Quitman School District

Dropout Prevention

Restructuring Plan

2023 - 2024

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As superintendent of Quitman School District, I verify that I have reviewed and approved this QSD 2023-2024 Dropout Prevention and Restructuring Plan for the 2023-2024 school year.

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Dr. Minnie Dace, Superintendent

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Date

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Board Approval Date

As president of Quitman School District Board of Trustees, I verify that I have reviewed and approved this QSD 2023-2024 Dropout Prevention and Restructuring Plan for the 2023-2024 school year.

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Cherly Waltman, President

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Date

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Board Approval Date

District Dropout Prevention Plan

Quitman School District's 2023-2024 Dropout Prevention and Restructuring Plan is a collaborative plan developed by the QSD Dropout Prevention and Restructuring Team for identifying students in danger of dropping out of school. The QSD Dropout Prevention and Restructuring Team recognizes that this is a "fluid" plan which will require continuous monitoring and revisions in order to best meet the needs of our students and thus decrease the number of students at risk for dropout and increase graduation rates.

- District Team Members:

Team Member	Position
Tracy Dearing	Federal Programs Director/Dropout Prevention Coordinator
Latasha Shaw	QHS Principal
Marchello Evans	QHS Assistant Principal
Tara Tucker	Alternative School Director/MSIS
Emma Kate Williams	QHS Counselor
Latrice Daniels	QHS Counselor
Eric Turbyfill	CTE Director
Dana Mayo	CTE Counselor
Melanie Hamrick	QHS Interventionist/MTSS
Debbie Chapman	QJH Principal
Shari Joyner	QJH Counselor
Amanda Allen	QLE Principal
Kristen Schrimpshire	QUE Principal
Dr. Minnie Dace	Superintendent
Santana Mayer	QSD Parent Liaison
Shevonda Truman	QSD Math Specialist/MTSS
Adam Boyette	QSD Special Education Director

Summary of Data Considered

The Quitman School District Dropout Prevention-Restructuring Team considered several data points during the development of this plan. Data information consisted of the following:

- Attendance Rate
- Truancy Rate
- Graduation Rate
- Dropout Rate
- Disciplinary Infraction Rate
- School Population
- Economically Disadvantaged
- Special Population: Limited English Proficient, Homeless, Foster Care

- Students with Disabilities
- Percentage of Students by Subgroup (i.e., White, African American, Females, Males)
- Teacher Attendance
- Suspension Rate
- Reading and Math Assessment Data
- Policy statements regarding district-level dropout prevention strategies
- Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school

District Level Plan:

I. Reducing the retention rates in grades kindergarten, first and second.
The Quitman School District Reduces retention rates in grades K-2 using the following procedures:

   A. Early Childhood Education
   1. Clarke County Early Learning Partnership: The district has partnered with Friends of Children of Mississippi Manuel Goff Center to provide four-year-old children in Clarke County with pre-kindergarten education. The Clarke County Early Learning Partnership is one of Mississippi's Early Learning Collaborative. The vision of the collaborative is to have all children ready for kindergarten success upon entry into school. Instruction focuses on MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*, and all pre-kindergarten teachers employed by the district are highly qualified.
   2. Special Education Services: The district provides a special education teacher to service children enrolled in the three- and four-year-old programs in the Quitman area. Speech services are also provided to three- and four-year-old children by the district.
   3. QSD Imagination Library: any child ranging in age 0-4 that lives in our school district qualifies. Parents may sign them up to receive books in the mail.
   4. Excel-by-5 – promote early childhood reading awareness

   B. Professional Development
   1. Professional Development Funds: District funding is used to equip teachers with content and pedagogical knowledge to meet students' needs using best practices. By enhancing teacher performance, student achievement will increase, thus reducing retention rates.

2. Title Funds: In addition to the district's funding, Title funds will be used to provide professional development in areas of need based on student performance.

C. Intervention Services
1. Grades K-2 are provided with interventionists for each grade to help close achievement gaps/reduce retention rate. A Multi-Tiered System of Supports is sustained throughout the school year. Students are referred to the school-based team for lack of academic or behavioral progress. Interventions are developed and closely monitored to meet the individual needs of students referred. The school-based team reviews data after benchmark assessments, progress reports, and report cards. Students who show a lack of progress in intervention may be referred for testing. The three tiers of instruction include:
   a. Tier 1: Every student receives quality classroom instruction based on MS Curriculum Frameworks each day.
   b. Tier 2: Students who struggle to master grade level skills receive focused supplemental instruction for thirty minutes three times a week.
   c. Tier 3: Students who have scored below grade level on benchmark assessments and struggle to master grade level skills receive intensive interventions for sixty minutes five days a week.

D. Parental Engagement
1. Parent Academy: Each semester parents and community members are invited to attend Parent Academy. Attendees receive valuable information regarding upcoming school events, instructional focus, and at-home strategies to help students excel in school. Parents are encouraged to ask questions and provide feedback.

