Jackson Public School District

Dropout Prevention Plan

2023-2024



Dr. Errick L. Greene Superintendent

Jackson Public Schools Cover Page

School District: Jackson Public School District

Superintendent: Dr. Errick L. Greene

Board President: Dr. Edward Sivak

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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: <u>LaketiaMarshall-Thomas</u> Title: <u>Assistant Superintendent</u>

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District Superintendent: Dr. Errick L. Greene

Board President: Dr. Edward Sivak

District Team Members

Team Member	Position
Lesian Davis	District Lead Counselor
Chinelo Evans	Assistant Superintendent, Middle
Kathleen Grigsby	Assistant Superintendent, Elementary
Dionne Woody	Assistant Superintendent, Elementary
Amanda Thomas	Executive Director, Pupil Assessment/Appeals
Marek Walker	Dropout Prevention Coordinator
Laketia Marshall-Thomas	Assistant Superintendent, High
LaToya Blackshear	Director, Planning & Evaluation

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

Enrollment by Grade 2022-2023

Grade	Number Enrolled
Pre-Kindergarten	800
Special Education Pre-K	*
Kindergarten	1273
Special Education	*
Kindergarten	
Elementary Special	129
Education	127
Grade 01	1357
Grade 02	1325
Grade 03	1473
Grade 04	1134
Grade 05	1365
Grade 06	1361
Grade 07	1046
Grade 08	1280
Grade 09	1775
Grade 10	1560
Grade 11	1339
Grade 12	1336
Secondary Special Education	123
Total Enrollment	18710

Enrollment by Subgroup 2022-2023

Group Name	Group Number	Group Percent (%)
Female	9236	49.36%
Male	9474	50.64%
Asian	*	*
African American	17580	93.96
Hispanic or Latino	563	3.02%
American Indian or Alaskan Native	*	*
White	285	1.52%
Two or More Races	260	1.39%
Native Hawaiian or Pacific Islander	*	*

Average Daily Attendance Data 2022-2023

School	Percent ADA
Bailey Middle APAC	98.1
Baker Elementary School	94.6
Barack H Obama Magnet Elementary School	96.4
Bates Elementary School	91.0
Blackburn Middle School	89.9
Boyd Elementary School	89.7
Brinkley Middle School	89.8
Callaway High School	95.4
Cardozo Middle School	90.7
Casey Elementary School	95.2
Chastain Middle School	95.8
Clausell Elementary School	91.0
Dawson Elementary School	89.7
Forest Hill High School	89.1
Galloway Elementary School	90.0

Green Elementary School	94.0
Isable Elementary School	89.1
Jim Hill High School	86.3
John Hopkins Elementary School	92.8
Johnson Elementary School	90.2
Key Elementary School	95.4
Kirksey Middle School	91.2
Lake Elementary School	97.9
Lanier High School	92.7
Lester Elementary School	94.7
Marshall Elementary School	93.0
McLeod Elementary School	96.2
McWillie Elementary School	94.8
Murrah High School	87.6
North Jackson Elementary School	92.1
Northwest Middle School	97.5
Oak Forest Elementary School	89.6
Pecan Park Elementary School	91.8
Peeples Middle School	94.3
Powell Middle School	87.4
Provine High School	89.7
Raines Elementary School	93.8
Shirley Elementary School	89.8
Smith Elementary School	90.8
Spann Elementary School	94.3
Sykes Elementary School	91.7
Timberlawn Elementary School	91.9
Van Winkle Elementary School	91.0
Walton Elementary School	94.4
Wells Apac School	95.1
Whitten Middle School	92.4
Wilkins Elementary School	90.5
Wingfield High School	81.8
District	92.8

Chronic Absenteeism District/Grade-Level Data 2022 - 2023

School		ADA			Pct
Year	School	Grade	Enrolled	Chronic	Chronic
2022-2023	District	01	1,453	439	30.2
2022-2023	District	02	1,410	399	28.3
2022-2023	District	03	1,558	414	26.6
2022-2023	District	04	1,186	296	25.0
2022-2023	District	05	1,441	348	24.1
2022-2023	District	06	1,421	440	31.0
2022-2023	District	07	1,136	291	25.6
2022-2023	District	08	1,393	454	32.6
2022-2023	District	09	1,856	700	37.7

2022-2023	District	10	1,646	654	39.7
2022-2023	District	11	1,325	495	37.4
2022-2023	District	12	1,473	667	45.3
2022-2023	District	52	37	9	24.3
2022-2023	District	54	6	1	16.7
2022-2023	District	56	162	40	24.7
2022-2023	District	58	132	23	17.4
2022-2023	District	62	852	287	33.7
2022-2023	District	64	1,403	483	34.4
2022-2023	District and Grade	00	19,890	6,440	32.4

Chronic Absenteeism School-Level Data 2022-2023

		ADA			Pct
School Year	School	Grade	Enrolled	Chronic	Chronic
2022-2023	Bailey Middle APAC	ALL	246	2	0.8
2022-2023	Baker Elementary School	ALL	217	44	20.3
2022-2023	Barack H Obama Magnet Elementary School	ALL	239	7	2.9
2022-2023	Bates Elementary School	ALL	457	157	34.4
2022-2023	Blackburn Middle School	ALL	654	256	39.1
2022-2023	Boyd Elementary School	ALL	444	190	42.8
2022-2023	Brinkley Middle School	ALL	401	170	42.4
2022-2023	Callaway High School	ALL	957	110	11.5
2022-2023	Cardozo Middle School	ALL	688	268	39.0
2022-2023	Casey Elementary School	ALL	292	45	15.4
2022-2023	Chastain Middle School	ALL	561	69	12.3
2022-2023	Clausell Elementary School	ALL	250	100	40.0
2022-2023	Dawson Elementary School	ALL	208	89	42.8
2022-2023	Forest Hill High School	ALL	1,032	418	40.5
2022-2023	Galloway Elementary School	ALL	363	148	40.8
2022-2023	Green Elementary School	ALL	289	70	24.2
2022-2023	Isable Elementary School	ALL	289	130	45.0
2022-2023	Jim Hill High School	ALL	939	470	50.1
2022-2023	John Hopkins Elementary School	ALL	305	91	29.8
2022-2023	Johnson Elementary School	ALL	327	131	40.1
2022-2023	Key Elementary School	ALL	224	41	18.3
2022-2023	Kirksey Middle School	ALL	262	91	34.7
2022-2023	Lake Elementary School	ALL	252	21	8.3
2022-2023	Lanier High School	ALL	650	175	26.9
2022-2023	Lester Elementary School	ALL	201	33	16.4
2022-2023	Marshall Elementary School	ALL	211	53	25.1
2022-2023	McLeod Elementary School	ALL	401	39	9.7
2022-2023	McWillie Elementary School	ALL	403	68	16.9
2022-2023	Murrah High School	ALL	1,398	639	45.7
2022-2023	North Jackson Elementary School	ALL	399	121	30.3
2022-2023	Northwest Middle School	ALL	204	3	1.5

2022-2023	Oak Forest Elementary School	ALL	335	145	43.3
2022-2023	Pecan Park Elementary School	ALL	497	160	32.2
2022-2023	Peeples Middle School	ALL	305	57	18.7
2022-2023	Powell Middle School	ALL	346	176	50.9
2022-2023	Provine High School	ALL	811	309	38.1
2022-2023	Raines Elementary School	ALL	234	45	19.2
2022-2023	Shirley Elementary School	ALL	177	69	39.0
2022-2023	Smith Elementary School	ALL	240	84	35.0
2022-2023	Spann Elementary School	ALL	426	86	20.2
2022-2023	Sykes Elementary School	ALL	359	125	34.8
2022-2023	Timberlawn Elementary School	ALL	386	106	27.5
2022-2023	Van Winkle Elementary School	ALL	230	80	34.8
2022-2023	Walton Elementary School	ALL	397	71	17.9
2022-2023	Wells Apac School	ALL	33	5	15.2
2022-2023	Whitten Middle School	ALL	363	111	30.6
2022-2023	Wilkins Elementary School	ALL	343	144	42.0
2022-2023	Wingfield High School	ALL	645	418	64.8
2022-2023	District	ALL	19,890	6,440	32.4

Discipline Data 2022 – 2023

C.L. IN	E 11 1	Num of	Pct of	T '1 4
School Name	Enrolled	Students	Students	Incidents
District	19,890	3,372	17.0	7,465
Bailey Middle APAC	246	18	7.3	21
Baker Elementary School	217	12	5.5	20
Barack H Obama Magnet Elementary School	239	1		
Bates Elementary School	457	15	3.3	22
Blackburn Middle School	654	243	37.2	537
Boyd Elementary School	444	2	0.5	2
Brinkley Middle School	401	157	39.2	339
Callaway High School	957	110	11.5	140
Cardozo Middle School	688	273	39.7	759
Casey Elementary School	292	17	5.8	27
Chastain Middle School	561	143	25.5	236
Clausell Elementary School	250	22	8.8	34
Dawson Elementary School	208	16	7.7	31
Forest Hill High School	1,032	318	30.8	770
Galloway Elementary School	363	1	0.3	1
Green Elementary School	289	4	1.4	11
Isable Elementary School	289	12	4.2	18
Jim Hill High School	939	143	15.2	230
John Hopkins Elementary School	305	10	3.3	16
Johnson Elementary School	327	3	0.9	3
Key Elementary School	224	3	1.3	4
Kirksey Middle School	262	75	28.6	132
Lake Elementary School	252	11	4.4	28
Lanier High School	650	173	26.6	352
Lester Elementary School	201	2	1.0	2
Marshall Elementary School	211	1	0.5	1
McLeod Elementary School	401	6	1.5	8
McWillie Elementary School	403			
Murrah High School	1,398	527	37.7	1,620
North Jackson Elementary School	399	11	2.8	20
Northwest Middle School	204	17	8.3	22
Oak Forest Elementary School	335	32	9.6	63
Pecan Park Elementary School	497	22	4.4	37
Peeples Middle School	305	65	21.3	94
Powell Middle School	346	131	37.9	245
Provine High School	811	238	29.3	520
Raines Elementary School	234	32	13.7	84
Shirley Elementary School	177	10	5.6	19
Smith Elementary School	240	26	10.8	39
Spann Elementary School	426	26	6.1	36

Sykes Elementary School	359	28	7.8	35
Timberlawn Elementary School	386			
Van Winkle Elementary School	230			
Walton Elementary School	397			
Wells Apac School	33	1	3.0	1
Whitten Middle School	363	150	41.3	340
Wilkins Elementary School	343	21	6.1	26
Wingfield High School	645	245	38.0	520

2022-2023 K-2 Retention Data										
Grade Enrolled Retained Percent Retai										
K	1,305	97	7.4							
01	1,357	85	6.3							
02	1,315	83	6.3							

2022-2023 K-2 Attendance Data								
Grade	Percent Attendance							
K	1,403	91.0						
01	1,453	91.6						
02	1,410	92.4						

5-Year District Goals

GOALS	2018	2019	YEAR (1) 2020	GOAL YEAR (3) 2022	GOAL YEAR (4) 2023	GOAL YEAR (5) 2024
All scholars have access to a high-quality JPS pre- kindergarten experience	580	599		1036	1,339	1640
40% or more JPS scholars will perform proficiently in Reading across grades 3-8 and English II	24.7%	27.1%		25.5%	32.8%	40%
40% or more JPS scholars will perform proficiently in Mathematics across grades 3-8 and Algebra I	19.6%	23.8%		19.4%	29.7%	40%
50% or more JPS scholars will perform proficiently in Reading at the end of the 3rd grade	30%	36.1%		27.3%	38.7%	50%
50% or more JPS scholars will perform proficiently in Mathematics at the end of the 3 rd grade	21%	26.3%		20.2%	35.1%	50%
34% of JPS scholars will perform proficiently in Reading by the end of the 8th grade	17%	18.5%		25.1%	29.6%	34%
32% of JPS scholars will perform proficiently in Mathematics by the end of the 8 th grade	16%	20.9%		16.2%	24.1%	32%
30% of scholars will perform proficiently in Algebra I by the end of the 10th grade	8.4%	11.6%		13.8%	21.9%	30%
Increase the average composite score on the ACT to 21 or above	15.6	15		17	19	21
80% or more JPS scholars will graduate in 4 years	71%	74.5%		85%	85%	85%
10% or fewer JPS scholars suspended per school year	15.9%	15.9%		11.0%	10.5%	10%
Decrease chronic absenteeism to no more than 20% of JPS scholars	22%	23.8%		34.6%	25.3%	16%

Graduation Rate Data 2022-2023 and State Goals

Group	District	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
All	84.1 %	84.8%	87.4%	90.0%	88.4%
Female	88.9%				92.0%
Male	79.1%				84.8%
Black or African American	84.6%				87.3%
White	63.2%	87.7%	89.6%	91.5%	89.7%
Hispanic or Latino	68.8%	84.5%	87.2%	89.8%	85.0%
Two or More Races	95.0%				85.8%
Economically Disadvantaged	85.6%	82.0%	85.3%	88.5%	90.0%
Homeless	47.5%				71.4%
Students with Disabilities	68.0%	46.5%	58.2%	70.0%	59.9%
English Learners	63.0%	63.6%	71.2%	78.9%	65.2%

5-YEAR GRADUATION RATES BY HIGH SCHOOLS

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

Graduation Rate Goals

	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022	2024-2025
Mississippi	80.8	82.3	83.0	84.8	87.4	90.0
Jackson Public	67.7	70.2	71.0	74.2	85.0	85.0

Dropout Rate Data

			Diop	out Ruit Di				
	2015-	2016-	2017-	2018-	2019-	2020-	2021-	2022-
	2016	2017	2018	2019	2020	2021	2022	<mark>2023</mark>
Mississippi	11.8	10.8	10.6	10.1	9.7%	8.8%	8.5%	9.0%
Jackson Public	21.3	18.3	21.0	18.1	18.7%	17.5%	12.7%	14.1%

