



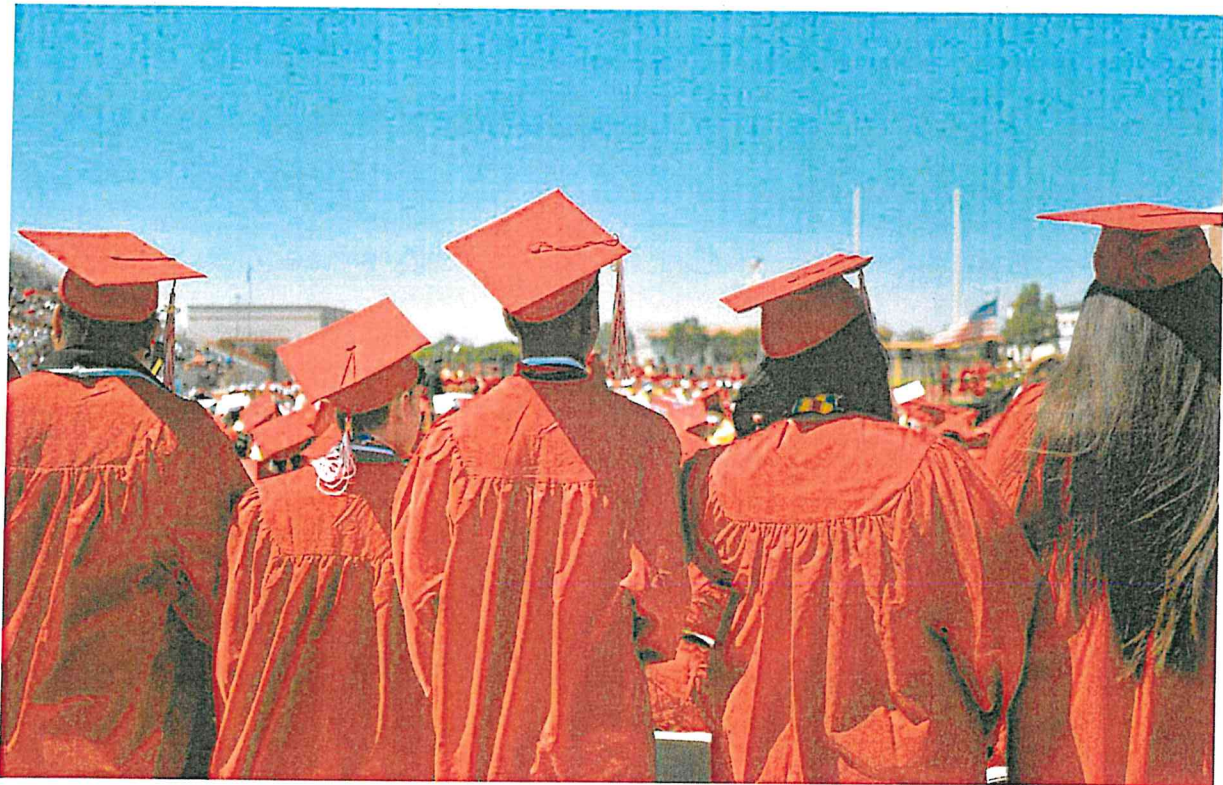
MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Dropout Prevention-Restructuring Planning Guide

DISTRICT AND SCHOOL GUIDANCE

Quitman County School District



MISSISSIPPI DEPARTMENT OF EDUCATION

Office of Secondary Education

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The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for



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 kindergarten, first, and second grades.
- 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*. 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.

