

Yazoo County School District Dropout Prevention and Restructuring Plan #NexGenLeaders



***“Back to the Future... Creating
Next Generation Leaders!”***

**2022-2023
School Year**

YCSD District Dropout Prevention Plan

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14	YCHS Restructuring Plan Goal Three Strategies, Plans for Progress Monitoring, Employees Responsible, and Employees Involved.

Verification of Board Approval

_____ YCSD Superintendent of Education

_____ YCSD Board President

_____ YCSD Assistant Superintendent of
Education

_____ YCSD SPED and Student Services
Director

_____ YCHS Principal

_____ YCHS School Counselor

_____ YCMS Principal

_____ YCMS Counselor

_____ Linwood Elementary Principal

_____ Linwood Elementary Counselor

_____ Bentonia Gibbs Principal

_____ Bentonia Gibbs Counselor

Participating YCSD District and School Team Members

Yazoo County District and School Dropout Prevention Plan Team Members:	
Team Member	District and/or School Position
Dr. Terri Rhea	YCSD Assistant Superintendent
Gloria Jamison	YCSD SPED and Student Services Director
Amy Trammell	YCSD High School Counselor and Graduation Coach
Jay Arrington	YCHS Principal
DeWayne Profit	YCHS Assistant Principal
Tracey Watts	YCMS Principal
Frank Woods	YCMS Assistant Principal
Amanda Herring	YCMS School Counselor
Dr. Shundria Shaffer	Linwood Elementary Principal
Cristin Ware	Linwood Elementary Assistant Principal
Amber Hall	Linwood Elementary Counselor
Charlotte Scott	Bentonia Gibbs Elementary Principal
Andrea Edgecombe	Bentonia Gibbs Elementary Assistant Principal
Connie Walker	Bentonia Gibbs Elementary School Counselor

Summary of Yazoo County Schools
District Goals At-A-Glance

- Goal One:** To decrease the number of students retained in grades kindergarten through five; thereby, increasing the student rate of graduation and/or percentage of “staying in school;”
- Goal Two:** To increase the percentage of the students passing the state mandated third grade EOY assessment better defined as the third grade GATE literacy assessment;
- Goal Three:** At the conclusion of the 2022-2023 school year, at least 85% of the YCSD kindergarten students will score at least 85% and/or a scale score of 681 on his/her EOY KAS2 assessment;
- Goal Four:** To increase the graduation rate of white males and students IDEA eligible by 5%;
- Goal Five:** To increase overall graduation rate of **ALL** students by 5%.

Summary of Data and Information the District Considered to Guide the Planning Process of the Plan

Data Includes the Following:

Summary of Yazoo County School District Data

Description	Males	Females	Black	White	Other Race	SPED	F/R	HMLS	Total
2021-2022 Chronic Absenteeism <i>(Students absent 10% or more of the total days enrolled)</i>	YCHS 2021-2022								
	42.4%	49.8%	38.2%	56.7%	45.5%	35.0%	NA	N/A	43.9%
	YCMS 2021-2022								
	39.5%	39.9%	35.9%	49.6%	27.8%	0%	NA	NA	39.7%
	BGS 2021-2022								
	48.6%	43.5%	49.6%	46.3%	44.4%	NA	NA	NA	46%
	LES 2021-2022								
	43.8%	40.3%	41.2%	41.2%	0%	0%	NA	NA	42.2%
2021-2022 Disciplinary Infraction Totals A. Incidents of Violence B. In-School Suspension C. Out-of-School Suspension	YCHS 2021-2022								
	18.2%	25.35%	20%	12.3%	0%	0	0	0	
	A) 0	A) 0	A) 20	A) 0	A) 0	A) 0	A) 0	A) NA	A) 20
	B) 0	B) 0	B) 0	B) 0	B) 0	B) 0	B) 0	B) NA	B) 0
	C) 18.2	C) 25.35	C) 0	C) 12.3	C) 0	C) 0	C) 0	C) NA	C) 55.85
	YCMS 2021-2022								
	30.3%	18.5%	19.3%	18.9%	0	0	0	0	
	A) 0	A) 0	A) 0	A) 0	A) NA	A) NA	A) NA	A) NA	A) 0
	B) 0	B) 0	B) 0	B) 0	B) NA	B) NA	B) NA	B) NA	B) 0
	C) 30.3	C) 18.5	C) 19.3	C) 18.9	C) NA	C) NA	C) NA	C) NA	C) 87.0
	BGS 2021-2022								
	0%	0%	5.1%	0%					
	A) 0	A) 0	A) 0	A) 0	A) N/A	A) N/A	A) N/A	A) NA	A) 0
	B) 0	B) 0	B) 0	B) 0	B) N/A	B) N/A	B) N/A	B) NA	B) 0
	C) 0	C) 0	C) 5.1	C) 0	C) N/A	C) N/A	C) NA	C) NA	C) 5.1
	LES 2021-2022								
	11.4%	0%	7.2%	0%	0%	0	0	0	
	A) 0	A) 0	A) 0	A) 0	A) 0	A) NA	A) NA	A) NA	A) 0
	B) 0	B) 0	B) 0	B) 0	B) 0	B) NA	B) NA	B) NA	B) 0
	C) 9	C) 0	C) 7.2	C) 0	C) 0	C) NA	C) NA	C) NA	C)

Graduation/Drop Out Data									
Description	Males	Females	Black	White	Other Race	SPED (58s)	F/R	HMLS	Total
Graduation Rate: (Class Of 2020) 81.62% (136 students)	72.6%	92.1%	85.9%	73.2%	0%	50%	N/A N>10	N/A N<10	81.62% (136)
Dropout Rate (Class of 2020): N/A (0 students)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A N<10	N/A
Graduation Rate: (Class Of 2021) 80.99% (121 students)	71.2%	92.7%	89.7%	68%	N/A	N/A	81.7%	N/A N<10	81% (121)
Dropout Rate (Class of 2021): 14.88% (18 students)	63% (8)	37% (3)	42% (4)	58% (3)	NA NA	NA NA	NA NA	N/A N<101	18
Graduation Rate: (Class Of 2022) 88.43% (12 students)	80.2%	86.7%	91%	83.7%	N/A	N/A	89.8	N/A N<10	88.43%
Dropout Rate (Class of 2022): 9.92% (12 students)	11.57%	3.31%	4.96%	9.92%	N/A	N/A	N/A	N/A N<10	12

State Assessment Data						
2021-2022 Kindergarten Readiness Assessment	Average Fall	Average Spring	Scale Score Gain	% Greater than 681		
Bentonia Gibbs Elementary School	479	742	257	86.67		
Linwood Elementary School	494	703	209	64.29		
2021-2022 3rd Grade Summative Assessment	Students Meeting LBPA Requirements		Student NOT meeting LBPA Requirements			
District	54		41			
Junior ACT Data from YCHS						
Test Year	Total Tested	Avg. English Sub-Score	Avg. Math Sub-Score	Avg. Reading Sub-Score	Avg. Science Sub-Score	Avg. Composite
Spring 2019 :YCHS	Covid	Covid	Covid	Covid	Covid	Covid
Spring 2019: State		N/A	N/A	N/A	N/A	N/A
Spring 2020: YCHS	116	16.0	15.4	16.3	16.1	16.2
Spring 2020: State		16.6	17.4	17.7	18.0	17.5
Spring 2021 YCHS *	88	15.2	15.0	15.5	15.7	15.5
Spring 2021 State*		16.5	17.1	17.9	17.6	17.3

- School/District MDE Report Card

At a minimum, the YCSD District will include strategies to:

- Reduce the retention rates in grades kindergarten through fifth grade;
- Target subgroups that need additional assistance to meet graduation requirements;
- Develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who have dropped out of school (i.e., Mississippi Works);
- Address how students will transition back to the home school district from the juvenile detention centers;
- Address the chronic absenteeism predominant in each of the school sites but specifically at the two most prevalent sites;
- Address the YCHS graduation rate – specifically white males and SPED students and what roadblocks they exhibit that disengages them in trying to successfully graduate; and
- Address the average ACT composite score of 16 among the YCHS students –specifically the following sub-scores: (1) English = 16.25.

YCSD District Drop-Out Prevention Plan Goals

Goal 1:

During the 2022-2023 school year, the YCSD will decrease the number of students retained in grades kindergarten through five; thereby, increasing the student rate of graduation and/or percentage of “staying in school;”

Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other

Timeline	Action	Resources Needed or Sources Needed	Person(s) Responsible	Person(s) Involved
Timeframe: The end of the previous school year then review as the current school year progresses	1a. Make a concerted effort to ensure the alignment of ALL of the respective elementary grade levels, regarding the choices of approved MDE curriculum, and identify any gaps in the alignment of the respective curricular programs while simultaneously identifying GAPS in learning and percentages of “learning loss” at each grade and major content area via “return on investment (ROI)” software, coupled with data from Mastery Connect benchmark assessments and then the implementation of a successful “acceleration strategy” to recoup “learning loss” to the greatest extent possible.	1a. Frog Street Pre-Kindergarten Curriculum; 1b. HMH Kindergarten Curriculum; 1c. Phonics First Curriculum and Pacing; 1d. Eureka Math Squared; 1e. STEMscopes; 1f. NSPIRE Science; 1g. Schedule of meeting(s) to properly align the curriculums to identify any gaps in instruction; 1h. Glimpse Software; and 1i. Specified Assessment Data Necessary to Identify the percentage of “Learning Loss” among students.	1a. Elementary Core Content and Subject-Area Teachers; Elementary School Interventionists; Lead Teachers; and Elementary Principals, Assistant Principals, and/or other designated staff.	1a. Elementary Core Content and Subject-Area Teachers; Elementary School Interventionists; Lead Teachers; Elementary Principals; Assistant Principals, and/or other designated staff; Other Identified District and/or School Administration; and Other Identified School teachers/staff.

<p>Ongoing: Typically established at the beginning of the year with meetings held once a week</p>	<p>2. Implement and facilitate Professional Learning Communities (PLC), across grade levels, to ensure continued vertical alignment of the standards while still continuing to refine one's teaching pedagogy by focused and differentiated professional development sessions with an intentional focus regarding how to best identify "learning loss" and "learning gaps" and responding by "accelerating Learning" instead of "remediating learning."</p>	<p>2a. Flexibility, within the master schedule, to allow for common meeting times and locations among specified groups of teachers</p>	<p>2. Elementary School Interventionists; Lead Teachers; Elementary Principals, Assistant Principals, and/or other designated staff.</p>	<p>2. Elementary Core Content and Subject-Area Teachers; Elementary School Interventionists; Lead Teachers; and Other Identified District and/or School Administration; and Other Identified School teachers/staff</p>
<p>Ongoing: Typically administered once at the beginning of the year, again at the end of 1st semester; and then at the end of the 3rd 9 weeks.</p>	<p>3. Ensure enrolled students, in grades one through five, are reading on-grade level before exiting, as determined by district progress monitoring through the MTSS process and/or District-Wide benchmark testing, from benchmark one (fall – BOY) to benchmark three (spring – EOY).</p>	<p>3a. Standardized benchmark and progress monitoring assessments (i.e. Mastery Connect; I-Ready, IXL, and Star Early Literacy);</p> <p>3b. 1st-5th grade ELA standards;</p> <p>3c. Schedule dates, times, and the faculty necessary to administer assessments and triangulate the data yielded;</p> <p>3d. Ensure the fidelity and integrity of Tier II and Tier III progress monitoring for measuring students' growth and progress; and</p>	<p>3. District/School administrators and/or designated staff</p>	<p>3. Selected and/or Specified Elementary Grade Teachers; School Interventionists; Lead Teachers; Identified District and/or School Administration; Other Identified School teachers/staff; First Grade Students; Parents/Guardians of First Grade Students; and Other specific identified stakeholders.</p>

		3e. Procure necessary technology for administration of assessments (i.e., computers, headphones, etc.)		
Ongoing: Typically held at least once per grading period virtually and/or face-to-face.	4. Host regular parent/teacher conferences and informational parent sessions and/or workshops regarding student progress and growth in relation to grade level standards discussing ways that parents can aid in his/her students success.	4a. Current School calendar identifying available conference days/times; 4b. Instructional and/or informational materials for parents (i.e., instructional handouts, reports of student progress); and • Established District-Wide methods of communication with all stakeholders (i.e., Facebook, AIMS messaging, District website, flyers, etc.)	4. District Administration; School Administration; District and/or designated school publicity personnel; and Lead Teachers at each School Site	4. Lead Teachers at each School Site; Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and Other identified stakeholders.
Ongoing: Typically held at the beginning of the year shortly after the beginning or the onset of the school year.	5. Incorporate and increase district-wide opportunities to increase parent engagement (i.e. parent training on curriculum, exploring and teaching various instructional strategies, informing on course/grade level expectations, etc.)	5a. Locations and dates of parent engagement sessions; 5b. Technology equipment needed for presentations; 5c. Possible speakers and/or other needed technology; and 5d. Established methods of communication with all stakeholders in	5. District/School Administration or designee; and District and/or school publicity personnel	5. Identified District and/or School Administration; Identified School teachers/staff; Students; A Specified Group of Parents/Guardians; and Other identified stakeholders

		the District (i.e. Facebook, AIMS messaging, District website, flyers, etc.)		
<u>Ongoing:</u> (as needed throughout the year and provided through multiple modalities)	6. Provide professional development for teachers (as needed) on topics and instructional sequences relevant to students' success. Topics will include, but are not limited to the following: (1) Advanced Phonics First Training; (2) Strategies to Increase the Effectiveness of Tier I; (3) Differentiation of Instruction; and (4) Matching Reading Deficits to the Appropriate Tier II/III strategy	6a. Data from current and previous assessments; 6b. Professional development resources and providers (i.e., ASCD)	6. District and School Administrators or designee	6. Identified District and/or School Administration; Identified School teachers/staff; and Other identified stakeholders
<u>Timeframe:</u> Beginning of the year	7. Implement incentives to increase student attendance and engagement.	7a. Resources for activities, prizes, etc.; 7b. YCSD Board Policy regarding attendance; and 7c. Access to monthly MSIS/SAMS student attendance reports	7. District/School Administrators or designee	7. Identified District and/or School Administration; Identified School teachers/staff; and Other identified stakeholders
<u>Timeframe:</u> Beginning of the year	8. Evaluate current practices of the Schoolwide Positive Behavior Intervention and Supports (PBIS) regarding Tier I, Tier II, and Tier III to reduce discipline referrals and make adjustments as needed.	8a. Resources for activities; 8b. Incentives and prizes as spelled out in the Schoolwide PBIS Tier I Plan; and 8c. Access to monthly discipline reports and referrals via MSIS/SAMS	8. School administration or designee	8. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and Other specific identified stakeholders

