

Jackson Public School District

Dropout Prevention Plan

2016 – 2019



Dr. Freddrick Murray

Interim Superintendent

Dropout Prevention/Graduation Completion Plan

Dropout Prevention Goal: To increase graduation; reducing the district dropout rate; and reducing the district truancy rate

Date Plan Completed 10/11/2017 / 1st Revision: 11/08/2017 / 2nd Revision _____

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?
Decrease dropout rate by 3.5% per year	<ul style="list-style-type: none"> • Identify at-risk students (Early Warning Systems) • Implement and apply Early Warning Systems/MTSS and PBIS interventions • Monitor students' progress (grades, STAR Reading/Math, discipline & attendance) • Mobilize community support systems • Implement a system to keep parents informed of student progress • Offer alternative program for overage students (REAP) 	<ul style="list-style-type: none"> • SAM Spectra • MSIS • SchoolStatus • TST/MTSS • Interventionists • REAP (Re-engaging in Education for All to Progress) • F.I.T. (Focused Instructional Team) • Attendance Counselors • School Counselors • ActiveParent • Partners in Education • Adopt-A-School • Big Brothers-Big Sisters • 100 Black Men • On-site Mental Health Services • Parents • Classworks 	<ul style="list-style-type: none"> • School Administrators • District & School District MTSS/Early Warning System Committee • MTSS • TST & PBIS Committees • REAP Staff • F.I.T. (Focused Instructional Team) • Attendance Counselors • School Counselors • Interventionists • Students • Parents • Director of Partners In Education • Assistant Superintendents • Mental health agencies & behavioral specialists 	August 2017- May 2018	<ul style="list-style-type: none"> • Progress reports • Assessment Data • End of Course (EOC) assessments • STAR Screener (fall, winter, spring) results • Monthly review of attendance and discipline reports • Parent use of ActiveParent

<p>Increase graduation rate by 3.5% per year</p>	<ul style="list-style-type: none"> • Provide quality classroom instruction • Conduct learning walks & informal classroom observations • Identify students in need of academic & behavioral interventions (TST) • Implement & apply needed interventions • Identify students who meet the criteria for the Course Recovery Program- Odysseyware • Assign identified students to Course Recovery Program • Monitor students' progress (grades, STAR Reading/Math, discipline & attendance) • Identify "overage" students as early as kindergarten and monitor progress and support through MTSS/TST • Mobilize community support systems • Establish system to keep parents informed of student progress 	<ul style="list-style-type: none"> • Teachers • School /District Administrators • SLT & DLT • SAM Spectra & MSIS • District/School Lead Counselor • Director of Academies • Credit Recovery • Interventionists • F.I.T. • Attendance Counselors • ActiveParent • Partners in Education • Adopt-A-School • Big Brothers-Big Sisters • 100 Black Men • On-site Mental Health Services • Parents 	<ul style="list-style-type: none"> • Teachers • Students • School /District Administrators • SLT & DLT • District/School Lead Counselor • TST & PBIS Committees • Attendance counselors • School counselors • Interventionists • Director of Partners in Education • Mental health agencies & behavioral specialists • Parents 	<p>August 2017- May 2018</p>	<ul style="list-style-type: none"> • Progress reports/Progress monitoring (grades, Read 180, Academy of Reading/Math, and, Odysseyware) • Assessment Data • Classworks • End of Course (EOC) assessments • STAR Screener (fall, winter, spring)results • Monthly review of attendance and discipline reports • Parent use of ActiveParent
<p>Reduce district truancy rates by 6.67% per year</p>	<ul style="list-style-type: none"> • Identify the primary causes (Early Warning System Team) • Develop & implement strategies to minimize identified barriers • Identify students with at-risk rates of absences & provide early interventions • Recognize good 	<ul style="list-style-type: none"> • Early Warning System Team • PBIS Committee • SAM Spectra & MSIS • SchoolStatus • ActiveParent • Attendance Counselors • School Counselors • P-16 Advisory 	<ul style="list-style-type: none"> • Early Warning System Team • Attendance Counselors • School Counselors • PBIS Committee • P-16 Advisory Council • Sheriffs, deputy sheriffs and municipal law 	<p>August 2017- May 2018</p>	<ul style="list-style-type: none"> • Monthly review of attendance and discipline reports • Progress reports/progress monitoring • Nine week assessments • End of Course (EOC) assessments • STAR Screener (fall,

