

# Yazoo County School District Dropout and Restructuring Plan

“Creating Next Generation Leaders!”



2020-2021 School Year



# District Dropout Prevention Plan

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- Verification of board presentation and approval (a statement from the superintendent and copy of board agenda).



- District Team Members

<b>Yazoo County District Dropout Prevention Team Members:</b>	
<b>Team Member</b>	<b>District Position</b>
Dr. Terri Rhea	YCSD Asst. Superintendent
Gloria Jamison	YCSD Student Services Coordinator
Blaine Overby	YCHS Principal
Julia Funchess	YCHS Asst. Principal
Rebecca Petermann	YCHS Lead Teacher
Amanda Herring	YCHS School Counselor
Amy Trammell	YCSD Graduation Coach
Melanie Roberts	YCMS Principal
Frank Woods	YCMS Asst. Principal
Karen Evans	YCMS School Counselor
Dr. Shundria Shaffer	Linwood Elementary Principal
Cristin Ware	Linwood Elementary Asst Principal
Amber Hall	Linwood Elementary Counselor
Tracey Watts	Bentonia Gibbs Elementary Principal
Charlotte Scott	Bentonia Gibbs Elementary Asst Principal
GiGi Barron	Bentonia Gibbs Elementary School Counselor

District Dropout Prevention Plan (Continued)

- 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:

**Summary of Yazoo County School District Data**

Description	Males	Females	Black	White	Other Race	SpEd	F/R	HMLS	Total
<b>2018-19 Chronic Absenteeism</b> <i>*Students absent 10% or more of the total days enrolled</i>	YCHS 2018-19								
	29.3%	33.04%	23.5%	43.08%	48%	38.3%	NA	N/A	31.07%
	72.3	71.4	53	79.7	11		NA	N<10	144
	YCMS 2018-19								
	22.03%	16.67%	13.15%	29.52%	<5%	22.22%	NA	NA	19.66%
									80
	BGS 2018-19								
21.58%	15.2%	10.06%	24.83%	<5%	23.93%	NA	NA	18.33%	
								90	
LES 2018-19									
11.5%	12.9%	10%	33%	<5%	25%	NA	NA	12.14%	
								25	
<b>2018-19 Disciplinary Infraction totals</b> A. Incidents of Violence B. In School Suspension C. Out of School Suspension	YCHS								
	70%	30%							
	535	231							
	A) 19	A) <10	A) 21	A) <10	A) 0	A) <10	A) 0	A) NA	A) 28
	B) 41	B) 24	B) 35	B) 31	B) 25	B) 39	B) 0	B) NA	B) 33
	C) 20	C) 13	C) 20	C) 12	C) 25	C) 26	C) 0	C) NA	C) 17
	YCMS								
	66%	34%							
	589	303							
	A) <10	A) <10	A) <10	A) NA	A) NA	A) <10	A) NA	A) NA	A) <10
B) 35.29	B) 26.26	B) 35.85	B) 26.25	B) NA	B) 34.29	B) NA	B) NA	B) 31.25	
C) 27.6	C) 18.44	C) 24.06	C) 24.32	C) NA	C) 28.57	C) NA	C) NA	C) 23.5	
BGS									
71%	29%								
168	70								
A) <10	A) <5	A) <10	A) <5	A) NA	A) <5	A) NA	A) NA	A) <10	
B) 11.16	B) <5	B) 14.84	B) <5	B) NA	B) 6.74	B) NA	B) Na	B) 7.71	
C) 7.59	C) <5	C) 9.3	C) <5	C) Na	C) 8.99	C) NA	C) NA	C) 5.14	
LES									
74%	26%								
134	47								
A) <10	A) <5	A) <10	A) <10	A) NA	A) <10	A) NA	A) NA	A) <10	
B) 7.48	B) <5	B) 5.85	B) 5.56	B) NA	B) 6.45	B) NA	B) NA	B) 5.67	
C) 23.36	C) 12.64	C) 18.71	C) 22.22	C) NA	C) 32.26	C) NA	C) NA	C) 18.56	
Graduation Rate: (Class Of 2018) <b>78.6%</b> (103 students)	76.3%	81.8%	79.6%	75.0%	6%	81.8%	N/A	N/A	78.6%
	(59)	(44)	(49)	(48)	(6)	(99)	N>10	N<10	(103)
Dropout Rate (% 2018) <b>15.5%</b> (16 students)	62.5%	37.5%	44%	56%	NA	NA	NA	N/A	
	(10)	(6)	(7)	(9)	NA	NA	NA	N<10	16
Graduation Rate: (Class Of 2019) <b>81.6%</b> (111 students)	72.6%	92.1%	85.9%	73.2%	NA	50%	81.8	N/A	
	(73)	(63)	(71)	(56)	NA	(12)	(132)	N<10	136

*District Dropout Prevention Plan (Continued)*

Dropout Rate (% 2019): <b>14%</b> (19 students)	63% (12)	37% (7)	42% (8)	58% (11)	NA NA	NA NA	NA NA	N/A N<101	19
<b>2018-19 Kindergarten Readiness Assessment</b>			<b>Average Fall</b>		<b>Average Spring</b>		<b>Scale Score Gain</b>		<b>Spring Testers</b>
Bentonia Gibbs Elementary School			471		773		302		59
Linwood Elementary School			441		745		304		29
<b>2018-19 3rd grade Summative Assessment</b>			<b>Students Meeting LBPA Requirements</b>			<b>Student NOT meeting LBPA Requirements</b>			
Bentonia Gibbs Elementary School			80.6%			19.4%			
Linwood Elementary School			63.9%			36.1%			

- School/District MDE Report Card (see attached)

*District Dropout Prevention Plan (Continued)*

- 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.