Dropout Rate Goals

2101000010000							
	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022	2024-2025	
Mississippi	11.8	10.8	10.6	10.1			
Jackson Public	21.3	18.3	21.0	18.1	17.5	16.9	

Math Proficiency Data - GOALS								
Group	District	2018-19 Goal	2021-22 Goal	2024-25 Goal	State			
All	32.0%	44.1%	57.0%	70.0%	46.8%			
Female	33.3%				47.8%			
Male	30.8%				45.9%			
Black or African American	31.5%	35.0%	52.5%	70.0%	31.3%			
White	59.7%	53.5%	61.7%	70.0%	62.5%			
Hispanic or Latino	30.4%	45.3%	57.6%	70.0%	48.5%			
Two or More Races	39.4%	47.5%	58.7%	70.0%	53.8%			
Economically Disadvantaged		38.7%	54.4%	70.0%	38.7%			
Homeless	25.6%				27.8%			
Foster Care	30.3%				37.3%			
Students with Disabilities	15.5%	29.4%	49.7%	70.0%	21.1%			
Students without Disabilities	34.4%				51.3%			
English Learners	29.2%	38.6%	54.3%	70.0%	31.9%			
Non-English Learners	31.5%				47.2%			

Math Perfo	rmance Da	ata 2022 - 2	2023		
Group	Level 1	Level 2	Level 3	Level 4	Level 5
All	8.3%	8.6%	33.2%	25.4%	6.6%
Female	6.8%	7.0%	35.5%	26.9%	6.4%
Male	9.8%	10.1%	31.1%	24.0%	6.8%
Black or African American	8.3%	8.5%	33.7%	25.3%	6.2%
White	6.0%	6.0%	14.9%	31.3%	28.4%
Alaskan Native or Native American					
Asian	0.0%	0.0%	0.0%	63.6%	18.2%
Hispanic or Latino	11.2%	11.9%	30.1%	25.2%	5.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	66.7%	33.3%	0%
Two or More Races	6.1%	6.1%	27.3%	25.3%	14.1%
Economically Disadvantaged					
Non-Economically Disadvantaged					
Homeless	11.5%	11.5%	31.4%	21.2%	4.5%
Foster Care	12.1%	12.1%	27.3%	30.3%	0.0%
Students with Disabilities	19.9%	22.0%	26.2.0%	13.6%	1.9%
Students without Disabilities	6.6%	24.7%	34.3%	27.2%	7.3%
English Learners	11.3%	11.3%	30.8%	24.2%	5.0%
Non-English Learners	8.2%	26.4%	33.3%	25.5%	6.6%
Military-Connected					

En	glish Profi	ciency Data - G	OALS		
Group	District	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
All	34.5%	45.1%	57.5%	70.0%	41.9%
Female	38.9%				45.6%
Male	30.4%				38.4%
Black or African American	34.1%	35.9%	53.0%	70.0%	28.2%
White	64.5%	55.0%	62.5%	70.0%	56.5%
Hispanic or Latino	33.2%	42.2%	56.1%	70.0%	38.1%
Two or More Races	32.6%	48.2%	59.1%	70.0%	49.0%
Economically Disadvantaged		39.6%	54.8%	70.0%	34.3%
Non-Economically Disadvantaged					64.5%
Homeless	23.6%				27.2%
Foster Care	33.3%				31.1%
Students with Disabilities	16.0%	29.3%	49.6%	70.0%	17.2%
Students without Disabilities	37.3%				46.2%
English Learners	31.6%	32.4%	51.2%	70.0%	20.5%

MAAP ENGLISH DATA

English Per	rformance Da	ita 2022 – 2	2023		
Group	Level 1	Level 2	Level 3	Level 4	Level 5
All	13.4%	13.6%	31.3%	25.4%	9.1%
Female	9.9%	10.1%	31.8%	28.1%	10.8%
Male	16.7%	17.0%	30.9%	22.9%	7.5%
Black or African American	13.3%	13.5%	31.6%	25.4%	8.6%
White	6.5%	7.2%	17.4%	31.2%	33.3%
Alaskan Native or Native American					
Asian	12.5%	12.5%	12.5%	50.0%	12.5%
Hispanic or Latino	20.5%	21.2%	27.1%	24.0%	9.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	50.0%	50.0%	0.0%
Two or More Races	8.4%	8.4%	41.1%	18.9%	13.7%
Economically Disadvantaged					
Non-Economically Disadvantaged					
Homeless	20.0%	20.0%	29.3%	17.1%	6.4%
Foster Care	9.1%	9.1%	27.3%	33.3%	0.0%
Students with Disabilities	31.7%	33.5%	27.8%	14.2%	1.8%
Students without Disabilities	6.6%	24.7%	34.3%	27.2%	7.3%
English Learners	22.3%	22.3%	26.3%	24.3%	7.3%
Non-English Learners	8.2%	26.4%	33.3%	25.5%	6.6%
Military-Connected					

JPS BEHAVIOR AND ATTENDANCE DATA 2022-2023

Behavior Data 2022-2023

		2 Per Quarter 1		1	2 Per Quarter 2		2 Per Quarter 3		2 Per Quarter 4		6 or More All Year					
District/Feeder	Category	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent
District	1. Off Track (Tier III)	18,702	177	1.4	18,924	226	1.7	19,179	286	2.2	18,960	233	1.6	20,027	207	1.0
District	2. Sliding (Tier II)	18,702	810	4.3	18,924	1,043	5.5	19,179	1,195	6.2	18,960	927	4.9	20,027	689	3.4
District	3. On Track to Graduate (Tier I)	18,702	17,613	94.1	18,924	17,547	92.7	19,179	17,553	91.5	18,960	17,715	93.4	20,027	2,450	12.2

Attendance Data 2022-2023

Distric				Quarter 1		Quarter 2		Quarter 3		Quarter 4		All Year					
t/ Feeder	Category	Status	Enrolle d	Days Absent	%	Enrolled	Days Absent	%	Enrolled	Days Absent	%	Enrolled	Days Absent	Percent	Enrolled	Days Absent	%
District	1. Off Track (Tier III)	Absent 5 days															
			18,702	967	5.2	18,924	1,339	7.0	19,179	1,082	5.6	18,960	908	4.8	20,027	1,034	5.2
District	2. Sliding (Tier II)	Absent 3-5 days	18,702	4,247	22.7	18,924	4,991	26.4	19,179	4,182	21.8	18,960	3,826	20.2	20,027	3,232	16.1
District	3. On Track to Graduate (Tier I)	Absent 2 days or less	18,702	11,623	62.1	18,924	8,659	45.8	19,179	10,384	54.1	18,960	10,141	53.5	20,027	2,976	14.9

RETENTION, MOBILITY, AND DISCIPLINE DATA

Retention Data 2022-2023

			K	K-3rd Grades			4th - 12th Grades			
Feeder Pattern	Status	Category	Enrolled	Number	Percent	Enrolled	4th - 12th Grades	Percent		
	1. Off Track	Failed One								
District	(Tier III)	Grade	5,456	914	16.8%	12,466	2,317	19.0%		
	2. Sliding (Tier	Scored N or D in								
District	II)	math or reading	5,456	1,317	20.8%	12,466	4,012	32.1%		
District	3. On Track to graduate (Tier I)	Never Retained	5,456	4,382	80.3%	12,466	8,860	72.7%		

Mobility Data 2022-2023										
Feeder Pattern	Status	Category	Enrolled	Times Moved	Percent					
District	1. Off Track (Tier III)	2 of more moves	18,759	15	0.8%					
District	2. Sliding (Tier II)	1 move	18,759	476	2.5%					
	3. On Track to Graduate									
District	(Tier I)	0 moves	18,759	18,268	97.4%					

	Dis	cipline Data 202	2 – 2023		
	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%	13.0%	<5%	<5%	<5%
Female	<5%	10.8%	<5%	<5%	<5%
Male	<5%	15.1%	<5%	<5%	<5%
Black or African American	<5%	13.5%	<5%	<5%	<5%
White	<5%	<5%		<5%	<5%
Alaskan Native or Native American		<5%		<5%	<5%
Asian				<5%	<5%
Hispanic or Latino	<5%	<5%		<5%	<5%
Native Hawaiian or Pacific Islander				<5%	<5%
Two or More Races	<5%	7.6%		<5%	<5%
Students with Disabilities	<5%	16.3%	<5%	<5%	<5%
Students without Disabilities	<5%	12.5%	<5%		
English Learners	<5%	<5%	<5%		
Non-English Learners	<5%	13.2%	<5%		

Chronically Absent Students Data 2022 - 2023									
Group	District	State							
All	32.4%	28.0%							
Female	31.7%	28.4%							
Male	32.8%	27.7%							
Black or African American	32.6%	30.1%							
White	23.9%	26.3%							
Alaskan Native or Native American	<5%	38.4%							
Asian	25.0%	14.4%							
Hispanic or Latino	27.5%	23.2%							
Two or More Races	34.7%	30.9%							
Students with Disabilities	32.6%	31.4%							
Students without Disabilities	32.2%	27.4%							
English Learners	23.8%	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?
Retention: JPS K-2 student retention rate will decrease from 6.7% to 5.4% by May 2024. Attendance: JPS K-2 student attendance rate will increase from 91.6% to 93% by May 2024.	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 "A Strong Start," which includes strategies to support scholars in K-2 nd grades. JPS Strategic Plan Implement a district-wide Pre-K Early Start Program (Early Learning Collaborative Grant) Host monthly Parent Literacy Academies monthly Implement MTSS Process with fidelity Utilize the Early Warning System (EWS) for early identification Collaborate with Daycares and Headstart Provide intervention accessibility through (1:1) device distribution and access	Title I Funding District Funding ESSER Funding	EWS Team PBIS Team Counselors IST (office) Interventionists Instructional Technology Administrators Assistant Superintendents	August 2023 – May 2024 EWS data will be evaluated every two weeks IST will monitor attendance daily	Documentation from EWS Meetings Daily Attendance Reports Retention Reports Parent Conference Logs Documentation from MTSS Process Documentation from Town Hall Meetings Instructional Notification Letters A-E

Provide additional		
Professional Development		
activities for K—2 teachers		

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

Desired Impact	Action Steps/	Resources	Who is Responsible?	Timeline	Evidence of
What measurable change will	Interventions What actions, additional assessments	What are the financial and	Who is involved?	When will this	Implementation
be seen?	or interventions will occur to achieve	human resources necessary to accomplish the action steps or	Who will provide the leadership? Who will do the work?	action step or intervention	What on-going evidence will be gathered to show this intervention
	the desired change?	interventions?	who will do the work:	begin and end?	is helping to achieve the desired
					impact?
JPS will decrease	Set goals and employ	Establishment of District	Teachers	August	MTSS/TST
chronic absenteeism for	strategies to improve	and School Level EWS		2023 – May	Documentation
at-risk students by 2%,	attendance for students at-risk	Teams	MTSS Team/Committee	2024	
from 32.4% to 30.4%, by	of becoming chronically	Effection invalence to the			Monthly auditing of
May 2024	absent	Effective implementation and monitoring of	EWS Teams		MTSS/RTI
		MTSS/RtI			Implementation in
JPS will increase the	Monitor academic data and	WISS/RU	Counselors		schools
ELA proficiency of JPS	provide accurate and timely	Truancy Officers			
scholars from 34.5% to	reports that empower school		Interventionists/Lead		Active Parent interactions
40% by May 2024, as	level MTSS/TST teams to	Parent Notification	Interventionists		
evidenced on MAAP.	effectively identify and	System			
	support students who need		Administrators		
JPS will increase Math	academic intervention	Intervention Program	Assistant Symanintandants		
proficiency of JPS		School Level	Assistant Superintendents		
scholars from 32% to	Identify students in need of	Interventionist and District	Graduation Coaches		
40% by May 2024 as	academic and behavioral	Lead Interventionist	Graduation Coaches		
evidenced on MAAP.	interventions	Lead Interventionist			
		Jobs for MS Graduates			
	Implement and apply needed	Program			
JPS will increase the	interventions with fidelity				
graduation rate from	Ĭ			August	
84.1% to 85.0% by May	Identify students who meet the			2023 – May	
2024.	criteria for the Course Credit			2024	
	Recovery Program				
	Assign identified students to				
	Credit the Recovery Program				
	and monitor progress				
	Establish a system to keep				
	parents informed of student				
	progress (i.e., School, Status,				

Parent-Teacher Conferences,		
EWS meetings, Academic		
Counseling Sessions)		
Offer Jobs for Mississippi		
Graduates program to 11 th and		
12 th students to learn college		
or career readiness skills		
Implement Early Warning		
System protocol to identify		
potential non-graduates to		
determine and provide student		
supports		
Track and monitor stages for		
successful completion of the		
REAP Program (district's		
overage program for 8 th – 12 th		
grade scholars)		
JPS schools will identify at-		
risk students to provide		
additional support. (JPS		
targeted subgroups are		
students with disabilities, EL,		
Foster Care, Homeless, over-		
aged students, students who		
failed two or more classes.		