II. Targeting subgroups that need additional assistance to meet graduation requirements.
   1. Address students learning with quality classroom instruction and opportunities for intervention through use of the MTSS (three tier process) district-wide as well as effective co-teaching strategies for students with disabilities.
   2. Counselors/staff will ensure that students have an individual student success plan (ISSP) through Major Clarity when they enter high school as ninth grade students. Students will have a schedule built for them from the ISSP, progress will be monitored and revisions made as needed by the counselor with the help of the students and parents input.
   3. Counselors will continue to use/implement the counseling model based on ASCA Standards district-wide to help reduce student discipline referrals, increase ADA, decrease absentee rate, and increase/extend the development of individual career and academic plans.

4. Quitman Connect: a mentoring program for students in grades 3-8 and also for students assigned to the alternative school who need a positive role model to help develop SEL (social emotional learning) skills.
5. District will ensure that all tenth graders are given the opportunity to take the Pre-ACT to increase college and career readiness as well as graduation opportunities.
6. District will ensure that all eleventh/twelfth graders are given the opportunity to take the WorkKeys to increase college and career readiness as well as graduation opportunities.

III. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21) who dropped out of school (i.e., Mississippi Works).

A. Students between the age of 17 -21 who dropped out of high school are provided with the following information:
1. Contact information for the local GED program at Jones College.
2. Contact information for online high schools.
3. Career and Technical Center evening classes and opportunities (CNA, etc.).
4. Counselor and parent liaison make consistent parental contact via emails, phone calls, home visits, etc.
5. All seniors are provided by the district/title funds with the opportunity to take/pass the WorkKeys exam.
6. Students are provided by the district and board of supervisors with the opportunity to take dual enrollment classes at the local junior college during the school day (while in high school) toward their chosen field of study.

IV. Addressing how students will transition to the home school district from the juvenile detention centers.

A. Students will be transitioned to the home school from juvenile detention centers in the following manner:
1. A transitional meeting is held with the building principal, parent, student, counselor, etc. for the student to attend alternative school.
2. Student's time at the district alternative school may vary depending on the infraction.
3. The counselor for the home school provides counseling to the student while in alternative school and after he/she returns to the home school.
4. Transitional meeting to return to the home school is held. Collaboration between the school, special services, DHS, home school staff, and other agencies/institutions is carried out by the parent liaison, federal programs director, and all other involved parties/stakeholders of the student.

Research indicates a student's decision to drop out of school is a gradual process that starts well before high school. It is important to identify at-risk students and provide support that leads to increasingly successful engagement in school as early as possible. The QSD Dropout Prevention-Restructuring Team is a reflection of the Quitman School District's Leadership Team's values and core beliefs that all children can achieve excellence and deserve a quality education. Members of the QSD Dropout Prevention-Restructuring Team have a collaborative plethora of experience and knowledge for identifying students' needs and developing strategies to meet those needs.

Team Membership Rationale:

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team?
Tracy Dearing	Federal Programs Director/ Dropout Prevention Coordinator	Knowledge of federal programs, 9-12 curriculum, social emotional learning, parental engagement, MTSS, PBIS, knowledge of at-risk populations such as: homeless, English learners, foster care and migrants
Latasha Shaw	QHS Principal	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS
Marchello Evans	QHS Assistant Principal	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS, PBIS
Tara Tucker	Alternative School Director/MSIS	Knowledge of various curriculum, attendance, alternative school behavior, school operations, student body, MTSS, PBIS, MSIS
Emma Kate Williams	QHS Counselor	Knowledge of high school curriculum, Carnegie units, student body, graduation requirements, social/emotional learning, PBIS
Latrice Daniels	QHS Counselor	Knowledge of high school curriculum, Carnegie units, student body, graduation requirements, social/emotional learning, PBIS
Eric Turbyfill	CTE Director	Knowledge of Career Technical Programs
Dana Mayo	CTE Counselor	Knowledge of Career Technical Programs and 9-12 curriculum, social emotional learning, PBIS
Melanie Hamrick	QHS Interventionist/MTSS	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS
Debbie Chapman	QJH Principal	Knowledge of 6-8 curriculum, attendance, school operations, student body, MTSS, PBIS
Shari Joyner	QJH Counselor	Knowledge of junior high school curriculum, Carnegie units, student body, graduation requirements, social/emotional learning, PBIS

Amanda Allen	QLE Principal	Knowledge of K-2 curriculum, attendance, school operations, student body, MTSS, PBIS
Kristen Schrimpshire	QUE Principal	Knowledge of 3-5 curriculum, attendance, school operations, student body, MTSS, PBIS
Dr. Minnie Dace	Superintendent	Knowledge of K-12 curriculum, attendance, school operations, student body, MTSS, fiscal resources
Santana Mayers	QSD Parent Liaison	Knowledge of outside mental health agencies and partnerships, knowledge of social/emotional learning, parental engagement
Shevonda Truman	QSD Math Specialist/MTSS	Knowledge of K-12 curriculum, school operations, student body, MTSS
Adam Boyette	Special Education Director	Knowledge of special education services, MTSS, partnerships with outside education agencies, knowledge of social/emotional learning

Dropout Prevention and Restructuring Plan

The indicators of attendance, behavior and course performance are proven data points to use when determining the likelihood of a student graduating from high school. Absences, tardies and early check-outs cause students to fall behind in their coursework, resulting in failing grades. Poor attendance may indicate health, family or other issues that are distracting the student. Misbehavior can indicate that a student is disengaged with the school environment, challenging school personnel to create ways to reignite interest in school for the student. Outside influences such as homelessness, employment, abuse or neglect in the home, drug abuse, mental health issues and bullying should be considered when determining causal factors for behavioral issues. Suspensions can make it difficult for a student to catch up on material missed. Course failure and overall grade point average correlate with student probability of graduating from high school on time. Disengagement at the classroom level can also be indicated through poor course performance. QSD Dropout Prevention-Restructuring Team recognizes the significance of tracking and monitoring specific data points as well as other indicators as a mean/tool to help navigate a student back on track to graduation while consistently targeting/using early identification of issues and effectively matching specific interventions that are in the best interest of the student.