	<p>attendance</p> <ul style="list-style-type: none"> • Follow Mississippi Compulsory School Attendance Law (Miss. Code § 37-13-91) Process • Solicit community involvement (P-16 Advisory Council) 	<p>Council</p> <ul style="list-style-type: none"> • Sheriffs, deputy sheriffs and municipal law enforcement officers (Miss. Code § 37-13-91) • Youth Court • Parents 	<p>enforcement officers (Miss. Code § 37-13-91)</p> <ul style="list-style-type: none"> • Youth Court • Parents 		<p>winter, spring) results</p> <ul style="list-style-type: none"> • Documentation from Mississippi Compulsory School Attendance Law (Miss. Code § 37-13-91) Process
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Procedures for evaluating success:

In what ways will the interventions be evaluated to show how they have helped achieve the desired impact?

The School Level Early Warning System Team will hold a minimum of 8 meetings per year to review data (i.e. attendance, discipline, grades, district & state assessments, and STAR Screener results) for secondary school (6th -12th grade) Tier 3 students. The team will meet at the end of each grading period to review all available data for secondary school Tier 2 students.

The School Level Early Warning System Team will hold an initial 8 week meeting to review all available data (i.e. attendance, discipline, grades, district & state assessments, and STAR Screener results) for elementary school (K -5th grade) Tier 3 students; a subsequent review will be conducted in 16 weeks. The team will hold an initial 4 week meeting to review all available data for elementary school Tier 2 students; a second review will be conducted in 8 weeks. Graphics (i.e. bar graphs, pie charts) will be used to show baselines and trend lines.

Revisions will be made as needed based on what the data reveals.

Restructuring Plan Discussion

SCHOOL: _____

Date: 07/31/2017

Student Behavior Policies and Procedures? JCBA- Anti-Bullying Policy for Students, JCGA- Gun Free Schools, JCB- Student Conduct, JCC-Due Process, JCH-Suspension and Expulsion, JCIB-Discipline Plan, JCP- Sexual Harassment...

Are they instrumental to vision and mission of the school? Yes

The District utilizes a data management system which allows for monitoring and analysis of disciplinary actions. The process for referrals is as follows:

1. Classroom teachers or other staff members determine that based on the student behavior, classroom strategies are not appropriate or have not been successful.
2. Teacher submits an Office Discipline Referral for the student describing the behavior to the building administrator.
3. The administrator reviews the behaviour. If deemed appropriate, assigns the appropriate "response" and/or appropriate disposition.

The District's behavior support process, as outlined in the JPS Code of Student Conduct was designed to communicate expectations which guide the process of providing support, intervention, and redirection for students who experience behavior challenges.

The District's progressive discipline processes that are outlined in the JPS Code of Student Conduct, were specifically designed to communicate the expectation that the degree of discipline would be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history of the student being disciplined and other relevant factors would be taken into account, and that all due process procedures required by federal and state law would be followed.

JPS Vision

Our vision is to become a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

JPS Mission

Jackson Public Schools, an innovative, urban district committed to excellence, will provide every student a quality education in partnership with parents and the community.

What processes and/or procedures is/are is the district utilizing to decrease behavior?

Proactive strategies will be used to assist students and staff in addressing issues that arise. A proactive strategy, whether used in the classroom, building, or at the district level, is a step taken by staff members to identify opportunities to take pre-emptory action against potential problems, as opposed to reacting after a problem has occurred.

