

North Tippah School District
Dropout Prevention –Restructuring Plan



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Part VIII. Needs Assessment

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NORTH TIPPAAH SCHOOL DISTRICT



S. JOHNSON SMITH, SUPERINTENDENT

P.O. Box 65, Tiplersville, MS 38674

Phone: 662-223-4384 Fax: 662-223-5379

Part I. Verification of Board Presentation and Approval

To whom it may concern:

I hereby certify that the North Tiptah School District's 2020-2021 Dropout Prevention Restructuring Plan based on the graduation rate for the 2018-2019 school year was presented to the North Tiptah School Board on Thursday, August 13, 2020. The plan was approved and those minutes are on file at the district central office.

Sincerely,

S.Johnson Smith
Superintendent

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan

Part II. District Dropout Prevention Plan Team

Superintendent: Scott Smith

School Principal: Trey Rolison, Walnut Attendance Center

School Principal: Jennifer Stroupe, Falkner High School

School Principal: Emily Eaton, Falkner Elementary School

School Principal: Janalee Leak, Chalybeate Elementary School

Special Education: Christy Wilbanks

Literacy Coach/MTSS Coordinator: Gidget Mansell

Federal Programs Director/DTC: Karen Walden

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan

Part III. District Narrative

Narrative

On behalf of the North Tippah School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the graduation requirements of schools. These areas are: Reducing the retention rates in grades kindergarten, first and second; create flexibility in schedules for high school students that may have jobs or other responsibilities that might lead them to not want to be at school; improve attendance for at risk students.

North Tippah has found that many students are coming into school not prepared for learning basic literacy and numeracy required under the Mississippi College and Career Ready Standards. As such, a greater number of students are being retained in those lower levels. This plan directly takes into account relevant, scientifically based research, best practices indicating services most effective in preventing dropouts if we focused on students in grades K-2.

By identifying issues related to poor attendance, boredom, family obligations or challenging issues early in a child's educational career, schools have a better chance of changing behaviors and attitudes, creating structure and implementing individualized learning options to help students stay focused on the goal of graduating. There are a number of steps high schools can take and programs they can create to help provide students a better chance of staying in school.

The data collected and a review of the research indicate that students need to be engaged at school to prevent truancy and dropping out. Students at risk show a lack of commitment to school, a low self-esteem and experience greater feelings of rejection or criticism.

The indicators in this plan were specifically targeted because it is believed they have the best chance in helping students succeed and achieving the graduation rate goal of 85%. North Tippah School District will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan

Part IV. District Plan

- Reducing the retention rates in grades kindergarten, first and second.
 - Monitor formative assessment results in reading and literacy on a monthly basis and report to MTSS.
 - Integrate technology and learning software into K-3 curriculum to support differentiated learning.
 - Channel more federal programs funding to supplemental intervention services.
 - Streamline testing procedures for special education services to ensure students with special needs are receiving adequate services in a timely manner.
 - Communicate learning strategies with parents through parent conferences and newsletters.
- Provide additional assistance to students that might have jobs or other responsibilities to meet graduation requirements.
 - Adopt Early-Intervention strategies. Identify the issues early and implement individualized learning options to help the student stay focused on the goal of graduating.
 - Students will be able to use alternative methods to complete required courses (i.e., online courses through Edgenuity and Google classroom to allow flexible scheduling.)
 - Develop mentoring/tutoring programs to engage students and provide a steady adult presence to encourage them.
- Improve attendance for at risk students.
 - Establish communication with parents and build a relationship based off care of that student and what is preventing him or her from attending school.
 - Increase the attendance rate by 1%. Students in grades 7-12 absent more than five times will be referred to the RTI team. In grade K-6, teachers, counselors, and principals will work to reduce the number of unexcused absences by working with students and families.
 - Disseminate supports and incentives/rewards for good attendance and develop consequences for poor attendance.

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan

Part V. School Dropout Prevention Restructuring Team

Trey Rolison	Principal
Marcy Bryant	Assistant Principal
Lance Jones	SPED teacher
Audra Braddock	Counselor
Gidget Mansell	TST Coordinator
Hollie Nichols	Lead Teacher
Kevin Williams	TCCTC Principal

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan

Part VI. NTSD District Data

North Tippah School District Data

Site Name	2014-2015 Grad Rate	2015-2016 Grad Rate	2016-2017 Grad Rate	2017-2018 Grad Rate	2018-2019 Grad Rate	5 year average
Falkner High School	76.4	90.2	82.2	80.0	87.8	83.32
Walnut Attendance Center	72.8	77.3	90.6	90.2	83.0	82.78

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan

Part VII. MDE District and School Report Cards

MDE District and School Report Cards

District Report Card 2018 - 2019

For more detailed information, please visit <http://msrc.mdek12.org>.

