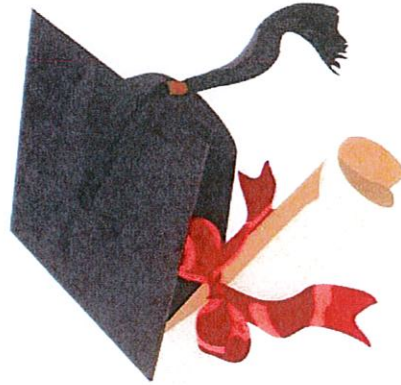




WESTERN LINE SCHOOL DISTRICT

“Committed to Excellence in Education”

Graduation Restructuring And Drop-out Prevention Plan 2020-2021



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WESTERN LINE SCHOOL DISTRICT

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Summary of Data

Data for 2017-2018

	Western Line	O'Bannon High	Riverside High
Graduation Rate	84.2%	86.6%	81.1%
Drop-Out Rate	1955	421	405
Enrollment	93.7%	87.2%	97.1%
# In-field Teachers	16%	11.4%	29.2%
Chronic Absenteeism	\$8,806.21	\$9,924.24	\$9,585.48
Expenditure per pupil			

Data for 2018-2019

	Western Line	O'Bannon High	Riverside High
Graduation Rate	81.5%	87.7%	74.1%
Drop-Out Rate	1965	443	406
Enrollment	90.8%	82.3%	92.0%
# In-field Teachers	13.2%	18.9%	24.4%
Chronic Absenteeism	\$9,535.92	\$10,405.86	\$10,241.06
Expenditure per pupil			

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District Level Strategies:

1. **Increase the success rates in Kindergarten, first and second grade:**
 - Administer progress monitoring assessments (Star Reading and Star Math) and develop an Individual Reading Plan (IRP) for students who fall into the bottom two categories (red and yellow) to include strategies and progress monitoring.
 - Monitor teachers to determine the level of differentiated instruction through lesson plans and classroom observations
 - Utilize parent liaisons and counselors when student’s absenteeism or tardiness begins to fall into the at-risk (sliding track) or more than 3 absences per 9 weeks.
 - Provide Parental Involvement meetings focusing on skills required for incoming kindergarten students to the parents of the pre-kindergarten students at both elementary schools.
 - Provide links or copies of the parent information pamphlets to help parents understand skills students should master at each grade level.

2019-2020 Data

	Number Retained	Percentage
O'Bannon Elementary		
Kindergarten	5	0.08
1 st Grade	3	0.04
2 nd Grade	3	0.04
Riverside Elementary		
Kindergarten	7	0.11
1 st Grade	6	0.08
2 nd Grade	5	0.07

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2. Targeting Subgroups that need additional assistance meeting graduation requirements

- **Special Education Students**
 - Special education students receive assistance based on the development of an annual IEP. General education teachers, special education teachers, parents and administrators (and other district personnel) come together to develop the most appropriate plan for graduation for each student. Students have a transition plan that incorporates their graduation track, their work experiences, classroom accommodation, and other behavior or education issues to guide them toward the path of career and/or college best suited for their needs.
- **English Language Learners**
 - English Language Learners are given an accommodation plan to assist them in the general education classes. The counselor works with each student during the year in developing the ISP to determine the most appropriate career and diploma track. Students are allowed certain accommodations to meet their needs of adapting to the English language.
- **Homeless**
 - Counselors work directly with homeless students to ensure they are enrolled in the appropriate classes since they often do not come with complete records. Title I funds are also available for purchasing specific materials to assist these students in advancing toward graduation requirements.
- **Alternately Placed Students / Students with repeated ISS placements**
 - Students placed in the alternative program or who are frequently placed in in-school suspension have an individual behavior plan. The students are provided instruction daily from a certified teacher. The students also have technology with Edgenuity to all them to work on all subjects in the Alternative placement.

2019-2020	O'Bannon High School	Riverside High School
Special Education Students		
English Language Learners	7	5
Homeless	0	0
OSS	24.3%	7.8%
ISS	23.2%	20.3%
Alternative Placement		

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WESTERN LINE SCHOOL DISTRICT

“Committed to Excellence in Education”

3. Students Over- Age who remain in school to graduate

2019-2020 data

Age	O'Bannon High	Riverside High
19-21	11	14

Strategies to encourage/recover students who have the potential to or who have dropped out of school

- Implementation of the ICAP/ISP program to encourage students to focus on their individual college and career pathway;
- Counselors and principals meeting with parents and students who are potential drop-outs.
- Teacher Mentor with students to encourage them to stay in and get the diploma.
- Connections to GED programs should the student make the decision to drop out;
- Follow-up with the student and parent regarding SATP remediation and assessment (if that is the reason for the non-graduation)

