

Jackson Public School District

Dropout Prevention Plan

2023-2024




Dr. Errick L. Greene
Superintendent

Jackson Public Schools Cover Page

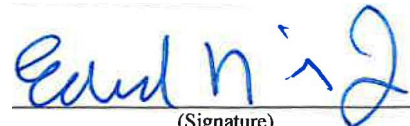
School District: Jackson Public School District

Superintendent: Dr. Errick L. Greene



(Signature)

Board President: Dr. Edward Sivak



(Signature)

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Statement of Assurance

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

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

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

Dropout Prevention Team Leader:

Name: Laketia Marshall-Thomas

Title: Assistant Superintendent

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District Superintendent: Dr. Errick L. Greene


(Signature)

Board President: Dr. Edward Sivak


(Signature)

District Team Members

Team Member	Position
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 Education	129
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 Year	School	ADA Grade	Enrolled	Chronic	Pct 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

School Year	School	ADA Grade	Enrolled	Chronic	Pct 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

School Name	Enrolled	Num of Students	Pct of 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			
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				2022-2023 K-2 Attendance Data		
Grade	Enrolled	Retained	Percent Retained	Grade	Cum Enrolled	Percent Attendance
K	1,305	97	7.4	K	1,403	91.0
01	1,357	85	6.3	01	1,453	91.6
02	1,315	83	6.3	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 3 rd 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 8 th 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 10 th 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

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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

	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 Performance Data 2022 - 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					

English Proficiency Data - GOALS

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 Performance Data 2022 – 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

District/Feeder	Category	2 Per Quarter 1			2 Per Quarter 2			2 Per Quarter 3			2 Per Quarter 4			6 or More All Year		
		Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent
District	1. Off Track (Tier III)	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

District/ Feeder	Category	Status	Quarter 1			Quarter 2			Quarter 3			Quarter 4			All Year		
			Enrolled	Days Absent	%	Enrolled	Days Absent	%	Enrolled	Days Absent	%	Enrolled	Days Absent	Percent	Enrolled	Days Absent	%
District	1. Off Track (Tier III)	Absent 5 days	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

Feeder Pattern	Status	Category	K-3rd Grades			4th - 12th Grades		
			Enrolled	Number	Percent	Enrolled	4th - 12th Grades	Percent
District	1. Off Track (Tier III)	Failed One Grade	5,456	914	16.8%	12,466	2,317	19.0%
District	2. Sliding (Tier II)	Scored N or D in 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%
District	3. On Track to Graduate (Tier I)	0 moves	18,759	18,268	97.4%

Discipline Data 2022 – 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?
<p>Retention: <i>JPS K-2 student retention rate will decrease from 6.7% to 5.4% by May 2024.</i></p> <p>Attendance: <i>JPS K-2 student attendance rate will increase from 91.6% to 93% by May 2024.</i></p>	<p>Develop a JPS Strategic Plan designed as a series of commitments to our scholars and families that will guide our district's decisions and actions. One commitment in the plan is “A Strong Start,” which includes strategies to support scholars in K-2nd grades. JPS Strategic Plan</p> <p>Implement a district-wide Pre-K Early Start Program (Early Learning Collaborative Grant)</p> <p>Host monthly Parent Literacy Academies monthly</p> <p>Implement MTSS Process with fidelity</p> <p>Utilize the Early Warning System (EWS) for early identification</p> <p>Collaborate with Daycares and Headstart</p> <p>Provide intervention accessibility through (1:1) device distribution and access</p>	<p>Title I Funding</p> <p>District Funding</p> <p>ESSER Funding</p>	<p>Teachers</p> <p>EWS Team</p> <p>PBIS Team</p> <p>Counselors</p> <p>IST (office)</p> <p>Interventionists</p> <p>Instructional Technology</p> <p>Administrators</p> <p>Assistant Superintendents</p>	<p>August 2023 – May 2024</p> <p>EWS data will be evaluated every two weeks</p> <p>IST will monitor attendance daily</p>	<p>Documentation from</p> <p>EWS Meetings</p> <p>Daily Attendance Reports</p> <p>Retention Reports</p> <p>Parent Conference Logs</p> <p>Documentation from MTSS Process</p> <p>Documentation from Town Hall Meetings</p> <p>Instructional Notification Letters A-E</p>

	Provide additional Professional Development activities for K—2 teachers				
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Dropout Prevention Goal #2: Target subgroups that need additional assistance to meet graduation requirements.

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

	<p>Parent-Teacher Conferences, EWS meetings, Academic Counseling Sessions)</p> <p>Offer Jobs for Mississippi Graduates program to 11th and 12th students to learn college or career readiness skills</p> <p>Implement Early Warning System protocol to identify potential non-graduates to determine and provide student supports</p> <p>Track and monitor stages for successful completion of the REAP Program (district's overage program for 8th – 12th grade scholars)</p> <p>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.</p>				
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Dropout Prevention Goal #3: Develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