North Tippah School District

Grade

B



24111 HIGHWAY 15
Tiptersville, MS 38674
Bill Brand
bill.brand@ntippah.k12.ms.us

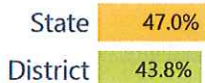
SCHOOL ACCOUNTABILITY GRADE COMPONENTS

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

Math

Measurements of student performance on the statewide math assessment.

PROFICIENCY



GROWTH



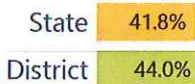
GROWTH LOWEST 25%



English

Measurements of student performance on the statewide English language arts (ELA) assessment.

PROFICIENCY



GROWTH



GROWTH LOWEST 25%



Other Measures

Other measurements of student performance that factor into the accountability grade.

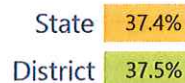
SCIENCE PROFICIENCY



U.S. HISTORY PROFICIENCY



COLLEGE & CAREER READINESS



ACCELERATION



GRADUATION RATE



ENGLISH LEARNERS



TEACHER DATA

92.5

Teachers



89.5%

Experienced Teachers

0.0%

Provisional Teachers

99.2%

In-field Teachers

2018 - 2019

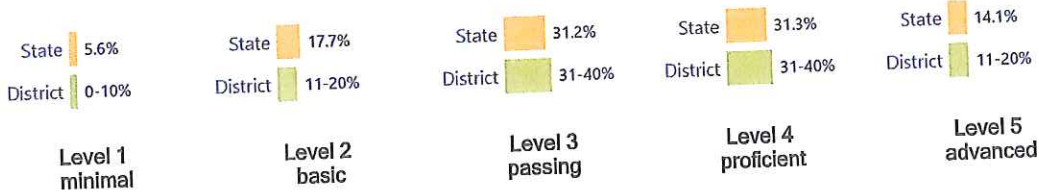
North Tippah School District

DETAILED ASSESSMENT AND OTHER DATA

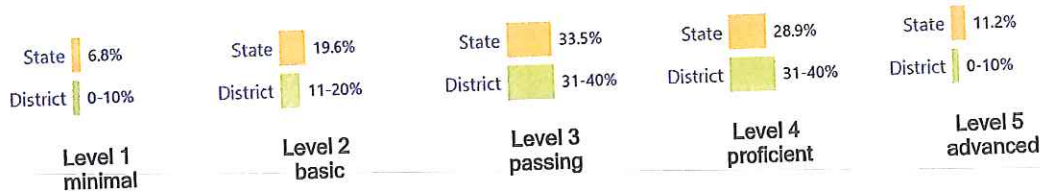
Student Performance

The following information shows each level of student performance on statewide assessments.

MATH



ENGLISH



SCIENCE



Assessment Participation



Discipline



OTHER DATA



12.5%

Chronic Absenteeism



\$8,283.68

Per-Pupil Expenditure



53.3%

Post-Secondary Enrollment



42.4%

Advanced Course Participation

* Source: 2015-2016 Civil Rights Data Collection

To access User Guide and see more detailed information, please visit <http://msrc.mdek12.org>.

Last Updated: 03/19/2020.

School Report Card 2018 - 2019

For more detailed information, please visit <http://msrc.mdek12.org>.

Falkner High School North Tippah School District

Grade

C



20350 HWY 15
Falkner, MS 38629
JENNIFER STROUPE
jennifer.stroupe@ntippah.k12.ms.us

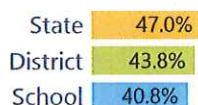
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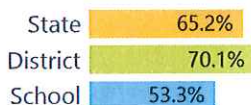
Math

Measurements of student performance on the statewide math assessment.

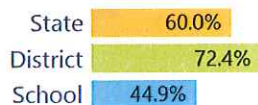
PROFICIENCY



GROWTH



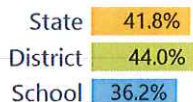
GROWTH LOWEST 25%



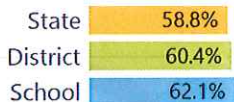
English

Measurements of student performance on the statewide English language arts (ELA) assessment.