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WESTERN LINE SCHOOL DISTRICT

“Committed to Excellence in Education”

4. **Students who are performing below grade level in grades 1 – 8.**
 - a. Star Reading and Star Math are utilized as screeners to determine where each student is performing. These assessments are done 3 to 4 times each year on all students to monitor progress. Students who are deemed low performing or placed in Tier II or Tier III, will receive screeners every two weeks.
 - b. The strategies involved in Tier II and Tier III will assist students in closing the gap with their peers.
 - c. Parent Liaisons and counselors will meet with parents to discuss the additional resources through the MDE and their strongreadersms.com website.
 - d. Online instructional programs, such as IReady, My Reading Coach, etc. are available for students to work on and demonstrate progress in math and reading related subjects.

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Action Plan Template

Design Principle 2 – Require Powerful Teaching and Learning

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
Action Steps	Responsible	Date Achieved
What task will be done? How will progress be monitored? How will you measure outcomes?	Deadline	Potential Barriers
Resources/Professional Development Needed	Responsible	Date Achieved
2.4 Instruction	Beginning: Instruction meets the learning needs of some, but not all students.	Early Steps: Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling use of technology in ways similar to the working world.
Training on Differentiated Instruction and Closing the Gap	Consultants / Outside PD	What could get in the way of task completion? How will you overcome them? Time – set aside in PD calendar Funds – Federal Funds
Teachers will provide differentiated instruction in the classroom	Teacher	Teacher attendance Failure to implement differentiated instruction Design instruction
Walk through evaluations and observations of online sessions to monitor levels of differentiated instruction	Administrators Peer-observations	Teacher attendance at PD Lack of relevant & effective PD Implementation of skills learned
Lesson plans to include instructional strategies (including rubrics and small group activities) that guide differentiated instruction	Teachers Curriculum Coordinator Principals	Time Teacher attendance at PD
PLC sessions for teachers to develop resources and strategies for specific objectives / common deficits.	Teachers Administrators Consultants	Personal Development Teacher Attendance Time Computer Access

Outcome:

Action Plan Template

Design Principle: 1 – 3 College Ready Skills

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>		GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	
1.3 College Ready Skills	Beginning: A curriculum integrating but not limited to self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring and time management (College ready skills) exists.		Early Steps: College and career ready skills are implemented throughout the curriculum.	
Action Steps	<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	Responsible	Deadline	Resources/Professional Development Needed
Curriculum Interventionist and teachers will review pacing guides and curriculum documents to ensure CCR Standards and increased rigor Teachers will receive training supports in developing rigor during professional development sessions (imbedded in the classroom and in groups) Principals will monitor lesson plans, classroom lessons and assessments during the school year.	Lead teachers Curriculum Coordinator Curriculum Coordinator and outside trainers Administration Staff	By when? July / August 2020 On-going 2020-2021 Ongoing School year 2020-2021	What do you need to complete this step? (People, money, tools, resources, etc.) Time Documents Stipends Computers with internet access Time in PD schedule Outside trainers Curriculum and rigor examples Time Evaluation sheets Access to lesson plans	What could get in the way of task completion? How will you overcome them? Money – Federal Programs Time - Scheduled prior to leaving school Time - Teachers must be scheduled into the sessions ensuring all instructional staff are trained Time in the administrators day to get into the classroom – Principals are working to schedule time in the classrooms Student attendance Computer availability State/district testing Notify parents of activities Schedule computer lab in advance Check testing calendar
Outcome:	Teachers will review and reteach materials that were not mastered		4 th 9 weeks, 2021	Limited Training – Focus of PD Time – Set aside time

Action Plan Template

Design Principle:1 – Ready for College and Career

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
1.5 College Credit	Beginning: Students develop a four/five year ISPs by the end of the 8 th grade year	Early Steps: Students review their four/five year ISP yearly with a staff member

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Students will review and update ISPs with the counselor and/or counseling assistant (CA).	Counselor & Counselor assistant	October 30 (returning students) March 1 (new students & 8 th grade)	Counselor Assistant Computers with internet access Schedules Transcripts	Student attendance Computer availability State/district testing Notify parents of activities Schedule computer lab in advance Check testing calendar	
Students will complete milestones through the Choices Program for their grade level (8 – 12) with counseling assistant (CA) and/or Counselor	Counselor, Counselor Assistant	March 1	Counselor Assistant Computers with internet Paper Printer Printer ink	Student attendance Computer availability State/district testing Notify parents of activities Schedule computer lab in advance Check testing calendar	
Students will complete course selections and create/update ISPs to reflect changes in plans for classes and career interests	Students CA Counselor	March 1	CA Computers with internet Paper Printer Printer ink	Student attendance Computer availability State/district testing Notify parents of activities Schedule computer lab in advance Check testing calendar	