District List of Specific Data for Continuous Reviews
Average Daily Attendance Rate- SAM
Teacher and paraprofessional Attendance Rate- SAM
Participation Rate of Extracurricular Activities and Athletics- SAM
Behavior- Discipline Record in SAM
McKinney Vento- Survey
Referrals to Mental Health Agencies- Counselor Data
MTSS Academic and Behavioral Data- Interventionist Data
Graduation Rate-SAM
Drop Out Rate/Retention Rate- SAM
Percentage of students with disabilities- SAM
Student School Based Diagnostic and Benchmark Assessments
Student Classroom/Course Grades

QSD Restructuring Plan Goals	
Goal 1:	Increase student attendance rate to 95%
Goal 2:	Reduce the number of office referrals as indicated in SAM by 10%
Goal 3:	Increase graduation rate to 90%

QSD SMART Goals			
Goal 1: Increase student attendance from 93.5% to 95% by the end of 2023 - 2024 SY			
Focus Area: X 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?)	QSD goal is to increase student attendance from 93.5% to 95% by the end of May 2024. Schools MSIS personnel/MTSS school committee will monitor ADA in order to identify when students have more than 5 absences during a nine weeks grading period. They will then notify the social worker and attendance officer for QSD. Parents will be contacted about unexcused absences by either a site-based clerical worker or the automated calling system in SAM or School Status (pending the reason).
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?)	Student ADA will be measured with daily attendance being taken at the school level. ADA data will populate in SAM daily.
A	Achievable	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	The goal is achievable but may need modifications due to the current circumstances with Covid-19. The district will offer a virtual/distance learning option for students who are unable to attend school due to health concerns if needed.

R	Relevant	R – is the goal **relevant** to performance expectations?	The goal is relevant. ADA is a factor that contributes to student academic success.
T	Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	Student absences will be monitored daily. The leadership team will discuss the data monthly. The school board will be updated monthly.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023-May 2024	Daily monitoring of ADA. The Drop Out Prevention plan will be published on all social media platforms as well as district websites.	SAM, MSIS, Secretary, Social Worker, Truancy Officer, all data point reports	District Leadership Team	Secretary at each school, district social worker, truancy officer, MSIS personnel
District Dropout Team Meets Quarterly	Review data points, identify issues, prepare report for school board	QHS and QJH attendance and referral reports from SAMS (Students' grading reports) Reports from Interventionists	QHS – Latasha Shaw QJH – Debbie Chapman QSD – Tracy Dearing, Shevonda Truman	QHS Administrators QJH Administrators QSD Curriculum Coordinators
School Dropout Prevention Teams meet every 4 weeks	Review data points, identify issues, match interventions for needs	QHS and QJH attendance and referral reports from SAMS (Students' grading reports) Reports from Interventionists	QHS – Latasha Shaw QJH – Debbie Chapman	QHS Team QJH Team

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
Monthly School Board Meetings	Data point reports will be extracted from SAM.	The School Board/Superintendent may change the frequency of the data presentations.
School Dropout Prevention Teams meet every 4 weeks	Data analyzed to identify struggling students; interventions will be identified to meet student's needs.	Possible closure due to COVID-19

QSD SMART Goal

Goal 2: Reduce the number of office referrals from 1690 to 1521 by the end of 2023 – 2024 SY

Focus Area: ☐ Attendance   **X 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?)	QSD's goal is to reduce the number of office referrals from 1690 to 1521 by the end of May 2024. The school administrators will review the student behavior history when addressing a discipline referral.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	The goal is to reduce the number of office referrals by 10%. The Dropout Prevention Team will report the number of office referrals to the QSD Leadership Team twice during each nine weeks to adjust strategies and to the school board quarterly (PBIS Tier Fidelity).
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Monitoring the number of referrals continuously will increase efficient identification and addressing of trends. The lack or loss of focus on this is a possible barrier. Principals and Leadership Team members will need to ensure the focus remains at the forefront of our data analysis.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	The goal is relevant and achievable. Reaching this goal will have a positive impact on student achievement since the student will be in the classroom receiving instruction rather than in the office for discipline reasons.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	Quarterly data reports to the school board. In-depth data review by the QSD Leadership Team twice per nine weeks. Leadership data reviews begin in August and end in June.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023-June 2024	Quarterly data reports to the school board. QSD Leadership Team reviews discipline data twice per nine weeks period	QHS and QJH attendance and discipline reports from SAMS (Students' grading reports) Reports from interventionists	QHS – Latasha Shaw QJH – Debbie Chapman QSD – Tracy Dearing, Shevonda Truman	QHS Administrators QJH Administrators QSD Curriculum & DOP Coordinators QHS Team QJH Team
District Dropout Team Meets monthly	Review data points, identify issues, prepare report for school board	QHS and QJH attendance and discipline reports from SAMS (Students' grading	QHS – Latasha Shaw QJH – Debbie Chapman QSD – Tracy	QHS Administrators QJH Administrators QSD Curriculum &

		reports) Reports from interventionists	Dearing	DOP Coordinators
School Dropout Prevention Teams meet every 4 weeks	Review data points, identify issues, match interventions for needs	QHS and QJH discipline reports from SAMS (Students' grading reports) Reports from interventionist	QHS – Latasha Shaw QJH – Debbie Chapman	QHS Team QJH Team