Timeframe: Beginning of the year and ongoing through-out the year	9. Provide opportunities for positive student recognition through various platforms (i.e. assemblies and/or programs, social media, print media, etc.)	9a. Access to publicize on the school/District webpage, social media pages, and various other platforms; and 9b. Acquire contact information for the local media outlets, such as the local newspaper and the radio	9. School administration or designee	9. Identified District and/or School Administration; Identified School teachers/staff; and Other specific identified stakeholders
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Plan to Progress Monitor Goal One

Date	Evidence to Determine Progress Toward Achieving Goal One	Potential Adjustments
Timeframe: At the end of 2022-2023 school year	Retention rates for kindergarten, first, and second grade will have decreased by 5%.	Re-evaluate and make adjustments and revisions, when necessary, to strategies for the following school year.
Timeframe: Ongoing	The number of students identified as off-track and/or regressing, via absences in School Status; daily and weekly classroom daily work grades, and summative test grades, will decrease, in number, as the year progresses.	1a. Increase the levels of support for students as needed, via the MTSS process, by transitioning the student from Tier II to Tier III; 1b. Increase communication with guardians for identified students; and 1c. Assign targeted instructional professional development for teachers as needed and necessary.

Goal 2:

During the 2022-2023 school year, the Yazoo County School District will increase the percentage of the students passing the state mandated third grade EOY assessment -- better defined as the 3rd grade GATE literacy assessment.

Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
<u>Timeframe:</u> Ongoing Typically occurring at the end of Term 1 in October; Term 2 in December; and Term 3 in March of the current school year	1. Ensure third grade students are reading on grade level, as determined by progress monitoring and/or benchmark testing through the use of MDE approved high quality instructional curriculum and the implementation of instructional strategies with the highest effect score for effectiveness, grade-level resources, best practice formative assessment strategies, and an intentional focused implementation of the POWER (focus and essential) ELA standards.	1a. Standardized benchmark and progress monitoring assessments (i.e. Mastery Connect Assessment Platform, IXL screening and diagnostic assessment platform with an adaptive curriculum, i-Ready diagnostic assessment, and Star Early Literacy); 1b. 3rd grade ELA Standards and Newly Constructed MDE ELA Test Blueprint; 1c. Schedule dates, times, and the faculty necessary to administer assessments, with fidelity and integrity, “mimicking” the administration of the true session(s) as much as is possible; and 1d. Procure necessary technology for administration of assessments (i.e.	1. District administrators or designee	1. Identified District and/or School Administration; Identified School teachers/staff; Students; and Other selected identified stakeholders

		computers, tablets, and headphones, etc.)		
<u>Timeframe:</u> Ongoing	2. Provide differentiated levels of instructional supports, using the MDE scaffolding documents, as well as Tier II and Tier III instructional interventions, for students not mastering grade level standards in accordance with the Mississippi State Board Policies, Regarding Promotion and Retention, MTSS policies and procedures, and any Relevant Good Cause Exemptions that are in need of completion.	2a. Opportunities and flexibility for the MTSS team to meet (i.e. locations, times); and 2b. Access to student performance data, within the MTSS Systems of Support (i.e. academic, behavior and/or discipline, attendance), and the ability to triangulate all of the relevant data and derived data points to determine the next instructional steps of action to be taken.	2. MTSS School-Level Team established; and District/School administrators or designee	2. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and Other identified stakeholders
<u>Timeframe:</u> Ongoing	3. Host meetings and/or conferences with parents and/or guardians of students identified as off-track and/or regressing -- regarding students' progress.	3a. School calendar identifying available conference days/times; 3b. Multiple means of communication with parent (i.e. phone calls, texts, emails; etc. and postage for mailed invitations)	3. District and/or School Administration or designee	3. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and other identified stakeholders
<u>Timeframe:</u> Ongoing (as needed)	4. Provide Professional Development for teachers, as appropriate and necessary, to include, but not limited to the following types and/or topics at	4a. Schedule, observe, via a classroom observational checklist form, and provide timely feedback – utilizing an instructional feedback cycle with	4. District or School Administrators or designee	4. Identified District and/or School Administration; Identified School teachers/staff; and Other identified stakeholders

	<p>each of the planned sessions: (1) Close reading strategies; (2) Differentiation of Instruction; (3) Deep Dive Into the MTSS Systems of Support; (4) Appropriate Interventions for ELA deficits; (5) Formative Assessments and the Data They Provide; and (6) Advanced Phonics First Training.</p>	<p>specified teachers daily.</p> <p>4b. Utilizing the results of formal and information teacher observations and evaluations, -- instructionally coach teachers, using an instructional feedback cycle, where appropriate and necessary;</p> <p>4c. Collect and interpret survey/data, collected from staff, regarding identified needs of PD; and</p> <p>4d. Utilize and implement professional development resources and platforms (i.e. ASCD) made available to all faculty members of the District.</p>		
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Plan to Progress Monitor Goal Two:

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of 2022-2023 school year (May 2023)	<p>Pass/Fail Roster of the 3rd grade;</p> <p>Utilizing and interpreting the summative assessment pass/fail roster from MDE, scores will show an increase, in the number of students overall, who have successfully passed the third grade GATE assessment.</p>	3a. Reflect, re-evaluate, revise, and make adjustments to strategies for the following school year to increase the percentage of students who successfully pass the 3 rd grade ELA GATE assessment.
Ongoing	The number of students, identified as off-track and/or regressing, will decrease as the year progresses.	<p>3b. Increase the level of instructional supports for students and/or staff as needed; and</p> <p>3c. Increase the amount of communication with parents and/or guardians for identified students – explaining with clarity the outcome of the assessment for</p>

		his/her child and “next steps” or a suggested “Plan of Action”
Ongoing	Probe scores from progress monitoring and/or scores from the benchmark assessments, will show an increase in the overall number of students on track to earn a passing score on the 3rd grade summative GATE assessment; thereby, increasing the overall passage rate -- within the District.	<p>3d. Increase the level of instructional support for students and/or staff as needed and necessary for student understanding.</p> <p>3e. Increase the amount of communication with parents and/or guardians for identified students – explaining, with clarity, the outcome of the assessment for his/her child and “next steps” or a suggested “Plan of Action”; and</p> <p>3f. Conduct, seek-out, and/or assign differentiated, targeted instructional professional development for teachers as needed and appropriate.</p>

Goal 3:

During the 2022-2023 school year, the Yazoo County School District will ensure that 85% of the enrolled Kindergarten students, in the District, will achieve a scale score of 681 (benchmark score for passing) on the end-of-year Kindergarten Readiness Assessment (KAS2).

Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other

Timeline	Action(s)	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Timeframe: Ongoing	1. Throughout the school year, continually to be able to ensure that kindergarten students are progressing towards becoming a successful reader and mastering grade level standards as determined by the following: (1) progress monitoring if applicable to the student; (2) District benchmark testing; (3) additional formative assessments targeted to the Phonics First Multi-Sensory Program/Curriculum; (4) the encouragement of more students to enroll to be a Pre-Kindergarten student in the YCSD Pre-K program; and (5) the continued implementation of the Waterford Adaptive Digital Curriculum Platform to remediate and accelerate skill mastery where necessary.	1a. Standardized benchmark and progress monitoring assessment (i.e. ELS, Phonics First Benchmarking mechanism; Star Early Literacy Assessment; and the diagnostic reports from Waterford); 1b. Kindergarten ELA Standards 1c. Schedule dates, common planning times, and the necessary faculty to administer each of the benchmark assessments. 1d. Procure the necessary technology for the administration of the benchmark assessments -- appropriate to kindergarten students (i.e. student devices; computers; and headphones; etc.)	1. District/School administrators or designee; and Kindergarten Classroom Teachers; and Interventionist	1. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and other selected and identified stakeholders

<p>Timeframe: Ongoing</p>	<p>2. Provide instructional supports, to include Tier II and Tier III, for those students not mastering grade level standards in accordance with the MTSS policies and procedures – instructional supports may come in the form of the implementation of small group instruction with differentiated planning for groups for example.</p>	<p>2a. Opportunities for the MTSS School Level Team to meet and plan strategically in order to problem-solve and make data-driven best-practice instructional decisions (i.e., time, location);</p> <p>2b. Granted access to student performance data to include the following: (i.e., academic, behavior/discipline, social-emotional, and attendance);</p> <p>2c. Targeted and differentiated professional development, to include, but not limited to the following: (1) differentiated planning for successful small groups; (2) Formative assessment strategies; and (3) Alignment of anchor and focus standards in planning for greater success.</p>	<p>2. District/School administrators or designee; MTSS School-Wide Team; Interventionist; and Lead Teacher</p>	<p>2. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and other specified identified stakeholders</p>
<p>Timeframe: Ongoing</p>	<p>3. Implement and utilize, on a regular basis, in classroom instruction best practice, evidenced-based teaching strategies in Tier One – those strategies that have proven to have the most efficacy and/or yielded the highest effect size in terms of effectiveness and according to the research such as the following: (1)</p>	<p>3a. Provide opportunities for peer feedback and review of an additional colleague and/or teacher and then reciprocate for reflective feedback;</p> <p>3b. Provide the modeling of instruction, by the lead teacher; and then provide opportunities for professional</p>	<p>3. District/School administrators or designee; MTSS School-Wide Team; Interventionist; Lead Teacher; and Classroom Teacher(s)</p>	<p>3. District/School administrators or designee; MTSS School-Wide Team; Interventionist; Lead Teacher; and Classroom Teacher(s)</p>

	<p>acknowledgement; (2) encouragement; (3) Giving specific feedback in regard to the student(s); (4) Modeling the instruction or the desired outcome/behavior for the students; (5) Demonstration with the students; (6) Creating or adding to a challenge; (7) Asking questions at the appropriate rigor level required of the standard; (8) Giving assistance where needed and appropriate for success; (9) Providing necessary information; and (10) Providing clear and concise directions to the students.</p>	<p>development to be able to increase one's capacity in utilizing consistently -- highly effective evidence-based strategies in large and small group instruction.</p>		
<p>Timeframe: Ongoing</p>	<p>4. Require meetings with parents/guardians of students, identified as off-track and/or sliding, regarding students' progress and provide additional mechanisms for two-way communication about students' progress or the lack thereof.</p>	<p>4a. School calendar identifying available conference days/times;</p> <p>4b. Utilizes several different means of communication methods with parent and/or guardian (i.e., phone calls, postage for mailed invitation, and many others) to inform him/her in regard to the progress/lack of progress of his/her child.</p>	<p>4. District/School administrators or designee; MTSS School-Wide Team; Lead Teacher; School Administrator; and Classroom Teacher(s)</p>	<p>4. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and other identified stakeholders</p>
<p>Timeframe: Ongoing (as needed)</p>	<p>5. Provide timely relevant professional development in an on-going differentiated manner for teachers regarding topics such as: (1) Universal Design – planning with the end in mind; (2) Effective small group</p>	<p>5a. Documentation from a previous and/or current year's instructional evaluation and summative scores;</p> <p>5b. Provide, more than one mechanism, to be able to obtain</p>	<p>5. District/School administrators or designee; Peer Colleagues; Interventionist; Lead Teacher; and Classroom Teachers</p>	<p>5. School administration; Identified School teachers/staff; District/School administrators or designee; Interventionist; Lead Teacher; and Classroom Teachers</p>

	instruction; (3) How to Effectively Deliver a Tier II intervention within a 30-Minute Timeframe; and (4) Differentiated Small Group Instruction.	<p>and participate in some form of a professional development session and/or resource (i.e., ASCD – Book Study);</p> <p>5c. Provide multiple opportunities for peer instructional feedback and participate in a review of one another (colleague/teacher) and then reciprocate for instructional coaching and feedback;</p> <p>5d. Provide, an example, of the modeling of instruction by the lead teacher; and</p> <p>5e. Provide multiple and varied opportunities for professional development to provide for increased capacity in utilizing highly effective research-based strategies in large and small group instruction.</p>		
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Plan to Progress Monitor Goal Three

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of 2022-2023 school year	85% percent of enrolled kindergarten students will earn a scale score of 681 – the required score to meet the passing benchmark.	3a. Re-evaluate and make adjustments to instructional strategies utilized continually throughout the school year.
Ongoing	The number of students, identified as off-track and/or sliding, will decrease as the year progresses -- as specifically his/her mastery of standards and objectives increases due to levels of support and interventions provided to students.	<p>3b. Increase the level of instructional support for students and or staff as needed; and</p> <p>3c. Increase the amount, as well as the various modes, of communication with parents/guardians of identified targeted students who are experiencing challenges regarding his/her success.</p>

Ongoing	Progress monitoring probes, and the respective scores gained from these probes, as well as, the administration of the benchmark assessments, will show an increase in the scores of the students, who are on track to earn a scale score of 681 – the passing required benchmark.	<p>3d. Increase the levels of instructional support, as needed, for specific and identified students and/or staff when appropriate and necessary for continued success.</p> <p>3e. Increase the amount, as well as the various modes, of communication, with parents/guardians of identified targeted students who are experiencing challenges regarding his/her success; and</p> <p>3f. Assigned relevant, timely and targeted instructional professional development for teachers as needed and appropriate.</p>
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Goal 4:

During the 2022-2023 school year, the Yazoo County School District will increase the graduation rate for specified targeted subgroups, specifically white males and IDEA eligible students by 5%.

Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Timeframe: Ongoing (as needed)	1. Participate in transitional meetings hosted by the Yazoo County Juvenile Detention Center (YCJDC) for all stakeholders to ensure successful transition back to home school.	<p>1a. Awareness of and notification of scheduled meetings; and</p> <p>1b. An individualized specific agenda that ensures success for the student in question.</p>	1. YCJDC transition team members; JDC Director of Student Success; and Specified District Administrators.	1. Identified YCJDC Case manager and teaching staff; Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and Other specific identified stakeholders.
Timeframe: Ongoing (as needed)	2. Facilitate and coordinate meetings between all stakeholders for students identified as eligible to receive special services (i.e., IEPs).	<p>2a. School calendar identifying available conference days/time</p> <p>2b. Access to student's educational records (i.e., transcript, behavior/discipline, attendance)</p>	2. Special Education Teacher or case manager assigned to the identified student	2. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; Other identified stakeholders
Ongoing (as needed)	3. Facilitate and coordinate meetings	3a. School calendar	3. EL Coordinator at	3. Identified District and/or School Administration,

	between all stakeholders for students identified as English Language Learners (i.e., EL Plans).	identifying available conference days/time 3b. Access to student's educational records (i.e., transcript, behavior/discipline, attendance)	the identified student's school site and District/School administrator or designee	Identified School teachers/staff, Students, Parents/Guardians, other identified stakeholders
Ongoing (as needed)	4. Facilitate and coordinate meetings between all stakeholders for students identified as Homeless by the McKinney-Vento Act.	4a. School calendar identifying available conference days/time 4b. Access to student's educational records (i.e., transcript, behavior/discipline, attendance) 4c. Resources to enrich student learning and overcome potential barriers that hinder access to programs	4. Homeless Liaison at the identified student's school site and District/School administrators or designee	4. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; Other identified stakeholders
Ongoing (as needed)	5. Facilitate and coordinate meetings between all stakeholders for students transitioning to/from the Yazoo County Success Center.	5a. School calendar identifying available conference days/time 5b. Access to student's educational records (i.e., transcript, behavior/discipline, attendance)	5. Yazoo County Success Center Administrator or designee; District/School administrators or designee	5. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and Other identified stakeholders
Ongoing (as needed)	6. Develop Individual Instruction Plan for all students transitioning to the	6a. Access to student's educational records (i.e., transcript,	6. Yazoo County Success Center Administrator or designee; and District/School	6. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and Other identified stakeholders

	Yazoo County Success Center	behavior/discipline, attendance) 6b. Access to MTSS data collected on the identified student(s)	administrators or designee	
Ongoing	7. Provide instructional supports for identified students in accordance with the MTSS policies and procedures.	7a. Access to student current and historical records (i.e., academic, behavior/discipline, attendance) 7b. Targeted professional development as needed 7c. Resources and/or programs that facilitate remediation and intervention in the student's area of need (i.e., English/Language acquisition, Social-Emotional deficits, medical or academic interventions, etc.).	7. MTSS Team Leader and Subgroup's school-based service coordinator or liaison.	7. Identified District and/or School Administration, Identified School teachers/staff, Students, Parents/Guardians; and Other identified stakeholders
Ongoing: -Typically occurring at the end of Term 1: October, Term 2: December, and Term 3: March	8. Monitor identified student's attainment of skills through district-wide progress monitoring and/or benchmark testing.	8a. Standardized benchmark and progress monitoring assessment (i.e. Mastery Connect, IXL, I-Ready, Star) 8b. Objectives for identified student's grade level and/or tested subject areas 8c. Schedule dates, time, faculty necessary	8. District administrators or designee	8. Identified District and/or School Administration, Identified School teachers/staff, Students; and Other identified stakeholders

		<p>to administer assessments</p> <p>8d. Procure necessary technology for administration of assessments (i.e., computers, headphones, etc.)</p>		
October	<p>9. Contact guardians of students included in the MSIS Summer Activity report, gather information on student's current school enrollment, and provide information on educational opportunities throughout the district and local areas if the student is not currently enrolled in an educational program.</p>	<p>9a. MSIS Summer Activity report</p> <p>9b. Access to contact information on formally enrolled students</p> <p>9c. List of alternative educational opportunities available</p> <p>9d. Referrals to the Yazoo County School Attendance Officer as needed</p>	<p>9. School level MSIS contact and Designee at each school (i.e., attendance /records clerk, counselor, or other school staff).</p>	<p>9. Identified School teachers/staff, Students, and other identified stakeholders</p>
October	<p>10. Provide information through various forms of communication regarding the education opportunities available within the district targeted to recent students identified as dropouts.</p>	<p>10a. Communication with various alternative educational providers throughout the district regarding availability of programs (i.e. HCC's Adult Education Program, National Guards Youth Challenge Program, etc.)</p> <p>10b. Contact information for local media (i.e., Power 107, Yazoo Herald, etc.)</p>	<p>10. District/School designee(s)</p>	<p>10. Identified District/School designee, Directors of local Alternative Educational programs, Students, and other identified stakeholders</p>

Plan to Progress Monitor Goal Four

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of 2022-2023 school year	Communication with students between the ages of 17-12 (or their guardians) who have recently been identified as dropouts will increase.	4a. Collect data to focus on a targeted subgroup and implement more specific strategies for the identified sub-group
September	List of alternative educational programs available for recent dropouts will be developed.	4b. Follow up with community stakeholders regarding effectiveness of alternative programs.
October	Referrals to alternative educational programs will increase.	4c. Follow up with community directors to determine enrollment.

Goal 5: During the 2022-2023 school year, the YCSD will increase the graduation rate of ALL students by at least 5%.

Focus Area: ☒ Attendance ☐ Behavior ☒ Course Performance ☐ Other

Timeline	Action	Resources Needed/Source(s)	Person(s) Responsible	Person(s) Involved
Timeframe: On-going throughout the school 2022-2023 year	1. Personalize Learning for the Students through best-practices implementation of sound tools and strategies as evidenced by www.edreports.org	1a. Learning Styles Assessments 1b. Suite of Majority Clarity Tools 1c. Personalized Learning Plans (PLP's), generated through the comprehensive ACT plan and the Major Clarity suite, to nurture growth and development 1d. As much as possible, focus on areas of interest in terms of hobbies and/or careers' plan as a vehicle from which to plan instruction that is engaging 1e. Increase relevance in ALL classes school-wide based on data derived from the Panorama student survey platform to help determine	1. School Site administrators	1. School Site administrators, teachers, lead teacher, counselor, and graduation coach

		1f. Increase CTE pathways and offerings again based on data derived from the Panorama student survey platform to help determine appropriate additional programs to add to CTE program.		
	2. Utilize specific strategies to increase the motivation level of students such as: (a.) boosting self-esteem and self-confidence to succeed; (b.) Strategies for the Differentiation of instruction; and (c.) Increase the use of appropriate technology apps such as specific AR apps that are certain to motivate.	2a. Provide a 4-6 year course plan, as a mandate, to ensure that students are on track to graduate; 2b. Update and monitor progress	2. School Site administrators	2. District technology team, school site administrators, lead teacher, and teachers
	3. Provide an intentional FOCUS on the PAPER high-dosage tutoring platform, as an integral source of help, for high school students – especially seniors.	3a. Provide students more communication and updates, in regard to, its use potential and impact. 3b. Expect and receive higher quality submissions (turned in work) to ELA and math teachers 3c. Accentuate other soft skills improved as a	3. School Site administrators	3. District technology team, school site administrators, lead teacher, and teachers

		result of increased use of the high dosage tutoring platform		
	4. Build and strengthen a “sense of belonging” and a strong connection with the community.	<p>4a. Provide various opportunities for volunteering and connecting with the school(s).</p> <p>4b. Help students to gain the skill-set of becoming self-advocates of and for their success.</p> <p>4c. Help to build and instill students’ independence skills as he/she moves across a continuum of gradual release.</p>	4. School Site administrators	4. School Site administrators, lead teacher, counselor, and teachers
	5. Engage and connect, early and often, with parents.	<p>5a. Provide effective communication via varied outlets.</p> <p>5b. Provide clarity to “level the playing field” by ensuring that students understand the process and importance of education, career, and life planning via the continued use of the Major Clarity suite, the Panorama platform, and the continued refinement of the YCSD Family Engagement Plan.</p> <p>5c. Parents will be presented with their student’s 4-6 year course plan, review it, and provide relevant input.</p> <p>5d. Share information with parents, in various</p>	5. School Site administrators	5. School Site administrators, lead teacher, and teachers

		formats, about the following topics: (a.) mental health and well-being; (b.) counseling availability; (c.) tutoring availability; (d.) academic advising; and (e.) social emotional activities availability.		
	6. Provide a safe and secure environment district-wide and cultivate relationships with faculty, staff, and/or other advisors.	6a. Build a sense of community, in each classroom, through the intentional focus and implementation of teaching and learning practices and strategies which yield the highest effect size. 6b. Throughout all schools in the YCSD, implement SEL Standards of Practice.		
	7. Provide mentorship and job shadowing program opportunities.	7a. Provide job shadowing opportunities in the Health Sciences CTE program. 7b. Provide job shadowing opportunities in the Teacher Academy CTE program. 7c. Encourage the enlistment of guest speakers to provide relevant job information and career information to students.	7. School Site administrators	7. School Site administrators, lead teacher, and teachers
	8. Capitalize and make use of early-warning indicators such as the following: (a.) failing courses; (b.) amount of or	8a. Monitor student performance by the following: (a.) freshman year grades and attendance; (b.) reviewing discipline policies to reduce out-	8. School Site administrators	8. School Site administrators, lead teacher, and teachers

	lack of the amount of credits a student is/is not achieving; (c.) retention data; (d.) current grades and progress in courses; and (e.) attendance.	of-school suspensions; and (c.) giving all school staff a shared stake in students' freshman year success. 8b. Adopt a graduation theme and highlight across the District		
	9. Encourage an intentional focus on attendance data	9a. Monitor student attendance and absences, on a daily basis, by the use of the following tools: (a.) School Status; (b.) Teacher's check of Attendance; and (c.) place special emphasis on the 9 th grade class to help ensure future success and graduation. 9b. Educate parents, on the cost of absences to his/her student's immediate and future success via the School Status platform.	9. School Site administrators	9. School Site administrators, lead teacher, and teachers
	10. Create "an intentional focus" on the FUTURE and define and/or depict a picture for " STUDENT SUCCESS! "	10a. Provide explicit instruction and "intensive support" in regard to "thinking realistically about the future!" 10b. Work to create NEW mental models and mindsets for SUCCESS! 10c. Create and implement instructional activities which involve students' researching salaries, lifestyles, and education required via the Major Clarity suite. 10d. Utilizing an	10. District and School Site administrators	10. School Site administrators, lead teacher, and teachers

		<p>intentional focus and requiring that the information “be written on paper,” develop a concrete plan for the FUTURE!</p> <p>10e. Vet and obtain, if not already available, a comprehensive career planning platform for college and career planning and generating a 4-6 year plan for the future, based on student’s assessment profiles.</p> <p>10f. Provide college and career course plans, goals, and examples and/or potential careers and capture all of this data in a longitudinal portfolio for each student.</p> <p>10g. Increase District accountability, by utilizing data generated from reports available through digital platforms the District utilizes, and adjust as needed.</p>		
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Plan to Progress Monitor Goal Five

DATE	Evidence to Determine Progress Toward Achieving Goal Five	Potential Adjustments
October/ November 2022	Evidence of a decrease in the number of absences as evidenced by the data derived from both School Status as well as the Student Information System -- SAM	5a. If, in fact, absences are still trending the same or even evidence of a further increase is discovered, administer an additional survey, to students, from the Panorama Dashboard, with questions specific to gaining a better more concrete understanding of student incentives that the students deem worthy enough of helping to meet

		the attendance goal.
January 2023	Evidence of increased engagement, of students, utilizing survey data, specific to student engagement, from the Panorama District Platform	5b. Revise specific questions to more accurately capture the student engagement data desired to make more appropriate edits and/or revisions
March 2023	Evidence of increased engagement, of parents, utilizing survey data, specific to parent engagement, from the Panorama District Platform	5c. Revise specific questions to more accurately capture the student engagement data desired to make more appropriate edits and/or revisions

Yazoo County High School



School Restructuring Plan 2022-2023 School Year

Verification of Board Approval for YCHS Restructuring Plan

_____ YCSD Superintendent of Education

_____ YCSD Board President

_____ YCSD Assistant Superintendent of
Education

_____ YCSD SPED and Student Services
Director

_____ YCHS Principal

_____ YCHS School Counselor

_____ YCMS Principal

_____ YCMS Counselor

_____ Linwood Elementary Principal

_____ Linwood Elementary Counselor

_____ Bentonia Gibbs Principal

_____ Bentonia Gibbs Counselor

Participating YCSD District and YCHS Restructuring Team Members

Dropout Prevention School Restructuring Team	
School Team Members	Position
Dr. Terri Rhea	YCSD Assistant Superintendent
Gloria Jamison	YCSD Student Services Director
Jay Arrington	YCHS Principal
DeWayne Profit	YCHS Assistant Principal
Keshia Shaffer	YCHS Lead Teacher
Amy Trammell	YCHS School Counselor
Tracey Watts	YCMS Principal
Frank Woods	YCMS Assistant Principal
Amanda Herring	YCMS School Counselor

Summary of Yazoo County High School
Goals At-A-Glance

- Goal One:** By the end of the 2022-2023 school year, Yazoo County High School will decrease the number of absences by 50% for students incurring eighteen (18) or more absences during the 2022-2023 school year and currently identified as “off-track” or “sliding.”
- Goal Two:** By the end of the 2022-2023 school year, Yazoo County High School will decrease the number of students who accumulate five (5) or more discipline referrals by 10%.
- Goal Three:** By the end of the 2022-2023 school year, Yazoo County High School will decrease the number of students identified as “off-track” and/or “sliding” based on course performance by 5%.

Summary of Yazoo County High School Data

Description	Males	Females	Black	White	Other Race	SpEd	F/R	HMLS	Total
Enrollment	2020-2021								
	247 53.35%	216 43.65	225 55.08	185 39.96%	23 5%		463 100%		463
	2021-2022								
	247 51.46%	233 48.54%	268 55.83%	188 39.17%	24 5%		480 100%	N/A N>1	480
2021-2022 Discipline: Incidents of Violence In-School Suspensions Out-Of-School suspension									
	19	>10	21	>10	0	N<10	0		28
	41	24	35	31	25	39	0	N/A	33
	20	13	20	12	25	26	0	N<10	17
2020-2021 Chronic Absenteeism: *Students absent 10% or more of the total days enrolled									
	29.3% 72.3	33.04% 71.4	23.5% 53	43.08% 79.7	48% 11	38.3%	NA NA	N/A N<10	31.07% 144
Graduation Rate: (Class Of 2020) 78.6% (103 students)	76.3% (59)	81.8% (44)	79.6% (49)	75.0% (48)	6% (6)	81.8% (99)	N/A N>10	N/A N<10	78.6% (103)
Dropout Rate (% 2020) 15.5% (16 students)	62.5% (10)	37.5% (6)	44% (7)	56% (9)	NA NA			N/A N<10	
Graduation Rate: (Class Of 2021) 81.6% (111 students)	72.6% (73)	92.1% (63)	85.9% (71)	73.2% (56)	NA NA	50% (12)	81.8 (132)	N/A N<10	136
Dropout Rate (% 2021): 14% (19 students)	63% (12)	37% (7)	42% (8)	58% (11)	Na NA	NA NA	NA NA	N/A N<101	19

- Review of Master Schedule
- School/District MDE Report Card

School Restructuring Plan Goals

Goal 1:

By the end of the 2022-2023 school year, Yazoo County High School will decrease the number of absences by 50% for students incurring eighteen (18) or more absences during the 2022-2023 school year and currently identified as “off-track” or “sliding.”

Focus Area: ☒ Attendance ☐ Behavior ☐ Course Performance ☐ Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Daily	1. Evaluate and implement policies and procedures to ensure timely communication with guardians when their child is marked as “ absent ” by their first period teacher.	1a. Timely and consistent communication between teachers and office staff regarding students absent from class. 1b. Programs available to assist in mass communication with guardians (i.e., AIMS through SAM Spectra, Blackboard APP)	1. Teachers and Identified Office staff	1. Identified School teachers/staff, Students, Parents, Guardians, and other identified stakeholders
Beginning of the school year	2. Evaluate current incentives, targeting student attendance, and implement changes as needed	2a. Access to current school and district policies regarding student attendance 2b. List of attendance incentive currently in place 2c. Input from stakeholders regarding effectiveness of current incentives and suggestions for changes and/or improvements to be made	2. District/School administrators or designee	2. Identified District and/or School Administrator, Identified School teachers/staff, Students, and other identified stakeholders
Ongoing:	3. Maintain regular communication, with the Yazoo County School Attendance Officer (SAO), in accordance with policy.	3a. Access and/or provide training on current attendance policies (i.e. MDE and Local) 3b. Training for staff regarding reporting policies 3c. Updated contact information for SAO assigned to Yazoo County Schools.	3. District/School administrators or designee	3. Identified District and/or School Administrator, Identified School teachers/staff, and Identified SAO
Beginning of the year	4. Create community	4a. Contact information for local media outlets (i.e.,	4. District/School administrators or	4. Identified District and/or

Dropout Prevention School Restructuring Plan:

	awareness targeting the importance of daily school attendance.	Yazoo Herald, Power 107). 4b. Resources to create graphics, flyers, presentations, etc. regarding school attendance 4c. Access to school/district website and social media pages	designee and District publicity personnel	School Administrator, Identified School/District teachers and staff, and Community stakeholders
Beginning of the school year	5. Conduct parent workshops addressing the importance of school attendance.	5a. Means of communication to advertise workshop and encourage attendance (i.e., AIMS, email, social media pages, postage for mailed invitations, etc.)	5. District/School administrators or designee and District publicity personnel	5. Identified District and/or School Administrator, Parents and/or Guardians, and other stakeholders
Beginning of the school year	6. Implement procedures to identify a staff member to be responsible for progress monitoring identified students	6a. Access to historical and current attendance data on identified students 6b. Availability of staff and flexibility in schedules	6. District/School administrators or designee	6. Identified District and/or School Administrator, Identified School teachers/staff. Students, and other identified stakeholders
Ongoing	7. Communicate with guardians of identified students regularly.	7a. Access to student's current and historical attendance reports. 7b. Means of communication (i.e., phone, email, face-to-face meetings, etc.)	7. School Site Administrators	7. School Site administrators, lead teacher, and teachers
As needed	8. Refer students to MTSS for interventions and progress monitoring.	8a. Access to student's current and historical attendance reports. 8b. School calendar identifying available meeting dates 8c. Professional development on MTSS policies and referral procedures as needed	8. Identified Office staff and MTSS School team members	8. MTSS members, Identified School teachers and staff, Students, Parents and/or Guardians, and other identified stakeholders

Plan to Progress Monitor Goal One

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of the 2022-2023 school year	Attendance of identified students will be reduced by 50% from the previous school year.	1a. More frequent progress monitoring for identified students

Dropout Prevention School Restructuring Plan:

Monitor at the end of the Term 1, Term 2, and Term 3 grading periods	Attendance for identified students will remain below benchmark standards for the Early Warning systems outlined by MDE: “Sliding”: 3-5 days absent each quarter “Off-Track”: 5 or more days absent each quarter	1b. More frequent contact communication with student’s guardians 1c. Early identification and referral to support services outside of the school 1d. More focused interventions through MTSS
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Goal 2:

By the end of the 2022-2023 school year, Yazoo County High School will decrease the number of students who accumulate five (5) or more discipline referrals by 10%.

Focus Area: ☐ Attendance ☒ Behavior ☐ Course Performance ☐ Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Beginning of the school year	1. Implement procedures to identify a staff member to be responsible for progress monitoring identified students	1a. Access to historical and current discipline data on identified students 1b. Availability of staff and flexibility in schedules	1. District/School administrators or designee	1. Identified District and/or School Administrator, Identified School teachers/staff, Students, and other identified stakeholders
As needed	2. Refer students to MTSS for Tier 3 interventions and progress monitoring.	2a. Access to student's current and historical discipline reports and educational records. 2b. School calendar identifying available meeting dates 2c. Professional development on MTSS policies and referral procedures as needed	2. Identified Office staff and MTSS School Team members	2. MTSS members, Identified School teachers and staff, Students, Parents and/or Guardians, and other identified stakeholders
Beginning of the school year	3. Conduct meetings with all stakeholders regarding student's behavior.	3a. School calendar identifying available conference days/time 3b. Means of communication (AIMS, email, phone, postage for mailed invitations, etc....)	3. District/School administrators or designee, Identified Office staff, and MTSS members	3. Identified District/School administrator, MTSS members, Identified School teachers and staff, Students, Parents and/or Guardians, and Other identified stakeholders
Beginning of the year Ongoing -as needed	4. Provide professional development on student behavior and discipline procedures.	4a. School calendar identifying available professional development days/time 4b. Access to data on teacher referral rates, incident counts and descriptions, etc. to guide	4. District/School administrators or designee	4. Identified District/School administrator, Identified School teachers and staff, and Other identified stakeholders

Dropout Prevention School Restructuring Plan:

		<p>areas of need by teacher and or school.</p> <p>4c. Resources for possible speaker or instructor regarding behaviors and implementation of policies/interventions.</p>		
Ongoing as needed	5. Collaborate with Yazoo County District's school counselors, Behavior Specialist, outside mental health agencies and other local support agencies.	<p>5a. Contact information for local support agencies and personnel</p> <p>5b. Provide Training on policies regarding referrals to outside agencies.</p>	5. District/School administrators or designee and Identified individuals within the outside agencies	5. Identified District/School administrator, Identified School teachers and staff, and other identified stakeholders
Beginning of the school year	6. Evaluate current In-School suspension and In-School Detention practices and procedures.	<p>6a. Current school and district policies on discipline procedures.</p> <p>6b. Collect input from stakeholders on current procedures and suggestions for changes</p> <p>6c. Collaboration with other districts on effective discipline policies</p>	6. District/School administrators or designee and Identified Teachers/Staff	6. Identified District/School administrator, Identified School teachers and staff, Students, Parents and/or Guardians, Identified contacts with successful district policies; and other identified stakeholders
Beginning of the year	7. Analyze the current Positive Behavior Interventions and Supports (PBIS) for effective implementation and implement changes as needed.	<p>7a. Access to school and district level discipline data</p> <p>7b. Resources to support additional PBIS activities, rewards, etc. where needed</p>	7. District/School administrators or designee	7. Identified District/School administrator, Identified School teachers and staff, Students, Parents and/or Guardians, and other identified stakeholders

Plan to Progress Monitor Goal Two

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of the 2022-2023 school year	Discipline referrals for identified students will decrease by 50%.	<p>2a. More frequent communication with parents regarding student behavior</p> <p>2b. Revisions to discipline "ladder"</p> <p>2c. Incorporation of various discipline actions effect in reducing behavior</p>
At the end of each	Discipline referrals for identified students are below benchmark standards for the Early	2d. More frequent contact communication with student's parents

grading period	Warning systems outlined by MDE: “Sliding”: a max of 1 office referral each quarter “Off-Track”: a max of 2 office referrals each quarter	and/or guardians 2e. Early identification and referral to support services outside of the school 2f. More focused interventions through MTSS
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Goal 3:

By the end of the 2022-2023 school year, Yazoo County High School will decrease the number of students identified as “off-track” and/or “sliding” based on course performance by 5%.

Focus Area: ☐ Attendance ☐ Behavior ☒ Course Performance ☐ Other

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Beginning of the school year	1. Professional development provided to staff members regarding the policies and procedures of the Multi-Tier System of Supports for identified students.	1a. Training materials for staff members 1b. Technology needed for presentation 1c. School calendar identifying days available for focused staff professional development	1. District/School administrators or designee	1. Identified District and/or School Administrator, Identified School teachers/staff, and other identified stakeholders
Beginning of the year and as needed throughout the year	2. Provide professional development for staff on effective instructional methods and student engagement.	2a. School calendar identifying days available for focused staff professional development 2b. Access to professional development resources (i.e., ASCD)	2. District/School administrators or designee	2. Identified District and/or School Administrator, Identified School teachers/staff, and other identified stakeholders
Ongoing	3. Continue to implement the policies and procedures of MTSS for identified students	3a. Access to student’s current and historical discipline reports and educational records. 3b. List of individuals on the MTSS team and their contact information 3c. Forms necessary for teacher referrals	3. Identified Office staff and MTSS members	3. MTSS members, Identified School teachers and staff, Students, Parents and/or Guardians, and other identified stakeholders
Ongoing	4. Continue the use of credit recovery options and/or programs.	4a. Access to MDE approved credit recovery programs 4b. Access to current policies and procedures regarding credit recovery	4. District/School administrators or designee and Program Facilitator	4. Identified District and/or School Administrator, Identified School teachers/staff,

Dropout Prevention School Restructuring Plan:

		4c. Professional development on available programs for staff involved in implementation		Students, Parents and/or Guardians, and other identified stakeholders
Ongoing -additional targeted supports as needed	5. Provide instruction and support systems through various methods (online, face-to-face, virtual labs, etc....) to increase student engagement and understanding.	5a. Access to technology rich instructional media (i.e., Nearpod, Grade Results, etc.) 5b. Resources to support successful implementation of technology that is capable of running selected programs 5c. Professional development on the use of technology and programs new to the district.	5. District/School administrators or designee and District technology support staff (as needed)	5. Identified District and/or School Administrator, Identified School teachers/staff, and other identified stakeholders
Ongoing	6. Continue up-to-date access to student's course performance data.	6a. Access to student data through the Learning management systems implemented (i.e., Spectra's Active Student and Active Parent, etc....) 6b. Administrative access to teacher gradebooks or monitoring reports to ensure students grades and assignments are updated regularly.	6. District/School administrators or designee and District technology support staff (as needed)	6. Identified District and/or School Administrator, Identified School teachers/staff, Students, Parents and/or Guardians, and other identified stakeholders
Ongoing- Typically at the end of the Term 1, Term 2, and Term 3 grading periods	7. Continue regularly scheduled parent-teacher conferences.	7a. School calendar identifying days available for district wide parent-teacher conferences 7b. Communication to guardians regarding upcoming conferences to ensure participation 7c. Resources to advertise conferences through a variety of methods (i.e., social media, print, AIMS, etc.)	7. District/School administrators or designee	7. Identified District and/or School Administrator, Identified School teachers/staff, Students, Parents and/or Guardians, and other identified stakeholders
Beginning of the year and ongoing throughout	8. Create and implement incentives to recognize student achievement.	8a. School calendar identifying days available for recognition programs, activities, etc.... 8b. Access to district and school social media pages	8. District/School administrators or designee	8. Identified District and/or School Administrator, Identified School teachers/staff,

		8c. Contact information of local media outlets (i.e., Power 107, Yazoo Herald) 8d. Resources to support activities and rewards for identified students		Students, Parents and/or Guardians, and other identified stakeholders
Ongoing- Typically at the end of the Term 1, Term 2, and Term 3 grading periods	9. Regularly assess students' mastery of course objectives though progress monitoring and benchmark assessments.	9a. Access to standardized benchmark and progress monitoring assessments based on course standards. 9b. School calendar to identify days available for progress monitoring and or benchmark assessments 9c. Access to technology, availability of staff, and acceptable location to administer assessments	9. District/School administrators or designee; Coordinate with local District and School test coordinators, and District Technology support staff	9. Identified District and/or School Administrator, Identified School teachers/staff, Students, Parents and/or Guardians, and other identified stakeholders
Ongoing	10. Encourage teachers to be proactive by contacting the parents and/or guardians of non-identified students when concerns arise that may result in the student meeting the benchmarks for identification as "off track" or "sliding".	10a. Training on expectations regarding communication with guardians 10b. Flexibility within the teachers schedule to facilitate regular communication 10c. Teacher access to guardian contact information for students enrolled in their classes.	10. District/School administrators or designee and Identified School Teachers/Staff	10. Identified District and/or School Administrator, Identified School teachers/staff, Students, Parents and/or Guardians, and other identified stakeholders
Beginning of the year and ongoing throughout	11. Establish and encourage collaboration among various staff members through Professional Learning Communities (PLC).	11a. Flexibility, within the teachers' schedule, to facilitate regular meeting with PLC members 11b. Training on PLCs and understanding of administration's expectations of PLC meetings	11. District/School administrators or designee and Identified members of the PLCs	11. Identified District and/or School Administrator, Identified School teachers/staff, and other identified stakeholders
Ongoing	12. Present opportunities for active learning in all classrooms.	12a. Professional development on active learning as needed 12b. Resources available to increase the implementation of activities, lessons, and	12. District/School administrators or designee	12. Identified District and/or School Administrator, Identified School teachers/staff, and Students

		materials needed for active learning.		
Beginning of the year and ongoing throughout	13. Provide opportunities for teachers to present information through various methods of modern technology and platforms (i.e., Nearpod, Kahoot, Augmented reality software and equipment, etc.).	13a. Resources to purchase, train, and implement new technology and platforms within the school. 13b. Access to programs that engage to students and reinforce teacher instruction. 13c. Training on new technology and programs available	13. District/School administrators or designee	13. Identified District and/or School Administrator, Identified School teachers/staff, Students, and other identified stakeholders

Plan to Progress Monitor Goal #3

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of the 2022-2023 school year	Students identified as “off track” and/or “sliding” with decrease by 5%.	3a. Increase supervision and follow up with staff to ensure fidelity in the implementation of educational programs 3b. Increased communication with students and parents regarding student progress 3c. Earlier identification of students at risk of identification as “off track” and or “sliding”.
At the end of each grading period	Academic performance for identified students will remain below thresholds for the Early Warning systems outlined by MDE: “Sliding”: Grade of “D” reported for courses at the end of the term “Off-Track”: Grade of “F” reported for courses at the end of the term	3d. More frequent contact communication with student’s guardians 3e. Early identification and referral/collaboration with support services in and outside of the school 3f. More focused interventions through MTSS