BOARD
APPROVED
JUL 29 2026

Dropout Prevention Plan
Canton Public School District

Prepared in accordance with:

Mississippi Department of Education
Office of Compulsory School Attendance Enforcement and Dropout Prevention

2026-2027

Dwight J. Luckett, Sr., Superintendent

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Dropout Prevention/Restructuring Plan Assurance Page

On behalf of Canton Public 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 aged 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: Dwight J. Luckett, Sr.
(Print)
(Signature)
7-31-26
(Date)

School Board Chair: Johnny Brown
(Print)
(Signature)
7-31-26
(Date)

CPSD's Dropout Prevention Team

Team Member	Position
Mr. Dwight J. Luckett, Sr.	Superintendent
Dr. Candra Nelson-Scott	Assistant Superintendent, Curriculum and Instruction
Mr. Rodney Harris	Assistant Superintendent, Operations
Ms. Victoria Johnson	Director, Accountability
Dr. Tina Manning	Director, Secondary Schools
Dr. Terilyn Smith	Director, Elementary Schools
Dr. Shannon Smith	Director, Exceptional Education
Ms. Kari Johnson	Principal, Canton High School
Mr. Michael Ellis	Director, Canton Career Center
Mrs. Monica McGhee	High School Equivalency Program, Coordinator
Mr. Octavian Davis	High School Equivalency Program, Coordinator
Mr. Henry Doyle	Principal, Huey Porter Middle School
Dr. Shelethia McGruder	Principal, Nichols Middle School
Mrs. Tarro Funches	English Learners Coordinator
Mrs. Tungala Hardy	District MSIS Specialist

Canton Public School District's Data Summary

Relevant Data Source	Number, Rate, or Percentage
Enrollment	3,089
Economically Disadvantaged	95%
English Learners	18%
Students with Disabilities	14%
District ADA	93%
Chronically Absent Students	38%
Graduation Rate-*Overall*	80.4%
Dropout Rate	11.7%
Graduation Rate-*English Learners*	36.4%
Graduation Rate-*Students with Disabilities*	36.8%
2025-2026 Suspensions	606 Out of School Suspensions/19.6%
Reading Proficiency	38%
3rd Grade Reading Proficiency	78.8%
Math Proficiency	44%

Development of the 2026-2027 Dropout Prevention Goals

The following data sources were used to develop our goals and will be used to inform districtwide dropout prevention efforts:

Student Success Indicator	Data Source	Review Frequency
Four-Year Graduation Rate	MDE Accountability Reports	Annual
Dropout Rate	MDE Accountability Reports	Annual
Attendance Rate	Student Information System	Monthly
Chronic Absenteeism	Attendance Dashboard	Monthly
Truancy Referrals	Attendance Office	Monthly
Course Failure Rates	School Report Cards	Every Nine Weeks
Grade Point Average	Student Transcripts	Every Nine Weeks
State Assessment Performance	MAAP and MAAP-A Results	Annual
Literacy and Mathematics Achievement	Benchmark Assessments	Quarterly
English Learner Progress	EL Progress Monitoring	Quarterly
Students with Disabilities Performance	IEP Progress Monitoring	Quarterly
Discipline Referrals	Student Discipline Reports	Monthly
Suspensions and Expulsions	Discipline Dashboard	Monthly
Credit Accumulation	Graduation Tracking Reports	Semester
Postsecondary Readiness Indicators	ACT, WorkKeys, Industry Certifications, Dual Credit	Semester
Career and Technical Education Participation	CTE Reports	Semester
Extracurricular Participation	School Activity Reports	Semester

The District's Dropout Prevention Team recognizes that students rarely leave school because of one isolated event. Instead, dropping out typically results from multiple academic, behavioral, social, and environmental factors that accumulate over time.

Based on district data and the Mississippi Early Warning System framework, CPSD has identified the following primary causes of dropout risk:

Academic Factors

- Kindergarten Readiness
- Third Grade Gate Retention/Fourth and Fifth Grade Retention
- English Learners Promotion Readiness
- Course failures beginning in middle school
- Reading deficiencies
- Mathematics achievement gaps
- Credit deficiencies
- Low grade point averages
- Limited participation in advanced coursework

Attendance Factors

- Chronic absenteeism
- Excessive tardiness
- Frequent early check-outs
- Poor attendance during grades 6th, 7th, and 9-12

Behavioral Factors

- Increase in use of students vaping and illegal drugs
- Community issues brought into the school setting
- Family responsibilities
- Office discipline referrals
- Suspensions
- Classroom disengagement
- Bullying
- Mental health concerns

Social and Economic Factors

- Family instability
- Transportation challenges
- Housing insecurity
- Employment responsibilities
- Limited parental engagement
- Juvenile justice involvement
- Threat of deportation for English Learners

Postsecondary Readiness Factors

- Limited career awareness prior to high school
- Lack of connection between academics and future careers prior to high school
- Insufficient exposure to colleges and technical programs prior to high school

These findings support the district's commitment to implementing comprehensive interventions that address both academic and non-academic barriers to graduation.