## District Dropout Prevention Plan Goals

**Goal 1:**  
**During the 2020-2021 school year, the Yazoo County School District will decrease the retention rates for Kindergarten, First, and Second Grade by 5%.**

Focus Area:  Attendance     Behavior     Course Performance     Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
End of the previous school year then review as	Collaborate with the local preschool programs to ensure vertical alignment in curriculum	<ul style="list-style-type: none"> <li>• Schedule of meeting(s) with designated Preschool administration and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary Principals and/or designated staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Identified Staff and teachers of local preschool programs</li> </ul>
Ongoing: Typically established at the beginning of the year with meeting held once/week	Implement and facilitate Professional Learning Communities (PLC) across grade levels.	<ul style="list-style-type: none"> <li>• Flexibility within schedule to allow for common meeting time and location</li> </ul>	<ul style="list-style-type: none"> <li>• School administration and/or designated staff</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> </ul>
Ongoing: Typically administered once during at the beginning of the year, at the end of 1st semester, and at the end of Term 3.	Ensure enrolled first grade students are reading on grade level before exiting as determined by district progress monitoring and/or benchmark testing.	<ul style="list-style-type: none"> <li>• Standardized benchmark and progress monitoring assessment (i.e. ELS,i-Ready, Star).</li> <li>• 1st grade reading objectives</li> <li>• Schedule dates, time, faculty necessary to administer assessments</li> <li>• Procure necessary technology for administration</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators and/or designated staff</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Parents/Guardians</li> <li>• Other identified stakeholders</li> </ul>



*District Dropout Prevention Plan (Continued)*

		of assessments (i.e., computers, headphones, etc)		
Ongoing: Typically held at least once per grading period.	Host regular parent/teacher conferences and informational parent meetings to regarding student progress	<ul style="list-style-type: none"> <li>• School calendar identifying available conference days/time</li> <li>• Instructional materials for parents (i.e., instructional handouts, reports of student progress)</li> <li>• Established methods of communication with all stakeholders (i.e., Facebook, AIMS messaging, District website, flyers, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• District Administration</li> <li>• School Administration</li> <li>• District and/or school publicity personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Parents/Guardians</li> <li>• Other identified stakeholders</li> </ul>
Ongoing: Typically held at the beginning of the year shortly after the beginning of the school year.	Incorporate district-wide opportunities to increase parent engagement (parent training on curriculum, exploring and teaching various instructional strategies, informing on course/grade level expectations, etc...)	<ul style="list-style-type: none"> <li>• Location and dates</li> <li>• Technology for presentations</li> <li>• Possible funding for speakers</li> <li>• Established methods of communication with all stakeholders (i.e., Facebook, AIMS messaging, District website, flyers, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• District/School Administration or designee</li> <li>• District and/or school publicity personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Parents/Guardians</li> <li>• Other identified stakeholders</li> </ul>
Ongoing (as needed)	Provide Professional development for teachers (as needed)	<ul style="list-style-type: none"> <li>• Data from current and previous evaluations</li> <li>• Professional development resource (i.e., ASCD)</li> </ul>	<ul style="list-style-type: none"> <li>• District/School Administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Other identified stakeholders</li> </ul>
Beginning of the year	Implement incentives to increase student attendance.	<ul style="list-style-type: none"> <li>• Resources for activities, prizes, etc.</li> <li>• Access to student attendance</li> </ul>	<ul style="list-style-type: none"> <li>• District/School Administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Other identified</li> </ul>

*District Dropout Prevention Plan (Continued)*

		reports		stakeholders
Beginning of the year	Evaluate current Positive Behavior Intervention and Supports (PBIS) to reduce discipline referrals and make adjustments as needed.	<ul style="list-style-type: none"> <li>Resources for activities, prizes</li> <li>Access to discipline reports and referrals</li> </ul>	<ul style="list-style-type: none"> <li>School administration or designee</li> </ul>	<ul style="list-style-type: none"> <li>Identified District and/or School Administration</li> <li>Identified School teachers/staff</li> <li>Students</li> <li>Parents/Guardians</li> <li>Other identified stakeholders</li> </ul>
Beginning of the year and ongoing	Provide opportunities for positive student recognition through various platforms (i.e., programs, social media, print media, ect...)	<ul style="list-style-type: none"> <li>Access to school/district webpage, social media pages</li> <li>Contact information for the local media outlets</li> </ul>	<ul style="list-style-type: none"> <li>School administration or designee</li> </ul>	<ul style="list-style-type: none"> <li>Identified District and/or School Administration</li> <li>Identified School teachers/staff</li> <li>Other identified stakeholders</li> </ul>
<b>Plan to Progress Monitor Goal #1</b>				
<b>Date</b>	<b>Evidence to Determine Progress Toward Achieving Goal</b>		<b>Potential Adjustments</b>	
End of 2020-21 school year	Retention rates for Kindergarten, First, and Second grade will be decreased by 5 %		<ul style="list-style-type: none"> <li>Re-evaluate and make adjustments to strategies for the following school year.</li> </ul>	
Ongoing	Students identified as offtrack and/or sliding will decrease as the year progresses		<ul style="list-style-type: none"> <li>Increase support for students as needed</li> <li>Increase communication with guardians for identified students.</li> <li>Assigned targeted instructional PD for teachers as needed.</li> </ul>	