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
August 2023 - June 2024	Reduction in number of referrals each month.	Strategies/Consequences may need revising if it is evidence of ineffectiveness. As well as, PBIS system may need revising/reinforced.
School Dropout Prevention Teams meet every 4 weeks	The team will review discipline data to identify students with discipline issues. After identifying the students, interventions will be started that will meet the need of the students.	Strategies/Consequences may need revising if there is evidence of ineffectiveness. As well as, PBIS system may need revising/reinforced.

QSD SMART Goal			
Goal 3: Increase graduation rate from 85.7% to 90% by the end of 2023 – 2024 SY.			
Focus Area: □ Attendance □ Behavior X 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?)	QSD's goal is to increase the district's graduation rate from 88.3% to 90%. The school administrators will review the student assessment data. Students will be referred to a targeted supports and interventions team when identified.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	The goal is measurable in that the focal point of the goal to increase graduation rate will focus on reducing the number of students in Tier 3 interventions by 10%. The Dropout Prevention Team will report the number of Tier 3 interventions to the QSD Leadership Team each nine weeks to adjust strategies.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Monitoring the number of Tier 3 intervention referrals each nine weeks will increase the efficiency in identification and addressing of

			trends. However, the lack or loss of focus on this is a possible barrier. Principals/MTSS committee and Leadership Team members will need to ensure the focus remains at the forefront of our data analysis.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	The goal is relevant and achievable. Reaching this goal will have a positive impact on student achievement and increase QSD graduation rate.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	Quarterly data reports to the school board. In-depth data review by the Principals/QSD Leadership Team once per nine weeks. Also, Leadership data reviews begin in August and end in June.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 – June 2024	Data reviews, interventions, reports	QHS and QJH attendance, report cords and discipline reports from SAMS (Students' grading reports) Reports from Interventionists	QHS – Latasha Shaw QJH – Debbie Chapman QSD – Tracy Dearing	QHS Administrators QJH Administrators QSD Curriculum Coordinators QHS Team QJH Team Superintendent
District Dropout Team Meets quarterly	Review data points, identify issues, prepare report for school board	QHS and QJH attendance and discipline reports from SAMS (Students' grading reports) Reports from Interventionists	QHS – Latasha Shaw QJH – Debbie Chapman QSD – Tracy Dearing	QHS Administrators QJH Administrators QSD Curriculum Coordinators QHS Team QJH Team Superintendent
School Dropout Prevention Teams meet every 4 weeks	Review data points, identify issues, match interventions for needs	QHS and QJH attendance and discipline reports from SAMS (Students' grading reports) Reports from Interventionists	QHS – Latasha Shaw QJH – Debbie Chapman QSD- Tracy Dearing	QHS Team QJH Team
District Dropout Team reports data quarterly with school board	Provide data report to school board	QHS and QJH attendance and discipline reports from SAMS (Students' grading reports) Reports from Interventionists; Dropout Data Report for Board	QHS – Latasha Shaw QJH – Debbie Chapman QSD – Tracy Dearing	QHS – Latasha Shaw QJH – Debbie Chapman QSD – Tracy Dearing

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
August 2023 - June 2024	Increase the percentage of students scoring Levels 4 and above on the school benchmark assessments	Depending on student progress, there may be adjustment to the frequency of when the evaluation of each progress monitor is held.
School Dropout Prevention Teams meet every 4 weeks	Increase the percentage of students scoring Levels 4 and above on the school benchmark assessments	Depending on student progress, there may be adjustment to the frequency of when the evaluation of each progress monitor is held.

Quitman High School

Dropout Prevention

Restructuring Plan

2023 - 2024

QHS School Plan

School Team Members	Position	Rationale: What strengths/perspective does this person bring to the team?
Marchello Evans	Co-Chair	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS
Dr. Nina McGhee	Instructional Facilitator, Co-Chair	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS
Melanie Hamrick	Interventionist	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS
Gay McKenzie	Teacher	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS
Latrice Daniels	QHS Counselor	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS
Dana Mayo	CTE Counselor	Knowledge of Career Technical Programs and 9-12 curriculum, social emotional learning, PBIS
Santana Mayers	QSD Parent Liaison	Knowledge of outside mental health agencies and partnerships, knowledge of social/emotional learning, parental engagement,
Adam Boyette	Special Education Director	Knowledge of special education services, MTSS, partnerships with outside education agencies, knowledge of social/emotional learning
Latasha Shaw	Principal	Knowledge of 9-12 curriculum, attendance, school operations, student body, MTSS, PBIS
Tracy Dearing	Dropout Prevention Coordinator	Knowledge of federal programs, 9-12 curriculum, social emotional learning, parental engagement, MTSS, PBIS, knowledge of at-risk populations such as: homeless, English learners, foster care and migrants