PROFICIENCY



GROWTH



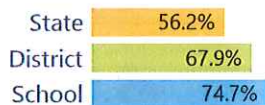
GROWTH LOWEST 25%



Other Measures

Other measurements of student performance that factor into the accountability grade.

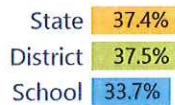
SCIENCE PROFICIENCY



U.S. HISTORY PROFICIENCY



COLLEGE & CAREER READINESS



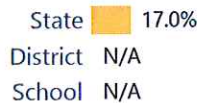
ACCELERATION



GRADUATION RATE



ENGLISH LEARNERS



TEACHER DATA

21.0

Teachers



88.2%

Experienced
Teachers

0.0%

Provisional
Teachers

99.5%

In-field Teachers

2018 - 2019

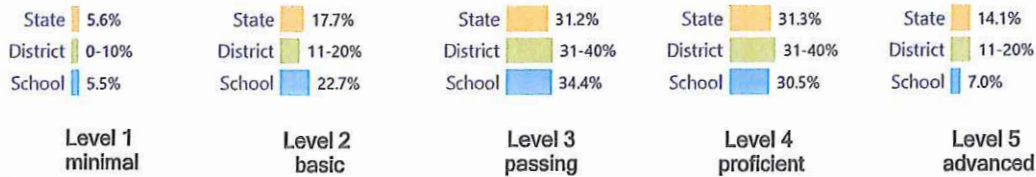
Falkner High School North Tippah School District

DETAILED ASSESSMENT AND OTHER DATA

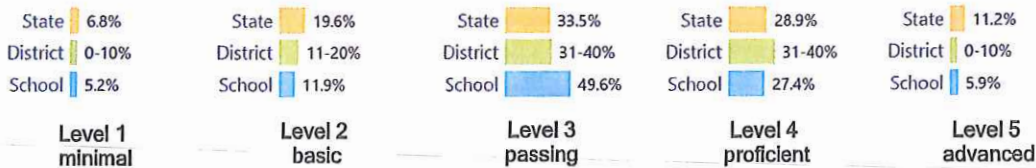
Student Performance

The following information shows each level of student performance on statewide assessments.

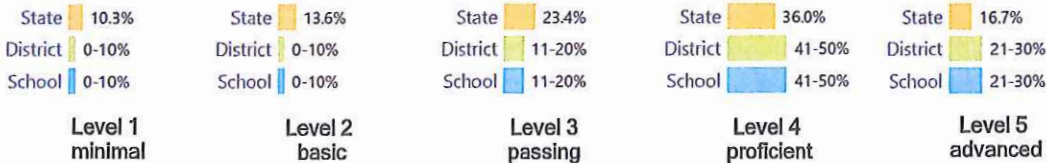
MATH



ENGLISH



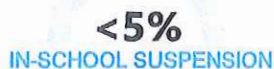
SCIENCE



Assessment Participation



Discipline



* Source: 2015-2016 Civil Rights Data Collection

To access User Guide and see more detailed information, please visit <http://msrc.mdek12.org>.



Last Updated: 03/19/2020.

OTHER DATA



11.5%

Chronic Absenteeism



\$9,728.03

Per-Pupil Expenditure



64.3%

Post-Secondary Enrollment



45.0%

Advanced Course Participation

School Report Card 2018 - 2019

For more detailed information, please visit <http://msrc.mdek12.org>.

Walnut Attendance Center North Tippah School District

Grade

B



280 Commerce St.
Walnut, MS 38683
Trey Rolison
trey.rolison@ntippah.k12.ms.us

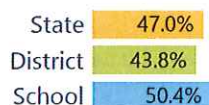
SCHOOL ACCOUNTABILITY GRADE COMPONENTS

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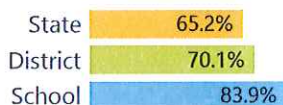
Math

Measurements of student performance on the statewide math assessment.

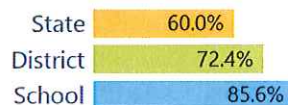
PROFICIENCY



GROWTH



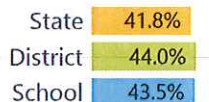
GROWTH LOWEST 25%



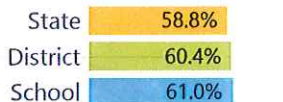
English

Measurements of student performance on the statewide English language arts (ELA) assessment.

