

Yazoo County School District
“FIERCE FUTURES!”
Dropout Prevention and Restructuring
#NexGenLeaders



***“Ready, Set, Learn ...
It’s Our Call of Duty!”***
2024-2025

Research has consistently shown that those dropping out of school are more likely to have been suspended or expelled than peers who remained in school through graduation. According to the Mississippi Department of Education, most students who drop out have received five to nine discipline referrals and were absent for more than 10 days from school—absences that were probably a direct result of out-of-school suspensions.

YCSD FY25 District Dropout Prevention Plan

[Updates on 07/30/2024] FY25 YCSD Drop-Out Prevention Plan

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50	YCHS Restructuring Plan Goal One Strategies, Plans for Progress Monitoring, Employees Responsible, and Employees Involved;
51-52	YCHS Restructuring Plan Goal Two , which states the following: By the end of the 2024-2025 school year, Yazoo County High School will decrease the number of students who accumulate five (5) or more discipline referrals by 10%;
53	YCHS Restructuring Plan Goal Two Strategies, Plans for Progress Monitoring, Employees Responsible, and Employees Involved;
53-57	YCHS Restructuring Plan Goal Three , which states the following: By the end of the 2024-2025 school, Yazoo County High School will decrease the number of students identified as “off-track” and/or “sliding” based on course performance by 5%; and
57	YCHS Restructuring Plan Goal Three Strategies, Plans for Progress Monitoring, Employees Responsible, and Employees Involved.
58	References and Sources

Verification of Board Approval

_____ YCSD Superintendent of Education

[Updates on 07/30/2024] FY25 YCSD Drop-Out Prevention Plan

_____	YCSD Board President
_____	YCSD Assistant Superintendent of Education
_____	YCSD Associate Superintendent of Education
_____	YCSD Associate Superintendent of Education
_____	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 Associate Superintendent of Student Services
Charlotte Scott	YCSD Associate Superintendent of Curriculum
Amy Trammell	YCSD High School Counselor and Graduation
Dewayne Profit	YCHS Principal
Frank Bunell	YCHS Assistant Principal
Tracey Watts	YCMS Principal
Frank Woods	YCMS Assistant Principal
Amanda Herring	YCMS School Counselor
Cristin Ware	Linwood Elementary Principal
Kiesha Shaffer	Linwood Elementary Assistant Principal
Amber Hall	Linwood Elementary Counselor
Andrea Edgecombe	Bentonia Gibbs Elementary Principal
Brianna Walker	Bentonia Gibbs Elementary Assistant Principal
Connie Walker	Bentonia Gibbs Elementary School Counselor

Yazoo County School District
Goals At-A-Glance

[Updates on 07/30/2024] FY25 YCSD Drop-Out Prevention Plan

2024-2025 School Year

Goal One: To noticeably improve, using student metric attendance data and student attendance data records, of the students with attendance challenges, and additionally the engagement level as defined by survey data of the students – essentially, improve the instructional planning process and engagement level of the students; thereby, improving the overall attendance.

Goal Two: To increase the percentage, of the students, passing the state mandated third grade EOY assessment, by 5%, better defined as the third grade GATE literacy assessment;