Monitoring and Evaluation

The effectiveness of this Dropout Prevention Plan will be evaluated through a continuous improvement process that includes regular data reviews, stakeholder feedback, and annual revisions.

Monthly Monitoring

Each school will review:

- Attendance data
- Discipline data
- Course failures
- Credit accumulation
- Early Warning System reports
- Intervention effectiveness

Quarterly Monitoring

District leaders will review:

- Graduation progress
- Dropout indicators
- Subgroup performance
- Attendance trends
- Intervention implementation
- School improvement data

Annual Evaluation

At the conclusion of each school year, the District Dropout Prevention Team will conduct a comprehensive evaluation of the plan, including:

- Progress toward SMART goals
- Graduation rate trends
- Dropout rate trends
- Chronic absenteeism
- Postsecondary readiness indicators
- Effectiveness of interventions
- Stakeholder feedback
- Recommendations for revisions

A written annual report will be presented to the Superintendent and the Board of Trustees and used to update the plan for the following school year.

The Canton Public School District is committed to maintaining a culture of continuous improvement. The district will use the following improvement cycle throughout the implementation of this plan:

1. **Collect Data** – Gather attendance, academic, behavior, graduation, and stakeholder feedback data.
2. **Analyze Trends** – Identify strengths, barriers, and emerging needs.
3. **Plan Interventions** – Develop targeted, evidence-based strategies to address identified needs.
4. **Implement with Fidelity** – Ensure interventions are delivered consistently across schools.
5. **Monitor Progress** – Review implementation and student outcomes regularly.
6. **Evaluate Effectiveness** – Assess whether strategies are producing the desired results.
7. **Refine the Plan** – Revise goals and strategies annually based on findings.

This continuous improvement process ensures that the Dropout Prevention Plan remains responsive to district needs and aligned with the Canton Public School District's strategic priorities and the expectations of the Mississippi Department of Education.

District Implementation Calendar

Timeframe	Major Activities
July	Review data, update plan, assign responsibilities, provide administrator training
August	Staff professional development, student orientation, Early Warning System activation
September	First attendance review, intervention plans initiated
October	First-quarter data review, parent conferences
November	Graduation audits, ninth-grade progress review
December	Midyear implementation review
January	Credit checks, attendance and behavior interventions adjusted
February	Postsecondary readiness events, FAFSA support, tutoring expansion
March	District data review and school progress monitoring
April	Graduation verification, dropout recovery outreach
May	End-of-year evaluation, stakeholder surveys
June	Annual report and plan revisions

2026-2027 Dropout Prevention Goals

Goal 1: Increase Graduation Rate
Increase the district's four-year graduation rate by at least **10 percentage points** by June 2027 while ensuring all students and subgroups demonstrate annual improvement, with increased focus on English Learners and Students with Disabilities.

Goal 2: Reduce Dropout Rate
Reduce the annual district dropout rate by **10%** by June 2027 through early identification, targeted interventions, and expanded student supports.

Goal 3: Improve Attendance
Reduce chronic absenteeism by **30%** districtwide by 2027 through implementation of a comprehensive attendance improvement framework.

Goal 4: Increase Ninth-Grade Success
Increase the percentage of ninth-grade students earning sufficient credits for on-time graduation by **15%** by June 2027.

Goal 5: Improve Postsecondary Readiness
Increase by **50%** the number of graduates who complete one or more of the following prior to graduation:

- Industry Certification
- Dual Credit
- ACT College Readiness Benchmark
- WorkKeys Silver or higher
- Military readiness pathway
- Postsecondary enrollment

Goal 6: Strengthen Family Engagement
Increase parent participation in conferences, workshops, graduation planning meetings, and family engagement activities by **25%** by 2027.

Goal 7: Expand Dropout Recovery
Increase the number of students ages 17–21 who re-enroll and complete graduation requirements or an approved alternative graduation pathway.

Goal 8: Juvenile Detention and Alternative School Transition
Improve students' transition from Juvenile Detention Centers and the district's alternative school back to their home schools.

Goal 9: Reduce retention of Students in Grades K-2
Reduce by 10% the number of students retained in grades K-2.