**Goal 2:**  
**During the 2020-2021 school year, the Yazoo County School District will increase the percentage of students passing the Third Grade Summative Assessment by 10%.**

Focus Area:  Attendance     Behavior     Course Performance     Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing- Typically occurring at the end of Term 1: October; Term 2: December; and Term 3: March	Ensure Third Grade students are reading on grade level as determined by progress monitoring and/or benchmark testing.	<ul style="list-style-type: none"> <li>● Standardized benchmark and progress monitoring assessment (i.e. ELS, Case, Star).</li> <li>● 3rd grade reading objectives</li> <li>● Schedule dates, time, faculty necessary to administer assessments</li> <li>● Procure necessary technology for administration of assessments (i.e., computers, headphones, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● District administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Other identified stakeholders</li> </ul>
Ongoing	Provide instructional supports for students not mastering grade level objectives in accordance with the MTSS policies and procedures.	<ul style="list-style-type: none"> <li>● Opportunities for MTSS team to meet (i.e., locations, times).</li> <li>● Access to student performance data (i.e., academic, behavior/discipline, attendance)</li> </ul>	<ul style="list-style-type: none"> <li>● MTSS Team established</li> <li>● District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing	Host meetings with guardians of students identified as off-track and/or sliding regarding students progress.	<ul style="list-style-type: none"> <li>● School calendar identifying available conference days/time</li> <li>● Means of communication with parent (i.e., phone calls, postage for mailed</li> </ul>	<ul style="list-style-type: none"> <li>● District/School Administration or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>

*District Dropout Prevention Plan (Continued)*

		invitation)		
Ongoing (as needed)	Provide Professional development for teachers	<ul style="list-style-type: none"> <li>● Schedule and results of formal and information teacher evaluations</li> <li>● Survey/data collected from staff regarding identified needs</li> <li>● Professional development resource (i.e., ASCD)</li> </ul>	<ul style="list-style-type: none"> <li>● District/School Administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Other identified stakeholders</li> </ul>
<b>Plan to Progress Monitor Goal #2:</b>				
<b>Date</b>	<b>Evidence to Determine Progress Toward Achieving Goal</b>		<b>Potential Adjustments</b>	
End of 2020-21 school year	Pass/Fail roster of the 3rd grade summative assessment will show a decrease of 10%.		<ul style="list-style-type: none"> <li>● Re-evaluate and make adjustments to strategies for the following school year.</li> </ul>	
Ongoing	Students identified as offtrack and/or sliding will decrease as the year progresses		<ul style="list-style-type: none"> <li>● Increase instructional support for students and or staff as needed.</li> <li>● Increase communication with guardians for identified students</li> </ul>	
Ongoing	Progress monitoring and/or benchmark assessments will show an increase in students on track to earn a passing score on the 3rd grade summative assessment will increase.		<ul style="list-style-type: none"> <li>● Increase instructional support for students and/or staff as needed.</li> <li>● Increase communication with guardians for identified students.</li> <li>● Assigned targeted instructional PD for teachers as needed.</li> </ul>	

**Goal 3:**  
**During the 2020-2021 school year, the Yazoo County School District will ensure 85% of enrolled Kindergarten students will achieve a scale score of 681 on the end of year Kindergarten Readiness Assessment.**

Focus Area:  Attendance     Behavior     Course Performance     Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing	Ensure kindergarten students are progressing towards reading on grade level as determined by progress monitoring and/or benchmark testing.	<ul style="list-style-type: none"> <li>● Standardized benchmark and progress monitoring assessment (i.e. ELS, Case, Star).</li> <li>● 3rd grade reading objectives</li> <li>● Schedule dates, time, faculty necessary to administer assessments</li> <li>● Procure necessary technology for administration of assessments (i.e., computers, headphones, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing	Provide instructional supports for students not mastering grade level objectives in accordance with the MTSS policies and procedures.	<ul style="list-style-type: none"> <li>● Opportunities for MTSS team to meet (i.e., time, location)</li> <li>● Access to student performance (i.e., academic, behavior/discipline, attendance)</li> <li>● Targeted professional development as needed</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> <li>● MTSS Team established</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing	Host meetings with guardians of students identified as off-track and/or sliding regarding students progress.	<ul style="list-style-type: none"> <li>● School calendar identifying available conference days/time</li> <li>● Means of</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> </ul>