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

Desired Impact	Action Steps/	Resources	Who is Responsible?	Timeline	Evidence of
What measurable change	Interventions	What are the financial and	Who is involved?	When will this	Implementation
will be seen?	What actions, additional assessments	human resources necessary	Who will provide the leadership?	action step or	What on-going evidence will be
	or interventions will occur to achieve	to accomplish the action	Who will do the work?	intervention begin	gathered to show this intervention
	the desired change?	steps or interventions?		and end?	is helping to achieve the desired
IDC'II '	To an and the Da	District Condition Condition	The section of	A 2022	impact?
JPS will increase re-	Increase enrollment at the Re-	District funding Credit	Teachers	August 2023 –	Review of discipline data
entry/re-enrollment	engaging in Education for All	recovery	MEGG E /G	May 2024	T 11 /1 11
of students ages 17 –	to Progress (REAP) Center to	D1 1 11 .	MTSS Team/Committee		Learning walks /daily
21 that dropped out	include those students that	Blended learning	G 1		observations data/logs
by 3% (baseline	dropped out.	programs	Counselors		36 11
year.)	5 1 1: 1	F 11	T		Monthly progress
	Develop and implement	Freckles	Interventionists/Lead Interventionists		monitoring data
IDC III I	programs, REAP and Fast	A 1	Administrators		
JPS will decrease the	Track, for scholars in grades	Academic intervention	Assistant Superintendents		Counselors' monthly
dropout rate by 3.5%	$4^{th} - 12^{th}$ that are overaged,	programs	Truancy Officers		reports
per year. (13.6%)	under-credited, and have	The contract of the contract o	Dropout Prevention		
	failed multiple grades.	Truancy Officers	Coordinator		Credit Course Recovery
		5 5 11	District Lead Counselor		completion reports
	Track and monitor stages for	Data Dashboard	Graduation Coaches		55.5
	successful completion of the				REAP enrollment and
	REAP Program-keep students				completion semester data
	update on their progress				
	toward completion.				
	D 11 12 1				
	Provide quality classroom				
	instruction at each				
	instructional Tier.				
	D 11 11 6				
	Provide credit recovery for				
	students to gain credits				
	through a course recovery				
	program.				
	Dell his areal-les EWG new and the				
	Pull bi-weekly EWS reports to				
	identify students.				
	Dunganiha and manitan				
	Prescribe and monitor				
	appropriate intervention based				
	on STAR Screener results and				
	other available data.				

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

Dropout Prevention Goal #4: Address how students will transition to the home school district from 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?
JPS will follow MS state policy for transitioning 100% of students from the juvenile detention center back to their home schools.	The Dropout Prevention Coordinator from the Henley Young Juvenile Justice Center will serve as the liaison between youth court and home school transitions. The Dropout Prevention Coordinator will conduct transition meetings with school- level personnel or teams. Schools will be informed immediately and made aware of their release, and a transition meeting scheduled within 24 hours of release. A transition meeting occurs with student and parent upon the student's return from the detention center and the Principal	Truancy Officers Dropout Prevention Coordinator Behavior Screener Parent Notification System	School Home Counselors Interventionists/Lead Interventionists Administrators Assistant Superintendents Truancy Officers Dropout Prevention Coordinator Case Manager Teacher Mental Health Representative Behavior Specialist	August 2023 – May 2024	Transition Meeting Agenda Sign-in-sheets Students/Parent Transition logs Review of discipline data in SAM. Submission and review of OSS documentation Alternative School Referrals Review of grades during report card grade verification HYJJC release documentation
	designee to discuss and review the student's attendance, behavior,				

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



JACKSON PUBLIC SCHOOLS

Dropout Prevention-Restructuring Plan



1



Jackson Public Schools Restructuring Plan

Feeder Pattern: Callaway	
School: Callaway High School	

School Team Members	Position			
Terrance Hill	Principal, Green Elementary School			
Joyce Jones	Counselor, Green ES			
Ashley Austin-Johnson	Interventionists, Green ES			
Dr. Yolanda Lloyd	Principal, John Hopkins Elementary School			
Shalonda Minor	Counselor, John Hopkins ES			
Susanne Shumaker	Interventionists, John Hopkins 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			
Raven McGee	Interventionists, Kirksey MS			
Jolanda Roby	Counselor, Kirksey MS			
Randle Johnson	Principal, Powell Middle School			
Samantha Cross	Interventionists, Powell MS			
Tonnett James	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			
Amesha West	Attendance Clerk, Callaway HS			
Angela Norals	Counselor, Callaway HS			
Elizabeth Weston	Counselor, Callaway HS			
Carmen Taylor	Counselor, Callaway HS			
Aisha Williams-Floyd	Counselor, Callaway HS			
Stacey Bailey	Assistant Principal, Callaway HS			
Dr. Brian Grizzell	Graduation Coach, Callaway HS			
James Lott	Graduation Coach, Callaway HS			
Tameka Battle	College & Career Readiness, Callaway HS			
Funmilyo Tilden	College & Career Readiness, Callaway HS			
Morgan Taylor	Interventionists, Callaway HS			

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

School Res	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 2024 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 2024 as evidenced by					
	District discipline data.					
Goal 3:	To increase the annual percentage of students "on track to graduate" based					
000200	on course performance (those with report card grades of A, B, or C in Core					
	courses) by 3% by May 2024 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 days or less per quarter) from 81.9% to 85% by May of 2024 as evidenced by District attendance data.

Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance Action Timeline Resources Person(s) Person(s) Needed/Source Responsible Involved August 2023-Monitor Teachers, Teachers, Attendance, May 2024 students' Behavior, and Counselor, Counselor, Interventionist, progress (grades, Course Interventionist. **STAR** Performance and School and School Reading/Math, (ABC's) Administrators Administrators discipline, Data/SAM attendance. Data/MSIS Output classroom, and benchmark data); identify scholars in need of attendance. behavioral, and course performance. School EWS August 2023-Monitor EWS Team, EWS Team, May 2024 implementation Team. Parent Graduation Graduation and deployment Notification Letter, Coaches, CCR Coaches, CCR of the MDE Home Visit Logs Teachers. Teachers. School School Early Warning Administrators Administrators System via SAMS EWS Menu; Deploy graduation coaches throughout the school community to assist with location and cause determination for those students at-risk of becoming chronically absent. August 2023-Provide job-School-level School and School and May 2024 embedded comprehensive District District professional needs assessment Administrators Administrators

	development based on Comprehensive Needs Assessment Results surrounding attendance and relative factors that may hinder school attendance for students. Results, Attendance Reports, and JPS Policies/Procedures **Personnel** & Personnel** **Personnel** **Per		& Personnel	& Personnel		
		lan to Progress Moni		-		
Date	Achieving Goal	ine Progress Toward	Potential Adjustments			
August 2023 – May 2024	Attendance, Behav Performance (ABO		Focused Profession Multi-Tiered System (MTSS)/Early Wa (EWS), and Positi Interventions & State Meetings	ems of Support arning System ve Behavior		
August 2023 – May 2024	Review of attenda (EWS tab) identify track" "sliding" ar	ying students "off	Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings			
August 2023 – May 2024	Submission of dai by Graduation Coa	• •	Weekly meetings coaches and possi schedule adjustme	ble student		
behavior (those 88.3% to 90% b	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 2024 as evidenced by District discipline data. Focus Area: Attendance Behavior Course Performance Other					
August 2023- May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars in need of attendance,	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Responsible Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators		

	behavioral, and course performance.				
August 2023- May 2024	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 2023- May 2024	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	
	P	lan to Progress Moni	itor		
Date		ine Progress Toward	Potential Adjustme	nts	
August 2023 – May 2024	Attendance, Behav Performance (ABC	Focused Profession Multi-Tiered Syst (MTSS)/Early Wa (EWS), and Positi Interventions & S Meetings	arning System ive Behavior		
August 2023 – May 2024	Review of behavior (EWS tab) identify track" "sliding" ar	ying students "off	Multi-Tiered Syst (MTSS)/Early Wa (EWS), and Positi Interventions & S Meetings	arning System ive Behavior	
August 2023 – May 2024	Submission of web by PBIS Team Me	ekly/monthly reports embers.	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 2024 as evidenced by student report card data.					
Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☐ Other					
Timeline					

August 2023- May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars in need of attendance, behavioral, and course performance.	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators	
August 2023- May 2024	Provide and implement quality classroom instruction through innovative and technological systems at each instructional tier.	Professional Development to improve teacher efficacy and student learning with usage of computer-based instruction.	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators	
August 2023- May 2024	Collaborate with instructional stakeholders (TST) to identify students who meet the criteria for the Blended Learning/Credit Recovery Programs	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, Interventionist, and School Administrators	
Date		lan to Progress Moni ine Progress Toward	itor Potential Adjustme	nte	
Date	Achieving Goal	ine i rogress roward	1 otentiai Aujustine	1113	
August 2023 – May 2024	Attendance, Behave Performance (ABC)		Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings		
August 2023 –	Review of course performance data in Multi-Tiered Systems of Support				

May 2024	SAM/ CANVAS identifying students	(MTSS)/Early Warning System
	"off track" "sliding" and "on track"	(EWS), and Positive Behavior
		Interventions & Support (PBIS)
		Meetings
August 2023 –	Submission of weekly/monthly reports	Weekly meetings (FIT meetings)
May 2024	by credit recovery teachers.	with credit recovery teachers and
		possible adjustments in student
		incentives.

RESTRUCTURING PLAN PLANNING GUIDE

	SMART Goal Planning Template					
attendance	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 2024 as evidenced by District attendance data.					
Focus Area	a: <mark>□ Attendance</mark>	☐ Behavior ☐ Course Performa	nce 🗆 Other			
	specific	S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	To increase the annual percentage of students "on track to graduate" based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2024 as evidenced by District attendance data. -Carried out by District/School Teaching/Learning Staff and Teachers. -Tasks will include monitoring students' progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys, and. -Resources needed are			
			SAMs, ABC reports, district/state attendance policies & procedures.			

M	Measur		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 yearUtilize data from SAMs, MTSS, and EWS to progress monitor continuously throughout the yearOutcomes will be measured by data analysis from bimonthly EWS Meetings, FIT meetings, number of students on MTSS/EWS plans, and implementation of learned professional activities within the classroom.	
A	Achieva	able	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 students' absences, lack of motivation, and teacher ineffectiveness. Barriers may be overcome by providing incentives for attendance, following attendance plans, graduation coaches home visits, and staff professional development.	
R	Relevar	t	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 Bo	ound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)			Weekly revalues absentee is members. Monthly autimplement a school leventeembers. The goal w	riew of chronic in reports by team aditing of MTSS ation at each all by team
Timelin	e	Action		Resources		son(s)	Person(s) Involved
August 2023 – Monitor May 2024 students progress		Attendance, Teac Behavior, and Cour		chers, nselor, eventionist,	Teachers, Counselor, Interventionist,		

	STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars in need of attendance, behavioral, and course performance.	Performance (ABC's) Data/SAM Data/MSIS Output	and School Administrators	and School Administrators
August 2023- May 2024	Monitor implementation and deployment of the MDE Early Warning System via SAMS EWS Menu; Deploy graduation coaches throughout the school community to assist with location and cause determination for those 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 2023- May 2024	Provide jobembedded professional development based on Comprehensive Needs Assessment Results surrounding attendance and relative factors that may hinder school	School-level comprehensive needs assessment results, Attendance Reports, and JPS Policies/Procedures	School and District Administrators & Personnel	School and District Administrators & Personnel

attendance for		
students.		

- 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 2023 –	Attendance, Behavior, and Course	Focused Professional
May 2024	Performance (ABCs) Data	Development, Multi-Tiered
		Systems of Support (MTSS)/Early
		Warning System (EWS), and
		Positive Behavior Interventions &
		Support (PBIS) Meetings
August 2023 –	Review of attendance data in SAM	Multi-Tiered Systems of Support
May 2024	(EWS tab) identifying students "off	(MTSS)/Early Warning System
	track" "sliding" and "on track"	(EWS), and Positive Behavior
		Interventions & Support (PBIS)
		Meetings
August 2023 –	Submission of daily/ weekly reports by	Weekly meetings with graduation
May 2024	Graduation Coaches	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 of 2024 as evidenced by District discipline data.

Focus Are	ea: □ Attendance	e □ Behavior □ Course Perform	nance Other
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	To increase the annual percentage of students "on track to graduate" based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024 as evidenced by District discipline data.
			-Carried out by District/School Teaching/Learning Staff and Teachers.
			-Tasks will include monitoring students' progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.
			-Resources needed are SAMs, ABC reports, district/state attendance 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

A	Achieva	ıble	What could	pal achievable ? (By whe get in the way of task How will you overcom		May 2024. If completing to student disruteacher and motivation, ineffectivene classroom marriers may providing in appropriate of following begraduation of	casks are excessive aptions, lack of student and teacher ess as regards anagement. We be overcome by centives for behaviors, chavioral plans, oaches home aff professional
R	Relevan		R – is the go	pal relevant to performa s?	nce	behavior is a for students Students tha misbehave of disciplined values away from	with increased rom school, fecting academic
T	(How ofte done? By		(How often done? By w	te goal time bound ? Iten will this task be by when will this accomplished?)		infractions b Monthly aud implementat level by tear	ll be accomplished
Timeline		Action	1	Resources		son(s)	Person(s)
August 20 May 2024				Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Teac Cour Inter	chers, nselor, eventionist, School ninistrators	Teachers, Counselor, Interventionist, and School Administrators

	course performance.			
August 2023- May 2024	The school EWS team will meet monthly to track discipline data and provide appropriate supports.	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 2023- May 2024	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

- 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 2023 – May 2024	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 2023 – May 2024	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 2023 – May 2024	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 2024 as evidenced by student report card data.

Focus Are	ea: □ Attendance	e □ Behavior <mark>□ Course Perform</mark>	nance Other
S	Specific	S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	To increase the annual percentage of students "on track to graduate" based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2024 as evidenced by student report card data. -Carried out by District/School Teaching/Learning Staff and Teachers. -Tasks will include monitoring students' progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys. -Resources needed are SAMs,
			ABC reports, district/state attendance 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 ongoing throughout the school year, including each nine weeksUtilize data from SAMs, MTSS, and EWS to progress monitorOutcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.