Outcome:

Action Plan Template

Design Principle: 5: Leadership

Indicator Design Principle: Indicator (Ex. 1.1)	Current Status on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms?	GOAL: Next Status Level on Continuum Beginning, Early Steps, Growing Innovation, or New Paradigms?
5.7 Focus on Powerful Teaching & Learning	Early Steps – The principal makes data available to staff for review and reflection	Growing Innovation – The principal facilitates conversations with staff about the use of data to improve school performance through systematic collections, analysis and goal setting

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
What task will be done? How will progress monitor? How will you measure outcomes?	Who will do it?	By when?	What do you need to complete this step? (People, money, tools, resources, etc.)	What could get in the way of task completion? How will you overcome them?	
Reports from EZ test tracker (MAAP assessments), BMA Assessments, iReady, and Star Assessments will be pulled, manipulated and printed for efficiency	Lead teachers Principals Curriculum Coordinator	Quarterly 2020-2021 school year	Time Computer Completed assessments Knowledge of the programs	Knowledge – Staff will be trained to use the data bases All students assessed – A schedule will be made for assessments which includes make-up times	
Administration of quarterly district assessments; research based progress monitoring; teacher assessments; etc.	Computer lab techs Teachers	School year 2020-2021	Developed Assessments / Funds to purchase researched based assessments / computer labs/	Funds – Purchased district wide Student Absences – Make up dates Technology issues - consistent maintenance of technology	
Quarterly reports (minimum) for teachers of all relevant data	Academic Coach / Principals	Quarterly (minimum)	Printer / Computer / Paper / Time	Time to review the reports – Time will be set aside during PD and grade group meetings	
Teachers will use data to progress monitor student and adjust instruction as needed; Providing differentiated instruction as appropriate	Teachers	Daily	PD (understanding Data / DI) / Instructional materials / relevant data	Buy-in ; knowledge of data / time to analyze data and prepare lessons	

Outcome:

Action Plan Template

Design Principle: 4 Redefine Professionalism (learning from within)

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
4.1: Collaborative Work Orientation	Beginning – Principals observe teachers	Early Steps – Teachers observe their peers in practice			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Train teachers on using the PGS (Professional Growth System) walk-through form	Administration Staff	Mid-August	Professional Develop / Individual teacher sessions / Teacher PLC's	Lack of motivation / participation Time / Scheduling	
Schedule and facilitate peer observations to ensure equitable opportunities to observe peer teachers / classes who are using technology effectively	Principal / Teachers	On-going 2020-221	Time / Master Schedule Copies of schedule to post Copies of the walk-through form	Time / scheduling barriers	
Track and review peer observations	Administration Staff	School year 2020-2021	Sign-in Sheets or Log of participation / copies of observations (For PGS)	Time / Teacher buy-in Teachers losing observations	
Survey teachers to solicit feedback on effectiveness of process	Curriculum Interventionist	May 2021	Google Docs / Access to computers	Reliability of instrument / teacher's use of the survey	

Outcome:

Action Plan Template

Design Principle: 4 Redefine Professionalism (Individualized Professional Development)

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>			
4.12 Sustainability	Schools have a mechanism for disseminating resources and materials garnered from network professional development experiences	Schools secure resources and professional development experiences aligned with the school's mission and vision and Design Principles.			
Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Professional Development will be scheduled based on needs assessment, discussions with teachers and administrators, and test score.	Curriculum Coordinator Principals Administrators	July 2020	Schedule Board approval Needs assessment Discussions with staff	Time – time will be set aside during the school day Buy-in – teachers will have a stake in the PD	
ASCD Activate will be purchased to utilize during the professional development sessions	Administrators	By July 31, 2020	Funds	Funds – money will be set aside in federal and local funds	
ASCD Activate will be used during select professional development sessions based on topics determined to be of most value to the staff	Administrators Principals Select Teachers	On-going during 2020-2021	Time Computers Schedule of trainings	Time for teachers to develop their presentations	
Teachers will be selected to lead the professional development sessions based on the Activate resources (videos, handouts, discussion topics) (See PD calendar)	Principals and Select Teachers	Selected sessions 2020-2021 school year	ASCD Activate Program Time Smartboard/ Handouts	Time for teachers to work together to develop their presentations	
Survey the teachers at the end of the year to determine effectiveness	Curriculum Coordinator	May 2021	Google Docs Time	None	