*District Dropout Prevention Plan (Continued)*

		communication with parent (i.e., phone calls, postage for mailed invitation)		<ul style="list-style-type: none"> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing (as needed)	Provide Professional development for teachers	<ul style="list-style-type: none"> <li>● Documentation from previous and/or current year's instructional evaluations</li> <li>● Professional development resource (i.e., ASCD)</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● School administration</li> <li>● Identified School teachers/staff</li> </ul>
<b>Plan to Progress Monitor Goal #3</b>				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
End of 2020-21 school year	85% Percent of enrolled kindergarten students will earn a scale score of 681.		<ul style="list-style-type: none"> <li>● Re-evaluate and make adjustments to strategies for the following school year.</li> </ul>	
Ongoing	Students identified as offtrack and/or sliding will decrease as the year progresses		<ul style="list-style-type: none"> <li>● Increase instructional support for students and or staff as needed.</li> <li>● Increase communication with guardians for identified students</li> </ul>	
Ongoing	Progress monitoring and/or benchmark assessments will show an increase in students on track to earn a scale score of 681 will increase.		<ul style="list-style-type: none"> <li>● Increase instructional support for students and/or staff as needed.</li> <li>● Increase communication with guardians for identified students.</li> <li>● Assigned targeted instructional PD for teachers as needed.</li> </ul>	

**Goal 4:**  
**During the 2020-2021 school year, the Yazoo County School District will increase the graduation rate for targeted subgroups by 5%.**

Focus Area:  Attendance     Behavior     Course Performance     Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Ongoing (as needed)	Participate in transitional meetings	<ul style="list-style-type: none"> <li>● Notification of scheduled</li> </ul>	<ul style="list-style-type: none"> <li>● YCJDC transition team</li> </ul>	<ul style="list-style-type: none"> <li>● Identified YCJDC case manager and teaching</li> </ul>

*District Dropout Prevention Plan (Continued)*

	hosted by the Yazoo County Juvenile Detention Center (YCJDC) for all stakeholders to ensure successful transition to home school.	meetings	members	staff <ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing (as needed)	Facilitate and coordinate meetings between all stakeholders for students identified as eligible to receive special services (i.e., IEPs).	<ul style="list-style-type: none"> <li>● School calendar identifying available conference days/time</li> <li>● Access to student's educational records (i.e., transcript, behavior/discipline, attendance)</li> </ul>	<ul style="list-style-type: none"> <li>● Special Education Teacher or case manager assigned to the identified student</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing (as needed)	Facilitate and coordinate meetings between all stakeholders for students identified as English Language Learners (i.e., EL Plans).	<ul style="list-style-type: none"> <li>● School calendar identifying available conference days/time</li> <li>● Access to student's educational records (i.e., transcript, behavior/discipline, attendance)</li> </ul>	<ul style="list-style-type: none"> <li>● EL Coordinator at the identified student's school site.</li> <li>● District/School administrator or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing (as needed)	Facilitate and coordinate meetings between all stakeholders for students identified as Homeless by the McKinney-Vento Act.	<ul style="list-style-type: none"> <li>● School calendar identifying available conference days/time</li> <li>● Access to student's educational records (i.e., transcript, behavior/discipline, attendance)</li> <li>● Resources to enrich student learning and overcome potential barriers that hinder access to programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Homeless Liaison at the identified student's school site.</li> <li>● District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administration</li> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Parents/Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing (as needed)	Facilitate and coordinate meetings	<ul style="list-style-type: none"> <li>● School calendar identifying</li> </ul>	<ul style="list-style-type: none"> <li>● Yazoo County Success Center</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School</li> </ul>

*District Dropout Prevention Plan (Continued)*

	between all stakeholders for students transitioning to/from the Yazoo County Success Center.	available conference days/time <ul style="list-style-type: none"> <li>• Access to student’s educational records (i.e., transcript, behavior/discipline, attendance)</li> </ul>	Administrator or designee <ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	Administration <ul style="list-style-type: none"> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Parents/Guardians</li> <li>• Other identified stakeholders</li> </ul>
Ongoing (as needed)	Develop Individual Instruction Plan for all students transitioning to the Yazoo County Success Center.	<ul style="list-style-type: none"> <li>• Access to student’s educational records (i.e., transcript, behavior/discipline, attendance)</li> <li>• Access to MTSS data collected on the identified student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Yazoo County Success Center Administrator or designee</li> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Parents/Guardians</li> <li>• Other identified stakeholders</li> </ul>
Ongoing	Provide instructional supports for identified students in accordance with the MTSS policies and procedures.	<ul style="list-style-type: none"> <li>• Access to student current and historical records (i.e., academic, behavior/discipline, attendance)</li> <li>• Targeted professional development as needed</li> <li>• Resources and/or programs that facilitate remediation and intervention in the students area of need (i.e., English/Language acquisition, Social-Emotional deficits, medical or academic interventions, etc).</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS Team Leader</li> <li>• Subgroup’s school-based service coordinator or liaison.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Parents/Guardians</li> <li>• Other identified stakeholders</li> </ul>
Ongoing: -Typically occurring at the end of Term 1: October,	Monitor identified student’s attainment of skills through district-wide progress monitoring and/or benchmark testing.	<ul style="list-style-type: none"> <li>• Standardized benchmark and progress monitoring assessment (i.e. ELS, Case,</li> </ul>	<ul style="list-style-type: none"> <li>• District administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administration</li> <li>• Identified School teachers/staff</li> <li>• Students</li> </ul>