A	Achieva	able	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?) R – is the goal relevant to performance		May 2024. I completing student abse students' disteacher and motivation, ineffectiven classroom in student learn Barriers may providing in attendance, course perfograduation of visits with dinstructional students; an	tasks are excessive ences, excessive sruptions, lack of student and teacher ess as regards enstruction and ening styles. It is entire to behaviors, and formance; coaches home developed I plans for	
R	Relevar	t	R – is the go expectations			All students are required to complete and earn a qualifying grade in CORE courses needed for high school graduation. In doing such, students earned Carnegie units that are required and count towards graduation.	
T	Time B	ound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)			Weekly revi course performembers. Monthly audimplemental level by tear identified st	dew of student ormance by team diting of MTSS tion at each school m members for udents.
Timeline	}	Action		Resources Needed/Source		son(s) ponsible	Person(s) Involved
August 20 May 2024	Mugust 2023- May 2024 Monitor students' progress (gr STAR Reading/Madiscipline, attendance, classroom, benchmark		ts' ss (grades, ng/Math, ine, ance, oom, and	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Cour Inter	chers, nselor, eventionist, School ninistrators	Teachers, Counselor, Interventionist, and School Administrators

August 2023- May 2024	data); identify scholars in need of attendance, behavioral, and course performance. Provide and implement quality classroom instruction through innovative and technological systems at each instructional tier.	Professional Development to improve teacher efficacy and student learning with usage of computer-based instruction.	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators
August 2023- May 2024	Collaborate with instructional stakeholders (TST) to identify students who meet the criteria for the Blended Learning/Credit Recovery Programs	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, Interventionist, and School Administrators

- 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 2023 – May 2024	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 2023 –	Review of course performance data	Multi-Tiered Systems of Support

May 2024	in SAM/ CANVAS identifying students "off track" "sliding" and "on track"	(MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings
August 2023 – May 2024	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

Feeder Pattern: Forest Hill Feeder Pattern

School: Forest Hill High School

School Team Members	Position
Mr. Torrey A. Hampton	Principal
Ms. Candice Beasley	Principal
Dr. Rachel Coleman	Principal
Mrs. Camesha Hatchett	Principal
Dr. Lynn Horton	Principal
Mrs. Ashanti Barnes	Principal
Dr. Richard Chano	Assistant Principal
Mrs. Shelisha Robinson	Assistant Principal
Mrs. Patrease Edwards	Assistant Principal
Ms. Jewell Jackson	Dean of Students
Ms. Sharon Turner	Assistant Principal
Mr. Michael Caples	Graduation Coach (9-10 th Grade)
Mrs. Michelle Catchings	Graduation Coach (11- 12 th Grade)
Ms. Ebonie Butler Cheeks	Lead Counselor
Ms. Yolanda Hayes- Rucker	Counselor
Mrs. Monica Dickerson	Counselor
Mr. Mekael Carpenter	Interventionist
Mrs. Connie Priest	Interventionist
Mrs. Shannon Rankin Kimes	CCR Teacher
Mrs. Latisha Richardson	Teacher

List of Data Available
SAM Attendance Report(s)
Withdrawals
EWS Data Dashboard
SAM Behavior Report
MTSS/RTI Process
SAMs Gradebook
Report Cards
MAAP Assessments
Scheduling Errors

PBIS Platform

School Restr	School Restructuring Plan Goals				
Goal 1:	To decrease the chronic absentee rate of Forest Hill Feeder Pattern from 34.16% during the 23-24 school year to 25 % by May 2024.				
Goal 2:	To decrease the behavior infractions of Forest Hill Feeder Pattern by 10% by May 2024.				
Goal 3:	To increase the level of academic performance on end of year course state assessment of Forest Hill Feeder Pattern 5% by May 2024.				

School Restructuring Plan					
Goal 1:					
Focus Area: x □ At	tendance Behavi	or Course Perform	nance Other	I	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
August 2023 – May 2024	Use the Attendance plan and monitor SAM attendance reports weekly	Parent Notification Sheets Blackboard Messages Automated Calls/ Messages from School Status Attendance Success Mentors	Principals Assistant Principals Graduation Coaches Attendance Clerk IST Lead Counselor Parents	EWS Team	
August 2023 – May 2024	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 2023 – May 2024	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	School Staff Graduation Coaches Counselors	EWS Team PBIS Team	
		Plan to Progress Monito	r		
Date	Evidence to Determin Achieving Goal	e Progress Toward	Potential Adjustments		
August 2023 – May 2024	EWS documentation		Virtual meetings/ face meetings; Fee Meetings each qua families that occup to help with scholar	eder Pattern arter discussing by multiple schools	

August 2023 – May 2024			Virtual meetings/ Monthly face to face meetings. Feeder pattern meetings will also be conduct forming a vertical alignment in all schools.	
August 2023 – May 2024	Attendance celebrations		Involve the PBIS Team. Elementary and secondary scholars who meet the requirements will be able to attend home events at Forest Hill as a reward for free admission.	
Goal 2: Focus Area: □ Atte	ndance x □ Behavi	or □ Course Perform	ance □ Other	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Monitor discipline data and provide accurate and timely reports that empower the EWS	SAM discipline reports EWS documentation	IST/Data Clerk SAM Specialist EWS Team Interventionist	Attendance Clerk/ Counselors/ Graduation Coaches/ Dean of Students
August 2023 – May 2024 August 2023 – May 2024	teams to effectively identify and support students who need interventions Implement PBIS with fidelity for all behavior tiers Implement a system to raise awareness and keep parents informed regarding	Incentives Signage PBIS Behavior Matrix Parent Notifications Parent Meetings (Virtual and face to face)	PBIS Coordinator Principals Assistant Principals Classroom teacher	PBIS Team/ Dean of Student School Staff
	students' behavior			
D.		Plan to Progress Monitor	l .	
Date	Evidence to Determine Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Behavior Reports/ PBIS Infraction Reports.		Virtual and face to with all stakeholde grade level meetin	ers. Monthly

			with scholars discuexpectations.	assing behavior
August 2023 – May 2024	MTSS Documenta	ntion	Virtual and face to with school staff.	face meetings
August 2023 – May 2024	PBIS Celebrations		Feeder pattern cel Event will be our of Patriot on 24 Augu Collective celebrate continue each more	own Meet the ust 2023.
Goal 3: Focus Area: □ Atte	ndance □ Behavio	or x □ Course Perform	nance □ Other	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Provide quality classroom instruction	Benchmark Data Common Assessment Data STAR Data	Teachers	Principals Assistant Principals
August 2023 – May 2024	Monitor academic data and provide accurate and timely reports for MTSS	STAR Data Common Formative Assessments Discipline Data Attendance Data (Students and Staff)	Teachers Interventionists Principals Assistant Principals	District & School level Administrators
August 2023 – May 2024	Conduct observations and provide feedback	School Status Laptop/Chromebook PGS	Principals Assistant Principals Division Coaches	District Administrators
		Plan to Progress Monitor		
Date	Evidence to Determin Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Observation Feedback and adjustment		Feeder Pattern lear nine weeks in MA	•
August 2023 – May 2024	Alignment of Curriculum, Instruction, and Assessments		8 th Grade ELA & I teachers along with ELA/ Math	
			MAAP teachers w alignment meeting	
August 2023 – May 2024	Alignment of Less Standards	son Plans to	Improved pedagog success	

RESTRUCTURING PLAN PLANNING GUIDE

SMART Goal Planning Template

Goal 1: Focus Area	: x □ Attendance	□ Behavior □ Course Performance	□ Other
S	Specific	S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	This goal is specific because it seeks to increase the attendance for schools individually while simultaneously decreasing the chronic absenteeism rate for the Forest Hill Feeder Pattern. The school staff and students will help carry out the goal. The ESW team will meet to analyze data. We will strive to achieve less than five. A feeder meeting will be held in the FHHS auditorium in September 23, 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 monitor? How will you measure outcomes?)	The goal is measurable. The team will know this goal is achieved when there is less absenteeism among scholars. There will be less scholars sliding according to the EWS chart. Check points will be used to monitor this process at the end of the semester and third term.
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 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
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	awarded monthly through PBIS. The goal is time bound starting in August 2023 and remaining until May 2024. Check points will be monitored at the end of the semester and third term.

Timeline	Action	Resources	Person(s)	Person(s)
		Needed/Source	Responsible	Involved
August 2023 – May 2024	Monitor SAM attendance reports weekly	Parent Notifications Blackboard Messages and Automated Calls	Principals Assistant Principals IST Lead Counselor Parents	EWS Team
August 2023 – May 2024	Employ truancy officers and district's drop-out prevention officer to assist the school level EWS teams	District Transportation	Mr. Albright Mr. Terrrell Graduation Coach Attendance Clerk	COO Dropout Prevention Coordinator
August 2023 – May 2024	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 2023 – May 2024	Establish a positive school culture	Signage/ School Assemblies/ 96 Block for High School	School Staff Parents	EWS Team/ Counselors
August 2023 – May 2024	Recognize good and improved attendance	Funding Incentives (attendance medals, bumper stickers, pencils, certificates, and lanyards)	School Staff	PBIS/ Counselors
August 2023 – May 2024	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.

- 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 2023 – May 2024	EWS documentation/ SLT meetings	Virtual meetings
August 2023 – May 2024	MTSS documentation	Virtual meeting
August 2023 – May 2024	Attendance celebrations	Virtual celebrations

	SMART Goal Planning Template						
Goal 2:	A	1	x □ Behavio			- 0:1	
S	: □ Atten Specific		x □ Behavior □ Course Performance 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 decrease the number of beha Forest Hill Feed staff and schola the goal. The Education analyze data. A hall meeting with parents to relationships. The state of	cific because it seeks discipline referrals and vior infractions for ler Pattern. The school rs will help carry out SW team will meet to feeder pattern town ll be held quarterly cultivate positive he district's support to complete this step.	
M	Measur	able	the team knowill progress	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)			isurable. The team will is achieved when there or infractions among rocess will be agh EWS meetings, status, class dojo, sages, and conduct eport cards. The emeasured by the number of infractions
A	Achieva	ble	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)		impeded if scho expectations. It by inconsistent well as inconsis data. We will or empowering scl with scholars, p	evable, but it could be blars don't adhere to could also be impeded teacher practices as tent monitoring of the vercome obstacles by nolars, conferencing roviding professional and implementing PBIS	
R	Relevan	t	R – is the goal relevant to performance expectations?		expectations am makes students	vant to performance nong students. The goal and staff accountable , efforts, and time ills.	
T	(How often done? By wh		goal time bound ? n will this task be when oal be accomplished?)		August 2023 an 2024. Check po	e bound starting in d remaining until May ints will be monitored year to refine practices	
Timeline	Cimeline Action				on(s) onsible	Person(s) Involved	

August 2023 – May 2024	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 2023 – May 2024	Implement PBIS with fidelity for all behavior tiers	Incentives Signage PBIS Behavior Matrix Handwritten Notes	PBIS Coordinator	Climate and Wellness
August 2023 – May 2024	Implement a system to raise awareness and keep parents informed regarding student behavior	Parent Notifications Parent Meetings (Virtual)/ PTC	Principals Assistant Principals Counselors Interventionist	School Staff
August 2023 – May 2024	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
August 2023 – May 2024	Implement SEL with fidelity	Scholar Devices	Teachers Counselors	School staff

- 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 2023 – May 2024	EWS documentation	Secondary Dean of Student and Graduation coaches will collaborate with each other to assist everyone in the feeder pattern with families/households that we share.
August 2023 – May 2024	MTSS documentation	Virtual meeting will be held if stakeholders are not able to come to the school.
August 2023 – May 2024	Behavior celebrations	Joint Celebrations held as a feeder pattern with incentives for those scholars who exhibits the appropriate behavior.

	SMART Goal Planning Template				
Goal 3:					
Focus Area	a: □ Attendance	\Box Behavior $x \Box$ Course Performance	□ Other		
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	The goal is specific because it seeks to increase the level of academic performance on MAAP Forest Hill Feeder Pattern. The district staff, school staff, OTL, community members and students will help carry out the goal. Data will be monitored through MTSS, PBIS, and EWS. District support from OTL, Coaches, and professional development from external providers will be needed to complete this step.		
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	The goal is measurable. The team will know this goal is achieved when there is an increase among 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	could g		could get in	the goal achievable ? (By when? What get in the way of task completion? will you overcome them?)		be impeded if s attendance becomes issue. We will professional destaff and seek of	provide continuously velopment training for
R			expectations?		expectations w	evant to performance hile enabling us to long with the action	
T	Time Bound		(How often done? By w	oal time bound ? will this task be hen al be accomplished?)		August 2023 at 2024. Check po	e bound starting in nd remaining until May bints will be monitored FIT Meetings, Content
Timeline		Action		Resources		on(s)	Person(s)
August 2023 – May 2024		Provid classro instruc		Needed/Source Benchmark Data Common Assessment Data STAR Data	Teac	chers	Principals Assistant Principals
August 2023 – May 2024		data and accurate	l provide e and	STAR Data Common Formative Assessment Discipline Data Attendance Data (Students and Staff)	CCR (ACT Interv Prince Assis	Teachers ') ventionists ipals	District Administrators
August 2023 – May 2024		Conduc observa		School Status Laptop/Chromebook PGS	Prir	•	District Administrators
		with evidence based professional		Needs Assessments Observations Assessment Data Lesson Plans	Princ Assis Prin		Principals Assistant Principals OTL District Coaches
a f s s		speciali academ for Tier students	zed ic support III s through ing pullout	District Intervention Initiative (Freckle, STAR) Technology Devices	Interv Prince Assis	ventionist ipals	School Staff

- 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	Potential Adjustments
	Achieving Goal	
August 2023 – May	Observation Feedback and adjustment	Feeder pattern learning walks and
2024		district level walks will occur.
August 2023 – May	Alignment of Curriculum, Instruction,	District coaches will assist through
2024	and Assessment	content sessions and focused
		professional development.
August 2023 – May	Alignment of Lesson Plans to Standards	Designated PD days assigned by the
2024		district and divisions

Jackson Public Schools Restructuring Plan

Feeder Pa	attern: _	<u>Jim Hill</u>	
School: _	_Jim H	ill High School	<u></u>

School Team Members	Position
Bobby D. Brown	Principal, Jim Hill High School
Dr. Edna Sampson	Counselor, Jim Hill High School
Oliva Cote	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

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

School Res	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 2024 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 2024 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 2024 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 days or less per quarter) from 81.9% to 85% by May of 2024 as evidenced by District attendance data.

Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance Action Timeline Resources Person(s) Person(s) Needed/Source Responsible Involved August 2023-Monitor Teachers, Teachers, Attendance, May 2024 students' Behavior, and Counselor, Counselor, Interventionist, progress (grades, Course Interventionist. **STAR** Performance and School and School Reading/Math, (ABC's) Administrators Administrators discipline, Data/SAM attendance. Data/MSIS Output classroom, and benchmark data); identify scholars in need of attendance. behavioral, and course performance. School EWS August 2023-Monitor EWS Team, EWS Team, May 2024 implementation Team. Parent Graduation Graduation and deployment Notification Letter, Coaches, CCR Coaches, CCR of the MDE Home Visit Logs Teachers. Teachers. School School Early Warning Administrators Administrators System via SAMS EWS Menu; Deploy graduation coaches throughout the school community to assist with location and cause determination for those students at-risk of becoming chronically absent. August 2023-Provide job-School-level School and School and May 2024 embedded comprehensive District District professional needs assessment Administrators Administrators

	development based on Comprehensive Needs Assessment Results surrounding attendance and relative factors that may hinder school attendance for	results, Attendance Reports, and JPS Policies/Procedures	& Personnel	& Personnel	
	students.				
Date		lan to Progress Moni ine Progress Toward	i tor Potential Adjustme	nte	
Date	Achieving Goal	me Progress Toward	roteittai Adjustme	iits	
August 2023 – May 2024	Achieving Goal Attendance, Behavior, and Course Performance (ABCs) Data		Focused Profession Multi-Tiered Syst (MTSS)/Early Wa (EWS), and Positi Interventions & S Meetings	arning System Eve Behavior	
August 2023 – May 2024	Review of attendance data in SAM (EWS tab) identifying students "off track" "sliding" and "on track"		Multi-Tiered Syst (MTSS)/Early Wa (EWS), and Positi Interventions & S Meetings	arning System ive Behavior	
August 2023 – May 2024	Submission of daily/ weekly reports by Graduation Coaches		Weekly meetings coaches and possi schedule adjustme	ble student	
behavior (those 88.3% to 90% b Focus Area: □ A					
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
August 2023- May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars in need of attendance,	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators	

	behavioral, and course performance.			
August 2023- May 2024	School EWS team will meet bi-monthly to track discipline data and provide appropriate supports.	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 2023- May 2024	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
	P	lan to Progress Moni	itor	
Date	Evidence to Determ Achieving Goal	ine Progress Toward	Potential Adjustme	nts
August 2023 – May 2024	Attendance, Behavior, and Course Performance (ABCs) Data		Focused Profession Multi-Tiered Syst (MTSS)/Early Wa (EWS), and Positi Interventions & S Meetings	arning System Eve Behavior
August 2023 – May 2024	Review of behavior (EWS tab) identify track" "sliding" ar	ying students "off	Multi-Tiered Syst (MTSS)/Early Wa (EWS), and Positi Interventions & S Meetings	arning System Eve Behavior
August 2023 – May 2024	Submission of wed by PBIS Team Me	ekly/monthly reports embers.	Monthly meetings members and poss in student incentive	sible adjustments
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 2024 as evidenced by student report card data.				
			s, or e in core cour	ises) by 3% by
	idenced by student			

August 2023- May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars in need of attendance, behavioral, and course	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators
August 2023- May 2024	performance. Provide and implement quality classroom instruction through innovative and technological systems at each instructional tier.	Professional Development to improve teacher efficacy and student learning with usage of computer-based instruction.	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators
August 2023- May 2024	Collaborate with instructional stakeholders (TST) to identify students who meet the criteria for the Blended Learning/Credit Recovery Programs	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, Interventionist, and School Administrators
		lan to Progress Moni		
Date	Achieving Goal	ine Progress Toward	Potential Adjustme	nts
August 2023 – May 2024	Attendance, Behavior, and Course Performance (ABCs) Data		Focused Profession Multi-Tiered System (MTSS)/Early Wa (EWS), and Position Interventions & S Meetings	arning System ive Behavior
August 2023 –	Review of course performance data in Multi-Tiered Systems of Su			ems of Support

May 2024	SAM/ CANVAS identifying students "off track" "sliding" and "on track"	(MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS)
		Meetings
August 2023 –	Submission of weekly/monthly reports	Weekly meetings (FIT meetings)
May 2024	by credit recovery teachers.	with credit recovery teachers and
		possible adjustments in student
		incentives.

RESTRUCTURING PLAN PLANNING GUIDE

	SMART Goal Planning Template				
attenda	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 2024 as evidenced by District attendance data.				
Focus A	Area: <mark>□ Attendance</mark>		ance Other		
S	Specific	S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	To increase the annual percentage of students "on track to graduate" based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2024 as evidenced by District attendance data. -Carried out by District/School Teaching/Learning Staff and Teachers. -Tasks will include monitoring students' progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys, and.		
			-Resources needed are SAMs, ABC reports, district/state attendance policies & procedures.		

M	Measur		team know progress moutcomes?)		v will sure	the end of t -Utilize dat MTSS, and monitor con throughout -Outcomes by data and bimonthly FIT meetin students on	a from SAMs, EWS to progress ntinuously the year. will be measured lysis from EWS Meetings, gs, number of MTSS/EWS implementation of fessional
A	Achievable		A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)		May 2024. completing excessive s lack of mot teacher iner Barriers maproviding it attendance, attendance	tasks are tudents' absences, civation, and ffectiveness. ay be overcome by ncentives for following plans, graduation me visits, and sional	
R	Relevant		R – is the goal relevant to performance expectations?		success pre as it directly	endance is a dictor for students y relates to course the and high school	
T	Time Bound		(How often	oal time bound ? will this task be when will this goal ished?)		Weekly revalues absentee is members. Monthly autimplement a school leventeembers. The goal w	riew of chronic in reports by team aditing of MTSS ation at each all by team
Timeline Action			Resources		son(s)	Person(s) Involved	
August 2023 – Monitor May 2024 students progress		Attendance, Behavior, and		Teac	chers, nselor, eventionist,	Teachers, Counselor, Interventionist,	

	STAR Reading/Math, discipline, attendance, classroom, and benchmark data); identify scholars in need of attendance, behavioral, and course performance.	Performance (ABC's) Data/SAM Data/MSIS Output	and School Administrators	and School Administrators
August 2023- May 2024	Monitor implementation and deployment of the MDE Early Warning System via SAMS EWS Menu; Deploy graduation coaches throughout the school community to assist with location and cause determination for those 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 2023- May 2024	Provide jobembedded professional development based on Comprehensive Needs Assessment Results surrounding attendance and relative factors that may hinder school	School-level comprehensive needs assessment results, Attendance Reports, and JPS Policies/Procedures	School and District Administrators & Personnel	School and District Administrators & Personnel

attendance for		
students.		

- 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 2023 –	Attendance, Behavior, and Course	Focused Professional
May 2024	Performance (ABCs) Data	Development, Multi-Tiered
		Systems of Support (MTSS)/Early
		Warning System (EWS), and
		Positive Behavior Interventions &
		Support (PBIS) Meetings
August 2023 –	Review of attendance data in SAM	Multi-Tiered Systems of Support
May 2024	(EWS tab) identifying students "off	(MTSS)/Early Warning System
	track" "sliding" and "on track"	(EWS), and Positive Behavior
		Interventions & Support (PBIS)
		Meetings
August 2023 –	Submission of daily/ weekly reports by	Weekly meetings with graduation
May 2024	Graduation Coaches	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 of 2024 as evidenced by District discipline data.

Focus Are	ea: □ Attendance	e ☐ Behavior ☐ Course Perform	nance Other
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	To increase the annual percentage of students "on track to graduate" based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024 as evidenced by District discipline data.
			-Carried out by District/School Teaching/Learning Staff and Teachers.
			-Tasks will include monitoring students' progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.
			-Resources needed are SAMs, ABC reports, district/state attendance 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 behavioral dataUtilize data from SAMs, MTSS, and EWS to progress monitorOutcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.

A	Achievable		A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)		The goal will be achieved by May 2024. Barriers to completing tasks are excessive student disruptions, lack of teacher and student motivation, and teacher ineffectiveness as regards classroom management. Barriers may be overcome by providing incentives for appropriate behaviors, following behavioral plans, graduation coaches home visits, and staff professional development.		
R	Relevant		R – is the goal relevant to performance expectations?		The appropriateness of student behavior is a success predictor for students academically. Students that chronically misbehave often are disciplined with increased days away from school, adversely affecting academic performance and future graduation.		
T	Time Bound		(How often	oal time bound ? will this task be hen will this omplished?)		infractions be Monthly aud implemental level by tear	ll be accomplished
Timeline		Action	1	Resources		son(s)	Person(s)
August 2023- May 2024		Readir discipl attenda classro benchi data); schola of atte	ts' ss s, STAR ng/Math, ine, ance, oom, and	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Teac Cour Inter	chers, nselor, eventionist, School ninistrators	Teachers, Counselor, Interventionist, and School Administrators

	course performance.			
August 2023- May 2024	The school EWS team will meet monthly to track discipline data and provide appropriate supports.	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 2023- May 2024	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

- 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 2023 – May 2024	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 2023 – May 2024	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 2023 – May 2024	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 2024 as evidenced by student report card data.

Focus Are	ea: □ Attendance	e □ Behavior <mark>□ Course Perform</mark>	nance Other
S	Specific	S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	To increase the annual percentage of students "on track to graduate" based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2024 as evidenced by student report card data. -Carried out by District/School Teaching/Learning Staff and Teachers. -Tasks will include monitoring students' progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys. -Resources needed are SAMs,
			ABC reports, district/state attendance 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 ongoing throughout the school year, including each nine weeksUtilize data from SAMs, MTSS, and EWS to progress monitorOutcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.

A	Achieva	able	What could	pal achievable ? (By whe get in the way of task How will you overcome		May 2024. I completing student abse students' disteacher and motivation, ineffectiven classroom in student learn Barriers may providing in attendance, course perfograduation of visits with dinstructional students; an	tasks are excessive ences, excessive sruptions, lack of student and teacher ess as regards enstruction and ening styles. It is entire to behaviors, and formance; coaches home developed I plans for
R	Relevant		R – is the goal relevant to performance expectations?		All students are required to complete and earn a qualifying grade in CORE courses needed for high school graduation. In doing such, students earned Carnegie units that are required and count towards graduation.		
T	Time B	(How often		al time bound ? will this task be hen will this goal shed?)		Weekly revi course performembers. Monthly aud implementate level by tear identified st	dew of student ormance by team diting of MTSS tion at each school m members for udents.
Timeline	Timeline Action		Resources Needed/Source		son(s) ponsible	Person(s) Involved	
STAR Readin discipl attenda		ts' ss (grades, ng/Math, ine, ance, oom, and	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Cour Inter	chers, nselor, eventionist, School ninistrators	Teachers, Counselor, Interventionist, and School Administrators	

August 2023- May 2024	data); identify scholars in need of attendance, behavioral, and course performance. Provide and implement quality classroom instruction through innovative and technological systems at each instructional tier.	Professional Development to improve teacher efficacy and student learning with usage of computer-based instruction.	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators
August 2023- May 2024	Collaborate with instructional stakeholders (TST) to identify students who meet the criteria for the Blended Learning/Credit Recovery Programs	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, Interventionist, and School Administrators

- 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 2023 – May 2024	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 2023 –	Review of course performance data	Multi-Tiered Systems of Support

May 2024	in SAM/ CANVAS identifying students "off track" "sliding" and "on track"	(MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings
August 2023 – May 2024	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

Feeder Pattern	_Lanier	_
School: Lanie	r High School	

School Team Members	Position
Vicki Conley	Principal, Dawson Elementary School
Melinda Wilcher	Interventionist, Dawson Elementary School
Linda Murray	Principal, Galloway Elementary School
Allison Warnsley	Counselor, Galloway Elementary School
Guyniesha Johnson	Principal, Johnson Elementary School
Debbie Henderson	Attendance Clerk, Johnson Elementary School
Stephanie Wilson	Principal, Smith Elementary School
Tamela Orelus	Counselor, Smith Elementary School
LaRoy Merrick	Principal, Walton Elementary School
Charleesa Williams	Counselor, Walton Elementary School
Victor Ellis	Principal, Brinkley Middle School
Charkarra Perry	Counselor, Brinkley Middle School
April Jones	Attendance Clerk, Brinkley Middle School
Dr. Valerie Bradley	Principal, Lanier High School
Emma Michael	Graduation Coach, Lanier High School
Amy Henry	Attendance Clerk, Lanier High School

List of Data Available
Attendance
Discipline
Report Card
Retention
Dropout
MAAP
Graduation

School Restruct	uring Plan Goals
Goal 1:	To increase the graduation rate by 3.0% (from 83.8% to 86.3%) by May 2024
Goal 2:	To decrease the dropout rate by 3.0% (from 14.8 % to 11.8%) by May 2024
Goal 3:	To decrease the chronic absenteeism rate by 3.0% (from 29.1% to 26.1%) by May 2024