Desired Impact What measurable change will be seen?	Action Steps/ Interventions What actions, additional assessments or interventions will occur to achieve the desired change?	Resources What are the financial and human resources necessary to accomplish the action steps or interventions?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline When will this action step or intervention begin and end?	Evidence of Implementation What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
<p><i>JPS will increase re-entry/re-enrollment of students ages 17 – 21 that dropped out by 3% (baseline year.)</i></p> <p><i>JPS will decrease the dropout rate by 3.5% per year. (13.6%)</i></p>	<p>Increase enrollment at the Re-engaging in Education for All to Progress (REAP) Center to include those students that dropped out.</p> <p>Develop and implement programs, REAP and Fast Track, for scholars in grades 4th – 12th that are overaged, under-credited, and have failed multiple grades.</p> <p>Track and monitor stages for successful completion of the REAP Program-keep students update on their progress toward completion.</p> <p>Provide quality classroom instruction at each instructional Tier.</p> <p>Provide credit recovery for students to gain credits through a course recovery program.</p> <p>Pull bi-weekly EWS reports to identify students.</p> <p>Prescribe and monitor appropriate intervention based on STAR Screener results and other available data.</p>	<p>District funding Credit recovery</p> <p>Blended learning programs</p> <p>Freckles</p> <p>Academic intervention programs</p> <p>Truancy Officers</p> <p>Data Dashboard</p>	<p>Teachers</p> <p>MTSS Team/Committee</p> <p>Counselors</p> <p>Interventionists/Lead Interventionists</p> <p>Administrators</p> <p>Assistant Superintendents</p> <p>Truancy Officers</p> <p>Dropout Prevention Coordinator</p> <p>District Lead Counselor</p> <p>Graduation Coaches</p>	<p>August 2023 – May 2024</p>	<p>Review of discipline data</p> <p>Learning walks /daily observations data/logs</p> <p>Monthly progress monitoring data</p> <p>Counselors' monthly reports</p> <p>Credit Course Recovery completion reports</p> <p>REAP enrollment and completion semester data</p>

	<p>Implement prevention and intervention programs that provide supplemental academic support for students in at-risk situations.</p> <p>Provide alternative settings to support student needs, including virtual and blended learning classes.</p> <p>Provide students and their families with support services.</p> <p>Provide accurate, timely attendance and dropout data so that campus administrators and planners can make informed decisions.</p> <p>Increase enrollment in CTE courses at the Career Development Center</p> <p>Provide workforce development and transitioning support to students in CTE programs</p> <p>Partner with community education partners such as: Job Corp, WIN Job Center, GED Programs, Youth Challenge for students who will not re-enroll in JPS.</p> <p>Utilize alternative options to MAAP assessments to meet graduation requirements.</p>				
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Dropout Prevention Goal #4: Address how students will transition to the home school district from juvenile detention center.

Desired Impact What measurable change will be seen?	Action Steps/ Interventions What actions, additional assessments or interventions will occur to achieve the desired change?	Resources What are the financial and human resources necessary to accomplish the action steps or interventions?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline When will this action step or intervention begin and end?	Evidence of Implementation What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
<i>JPS will follow MS state policy for transitioning 100% of students from the juvenile detention center back to their home schools.</i>	<p>The Dropout Prevention Coordinator from the Henley Young Juvenile Justice Center will serve as the liaison between youth court and home school transitions.</p> <p>The Dropout Prevention Coordinator will conduct transition meetings with school-level personnel or teams.</p> <p>Schools will be informed immediately and made aware of their release, and a transition meeting scheduled within 24 hours of release.</p> <p>A transition meeting occurs with student and parent upon the student's return from the detention center and the Principal designee to discuss and review the student's attendance, behavior,</p>	<p>Truancy Officers</p> <p>Dropout Prevention Coordinator</p> <p>Behavior Screener</p> <p>Parent Notification System</p>	<p>School Home Counselors</p> <p>Interventionists/Lead Interventionists</p> <p>Administrators</p> <p>Assistant Superintendents</p> <p>Truancy Officers</p> <p>Dropout Prevention Coordinator</p> <p>Case Manager</p> <p>Teacher</p> <p>Mental Health Representative</p> <p>Behavior Specialist</p>	August 2023 – May 2024	<p>Transition Meeting Agenda</p> <p>Sign-in-sheets</p> <p>Students/Parent Transition logs</p> <p>Review of discipline data in SAM.</p> <p>Submission and review of OSS documentation</p> <p>Alternative School Referrals</p> <p>Review of grades during report card grade verification</p> <p>HYJJC release documentation</p>

	<p>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.</p> <p>The Dropout Prevention Coordinator will follow up two weeks after being released and will continue to follow-up for six months.</p> <p>Dropout Prevention Coordinator will track and monitor attendance of schools that have transitioned back to their homeschool and encouraged to return to school.</p>				
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JACKSON PUBLIC SCHOOLS

Dropout Prevention-Restructuring Plan





Jackson Public Schools Restructuring Plan

Feeder Pattern: Callaway

School: Callaway High School

School Team Members	Position
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 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 ☐ 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, 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	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 job-embedded professional	School-level comprehensive needs assessment	School and District Administrators	School and District Administrators

	development based on Comprehensive Needs Assessment Results surrounding attendance and relative factors that may hinder school attendance for students.	results, Attendance Reports, and JPS Policies/Procedures	& Personnel	& Personnel
Plan to Progress Monitor				
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 attendance data in SAM (EWS tab) identifying students “off track” “sliding” and “on track”	Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings		
August 2023 – May 2024	Submission of daily/ weekly reports by Graduation Coaches	Weekly meetings with graduation coaches and possible student schedule adjustments		
Goal 2: To increase the annual percentage of students “on track to graduate” based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024 as evidenced by District discipline data.				
Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 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	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
Plan to Progress Monitor				
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 Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved

August 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
Plan to Progress Monitor				
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 in		Multi-Tiered Systems 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 – 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.