Outcome: _____

Action Plan Template

Design Principle 3 – Personalization

Indicator <i>Design Principle: Indicator (Ex. 1.1)</i>	Current Status on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>	GOAL: Next Status Level on Continuum <i>Beginning, Early Steps, Growing Innovation, or New Paradigms?</i>
3.5 Affective and Academic Support	Beginning: Students explore and identify their interests	Early Steps: Students pursue their interests in a purposeful manner

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
<i>What task will be done? How will progress monitor? How will you measure outcomes?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, resources, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	
Students will research their interests and related careers in depth through the Choices program utilizing videos and external websites.	Counseling Assistant Counselor	Dec 1	Computers with internet access Printers Paper Printer ink	Scheduling conflict—work with teachers to schedule	
Students will report their findings to their peers and teachers in classes as a research project.	Students	March 15	Computers Printer Paper Printer ink Teachers	Student complacency- presentations would be an opportunity to earn bonus points.	

Outcome:



Western Line School District

2020-2021

Dropout Prevention-Restructuring
O'Bannon High School



MISSISSIPPI DEPARTMENT OF EDUCATION

Office of Secondary Education
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Director, Office of Human Resources
MISSISSIPPI DEPARTMENT OF EDUCATION
359 North West Street, Suite 203
Jackson, Mississippi 39201
(601) 359-3511



Dropout Prevention-Restructuring Planning Guide

State law requires each school district to develop and implement an annual dropout prevention plan and each high school with a graduation rate below 85% to develop a restructuring plan. **The plan(s) must be approved by the district's local school board and posted on the district's website homepage by August 1st of each year.**

Policy and state law require that each district dropout prevention plan include at a minimum, 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 age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

The Mississippi Board of Education adopted goals in its 2016-2020 Five Year Strategic Plan. Goal 2 is *Every Student Graduates from High School and is Ready for College and Career*. One specific objective set for addressing this goal was an Early Warning System be utilized to identify students in need of assistance to reach graduation so appropriate interventions could be provided to assist each student with reaching the goal of exiting high school ready for college and career. As a result, the Mississippi Department of Education (MDE) developed the Early Warning System (EWS) as a guide to assist districts in their efforts to help students succeed academically and emerge from Mississippi high schools well prepared for college and careers. The EWS serves as a guide to districts and schools as they develop their district dropout prevention and school restructuring plans to graduate every student college and career ready.

Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

District Dropout Prevention Plan

All school districts are required to develop a district dropout prevention plan. At a minimum the plan must include:

- District Cover Page
- Table of Contents
- Verification of board presentation and approval (a statement from the superintendent and copy of board agenda).
- District Team Members:

Team Member	Position
Amy Spencer	District Staff
Lent Tatum	District Staff
Glenda Jackson	District Staff
Lynn Lang	Alternative School Director

- Summary of any data or information the district considered to guide the planning process and would like to include in the plan to explain the plan to the board and community.
 - Data/Information could include and is not limited to:
 - Attendance Rate
 - Truancy Rate
 - Mobility Rate
 - Graduation Rate
 - Dropout Rate
 - Disciplinary Infraction Rate
 - Disciplinary Recidivism Rate
 - School Population
 - Economically Disadvantaged
 - Limited English Proficient
 - Students with Disabilities
 - Percentage of Students by Subgroup (i.e., White, African American, Females, Males)
 - Teacher Attendance
 - Pregnancy/Teen Parent
 - Judicial Interaction (i.e., detention center and/or training school placement)
 - Educational Level of Parents
 - Suspension Rate
 - Expulsion Rate
 - Number of School Transfers
 - Extracurricular Activities Participation
 - Grade Point Average
 - Reading and Math Scores
 - Policy statements regarding district-level dropout prevention

- strategies
 - Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school
- At a minimum the district must include 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 age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
 - Addressing how students will transition to the home school district from the juvenile detention centers.

When setting goals, the District Dropout Prevention 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.