List of Data Analyzed
Attendance Report
Discipline Report
Check In/Check Out Report
Grade Point Average
Reading and Math Scores
Expulsion Rate
Suspension Rate
EWS
MTSS
PBIS
Edgenuity Report (if available)
School Status Benchmark Data Reports
MAAP Scores

QHS Restructuring Plan Goals	
Goal 1:	Decrease student absences by 50%
Goal 2:	Reduce the number of minor discipline referrals as indicated in SAM by 50%
Goal 3:	Increase graduation rate to 90% or higher
Goal 4:	Increase 100% of alternative school students' progress in all core courses at the completion of the students' Disciplinary Alternative Education Placement.

QHS SMART Goal			
Goal 1: Decrease student absences by 50% Focus Area: **X 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?)	Decrease absences for targeted students by 50% for the first semester of 2023-2024 as compared to the baseline of the first semester of 2022-2023.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	- Provide PLC's for teachers on specific ways to "invite" students to attend school regularly (PBIS) - Provide a list of targeted students, along with their individual attendance goals, to appropriate teachers and staff the first month of school. - Post a list of targeted students in the restricted staff area and ask all staff to commit to providing

			- encouragement to students they know. - Meet with each targeted student the first month of school to set attendance goal
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	- Teachers take attendance daily. The School Leadership Team will review attendance data weekly and follow up with students and guardians accordingly. - Counselors will print a monthly attendance report and a monthly check in/check out report. - The goal is working to get students back into class on a daily basis.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	We are implementing these strategies to improve student's attendance. Similar strategies have been effective in previous years.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	Begin: August 7, 2023 End: May, 23, 2024 An attendance report will be evaluated every month.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
S- 2023-2024 School year	Monitor targeted students absences and attendance	- Absentee Report - Tardy Report - Check in/Check out Report	Attendance Clerk Counselors	Administrators Counselors Teachers PBIS Committee MEWS Committee
M- 2023-2024 School year		- Absentee Report - Tardy Report - Check In/Check Out Report	Attendance Clerk Counselors	Administrators Counselors Teachers PBIS Committee MEWS Committee
A- 2023-2024 School Year	Teachers will take attendance daily	SAMS	Teachers	Administrators Teachers
R- 2023-2024 School Year	Monitor student absences, check ins and check outs	Absentee Report Tardy Report Check In/Check Out Report	Counselors	Administrators Counselors
T- Monthly	Print attendance report	Attendance Report Check In/Check Out Tardy Report	Counselor	Administrators Counselors Teachers

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
Beginning 9-15-2023	Targeted Student's Attendance Report will be monitored and evaluated monthly by the administrators or counselors	If attendance improves, we may evaluate attendance reports and check in/check out reports every 9 weeks

QHS SMART Goal

Goal 2: Reduce the number of minor discipline referrals as indicated in SAM by 50%

☐ 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?)	Decrease non-criminal behaviors (minor infractions) by 50% for the 1st nine weeks compared to the baseline of data for the 2022-2023 school year
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	• Provide classroom/ behavior management PD for teachers at least twice a year. • Provide teacher with PBIS training • Evaluate discipline reports monthly. • Continue to implement PBIS • Post PBIS incentives in the school hallways • Encourage positive behavior during the morning announcements. • Provide teachers with a list of targeted behavior students (T3). • Targeted students (T3) will be placed on a behavioral contract.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	• Every month the leadership team will review the discipline report to evaluate discipline behaviors. • Each month the counselors will meet with targeted students to evaluate behavior. Depending on the

				success, we may meet with T3 students each 9 weeks • Each 9 weeks' students will receive earned PBIS incentives. • The goal will work to create more positive behavioral outcomes.
R	**Relevant**	R – is the goal **relevant** to performance expectations?		We are implementing this behavior outreach intervention and incentive strategy for all of our students as well as implementing more intense strategies for our t3 students to correct past behaviors. We know that our goal can be met, in the past we have had success with these intervention strategies.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)		Begin- August 7, 2023 End – May 23, 2024 The discipline report will be evaluated each month.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
S-2023-2024 School Year	• Monitor student behaviors using discipline reports	• Discipline report • Behavior contract(s)	Counselors	Administrators PBIS Committee MEWS Committee QHS Teachers Leadership Team
M- 2023-2024 School Year	• PLC's • Meetings with T3 students • Print Discipline Report	• PLC Facilitator • Discipline Contracts • Discipline Reports	Counselors	Administrators PBIS Committee MEWS Committee QHS Teachers Leadership Team
A- 2023-2024 School Year	Counselors will run a discipline report monthly	• Discipline report	Counselors	Counselors
R- 2023-2024 School Year	To implement positive behaviors (PBIS)	• Discipline Report • Resources • PLC Feedback	Counselors	Administrators PBIS Committee MEWS Committee QHS Teachers Leadership Team
T- Monthly (September-May)	Print Discipline Report Monthly	• Monthly Discipline Report	Counselors	Administrators Counselors