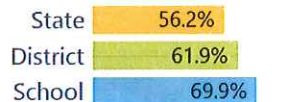
PROFICIENCY



GROWTH



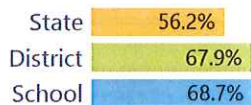
GROWTH LOWEST 25%



Other Measures

Other measurements of student performance that factor into the accountability grade.

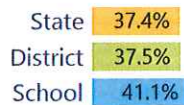
SCIENCE PROFICIENCY



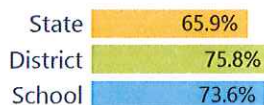
U.S. HISTORY PROFICIENCY



COLLEGE & CAREER READINESS



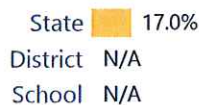
ACCELERATION



GRADUATION RATE



ENGLISH LEARNERS



TEACHER DATA

33.8

Teachers



100.0%

Experienced Teachers

0.0%

Provisional Teachers

100.0%

In-field Teachers

2018 - 2019

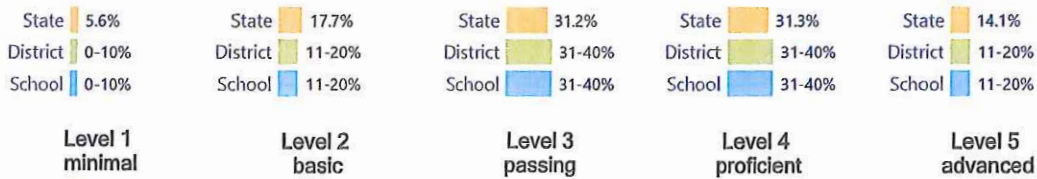
Walnut Attendance Center North Tippah School District

DETAILED ASSESSMENT AND OTHER DATA

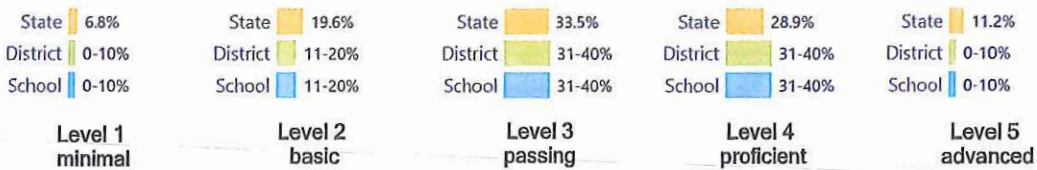
Student Performance

The following information shows each level of student performance on statewide assessments.

MATH



ENGLISH



SCIENCE



Assessment Participation



Discipline



* Source: 2015-2016 Civil Rights Data Collection

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OTHER DATA



15.1%

Chronic Absenteeism



\$8,354.31

Per-Pupil Expenditure



46.8%

Post-Secondary Enrollment



40.6%

Advanced Course Participation

Last Updated: 03/19/2020.

School Report Card 2018 - 2019

For more detailed information, please visit <http://msrc.mdek12.org>.

Chalybeate Elementary School North Tippah School District

Grade

B



2471 HWY 354
Walnut, MS 38683
Janalee Leak
janalee.leak@ntippah.k12.ms.us

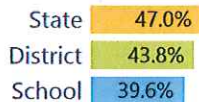
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Math

Measurements of student performance on the statewide math assessment.

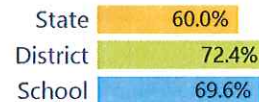
PROFICIENCY



GROWTH



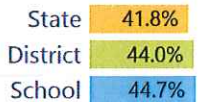
GROWTH LOWEST 25%



English

Measurements of student performance on the statewide English language arts (ELA) assessment.

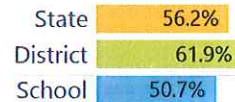
PROFICIENCY



GROWTH



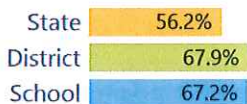
GROWTH LOWEST 25%



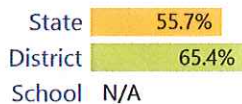
Other Measures

Other measurements of student performance that factor into the accountability grade.