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

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?
Willie L. Goins, Jr.	Principal	Instructional Leader of the school
Tannica Ervin	Asst. Principal	Data Tracking / Communication Technology
Damian Collins	Interventionist	Testing / Data/ MTSS Coordinator
Shelia Middleton	Counselor	Relationship with students / One-on-One and Group Counseling
Jacqueline Washington	Parent Liaison	Parental Contact / Community Awareness
Tyjawanda C. Kirk	Teacher High School	Lead Teacher / Data Collection / and Parent
Lynn Lang	Alternative School Director	Relationship with students placed in the Alternative Learning Center
James Johnson	Principal O’Bannon Elem.	Knowledge of Students in the Elementary School who are At-risk
Alicia Ervin-Rawls	Teacher 8 th Grade	Junior High Social Studies Teacher and Parent

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, tardies, 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
MSIS Reports

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:	Attendance
Goal 2:	Behavior
Goal 3:	Course Performance
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?)	Teachers will do daily follow-ups with parents regarding student attendance during face-to-face and virtual instructions to achieve 95% daily attendance rate
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?)	Daily completion of work in Schoology Attendance taken in Sam Spectra
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Yes Monthly Technology Issues
R	Relevant	R – is the goal relevant to performance expectations?	Our current goal will be relevant to achieving the daily 95% attendance rate
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 done monthly Accomplished - 2021

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly MSIS Upload	Monitor Log-in	Sam Spectra	Teachers	Administrators
	Student work completed	Schoology	Parent Liaison	Teachers
		MSIS		Parents
		Computers		Parent Liaison
		Internet Access		

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
Oct. 9, 2020	Monthly Reports of ADA	Parent liaison will make home visits and parent contact to identify students with poor attendance

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?)	The number of suspensions will be reduced by 10%. The teachers will receive PD on Classroom Management and be visible during transitions to decrease incidents.
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?)	Progress will be viewed monthly Sam Spectra Discipline Reports
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	This goal is achievable. When – Monthly This goal will be achievable based upon a reduction of office disciplinary referrals written.
R	Relevant	R – is the goal relevant to performance expectations?	This goal is relevant.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Monthly / Ongoing May 2021

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly Sam Spectra Report	Classroom Management PD	Professional Development	Teachers	Teachers
		Sam Spectra	Administrators	Administrators
			Counselor	Counselor
			Parents	Parents
			ISS Teacher	ISS Teacher

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
Last day of each month	Monthly review of ISS and OSS report showing a decrease of 10%	Teachers with excessive referrals will be met with to discuss strategies to assist in reducing referrals.
		Frequent parent contact will be made by the teacher and monitored by admin.

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?)	The teacher will monitor student performance, engagement, and student attendance.
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?)	Achieved: Student is actively engaged.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	This goal is achievable – Monitoring of students' progress daily by teachers
R	Relevant	R – is the goal relevant to performance expectations?	Yes, this goal is relevant. The increase of overall student performance will increase overall school performance.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Daily and ongoing End of the school year

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Monitoring of student progress daily by teachers		Teachers	Teachers
	Classroom Management PD			

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
Monthly	Review of progress reports and 9 weeks grades	Weekly Parent notification of student progress if goal is not achieved

School Restructuring Plan Template

- Cover Page
- Table of Contents
- Verification of board presentation and approval (a statement from the superintendent and/or copy of board agenda).

School Team Members	Position
Willie L. Goins, Jr.	Principal
Tannica Ervin	Asst. Principal
Damian Collins	Curriculum Interventionist
Shelia Middleton	Counselor
Jacqueline Washington	Parent Liaison
Tyjawanda C. Kirk	High School Teacher
Lynn Lang	Alternative School Director / Coach
James Johnson	Elementary School Principal
Alicia Ervin-Rawls	Junior High Teacher

List of Data Analyzed
Sam Spectra ISS / OSS numbers
Disciplinary referrals
Attendance Reports
MSIS Reports
Progress Reports
Reviewing Daily Attendance

School Restructuring Plan Goals				
Goal 1:				
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly MSIS Upload	Monitor Log-in	Sam Spectra	Teachers	Administrators
	Student work completed	Schoology	Parent Liaison	Teachers
		MSIS		Parents
		Computers Internet Access		Parent Liaison

Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
October 9, 2020	Monthly Reports of ADA		Parent liaison will make home visits and parent contact to identify students with poor attendance	
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
Monthly Sam Spectra Report	Classroom Management PD	Professional Development	Teachers	Teachers
		Sam Spectra	Administrators	Administrators
			Counselor	Counselors
			Parents	Parents
			ISS Teacher	ISS Teacher
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
Last day of each month	Monthly review of ISS and OSS Report showing a decrease of 10%		Teachers with excessive referrals will be met with to discuss strategies to assist in reducing referrals.	
			Frequent parent contact will be made by the teacher and monitored by admin.	
Goal 3:				
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
Monthly	Monitoring of student progress daily by teachers		Teachers	Teachers
	Classroom Management PD			
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
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