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
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Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August-May	Print Discipline Report	If behavior improves we may review each 9 weeks
August-May	Evaluate Discipline Report and T3 student behavior contracts monthly	- If behaviors continue to persist, the leadership team may have to meet more than twice a month to disseminate information - If T3 students are not abiding by his/her behavior contract, we may need to meet with these students weekly

QHS SMART Goal

Goal 3: Increase graduation rate from 85.7% to 90% by increasing 80% of student's achievement level in ELA and/or Math on benchmark/MAAP assessment

Focus Area: ☐ Attendance   ☐ Behavior   **X 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?)	For the 2023 – 2024 school year, 100% of students will make measurable progress in ELA and Math. Each student will improve by one performance level in two or more areas. Furthermore, 80% of the students will score a "3" or better overall.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	- ELA and Math teachers on our staff will be fully trained in how to look at their class's test scores with the use of Go Green - Provide teachers with PLC's to focus on "Bubble" Students to improve assessment scores. - Use predictor assessments 3 times a year - Teachers will use Edgenuity for remediation/progress monitoring in MAAP areas. iReady will be used for remediation/progress monitoring for IEP and Tier 3 students. - Provide MAAP

				Bootcamp for state testing subject areas twice a year.
A	Achievable	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)		• Subject area teachers will continuously evaluate student performance. They will report poor performing students to the MTSS Co-Chairs • Teachers will offer tutoring to students who are in need of assistance. • Each student who has failed a subject area assessment (T2) will be enrolled in Edgenuity for remediation.
R	Relevant	R – is the goal **relevant** to performance expectations?		We are implementing these strategies to improve student's course performance. We will teach teachers, students and families as a team to offer encouragement to their child at home. Yes this goal works, we have offered it in past years
T	Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)		Begin- August 7, 2023 End- May 23, 2024 We will monitor students' academic performance each month. Teachers will report to the MTSS Co-Chairs any student who is failing.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
S- 2023-2024 school year	Review students score reports	Student Score Reports	Administrators	Administrators Interventionist
M- 2023-2024 School Year	• Review MAAP Data • Evaluate enCase Reports • Schedule MAAP Boot Camps • Enroll Students in Edgenuity • Provide students with teachers tutoring schedule	• MAAP Scores • enCase Results • MAAP Bootcamp Schedule • Teachers tutoring schedule • Edgenuity Student Report	Administrators	Administrators Interventionist
A-2023-2024 School Year	• MTSS Referral • Teacher tutoring	• MTSS Referral Form • Tutoring	Administrators Interventionist Teachers Counselors	Administrators Interventionist Counselors Teachers

		schedule • Benchmark Assessment • Edgenuity Assessments	schedule • Edgenuity Student Report • Benchmark assessment report		
R 2023-2024 School Year	Improving students' course performance	• MAAP Scores • MTSS Referral form • Edgenuity Student Assessment Results • Students Daily Grades • Benchmark Assessment Results		Administrators Interventionist Counselors Teachers	Administrators Interventionist Counselors Teachers

Plan to Progress Monitor

- How and when will the team monitor the plan?
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Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
9/29/2023	Administrators will review and evaluate MAAP Scores. Students who failed a MAAP assessment will be placed on T2 for additional academic support. Students who failed will also be provided remediation using Edgenuity. Teachers will provide tutoring support to students in need.	Tutoring schedule may change for teachers.

QHS SMART Goal

Goal 4 (If Applicable): Increase 100% of alternative school students' progress in all core courses at the completion of the students' Disciplinary Alternative Education Placement.
Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance **X Disciplinary Alternative School Placement (DASP)**

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?)	• **Multiple Academic Subjects**: Using research-based instructional strategies, general education and special education students will make measurable progress in ALL core courses at the completion of the students' DAEP placement using the

				grades in SAM.
				• **Multiple Academic Subjects:** Through strategic lesson planning, general education and special education students will make measurable academic progress at the completion of the student's DAEP placement.
				• **Behavior (Conduct):** Staff and students will actively participate in the DAEP Culture and Climate reinforcement system (PBIS) on a daily basis as evidenced by a 10% decrease in discipline referrals.
				• QHS Students will be placed on a behavior contract.
				• Teachers will follow the District scope and sequence using research-based instructional strategies to improve student achievement
				• DAEP General Education and Special Education teachers will provide supplemental instruction, support, and timely interventions to address the needs of at-risk students
				• Administration will monitor lesson planning for effective research based instructional strategies.
				• LSC will monitor to ensure students are receiving IEP accommodations
				• Sped teacher will ensure Special Education students are mastering their academic and behavior goals

		Measurable	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	- QHS Administrators and DAEP Director will evaluate and monitor general and special education teachers' lesson plans to ensure measurable academic growth. - QHS Administrators and DAEP Director will ensure students are participating in PBIS to ensure discipline referrals decrease by 10%. - QHS Administrators and DAEP Director will monitor and evaluate supplemental instruction to ensure measurable academic progress. - QHS Administrators and DAEP Director will evaluate and monitor instructional strategies to ensure measurable academic progress - QHS Counselors will develop students' behavior contract - DAEP Special education teacher will use data driven probes to ensure special education students are meeting their academic and behavior goals
A		Achievable	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	QHS Administrators and DAEP Director will evaluate each goal twice a week to ensure measurable growth. Yes, these strategies have yielded measurable progress in the past.
R		Relevant	R – is the goal **relevant** to performance expectations?	Monitoring student progress is essential to ensure that students placed in an alternative school placement are making measurable academic and behavior progress.
T		Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	The goals, behavior contracts and strategic strategies will begin when students are placed in the alternative school setting.