Goal 1: Increase Graduation Rate

Objective: Increase the district's four-year graduation rate by at least 10 percentage points by June 2027 while ensuring all students and subgroups demonstrate annual improvement, with increased focus on English Learners and Students with Disabilities.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
July–August 2026	Analyze graduation data and identify at-risk students by subgroup; conduct TST meetings to address habitual/chronic absences	Graduation reports, MSIS data, accountability reports	Superintendent, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal
August–September 2026	Develop individualized graduation plans for all at-risk students; use surveys to determine students' course selection; hold monthly progress meetings with all grade levels	Counselors, graduation tracking software	Director of Secondary Schools, Principal, Counselors
Monthly	Conduct graduation monitoring meetings; create a graduation success plan for all students; seal of bi-literacy for students with multiple languages.	Student data dashboards	Director of Secondary Schools, Principal, Counselors, Teachers
Quarterly	Review subgroup progress and implement targeted interventions; conduct frequent MTSS audits K-12; conduct bootcamps for assessment readiness	Data, intervention resources	Assistant Superintendent of C& I, Director of Secondary Schools, Director of Accountability, Principal, Exceptional Education Director, EL Coordinator, Counselors
Ongoing	Develop a mentor/mentee program for at-risk students	Mentors	Assistant Superintendent of C& I, Director of Secondary Schools, Director of Accountability, Principal, Exceptional Education Director, EL Coordinator, Counselors
Ongoing	Use attendance, behavior, and course credits to identify students at risk of dropping out; contact parents immediately when students demonstrate risks of dropping out.	Student data	Assistant Superintendent of C& I, Director of Secondary Schools, Director of Accountability, Principal, Exceptional Education Director, EL Coordinator, Counselors
Ongoing	Implement culturally responsive teaching strategies targeted to English Learners and Exceptional Education students; encourage strong relationships with adults for support and guidance	Professional Development Resources	Assistant Superintendent of C& I, Director of Secondary Schools, Principal, Exceptional Education Director, EL Coordinator
May–June 2027	Evaluate graduation outcomes and revise improvement strategies.	Graduation reports	Superintendent, Assistant Superintendent of C& I, Director of Secondary Schools, Director of Accountability, Principal, Exceptional Education Director, EL Coordinator

Goal 2: Reduce Dropout Rate

Objective: Reduce the annual district dropout rate by 10% by June 2027.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
August 2026	Identify students exhibiting dropout warning indicators using data including report card review, benchmark data, behavior check ins, and behavior plans.	Early Warning System	Principal, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, District MSIS Specialist, Teachers, Counselors
Monthly	Review attendance, behavior, grades, and course failures; alert parents immediately; refer students to the MTSS process.	Student information system, Data	Principal, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, District MSIS Specialist, Teachers, Counselors
Monthly	Implement student intervention meetings; host monthly progress meetings for all grade levels.	MTSS documentation	Principal, TST Coordinator, Counselors, Teachers
Ongoing	Provide mentoring, counseling, alternative scheduling, and credit recovery.	Community mentors, online courses	Principal, Director of Secondary Schools, Teachers, Counselors
Ongoing	Provide targeted support to English Learners (newcomers); support students socially and academically in the first year; encourage cross-communication via feeder patterns.	Staff	Principal, Counselors, EL Coordinator
Ongoing	Encourage subgroup participation in AP courses, CTE courses, Dual Enrollment, and tutoring	Staff Data	Principal, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, District MSIS Specialist, Teachers, Counselors
Ongoing	Address subgroups' social/emotional needs through peer group clubs (Hispanic), develop a welcoming climate, pair students with a buddy, encourage diverse music in Band, dances, etc., celebrate cultural heritage months.	Data, resources to celebrate diversity	Principal, Exceptional Education Director, EL Coordinator, Counselors, teachers
June 2027	Evaluate district dropout data.	District reports	Superintendent, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal, District MSIS Specialist, Counselors

Goal 3: Improve Attendance

Objective: Reduce chronic absenteeism by 30%.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
August 2026	Launch district attendance campaign.	Promotional materials	Superintendent, Public Relations Director, Assistant Superintendent of C&I, Directors of Elementary and Secondary, Director of Accountability, Principals, Attendance Clerks
Daily	Monitor attendance.	Student information system	Superintendent, Assistant Superintendent of C&I, Directors of Elementary and Secondary, Director of Accountability, Principals, Counselors, Attendance Clerks
Weekly	Contact families after attendance concerns emerge.	Phone system, parent communication software	Principals, Counselors, Attendance Clerks
Monthly	Attendance Review Team meetings.	Attendance reports	Assistant Superintendent of C&I, Directors of Elementary and Secondary, Director of Accountability, Principals, Attendance Clerks
Quarterly	Recognize students with excellent attendance.	Incentives	Principals
Throughout Year	Conduct home visits and referrals for support services.	Staff Security	Principals, Counselors, Outreach individuals

Goal 4: Increase Ninth Grade Success

Objective: Increase by 15% the number of ninth-grade students earning sufficient credits.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
Summer 2026	Identify incoming ninth-grade students needing support.	Middle school data	Principals Counselors
August	Develop freshman success plans (transition plans).	Student records	Principals Counselors
Ongoing	Feeder pattern collaboration to discuss students' needs.	Data Student Records	Assistant Superintendent of C&I, Directors of Elementary and Secondary Schools, Director of Accountability, Principals
Weekly	Monitor students' progress through the MTSS process	Data	Principals, Teachers, Counselors, TST Chair
Monthly	Freshman Success meetings with students, staff, and parents.	Student progress reports, data	Director of Secondary Schools, Principals, Counselors
Ongoing	Develop a structured mentoring process.	Mentors	Director of Secondary Schools, Principals, Counselors
June 2027	Evaluate credit attainment.	Transcripts	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals, Counselors, District MSIS Specialist

Goal 5: Improve Postsecondary Readiness

Objective: Increase by 50% the number of graduates completing college or career readiness indicators.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
August	Review student college and career readiness plans; host yearly intentional career and reality fairs	CCR data Business and industry partners	Director of Secondary Schools, Principal, Counselors
Monthly	Promote ACT, WorkKeys, Industry Certification, and Dual Credit.	Testing materials	Director of Secondary Schools, Principal, Counselors, Career Coach
Quarterly	Meet with business and college partners.	Partnership agreements	CTE Director Principal
Ongoing	Expand career exploration and certifications; increase participation in	CTE equipment	CTE Director Principal
Spring	FAFSA and college application events.	College representatives	Counselors
June 2027	Evaluate completion rates.	Accountability reports	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals, Counselors, District MSIS Specialist

Goal 6: Strengthen Family Engagement

Objective: Increase parent participation by 25%.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
August	Develop district family engagement calendar to improve parental communication.	Parent communication platform Social Media	Superintendent, Assistant Superintendent of C&I, Directors of Elementary and Secondary Schools, Director of Accountability, Principals Public Relations Director
Monthly	Host Parent Workshops to provide information to parents on the district and increasing students' achievement; recognize parents for participation at events and for their children's school attendance.	Meeting space Materials	Superintendent, Assistant Superintendent of C&I, Directors of Elementary and Secondary Schools, Director of Accountability, Principals
Quarterly	Include parents in graduation planning meetings.	Student data	Assistant Superintendent of C&I, Director of Secondary Schools, Principal, Counselors, Graduation Chair
Ongoing	Communicate through multiple platforms.	Website, social media, phone messaging	Director of Public Relations Principals
Ongoing	Conduct parent surveys to determine parents' needs.	Survey software	Superintendent, Assistant Superintendent of C&I, Directors of Elementary and Secondary Schools, Director of Accountability, Principals Public Relations Director
June	Evaluate participation data from parent events.	Attendance logs	Superintendent, Assistant Superintendent of C&I, Directors of Elementary and Secondary Schools, Director of Accountability, Principals

Goal 7: Expand Dropout Recovery

Objective: Increase re-enrollment of students ages 17–21.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
April -July 2026	Identify eligible students for alternative programs such as the High School Equivalency Program and the Bridge to Careers.	MSIS records	Director of Secondary Schools Principals HSEP Coordinators MSIS Specialist
Monthly	Develop graduation completion plans for overaged, disengaged, and at-risk students; develop a district hotline for students at risk of dropping out to receive alternative information	Graduation audits District Staff	Director of Secondary Schools Principals HSEP Coordinators MSIS Specialist
Ongoing	Provide flexible scheduling and credit recovery.	Online learning	Director of Secondary Schools Principals HSEP Coordinators MSIS Specialist
Ongoing	Review progress of students in alternative placements.	Progress reports	Director of Secondary Schools Principals
Ongoing	Develop a comprehensive mentoring program for identified students.	Mentoring Groups	Superintendent, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals
June	Evaluate completion rates.	Graduation records	Superintendent, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals

Goal 8: Juvenile Detention and Alternative School Transition

Objective: Improve student transition back to home schools.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
Prior to Transition	Conduct transition meetings at home sites prior to students' return; establish a standard transition period for students exiting JDCs to begin at the alternative school prior to returning to the home school.	Transition plans	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals
Upon Enrollment	Complete academic and behavioral assessments.	Assessment tools	Counselors Principals
First 30 Days	Assign mentor and monitor attendance, grades, and behavior.	Mentors	Principals
Monthly	Hold transition review meetings.	Student reports	Principals Counselors
Ongoing	Provide counseling and wraparound services.	Mental health providers	Social Workers
June 2027	Review transition success rates.	Student outcome reports	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals

Goal 9: Reduce Retention in Grades K–2

Objective: Reduce retention by 10%.

Timeline	Action Steps	Resources Needed	Person(s) Responsible
August 2026	Revamp MTSS process	Data	Assistant Superintendent of C& I, Director of Elementary Schools, Principals
Ongoing	Conduct frequent MTSS audits to ensure that MTSS is done with fidelity.	Data Screeners	Assistant Superintendent of C& I, Director of Elementary Schools, Principals
Ongoing	Address chronic absenteeism with appropriate interventions.	Attendance data	Assistant Superintendent of C& I, Director of Elementary Schools, Principals
Ongoing	Administer and analyze universal screeners to identify at-risk students.	Screeners	Assistant Superintendent of C& I, Director of Elementary Schools, Principals
Ongoing	Provide HQIM materials in every classroom with professional development support.	Instructional materials	Assistant Superintendent of C& I, Director of Elementary Schools, Principals
Ongoing	Ensure a balanced literacy curriculum and provide ongoing teacher training.	Instructional materials Professional development	Assistant Superintendent of C& I, Director of Elementary Schools, Principals
June 2027	Evaluate completion and retention rates.	Data	Superintendent, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals, Counselors, District MSIS Specialist

Key District Resources Supporting All Goals

- Early Warning System (Attendance, Behavior, Course Performance)
- MTSS Framework
- Graduation Tracking System
- Mississippi Student Information System (MSIS)
- Edgenuity
- ACT, WorkKeys, and Industry Certification Programs
- ParentSquare, Robocall, Social media
- Career Coaches and Postsecondary Partners
- Data Dashboards and Accountability Reports
- Professional Development for Teachers and Administrators

These implementation charts provide clear timelines, actionable strategies, required resources, and assigned responsibilities, making them suitable for a district-level Dropout Prevention Plan and aligned with the expectations of the Mississippi Department of Education.

Restructuring Plan
Canton High School

2026-2027

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Restructuring Plan for Canton High School and Feeder Schools (*Nichols Middle School, Huey Porter Middle School, and HSEP*)

Canton High School's Restructuring Team

Team Member	Position
Mr. Dwight J. Luckett, Sr.	Superintendent
Dr. Candra Nelson-Scott	Assistant Superintendent, Curriculum and Instruction
Mr. Rodney Harris	Assistant Superintendent, Operations
Ms. Victoria Johnson	Director, Accountability
Dr. Tina Manning	Director, Secondary Schools
Dr. Shannon Smith	Director, Exceptional Education
Ms. Kari Johnson	Principal, Canton High School
Mr. Michael Ellis	Director, Canton Career Center
Mrs. Monica McGhee	High School Equivalency Program, Coordinator
Mr. Octavian Davis	High School Equivalency Program, Coordinator
Mrs. Tarro Funches	English Learners Coordinator
Mrs. Tungala Hardy	District MSIS Specialist

Relevant Data Source	Number, Rate, or Percentage
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Reading Proficiency	38%
3rd Grade Reading Proficiency	78.8%
Math Proficiency	44%

School Restructuring Plan Goals	
Goal 1:	Increase Canton High School's graduation rate to above 95% by 2031.
Goal 2:	Reduce the annual district dropout rate by **10%** by June 2027 through early identification, targeted interventions, and expanded student supports.
Goal 3:	Reduce chronic absenteeism by 30%.
Goal 4:	Increase by 50% the number of graduates completing college or career readiness indicators.

Canton High School Restructuring Plan 2026–2027

Purpose

The purpose of the Canton High School Restructuring Plan is to establish a comprehensive, student-centered system that increases graduation outcomes, reduces student dropout and chronic absenteeism, and expands college and career readiness. The plan emphasizes early identification, individualized support, strong instructional practices, family engagement, and consistent monitoring of student progress.

The restructuring model will organize the high school around four major priorities:

1. Graduation and credit completion
2. Dropout prevention and recovery
3. Attendance improvement
4. College and career readiness

Goal 1: Increase Graduation Rate

Goal Statement

Increase Canton High School's four-year graduation rate to above 95% by 2031.

Rationale

Increasing the graduation rate will require the school to identify students who are off track as early as possible and provide interventions before students reach their senior year. Particular attention will be given to ninth-grade students, students with disabilities, English Learners, students who are chronically absent, and students who have failed one or more required courses.

Key Strategies

- Establish a Graduation Success Team.
- Create an early warning system using attendance, behavior, course grades, and credit attainment.
- Conduct graduation audits for all students in grades 9–12.
- Develop an Individual Graduation Success Plan for every student.
- Expand credit recovery, tutoring, intervention, and summer learning opportunities.
- Monitor subgroup graduation data and provide targeted interventions.
- Hold quarterly graduation review meetings with district and school leadership.
- Assign graduation coaches or mentors to students who are off track.

Implementation Chart

Timeline	Action	Resources Needed	Person(s) Responsible
July–August 2026	Review graduation, credit, attendance, behavior, assessment, and subgroup data. Identify students who are off track for graduation.	Student information system, transcripts, graduation reports, accountability data	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal
August 2026	Establish the Graduation Success Team and define meeting procedures, roles, and student referral processes.	Meeting schedule, student data dashboard, intervention forms	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal
August–September 2026	Complete graduation audits and develop Individual Graduation Success Plans for students in grades 9–12.	Transcripts, graduation requirement checklists, student planning forms	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal
September 2026–May 2031	Conduct biweekly Graduation Success Team meetings to monitor at-risk students.	Early warning reports, intervention logs, progress reports	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals
Each grading period	Provide students and families with graduation progress reports showing credits earned, credits needed, attendance, and assessment requirements.	Graduation progress report template, communication system	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal
Ongoing	Provide tutoring, credit recovery, extended-day instruction, Saturday school, virtual learning, and summer school.	Credit recovery platform, certified teachers, transportation, instructional materials	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal
Quarterly	Review graduation progress by grade level and subgroup. Adjust interventions based on results.	Data dashboard, subgroup reports	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal
Annually	Evaluate graduation rate progress and revise the restructuring plan.	Graduation data, evaluation reports	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal

Performance Measures

- Four-year graduation rate increase
- Graduation rate increases by student subgroup
- Ninth-grade promotion rate
- Number of students receiving diplomas through approved graduation pathways
- Percentage of seniors completing all graduation requirements by the end of the third nine weeks

Goal 2: Reduce the Dropout Rate

Goal Statement

Reduce the annual district dropout rate by 10% by June 2027 through early identification, targeted interventions, and expanded student supports.

Rationale

The restructured model will identify warning signs early and coordinate support before a student withdraws.

Key Strategies

- Implement an early warning system.
- Develop a formal dropout prevention referral process.
- Assign mentors to students at high risk of dropping out.
- Conduct student and family conferences before withdrawal.
- Provide social-emotional, behavioral, academic, and community-based supports.
- Expand flexible learning and alternative graduation options.
- Strengthen dropout recovery and re-enrollment efforts.
- Conduct home visits for students with prolonged absences.
- Track students who transfer, withdraw, or stop attending.

Implementation Chart

Timeline	Action	Resources Needed	Person(s) Responsible
July–August 2026	Establish dropout risk criteria based on attendance, behavior, grades, credits, age, retention history, and prior withdrawals.	Early warning framework, historical student data	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal
Weekly	Generate a list of students who meet dropout risk criteria.	Student information system, data dashboard	Principal Counselors
Within five school days of identification	Conduct a student intervention meeting and create an individualized support plan.	Intervention plan, referral forms, student records	Principal Counselors
Monthly	Review high-risk students and document interventions, family contacts, and student progress.	Case management system, progress-monitoring forms	Principal Counselors
Before withdrawal	Conduct a mandatory exit conference with the student and parent or	Exit conference form, graduation pathway information	Principal, Counselor

Timeline	Action	Resources Needed	Person(s) Responsible
	guardian. Review all available options for remaining enrolled.		
Quarterly	Contact former students ages 17–21 and provide re-enrollment and alternative completion options.	Withdrawal records, outreach materials, telephone and mailing resources	Principal Counselors
June 2027	Evaluate dropout data and determine whether the 10% reduction target was met.	District dropout reports, state data	Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principal

Performance Measures

- Annual dropout rate decreases
- Number of students identified through the early warning system
- Number of students receiving individualized intervention plans
- Number of students who remain enrolled after an exit conference
- Number of former students who re-enroll
- Number of recovered students who complete graduation requirements
- Dropout rate by subgroup, grade, age, and reason for withdrawal

Goal 3: Reduce Chronic Absenteeism

Goal Statement

Reduce chronic absenteeism by 30%.

Rationale

Regular attendance is essential for academic success, credit attainment, student engagement, and graduation. The school will implement a tiered attendance framework that provides schoolwide prevention, targeted intervention, and intensive support.

Key Strategies

- Establish an Attendance Success Team.
- Monitor student attendance daily.
- Contact families immediately when attendance concerns arise.
- Develop attendance intervention plans for chronically absent students.
- Conduct home visits.
- Identify and address barriers such as transportation, health, housing, bullying, mental health, employment, or family responsibilities.
- Provide attendance incentives and student recognition.
- Integrate attendance monitoring into advisory periods.
- Engage community agencies to provide wraparound support.
- Hold students and families accountable through district attendance policies.

Tiered Attendance Framework

Tier I: Schoolwide Prevention

Provided to all students.

- Clear attendance expectations
- Daily attendance monitoring
- Positive attendance campaigns
- Student recognition
- Family communication
- Staff training
- Accurate attendance reporting

Tier II: Targeted Intervention

Provided to students showing early attendance concerns.

- Parent contact
- Student conference
- Attendance improvement plan
- Mentor assignment
- Weekly attendance check
- Counselor referral
- Transportation or health support

Tier III: Intensive Intervention

Provided to students who are chronically absent or at immediate risk of dropping out.

- Home visits
- Attendance Success Team meeting
- Individual case management
- Community agency referrals
- Flexible scheduling
- Mental health services
- Truancy intervention
- District-level review

Implementation Chart

Timeline	Action	Resources Needed	Person(s) Responsible
July–August 2026	Review attendance data and identify students with prior attendance concerns.	Attendance reports, chronic absenteeism data	Principal, Attendance Clerk, Counselors
August 2026	Establish the Attendance Success Team and districtwide attendance procedures.	Attendance framework, meeting calendar, intervention forms	Assistant Superintendent of C&I, Director of Secondary Schools, Principal, Attendance Clerk, Counselors
Daily	Monitor student attendance and resolve attendance coding errors.	Student information system	Principal, Director of Secondary Schools, District MSIS Specialist

Timeline	Action	Resources Needed	Person(s) Responsible
Within 24 hours	Contact parents or guardians when students are absent without verified documentation.	Telephone, text messaging, email, automated notification system	Principal, Attendance Clerk, Counselors
Weekly	Review students approaching or exceeding chronic absenteeism thresholds.	Attendance dashboard	Principal, Attendance Clerk, Counselors, District MSIS Specialist
Monthly	Develop or revise attendance intervention plans for identified students.	Intervention plans, referral resources	Assistant Superintendent of C&I, Director of Secondary Schools, Principal, Attendance Clerk, Counselors
Ongoing	Conduct home visits and connect families with transportation, health, mental health, housing, and social services.	Transportation, social services directory, community partnerships, security	Principal, Counselors, Security
Each grading period	Recognize students with improved or outstanding attendance.	Incentives, certificates, public recognition	Principal
Quarterly	Evaluate attendance patterns by grade, subgroup, course period, and day of the week.	Data reports	Assistant Superintendent of C&I, Director of Secondary Schools, Principal, Attendance Clerk, Counselors
June 2027	Measure progress toward the 30% reduction target.	End-of-year attendance data	Superintendent, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals, Counselors, District MSIS Specialist

Performance Measures

- Chronic absenteeism rate decrease
- Average daily attendance increase
- Percentage of students showing improved attendance after intervention

Goal 4: Improve College and Career Readiness

Goal Statement

Increase by 50% the number of graduates completing one or more college or career readiness indicators.

College and Career Readiness Indicators

Students will be encouraged to complete at least one of the following:

- Industry certification
- Dual-credit course
- ACT college-readiness benchmark
- WorkKeys Silver certification or higher

- Approved military readiness pathway
- Postsecondary enrollment
- Advanced Placement course or examination
- Work-based learning experience
- Apprenticeship or internship
- Career and technical education pathway completion

Rationale

Graduation alone is not sufficient. Students must leave high school prepared to enter college, technical training, the military, or the workforce. Every student will have access to a clearly defined postsecondary pathway and opportunities to earn recognized credentials before graduation.

Key Strategies

- Develop an Individual College and Career Readiness Plan for every student.
- Expand dual-credit and advanced-course opportunities.
- Increase access to career and technical education programs.
- Provide ACT and WorkKeys preparation during the school day.
- Expand industry certification opportunities.
- Develop work-based learning, internship, apprenticeship, and job-shadowing programs.
- Strengthen partnerships with colleges, universities, businesses, industries, and the military.
- Provide FAFSA, scholarship, and college application assistance.
- Monitor completion of readiness indicators by student subgroup.
- Require every senior to complete a postsecondary transition plan.

Implementation Chart

Timeline	Action	Resources Needed	Person(s) Responsible
July–August 2026	Review baseline data for ACT, WorkKeys, dual credit, industry certification, military readiness, and postsecondary enrollment.	Accountability reports, CTE records, assessment data	Superintendent, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals, Counselors, District MSIS Specialist
August–September 2026	Develop an Individual College and Career Readiness Plan for every student.	Career planning platform, student interest inventories, planning forms	Principal Counselors
Fall and spring semesters	Expand ACT and WorkKeys preparation during intervention periods, advisory, after-school programs, and Saturday academies.	Test preparation materials, teachers, online platforms	Principal, CTE Director, Counselors
Each semester	Increase student enrollment in dual-credit, advanced, career and technical education, and certification courses.	College partnerships, tuition assistance, qualified teachers, transportation	Principal, CTE Director, Counselors

Timeline	Action	Resources Needed	Person(s) Responsible
Quarterly	Conduct college, career, military, and industry events for students and families.	Community partners, event space, communication materials	Principal, CTE Director, Counselors
Ongoing	Develop internships, apprenticeships, job-shadowing, and work-based learning opportunities.	Business partnerships, transportation, student insurance, agreements	Principal CTE Director, Career Coach
October–April	Conduct FAFSA completion, scholarship, college application, and financial-aid workshops.	Computers, college representatives, financial-aid personnel	Counselors, Career Coach
Each grading period	Monitor the readiness indicator each senior is pursuing and provide additional support to students without an identified indicator.	Senior readiness tracker	Principal Director of Secondary Schools, Counselors
June annually	Evaluate the percentage and number of graduates completing one or more readiness indicators.	Postsecondary readiness reports	Superintendent, Assistant Superintendent of C&I, Director of Secondary Schools, Director of Accountability, Principals, Counselors, District MSIS Specialist

Performance Measures

- Number and percentage of graduates earning an industry certification
- Number and percentage completing dual credit
- Number meeting ACT college-readiness benchmarks
- Number earning WorkKeys Silver or higher
- Number completing a military readiness pathway
- Number accepted to or enrolled in a postsecondary institution
- Number completing internships, apprenticeships, or work-based learning
- Number completing a career and technical education pathway
- Percentage of graduates completing at least one readiness indicator

Proposed Restructured High School Organization

Principal

The principal will provide overall instructional, operational, and accountability leadership for the restructuring plan.

Graduation Counselors and Graduation Focused Assistant Principal

The Graduation Counselors will manage:

- Graduation audits
- Early warning reports
- Credit recovery
- Dropout prevention
- Graduation Success Team meetings
- Re-enrollment and dropout recovery
- Senior completion monitoring
- Attendance interventions
- Family outreach
- Home visits
- Parent workshops
- Attendance improvement plans
- Community service referrals
- ACT and WorkKeys preparation
- Dual credit
- Industry certifications
- College applications
- FAFSA completion
- Scholarships
- Military readiness
- Business and industry partnerships
- Postsecondary enrollment

Graduation Success Teams

Each grade-level team will include:

- Principal
- CTE Director
- Counselors
- Teachers
- Career Coach
- Special Education Director
- English Learner Coordinator
- Director of Accountability
- Mental health or community service representative, when appropriate

The teams will meet at least once each month.

Intervention and Enrichment Period

A daily or scheduled intervention time period should provide:

- Reading and mathematics intervention
- Credit recovery
- ACT preparation
- WorkKeys preparation
- Tutoring
- Extension and enrichment
- Industry certification preparation
- College application assistance

Monitoring and Accountability

The principal and counselors will review the following indicators monthly:

- Graduation status
- Credits earned
- Course failures
- Attendance
- Chronic absenteeism
- Dropout risk
- Discipline
- Credit recovery completion
- College and career readiness indicators

District leadership will conduct quarterly restructuring reviews with the high school leadership team.

The quarterly review will include:

- Progress toward each goal
- Student subgroup performance
- Intervention effectiveness
- Staffing and resource needs
- Barriers to implementation
- Corrective actions
- Evidence of family engagement
- Student outcome trends

Annual Evaluation

At the end of each school year, the district will prepare an evaluation report that includes:

- Progress toward graduation targets
- Dropout rate changes
- Chronic absenteeism changes
- College and career readiness results
- Ninth-grade promotion data
- Subgroup performance
- Program effectiveness
- Recommendations for the following year

By fully implementing this restructuring plan, Canton High School is expected to achieve the following:

- A graduation rate above 95% by 2031
- A significant reduction in the annual dropout rate
- A 30% reduction in chronic absenteeism
- Improved ninth-grade credit attainment and promotion
- Earlier identification of students who are off track
- Increased family participation in graduation planning
- Increased student access to intervention and credit recovery
- Improved outcomes for English Learners and Students with Disabilities
- A 50% increase in college and career readiness indicators