For students who need additional support, staff use strategic interventions designed to address the function of the behavior for the student in a more appropriate way. Interventions are understood as actions, ideas and plans that are designed to interrupt problematic behavior and promote positive behavior. It is a deliberate process by which change is introduced (through a purposeful action) into a students' thoughts, feelings and behaviors. In determining the best intervention in response to a behavior of concern, we must assess/ take into consideration the role(s) of the environment, classroom routines, and the interactions of the child with teachers and students.

For students who need intensive individual support: Functional Behavioral Assessments, Intervention Plans, and Behavior Intervention Support Plans are used. Behavior plans in general are developed by a team of individuals including school staff, specialists, the student and the family. After the team identifies the problem behavior and its causes, a number of environmental changes in the context of Positive Behavior Interventions and Support (PBIS) aiming at learning outcomes and social engagement are implemented. The assessment steps and the intervention are thoroughly discussed. There are going to be students who are exempted from administrative actions as outlined in the Student Handbook (504 and IDEA) if appropriate supports have not been implemented with fidelity or the behavior is a manifestation of the student's disability.

Behavior supports include:

- MTSS/PBIS
- Tools for Life
- Restorative Justice
- JPS Early Warning System

Academic progress – general remarks re overall strengths and areas for development:

Overall Strengths

Reinstituting the Curriculum & Instruction Department
Consistent increases in the graduation rate
A decline in the dropout rate

Areas for Development

Provide professional development focused on restorative practices and understanding the complex needs of at-risk learners; cultural responsiveness
Provide training on reading across the curriculum
Strengthen numeracy and math fluency (K-12)
Strengthen science performance

Professional Development and Relationships (i.e. student, teacher, educational stakeholders)

Reinstituting the Professional Development Department
Professional Development Needs Analysis for instructional (certified) and paraprofessional staff
Student representation on the Board of Trustees

*Attendance and Engagement: (level of attendance – regular, irregular and non-attendance and level of engagement in school activities).
This would include teacher and student attendance and engagement.*

Interventions and progress monitoring for students with irregular attendance
PBIS incentives for students and staff
Student Attendance not meeting 95% goal
Teacher attendance not meeting 95% goal
Professional Development Support (Teacher Recruitment & Retention)
Exit Interviews (Data)

RESTRUCTURING PLAN

SCHOOL DISTRICT: Jackson Public Schools

SCHOOL:

DATE:

	Goals	Barriers to Achieving Goal	Strengths Related to Goal	Strategies to Achieve Goal	Actions & Time-Line
1	Increase graduation rate by 3.5% per year	<ul style="list-style-type: none"> Grade Retention- 2 or more grades behind Academic Performance Transient Student Population Absenteeism Out-of-School Suspension rate Quality Classroom Instruction Lack of Student Motivation 	<ul style="list-style-type: none"> Credit Recovery for students to gain credits through a course recovery program Interventionists to prescribe and monitor appropriate academic interventions based on STAR Screener results and other available data Behavior specialist to provide interventions and support. PBIS activities to reduce out-of-school suspensions 	<ul style="list-style-type: none"> Provide quality classroom instruction Conduct learning walks & informal classroom observations Identify students in need of academic & behavioral interventions Implement and apply needed interventions with fidelity Identify students who meet the criteria for the Course Credit Recovery Program- Odysseyware Assign identified students to Credit Recovery Program and monitor progress Monitor students' progress (grades, STAR Reading/Math, discipline & attendance) Mobilize community support systems Establish system to keep parents informed of student progress 	<ul style="list-style-type: none"> Quality classroom instruction will be provided throughout the school year Learning walks will be conducted beginning in in the Fall and ending in April Informal classroom observations will be conducted weekly Two informal observations will be conducted beginning in the fall and one formal observation in the spring The STAR Screener will be administered to all students in the fall, winter and spring TST will meet on MSIS 20 day referrals within 20 days from the date of the referrals Identify "overage" students as early as kindergarten and monitor progress and support through MTSS/TST Academic and behavior interventions will be implemented within 4 weeks (after TST meetings) after all available student data has been reviewed and will be ongoing based upon student progress Monthly progress monitoring will be ongoing throughout the year Monthly meetings will be held with community support systems Parents will be encouraged to setup ActiveParent accounts during registration Counselors will identify and schedule students for Credit Course Recovery prior to the beginning of the fall and spring semester
2	Decrease dropout rate by 3.5% per year	<ul style="list-style-type: none"> Overage students- 2 or more years behind model grade year 	<ul style="list-style-type: none"> Alternative to dropping out- referral and completion process for 	<ul style="list-style-type: none"> Track and monitor stages for successful completion of the REAP Program- keep students 	<ul style="list-style-type: none"> Counselors will identify overage students and refer to REAP during the spring semester REAP staff will provide intake with students and