	School Restructuring Plan			
Goal 1:	e			
Focus Area:	Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other			
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024 August 2023 – May 2024	Quality classroom instruction Implement Early Warning System (EWS) process and procedures	Curriculum Documents, Lesson Plans, and Professional Development SAM EWS Tier Reports Graduation Coach's Tracker	District Teaching and Learning Staff, Principal, and Teachers School Administrators, EWS Team, Graduation Coach and Dropout	District Teaching and Learning Staff, Principal, and Teachers School Administrators, EWS Team, Staff, Graduation Coach and Dropout
August 2023 – May 2024	Identify and schedule students for Credit Course Recovery as needed	Transcripts Report Cards Edgenuity	Prevention Coordinator Counselors, Graduation Coach, Edgenuity Facilitator, and School Administrators	Prevention Coordinator Counselors, Graduation Coach, Edgenuity Facilitator, and School Administrators
		Plan to Progress Moni		
Date Evidence to Determine Progress Toward			Potential Adjustments	S
August 2023 – May 2024	Achieving Goal Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observations, Graduation Coach's Tracker, and Feedback Data		Multi-Tiered Syst (MTSS)/Early Wa	ional Development, ems of Support arning System and Adjust/Modify oach's Tracker on
August 2023 – May 2024	Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observations, Graduation Coach's Tracker, and Feedback Data		Multi-Tiered Syst (MTSS)/Early Wa	ional Development, ems of Support arning System and Adjust/Modify oach's Tracker on
August 2023 – May 2024	Classroom Observ	STAR Reports, Formal and Informal vations, Graduation and Feedback Data	Focused Instruction Meetings, Profess Multi-Tiered Syst (MTSS)/Early Wa	onal Team (FIT) ional Development, ems of Support arning System and Adjust/Modify oach's Tracker on

Goal 2:	□ Attendance 🗵	l Behavior □ Cours	se Performance	□ Other
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline, attendance, classroom, ACT, and benchmark data)	Attendance, Behavior, and Course Performance ACT score report (ABC) Data/SAMs	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators
August 2023 – May 2024	Establish a system to keep parents informed of student progress	Active Parent, Midterm Progress Reports, and Report Cards	Teachers, Counselor, and School Administrators	Teachers, Counselor, and School Administrators
August 2023 – May 2024	Utilize the JPS Dropout Prevention Coordinator to help monitor, track, and support students at-risk of dropping out	EWS Tier Report	EWS Team and Dropout Prevention Coordinator	EWS Team and Dropout Prevention Coordinator
	, , , ,	Plan to Progress Moni	tor	
Date	Evidence to Determin Achieving Goal	e Progress Toward	Potential Adjustment	S
August 2023 – May 2024	ACT, Attendance, Behavior, and Course Performance (ABCs) Data		ACT sign-ups and bootcamps, Professional Development, Multi- Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings	
August 2023 – May 2024	ACT, Attendance, Behavior, and Course Performance (ABCs) Data		ACT sign-ups and Focused Profession Multi-Tiered Syst (MTSS)/Early Wa (EWS), and Positi Interventions & S Meetings	onal Development, ems of Support arning System ive Behavior

August 2023 – May 2024	Attendance, Behar Performance (ABC		ACT sign-ups and bootcamps, Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings		
Goal 3:					
Focus Area: l		□ Behavior □ Cours	e Performance	Other	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
August 2023 –	Monitor students'	Attendance, Behavior, Course	Teachers, Counselor,	Teachers, Counselor,	
May 2024	progress	Performance (ABC)	Attendance	Attendance Clerk,	
J	(grades, STAR	Data, and SAMs	Clerk,	Interventionist,	
	Reading/Math,		Interventionist,	and School	
	discipline,		and School	Administrators	
	attendance,		Administrators		
	classroom, and				
	benchmark data)				
August	Provide job-	School-level	School	School	
2023 –	embedded	comprehensive needs	Administrators	Administrators,	
May 2024	professional	assessment results,	and District	and District	
	development based on	Attendance Reports,	Personnel	Personnel	
		and JPS Policies/Procedures			
	Comprehensive Needs	roncies/riocedules			
	Assessment				
	Results				
August	Identify students	SAMs,	Teachers,	Teachers,	
2023 –	in need of	Office Discipline	Interventionist,	Interventionist,	
May 2024	academic and	Referrals, and	Counselor, and	Counselor, and	
•	behavioral	District/State Data	School	School	
	interventions		Administrators	Administrators	
D (Plan to Progress Moni			
Date	Evidence to Determi Achieving Goal	ne Progress Toward	Potential Adjustmen	ts	
August	Attendance, Behav		Professional Development, Multi-		
2023 –	Performance (AB	Cs) Data	Tiered Systems of Support		
May 2024			(MTSS)/Early Warning System		
			(EWS), and Positi		
			Interventions & St	upport (PBIS)	
			Meetings		
August	Attendance, Behav	vior and Course	Focused Profession	nal Develonment	
2023 –	Performance (AB	-	Focused Professional Development, Multi-Tiered Systems of Support		
May 2024	1 crioimance (AD)	Co, Dam	(MTSS)/Early Wa	* *	
1.14, 2021			(EWS), and Positi	_ ,	
			, ,, = = = = = = = = = = = = = = = =	*** *	

		Interventions & Support (PBIS) Meetings
August	Attendance, Behavior, and Course	Individualized Professional
2023 –	Performance (ABCs) Data	Development, Multi-Tiered Systems
May 2024		of Support (MTSS)/Early Warning
		System (EWS), and Positive
		Behavior Interventions & Support
		(PBIS) Meetings

RESTRUCTURING PLAN PLANNING GUIDE

		SMART Goal Planning Tem	plate
Goal 1:			
Focus Are	ea: 🗆 Attendance	e □ Behavior 🖾 Course Perfo	ormance 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 the graduation rate by 3% (from 83.8% to 86.8%) by May 2024Carried out by District Teaching/Learning Staff and TeachersTasks will include providing quality classroom instruction, implementing EWS processes and procedures, utilizing the Graduation Coach's Tracker, and identifying/scheduling students for credit course recovery as neededResources needed are curriculum documents, lesson plans, professional development sessions, SAM EWS Tier reports, and transcripts.
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 in a four-year cycleReview data from report cards, STAR reports, benchmark assessments, formal/informal classroom observations, and feedback will be utilized to progress monitorOutcomes will be measured by data analysis from bimonthly FIT meetings, student tracking tool, 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 the goal by May 2024Barriers to completing tasks are excessive absences (students/teachers), lack of motivation, and ineffective teachersOvercome barriers by providing incentives for attendance

						,), attendance plans, ruancy officer, home f professional
R	Relevan		R – is the goal relevant to performance expectations?			-Goal is releva expectations.	int to performance
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 2024.		
Timeline		Action	1	Resources	Pers	on(s)	Person(s)
				Needed/Source	Resp	onsible	Involved
August 20		Qualit	•	Curriculum	Dist		District Teaching
May 2024	1	classro		Documents,	Teaching and		and Learning
		instruc	ction	Lesson Plans,		ning Staff,	Staff, Principal,
			and Professional		cipal, and	and Teachers	
				Development	Teac		
August 20		_	nent Early	SAMs EWS Tier	Scho		School
May 2024	1		ng System	Reports	Administrators,		Administrators,
	` ′)/Utilizing	Graduation	EWS Team,		EWS Team and
			aduation	Tracker	Graduation		Staff, Graduation
		Coach	's Tracker			ch, and	Coach, and
					Drop		Dropout
						ention	Prevention
	222	T.1	. ,	m		rdinator	Coordinator
August 20		Identif	•	Transcripts		nselors,	Counselors,
May 2024	ļ	schedu				luation	Graduation
		studen			Coad	,	Coach,
			Course		_	enuity	Edgenuity
		Recov	ery			litator, and	Facilitator, and
					Scho		School
					Adm	ninistrators	Administrators

- 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	Potential Adjustments
	Toward Achieving Goal	
August 2023 –	Monitor students' progress (grades,	Attendance, Behavior, Course
May 2024	STAR Reading/Math, discipline &	Performance (ABC) Data/SAM
	attendance, classroom, state/national	
	test performance);	
August 2023 –	Establish a system to keep parents	Active Parent, Midterm Progress
May 2024	informed of student progress	Reports, and Report Cards

August 2023 – May 2024	Utilize the Graduation Coach and the JPS Dropout Prevention Coordinator to monitor, track, and support students at-risk of dropping out.	Graduation Tracker EWS Tier Report
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	SMART Goal Planning Template							
Goal 2:								
Focus Are				avior Course F	Perfor	mance \square C	Other	
S	S C ta			do? Who will carry it out? one? What do you need to step?)	What	-Goal is to decrease the dropout rate by 3.0% (from 14.8% to 11.8%) by May 2024. -Carried out by teachers, interventionist, EWS team, school administrators, and the JPS Dropout Prevention Coordinator. -Tasks will include monitoring students' progress (ABCs), establishing a system to keep parents informed of student progress, and utilizing the JPS Dropout Prevention Coordinator to monitor, track, and support students at-risk of dropping out. -Resources needed are data from SAMs (attendance, behavior, course performance –ABC), Active Parent, midterm progress reports, report cards, and EWS tier reports.		
M	Measur	able	the team kno	oal measurable ? (How ow it has been achieved? is monitor? How will you comes?)	How	-Goal is measured by the number students who dropoutData from attendance, behavior, and course performance will be utilized to monitor progressOutcomes will be measured by analysis from number of students MTSS/EWS plans, and bi-month implementation of MTSS/EWS processes and procedures.		
A	Achievable		What could	What could get in the way of task completion? How will you overcome them?) -Barriers to comp students' excession of school suspense adequate academ -Overcome barrier incentives for good		goal by May 2024. Impleting tasks are ssive absences, out- lensions, and lack of emic performance rriers by providing good attendance and evice.		
R	Relevan		R – is the goal relevant to performance expectations? Goal is relevant to performance expectations.			ant to performance		
T	(How often		al time bound ? will this task be nen will this goal shed?)		-Tasks will be completed daily based on academic/behavior ties supportThe goal will be accomplished May 2024.			
Timeline		Action		Resources		on(s)	Person(s)	
				Needed/Source	_	onsible	Involved	
August 202 May 2024	,			Attendance, Behavior, and Course	Cour	hers, nselor, ventionist,	Teachers, Counselor, Interventionist,	

	STAR Reading/Math, discipline & attendance, classroom, state/national test performance)	Performance (ABCs) Data, and SAMs	and School Administrators	and School Administrators
August 2023 –	Establish a system	Active Parent,	Teachers,	Teachers,
May 2024	to keep parents	Midterm Progress	Counselor, and	Counselor, and
	informed of	Reports, and	School	School
	student progress	Report Cards	Administrators	Administrators
August 2023-	Utilize the JPS	EWS Tier Report	EWS Team and	EWS Team and
May 2024	Dropout		JPS Dropout	JPS Dropout
	Prevention		Prevention	Prevention
	Coordinator to		Coordinator	Coordinator
	monitor, track,			
	and support			
	students at-risk of			
	dropping out			

- 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 2023 – May 2024	Attendance, Behavior, and Course Performance (ABCs) Data	Professional Development, Multi- Tiered Systems of Support (MTSS)/EWS, and Positive Behavior Interventions & Support (PBIS) Meetings
August 2023 – May 2024	Attendance, Behavior, and Course Performance (ABCs) Data	Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, and Positive Behavior Interventions & Support (PBIS) Meetings
August 2023 – May 2024	Attendance, Behavior, and Course Performance (ABCs) Data	Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, and Positive Behavior Interventions & Support (PBIS) Meetings

	Goal Planning Template								
Goal 3:									
Focus Are		Attenda	nce □ Be	havior 🗆 🗅 C	Course :	Perfo	rmance 🗆	Other	
S	Specific			specific? do? Who will carrone? What do you	y it out? V		-Goal is to decrabsenteeism rate 29.1% to 26.1% -Carried out by administrators, interventionists district personners will inconstruct the students' program conducting hor who are absent week, tracking students who hore times, and supporting students who have a supporting studen	lude monitoring ess and attendance, ne visits for students two times in one and referring ave been absent 3 or d identifying and lents in need of havioral ded are SAMs, s, daily attendance cards, district/state cies & procedures.	
M	Measur	able	the team knowill progress	-Goal is measured by the engal measured by t			osenteeism data. om SAMs, and progress monitor. I be measured by data WS meetings and		
A	Achieva	ıble	What could	get in the way of	attendance reports. -Achieve the goal by May 2024. -Barriers to completing tasks are excessive students' absences, lack or parent/family support, motivation, and ineffective tracking of students. -Overcome barriers by providing incentives for attendance, utilizing attendance plans, utilizing the truancy officer, home visits, and staff professional development as needed.			mpleting tasks are ents' absences, lack of upport, motivation, tracking of students. riers by providing attendance, utilizing as, utilizing the , home visits, and	
R	Relevan		R – is the go expectations	al relevant to pe?	erforman	ice	-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 comple based on attendance reading the done? May 2024.		lance reports.						
Timeline		Action		Resources Needed/Sour	rce	Perso	on(s) oonsible	Person(s) Involved	

August 2023 –	Monitor students'	Attendance,	Teachers,	Teachers,
May 2024	progress (grades,	Behavior, and	Interventionist,	Interventionist,
	STAR	Course	Graduation	Graduation
	Reading/Math,	Performance	Coaches, and	Coaches, and
	discipline &	(ABC) Data, and	School	School
	attendance, and	SAMs	Administrators	Administrators
	state/national test			
	performance)			
August 2023 –	Establish a system	Active Parent,	Teachers,	Teachers,
May 2024	to keep parents	Midterm Progress	Counselor, and	Counselor, and
	informed of	Reports, and	School	School
	student progress	Report Cards	Administrators	Administrators
August 2023 –	Utilize the JPS	EWS Tier Report	EWS Team and	EWS Team and
May 2024	Dropout		JPS Dropout	JPS Dropout
	Prevention		Prevention	Prevention
	Coordinator to		Coordinator	Coordinator
	monitor, track,			
	and support			
	students at-risk of			
	dropping out			