School Restructuring Plan

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

Planning Guidance

Step 1: Build your team

Required Team Members:

- School Level Leadership
- Counselor
- District Administrator
- Career and Technical Center Administrator
- Feeder School (Elementary and Middle) Administrators

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?
Dr. Andrea Shegog	Counselor – MSPHS	Graduation requirements expertise /intervention background/crisis training/behavior training
Ms. Mary Williams	Counselor – QCMS	Graduation requirement expertise/ISP/crisis management/behavior training
Ms. Tukiiya Stephens	Principal - MSPHS	Graduation requirement expertise/ISP/crisis management/behavior training
Mr. John Jossell	Principal – QCMS	Graduation expertise/data knowledge/drop-out knowledge
Ms. Tametrice Strickland	Director - CTC	Graduation expertise/data knowledge/drop-out knowledge
Mr. Walter Shegog	AO – MSPHS	Graduation expertise/data knowledge/drop-out knowledge
Mrs. Katrina Stuckey-Ford	AO - QCMS	MTSS Knowledge/graduation expertise/student academic reports
Dr. Sylvester Cannon	Academic Officer/MTSS	Knowledge of student academics/student academic information
Ms. Tarya Harreel	Instructional Specialist - Math	Data knowledge/student academic reports
Mrs. Cheryl Conerly	Instructional Specialist ELA	Data knowledge/student academic reports

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

District Level Goals

District Level Goals				
Action Steps	Individual(s) Responsible	Timeline	Resources	Expected Outcomes for Students
<p>Current/Proposed initiative:</p> <p>Reduce retention rates in grades kindergarten, first, and second.</p>	<p>Chief Academic Officer, Elementary Principals, Curriculum Director, Counselors, & Teachers</p>	<p>Ongoing</p>	<p>QCSD K-2 teachers will utilize Myview Curriculum in addition to Heggerty for Phonemic Awareness. Students will be progress monitored to determine if they are performing on grade level.</p> <p>QCSD instructional coaches, MDE literacy coaches, and any contractual consultants will provide professional development to assist teachers with literacy.</p> <p>Renaissance/STAR will be utilized as a progress-monitoring tool for students. This assessment will be administered 3 times a year.</p>	<p>Decrease the number of students off track by 10% by the end of the 2023-24 SY.</p>

District Level Goals

District Level Goals					
Action Steps	Individual(s) Responsible	Timeline	Resources	Expected Outcomes for Students	
Current/Proposed Initiative: Target subgroups that need additional assistance to meet yearly academic requirements	Principals, Counselors, Academic Officers, Instructional Coaches, Curriculum Director, MTSS Coordinator, Career Coach	Ongoing	Bi-weekly MTSS meetings to monitor student <i>progress</i> , lesson plan review for appropriate instructional strategies	Increasing the number of students passing ELA & math by 10% by the end of the 2023- 24 SY .	
Current/Proposed Initiative: Develop dropout recovery initiatives that focus on students (age 17 to 21) who dropped out of school	High School Principal, Counselors,	Ongoing	The high school team will confirm to maintaining its tracking system for students. This system will be monitored <i>monthly</i> to ensure students who meet the dropout indicators are counseled and provided resources to stay on track to graduate.	Increase the current graduation rate of 91.7% to 94% by the end of the 2023-24 SY.	

District Level Goals

District Level Goals				
Action Steps	Individual(s) Responsible	Timeline	Resources	Expected Outcomes for Students
<p>Current/Proposed Initiative:</p> <p>Address how students will transition to their home school district from the juvenile detention centers.</p>	<p>Special Services Director, High School Principal, Counselors, Teachers</p>	<p>Ongoing</p>	<p>QCSD will follow the <i>policy</i> for transitioning students from the juvenile detention center to their home schools.</p> <p>Principals, counselors, and staff will be notified when a student is released to return to the district.</p> <p>Transitioning students will be assessed to determine grade level performance and appropriate placement.</p>	<p>To ensure no more than 0% to 5% of the students are off track according to the EWS course performance at the end of the year.</p>
<p>Current/Proposed Initiative:</p> <p>Provide an alternative program for students ages 11-17 who are <i>experiencing</i> academic and behavioral issues in the traditional school setting.</p>	<p>Chief Academic, Principals, Counselors, Curriculum Director & MTSS Coordinator</p>	<p>Ongoing</p>	<p>Alternative placement staff, principals and counselors</p>	<p>Decrease the dropout rate by 5% by the end of the 2023-24 SY.</p>