Note: The leftmost column also contains a large **M** for the Measurable row.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
S-	• lesson plans • PBIS • Monitor and Evaluate Instructional Strategies • Supplemental Materials • Edgenuity • Benchmark Assessments • Review IEP Academic and Behavior Goals • IEP Goals	Lesson Plans Supplement Materials PBIS resources Edgenuity MAAP Student Score Report IEP's	DEAP Teachers DAEP Director QHS Counselors QHS LSC	QHS Administrators Interventionist QHS LSC
M-	• Review lesson plans • Review supplemental materials • Review student Edgenuity report • Evaluate benchmark results • Evaluate Student behavior • Review IEP Behavior and Academic Goals • Make progress on IEP academic and behavior goals	Lesson Plans Supplemental resources Edgenuity Reports Benchmark Assessments PBIS resources Behavior contracts IEPs	DAEP Teachers QHS Administrators QHS Counselors DAEP Director QHS Interventionist QHS Teachers QHS LSC	DAEP Teachers QHS Administrators QHS Counselors DAEP Director QHS Interventionist QHS Teachers QHS LSC
A-	Improve Academic Achievement Decrease Student Referrals Evaluate Lesson Plans Provide Supplemental Materials Strategic Planning Review IEP Academic and Behavior Goals	Lesson Plans Supplemental resources Edgenuity Reports Benchmark Assessments PBIS resources Behavior contracts IEPs	DAEP Teachers QHS Administrators QHS Counselors DAEP Director QHS Interventionist QHS Teachers QHS LSC	DAEP Teachers QHS Administrators QHS Counselors DAEP Director QHS Interventionist QHS Teachers QHS LSC
R-	Improve Academic Achievement Decrease Student Referrals	Lesson Plans Supplemental resources Edgenuity Reports	DAEP Teachers QHS Administrators QHS Counselors	DAEP Teachers QHS Administrators QHS Counselors

		Benchmark Assessments PBIS resources Behavior contract IEPs	DAEP Director QHS Interventionist QHS Teachers QHS LSC	DAEP Director QHS Interventionist QHS Teachers QHS LSC
T-	Review lesson plans weekly Review Supplemental materials weekly Plan strategically Weekly Review behavior contracts weekly Review student performance weekly Review IEP Behavior and Academic Goals weekly	Lesson Plans Supplemental resources Edgenuity Reports Benchmark Assessments PBIS resources Behavior contracts IEPs	DAEP Teachers QHS Administrators QHS Counselors DAEP Director QHS Interventionist QHS Teachers QHS LSC	DAEP Teachers QHS Administrators QHS Counselors DAEP Director QHS Interventionist QHS Teachers QHS LSC

Plan to Progress Monitor

- How and when will the team monitor the plan?
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Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2023-May 2024	Report Cards will be evaluated to determine academic success. Benchmark Assessments will be evaluated 3 times a year to determine academic growth Edgenuity Student Score Reports will be evaluated weekly to determine academic growth Behavior Contracts will be evaluated weekly to determine a decrease in target behavior Progress Reports will be evaluated to determine an improvement in academic success MAAP Student Score Reports will be evaluated to determine academic growth IEP Probes will be evaluated weekly to determine if students are reaching their academic and/or behavior goals.	Depending on student progress, there may be adjustment to the frequency of when the evaluation of each progress monitor is held.

Quitman Junior High

Dropout Prevention

Restructuring Plan

2023-2024

Quitman Junior High School Plan

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team?
Debbie Chapman	Principal	Administrator: Knowledge of 6-8 curriculum, attendance, school operations, student body, MTSS, PBIS
April Goff	Asst. Principal	Administrator: Knowledge of 6-8 curriculum, attendance, school operations, student body, MTSS, PBIS
Shari Joyner	Counselor	Entry/Exit for Students, Carnegie units, SEL, PBIS
Daniel Gilmer	Facilitator	MTSS Chairperson: Knowledge of 6-8 curriculum, attendance, school operations, student body, MTSS, PBIS
Jennifer Hammond	Interventionist	Provide interventions for at-risk students and EL students, MTSS
Miranda King	8th Grade Teacher	ELA
Shalonda Trotter	8th Grade Teacher	Technology (HS Credit)
Charity Molden	8th Grade Teacher	Social Studies (HS Credit)
Edie Denham	Art Teacher	Character Education Specialist

List of Data Available

Attendance Rate
Truancy Rate
Graduation Rate
Dropout Rate
Disciplinary Infraction Rate
School Population
Economically Disadvantaged
Limited English Proficient
Students with Disabilities
Teacher Attendance
Reading and Math Scores

School Restructuring Plan Goals

Goal 1:	Increase student attendance rate to 95%
Goal 2:	Decrease student discipline referrals as indicated in SAM by 10%
Goal 3:	Increase graduation rate to 90%