- 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	Potential Adjustments
	Toward Achieving Goal	
August 2023 –	Attendance, Behavior, and Course	Professional Development, Multi-
May 2024	Performance (ABCs) Data	Tiered Systems of Support
	, ,	(MTSS)/Early Warning System (EWS),
		and Positive Behavior Interventions &
		Support (PBIS) Meetings
August 2023 –	Attendance, Behavior, and Course	Focused Professional Development,
May 2024	Performance (ABCs) Data	Multi-Tiered Systems of Support
	, ,	(MTSS)/Early Warning System (EWS),
		and Positive Behavior Interventions &
		Support (PBIS) Meetings
August 2023 –	Attendance, Behavior, and Course	Individualized Professional
May 2024	(ABCs) Performance Data	Development, Multi-Tiered Systems of
		Support (MTSS)/Early Warning
		System (EWS), and Positive Behavior
		Interventions & Support (PBIS)
		Meetings

Jackson Public Schools Restructuring Plan

School: Provine High School

School Team Members	Position
Dr. Carla Thomas	Principal, Clausell Elementary School
Ms. LaChrista Johnson	Counselor, Clausell Elementary School
Ms. Yasontas Burton	Principal, Lake Elementary School
Ms. Tammy Cole	Counselor, Lake Elementary School
Dr. Jamiette Carter	Principal, Pecan Park Elementary School
Ms. Stephanie Lakes	Attendance Clerk, Pecan Park Elementary School
Ms. Dina Owens	Principal Raines Elementary School
Ms. Jessica O'Banner	Counselor, Raines Elementary School
Dr. Teresa Barnes	Principal, Blackburn Middle School
Ms. Donna Barnes	Counselor, Blackburn Middle School
Dr. Eric Cook	Principal, Career Development Center
Ms. Tabatha Kenney	Counselor, Career Development Center
Ms. Catherine Collins	Attendance Clerk, Career Development Center
Dr. Shenetra Dawson	Principal, REAP
Dr. Shelita Brown	Principal, Provine High School
Mr. Keegan Love	Assistant Principal, DOP Administrator
Ms. Jannifer Norwood	Graduation Coach, Provine High School
Ms. Chiante Pendleton	Graduation Coach, Provine High School
Ms. Tara Lomax	Lead Counselor, Provine High School
Ms. Monisha Daniels	Attendance, Provine High School

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

School Restructuring Plan Goals			
Goal 1:	To increase graduation rate by 2% or better (from 84.3% to 85% or better)		
	by May 2024		
Goal 2:	To decrease dropout rate by 3.2% or better (from 13.2 % to 10%) by May		
	2024		
Goal 3:	To decrease chronic absenteeism rate by 7% or better (from 27% to 20.0%		
	or less) by May 2024		

	School Restructuring Plan				
Goal 1: To increase graduation rate by 2% or better (from 84.3% to 85% or better) by May 2024					
	Focus Area: Attendance Behavior X Course Performance Other				
Timeline	Action	Resources	Person(s)	Person(s)	
	O 1'	Needed/Source	Responsible	Involved	
August	Quality Tier 1	Curriculum	School	School	
2023 – May	and Tier II	Documents, Lesson	Administration	Administration	
2024	instruction,	Plans, Professional			
	Expansive	Development	Instructional	Instructional	
	Course Offerings		Leadership	Leadership	
			Team (ILT)	Team (ILT)	
			School	School	
			Leadership	Leadership	
			Team (SLT)	Team (SLT)	
			District	District	
			Teaching and	Teaching and	
			Learning Staff,	Learning Staff,	
			Teachers	Teachers	
August	Early	SAM/MSIS Overage	Drop-Out	Drop-Out	
2023 - May	Identification and	Report	Prevention	Prevention	
2024	Enrollment in		(DOP)	(DOP)	
	REAP, CDC Pathway	Student Transcripts	Administrator	Administrator	
	Failway	Parent Conferencing	Middle School	Middle School	
		_	Feeder	Feeder Principal/	
		Home Visits	Principal/	Counselors	
			Counselors		
August	Bi-Weekly	Check-In/Check-Out	Student Support	Student Support	
2023 – May	Student Service	Form	Services	Services	
2024	Check In	Parent Conferencing			
	(Building		Dean of	School-wide	
	Positive Student	Celebrating Student	Students	PBIS	
	Relationships)	Pathways K -12 by			
		engaging students			
		Career Fairs and			
		Academies at the			
		High School/CDC			
		Use SEL Behavior			
		Screener data to			
		support students in			
		facilities and apply			
		appropriate			
		emotional			
		interventions.			
August	Enhanced	SAM Administration	DOP Team	DOP	

2023 – May	Implementation	Dashboard Data	Administrator	Administrator
2024	Early Warning			
	System (EWS)	Aggressively pursue	MTSS/EWS	MTSS/EWS
		students who are at-	Team	Team
		risk for a 20 Day		
		Drop	Dean of	
			Students	
		Accurate Reporting		
		of transient Students		
		in SAMs		
		SAM EWS		
		Dashboard Data		
		Ongoing 9-12 Cohort		
		Monitoring Early		
		Warning beginning		
		at the Elementary		
		Grade Levels		
		Grade Levels		
		Parent Conferencing/		
		Informational that		
		includes the		
		withdrawal process		
August	Identify and	Student Transcripts	Student Support	DOP
2023 – May	schedule students		Services	Administrator
2024	for Credit Course	Freckle		
	Recovery/		School	Student Support
	Interventions	Student Profile/Age/	Interventionist	Services
		Discipline/		
		Attendance/Course	District Truancy	
		Performance	Officer	
		Parent Conferencing		

	Plan to Progress Monitor			
Date	Evidence to Determine Progress	Potential Adjustments		
	Toward Achieving Goal			
August 2023	Course Failures, Period Attendance,	Professional Development, Multi-		
– May 2024	STAR Reports, Focused Instructional	Tiered Systems of Support		
	Team Meetings (FIT), Benchmark	(MTSS)/EWS Meetings, Schedule		
	Data, Formal and Informal Classroom	Change		
	Observation and Feedback Data,			
	Lesson Plan Review Forms			
August 2023	Bi-Weekly MSIS tracking, Feeder	Schedule Changes, Recommendation		
– May 2024	Overage Report, Completed	for Credit/Content recovery if REAP		
	Application for students to	slots are filled, Adding a 9 th Block		
	REAP/Student has a positive	Edgenuity Course		
	relationship with 2 or more staff			
	Provine High School staff members			
August 2023	Bi-Weekly MTSS/EWS Meeting with	Schedule Changes, Recommendation		
– May 2024	Agenda Minutes/Each Meeting List out	for Credit/Content recovery if REAP		
	10 Priority Students for Check In-	slots are filled, Adding a 9 th Block		
	Check Out	Edgenuity Course/Administration		
		Parent Meeting/ Home Visit		
August 2023	Report Card Data, STAR Reports,	Focused Instructional Team		
– May 2024	Benchmark Data, Formal and Informal	Meetings (FIT), Individualized		
	Classroom Observation and Feedback	Professional Development, Multi-		
	Data	Tiered Systems of Support		
		(MTSS)/EWS Meetings		
August 2023	Course Failures, Period Attendance,	Schedule Changes, Recommendation		
– May 2024	STAR Reports, Focused Instructional	for Credit/Content recovery if REAP		
	Team Meetings (FIT), Benchmark	slots are filled, Adding a 9 th Block		
	Data, Formal and Informal Classroom	Edgenuity Course		
	Observation and Feedback Data,			
	Lesson Plan Review Forms			

Goal 2: To decrease dropout rate by 3.2% or better (from 13.2 % to 10%) by May 2024					
	Focus Area: Attendance X Behavior Course Performance Other				
Timeline	Action	Resources	Person(s)	Person(s)	
A .	O 1' T' 1	Needed/Source	Responsible	Involved	
August	Quality Tier 1	Curriculum	School	School	
2023 – May	and Tier II	Documents, Lesson	Administration	Administration	
2024	instruction	Plans, Professional Development	Instructional	Instructional	
		Development	Leadership	Leadership Team	
			Team (ILT)	(ILT)	
			Team (ILT)	(ILT)	
			School	School	
			Leadership	Leadership Team	
			Team (SLT)	(SLT)	
			(1)	,	
			District	District Teaching	
			Teaching and	and Learning	
			Learning Staff,	Staff, Teachers	
			Teachers		
August	Early	SAM/MSIS Data	Drop-Out	Drop-Out	
2023 – May	Identification	Parent Conferencing	Prevention	Prevention (DOP)	
2024	and Enrollment		(DOP)	Administrator	
	in REAP		Administrator	M: 111 C 1 1	
			Middle School	Middle School	
			Feeder Principal/	Feeder Principal/ Counselors	
			Counselors	Counsciois	
August	Bi-Weekly	Check-In/Check-Out	Student Support	Student Support	
2023 – May	Student Service	Form	Services	Services	
2024	Check In	Parent Conferencing			
	(Building		Dean of	School-wide	
	Positive Student		Students	PBIS	
	Relationships)				
August	Enhanced	SAM Administration	DOP Team	DOP	
2023 – May	Implementation	Dashboard Data	Administrator	Administrator	
2024	Early Warning		A FERRICA (FIXA)	3 5 m a a m x x a	
	System (EWS)	SAM EWS	MTSS/EWS	MTSS/EWS	
		Dashboard Data	Team	Team	
		Ongoing 9-12	Dean of		
		Cohort Monitoring	Students		
		Conort Monitoring	Students		
		Parent Conferencing			
August	Identify and	Transcripts	Student Support	DOP	
2023 – May	schedule		Services	Administrator	
2024	students for	Freckle			
	Credit Course		Dean of	Student Support	
	Recovery/	Student Profile/Age/	Students	Services	

	Interventions	Discipline/ Attendance		
		Attendance		
		Parent Conferencing		
		Plan to Progress Mo	nitor	
Date	Evidence to Deter	rmine Progress	Potential Adjustm	ents
	Toward Achievin	g Goal		
August		Period Attendance,	Professional Deve	-
2023 – May		ocused Instructional	Tiered Systems of	* *
2024	Team Meetings (I		(MTSS)/EWS Me	etings, Schedule
	· · · · · · · · · · · · · · · · · · ·	Informal Classroom	Change	
	Observation and I	,		
	Lesson Plan Revi			
August	Bi-Weekly MSIS	O,		, Recommendation
2023 – May	Overage Report, 0	•		recovery if REAP
2024	Application for st		slots are filled, Ad	lding a 9 ^m Block
	REAP/Student ha	*	Edgenuity Course	
	relationship with			
		ool staff members	G 1 1 1 G1	5 1.1
August	•	S/EWS Meeting with		, Recommendation
2023 – May	_	Each Meeting List out		recovery if REAP
2024	10 Priority Studer	its for Check In-	slots are filled, Ad	_
	Check Out		Edgenuity Course	
A 4	Daniel Cand Date	CTAD Davide	Parent Meeting/ H	
August	Report Card Data	•	Focused Instruction	
2023 – May 2024	Benchmark Data, Formal and Informal Classroom Observation and Feedback		Meetings (FIT), In	
2024		vation and Feedback	Professional Deve	± '
	Data		Tiered Systems of	* *
August	Course Foilures I	Period Attendance,	(MTSS)/EWS Me	, Recommendation
2023 – May		ocused Instructional		recovery if REAP
2023 – Way 2024	Team Meetings (I		slots are filled, Ad	· .
	<u> </u>	Informal Classroom	Edgenuity Course	a Diook
	Observation and I			
	Lesson Plan Revie	,		

Goal 3: To decrease chronic absenteeism rate by 7% or better (from 27% to 20.0% or less) by May 2024				
Focus Area: X Attendance				
Timeline	Action	Resources	Person(s)	Person(s)
		Needed/Source	Responsible	Involved
August	Bi-Weekly	Check-In/Check-Out	Student Support	Student Support
2023 – May	Student Service	Form	Services	Services
2024	Check In	Parent Conferencing		
	(Building		Dean of	School-wide
	Positive Student		Students	PBIS
	Relationships)			
August	Monthly Home	School	School	School
2023 – May	Visits –	Transportation	Operations	Operations
2024	Building		Administrator	Administrator
	Positive	Cumulative		
	Relationships	Attendance Report	DOP	DOP
			Administrator	Administrator
			G. 1 . G	G. 1 . G
			Student Support Services	Student Support
			Services	Services
			Dean of	
			Students	
		Plan to Progress Mon	L	
Date	Evidence to Deter		Potential Adjustm	ents
	Toward Achievin	<u> </u>	3	
August	Report Card Data		Focused Instruction	onal Team
2023 – May	· ·	Formal and Informal	Meetings (FIT), In	
2024	Classroom Observation and Feedback		Professional Deve	1 '
	Data		Tiered Systems of	* *
			(MTSS)/EWS Me	
August	Home Visit Track		Differentiate Canvas materials,	
2023 – May		me Visits result in		ne Visits, Learning
2024		attendance, decrease	Schedule Adjustm	
		actions, and increase	Graduation/Progra	am Pathways
	in student course	pertormance		

Jackson Public Schools Restructuring Plan

Feeder Pattern: _Wingfield Feeder Pattern

School: Wingfield High School

School Team Members	Position
Elana Tate	Principal, Key Elementary School
Faydrian Jennings-Gilmer	Counselor/EWS Coordinator, Key Elementary School
Sherekia Dixon	Principal, Lester Elementary School
Malika Wilson	Counselor/EWS Coordinator, Lester Elementary
Jamaka Holman	Principal, Marshall Elementary School
Natalie Blackmon	Counselor, Marshall Elementary School
Kimberly Griggs	Principal, Sykes Elementary School
Catreda Morgan	Assistant Principal, Sykes Elementary School
Cheryl Brown	Principal, Wilkins Elementary School
Stephanie Luckett	Assistant Principal, Wilkins Elementary School
Naomi Welch	Principal, Peeples Middle School
Sefu Grady	Lead Counselor, Peeples Middle School
Paula Epps	Principal, Whitten Middle School
Marion Robinson	Lead Counselor, Whitten Middle School
Roderick Smith	Principal, Wingfield High School
Antrice Bryant	Graduation Coach, Wingfield High School