	QCMS	MSPHS
School Population	246	220
Teacher Attendance	95%	95%
Student Attendance	92%	90%

Quitman County School District compared to the State Data 2021-22 (2020-2021) No assessment and accountability data due to COVID-19)

Math				
Proficiency	Growth	Growth Lowest 25%		
State 46.8	State 68.6%	State 72.6%		
District 32.1 %	District 81.5%	District 73.0%		
English				
State 41.9%	State 62.1%	State 56.6%		
District 28.8%	District 59.4%	District 61.9%		
U.S. History Proficiency	Science Proficiency	College & Career Readiness	Acceleration	Graduation Rate
State 69.4%	State 55.5%	State 42.9%	State 73.2%	State 88.4%
District 69.0%	District 38.1.8%	District 2.8%	District 44.3%	District 74.7%
Student Assessment Participation				
Math Participation 99.4%	English Participation 99.8%		Science Participation 98.5%	
Discipline				
Violence 50	In-School Suspension 18.2%		Out of Suspension 12.8	

Quitman County Elementary 2020-2021/2021/2022	Quitman County Middle School 2020-2021/2021- 2022	Madison Shannon Palmer High School 2020- 2021/2021-2022
Grade Label A/A/B	Grade Label D / D/C	Grade Label D/D/D

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.

Madison Shannon Palmer School Restructuring Plan Goals	
Goal 1:	Decrease discipline incidents by 6% based on 2021-2022.
Goal 2:	Increase course performance by 5% from 2021-2022.
Goal 3:	Increase ADA by 7% based on 2021-2022
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>.

MSPHS SMART Goal Planning Template

Goal 1: Decrease discipline incidents by 6% based on 2021-2022 data.

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?)	This goal will decrease the number of discipline incidents and increase a positive culture in the school setting.
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	The school will see an increase in student compliance and less loss of classroom instruction time due to disruption. Progress will be measured by the decrease in office referrals and the increase in student classroom instructional time.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal is achievable by May 2022. Teachers lack of by in could interfere with task completion. We will overcome them using MTSS/PBIS and accountability of progress by the school.
R	Relevant	R – is the goal relevant to performance expectations?	Yes, this goal is relevant to performance expectations.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The goal is time bound. This will be completed daily and progress monitoring will be conducted every 4 ½ weeks.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly	Incorporate PBIS through MTSS	Discipline Data	Admin/Counselors, teachers	Teachers, counselors, office staff
Weekly	Increase time for quality instruction	School Status	Admin/Counselors/teachers	Admin/counselors
		PBIS	MTSS Team	Admin/Counselors
		Stakeholders	Parents/community partners	

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	Potential Adjustments
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	Progress Toward Achieving Goal	
4 1/2 weeks	Data will be collected on a daily basis. It will be analyzed to evaluate an increase or decrease in the desired outcome	Incentives and consequences will be re-evaluated
		Consistent feedback to stakeholders and adjustments made based on their feedback

MSPHS SMART Goal Planning Template

Goal 2: Increase course performance by 5% from 2021-2022 data.

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?)	Instructional Specialist will compile bi-weekly and mid-semester assessments. After receiving the data, the teachers will identify objectives with the lowest proficiency levels. Teacher developed interventions based on the data to address the identified areas.
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?)	Data reports will be used to compare and analyze data based on the specified goals. Instructional specialist will run data 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 by May 2022. Improper use of interventions and lack of accountability could get in the way. Oversight and high level of accountability will assist us in overcoming them.
R	Relevant	R – is the goal relevant to performance expectations?	Yes the goal is relevant to performance expectations.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Every 4 ½ weeks to be accomplished by May 2022.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
End of 4 ½ weeks	Intervention Period	Test data from assessments	Instructional Specialist and teachers	Teachers Targeted Intervention students Instructional Specialist
End of 9 weeks	Review data for any needed changes	Test data	Instructional team	Same as above
End of 13 ½ weeks	Review data for any needed changes	Data	Instructional team and students	Same as above
End of 18 weeks	Review data	Data	Instructional team	Same as above

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?