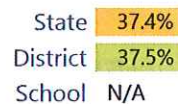
SCIENCE PROFICIENCY



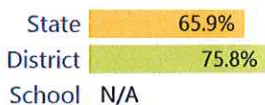
U.S. HISTORY PROFICIENCY



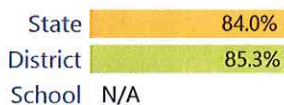
COLLEGE & CAREER READINESS



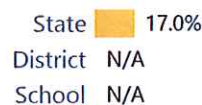
ACCELERATION



GRADUATION RATE



ENGLISH LEARNERS



TEACHER DATA

16.3

Teachers



88.6%

Experienced
Teachers

0.0%

Provisional
Teachers

100.0%

In-field Teachers

2018 - 2019

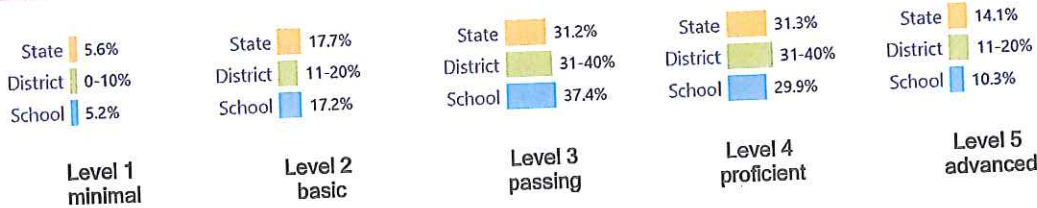
Chalybeate Elementary School North Tippah School District

DETAILED ASSESSMENT AND OTHER DATA

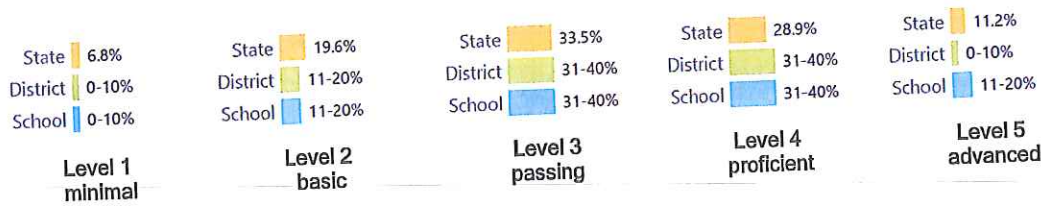
Student Performance

The following information shows each level of student performance on statewide assessments.

MATH



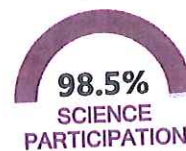
ENGLISH



SCIENCE



Assessment Participation



Discipline



OTHER DATA



9.7%

Chronic Absenteeism



\$7,457.69

Per-Pupil Expenditure

* Source: 2015-2016 Civil Rights Data Collection

To access User Guide and see more detailed information, please visit <http://msrc.mdek12.org>.
Last Updated: 03/19/2020.



School Report Card 2018 - 2019

For more detailed information, please visit <http://msrc.mdek12.org>.

Falkner Elementary School North Tippah School District

Grade

B



20771 HIGHWAY 15
Falkner, MS 38629
Angela Harris
angela.harris@ntippah.k12.ms.us

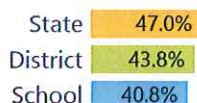
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Math

Measurements of student performance on the statewide math assessment.

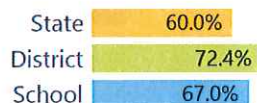
PROFICIENCY



GROWTH



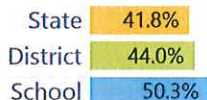
GROWTH LOWEST 25%



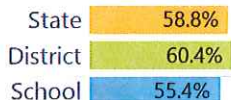
English

Measurements of student performance on the statewide English language arts (ELA) assessment.

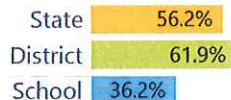
PROFICIENCY



GROWTH



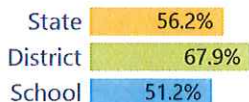
GROWTH LOWEST 25%



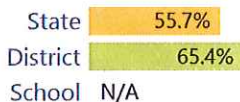
Other Measures

Other measurements of student performance that factor into the accountability grade.

