioral data at the end of the year.</p> <p>-Utilize data from SAMs, MTSS, and EWS to progress monitor.</p> <p>-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.</p>
A	Achievable	<p>A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)</p>	<p>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.</p>
R	Relevant	<p>R – is the goal relevant to performance expectations?</p>	<p>The appropriateness of student behavior is a success predictor of academic success. Students who chronically misbehave often are disciplined and spend</p>

			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 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
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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. -Carried out by District/School Teaching/Learning Staff and Teachers.
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			<p>-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.</p> <p>The resources needed are SAMs, ABC reports, district/state attendance records, and policies and procedures for strict adherence.</p>
M	Measurable	<p>M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)</p>	<p>-Goal is measured ongoing throughout the school year, including every nine weeks.</p> <p>-Utilize data from SAMs, MTSS, and EWS to progress monitor.</p> <p>-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.</p>
A	Achievable	<p>A – is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)</p>	<p>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.</p> <p>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.</p>

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. 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 (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

	systems at each instructional tier.			
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- 12 th Grade)
Ms. Rhonda Carter	Graduation Coach (9-10 th Grade)
Ms. Ebonie Butler Cheeks	Lead Counselor
Mrs. Verneathea Corey	Lead Counselor
Ms. Yolanda Hayes- Rucker	Counselor

Mrs. Monica Dickerson	Counselor
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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	

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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: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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

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	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: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior x <input type="checkbox"/> Course Performance <input type="checkbox"/> 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	8 th Grade ELA & Math MAAP teachers along with 5 th /6 th 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: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> · 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.		

<p>Goal 3: Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other</p>			
S	Specific	<p>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?)</p>	<p>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.</p>

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

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
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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: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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

	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: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> 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 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: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other			
S	Specific	<p>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?)</p>	<p>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.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>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.</p> <p>-SAMs, ABC reports, district/state attendance</p>

			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.			
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> • 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 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

S	Specific	<p>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?)</p>	<p>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.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-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.</p> <p>-SAMs, ABC reports, district/state attendance policies & procedures are needed.</p>
M	Measurable	<p>M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)</p>	<p>-The goal is measured by the behavioral data at the end of the year.</p> <p>-Utilize data from SAMs, MTSS, and EWS to progress monitor.</p> <p>-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.</p>

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.		
	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.		
	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

	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.

Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other

S	Specific	<p>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?)</p>	<p>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.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-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.</p> <p>-SAMs, ABC reports, district/state attendance policies & procedures are needed.</p>
M	Measurable	<p>M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)</p>	<p>-Goal is measured ongoing throughout the school year, including every nine weeks.</p> <p>-Utilize data from SAMs, MTSS, and EWS to progress monitor.</p> <p>-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.</p>

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.		
	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.		
	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. 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
Shetterria 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
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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				
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> 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 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, CDC Pathway	SAM/MSIS/Power Schools Overage Report Student Transcripts Parent Conferencing Home Visits	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 Aggressively pursue students who are at risk for a 20-day Drop	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team Dean of Students

		<p>Accurate Reporting of Transient Students in Power Schools</p> <p>Power Schools EWS Dashboard Data</p> <p>Ongoing 9-12 Cohort Monitoring Early Warning beginning at the Elementary Grade Levels</p> <p>Parent Conferencing/ Informational that includes the withdrawal process</p>	Graduation Coaches	Graduation Coaches
August 2024 – May 2025	Identify and schedule students for Credit Course Recovery/ Interventions	<p>Student Transcripts</p> <p>Edgenuity</p> <p>Student Profile/Age/ Discipline/ Attendance/Course Performance</p> <p>Parent Conferencing</p>	<p>Student Support Services</p> <p>School Interventionist</p> <p>District Truancy Officer</p>	<p>DOP Administrator</p> <p>Student Support Services</p>
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 9 th 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 9 th 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 9 th 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: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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 Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	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 Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team

		Parent Conferencing		
August 2024 – May 2025	Identify and schedule students for Credit Course Recovery/ Interventions	Transcripts Edgenuity Student Profile/Age/ Discipline/ Attendance Parent Conferencing	Student Support Services Dean of Students Graduation Coaches	Student Support Services Dean of Students 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 9 th 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 9 th 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 9 th 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: ☒ Attendance ☐ Behavior ☐ Course Performance ☐ Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
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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 Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> 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 -Carried out by District Teaching/Learning Staff and Teachers. -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. Review data from report cards, iReady reports, benchmark assessments, formal/informal classroom observations, and feedback will be utilized to monitor progress.

			-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. -Barriers to completing tasks are excessive absences (students/teachers), lack of motivation, and ineffective teachers. -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. -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 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, CDC Pathway	SAM/MSIS/Pow er School Overage Report Student Transcripts	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors

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

		Parent Conferencing		
Plan to Progress Monitor <ul style="list-style-type: none"> 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	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: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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 dropout rate by *% (from **% to **%) this year. -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. -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. -Attendance, behavior, and course performance data will be reviewed and utilized to monitor progress. -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/Pow er 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 Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring Parent Conferencing	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team
August 2024 – May 2025	Identify and schedule students for Credit Course Recovery/ Interventions	Transcripts Edgenuity Student Profile/Age/ Discipline/ Attendance Parent Conferencing	Student Support Services Dean of Students Graduation Coaches	Student Support Services Dean of Students Graduation Coaches
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> • 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: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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 -Carried out by teachers, school administrators, attendance clerks, interventionists, counselors, and district personnel. -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. -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. -Utilize SAM ABC reports and MTSS/EWS data to monitor progress. -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. -Barriers to completing tasks are excessive student absences, lack of motivation, and ineffective teachers. -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. -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
<div>Plan to Progress Monitor</div> <div><ul style="list-style-type: none">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?</div>				
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	