*District Dropout Prevention Plan (Continued)*

<p>Term 2: December, and Term 3: March</p>		<p>IReady, Star).  <ul style="list-style-type: none"> <li>● Objectives for identified student’s grade level and/or tested subject areas</li> <li>● Schedule dates, time, faculty necessary to administer assessments</li> <li>● Procure necessary technology for administration of assessments (i.e., computers, headphones, etc)</li> </ul> </p>		<ul style="list-style-type: none"> <li>● Other identified stakeholders</li> </ul>
<p>October</p>	<ul style="list-style-type: none"> <li>● Contact guardians of students included in the MSIS Summer Activity report.</li> <li>● Gather information on student’s current school enrollment.</li> <li>● Provide information on educational opportunities throughout the district and local areas if the student is not currently enrolled in an educational program.</li> </ul>	<ul style="list-style-type: none"> <li>● MSIS Summer Activity report</li> <li>● Access to contact information on formally enrolled students</li> <li>● List of alternative educational opportunities available</li> <li>● Referrals to the Yazoo County School Attendance Officer as needed</li> </ul>	<ul style="list-style-type: none"> <li>● School level MSIS contact</li> <li>● Designee at each school (i.e., attendance /records clerk, counselor, or other school staff).</li> </ul>	<ul style="list-style-type: none"> <li>● Identified School teachers/staff</li> <li>● Students</li> <li>● Other identified stakeholders</li> </ul>
<p>October</p>	<p>Provide information through various forms of communication regarding the education opportunities available within the district targeted to recent students identified as dropouts.</p>	<ul style="list-style-type: none"> <li>● Communication with various alternative educational providers throughout the district regarding availability of programs (i.e. HCC’s Adult Education Program, National Guards Youth Challenge Program, etc.)</li> <li>● Contact</li> </ul>	<ul style="list-style-type: none"> <li>● District/School designee(s)</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District/School designee</li> <li>● Directors of local Alternative Educational programs</li> <li>● Students</li> <li>● Other identified stakeholders</li> </ul>

*District Dropout Prevention Plan (Continued)*

		information for local media (i.e., Power 107, Yazoo Herald, etc..)		
<b>Plan to Progress Monitor Goal #4</b>				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
End of 2020-21 school year	Communication with students between the ages of 17-12 (or their guardians) who have recently been identified as dropouts will increase.		<ul style="list-style-type: none"> <li>● Collect data to focus on a targeted subgroup and implement more specific strategies for the identified sub-group</li> </ul>	
September	List of alternative educational programs available for recent dropouts will be developed.		<ul style="list-style-type: none"> <li>● Follow up with community stakeholders regarding effectiveness of alternative programs.</li> </ul>	
October	Referrals to alternative educational programs will increase.		<ul style="list-style-type: none"> <li>● Follow up with community directors to determine enrollment.</li> </ul>	

# Yazoo County High

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## ng Plan

**2020-2021 School Year**

Dropout Prevention School Restructuring Plan:

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10	District Plan Goal #3, strategies, and plans for progress monitoring

**School Restructuring Plan:**

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

Dropout Prevention School Restructuring Plan:

- List of Team Members

<b>Dropout Prevention School Restructuring Team</b>	
<b>School Team Members</b>	<b>Position</b>
Dr. Terri Rhea	YCSD Asst. Superintendent
Gloria Jamison	YCSD Student Services Coordinator
Blaine Overby	YCHS Principal
Julia Funchess	YCHS Asst. Principal
Rebecca Petermann	YCHS Lead Teacher
Amanda Herring	YCHS School Counselor
Amy Trammell	YCSD Graduation Coach
Melanie Roberts	YCMS Principal
Frank Woods	YCMS Asst. Principal
Karen Evans	YCMS School Counselor

**Summary of Yazoo County High School Data**

Description	Males	Females	Black	White	Other Race	SpEd	F/R	HMLS	Total
Enrollment	2018-19								
	247 53.35%	216 43.65	225 55.08	185 39.96%	23 5%		463 100%		463
	2019-20								
	247 51.46%	233 48.54%	268 55.83%	188 39.17%	24 5%		480 100%	N/A N>1	480
2018-19 Discipline: Incidents of Violence	19	>10	21	>10	0	N<10	0		28
In-School Suspensions	41	24	35	31	25	39	0	N/A	33
Out-Of-School suspension	20	13	20	12	25	26	0	N<10	17
2018-19 Chronic Absenteeism: <i>*Students absent 10% or more of the total days enrolled</i>	29.3% 72.3	33.04% 71.4	23.5% 53	43.08% 79.7	48% 11	38.3%	NA NA	N/A N<10	31.07% 144
Graduation Rate: (Class Of 2018) <b>78.6%</b> <b>(103 students)</b>	76.3% (59)	81.8% (44)	79.6% (49)	75.0% (48)	6% (6)	81.8% (99)	N/A N>10	N/A N<10	78.6% (103)
Dropout Rate (% 2018) <b>15.5%</b> (16 students)	62.5% (10)	37.5% (6)	44% (7)	56% (9)	NA NA			N/A N<10	
Graduation Rate: (Class Of 2019) <b>81.6%</b> <b>(111 students)</b>	72.6% (73)	92.1% (63)	85.9% (71)	73.2% (56)	NA NA	50% (12)	81.8 (132)	N/A N<10	136
Dropout Rate (% 2019): <b>14%</b> (19 students)	63% (12)	37% (7)	42% (8)	58% (11)	Na NA	NA NA	NA NA	N/A N<101	19

- Review of Master Schedule
- School/District MDE Report Card (see attached)