List of Data Available
Attendance
Discipline
Report Card
Retention
Mobility
MAAP Data

School Restructuring Plan Goals		
Goal 1:	To increase graduation rate by 4.8% (from 77.2% to 82%) by May 2024	
Goal 2:	To decrease dropout rate by 4.2% (from 21.2 % to 17%) by May 2024	
Goal 3:	To decrease truancy rate by 3% (from 10.9% to 7.9%) by May 2024	

	School Restructuring Plan				
Goal 1: To	Goal 1: To increase graduation rate by 4.8% (from 77.2% to 82%) by May 2024				
	Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other				
Timeline	Action	Resources	Person(s)	Person(s) Involved	
		Needed/Source	Responsible		
August	Quality	Curriculum	District	District Teaching	
2023 - May	classroom	Documents, Lesson	Teaching and	and Learning	
2024	instructions	Plans, Professional	Learning Staff,	Staff, Teachers	
		Development	Teachers		
August	Implement	SAM EWS Tier	School	School	
2023 - May	Early Warning	Reports	Administrators,	Administrators,	
2024	System (EWS)	Graduation Coach's	EWS Team,	EWS Team,	
		Tracker	Dropout	Dropout	
		Counselor's Tracker	Prevention	Prevention	
			Coordinator	Coordinator	
August	Identify and	Transcripts	Counselors,	Counselors,	
2023 - May	schedule	Edgenuity Reports	Graduation	Graduation	
2024	students for	Report Cards	Coach,	Coach, School	
	Credit Course		School	Administrators,	
	Recovery and		Administrators,	Learning Lab	
	potential OL		Learning Lab	Facilitator:	
	First time credit		Facilitator:	(Edgenuity)	
	courses		(Edgenuity)		
Data	Esiden se te Determi	Plan to Progress Mon			
Date	Evidence to Determine Achieving Goal	ne Progress Toward	Potential Adjustments	5	
August	Report Card Data	. STAR Reports.	Focused Instruction	onal Team Meetings	
2023 – May		Formal and Informal	(FIT), Professiona	_	
2024	· · · · · · · · · · · · · · · · · · ·	vation and Feedback	Multi-Tiered Syste	1 '	
	Data, Graduation	Coach's Tracker,	(MTSS)/EWS Me		
	Counselor's Trac	•	,	\mathcal{E}	
August	Report Card Data	, STAR Reports,	Focused Instruction	onal Team Meetings	
2023 - May	Benchmark Data, Formal and Informal		(FIT), Focused Pro		
2024	Classroom Obser	vation and Feedback		lti-Tiered Systems	
	Data, Graduation	Coach's Tracker,	of Support (MTSS	S)/EWS Meetings	
	Counselor's Trac	ker		_	
August	Report Card Data	, STAR Reports,	Focused Instruction	onal Team Meetings	
2023 - May	-	Formal and Informal	(FIT), Individualiz		
2024	Classroom Obser	vation and Feedback	Development, Mu	lti-Tiered Systems	
	Data, Graduation	Coach's Tracker,	of Support (MTSS	S)/EWS Meetings,	
	Counselor's Tracker Senior Cohort Review Meetings			view Meetings	
	Goal 2: To decrease dropout rate by 4.2% (from 21.2 % to 17%) by May 2024				
			1	Other	
Timeline	Action	Resources	Person(s)	Person(s) Involved	
		Needed/Source	Responsible		
August	Monitor	Attendance,	Teachers,	Teachers,	
2023 – May	students'	Behavior, Course	Interventionist,	Interventionist,	
2024	progress	Performance (ABC)	Graduation	Graduation	
	(grades, STAR	Data/SAM	Coach, and	Coach, and	

August 2023 – May 2024	Reading/Math, discipline & attendance, state/national test performance) Establish a system to keep parents informed of student progress	Active Parent, Midterm Progress Reports, Report Cards, School Status	School Administrators Teachers, Counselors, Interventionist, and School Administrators	School Administrators Teachers, Counselors, Interventionist, and School Administrators
August 2023 – May 2024	Utilize Dropout Prevention Coordinator to monitor, track, and support students at-risk of dropping out	EWS Tier Report	EWS Team, Dropout Prevention Coordinator	EWS Team, Dropout Prevention Coordinator
		Plan to Progress Mon	itor	
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Discipline, Attendance, and Course		Professional Development, Multi- Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings, Get 2 College Days, ACT and MAAP Bootcamps	
August 2023 – May 2024	Discipline, Attendance, and Course Performance Data		Focused Professio Multi-Tiered Syste (MTSS)/EWS, Po Interventions & St	onal Development, ems of Support sitive Behavior upport (PBIS) college Days, ACT
August 2023 – May 2024	Discipline, Attendance, and Course Performance Data		Individualized Pro	ofessional lti-Tiered Systems S/EWS, Positive tions & Support Get 2 College
	_	rate by3% (from 10.9% Behavior Course	to 7.9%) by May 20	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline &	Attendance, Behavior, Course Performance (ABC) Data/SAM	Teachers, School Administrators, Dean of Students, Interventionists, Graduation	Teachers, School Administrators, Dean of Students, Interventionists, Graduation Coach,

	attendance, state/national test performance)		Coach, Attendance Clerk	Attendance Clerk
August 2023 – May 2024	Provide job- embedded professional development based on Needs Assessment Survey	Attendance Reports, JPS Policies/Procedures, Comprehensive Needs Assessment	School Administrators, Attendance Clerk, District Personnel	School Administrators, Attendance Clerk, District Personnel
August 2023 – May 2024	Identify students in need of academic and behavioral intervention	SAM Office Discipline Referrals, District/State Data	Teachers, School Administrators, Dean of Students, Interventionists, Graduation Coach	Teachers, School Administrators, Dean of Students, Interventionists, Graduation Coach
		Plan to Progress Mon		
Date	Evidence to Determine Achieving Goal	ne Progress Toward	Potential Adjustments	3
August 2023 – May 2024	Discipline, Attendance, and Course Performance Data		Professional Deve Tiered Systems of (MTSS)/EWS, Po Interventions & St Meetings	Support sitive Behavior
August 2023 – May 2024	Discipline, Attendance, and Course Performance Data		Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings	
August 2023 – May 2024	Discipline, Attendance, and Course Performance Data		Individualized Pro	lti-Tiered Systems 5)/EWS, Positive

RESTRUCTURING PLAN PLANNING GUIDE

	SMART Goal Planning Template				
Goal 13	Goal 1: To increase graduation rate by 4.8% (from 77.2% to 82%) by May 2024				
Focus Are	Focus Area: □ Attendance □ Behavior ☑Course Performance □ Other				
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	-Goal is to increase graduation rate by 4.8% (from 77.2% to 82%) by May 2024 -Carried out by District Teaching/Learning Staff and Teachers. -Tasks will include providing quality		

	Measur	rable	M – is the o				ructions, implementing ng/scheduling edit course recovery. Eded are curriculum son plans, evelopment sessions, er reports, and
M		the team know it has been act will progress monitor? How we measure outcomes?)		ow it has been achieved as monitor? How will yo	? How	students that m requirementsReview data fi STAR reports, assessments, for classroom obses will be utilized -Outcomes will analysis from to meetings, impl professional de classroom obses	rom report cards, benchmark ormal/informal ervations and feedback to progress monitor. I be measured by data ormonthly FIT
A	What could		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 2024Barriers to completing tasks are excessive absences (students/teachers), lack of motivation, ineffective teachersOvercome barriers by providing incentives for attendance (students/staff), attendance plans, truancy officer, home visits, and staff professional development.		
R	Relevant R – is the generation		goal relevant to performance ns?		-Goal is releval expectations.	nt to performance	
T	Time B	(How often done? By w		is the goal time bound ? How often will this task be one? By when will this oal be accomplished?)		based on tiered	completed weekly support. be accomplished by
Timeline		Action		Resources Needed/Source		on(s) oonsible	Person(s) Involved
May 2024	instructions		Curriculum Documents, Lesson Plans, Professional Development	Distr Teac Lear Teac	rict ching and rning Staff, chers	District Teaching and Learning Staff, Teachers	
		ment Warning n (EWS)	SAM EWS Tier Reports	EWS Drop	ninistrators, S Team,	School Administrators and Staff, Dropout Prevention	

			Coordinator	Coordinator
August 2023 –	Identify and	Transcripts	Counselors,	Counselors,
May 2024	schedule	_	Graduation	Graduation
-	students for		Coach,	Coach, School
	Credit Course		School	Administrators
	Recovery		Administrators	

- 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 2023 – May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline & attendance, state/national test performance)	Attendance, Behavior, Course Performance (ABC) Data/SAM
August 2023 – May 2024	Establish a system to keep parents informed of student progress	Active Parent, Midterm Progress Reports, Report Cards
August 2023 – May 2024	Utilize Dropout Prevention Coordinator to monitor, track, and support students at-risk of dropping out	EWS Tier Report

SMART Goal Planning Template							
Goal 2:	To dec	rease dr		by 4.2% (from 21.2			2024
Focus Are							
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 dec 4.2% (from 21 -Carried out by interventionists administrators, Prevention Coo -Tasks will inc students' progreestablishing sy informed of stu utilizing Dropo Coordinator to support studen out. -Resources nee SAM (attendar performance —	rease dropout rate by .2 to 17%) this year7 teachers, s, EWS team, school and Dropout ordinator. lude monitoring ress (ABC), stems to keep parents adent progress, and out Prevention monitor, track, and ts at-risk of dropping eded are data from ace, behavior, course ABC), Active Parent, ess reports, report	
M	Measura	able	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 measu dropout studen -Review data f behavior, and o will be utilized -Outcomes wil analyzing the r MTSS/EWS pl implementation	red by the number of tts. rom attendance, course performance to progress monitor. I be measured by data number of students on lans, and by the n of professional ctivities received, and	
A	Achieva	ble	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)		students' exces school suspens performance -Overcome bar incentives for a academic/beha	by May 2024. mpleting tasks are ssive absences, out-of- ions, and academic rriers by providing attendance/behavior, vior interventions, ssional development.	
R	Relevan		R – is the goal relevant to performance expectations?		-Goal is releva expectations.	nt to performance	
Time Bound		T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)		based on acade support.	completed daily emic/behavior tiered be accomplished by		
Timeline Action		Action			on(s) oonsible	Person(s) Involved	

August 2023 –	Monitor students'	Attendance,	Teachers,	Teachers,
May 2024	progress (grades,	Behavior, Course	Interventionist,	Interventionist,
	STAR	Performance	School	School
	Reading/Math,	(ABC) Data/SAM	Administrators	Administrators
	discipline &			
	attendance,			
	state/national test			
	performance)			
August 2023 –	Establish system	Active Parent,	Teachers,	Teachers,
May 2024	to keep parents	Midterm Progress	Counselors,	Counselors,
	informed of	Reports, Report	School	School
	student progress	Cards	Administrators	Administrators
August 2023 –	Utilize Dropout	EWS Tier Report	EWS Team,	EWS Team,
May 2024	Prevention		Dropout	Dropout
	Coordinator to		Prevention	Prevention
	monitor, track,		Coordinator	Coordinator
	and support			
	students at-risk of			
	dropping out			

- 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 2023 – May 2024	Discipline, Attendance, and Course Performance Data	Professional Development, Multi- Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings
August 2023 – May 2024	Discipline, Attendance, and Course Performance Data	Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings
August 2023 – May 2024	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:	Goal 3: To decrease truancy rate by 3% (from 10.9% to 7.9%) by May 2024						
Focus Are	a: 🗵 Attendanc	e 🗆 Behav	ior □ Course P	erforn	nance \square O	ther	
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 dec 3% (from 10.9 -Carried out by administrators, interventionists district personn -Tasks will inc students' progreembedded profe based on needs and identifying academic & be interventions. -Resources needs	lude monitoring ress, providing job- ressional development s assessment surveys, g students in need of	
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?)			year ADAUtilize data fr reports, and M' monitorOutcomes wil analysis from b meetings, impl professional de classroom obse	TSS/EWS to progress I be measured by data bimonthly FIT	
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 -Barriers to con excessive stude of motivation, -Overcome bar incentives for a attendance plan	by May 2024. mpleting tasks are ents' absences, lack ineffective teachers. rriers by providing	
R	Relevant	R – is the goal relevant to performance expectations?		-Goal is releva expectations.	nt to performance		
T	(How ofte done? By		is the goal time bound ? w often will this task be e? By when will this goal ccomplished?)		based on attend	completed weekly lance reports. be accomplished by	
Timeline	Action		Resources	Perso	on(s)	Person(s)	

		Needed/Source	Responsible	Involved
August 2023 – May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline & attendance, state/national test performance)	Attendance, Behavior, Course Performance (ABC) Data/SAM	Teachers, Interventionist, School Administrators	Teachers, Interventionist, School Administrators
August 2023 – May 2024	Establish system to keep parents informed of student progress	Active Parent, Midterm Progress Reports, Report Cards, School Status	Teachers, Counselors, School Administrators	Teachers, Counselors, School Administrators
August 2023 – May 2024	Utilize 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

- 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 2023 – May 2024	Discipline, Attendance, and Course Performance Data	Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings
August 2023 – May 2024	Discipline, Attendance, and Course Performance Data	Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings
August 2023 – May 2024	Discipline, Attendance, and Course Performance Data	Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings