Jackson Public School District

Dropout Prevention Plan

2026-2027

JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

Dr. Errick L. Greene
Superintendent



Jackson Public Schools Cover Page

School District: Jackson Public School District	
Superintendent: Dr. Errick L. Greene	(Signature)
Board President: Barbara T. Hilliard	(Signature)

Table of Contents

I. Cover Page… 2
II. Statement of Assurance… 4

III. District Dropout Prevention Team Information 5
IV. District Data Overview… 6-18
V. District Dropout Prevention Plan (Goals and Strategies) 20-26
VI. School Restructuring Plans 29-73
(Part II)

Statement of Assurance

On behalf of the Jackson Public School District, I hereby submit the district's annual Dropout Prevention Plan and Restructuring Plans for each high school in the Jackson Public Schools with a graduation rate below 85%. As required in policy and state law, the plan includes strategies for:

- Implement evidence-based interventions to reduce the retention rates in kindergarten, first, and second grades to ensure foundational literacy and numeracy that will impact overall academic performance
- Provide academic and social assistance to identified subgroups within the elementary and middle school populations to ensure that graduation requirements are met;
- Develop robust recovery initiatives tailored for individuals aged seventeen (17) through twenty-one (21) who have previously exited the school system; and
- Formalize a structured transition protocol for students returning to their home campus from the juvenile detention center to ensure academic success and reintegration.

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

Dropout Prevention Team Leader:

Name: Stephen Johnson Title: Assistant Director of Enrollment Strategy and Data Systems

Mailing Address: 1017 Robinson Street, Jackson, MS, 39203

Telephone #: 601-960-8852 Email address: stejohnson@jackson.k12.ms.us

District Superintendent: Dr. Errick L. Greene _____
(Signature)

Board President: Barbara T. Hilliard _____
(Signature)

District Team Members

Team Member	Position
Dr. Kathleen Grigsby	***Assistant Superintendent, Elementary I***
Ms. Dionne Woody	***Assistant Superintendent, Elementary II***
Dr. Alvanette Buchanan	***Assistant Superintendent, Middle School***
Dr. Laketia Marshall-Thomas	***Assistant Superintendent, High School***
Dr. Kimberly Smith	***Assistant Superintendent, Academic Supports***
Dr. Faith Strong	***Executive Director, Enrollment Strategy and Data Systems***
Dr. LeSian Davis	***Interim Director, Climate and Wellness & Counseling***
Ms. LaToya Blackshear	***Director, Research and Evaluation Assessment***
Mr. Stephen Johnson	***Assistant Director, Enrollment Strategy and Data Systems***

The data and information below guided the planning process and identified priorities to create the district's Dropout Prevention Plan.

Enrollment by Grade 2025-2026	
Grade	**Number Enrolled**
Pre-Kindergarten	**923**
Special Education Pre-K	*
Kindergarten	**1,113**
Special Education Kindergarten	*
Elementary Special Education	
Grade 01	1,224
Grade 02	1,197
Grade 03	1,458
Grade 04	1,206
Grade 05	1,052
Grade 06	1,025
Grade 07	872
Grade 08	1,118
Grade 09	1,591
Grade 10	1,327
Grade 11	1,455
Grade 12	1,389
Grade 13	18
Total Enrollment	16,968
Average Daily Attendance	89.6%

Enrollment by Subgroup 2025-2026		
Group Name	**Group Number**	**Group Percent (%)**
Female	8,308	49.0
Male	8,660	51.0
Asian	34	<1%
African American	15,598	91.9
Hispanic or Latino	720	4.2
American Indian or Alaskan Native	*	*
White	286	1.7
Two or More Races	323	1.9
Native Hawaiian or Pacific Islander	*	*

School ADA Data 2025-2026	
School	**Percent ADA**
Bailey APAC Middle School	98.3
Bates Elementary School	90.9
Blackburn Middle School	89.7
Boyd Elementary School	88.4
Callaway High School	90.2
Cardozo Middle School	91.1
Casey Elementary School	91.6
Clausell Elementary School	93.9
Forest Hill High School	75.0
Galloway Elementary School	83.6
Green Elementary School	89.6
Isable Elementary School	91.0
Jim Hill High School	82.6
John Hopkins Elementary School	95.6
Johnson Elementary School	88.8
Key Elementary School	90.3
Kirksey Middle School	89.6
Lanier High School	90.9
McLeod Elementary School	91.6
McWillie Elementary School	95.6
Murrah High School	87.9
North Jackson Elementary School	92.3
Northwest Middle School	97.7
Oak Forest Elementary School	93.1
Obama Magnet Elementary School	97.0
Pecan Park Elementary School	93.5
Peeples Middle School	88.8
Powell (Brinkley) Middle School	87.9
Provine High School	79.8
Shirley Elementary School	93.7
Spann Elementary School	94.6
Timberlawn Elementary School	96.6
Van Winkle Elementary School	94.9
Walton Elementary School	95.4
Wilkins Elementary School	89.2
District	**89.6**

Chronic Absenteeism School-Level Data 2025-2026 (Excludes Pre-K)					
School Year	School	ADA Grade	Enrolled	Chronic	Percent Chronic
2025-2026	**District**	**All**	**17,462**	**6,087**	**34.9**
2025-2026	Bailey APAC Middle School	All	429	7	1.6
2025-2026	Bates Elementary School	All	492	151	30.7
2025-2026	Blackburn Middle School	All	439	150	34.2
2025-2026	Boyd Elementary School	All	479	216	45.1
2025-2026	Callaway High School	All	1,011	322	31.8
2025-2026	Cardozo Middle School	All	509	144	28.3
2025-2026	Casey Elementary School	All	277	65	23.5
2025-2026	Clausell Elementary School	All	256	38	14.8
2025-2026	Forest Hill High School	All	1,174	948	80.7
2025-2026	Galloway Elementary School	All	334	199	59.6
2025-2026	Green Elementary School	All	367	138	37.6
2025-2026	Isable Elementary School	All	269	78	29.0
2025-2026	Jim Hill High School	All	1,001	579	57.8
2025-2026	John Hopkins Elementary School	All	517	66	12.8
2025-2026	Johnson Elementary School	All	425	161	37.9
2025-2026	Key Elementary School	All	347	114	32.9
2025-2026	Kirksey Middle School	All	545	181	33.2
2025-2026	Lanier High School	All	890	236	26.5
2025-2026	McLeod Elementary School	All	318	84	26.4
2025-2026	McWillie Elementary School	All	179	3	1.7
2025-2026	Murrah High School	All	1,306	570	43.6
2025-2026	North Jackson Elementary School	All	333	80	24.0
2025-2026	Northwest Middle School	All	244	2	0.8
2025-2026	Oak Forest Elementary School	All	390	76	19.5
2025-2026	Obama Magnet Elementary School	All	230	5	2.2
2025-2026	Pecan Park Elementary School	All	511	96	18.8
2025-2026	Peeples Middle School	All	539	193	35.8
2025-2026	Powell (Brinkley) Middle School	All	518	208	40.2
2025-2026	Provine High School	All	827	515	62.3
2025-2026	Shirley Elementary School	All	579	107	18.5
2025-2026	Spann Elementary School	All	499	68	13.6
2025-2026	Timberlawn Elementary School	All	367	29	7.9
2025-2026	Walton Elementary School	All	391	61	15.6
2025-2026	Wilkins Elementary School	All	470	197	41.9

Discipline Data 2025-2026				
School Name	Enrolled (Cumulative Enrolled)	Number of Students w/Incidents	Percent of Students	Incidents
District	**18,526**	**3,071**	**16.6**	**6,353**
Bailey APAC Middle School	430	49	11.4	66
Bates Elementary School	494	32	6.5	48
Blackburn Middle School	440	139	31.6	307
Boyd Elementary School	479	39	8.1	73
Callaway High School	1017	200	19.7	313
Cardozo Middle School	509	145	28.5	286
Casey Elementary School	334	8	2.4	9
Clausell Elementary School	256	19	7.4	28
Forest Hill High School	1183	375	31.7	927
Galloway Elementary School	356	33	9.3	53
Green Elementary School	388	6	1.5	8
Isable Elementary School	270	4	1.5	5
Jim Hill High School	1001	350	35.0	891
John Hopkins Elementary School	540	66	12.2	136
Johnson Elementary School	502	34	6.8	55
Key Elementary School	349	11	3.2	13
Kirksey Middle School	546	178	32.6	347
Lanier High School	890	271	30.4	545
McLeod Elementary School	359	19	5.3	35
McWillie Elementary School	406	0	0.0	0
Murrah High School	1320	341	25.8	738
North Jackson Elementary School	376	3	0.8	4
Northwest Middle School	245	25	10.2	28
Oak Forest Elementary School	391	17	4.3	26
Obama Magnet Elementary School	267	10	3.7	20
Pecan Park Elementary School	555	1	0.2	1
Peeples Middle School	542	196	36.2	378
Powell (Brinkley) Middle School	519	113	21.8	237
Provine High School	833	319	38.3	670
Shirley Elementary School	626	13	2.1	17
Spann Elementary School	500	13	2.6	17
Timberlawn Elementary School	369	0	0.0	0
Van Winkle Elementary School	305	0	0.0	0
Walton Elementary School	457	5	1.1	7
Wilkins Elementary School	472	37	7.8	65

2025-2026 K-2 Retention Data				2025-2026 K-2 Attendance Data	
Grade	**Enrolled**	**Retained**	**Percent Retained**	**Percent Attendance**	
K	1,113	53	4.7	91.5	
01	1,224	54	4.4	91.6	
02	1,197	58	4.8	91.7	



Jackson Public Schools

Graduation Rates

District State Assessment Data

Attendance and Retention Data

Dropout Prevention Goals







GRADUATION RATE DATA 2026 (2024-2025)		
Graduation Rates by Subgroups		
ALL	**JPS**	**Mississippi**
ALL	85.4%	90.8%
Female	90.0%	93.6%
Male	81.2%	88.0%
Black or African American	86.8%	87.0%
White	71.4%	93.3%
Hispanic or Latino	56.6%	87.0%
Two or More Races	--	91.6%
Economically Disadvantaged	85.9%	88.7%
Homeless	47.8%	79.6%
Students with Disabilities	67.6%	71.1%
Limited English Proficiency	55.2%	60.3%

5-Year Graduation Rates by High Schools					
High Schools	**2021-2022** ***Class of 2021***	**2022-2023** ***Class of 2022***	**2023-2024** ***Class of 2023***	***2024-2025*** ***Class of 2024***	***2025-2026*** ***Class of 2025***
Callaway	**85.8**	**84.4**	**82.6**	**86.7**	**85.5**
Forest Hill	**87.1**	**83.2**	**79.1**	**85.4**	**88.5**
Jim Hill	**87.2**	**83.1**	**83.1**	**86.5**	**83.7**
Lanier	**81.0**	**83.8**	**88.8**	**87.8**	**87.6**
Murrah	**88.4**	**89.0**	**90.3**	**85.9**	**90.5**
Provine	**82.3**	**84.3**	**81.4**	**74.9**	**81.8**
JPS	**84.64**	**84.1**	**83.7**	**83.7**	**85.4**
Mississippi	**88.4**	**88.9**	**89.4**	**89.2**	**90.8**

Graduation Rate Goals					
	2018-2019	**2021-2022**	**2023-2024**	**2024-2025**	**2026-2029**
Mississippi	**84.8**	**87.4**	**90.0**	**90.8**	
Jackson Public	**74.2**	**80.0**	**80**	**84.5**	**90.0**

Dropout Rate Data								
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Mississippi	**10.6**	**10.1**	**9.7**	**8.8**	**8.5**	**9.0**	**8.5**	**8.5**
Jackson Public	**21.0**	**18.1**	**18.7**	**17.5**	**12.7**	**14.1**	**14.6**	**13.9**

Dropout Rate Goals							
	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2024**	**2024-2026**	**2026-2029**
Mississippi	**11.8**	**10.8**	**10.6**	**10.1**			
Jackson Public	**21.3**	**18.3**	**21.0**	**18.1**	**17.0**	**14.0**	**10.0**

Math Proficiency Data 2025-2026

GROUP	DISTRICT	2018-2019 GOAL	2021-2022 GOAL	2026-2027 GOAL	STATE
All	28.8%	44.1%	57.0%	70.0%	54.5%
Female	30.6%				55.0%
Male	27.1%				54.0%
Black or African American	28.2%	35.0%	52.5%	70.0%	40.7%
White	70.5%	53.5%	61.7%	70.0%	69.2%
Hispanic or Latino	24.2%	45.3%	57.6%	70.0%	54.3%
Two or More Races	36.1%	47.5%	58.7%	70.0%	51.7%
Economically Disadvantaged	28.8%	38.7%	54.4%	70.0%	45.1%
Non Economically Disadvantaged	15.4%				73.0%
Homeless	17.9%				36.2%
Foster Care	18.9%				39.3%
Students with Disabilities	10.8%	29.4%	49.7%	70.0%	26.1%
Students without Disabilities	32.2%				60.2%
English Learners	12.3%	38.6%	54.3%	70.0%	36.1%
Non English Learners	29.1%				55.0%

Math Performance Data

Math Performance 2025-2026					
Group	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
All	12.2%	28.7%	31.4%	22.0%	5.7%
Female	11.1%	26.9%	31.9%	24.3%	5.8%
Male	13.2%	30.5%	30.9%	19.8%	5.5%
White	11.8%	28.6%	32.3%	22.0%	5.3%
Asian	5.0%	14.3%	12.1%	35.7%	32.9%
Hispanic or Latino	11-20%	31-40%	21-30%	11-20%	0-10%
Two or More Races	91-100%	0.0%	0.0%	0.0%	0.0%
Black or African American	17.7%	31.8%	16.5%	28.2%	5.9%
Alaskan Native or Native American	0.0%	0.0%	41-50%	41-50%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	21-30%	41-50%	21-30%
Students without Disabilities	11.7%	28.2%	31.8%	22.5%	5.8%
Economically Disadvantaged	0-10%	0-10%	0-10%	0-10%	0-10%
Homeless	11-20%	31-40%	21-30%	11-20%	0-10%
Non English Learners	9.1%	26.0%	33.5%	24.9%	6.4%
Students with Disabilities	12.2%	28.7%	31.4%	22.0%	5.7%
Foster Care	21-30%	41-50%	21-30%	0-10%	0-10%
Non Economically Disadvantaged	24.1%	31.5%	33.3%	11.1%	0.0%
English Learners	21-30%	41-50%	11-20%	0-10%	0-10%

English Proficiency Data 2025-2026

GROUP	DISTRICT	2018-2019 GOAL	2021-2022 GOAL	2026-2027 GOAL	STATE
All	29.0%	45.1%	57.5%	70.0%	47.6%
Female	33.8%				51.2%
Male	24.2%				44.2%
Black or African American	28.4%	35.9%	53.0%	70.0%	34.9%
White	71.1%	55.0%	62.5%	70.0%	61.5%
Hispanic or Latino	24.9%	42.2%	56.1%	70.0%	43.8%
Two or More Races	32.5%	48.2%	59.1%	70.0%	45.8%
Economically Disadvantaged	29.0%	39.6%	54.8%	70.0%	38.8%
Non Economically Disadvantaged	20.0%				64.9%
Homeless	21.0%				33.2%
Foster Care	20.8%				36.9%
Students with Disabilities	9.8%	29.3%	49.6%	70.0%	20.8%
Students without Disabilities	32.5%				52.9%
English Learners	10.3%	32.4%	51.2%	70.0%	23.0%
Non English Learners	29.3%				48.2%

English Performance Data 2025-2026

English Performance Data 2023-2024					
Group	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
All	20.6%	24.60%	28.70%	18.80%	7.10%
Female	16.7%	22.30%	30.20%	21.90%	9.00%
Male	24.4%	26.90%	27.40%	16.00%	5.40%
White	5.3%	12.00%	15.80%	26.30%	40.60%
Asian	11-20%	0.00%	31-40%	11-20%	31-40%
Hispanic or Latino	35.8%	23.00%	22.50%	13.30%	5.50%
Two or More Races	42.9%	10.40%	29.90%	9.10%	7.80%
Black or African American	19.9%	25.10%	29.20%	19.10%	6.70%
Alaskan Native or Native American	91-100%	0.00%	0.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.0%	0.00%	41-50%	41-50%	0.00%
Students without Disabilities	16.2%	23.40%	30.90%	21.40%	8.20%
Economically Disadvantaged	20.6%	24.60%	28.70%	18.80%	7.10%
Homeless	31-40%	21-30%	21-30%	11-20%	0-10%
Non English Learners	19.6%	24.60%	29.20%	19.30%	7.30%
Students with Disabilities	41-50%	31-40%	11-20%	0-10%	0-10%
Foster Care	31-40%	21-30%	31-40%	11-20%	0-10%
Non Economically Disadvantaged	0-10%	0-10%	0-10%	0-10%	0-10%
English Learners	51-60%	21-30%	11-20%	0-10%	0-10%

JPS Behavior Data 2025-2026

District/ Feeder	Category	2 Per Quarter 1			2 Per Quarter 2			2 Per Quarter 3			2 Per Quarter 4			6 or More All Year		
		Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent	Enrolled	Referrals	Percent
District	1. Off Track (Tier III)	16,289	269	1.7	16,388	306	1.9	16,689	270	1.6	16,856	219	1.3	17,890	116	0.6
District	2. Sliding (Tier II)	16,289	750	4.6	16,388	813	5.0	16,689	896	5.4	16,856	806	4.8	17,890	602	3.4
District	3. On Track to Graduate (Tier I)	16,289	1910	11.7	16,388	1752	10.7	16,689	1801	10.8	16,856	2002	11.9	17,890	11794	65.9

Attendance Data 2025-2026

District/ Feeder	Category	Status	Quarter 1			Quarter 2			Quarter 3			Quarter 4			All Year		
			Enrolled	Days Absent	%	Enrolled	Days Absent	%	Enrolled	Days Absent	%	Enrolled	Days Absent	Percent	Enrolled	Days Absent	%
District	1. Off Track (Tier III)	Absent 5 days	16,289	891	5.5	16,388	999	6.1	16,689	953	5.7	16,856	369	2.2	17,890	4094	22.9
District	2. Sliding (Tier II)	Absent 3-5 days	16,289	3605	22.1	16,388	4013	24.5	16,689	3891	23.3	16,856	1858	11.0	17,890	4024	22.5
District	3. On Track to Graduate (Tier I)	Absent 2 days or less	16,289	5508	33.8	16,388	4801	29.3	16,689	5032	30.2	16,856	5284	31.3	17,890	680	3.8

JPS Retention Data 2025-2026

Feeder Pattern	Status	Category	K-3rd Grades			4th - 12th Grades		
			Enrolled	Number	Percent	Enrolled	Number	Percent
District	1. Off Track (Tier III)	Failed One Grade	3,877	349	9.0	10,929	1,950	17.8
District	2. Sliding (Tier II)	Scored N or D in math or reading	5,013	1,388	27.7	11,137	2,226	20.0
District	3. On Track to graduate (Tier I)	Never Retained	3,877	3,503	90.4	10,929	8,424	77.1

Discipline Data 2023 – 2024					
	In-School Suspension	Out-of-School Suspension	Expulsion	SCHOOL-BASED ARRESTS *	REFERRED TO LAW ENFORCEMENT *
State	5.7%	8.7%	<5%	<5%	<5%
District	<5%	28.9%	<5%	<5%	<5%
Female	<5%	22.7%	<5%	<5%	<5%
Male	<5%	35.0%	<5%	<5%	<5%
Black or African American	<5%	30.4%	<5%	<5%	<5%
White	<5%	6.9%		<5%	<5%
Alaskan Native or Native American		<5%		<5%	<5%
Asian		<5%		<5%	<5%
Hispanic or Latino	<5%	9.3%		<5%	<5%
Native Hawaiian or Pacific Islander		<5%		<5%	<5%
Two or More Races	<5%	19.0%		<5%	<5%
Students with Disabilities	<5%	36.5%	<5%	<5%	<5%
Students without Disabilities	<5%	27.8%	<5%		
English Learners	<5%	9.5%	<5%		
Non-English Learners	<5%	29.6%	<5%		

Chronically Absent 2024-2025 by Subgroups	
Group	State
All	27.6%
Female	27.9%
Male	27.3%
Black or African American	28.9%
White	26.6%
Alaskan Native or Native American	34.9%
Asian	15.2%
Hispanic or Latino	25.5%
Native Hawaiian or Pacific Islander	24.1%
Two or More Races	30.0%
Students with Disabilities	30.7%
Students without Disabilities	27.0%
English Learners	21.5%

District Dropout Prevention/Graduation Completion Plan

Dropout Prevention Goal #1: Reduce retention rates in Kindergarten, First, and Second grades from 4.6 % to 3.0% by May 2027.

Desired Impact What measurable change will be seen?	**Action Steps/** Interventions What actions, additional assessments, or interventions will occur to achieve the desired change?	**Resources** What are the financial and human resources necessary to accomplish the action steps or interventions?	**Who is Responsible?** Who is involved? Who will provide the leadership? Who will do the work?	**Timeline** When will this action step or intervention begin and end?	**Evidence of Implementation** What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
Retention: ***JPS K-2 student retention rate will decrease from 4.6% to 3.0% by May 2027.*** ***Benchmark Goal:*** ***Attendance: JPS K-2 student attendance rate will increase from 91.6% to 93% by May 2027.***	Develop a JPS Strategic Plan designed as a series of commitments to our scholars and families that will guide our district's decisions and actions. One commitment in the plan is "The Power of People and Possibilities," which includes strategies to support scholars in K-2nd grades. JPS Strategic Plan Implement a district-wide Pre-K Early Start Program (Early Learning Collaborative Grant.) Host monthly Parent Literacy Academies monthly. Implement the MTSS Process with fidelity. Utilize the Early Warning System (EWS) for early Identification. Collaborate with Daycares and Headstart Centers in the metro areas.	Title I Funding District Funding	Teachers EWS Team PBIS Team Counselors IST (office) Interventionists Instructional Technology Administrators Assistant Superintendents	August 2026 – May 2027 EWS data will be evaluated every two weeks IST will monitor attendance daily	Documentation from EWS Meetings Daily Attendance Reports Retention Reports Parent Conference Logs Documentation from MTSS Process Documentation from Town Hall Meetings Instructional Notification Letters A-E

	Provide intervention accessibility through (1:1) device distribution and access.				

Dropout Prevention Goal #2: Identify subgroups that need additional assistance to meet graduation requirements.

Desired Impact What measurable change will be seen?	**Action Steps/** Interventions What actions, additional assessments, or interventions will occur to achieve the desired change?	**Resources** What are the financial and human resources necessary to accomplish the action steps or interventions?	**Who is Responsible?** Who is involved? Who will provide the leadership? Who will do the work?	**Timeline** When will this action step or intervention begin and end?	**Evidence of Implementation** What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
JPS will decrease chronic absenteeism for students from 34.9% to 30% by May 2027. ***As evidenced by MAAP, JPS will increase the ELA proficiency of JPS scholars from 29.0% to 37.4% by May 2027.*** ***As evidenced by MAAP, JPS will increase the Math proficiency of JPS scholars from 28.8% to 33.6% by May 2027.*** ***JPS will increase the graduation rate from 85.4% to 88.4% by May 2027.***	Set goals and employ strategies to improve attendance for students at-risk through positive student engagement, behavioral and mental health support, physical health support, academic support, extended learning, and basic needs support based on intervention tiers, https://www.attendanceworks.org/. Monitor academic data and provide accurate and timely reports that empower school-level MTSS/TST teams to effectively identify and support students who need academic intervention through pull-outs and push-ins. Identify students in need of academic and behavioral interventions. Implement and apply needed interventions with fidelity through scheduling, frequent screening, progress monitoring, and effective Tier II—small group, progress monitoring, and peer tutoring; Tier III—intensive individualized instruction, behavioral	Establishment of District and School Level EWS Teams Effective implementation and monitoring of MTSS/RtI Truancy Officers Parent Notification System Intervention Program School Level Interventionist and District Lead Interventionist Jobs for MS Graduates Program	Teachers MTSS Team/Committee EWS Teams Counselors Interventionists/Lead Interventionists Administrators Assistant Superintendents Graduation Coaches	August 2026 – May 2027 August 2026 – May 2027	MTSS/Early Warning Documentation Monthly auditing of MTSS/TST/EWS Implementation in schools Parent Square/Attendance Correspondences

	interventions, and specialized reading interventions. Identify students who meet the criteria for early content recovery. Assign identified students to the Credit Recovery Program and monitor progress. Establish a system to inform parents of student progress (e.g., School, Status, Parent-Teacher Conferences, EWS meetings, and Academic Counseling Sessions). Offer Jobs for Mississippi Graduates program to 11th and 12th students to learn college or career readiness skills. Implement Early Warning System protocol to identify potential nongraduates to determine and provide student support. Track and monitor stages for successfully completing the REAP/Fast Track Program (the district's overage program for 4th – 12th-grade scholars.) JPS schools will identify at-risk students and provide additional academic and behavioral tiered support. (JPS' targeted subgroups are students with disabilities, EL, Foster Care, Homeless, over-aged students, and students who failed two or more classes.)				

Dropout Prevention Goal #3: Develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who previously exited the school system

Desired Impact What measurable change will be seen?	**Action Steps/** Interventions What actions, additional assessments, or interventions will occur to achieve the desired change?	**Resources** What are the financial and human resources necessary to accomplish the action steps or interventions?	**Who is Responsible?** Who is involved? Who will provide the leadership? Who will do the work?	**Timeline** When will this action step or intervention begin and end?	**Evidence of Implementation** What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
JPS will increase reentry/re-enrollment of students ages 17 – 21 who dropped out from 11 to 19 by May 2027. ***JPS will decrease the dropout rate from 12.3% to 11.3% by May 2027.***	Increase enrollment at the Reengaging in Education for All to Progress (REAP) Center and Fast Track to include those students who dropped out. Develop and implement REAP and Fast Track programs for scholars in grades 4th—12th who are overaged, under credited, and have failed multiple grades. Track and monitor stages for successful completion of the REAP and Fast Track Programs, keeping students updated on their progress toward completion. Provide quality classroom instruction at each instructional Tier. Provide credit recovery for students to gain credits through a course recovery program. Pull bi-weekly EWS reports to identify students. Prescribe and monitor appropriate intervention based	District funding Credit recovery Blended learning programs Academic intervention programs Truancy Officers Data Dashboard	Teachers MTSS Team/Committee Counselors Interventionists/Lead Interventionists Administrators Assistant Superintendents Truancy Officers Assistant Director/Dropout Prevention Coordinator District Lead Counselor Graduation Coaches	August 2026 – May 2027	Review of discipline data Learning walks /daily observations data/logs Monthly progress monitoring data Counselors' monthly reports Credit Course Recovery completion reports REAP enrollment and completion semester data

	on STAR Screener results and other available data. Implement prevention and intervention programs that provide supplemental academic support for students in at-risk situations. Provide alternative settings to support student needs, including virtual and blended learning classes. Provide students and their families with support services. Provide accurate, timely attendance and dropout data so campus administrators and planners can make informed decisions. Increase enrollment in CTE courses at the Career Development Center. Provide workforce development and transitioning support to students in CTE programs. Partner with community education partners such as Job Corp, WIN Job Center, GED Programs, and Youth Challenge for students who will not re-enroll in JPS. Utilize alternative options to MAAP assessments to meet graduation requirements.				

Dropout Prevention Goal #4: Address how students will transition to the home school district from the juvenile detention center.

Desired Impact What measurable change will be seen?	**Action Steps/** Interventions What actions, additional assessments, or interventions will occur to achieve the desired change?	**Resources** What are the financial and human resources necessary to accomplish the action steps or interventions?	**Who is Responsible?** Who is involved? Who will provide the leadership? Who will do the work?	**Timeline** When will this action step or intervention begin and end?	**Evidence of Implementation** What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
JPS will follow MS state policy for transitioning students from the juvenile detention center back to their home schools for 100% of scholars assigned to the juvenile detention center.	behavior, course performance, and Individualized Intervention Plan (IIP). Intervention strategies are included with academic and behavioral goals. The home school is responsible for implementing and monitoring the intervention with fidelity. The Dropout Prevention Coordinator will follow up two weeks after being released and will continue to follow up for six months. The Dropout Prevention Coordinator will track and monitor attendance at schools where students have transitioned back to their homeschool and are encouraged to return to school.	Truancy Officers Dropout Prevention Coordinator Behavior Screener Parent Notification System	School Home Counselors Interventionists/Lead Interventionists Administrators Assistant Superintendents Truancy Officers Dropout Prevention Coordinator Case Manager Teacher Mental Health Representative Behavior Specialist	August 2026 – May 2027	Transition Meeting Agenda Sign-in-sheets Students/Parent Transition logs Review of discipline data in SAM. Submission and review of OSS documentation Alternative School Referrals Review of grades during report card grade verification HYJJC release documentation

JACKSON PUBLIC SCHOOLS

Dropout Prevention-Restructuring Plan

Provine High School



Jackson Public Schools Restructuring Plan

School: Provine High School

School Team Members	Position
April Benjamin	Principal, Clausell Elementary School
LaChrista Johnson	Counselor, Clausell Elementary School
Yasontas Burton	Principal, John Hopkins Elementary
Shaterria Truman	Counselor, John Hopkins Elementary
Dina Owens	Principal, Pecan Park Elementary School
Sarah Nicholson	Counselor, Pecan Park Elementary School
Temeka Griffin	Counselor, Pecan Park Elementary School
Eric Jackson	Principal, Blackburn Middle School
Daryn White	Dean of Students, Blackburn Middle School
Rekesha Gholar	Dean of Students, Blackburn Middle School
Tanyatemeika Mason	Principal, Capital City Alternative School
Dr. Emorie Griffin	Assistant Principal Capital City Alternative School
Dr. Eric Cook	Principal, Career Development Center
Travita Horton	Lead Counselor, Career Development Center
Dr. Shenetra Dawson	Principal, REAP
Rebecca Allen	Lead Counselor, REAP
Roderick Smith	Principal, Provine High School
Kenyatta Durr	Assistant Principal, Provine High School
Chiante Pendleton	Graduation Coach, Provine High School
Dr. Tara Lomax	Lead Counselor, Provine High School
Leighauna Crowley-Shay	Attendance, Provine High School

List of Data Available
Attendance
Discipline
Cohort Information
Chronic Absenteeism
Drop-Out Rate
Graduation Rate

School Restructuring Plan Goals	
Goal 1:	To increase graduation rate by 3.2% or better (from 81.8% to 85% or better) by May 2027
Goal 2:	To decrease the dropout rate by 4.6% or better (from 14.6% to 10%) by May 2027
Goal 3:	To decrease chronic absenteeism rate by 10% or better (from 72.4% to 62.4%) by May 2027

School Restructuring Plan				
Goal 1: To increase graduation rate by 3.2% or better (from 81.8% to 85% or better) by May 2027 Focus Area: □ Attendance □ Behavior X□ Course Performance □ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Quality Tier 1 and Tier II instruction	Curriculum Documents, Lesson Plans, Professional Development	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers
July 2026 – May 2027	Early Identification and Enrollment in REAP, CDC Pathway	SAM/MSIS/Power Schools Overage Report Student Transcripts Parent Conferencing Home Visits	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors

July 2026 – May 2027	Enhanced Implementation Early Warning System (EWS)	Power Schools Administration Dashboard Data Aggressively pursue students who are at risk for a 20-day Drop	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team Dean of Students

		Accurate Reporting of Transient Students in Power Schools Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring Early Warning beginning at the Elementary Grade Levels Parent Conferencing/ Informational that includes the withdrawal process	Graduation Coaches	Graduation Coaches
July 2026 – May 2027	Identify and schedule students for Credit Course Recovery/ Interventions	Student Transcripts Edgenuity Student Profile/Age/ Discipline/ Attendance/Course Performance Parent Conferencing	Student Support Services School Interventionist District Truancy Officer	DOP Administrator Student Support Services
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	

July 2026 – May 2027	Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms	Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings, Schedule Change
July 2026 – May 2027	Bi-monthly MSIS tracking, Feeder Overage Report, Completed Application for students to REAP	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course
July 2026 – May 2027	Bi-monthly MTSS/EWS Meeting with Agenda Minutes/Each Meeting List out 10 Priority Students for Check In-Check Out	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course/Administration Parent Meeting/ Home Visit
July 2026 – May 2027	Report Card Data, iReady Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data	Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings
July 2026 – May 2027	Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course

Goal 2: To decrease the dropout rate by 4.6% or better (from 14.6% to 10%) by May 2027 Focus Area: □ Attendance X□ Behavior □ Course Performance □ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Quality Tier 1 and Tier II instruction	Curriculum Documents, Lesson Plans, Professional Development	Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff,	Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers

			Teachers	
July 2026 – May 2027	Early Identification and Enrollment in REAP	SAM/MSIS/Power Schools Data Parent Conferencing	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors
July 2026 – May 2027	Enhanced Implementation Early Warning System (EWS)	Power Schools Administration Dashboard Data Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team
July 2026 – May 2027	Identify and schedule students for Credit Course Recovery/ Interventions	Transcripts Edgenuity Student Profile/Age/ Discipline/ Attendance Parent Conferencing	Student Support Services Dean of Students Graduation Coaches	Student Support Services Dean of Students Graduation Coaches

July 2026 – May 2027	Improve Your Tomorrow Mentorship	IYT Mentors Transcripts Discipline Data	IYT Mentors Administration Counselors Dean of Students	IYT Mentors Administration Counselors Dean of Students
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
July 2026 – May 2027	Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms	Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings, Schedule Change		
July 2026 – May 2027	Bi-monthly MSIS tracking, Feeder Overage Report, Completed Application for students to REAP	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course		
July 2026 – May 2027	Bi-monthly MTSS/EWS Meeting with Agenda Minutes/Each Meeting List out 10 Priority Students for Check InCheck Out	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course/Administration Parent Meeting/ Home Visit		
July 2026 – May 2027	Report Card Data, iReady Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data	Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings		
July 2026 – May 2027	Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course		

Goal 3: To decrease chronic absenteeism rate by 10% or better (from 72.4% to 62.4%) by May 2027

Focus Area: X□ Attendance □ Behavior □ Course Performance □ Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Bi-Weekly Student Service Check-In (Building Positive Student Relationships)	Check-In/Check-Out Form Parent Conferencing	Student Support Services Dean of Students	Student Support Services School-wide PBIS
July 2026 – May 2027	Bi-monthly Home Visits (or as needed) – Building Positive Relationships	School Transportation Cumulative Attendance Report	Administrators Student Support Services Dean of Students	Administrators Student Support Services Dean of Students
	Plan to Progress Monitor			
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
July 2026 – May 2027	Report Card Data, iReady Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data		Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings	
July 2026 – May 2027	Home visits will increase student attendance, decrease behavioral infractions, and improve course performance.		Differentiate Canvas materials, Frequency of Home Visits, Learning Schedule Adjustments, and Alternative Graduation/Program Pathways.	

RESTRUCTURING PLAN PLANNING GUIDE

SMART Goal Planning Template			
Goal 1: To increase graduation rate by 3.2% or better (from 81.8% to 85% or better) by May 2027 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?)	-Goal is to increase graduation rate by 3.2% or better (from 81.8% to 85% or better) by May 2027 -Carried out by District Teaching/Learning Staff and Teachers. -Tasks will include providing quality classroom instructions, implementing EWS, and identifying/scheduling students for credit course recovery. Curriculum documents, lesson plans, professional development sessions, SAM EWS Tier reports, and transcripts are needed.
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?)	-Goal is measured by the number of students that meet graduation requirements. -Review data from report cards, iReady reports, benchmark assessments, formal/informal classroom observations, and feedback will be utilized to monitor progress.
			-Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	-Achieve goal by May 2027. -Barriers to completing tasks are excessive absences (students/teachers), lack of motivation, and ineffective teachers. -Overcome barriers by providing incentives for attendance (students/staff), attendance plans, truancy officer, home visits, and staff professional development.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	-Goal is relevant to performance expectations.

T	**Time Bound**	T – is the goal **timebound**? (How often will this task be done? By when will this goal be accomplished?)	-Tasks will be completed weekly based on tiered support. -The goal will be accomplished by May 2027.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Quality Tier 1 and Tier II instruction, Expansive Course Offerings	Curriculum Documents, Lesson Plans, Professional Development	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers
July 2026 – May 2027	Early Identification and Enrollment in REAP, CDC Pathway	SAM/MSIS/Power School Overage Report Student Transcripts	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors
		Parent Conferencing Home Visits		

July 2026 – May 2027	Enhanced Implementation Early Warning System (EWS)	Power Schools Administration Dashboard Data Aggressively pursue students who are at risk for a 20-day Drop. Accurate Reporting of Transient Students in Power Schools Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring Early Warning beginning at the Elementary Grade Levels Parent Conferencing/ Informational that includes the withdrawal process	DOP Team Administrator MTSS/EWS Team Dean of Students Graduation Coaches	DOP Administrator MTSS/EWS Team Dean of Students Graduation Coaches
July 2026 – May 2027	Identify and schedule students for Credit Course Recovery/ Interventions	Student Transcripts Edgenuity Student Profile/Age/ Discipline/ Attendance/Course Performance	Student Support Services School Interventionist District Truancy Officer	DOP Administrator Student Support Services

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
July 2026 – May 2027	Monitor students' progress (grades, iReady Reading/Math, discipline & attendance, state/national test performance)	Attendance, Behavior, Course Performance (ABC) Data/SAM
July 2026 – May 2027	Establish a system to keep parents informed of student progress	Active Parent, Midterm Progress Reports, Report Cards
July 2026 – May 2027	Utilize the Dropout Prevention Coordinator to monitor, track, and support students at risk of dropping out.	EWS Tier Report

SMART Goal Planning Template			
Goal 2: To decrease the dropout rate by 4.6% or better (from 14.6% to 10%) by May 2027 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?)	-Goal is to decrease the dropout rate by 4.6% or better (from 14.6% to 10%) by May 2027. -Carried out by teachers, interventionists, the EWS team, school administrators, and the Dropout Prevention Coordinator. -Tasks will include monitoring students' progress (ABC), establishing systems to keep parents informed of student progress, and utilizing the Dropout Prevention Coordinator to monitor, track, and support students at risk of dropping out. -Resources needed are data from SAM (attendance, behavior, course performance –ABC), Active Parent, midterm progress reports, report cards, and EWS tier reports.
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?)	-Goal is measured by the number of dropout students. -Attendance, behavior, and course performance data will be reviewed and utilized to monitor progress. -Outcomes will be measured by data analyzing the number of students on
			MTSS/EWS plans and by the implementation of professional development activities received and observed through classroom observations.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	-Achieve goal by May 2027. -Barriers to completing tasks are students' excessive absences, out-of-school suspensions, and academic performance -Overcome barriers by providing incentives for attendance/behavior, academic/behavior interventions, and staff professional development.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	-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?)	-Tasks will be completed daily based on academic/behavior-tiered support. -The goal will be accomplished by May 2027.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Quality Tier 1 and Tier II instruction	Curriculum Documents, Lesson Plans, Professional Development	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers
July 2026 – May 2027	Early Identification and Enrollment in REAP	SAM/MSIS/Power Schools Data Parent Conferencing	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors

July 2026 – May 2027	Enhanced Implementation Early Warning System (EWS)	Power Schools Administration Dashboard Data Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring Parent Conferencing	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team
July 2026 – May 2027	Identify and schedule students for Credit Course Recovery/ Interventions	Transcripts Edgenuity Student Profile/Age/ Discipline/ Attendance Parent Conferencing	Student Support Services Dean of Students Graduation Coaches	Student Support Services Dean of Students Graduation Coaches

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
July 2026 – May 2027	Discipline, Attendance, and Course Performance Data	Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings
July 2026 – May 2027	Discipline, Attendance, and Course Performance Data	Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings

July 2026 – May 2027	Discipline, Attendance, and Course Performance Data	Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings

Goal Planning Template			
Goal 3: To decrease chronic absenteeism rate by 10% or better (from 72.4% to 62.4%) by May 2027 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?)	-Goal is to decrease chronic absenteeism rate by 10% or better (from 72.4% to 62.4%) by May 2027 -Carried out by teachers, school administrators, attendance clerks, interventionists, counselors, and district personnel. -Tasks will include monitoring students' progress, providing job embedded professional development based on needs assessment surveys, and identifying students in need of academic & behavioral interventions. -Resources needed are SAM ABC reports, district/state policies & procedures.
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?)	-Goal is measured by the end of the year ADA. -Utilize SAM ABC reports and MTSS/EWS data to monitor progress. -Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	-Achieve goal by May 2027. -Barriers to completing tasks are excessive student absences, lack of motivation, and ineffective teachers. -Overcome barriers by providing incentives for attendance, attendance plans, truancy officers, home visits, and staff professional development.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	-Goal is relevant to performance expectations.

T	**Time Bound**	T – is the goal **timebound**? (How often will this task be done? By when will this goal be accomplished?)	-Tasks will be completed weekly based on attendance reports. -The goal will be accomplished by May 2027.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Bi-Weekly Student Service Check-In (Building Positive Student Relationships)	Check-In/Check-Out Form Parent Conferencing	Student Support Services Dean of Students	Student Support Services School-wide PBIS
July 2026 – May 2027	Bi-monthly Home Visits (or as needed) – Building Positive Relationships	School Transportation Cumulative Attendance Report	Administrators Student Support Services Dean of Students	Administrators Student Support Services Dean of Students
July 2026 – May 2027	Utilize the Dropout Prevention Coordinator to monitor, track, and support students at risk of dropping out.	EWS Tier Report	EWS Team, Dropout Prevention Coordinator	EWS Team, Dropout Prevention Coordinator

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

July 2026 – May 2027	Discipline, Attendance, and Course Performance Data	Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings
July 2026 – May 2027	Discipline, Attendance, and Course Performance Data	Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings
July 2026 – May 2027	Discipline, Attendance, and Course Performance Data	Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings

JACKSON PUBLIC SCHOOLS

Dropout Prevention-Restructuring Plan

Jim Hill High School



School: **Jim Hill High School**

School Team Members	Position
Catrina Crawford	Principal, Isable Elementary School
Kelvin Culver	Principal, Northwest Middle School
Catrina Crawford	Principal, Isable Elementary School
Amanda Thomas	Principal, Key Elementary
Elana Tate	Principal, Shirley Elementary
Stephanie Wilson	Principal, Obama Magnet Elementary
Carla Baker Thomas	Principal, Wilkins Elementary School
Freddrick Connors	Dean of Students, Jim Hill High School
Erica Stokes	Dean of Students, Jim Hill High School
Tanyatemeika Mason	Principal, Capital City Alternative School
Dr. Emorie Griffin	Assistant Principal Capital City Alternative School
Dr. Eric Cook	Principal, Career Development Center
Quando Manuel	Graduation Coach, Jim Hill High School
Dr. Shenetra Dawson	Principal, REAP
Rebecca Allen	Lead Counselor, REAP
Richard Wilson	Interventionist, Jim Hill High School
Bobby D. Brown	Principal, Jim Hill High School
Shaletha W. Fisher	Assistant Principal, Jim Hill High School
Nicole Dobbins	Assistant Principal, Jim Hill High School
Vertis Holmes	Assistant Principal, Jim Hill High School
Dr. Edna Sampson	Lead Counselor, Jim Hill High School

List of Data Available
Attendance
Discipline
Cohort Information
Chronic Absenteeism
Dropout Rate
Graduation Rate

School Restructuring Plan Goals	
Goal 1:	Increase the graduation rate from 83.7% to 88.7% by May 2027.
Goal 2:	Decrease the dropout rate from 15.4% to 10.4% by May 2027.
Goal 3:	Decrease chronic absenteeism from 49.2% to 44.2% by May 2027.

School Restructuring Plan				
Goal 1: Increase the graduation rate from 83.7% to 88.7% by May 2027. Focus Area: □ Attendance □ Behavior ☑ Course Performance □ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Quality Tier I and Tier II instruction to ensure rigorous standards-based teaching in every classroom.	Curriculum Documents, Lesson Plans, Professional Development	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers
July 2026 – May 2027	Early identification of students needing credit recovery, intervention, or alternative graduation pathways through REAP and Career	PowerSchool, MSIS Reports, Student Transcripts, Parent Conferences	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors

	Development Center (CDC).			
July 2026 – May 2027	Enhanced implementation of the Early Warning System (EWS) through monthly MTSS meetings to identify students at risk based on Attendance, Behavior, and Course Performance.	EWS Dashboard, PowerSchool Data	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team Dean of Students

		Accurate Reporting of Transient Students in Power Schools Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring Early Warning beginning at the Elementary Grade Levels Parent Conferencing/ Informational that includes the withdrawal process	Graduation Coaches	Graduation Coaches

July 2026 – May 2027	Identify and enroll students in Edgenuity Credit Recovery and provide individualized intervention plans for students who are credit deficient.	Student Transcripts, Edgenuity Reports, Progress Monitoring Data	Student Support Services School Interventionist District Truancy Officer	DOP Administrator Student Support Services
July 2026 – May 2027	Conduct quarterly transcript audits and graduation conferences for juniors and seniors to ensure students remain on track toward graduation.	Graduation Checklists, Student Transcripts	Counselors	Graduation Coach, Administration

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
July 2026 – May 2027	Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms	Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings, Schedule Change
July 2026 – May 2027	Bi-monthly MSIS tracking, Feeder Overage Report, Completed Application for students to REAP	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course
July 2026 – May 2027	Bi-monthly MTSS/EWS Meeting with Agenda Minutes/Each Meeting List out 10 Priority Students for Check In-Check Out	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course/Administration

		Parent Meeting/ Home Visit
July 2026 – May 2027	Report Card Data, iReady Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data	Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings
July 2026 – May 2027	Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms	Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course

Goal 2: Decrease the dropout rate from 15.4% to 10.4% by May 2027. Focus Area: ☑ Attendance ☑ Behavior ☑ Course Performance □ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Utilize the Early Warning System (EWS) to identify students at risk of dropping out based on attendance, behavior, and course performance.	PowerSchool, EWS Reports, Attendance Data	Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	Administration Instructional Leadership Team (ILT) School Leadership Team (SLT)

				District Teaching and Learning Staff, Teachers
July 2026 – May 2027	Conduct student and parent conferences to develop individualized success plans for identified students.	Student Data, Parent Contact Logs	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors
July 2026 – May 2027	Assign mentors to at-risk students and monitor academic, attendance, and behavioral progress.	Mentor Logs, Progress Reports	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team
July 2026 – May 2027	Provide academic intervention through tutoring, credit recovery, MTSS, and alternative education options as appropriate.	Edgenuity, REAP, CDC, MTSS Documentation	Student Support Services Dean of Students Graduation Coaches	Student Support Services Dean of Students Graduation Coaches

July 2026 – May 2027	Monitor student progress monthly during FIT/MTSS meetings and adjust interventions as needed.	FIT Agendas, EWS Reports	IYT Mentors Administration Counselors Dean of Students	IYT Mentors Administration Counselors Dean of Students
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
July 2026 – May 2027	Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data, Lesson Plan Review Forms		Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings, Schedule Change	
July 2026 – May 2027	Bi-monthly MSIS tracking, Feeder Overage Report, Completed Application for students to REAP		Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course	
July 2026 – May 2027	Bi-monthly MTSS/EWS Meeting with Agenda Minutes/Each Meeting List out 10 Priority Students for Check InCheck Out		Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course/Administration Parent Meeting/ Home Visit	
July 2026 – May 2027	Report Card Data, iReady Reports, Benchmark Data, Formal and Informal Classroom Observation and Feedback Data		Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS Meetings	
July 2026 – May 2027	Course Failures, Period Attendance, iReady Reports, Focused Instructional Team Meetings (FIT), Benchmark Data, Formal and Informal Classroom Observation and Feedback Data,		Schedule Changes, Recommendations for Credit/Content recovery if REAP slots are filled, Adding a 9th Block Edgenuity Course	

	Lesson Plan Review Forms	

Goal 3: Decrease chronic absenteeism from 49.2% to 44.2% by May 2027. Focus Area: ☑ Attendance □ Behavior □ Course Performance □ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Bi-Weekly Student Service Check-In (Building Positive Student Relationships)	Check-In/Check-Out Form Parent Conferencing	Student Support Services Dean of Students	Student Support Services School-wide PBIS
July 2026 – May 2027	Bi-monthly Home Visits (or as needed) – Building Positive Relationships	School Transportation Cumulative Attendance Report	Administrators Student Support Services Dean of Students	Administrators Student Support Services Dean of Students
July 2026 – May 2027	Monitor daily attendance and identify students approaching chronic absenteeism.	PowerSchool Attendance Reports	Administrators Student Support Services Dean of Students	Monitor daily attendance and identify students approaching chronic absenteeism.
	Plan to Progress Monitor			
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
July 2026 – May 2027	Report Card Data, iReady Reports, Benchmark Data, Formal and Informal		Focused Instructional Team Meetings (FIT), Individualized Professional Development, Multi-Tiered	

	Classroom Observation and Feedback Data	Systems of Support (MTSS)/EWS Meetings
July 2026 – May 2027	Home visits will increase student attendance, decrease behavioral infractions, and improve course performance.	Differentiate Canvas materials, Frequency of Home Visits, Learning Schedule Adjustments, and Alternative Graduation/Program Pathways.

RESTRUCTURING PLAN PLANNING GUIDE

SMART Goal Planning Template			
Goal 1: Increase the graduation rate from 83.7% to 88.7% by May 2027. 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?)	- Increase the graduation rate from 83.7% to 88.7% by May 2027. -Increase the four-year cohort graduation rate by implementing a comprehensive system of academic interventions, transcript monitoring, credit recovery, and student support services for students identified through the Early Warning System (EWS).- -Carried out by District Teaching/Learning Staff and Teachers. -Tasks will include providing quality classroom instructions, implementing EWS, and identifying/scheduling students for credit course recovery. Curriculum documents, lesson plans, professional

			development sessions, SAM EWS Tier reports, and transcripts are needed.
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?)	- Increase the graduation rate from 83.7% to 88.7% as measured by the Mississippi Statewide Accountability System and district graduation data. Progress will be monitored through transcript audits, credit accumulation reports, benchmark assessments, and EWS data. -Goal is measured by the number of students that meet graduation requirements. -Review data from report cards, iReady reports, benchmark assessments, formal/informal classroom observations, and feedback will be utilized to monitor progress.

			-Outcomes will be measured by data analysis from bimonthly FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	- MTSS/FIT meetings, quarterly transcript audits, credit recovery, tutoring, mentoring, graduation conferences, and individualized intervention plans to ensure students remain on track to graduate. -Achieve goal by May 2027.

			-Barriers to completing tasks are excessive absences (students/teachers), lack of motivation, and ineffective teachers. -Overcome barriers by providing incentives for attendance (students/staff), attendance plans, truancy officer, home visits, and staff professional development.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	- Increasing the graduation rate aligns with the Mississippi Department of Education's accountability goals, Jackson Public Schools' strategic priorities, and Jim Hill High School's commitment to preparing all students for college, career, and military readiness. -Goal is relevant to performance expectations.
T	**Time Bound**	T – is the goal **timebound**? (How often will this task be done? By when will this goal be accomplished?)	Goal implementation will occur from July 2026 through May 2027, with progress monitored monthly and formally reviewed each grading period.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Quality Tier 1 and Tier II instruction, Expansive Course Offerings	Curriculum Documents, Lesson Plans, Professional Development	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers
July 2026 – May 2027	Early Identification and Enrollment in REAP, CDC Pathway	SAM/MSIS/Power School Overage Report Student Transcripts	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors
		Parent Conferencing Home Visits		

July 2026 – May 2027	Enhanced Implementation Early Warning System (EWS)	Power Schools Administration Dashboard Data Aggressively pursue students who are at risk for a 20-day Drop. Accurate Reporting of Transient Students in Power Schools Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring Early Warning beginning at the Elementary Grade Levels Parent Conferencing/ Informational that includes the withdrawal process	DOP Team Administrator MTSS/EWS Team Dean of Students Graduation Coaches	DOP Administrator MTSS/EWS Team Dean of Students Graduation Coaches
July 2026 – May 2027	Identify and schedule students for Credit Course Recovery/ Interventions	Student Transcripts Edgenuity Student Profile/Age/ Discipline/ Attendance/Course Performance	Student Support Services School Interventionist District Truancy Officer	DOP Administrator Student Support Services

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
July 2026 – May 2027	Monitor students' progress (grades, iReady Reading/Math, discipline & attendance, state/national test performance)	Attendance, Behavior, Course Performance (ABC) Data/SAM
July 2026 – May 2027	Establish a system to keep parents informed of student progress	Active Parent, Midterm Progress Reports, Report Cards
July 2026 – May 2027	Utilize the Dropout Prevention Coordinator to monitor, track, and support students at risk of dropping out.	EWS Tier Report

SMART Goal Planning Template			
Goal 2: Decrease the dropout rate from 15.4% to 10.4% by May 2027. Focus Area: ☑ Attendance ☑ Behavior ☑ Course Performance ☐ Other☐ 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?)	- Decrease the dropout rate from 15.4% to 10.4% by May 2027. -Reduce the number of students leaving school before graduation by identifying at-risk students early and implementing targeted academic, behavioral, attendance, and social-emotional interventions. -Carried out by teachers, interventionists, the EWS team, school administrators, and the Dropout Prevention Coordinator. -Tasks will include monitoring students' progress (ABC), establishing

			systems to keep parents informed of student progress, and utilizing the Dropout Prevention Coordinator to monitor, track, and support students at risk of dropping out. -Resources needed are data from SAM (attendance, behavior, course performance –ABC), Active Parent, midterm progress reports, report cards, and EWS tier reports.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	- Decrease the dropout rate from 15.4% to 10.4% as measured by state and district dropout reports. Student progress will be monitored through EWS reports, attendance data, behavior referrals, course performance, and withdrawal reports. -Goal is measured by the number of dropout students. -Attendance, behavior, and course performance data will be reviewed and utilized to monitor progress. -Outcomes will be measured by data analyzing the number of students on

			MTSS/EWS plans and by the implementation of professional development activities received and observed through classroom observations.

A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	- -Achieve goal by May 2027. -Barriers to completing tasks are students' excessive absences, out-of-school suspensions, and academic performance -Overcome barriers by providing incentives for attendance/behavior, academic/behavior interventions, and staff professional development. - The school will implement mentoring, counseling, parent engagement, home visits, graduation coaching, credit recovery, alternative education opportunities, and individualized intervention plans to improve student persistence.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	- Reducing the dropout rate increases graduation opportunities, improves student outcomes, and supports district and state accountability 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 will be accomplished by May 2027. - Strategies will be implemented from July 2026 through May 2027, with monthly reviews during FIT/MTSS meetings and quarterly evaluation of intervention effectiveness.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Quality Tier 1 and Tier II instruction	Curriculum Documents, Lesson Plans, Professional Development	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers	School Administration Instructional Leadership Team (ILT) School Leadership Team (SLT) District Teaching and Learning Staff, Teachers
July 2026 – May 2027	Early Identification and Enrollment in REAP	SAM/MSIS/Power Schools Data Parent Conferencing	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors	Drop-Out Prevention (DOP) Administrator Middle School Feeder Principal/ Counselors
July 2026 – May 2027	Enhanced Implementation Early Warning System (EWS)	Power Schools Administration Dashboard Data Power Schools EWS Dashboard Data Ongoing 9-12 Cohort Monitoring Parent Conferencing	DOP Team Administrator MTSS/EWS Team Dean of Students	DOP Administrator MTSS/EWS Team

July 2026 – May 2027	Identify and schedule students for Credit Course Recovery/ Interventions	Transcripts Edgenuity Student Profile/Age/ Discipline/ Attendance Parent Conferencing	Student Support Services Dean of Students Graduation Coaches	Student Support Services Dean of Students Graduation Coaches

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
July 2026 – May 2027	Discipline, Attendance, and Course Performance Data Attendance, discipline, and grade reviews FIT/MTSS meetings to review Early Warning System data Transcript audits, benchmark assessment reviews, graduation checks Parent conferences for students identified as at risk Evaluate progress toward goals and revise intervention plans Analyze graduation, dropout, and attendance data to determine effectiveness of the Dropout Prevention Plan	Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings
July 2026 – May 2027	Discipline, Attendance, and Course Performance Data Attendance, discipline, and grade reviews FIT/MTSS meetings to review Early Warning System data	Focused Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings

	Transcript audits, benchmark assessment reviews, graduation checks Parent conferences for students identified as at risk Evaluate progress toward goals and revise intervention plans Analyze graduation, dropout, and attendance data to determine effectiveness of the Dropout Prevention Plan	
July 2026 – May 2027	Discipline, Attendance, and Course Performance Data Attendance, discipline, and grade reviews FIT/MTSS meetings to review Early Warning System data Transcript audits, benchmark assessment reviews, graduation checks Parent conferences for students identified as at risk Evaluate progress toward goals and revise intervention plans Analyze graduation, dropout, and attendance data to determine effectiveness of the Dropout Prevention Plan	Individualized Professional Development, Multi-Tiered Systems of Support (MTSS)/EWS, Positive Behavior Interventions & Support (PBIS) Meetings

Goal Planning Template			
Goal 3: Decrease chronic absenteeism from 49.2% to 44.2% by May 2027. 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?)	- Reduce chronic absenteeism by implementing proactive attendance monitoring, family engagement, attendance incentives, and individualized interventions for students identified through the Early Warning System. -Carried out by teachers, school administrators, attendance clerks, interventionists, counselors, and district personnel. -Tasks will include monitoring students' progress, providing job embedded professional development based on needs assessment surveys, and identifying students in need of academic & behavioral interventions. -Resources needed are SAM ABC reports, district/state policies & procedures.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	- Decrease chronic absenteeism from 49.2% to 44.2% as measured by PowerSchool attendance reports, district attendance data, and Mississippi accountability reports. -Goal is measured by the end of the year ADA. -Utilize SAM ABC reports and MTSS/EWS data to monitor progress. -Outcomes will be measured by data analysis

			from bimonthly FIT meetings, implementation of professional development from classroom observations, and number of students on MTSS/EWS plans.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	-Achieve goal by May 2027. -Barriers to completing tasks are excessive student absences, lack of motivation, and ineffective teachers. -Overcome barriers by providing incentives for attendance, attendance plans, truancy officers, home visits, and staff professional development. - Attendance teams will conduct daily monitoring, parent conferences, home visits, mentoring, attendance contracts, and referrals to community agencies to address barriers that prevent students from attending school regularly.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	- Improving attendance increases instructional time, academic achievement, student engagement, graduation rates, and overall school performance while supporting district and state accountability goals.

T	**Time Bound**	T – is the goal **timebound**? (How often will this task be done? By when will this goal be accomplished?)	-Tasks will be completed weekly based on attendance reports. -The goal will be accomplished by May 2027. - Attendance initiatives will be implemented from July 2026 through May 2027, with attendance reviewed weekly and progress monitored monthly through FIT/MTSS meetings.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 – May 2027	Attendance, discipline, and grade reviews	Check-In/Check-Out Form Parent Conferencing	Student Support Services Dean of Students	Student Support Services School-wide PBIS
July 2026 – May 2027	FIT/MTSS meetings to review Early Warning System data	School Transportation Cumulative Attendance Report	Administrators Student Support Services Dean of Students	Administrators Student Support Services Dean of Students

July 2026 – May 2027	Transcript audits, benchmark assessment reviews, graduation checks	EWS Tier Report	EWS Team, Dropout Prevention Coordinator	EWS Team, Dropout Prevention Coordinator

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
July 2026 – May 2027	• Early Warning System reports • Attendance reports • Graduation rate data • Dropout reports • Transcript audits • MTSS/FIT meeting agendas and minutes • Parent conference documentation • Home visit documentation • Mentor logs • Credit recovery reports • Benchmark assessment data • PLC meeting documentation • Student intervention plans • PBIS documentation • End-of-year evaluation summary	• Utilize the Early Warning System (EWS) to identify students at risk based on attendance, behavior, and course performance. • Conduct monthly FIT/MTSS meetings to review student data and monitor interventions. • Implement Tier I, Tier II, and Tier III supports aligned with the MTSS framework. • Conduct quarterly transcript audits and individualized graduation reviews for juniors and seniors. • Expand tutoring, credit recovery, and intervention opportunities for students who are off track for graduation. • Strengthen parent and family engagement through conferences, attendance meetings, home visits, and regular communication.

		• Provide mentoring, counseling, and wraparound services to address barriers to student success. • Recognize and celebrate improvements in attendance, academic performance, behavior, and graduation milestones. • Monitor progress each grading period and adjust interventions based on student outcome data.
July 2026 – May 2027	• Early Warning System reports • Attendance reports • Graduation rate data • Dropout reports • Transcript audits • MTSS/FIT meeting agendas and minutes • Parent conference documentation • Home visit documentation • Mentor logs • Credit recovery reports • Benchmark assessment data • PLC meeting documentation • Student intervention plans • PBIS documentation • End-of-year evaluation summary • Discipline, Attendance, and Course Performance Data	• Utilize the Early Warning System (EWS) to identify students at risk based on attendance, behavior, and course performance. • Conduct monthly FIT/MTSS meetings to review student data and monitor interventions. • Implement Tier I, Tier II, and Tier III supports aligned with the MTSS framework. • Conduct quarterly transcript audits and individualized graduation reviews for juniors and seniors. • Expand tutoring, credit recovery, and intervention opportunities for students who are off track for graduation. • Strengthen parent and family engagement through conferences, attendance meetings, home visits, and regular communication.

		• Provide mentoring, counseling, and wraparound services to address barriers to student success. • Recognize and celebrate improvements in attendance, academic performance, behavior, and graduation milestones. • Monitor progress each grading period and adjust interventions based on student outcome data.
July 2026 – May 2027	• Early Warning System reports • Attendance reports • Graduation rate data • Dropout reports • Transcript audits • MTSS/FIT meeting agendas and minutes • Parent conference documentation • Home visit documentation • Mentor logs • Credit recovery reports • Benchmark assessment data • PLC meeting documentation • Student intervention plans • PBIS documentation • End-of-year evaluation summary • Discipline, Attendance, and Course Performance Data	• Utilize the Early Warning System (EWS) to identify students at risk based on attendance, behavior, and course performance. • Conduct monthly FIT/MTSS meetings to review student data and monitor interventions. • Implement Tier I, Tier II, and Tier III supports aligned with the MTSS framework. • Conduct quarterly transcript audits and individualized graduation reviews for juniors and seniors. • Expand tutoring, credit recovery, and intervention opportunities for students who are off track for graduation. • Strengthen parent and family engagement through conferences, attendance meetings, home visits, and regular communication.

		• Provide mentoring, counseling, and wraparound services to address barriers to student success. • Recognize and celebrate improvements in attendance, academic performance, behavior, and graduation milestones. • Monitor progress each grading period and adjust interventions based on student outcome data.