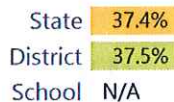
SCIENCE PROFICIENCY



U.S. HISTORY PROFICIENCY



COLLEGE & CAREER READINESS



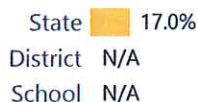
ACCELERATION



GRADUATION RATE



ENGLISH LEARNERS



TEACHER DATA

21.4

Teachers



74.9%

Experienced
Teachers

0.0%

Provisional
Teachers

97.2%

In-field Teachers

2018 - 2019

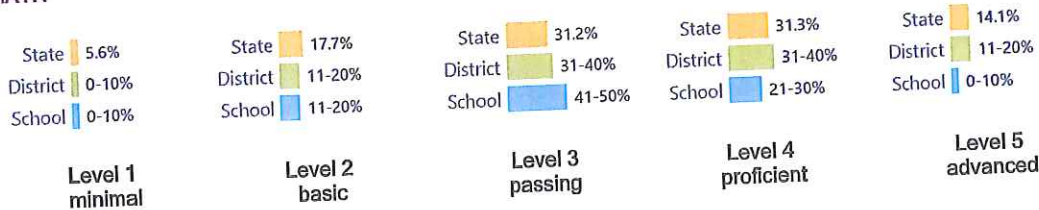
Falkner Elementary School North Tippah School District

DETAILED ASSESSMENT AND OTHER DATA

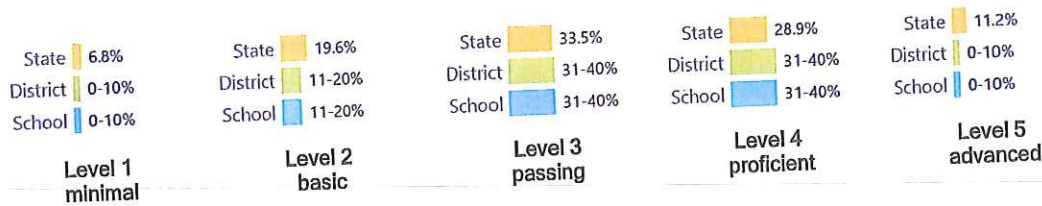
Student Performance

The following information shows each level of student performance on statewide assessments.

MATH



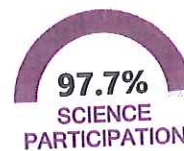
ENGLISH



SCIENCE



Assessment Participation



Discipline



OTHER DATA



11.8%

Chronic Absenteeism



\$7,606.26

Per-Pupil Expenditure

* Source: 2015-2016 Civil Rights Data Collection

To access User Guide and see more detailed information, please visit <http://msrc.mdek12.org>.
Last Updated: 03/19/2020.



North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan
Needs Assessment

Dropout crises?			Support Personnel	
3. Focused Prevention, Intervention and Recovery	Compliance?			
a. Does your district provide pre-k education to all young children who need or want it?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Federal programs and school principals	Continue process and reassess annually
b. Is there a collaborative process with pre-kindergarten community programs: (i.e., transition and shared curriculum)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors, teachers and district support personnel	Continue process and reassess annually
c. Does your district have reading benchmarks and provide multiple layers of support to insure all students can read by the beginning or ending of the 2 nd year	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals and teachers	Continue process and reassess annually
d. Is class size reduction used strategically, so elementary teachers are not overwhelmed and can take the time it takes to teach all students in a caring manner the behavioral norms of schooling?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Federal programs and school principals	Continue process and reassess annually
e. Does your district provide high quality pre-k to 2 nd mathematics instruction?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals and teachers	Continue process and reassess annually
f. Do you have a multi-tiered prevention and intervention system in place in your middle schools to react effectively to the first signs of poor attendance, behavior and course failure?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors and teachers (MTSS)	Continue process and reassess annually
g. Are your middle schools organized to engage middle grade students and meet their need for adventure and camaraderie?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors and teachers (MTSS)	Continue process and reassess annually
h. Is there a plan to transform high schools with low graduation rates into strong learning institutions?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors and teachers (MTSS)	Continue process and reassess annually