## School Restructuring Plan Goals

### Goal 1:

**By the end of the 2020-21 school year, Yazoo County High School will decrease the number of absences by 50% for students incurring eighteen (18) or more absences during the 2019-20 school year and currently identified as “off-track” or “sliding”.**

Focus Area:  Attendance     Behavior     Course Performance     Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Daily	Evaluate and implement policies and procedures to ensure timely communication with guardians when their child is marked as “absent” by their first period teacher.	<ul style="list-style-type: none"> <li>• Timely and consistent communication between teachers and office regarding students absent from class.</li> <li>• Programs available to assist in mass communication with guardians (i.e., AIMS through SAM Spectra)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Identified Office staff</li> </ul>	<ul style="list-style-type: none"> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Guardians</li> <li>• Other identified stakeholders</li> </ul>
Beginning of the school year	Evaluate current incentives targeting student attendance and implement changes as needed	<ul style="list-style-type: none"> <li>• Access to current school and district policies regarding student attendance</li> <li>• List of attendance incentive currently in place</li> <li>• Input from stakeholders regarding effectiveness of current incentives and suggestions for changes and/or improvements</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Other identified stakeholders</li> </ul>
Ongoing:	Maintain regular communication with the Yazoo County School Attendance Officer (SAO) in accordance with policy.	<ul style="list-style-type: none"> <li>• Access and/or training on current attendance policies (i.e., MDE and Local)</li> <li>• Training for staff regarding reporting policies</li> <li>• Updated contact information for SAO assigned to Yazoo County Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Identified SAO</li> </ul>
Beginning of the year	Create community awareness targeting the importance of daily school attendance.	<ul style="list-style-type: none"> <li>• Contact information for local media outlets (i.e., Yazoo Herald, Power 107).</li> <li>• Resources to create graphics, flyers, presentations, etc... regarding school attendance</li> <li>• Access to school/district website and social media pages</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> <li>• District publicity personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School/District teachers &amp; staff</li> <li>• Community stakeholders</li> </ul>



Dropout Prevention School Restructuring Plan:

Beginning of the school year	Conduct parent workshops addressing the importance of school attendance.	<ul style="list-style-type: none"> <li>• Means of communication to advertise workshop and encourage attendance (i.e., AIMS, email, social media pages, postage for mailed invitations, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> <li>• District publicity personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Guardians</li> <li>• Other stakeholders</li> </ul>
Beginning of the school year	Implement procedures to identify a staff member to be responsible for progress monitoring identified students	<ul style="list-style-type: none"> <li>• Access to historical and current attendance data on identified students</li> <li>• Availability of staff and flexibility in schedules</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Other identified stakeholders</li> </ul>
Ongoing	Communicate with guardians of identified students regularly.	<ul style="list-style-type: none"> <li>• Access to student's current and historical attendance reports.</li> <li>• Means of communication (i.e., phone, email, face-to-face meetings, etc)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
As needed	Refer students to MTSS for interventions and progress monitoring.	<ul style="list-style-type: none"> <li>• Access to student's current and historical attendance reports.</li> <li>• School calendar identifying available meeting dates</li> <li>• Professional development on MTSS policies and referral procedures as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Identified Office staff</li> <li>• MTSS members</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS members</li> <li>• Identified School teachers and staff</li> <li>• Students</li> <li>• Guardians</li> <li>• Other identified stakeholders</li> </ul>

**Plan to Progress Monitor**

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of the 2020-21 school year	Attendance of identified students will be reduced by 50% from the previous school year.	<ul style="list-style-type: none"> <li>• More frequent progress monitoring for identified students</li> </ul>
At the end of the Term 1, Term 2 and Term 3 grading periods	Attendance for identified students will remain below benchmark standards for the Early Warning systems outlined by MDE: "Sliding": 3-5 days absent each quarter "Off-Track": 5 or more days absent each quarter	<ul style="list-style-type: none"> <li>• More frequent contact communication with student's guardians</li> <li>• Early identification and referral to support services outside of the school</li> <li>• More focused interventions through MTSS</li> </ul>

**Goal 2:**  
**By the end of the 2020-2021 school year, Yazoo County High School will decrease the number of students who accumulate five (5) or more discipline referrals by 10%.**

Focus Area:  Attendance  Behavior  Course Performance  Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Beginning of the school year	Implement procedures to identify a staff member to be responsible for progress monitoring identified students	<ul style="list-style-type: none"> <li>• Access to historical and current discipline data on identified students</li> <li>• Availability of staff and flexibility in schedules</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Other identified stakeholders</li> </ul>
As needed	Refer students to MTSS for Tier 3 interventions and progress monitoring.	<ul style="list-style-type: none"> <li>• Access to student's current and historical discipline reports and educational records.</li> <li>• School calendar identifying available meeting dates</li> <li>• Professional development on MTSS policies and referral procedures as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Identified Office staff</li> <li>• MTSS members</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS members</li> <li>• Identified School teachers and staff</li> <li>• Students</li> <li>• Guardians</li> <li>• Other identified stakeholders</li> </ul>
Beginning of the school year	Conduct meetings with all stakeholders regarding student's behavior.	<ul style="list-style-type: none"> <li>• School calendar identifying available conference days/time</li> <li>• Mean of communication (AIMS, email, phone, postage for mailed invitations, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> <li>• Identified Office staff</li> <li>• MTSS members</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District/School administrator</li> <li>• MTSS members</li> <li>• Identified School teachers and staff</li> <li>• Students</li> <li>• Guardians</li> <li>• Other identified stakeholders</li> </ul>
Beginning of the year Ongoing -as needed	Provide professional development on student behavior and discipline procedures.	<ul style="list-style-type: none"> <li>• School calendar identifying available professional development days/time</li> <li>• Access to data on teacher referral rates, incident counts and descriptions, etc to guide areas of need by teacher and or school.</li> <li>• Resources for possible speaker or instructor regarding behaviors and implementation of policies/interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District/School administrator</li> <li>• Identified School teachers and staff</li> <li>• Other identified stakeholders</li> </ul>