RESTRUCTURING PLAN PLANNING GUIDE

SMART Goal Planning Template			
Goal 1: To increase the annual percentage of students “on track to graduate” based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2024 as evidenced by District attendance data.			
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other			
S	Specific	<p>S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)</p>	<p>To increase the annual percentage of students “on track to graduate” based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2024 as evidenced by District attendance data.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-Tasks will include monitoring students’ progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys, and.</p> <p>-Resources needed are SAMs, ABC reports, district/state attendance policies & procedures.</p>

<div>M</div>	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)			-ADA Goal is measured at the end of the year. -Utilize data from SAMs, MTSS, and EWS to progress monitor continuously throughout the year. -Outcomes will be measured by data analysis from bimonthly EWS Meetings, FIT meetings, number of students on MTSS/EWS plans, and implementation of learned professional activities within the classroom.
	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 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.
	Relevant	R – is the goal relevant to performance expectations?			Student attendance is a success predictor for students as it directly relates to course performance and high school graduation.
	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)			Weekly review of chronic absenteeism reports by team members. Monthly auditing of MTSS implementation at each school level by team members. The goal will be accomplished by May 2023.
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024		Monitor students’ progress (grades,	Attendance, Behavior, and Course	Teachers, Counselor, Interventionist,	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 job-embedded 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.			
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 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 attendance data in SAM (EWS tab) identifying students “off track” “sliding” and “on track”		Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings	
August 2023 – May 2024	Submission of daily/ weekly reports by Graduation Coaches		Weekly meetings with graduation coaches and possible student schedule adjustments	

SMART Goal Planning Template

Goal 2: To increase the annual percentage of students “on track to graduate” based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024 as evidenced by District discipline data.

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

<h1>S</h1>	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?)	<p>To increase the annual percentage of students “on track to graduate” based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024 as evidenced by District discipline data.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-Tasks will include monitoring students’ progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.</p> <p>-Resources needed are SAMs, ABC reports, district/state attendance policies & procedures.</p>
<h1>M</h1>	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	<p>-Goal is measured by the end of the year behavioral data.</p> <p>-Utilize data from SAMs, MTSS, and EWS to progress monitor.</p> <p>-Outcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.</p>

A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal will be achieved by May 2024. Barriers to completing tasks are excessive student disruptions, 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.		
	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.		
	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Weekly review of behavioral infractions by team members. Monthly auditing of MTSS implementation at each school level by team members. The goal will be accomplished by May 2023.		
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, behavioral, and	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Teachers, Counselor, Interventionist, and School Administrators	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

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 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.

SMART Goal Planning Template

Goal 3: To increase the annual percentage of students “on track to graduate” based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2024 as evidenced by student report card data.

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

S	Specific	<p>S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)</p>	<p>To increase the annual percentage of students “on track to graduate” based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2024 as evidenced by student report card data.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-Tasks will include monitoring students’ progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.</p> <p>-Resources needed are SAMs, ABC reports, district/state attendance policies & procedures.</p>
M	Measurable	<p>M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)</p>	<p>-Goal is measured ongoing throughout the school year, including each nine weeks.</p> <p>-Utilize data from SAMs, MTSS, and EWS to progress monitor.</p> <p>-Outcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.</p>

A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal will be achieved by May 2024. Barriers to completing tasks are excessive student absences, excessive students’ disruptions, lack of teacher and student motivation, and teacher ineffectiveness as regards classroom instruction and student learning styles. Barriers may be overcome by providing incentives for attendance, behaviors, and course performance; graduation coaches home visits with developed instructional plans for students; and staff professional development.		
	Relevant	R – is the goal relevant to performance expectations?	All students 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.		
	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Weekly review of student course performance by team members. Monthly auditing of MTSS implementation at each school level by team members for identified students. The goal will be accomplished by May 2023.		
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	Attendance, Behavior, and Course Performance (ABC’s) Data/SAM Data/MSIS Output	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators

	data); identify scholars in need of attendance, behavioral, and course performance.			
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

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 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

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 <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 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 Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2023 – May 2024	EWS documentation		Virtual meetings/ Monthly face to face meetings; Feeder Pattern Meetings each quarter discussing families that occupy multiple schools to help with scholar absentees.	