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan
Needs Assessment

i. Is the plan sufficiently comprehensive? Does it have organizational, engagement, instructional, and teacher support being provided by a professional who is experienced with high school reform?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors and teachers (MTSS)	Continue process and reassess annually
j. Does our district do whatever it takes to insure that all students are earning on-time promotion from grade to grade?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors, teachers (MTSS)	Continue process and reassess annually
k. Are high school students being helped to make the transition to post-secondary education or workforce?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors and teachers	Continue process and reassess annually
l. Are parents being actively engaged to help students organize their future?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors, teachers and district support personnel	Continue process and reassess annually
m. Does your school system provide multiple pathways to graduation/lifelong learning?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals, counselors, teachers and district support personnel	Continue process and reassess annually
n. Does the district utilize the ICAP in accordance to Mississippi Department of Education Guidelines?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Counselors and teachers advisors	Continue process and reassess annually
4. Professional Development				
a. The district provides teachers with professional development to expand their knowledge and skills	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals in coordination with district personnel	Continue process and reassess annually
b. The district provides principals and teacher leaders with training to supervise and support teachers in engaging students academically and socially in school.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Ongoing responsibility of school principals in coordination with district personnel	Continue process and reassess annually

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan
Needs Assessment

5. Using Data for planning and accountability	Compliance?		Ongoing responsibility of school principals in coordination with district personnel	Continue process and reassess annually
	Yes	No		
a. The district utilizes a system that provides longitudinal student-level data on enrollment and risk factors for dropout (e.g., academic problems, truancy, behavior problems, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing responsibility of school principals in coordination with district personnel	Continue process and reassess annually
b. The district provides school staff with training on how to use data to identify students at risk of dropping out.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing responsibility of school principals in coordination with district personnel	Continue process and reassess annually
c. The district works with each school to ensure that data is analyzed regularly and the school has strategies in place to work with identified students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing responsibility of school principals in coordination with district personnel	Continue process and reassess annually

North Tippah School District
2018-2019 Dropout Prevention Restructuring Plan

Part IV. Walnut Attendance Center Action Plan



Walnut

ATTENDANCE CENTER

School Restructuring Plan

All schools below an 85% graduation rate are required to develop a school restructuring plan. School restructuring planning guidance is based on information provided by the MDE Early Warning System (EWS).

Planning Guidance

Step 1: Build your team

School Team Members: Member should include the school's leadership, counselors, and a district administrator, as well as, an administrator from the career and technical center, elementary and middle school(s) in the high school's feeder pattern to be a part of the planning team. Research indicates, a student's decision to drop out of school is a gradual process that starts well before high school. Therefore, it is important to identify at-risk students and provide supports that lead to increasingly successful engagement in school as early as possible.

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team?
Trey Rolison	Principal	Over all students in the school
Marcy Bryant	Assistant Principal	Former SPED teacher
Lance Jones	SPED teacher	Relationship with at risk students
Audra Braddock	Counselor	Involved with graduation requirement
Gidget Mansell	TST Coordinator	Works with Tier students K-12
Hollie Nichols	Lead Teacher	TST Chair and 3 rd grade reading
Kevin Williams	TCCTC Principal	Works with vocational students

Step 2: Analyze Data

The indicators of attendance, behavior and course performance are proven data points to use when determining the likelihood of a student graduating from high school. **The school plan must include at least one strategy to improve student attendance, behavior and course performance.**

Attendance - Absences, tardiness, and early check-outs cause students to fall behind in their coursework, resulting in falling grades. Poor attendance may indicate health, family, or other issues that are distracting the student.

Behavior - Misbehavior can indicate that a student is disengaged with the school environment, challenging school personnel to create ways to reignite interest in school for the student. Outside influences such as homelessness, working jobs,

abuse or neglect in the home, drug abuse, mental health issues, and bullying should be considered when determining causal factors for behavioral issues. Suspensions can make it difficult for a student to catch up on material missed.

Course performance - Course failure and overall grade point average correlate with student probability of graduating from high school on time. Disengagement at the classroom level can be indicated through poor course performance. Consider methods for improving teacher effectiveness when addressing engagement issues.

Schools can add other indicators but should refrain from adding elements that are outside of the schools' control, such as family income, special education status, and new student status. Keeping the number of factors to manage small yields greater efficiency when implementing interventions (Allensworth & Easton, 2007; Balfanz et al., 2007; Balfanz et al., 2010; Mac Iver, 2010; Roderick, 1993; Uekawa et al., 2010).