<ul style="list-style-type: none"> How might the plan be adjusted if and when challenges occur? 		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Sept./Feb.	4 ½ weeks data	Review data and make interventions adjustments
Oct./Mar.	9 weeks data	Review data and make interventions adjustments
Nov./Apr.	4 ½ weeks data	Review data and make interventions adjustments
Dec. /May	9 weeks data April and May results will reflect MAAP and final grading period.	Review data and make interventions adjustments

MSPHS SMART Goal Planning Template

Goal 3: Increase ADA by 7% based on 2021-2022 data.

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?)	To increase student achievement by increasing 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?)	Analyze attendance data on each grading period
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 and we should see progress by May 2022. If the goal is not monitored and the plan is not proactively followed. We will overcome them by holding all stakeholders accountable.
R	Relevant	R – is the goal relevant to performance expectations?	Yes, the goal is relevant to performance expectations.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The attendance data will be analyzed on a weekly basis. The goal will be accomplished by the end of the school year.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Daily	Monitor and record daily attendance	School Status/MSIS	Attendance clerk, teachers, counselor and Admin/Parents	Attendance clerk, teachers, counselor and Admin/Parents
Weekly	Monitor monthly ADA	School Status MSIS	Attendance clerk, teachers, counselor and Admin/Parents	Attendance clerk, teachers, counselor and Admin/Parents

Plan to Progress Monitor

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

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Daily	Monitor attendance of students daily (MTSS, Teachers, Truancy officer, Admin./Counselor)	Making sure responsible individuals are keeping track of attendance data
Weekly	Monitor attendance of students daily (MTSS, Teachers, Truancy officer,	Parent contact and support concerning excessive absences and interventions

	Admin./Counselor	used by MTSS Team and the Truancy officer.

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).

[illegible]

List of Data Analyzed

[illegible]

Quitman County Middle School Restructuring Plan Goals

Goal 1:	Increase ELA, Math, Science combined MAAP performance by 5% based on 2021-2022 data.
Goal 2:	Increase ADA by 7% based on 2021-2022 data.
Goal 3:	Decrease discipline incidents by 6% based on 2021-2022 data.
Goal 4: (If applicable)	

When determining strategies to implement to achieve goals, follow the guidance provided.

Quitman County Middle School SMART Goal Planning Template

Goal 1 (If Applicable): Increase ELA/Math/Science Performance by 5% based 2021-2022 data.

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 and Administrators will analyze data to identify objectives that are not being mastered on the designated level of proficiency Teachers will receive support through PD and resources from Instructional specialist to address areas. Set aside time to analyze data, pull resources, in PLC's.
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	The team will know the goal has been accomplished by how well students are performing on bi-weekly and benchmark data.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal is achievable by May 2022. Obstacles could include lack of implementation of interventions and failure to use the MTSS process accurately. By holding everybody accountable and monitoring the data.
R	Relevant	R – is the goal relevant to performance expectations?	Yes, this goal is relevant to performance expectations.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	At the completion of each bi-weekly assessment, revisions will be monitored and readjusted. This goal is scheduled for completion in May 2022.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
4 ½ weeks	Assess, Intervene and Remediate	Bi-weekly, mid-9 weeks data for math, ELA, and Science	Teachers, instructional specialist, academic tutors, and administrators	Teachers, instructional specialist, academic tutors, and administrators
9 weeks	Assess, Intervene and Remediate	Bi-weekly, mid-9 weeks data for math, ELA, and Science	Teachers, instructional specialist, academic tutors, and administrators	Teachers, instructional specialist, academic tutors, and administrators

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?