		<ul style="list-style-type: none"> • Academic Performance • Transient Student Population • Absenteeism • Out-of-School Suspension rate • Quality Classroom Instruction • Student Motivation • Consistency in identifying students in need of interventions and providing needed interventions from elementary to high school 	<p>the REAP (Re-engaging in Education for All to Progress) Program for overage students</p> <ul style="list-style-type: none"> • TST to prescribe and monitor appropriate academic interventions based on STAR Screener results and other available data • Behavior specialist to provide interventions and PBIS activities to reduce out-of-school suspensions 	<p>updated on progress towards completion</p> <ul style="list-style-type: none"> • Identify students in need of academic & behavioral interventions as early as possible • Implement and apply needed interventions • Identify students who meet the criteria for the Course Recovery Program- Odysseyware • Assign identified students to Course Recovery Program and monitor progress • Monitor students' progress (grades, STAR Reading/Math, discipline & attendance) • Mobilize community support systems • Establish system to keep parents informed of student progress 	<p>parents Spring semester</p> <ul style="list-style-type: none"> • The STAR Screener will be administered to all students in the fall, winter and spring • TST will meet on MSIS 20 day referrals within 20 days from the date of the referrals • Academic and behavior interventions will be implemented within 4 weeks (after TST meetings)after all available student data has been reviewed and will be ongoing based upon student progress • Monthly progress monitoring will be ongoing throughout the year • Monthly meetings will be held with community support systems • Parents will be encouraged to setup ActiveParent accounts during registration
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3	Decrease truancy by 6.67%	<ul style="list-style-type: none"> • Academic Performance • Quality Classroom Instruction • Transient Student Population • Effective enforcement of the Mississippi Compulsory School Attendance Law (Miss. Code § 37-13-91) Process 	<ul style="list-style-type: none"> • Re-established Professional Development Department • C&I Department Staff • TST to prescribe and monitor appropriate academic interventions based on STAR Screener results and other available data • Behavior specialist to provide interventions and PBIS activities to reduce out-of-school suspensions 	<ul style="list-style-type: none"> • Provide job-embedded professional development based on Needs Assessment Survey • Provide quality classroom instruction • Conduct learning walks & informal/classroom observations • Identify students in need of academic & behavioral interventions • Implement and apply needed interventions • Monitor students' progress (grades, STAR Reading/Math, discipline & attendance) • Mobilize community support systems • Establish system to keep parents informed of student progress 	<ul style="list-style-type: none"> • Building-level and District-level professional development will be provided throughout the school year • Quality classroom instruction will be provided throughout the school year • Learning walks will be conducted quarterly beginning in September and ending in April • Informal classroom observations will be conducted weekly • A formal observation will be conducted in the fall and the spring • The STAR Screener will be administered to all students in the fall, winter and spring • TST will meet on MSIS 20 day referrals within 20 days from the date of the referrals • Academic and behaviour interventions will be implemented within 4 weeks (after TST meetings)after all available student data has been reviewed and will be ongoing based upon student progress • Monthly progress monitoring will be ongoing throughout the year • Quarterly meetings will be held with community support systems • Parents will be encouraged to setup ActiveParent accounts during registration
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Review Date: _____