Refer to EWS Appendix A for guidance on dropout predictors outside and within the schools' control and Appendix B pages 31-35 for guidance on school and individual student data indicators. Data/Information could include and is not limited to:

- School Data:
 - School Population
 - Teacher Attendance
 - Extracurricular Activities and Participation
- Individual Student Data:
 - Academic History
 - Attendance Rate
 - Truancy Rate
 - Mobility Rate
 - Graduation Rate
 - Retention Rate
 - Dropout Rate
 - Disciplinary Infractions
 - Student with Disabilities
 - Other Factors:
 - Pregnancy/Teen Parent
 - Educational Level of Parents

List of Data Available

- Most of our dropouts are habitual attendance problems
- The only major discipline for most of our at risk students was referrals for tardiness
- Very few of our athletes drop out of school
- 75% of our dropouts were the child of a dropout

Step 3: Goal Setting

When setting goals, the School Restructuring Planning Team should utilize the S.M.A.R.T. framework so that objectives set will be actionable and realistic.

- S – is the goal **specific**? (What will it do? Who will carry it out?)
- M – is the goal **measurable**? (How will the team know it has been achieved?)
- A – is the goal **achievable**?
- R – is the goal **relevant** to performance expectations?
- T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)

Source: Kekahio & Baker, 2013.

Strong, well-written goals help to create focus, establish a sense of urgency, and communicate to stakeholders the intent of the plan.

School Restructuring Plan Goals	
Goal 1:	Identify at risk students in lower elementary. Students who have not mastered reading by 3 rd grade are at higher risk. Implement heavy remediation for these students.
Goal 2:	Create flexibility in scheduling for our high school students that might have jobs or other responsibilities that might lead them to not want to be at school. Implementation of Edgenuity and Google Classroom to allow flexible scheduling.
Goal 3:	Improve attendance for at risk students. Establish communication with students who are absent. Build a relationship based off of care of that student and what is preventing him or her from attending school.
Goal 4: (If applicable)	

When determining strategies to implement to achieve goals, follow the guidance provided in the EWS. Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

SMART Goal Planning Template

Goal 1:

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?)	Identify and address at risk students at a young age. The TST team will lead this with teachers being responsible.
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?)	We will implement a data wall and track the progress of students throughout the year.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	We can easily track progress. The obstacle will be that some students will still not grow despite intensive remediation. We will adapt as necessary to ensure success.
R	Relevant	R – is the goal relevant to performance expectations?	The goal is required by MDE as part of the tier process.
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 will be a daily task. We hope to see success before the 3 rd grade MKAS test.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
1 st Nine Weeks	Identify students	Formative assessment	Teachers	Teachers and students
2 nd Nine Weeks	Remediation	Standard specific materials based on student deficits.	Teachers	Teachers and students

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?

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?)	Allow students to complete coursework while also being able to engage in the activity that was going to be an obstacle to education. Principal and counselor will be responsible.
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?)	Keeping the students in school is the measure that proves effectiveness. Monitoring progress in the alternative means of instruction will be necessary.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Goal is achievable as long as students commit. Being off campus sometimes makes it more difficult to keep students on task. Constant communication will be necessary.
R	Relevant	R – is the goal relevant to performance expectations?	The performance expectation is for the students to stay in school and receive a diploma.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The task will be completed when the student graduates.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
1 st Nine Weeks	Progress monitor	Gradebook and testing	Teacher and administration	Student
2 nd Nine Weeks	Progress monitor	Gradebook and testing	Teacher and administration	Student
3 rd Nine Weeks	Progress monitor	Gradebook and testing	Teacher and administration	Student
4 th Nine Weeks	Progress monitor	Gradebook and testing	Teacher and administration	Student

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
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- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Each 9 weeks	Monitor student performance to see if they move up in the tiers	Modify remediation

SMART Goal Planning Template

Goal 3:

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?)	Contact with students and parents of students with attendance problems.
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?)	Decrease in absences will be the measurement for this goal. Assistant principal will keep up with progress.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Goal is achievable on a week by week basis. Other external conditions could cause a shift in attendance. We will have to adjust as necessary.
R	Relevant	R – is the goal relevant to performance expectations?	Data has shown that there is a positive correlation between absenteeism and poor performance.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Task will be done daily. Yearly attendance comparisons will provide proof of effectiveness.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Daily	Communication with student and parent	Contact information. Attendance information	Assistant principal	Student and parent

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
Daily	Did the student return after the contact	More aggressive communication
Weekly	Increase in grades as	Remediation

Weekly	Student completions of coursework	Parent meeting to ensure that student is held accountable for completing work.

	compared to increase in attendance	