Dropout Prevention School Restructuring Plan:

Ongoing as needed	Collaborate with Yazoo County District's school counselors, Behavior Specialist, outside mental health agencies and other local support agencies.	<ul style="list-style-type: none"> <li>• Contact information for local support agencies and personnel</li> <li>• Training on policies regarding referrals to outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> <li>• Identified individuals within the outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District/School administrator</li> <li>• Identified School teachers and staff</li> <li>• Other identified stakeholders</li> </ul>
Beginning of the school year	Evaluate current In-School suspension and In-School Detention practices and procedures.	<ul style="list-style-type: none"> <li>• Current school and district policies on discipline procedures.</li> <li>• Collect input from stakeholders on current procedures and suggestions for changes</li> <li>• Collaboration with other districts on effective discipline policies</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> <li>• Identified Teachers/Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District/School administrator</li> <li>• Identified School teachers and staff</li> <li>• Students</li> <li>• Guardians</li> <li>• Identified contacts with successful district policies</li> <li>• Other identified stakeholders</li> </ul>
Beginning of the year	Analyze the current Positive Behavior Interventions and Supports (PBIS) for effective implementation and implement changes as needed.	<ul style="list-style-type: none"> <li>• Access to school and district level discipline data</li> <li>• Resources to support additional PBIS activities, rewards, etc where needed</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District/School administrator</li> <li>• Identified School teachers and staff</li> <li>• Students</li> <li>• Guardians</li> <li>• Other identified stakeholders</li> </ul>

**Plan to Progress Monitor Goal #2**

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of the 2020-21 school year	Discipline referrals for identified students will decrease by 50%.	<ul style="list-style-type: none"> <li>• More frequent communication with parents regarding student behavior</li> <li>• Revisions to discipline "ladder"</li> <li>• Incorporation of various discipline actions effect in reducing behavior</li> </ul>
At the end of each grading period	Discipline referrals for identified students are below benchmark standards for the Early Warning systems outlined by MDE: "Sliding": a max of 1 office referral each quarter "Off-Track": a max of 2 office referrals each quarter	<ul style="list-style-type: none"> <li>• More frequent contact communication with student's guardians</li> <li>• Early identification and referral to support services outside of the school</li> <li>• More focused interventions through MTSS</li> </ul>

**Goal 3:**

**By the end of the 2020-2021 school year, Yazoo County High School will decrease the number of students identified as "off-track" and/or "sliding" based on course performance by 5%.**

Focus Area:  Attendance     Behavior     Course Performance     Other

Dropout Prevention School Restructuring Plan:

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Beginning of the school year	Professional development provided to staff members regarding the policies and procedures of the Multi-Tier System of Supports for identified students.	<ul style="list-style-type: none"> <li>• Training materials for staff members</li> <li>• Technology needed for presentation</li> <li>• School calendar identifying days available for focused staff professional development</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Other identified stakeholders</li> </ul>
Beginning of the year and as needed throughout the year	Provide professional development for staff on effective instructional methods and student engagement.	<ul style="list-style-type: none"> <li>• School calendar identifying days available for focused staff professional development</li> <li>• Access to professional development resources (i.e, ASCD)</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Other identified stakeholders</li> </ul>
Ongoing	Continue to implement the policies and procedures of the MTSS for identified students	<ul style="list-style-type: none"> <li>• Access to student’s current and historical discipline reports and educational records.</li> <li>• List of individuals on the MTSS team and their contact information</li> <li>• Forms necessary for teacher referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Identified Office staff</li> <li>• MTSS members</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS members</li> <li>• Identified School teachers and staff</li> <li>• Students</li> <li>• Guardians</li> <li>• Other identified stakeholders</li> </ul>
Ongoing	Continue the use of credit recovery options and/or programs.	<ul style="list-style-type: none"> <li>• Access to MDE approved credit recovery programs</li> <li>• Access to current policies and procedures regarding credit recovery</li> <li>• Professional development on available programs for staff involved in implementation</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> <li>• Program Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Student</li> <li>• Guardians</li> <li>• Other identified stakeholders</li> </ul>
Ongoing -additional targeted supports as needed	Provide instruction and support systems through various methods (online, face-to-face, virtual labs, etc...) to increase student engagement and understanding.	<ul style="list-style-type: none"> <li>• Access to technology rich instructional media (i.e., Nearpod, Edgenuity, etc...)</li> <li>• Resources to support successful implementation of technology that is capable of running selected programs</li> <li>• Professional development on the use of technology and programs new to the district.</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> <li>• District technology support staff (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Other identified stakeholders</li> </ul>

Dropout Prevention School Restructuring Plan:

Ongoing	Continue up-to-date access to student's course performance data.	<ul style="list-style-type: none"> <li>● Access to student data through the Learning management systems implemented (i.e., Spectra's Active Student and Active Parent, etc...)</li> <li>● Administrative access to teacher gradebooks or monitoring reports to ensure students grades and assignments are updated regularly.</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> <li>● District technology support staff (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administrator</li> <li>● Identified School teachers/staff</li> <li>● Student</li> <li>● Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing- Typically at the end of the Term 1, Term 2, and Term 3 grading periods	Continue regularly scheduled parent-teacher conferences.	<ul style="list-style-type: none"> <li>● School calendar identifying days available for district wide parent-teacher conferences</li> <li>● Communication to guardians regarding upcoming conferences to ensure participation</li> <li>● Resources to advertise conferences through a variety of methods (i.e., social media, print, AIMS, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administrator</li> <li>● Identified School teachers/staff</li> <li>● Student</li> <li>● Guardians</li> <li>● Other identified stakeholders</li> </ul>
Beginning of the year and ongoing throughout	Create and implement incentives to recognize student achievement.	<ul style="list-style-type: none"> <li>● School calendar identifying days available for recognition programs, activities, etc...</li> <li>● Access to district and school social media pages</li> <li>● Contact information of local media outlets (i.e., Power 107, Yazoo Herald)</li> <li>● Resources to support activities &amp; rewards for identified students</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administrator</li> <li>● Identified School teachers/staff</li> <li>● Student</li> <li>● Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing- Typically at the end of the Term 1, Term 2, and Term 3 grading periods	Regularly assess students' mastery of course objectives through progress monitoring and benchmark assessments.	<ul style="list-style-type: none"> <li>● Access to standardized benchmark and progress monitoring assessments based on course standards.</li> <li>● School calendar identify days available for progress monitoring and or benchmark assessments</li> <li>● Access to technology, availability of staff, and acceptable location to administer assessments</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> <li>● Coordinate with local District and School test coordinators</li> <li>● District Technology support staff</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administrator</li> <li>● Identified School teachers/staff</li> <li>● Student</li> <li>● Guardians</li> <li>● Other identified stakeholders</li> </ul>
Ongoing	Encourage teachers to be proactive by contacting the guardians of non-identified students when concerns arise that may	<ul style="list-style-type: none"> <li>● Training on expectations regarding communication with guardians</li> <li>● Flexibility within the teachers schedule to facilitate regular communication</li> </ul>	<ul style="list-style-type: none"> <li>● District/School administrators or designee</li> <li>● Identified School Teachers/Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Identified District and/or School Administrator</li> <li>● Identified School teachers/staff</li> </ul>

Dropout Prevention School Restructuring Plan:

	result in the student meeting the benchmarks for identification as “off track” or “sliding”.	<ul style="list-style-type: none"> <li>• Teacher access to guardian contact information for students enrolled in their classes.</li> </ul>		<ul style="list-style-type: none"> <li>• Students</li> <li>• Guardians</li> <li>• Other identified stakeholders</li> </ul>
Beginning of the year and ongoing throughout	Establish and encourage collaboration among various staff members through Professional Learning Communities (PLC).	<ul style="list-style-type: none"> <li>• Flexibility within the teachers schedule to facilitate regular meeting with PLC members</li> <li>• Training on PLCs and understanding of administration’s expectations of PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> <li>• Identified members of the PLCs</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Other identified stakeholders</li> </ul>
Ongoing	Present opportunities for active learning in all classrooms.	<ul style="list-style-type: none"> <li>• Professional development on active learning as needed</li> <li>• Resources available to increase the implementation of activities, lessons, and materials needed for active learning.</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Students</li> </ul>
Beginning of the year and ongoing throughout	Provide opportunities for teachers to present information through various methods of modern technology and platforms (i.e., Nearpod, Kahoot, Augmented reality software and equipment, etc).	<ul style="list-style-type: none"> <li>• Resources to purchase, train, and implement new technology and platforms within the school.</li> <li>• Access to programs that engage to students and reinforce teacher instruction.</li> <li>• Training on new technology and programs available</li> </ul>	<ul style="list-style-type: none"> <li>• District/School administrators or designee</li> </ul>	<ul style="list-style-type: none"> <li>• Identified District and/or School Administrator</li> <li>• Identified School teachers/staff</li> <li>• Students</li> <li>• Other identified stakeholders</li> </ul>

**Plan to Progress Monitor Goal #3**

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of the 2020-21 school year	Students identified as “off track” and/or “sliding” with decrease by 5%.	<ul style="list-style-type: none"> <li>• Increase supervision and follow up with staff to ensure fidelity in the implementation of educational programs</li> <li>• Increased communication with students and parents regarding student progress</li> <li>• Earlier identification of students at risk of identification as “off track” and or “sliding”.</li> </ul>
At the end	Academic performance for identified students will	<ul style="list-style-type: none"> <li>• More frequent contact communication</li> </ul>

Dropout Prevention School Restructuring Plan:

of each grading period	remain below thresholds for the Early Warning systems outlined by MDE: “Sliding”: Grade of “D” reported for courses at the end of the term “Off-Track”: Grade of “F” reported for courses at the end of the term	with student’s guardians ● Early identification and referral/collaboration with support services in and outside of the school ● More focused interventions through MTSS]
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