August 2023 – May 2024	MTSS documentation	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: <input type="checkbox"/> Attendance x <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 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

	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	PBIS Coordinator	PBIS Team/ Dean of Student
August 2023 – May 2024	Implement a system to raise awareness and keep parents informed regarding students' behavior	Parent Notifications Parent Meetings (Virtual and face to face)	Principals Assistant Principals Classroom teacher	School Staff
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Behavior Reports/ PBIS Infraction Reports.		Virtual and face to face meetings with all stakeholders. Monthly grade level meetings at every level	

		with scholars discussing behavior expectations.		
August 2023 – May 2024	MTSS Documentation	Virtual and face to face meetings with school staff.		
August 2023 – May 2024	PBIS Celebrations	Feeder pattern celebrations. First Event will be our own Meet the Patriot on 24 August 2023. Collective celebrations like this will continue each month.		
Goal 3: Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior x <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 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 Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Observation Feedback and adjustment		Feeder Pattern learning walks once nine weeks in MAAP area subjects.	
August 2023 – May 2024	Alignment of Curriculum, Instruction, and Assessments		8 th Grade ELA & Math MAAP teachers along with 5 th /6 th Grade ELA/ Math	
			MAAP teachers will have vertical alignment meetings beginning in	
August 2023 – May 2024	Alignment of Lesson Plans to Standards		Improved pedagogy and academic success	

RESTRUCTURING PLAN PLANNING GUIDE

SMART Goal Planning Template

Goal 1:			
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other			
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	This goal is specific because it seeks to increase the attendance for schools individually while simultaneously decreasing the chronic absenteeism rate for the Forest Hill Feeder Pattern. The school staff and students will help carry out the goal. The ESW team will meet to analyze data. We will strive to achieve less than five. A feeder meeting will be held in the 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 awarded monthly through PBIS.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The goal is time bound 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 Needed/Source	Person(s) Responsible	Person(s) 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. Terrell 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.

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 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:					
Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other					
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)		The goal is specific because it seeks to decrease the discipline referrals and number of behavior infractions for Forest Hill Feeder Pattern. The school staff and scholars will help carry out the goal. The ESW team will meet to analyze data. A feeder pattern town hall meeting will be held quarterly with parents to cultivate positive relationships. The district's support will be needed to complete this step.	
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)		The goal is measurable. The team will know this goal is achieved when there are less behavior infractions among scholars. The process will be monitored through EWS meetings, notes in school status, class dojo, blackboard messages, and conduct notated on the report cards. The outcome will be measured by the decrease in the number of infractions and referrals.	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)		The goal is achievable, but it could be impeded if scholars don't adhere to expectations. It could also be impeded by inconsistent teacher practices as well as inconsistent monitoring of the data. We will overcome obstacles by empowering scholars, conferencing with scholars, providing professional development, and implementing PBIS with fidelity.	
R	Relevant	R – is the goal relevant to performance expectations?		The goal is relevant to performance expectations among students. The goal makes students and staff accountable for their actions, efforts, and time management skills.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)		The goal is time bound starting in August 2023 and remaining until May 2024. Check points will be monitored throughout the year to refine practices and strategies.	
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	SAM discipline reports EWS documentation	IST/Data Clerk EWS Team Interventionist Assistants	SAM Specialist
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	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

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 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: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other			
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	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	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal is achievable. This goal can be impeded if staff and scholar attendance become an issue. We will provide continuously professional development training for staff and seek district support through the academic coaches and in house PLC's.		
R	Relevant	R – is the goal relevant to performance expectations?	The goal is relevant to performance expectations while enabling us to devise a plan along with the action steps.		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The goal is time bound starting in August 2023 and remaining until May 2024. Check points will be monitored at every term. (FIT Meetings, Content sessions, etc.)		
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 Assessment Discipline Data Attendance Data (Students and Staff)	MAAP Teachers, CCR Teachers (ACT) Interventionists Principals Assistant Principals	District Administrators
August 2023 – May 2024		Conduct observations	School Status Laptop/Chromebook PGS	Principals Assistant Principals Focus teachers	District Administrators
August 2023 – May 2024		Provide teachers with evidence based professional development	Needs Assessments Observations Assessment Data Lesson Plans	Principals Assistant Principals	Principals Assistant Principals OTL District Coaches
August 2023 – May 2024		Provide specialized academic support for Tier III students through scheduling pullout and push-in tutorial	District Intervention Initiative (Freckle, STAR) Technology Devices	Teachers Interventionist Principals Assistant Principals	School Staff

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

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

Jackson Public Schools Restructuring Plan

Feeder Pattern: Jim Hill

School: Jim Hill High School

School Team Members	Position
Bobby D. Brown	Principal, Jim Hill High School
Dr. Edna Sampson	Counselor, Jim Hill High School
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 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 ☐ 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, 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	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 job-embedded professional	School-level comprehensive needs assessment	School and District Administrators	School and District Administrators

	development based on Comprehensive Needs Assessment Results surrounding attendance and relative factors that may hinder school attendance for students.	results, Attendance Reports, and JPS Policies/Procedures	& Personnel	& Personnel
Plan to Progress Monitor				
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 attendance data in SAM (EWS tab) identifying students “off track” “sliding” and “on track”	Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings		
August 2023 – May 2024	Submission of daily/ weekly reports by Graduation Coaches	Weekly meetings with graduation coaches and possible student schedule adjustments		
Goal 2: To increase the annual percentage of students “on track to graduate” based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024 as evidenced by District discipline data.				
Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 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
Plan to Progress Monitor				
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 Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved

August 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
Plan to Progress Monitor				
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 in		Multi-Tiered Systems 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 – 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.

RESTRUCTURING PLAN PLANNING GUIDE

SMART Goal Planning Template			
Goal 1: To increase the annual percentage of students “on track to graduate” based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2024 as evidenced by District attendance data.			
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other			
S	Specific	<p>S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)</p>	<p>To increase the annual percentage of students “on track to graduate” based on attendance (those missing 2 days or less per quarter) from 81.9% to 85% by May of 2024 as evidenced by District attendance data.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-Tasks will include monitoring students’ progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys, and.</p> <p>-Resources needed are SAMs, ABC reports, district/state attendance policies & procedures.</p>

M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	-ADA Goal is measured at the end of the year. -Utilize data from SAMs, MTSS, and EWS to progress monitor continuously throughout the year. -Outcomes will be measured by data analysis from bimonthly EWS Meetings, FIT meetings, number of students on MTSS/EWS plans, and implementation of learned professional activities within the classroom.		
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal will be achieved by May 2024. 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	Relevant	R – is the goal relevant to performance expectations?	Student attendance is a success predictor for students as it directly relates to course performance and high school graduation.		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Weekly review of chronic absenteeism reports by team members. Monthly auditing of MTSS implementation at each school level by team members. The goal will be accomplished by May 2023.		
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024		Monitor students' progress (grades,	Attendance, Behavior, and Course	Teachers, Counselor, Interventionist,	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 job-embedded 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.			
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 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 attendance data in SAM (EWS tab) identifying students “off track” “sliding” and “on track”		Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings	
August 2023 – May 2024	Submission of daily/ weekly reports by Graduation Coaches		Weekly meetings with graduation coaches and possible student schedule adjustments	

SMART Goal Planning Template

Goal 2: To increase the annual percentage of students “on track to graduate” based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024 as evidenced by District discipline data.

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

<h1>S</h1>	Specific	<p>S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)</p>	<p>To increase the annual percentage of students “on track to graduate” based on behavior (those with less than 2 office referrals or no more than one suspension per year) from 88.3% to 90% by May of 2024 as evidenced by District discipline data.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-Tasks will include monitoring students’ progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.</p> <p>-Resources needed are SAMs, ABC reports, district/state attendance policies & procedures.</p>
<h1>M</h1>	Measurable	<p>M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)</p>	<p>-Goal is measured by the end of the year behavioral data.</p> <p>-Utilize data from SAMs, MTSS, and EWS to progress monitor.</p> <p>-Outcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.</p>

A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal will be achieved by May 2024. Barriers to completing tasks are excessive student disruptions, 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.		
	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.		
	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Weekly review of behavioral infractions by team members. Monthly auditing of MTSS implementation at each school level by team members. The goal will be accomplished by May 2023.		
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, behavioral, and	Attendance, Behavior, and Course Performance (ABC's) Data/SAM Data/MSIS Output	Teachers, Counselor, Interventionist, and School Administrators	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

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 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.

SMART Goal Planning Template

Goal 3: To increase the annual percentage of students “on track to graduate” based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2024 as evidenced by student report card data.

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

S	Specific	<p>S – is the goal specific? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)</p>	<p>To increase the annual percentage of students “on track to graduate” based on course performance (those with report card grades of A, B, or C in Core courses) by 3% by May 2024 as evidenced by student report card data.</p> <p>-Carried out by District/School Teaching/Learning Staff and Teachers.</p> <p>-Tasks will include monitoring students’ progress, identifying students in need of academic & behavioral interventions and creating appropriate plans, and providing job-embedded professional development based on needs assessment surveys.</p> <p>-Resources needed are SAMs, ABC reports, district/state attendance policies & procedures.</p>
M	Measurable	<p>M – is the goal measurable? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)</p>	<p>-Goal is measured ongoing throughout the school year, including each nine weeks.</p> <p>-Utilize data from SAMs, MTSS, and EWS to progress monitor.</p> <p>-Outcomes will be measured by data analysis from bimonthly EWS and FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.</p>

A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal will be achieved by May 2024. Barriers to completing tasks are excessive student absences, excessive students’ disruptions, lack of teacher and student motivation, and teacher ineffectiveness as regards classroom instruction and student learning styles. Barriers may be overcome by providing incentives for attendance, behaviors, and course performance; graduation coaches home visits with developed instructional plans for students; and staff professional development.		
	Relevant	R – is the goal relevant to performance expectations?	All students 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.		
	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Weekly review of student course performance by team members. Monthly auditing of MTSS implementation at each school level by team members for identified students. The goal will be accomplished by May 2023.		
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	Attendance, Behavior, and Course Performance (ABC’s) Data/SAM Data/MSIS Output	Teachers, Counselor, Interventionist, and School Administrators	Teachers, Counselor, Interventionist, and School Administrators

	data); identify scholars in need of attendance, behavioral, and course performance.			
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

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 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: Lanier 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 Restructuring 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:				
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Quality classroom instruction	Curriculum Documents, Lesson Plans, and Professional Development	District Teaching and Learning Staff, Principal, and Teachers	District Teaching and Learning Staff, Principal, and Teachers
August 2023 – May 2024	Implement Early Warning System (EWS) process and procedures	SAM EWS Tier Reports Graduation Coach's Tracker	School Administrators, EWS Team, Graduation Coach and Dropout Prevention Coordinator	School Administrators, EWS Team, Staff, Graduation Coach and Dropout Prevention Coordinator
August 2023 – May 2024	Identify and schedule students for Credit Course Recovery as needed	Transcripts Report Cards Edgenuity	Counselors, Graduation Coach, Edgenuity Facilitator, and School Administrators	Counselors, Graduation Coach, Edgenuity Facilitator, and School Administrators
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observations, Graduation Coach's Tracker, and Feedback Data		Focused Instructional Team (FIT) Meetings, Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) Meetings, and Adjust/Modify the Graduation Coach's Tracker on an as needed basis	
August 2023 – May 2024	Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observations, Graduation Coach's Tracker, and Feedback Data		Focused Instructional Team (FIT) Meetings, Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) Meetings, and Adjust/Modify the Graduation Coach's Tracker on an as needed basis	
August 2023 – May 2024	Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observations, Graduation Coach's Tracker, and Feedback Data		Focused Instructional Team (FIT) Meetings, Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS) Meeting, and Adjust/Modify the Graduation Coach's Tracker on an as needed basis	

Goal 2:				
Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 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 Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
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 bootcamps, Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings		

August 2023 – May 2024	Attendance, Behavior, and Course Performance (ABCs) Data		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: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Monitor students’ progress (grades, STAR Reading/Math, discipline, attendance, classroom, and benchmark data)	Attendance, Behavior, Course Performance (ABC) Data, and SAMs	Teachers, Counselor, Attendance Clerk, Interventionist, and School Administrators	Teachers, Counselor, Attendance Clerk, Interventionist, and School Administrators
August 2023 – May 2024	Provide job-embedded professional development based on Comprehensive Needs Assessment Results	School-level comprehensive needs assessment results, Attendance Reports, and JPS Policies/Procedures	School Administrators and District Personnel	School Administrators, and District Personnel
August 2023 – May 2024	Identify students in need of academic and behavioral interventions	SAMs, Office Discipline Referrals, and District/State Data	Teachers, Interventionist, Counselor, and School Administrators	Teachers, Interventionist, Counselor, and School Administrators
Plan to Progress Monitor				
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)/Early Warning System (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)/Early Warning System (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)/Early Warning System (EWS), and Positive Behavior Interventions & Support (PBIS) Meetings

RESTRUCTURING PLAN PLANNING GUIDE

SMART Goal Planning Template			
Goal 1:			
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other			
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	-Goal is to increase the graduation rate by 3% (from 83.8% to 86.8%) by May 2024. -Carried out by District Teaching/Learning Staff and Teachers. -Tasks 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 needed. -Resources 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 cycle. -Review data from report cards, STAR reports, benchmark assessments, formal/informal classroom observations, and feedback will be utilized to progress monitor. -Outcomes 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 2024. -Barriers to completing tasks are excessive absences (students/teachers), lack of motivation, and ineffective teachers. -Overcome barriers by providing incentives for attendance

			(students/staff), attendance plans, utilization of truancy officer, home visits, and staff professional development.	
R	Relevant	R – is the goal relevant to performance expectations?	-Goal is relevant to performance expectations.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	-Tasks will be completed weekly based on tiered support. -The goal will be accomplished by May 2024.	
Timeline		Action	Resources Needed/Source	Person(s) Responsible
August 2023 – May 2024		Quality classroom instruction	Curriculum Documents, Lesson Plans, and Professional Development	District Teaching and Learning Staff, Principal, and Teachers
August 2023 – May 2024		Implement Early Warning System (EWS)/Utilizing the Graduation Coach’s Tracker	SAMs EWS Tier Reports Graduation Tracker	School Administrators, EWS Team, Graduation Coach, and Dropout Prevention Coordinator
August 2023 – May 2024		Identify and schedule students for Credit Course Recovery	Transcripts	Counselors, Graduation Coach, Edgenuity Facilitator, and School Administrators
Plan to Progress Monitor <ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Monitor students’ progress (grades, STAR Reading/Math, discipline & attendance, classroom, 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, 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 Area: ☐ Attendance ☒ Behavior ☐ Course Performance ☐ Other

S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	-Goal is to decrease 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	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 who dropout. -Data from attendance, behavior, and course performance will be utilized to monitor progress. -Outcomes will be measured by data analysis from number of students on MTSS/EWS plans, and bi-monthly implementation of MTSS/EWS processes and procedures.		
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 2024. -Barriers to completing tasks are students' excessive absences, out-of-school suspensions, and lack of adequate academic performance -Overcome barriers by providing incentives for good attendance and improved behavior		
R	Relevant	R – is the goal relevant to performance expectations?	-Goal is relevant to performance expectations.		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	-Tasks will be completed daily based on academic/behavior tiered support. -The goal will be accomplished by May 2024.		
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024		Monitor students' progress (grades,	Attendance, Behavior, and Course	Teachers, Counselor, Interventionist,	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 – 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 monitor, track, and support students at-risk of dropping out	EWS Tier Report	EWS Team and JPS Dropout Prevention Coordinator	EWS Team and JPS Dropout Prevention Coordinator

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 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 Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other					
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)		-Goal is to decrease the chronic absenteeism rate by 3.0% (from 29.1% to 26.1%) by May 2024. -Carried out by teachers, school administrators, attendance clerk, interventionists, counselors, and district personnel. -Tasks will include monitoring students' progress and attendance, conducting home visits for students who are absent two times in one week, tracking and referring students who have been absent 3 or more times, and identifying and supporting students in need of academic & behavioral interventions. -Resources needed are SAMs, progress reports, daily attendance reports, report cards, district/state attendance policies & procedures.	
	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)		-Goal is measured by the end of the year chronic absenteeism data. -Utilize data from SAMs, and MTSS/EWS to progress monitor. -Outcomes will be measured by data from MTSS/EWS meetings and attendance reports.	
	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 2024. -Barriers to completing tasks are excessive students' absences, lack of 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.	
	Relevant	R – is the goal relevant to performance expectations?		-Goal is relevant to performance expectations.	
	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)		-Tasks will be completed weekly based on attendance reports. -The goal will be accomplished by May 2024.	
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved

August 2023 – May 2024	Monitor students' progress (grades, STAR Reading/Math, discipline & attendance, and state/national test performance)	Attendance, Behavior, and Course Performance (ABC) Data, and SAMs	Teachers, Interventionist, Graduation Coaches, and School Administrators	Teachers, Interventionist, Graduation Coaches, 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 monitor, track, and support students at-risk of dropping out	EWS Tier Report	EWS Team and JPS Dropout Prevention Coordinator	EWS Team and JPS Dropout Prevention Coordinator
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Attendance, Behavior, and Course Performance (ABCs) Data		Professional Development, Multi-Tiered Systems of Support (MTSS)/Early Warning System (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)/Early Warning System (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)/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: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Quality Tier 1 and Tier II instruction, Expansive Course Offerings	Curriculum Documents, Lesson Plans, Professional Development	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers
August 2023 – May 2024	Early Identification and Enrollment in REAP, CDC Pathway	SAM/MSIS Overage Report Student Transcripts Parent Conferencing Home Visits	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/Counselors
August 2023 – May 2024	Bi-Weekly Student Service Check In (Building Positive Student Relationships)	Check-In/Check-Out Form Parent Conferencing Celebrating Student 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.	Student Support Services Dean of Students	Student Support Services School-wide PBIS
August	Enhanced	SAM Administration	DOP Team	DOP

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

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

Goal 2: To decrease dropout rate by 3.2% or better (from 13.2 % to 10%) by May 2024 Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Quality Tier 1 and Tier II instruction	Curriculum Documents, Lesson Plans, Professional Development	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers
August 2023 – May 2024	Early Identification and Enrollment in REAP	SAM/MSIS Data Parent Conferencing	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/Counselors
August 2023 – May 2024	Bi-Weekly Student Service Check In (Building Positive Student Relationships)	Check-In/Check-Out Form Parent Conferencing	Student Support Services Dean of Students	Student Support Services School-wide PBIS
August 2023 – May 2024	Enhanced Implementation Early Warning System (EWS)	SAM Administration Dashboard Data SAM EWS Dashboard Data Ongoing 9-12 Cohort Monitoring Parent Conferencing	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team
August 2023 – May 2024	Identify and schedule students for Credit Course Recovery/	Transcripts Freckle Student Profile/Age/	Student Support Services Dean of Students	DOP Administrator Student Support Services

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

Goal 3: To decrease chronic absenteeism rate by 7% or better (from 27% to 20.0% or less) by May 2024				
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Bi-Weekly Student Service Check In (Building Positive Student Relationships)	Check-In/Check-Out Form Parent Conferencing	Student Support Services Dean of Students	Student Support Services School-wide PBIS
August 2023 – May 2024	Monthly Home Visits – Building Positive Relationships	School Transportation Cumulative Attendance Report	School Operations Administrator DOP Administrator Student Support Services Dean of Students	School Operations Administrator DOP Administrator Student Support Services
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
August 2023 – May 2024	Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data	Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings		
August 2023 – May 2024	Home Visit Tracking: 95% or better Home Visits result in increased student attendance, decrease in behavioral infractions, and increase in student course performance	Differentiate Canvas materials, Frequency of Home Visits, Learning Schedule Adjustments, Alternative Graduation/Program Pathways		

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 increase graduation rate by 4.8% (from 77.2% to 82%) by May 2024				
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Quality classroom instructions	Curriculum Documents, Lesson Plans, Professional Development	District Teaching and Learning Staff, Teachers	District Teaching and Learning Staff, Teachers
August 2023 – May 2024	Implement Early Warning System (EWS)	SAM EWS Tier Reports Graduation Coach’s Tracker Counselor’s Tracker	School Administrators, EWS Team, Dropout Prevention Coordinator	School Administrators, EWS Team, Dropout Prevention Coordinator
August 2023 – May 2024	Identify and schedule students for Credit Course Recovery and potential OL First time credit courses	Transcripts Edgenuity Reports Report Cards	Counselors, Graduation Coach, School Administrators, Learning Lab Facilitator: (Edgenuity)	Counselors, Graduation Coach, School Administrators, Learning Lab Facilitator: (Edgenuity)
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 2023 – May 2024	Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Graduation Coach’s Tracker, Counselor’s Tracker		Focused Instructional Team Meetings (FIT), Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings	
August 2023 – May 2024	Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Graduation Coach’s Tracker, Counselor’s Tracker		Focused Instructional Team Meetings (FIT), Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings	
August 2023 – May 2024	Report Card Data, STAR Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Graduation Coach’s Tracker, Counselor’s Tracker		Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings, Senior Cohort Review Meetings	
Goal 2: To decrease dropout rate by 4.2% (from 21.2 % to 17%) by May 2024				
Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024	Monitor students’ progress (grades, STAR	Attendance, Behavior, Course Performance (ABC) Data/SAM	Teachers, Interventionist, Graduation Coach, and	Teachers, Interventionist, Graduation Coach, and

	Reading/Math, discipline & attendance, state/national test performance)		School Administrators	School Administrators
August 2023 – May 2024	Establish a system to keep parents informed of student progress	Active Parent, Midterm Progress Reports, Report Cards, School Status	Teachers, Counselors, Interventionist, and 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 Monitor				
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, Get 2 College Days, ACT and MAAP Bootcamps	
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, Get 2 College Days, ACT and MAAP Bootcamps	
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, Get 2 College Days, ACT and MAAP Bootcamps	
Goal 3: To decrease truancy rate by3% (from 10.9% to 7.9%) by May 2024				
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 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 Monitor				
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	

RESTRUCTURING PLAN PLANNING GUIDE

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

			classroom instructions, implementing EWS, identifying/scheduling students for credit course recovery. -Resources 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. -Review data from report cards, STAR reports, benchmark assessments, formal/informal classroom observations and feedback will be utilized to progress monitor. -Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, number of students on MTSS/EWS plans.		
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	-Achieve goal by May 2024. -Barriers to completing tasks are excessive absences (students/teachers), lack of motivation, ineffective teachers. -Overcome barriers by providing incentives for attendance (students/staff), attendance plans, truancy officer, home visits, and staff professional development.		
R	Relevant	R – is the goal relevant to performance expectations?	-Goal is relevant to performance expectations.		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	-Tasks will be completed weekly based on tiered support. -The goal will be accomplished by May 2024.		
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – May 2024		Quality classroom instructions	Curriculum Documents, Lesson Plans, Professional Development	District Teaching and Learning Staff, Teachers	District Teaching and Learning Staff, Teachers
August 2023 – May 2024		Implement Early Warning System (EWS)	SAM EWS Tier Reports	School Administrators, EWS Team, Dropout Prevention	School Administrators and Staff, Dropout Prevention

			Coordinator	Coordinator
August 2023 – May 2024	Identify and schedule students for Credit Course Recovery	Transcripts	Counselors, Graduation Coach, School Administrators	Counselors, Graduation Coach, School Administrators
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
August 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 decrease dropout rate by 4.2% (from 21.2 % to 17%) by May 2024					
Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other					
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	-Goal is to decrease dropout rate by 4.2% (from 21.2 to 17%) this year. -Carried out by teachers, interventionists, EWS team, school administrators, and Dropout Prevention Coordinator. -Tasks will include monitoring students' progress (ABC), establishing systems to keep parents informed of student progress, and utilizing Dropout Prevention Coordinator to monitor, track, and support students at-risk of dropping out. -Resources needed are data from SAM (attendance, behavior, course performance –ABC), Active Parent, midterm progress reports, report cards, and EWS tier reports.		
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	-Goal is measured by the number of dropout students. -Review data from attendance, behavior, and course performance will be utilized to progress monitor. -Outcomes will be measured by data analyzing the number of students on MTSS/EWS plans, and by the implementation of professional development activities received, and observed through classroom observations.		
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	-Achieve goal by May 2024. -Barriers to completing tasks are students' excessive absences, out-of-school suspensions, and academic performance -Overcome barriers by providing incentives for attendance/behavior, academic/behavior interventions, and staff professional development.		
R	Relevant	R – is the goal relevant to performance expectations?	-Goal is relevant to performance expectations.		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	-Tasks will be completed daily based on academic/behavior tiered support. -The goal will be accomplished by May 2024.		
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) 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	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
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
August 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	
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<p>Goal 3: To decrease truancy rate by 3% (from 10.9% to 7.9%) by May 2024</p>

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

S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	-Goal is to decrease truancy rate by 3% (from 10.9 to 7.9%) this year. -Carried out by teachers, school administrators, attendance clerk, interventionists, counselors, and district personnel. -Tasks will include monitoring students' progress, providing job-embedded professional development based on needs assessment surveys, and identifying students in need of academic & behavioral interventions. -Resources needed are SAM ABC reports, district/state policies & procedures.		
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	-Goal is measured by the end of the year ADA. -Utilize data from SAM ABC reports, and MTSS/EWS to progress monitor. -Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, number of students on MTSS/EWS plans.		
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	-Achieve goal by May 2024. -Barriers to completing tasks are excessive students' absences, lack of motivation, ineffective teachers. -Overcome barriers by providing incentives for attendance, attendance plans, truancy officer, home visits, and staff professional development.		
R	Relevant	R – is the goal relevant to performance expectations?	-Goal is relevant to performance expectations.		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	-Tasks will be completed weekly based on attendance reports. -The goal will be accomplished by May 2024.		
Timeline	Action	Resources	Person(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

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 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