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

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Sept./Feb.	4 ½ weeks data	Review data and make interventions adjustments
Oct./Mar.	9 weeks data	Review data and make interventions adjustments
Nov./Apr.	4 ½ weeks data	Review data and make interventions adjustments
Dec. /May	9 weeks data April and May results will reflect MAAP and final grading period.	Review data and make interventions adjustments

SMART Goal Planning Template

Goal 2: Increase ADA (Average Daily Attendance) by 7% based on 2021-2022 Data.

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?)	Increasing student attendance will increase student achievement. Admin/Attendance clerk/truancy officer	
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	We will know by the results based on monitoring attendance and improved student learning based on data. Grade-level attendance will be monitored on a weekly basis.	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Yes, the goal is achievable by May 2022. The constant issues and concerns with attendance based on the Delta Variant of the COVID-19. We will use hybrid and virtual learning as a substitute for in person learning.	
R	Relevant	R – is the goal relevant to performance expectations?	Yes, the goal is relevant to performance expectations.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The goal is time bound with monitoring weekly with the anticipated goal accomplished at the end of the 2021-2022 school term.	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Daily	Review daily absences	MSIS/School Status	Attendance Clerk/truancy officer/Admin/MTSS	Attendance Clerk/truancy officer/Admin/MTSS
Weekly	Review weekly attendance to identify students with 3 or more consecutive absences	MSIS/School Status	Attendance Clerk/truancy officer/Admin/MTSS	Attendance Clerk/truancy officer/Admin/MTSS

Plan to Progress Monitor			
<ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 			
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments	
Daily	Proactively monitor attendance data	Making sure responsible individuals are keeping track of attendance data	
Weekly	Attendance data collected will reflect a decrease in absences	Parent contact and support concerning excessive absences and interventions used by MTSS Team and the Truancy officer.	

SMART Goal Planning Template				
Goal (If Applicable): Decrease discipline incidents by 6% based on 2021-2022 data.				
Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	This goal will decrease the number of discipline incidents and increase a positive culture in the school setting.	
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	The school will see an increase in student compliance and less loss of classroom instruction time due to disruption. Progress will be measured by the decrease in office referrals and the increase in student classroom instructional time.	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	The goal is achievable by May 2022. Teachers lack of by in could interfere with task completion. We will overcome them using MTSS/PBIS and accountability of progress by the school.	
R	Relevant	R – is the goal relevant to performance expectations?	Yes, this goal is relevant to performance expectations.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The goal is time bound. This will be completed daily and progress monitoring will be conducted every 4 ½ weeks.	
Timeline	Action	Resources	Person(s) Responsible	Person(s)

		Needed/Source		Involved
Weekly	Incorporate PBIS through MTSS	Discipline Data	Admin/Counselors, teachers	Teachers, counselors, office staff
Monthly	Increase time for quality instruction	School Status	Admin/Counselors/teachers	Admin/counselors
Weekly		PBIS	MTSS Team	Admin/Counselors
Monthly		Stakeholders	Parents/community partners	
<p style="text-align: center;">Plan to Progress Monitor</p> <ul style="list-style-type: none"> • How and when will the team monitor the plan? • What is the procedure? What are the timelines? Who is responsible? • How will the team know they are having a positive impact? • How might the plan be adjusted if and when challenges occur? 				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
Bi-weekly	Data will be collected on a daily basis. It will be analyzed to evaluate an increase or decrease in the desired outcome		Incentives and consequences will be re-evaluated	
4 1/2 weeks	Monitoring the collected data through the MTSS process		Consistent feedback to stakeholders and adjustments made based on their feedback	

Dropout Prevention/Restructuring Plan Assurances Page (Fillable)

On behalf Quitman County School District I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- 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.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

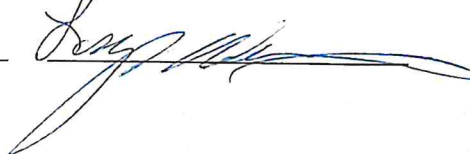
I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

District Superintendent: Fredrick Robinson

Date here: 8/30/2023

School Board Chair: Lorenzo Windless

Date here:



Quitman Co. Schools

AUG 30 2023

Board Approved