QJH SMART Goal

Goal 1: Increase student attendance rate from 85% to 95%
Focus Area: X 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?)	QJH will increase the student attendance rate from 85% to 95% by May 2024 by maximizing the utilization/continued implementation of the following: • Positive Behavior Incentives for student attendance • Character education program implemented for students
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	Improve attendance rate of students from 85% to 95% Attendance data collected daily and reported monthly in SAM
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Each month data will be reviewed and attendance growth celebrated
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes, the goal is relevant in that students who attend school regularly have higher academic achievement and better social/emotional health. This will also help with the district's graduation rate.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	By the end of the 2023-2024 school year attendance rates will improve to 95%

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly/Monthly	Attendance data review	Attendance is entered daily/weekly (virtual); therefore, data gathered from SAM will be a combination of weekly/monthly	April Goff	Daniel Gilmer (PLC meetings), Teachers
Monthly	Attendance celebration	Attendance data from SAM	Shari Joyner	PBIS team
Weekly	Character Education Lessons	Google Classroom	Shari Joyner	All QJHS Staff

Plan to Progress Monitor

- How and when will the team monitor the plan?
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Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Student Attendance data gathered and review at PLC meetings	If meeting are not possible data will be broken down and emailed to the team for virtual discussion
Monthly	Attendance Rewards Monthly	In-person/If students do not return to campus virtual rewards will be given and posted through Google Classroom
Weekly	Character Education Lessons loaded in Google Classroom	Sometimes the lessons might have to carry over to another day/week depending on school schedule (Covid)

QJH SMART Goal

Goal 2: Reduce the number of office referrals indicated in SAM by 10%

Focus Area: ☐ Attendance   X **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?)	QJH will decrease the number of discipline referrals from 1320 to 1188 by the end of May 2024 by continuing and utilizing PBIS/MTSS. Also, the school administrators will review the student behavior history when addressing a discipline referral.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	The goal is to reduce the number of office referrals by 10% as indicated in SAM. QJH Dropout Prevention Team will report the number of office referrals to the QSD Leadership Team twice during each nine weeks to adjust strategies and to the school board quarterly (PBIS Tier Fidelity/School Improvement Board Report).
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	This goal is achievable because quarterly discipline data is tracked/reported to USM Reach-PBIS program every quarter which makes monitoring the number of referrals continuously, increase efficient identification and address trends in the discipline data.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	The goal is relevant because reaching this goal will have a positive impact on student achievement due to increased classroom time and positive school culture/environment.

T	Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	Monthly/Quarterly data reports to the school board. • In-depth data review by the QJH Leadership Team twice per nine weeks • Leadership Team data reviews begin in August and end in June.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 - June 2024	Monthly/Quarterly data reports to the school board. QJH Leadership Team/MTSS reviews discipline data twice per nine weeks period	QJH attendance and discipline reports from SAMS (Students' grading reports) Reports from Interventionists	QJH – Debbie Chapman	QJH Administrators QJH Leadership Team QJH PBIS Team Members
QJH Dropout and Leadership Team meets every 4 weeks	Review data points, identify issues, prepare report for school board	QJH attendance and discipline reports from SAMS (Students' grading reports) Reports from Interventionists	QJH – Debbie Chapman	QJH Administrators QJH Leadership Team QJH Dropout Prevention Team QJH PBIS Team

Plan to Progress Monitor

- How and when will the team monitor the plan?
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Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2023 - June 2024	Reduction in the number of referrals each month.	Strategies/Consequences may need revising if it is evidence of ineffectiveness. As well as the PBIS system may need revising/reinforced.
QJH Dropout and Leadership Teams meet every 4 weeks	The team will review discipline data to identify students with discipline issues. After identifying the students, interventions will be started that will meet the needs of the students.	Strategies/Consequences may need revising if there is evidence of ineffectiveness. As well as, PBIS system may need revising/reinforced.

QJH SMART Goal

Goal 3: Increase graduation rate to 90%

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

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	To help increase district graduation rate from 84.5% to 90% by the end of 2024 by providing students with access to: • Tour of CCCTC • College and Career Fair • College/Career Spotlight
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	Students will participate in activities/organizations to expose them to future opportunities within the QSD.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	By the end of the year students will tour the CCCTC either in person or virtually. Students will experience the college and career fair or hear guest speakers talk about local programs and careers.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Exposing students to future opportunities within the QSD and local community will encourage them to stay in school and achieve their goals.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	Students will take tours and participate in the college and career fair annually. The college/career spotlight will be changed monthly by the counselor.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2023 (monthly throughout the school year)	College/Career Spotlight	Bulletin Board/ Updated Resources from Colleges and local businesses	Shari Joyner	QJH Counselor Colleges Recruitment Staff
By May 2024	Tour of CCCTC	Bus transportation or Virtual Video	Shari Joyner	Dana Mayo (CCCTC Counselor) Teachers Students
By May 2024	College and Career Fair	Local contacts to colleges and businesses to set up and speak to students	Shari Joyner	Student Council/Mrs. Trotter/ Community Members

Plan to Progress Monitor

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Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Bulletin board is updated/changed monthly	If school closure becomes an issue the counselor will post a slide in her Google classroom
January 2024	Date set for College/Career Fair	If fair is not an option due to COVID-19 guest speakers will be scheduled accordingly.
January 2024	Tour of CCCTC	If a live tour is not possible video production will begin and be shown through Cyber Foundations.