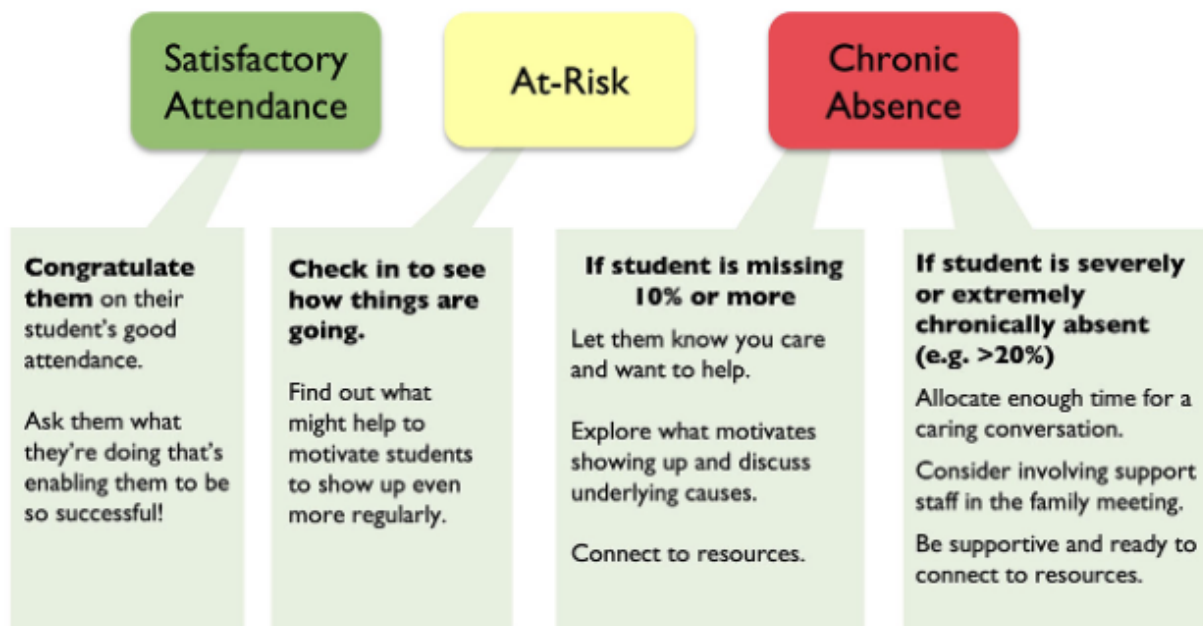
Goal Three: To improve the percentage assigned, to the YCSD, as a “**Chronically Absent District,**” by a minimum of at least 10 percentage points – meaning, as a District, collectively our attendance has improved by at least 10%;

Goal Four: To increase the graduation rate of students, IDEA eligible students, by 5%, regardless of his/her disability category, the primary eligibility category, and/or the amount of related services; and

Goal Five: To increase the overall graduation rate, of the entire senior class collectively, **ALL** students, by 5%, as well as each subgroup represented by 5%.

Attendance Matters!

Tailor Conversations to Students' Attendance Status



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

Data Includes the Following:

[Updates on 07/30/2024] FY25 YCSD Drop-Out Prevention Plan

Summary of Yazoo County School District Data

Description	Males	Females	Black	White	Other Race	SPED	F/R	HMLS	Total
2023-2024 Chronic Absenteeism <i>(Students absent 10% or more of the total days enrolled)</i>	YCHS 2023-2024								
	78	97	100	70	6	7	176	0	176
	YCMS 2023-2024								
	40	23	35	27	1	14	63	0	23
	BGS 2023-2024								
	46	38	19	62	2	24	84	1	84
	LES 2023-2024								
	31	32	61	2	0	18	63	0	63
2023-2024 Disciplinary Infraction Totals A. Incidents of Violence B. In-School Suspension C. Out-of-School Suspension	YCHS 2023-2024								
	A) 8 B) 0 C) 54	A) 9 B) 0 C) 41	A) 13 B) 0 C) 70	A) 1 B) 0 C) 20	A) 3 B) 0 C) 5	A) 17 B) 0 C) 0	A) 17 B) 0 C) 0	0	17
	YCMS 2023-2024								
	A) 1 B) 0 C) 85	A) 1 B) 0 C) 21	A) 1 B) 0 C) 80	A) 0 B) 0 C) 20	A) NA B) NA C) 6	0	0	0	106
	BGS 2023-2024								
	A) 1 B) 0 C) 33	A) 0 B) 0 C) 9	A) 0 B) 0 C) 20	A) 1 B) 0 C) 21	A) 0 B) 0 C) 1	0	0	0	42
	LES 2023-2024								
	A) 0 B) 0 C) 80	A) 2 B) 0 C) 20	A) 1 B) 0 C) 48	A) 0 B) 0 C) 2	0	0	0	0	50

Graduation/Drop Out Data									
Description	Males	Females	Black	White	Other Race	SPED (58s)	F/R	HMLS	Total
Graduation Rate: (Class Of 2023) 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 2023): 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 2024) 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 2024): 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 2024) 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 2024): 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						
2023-2024 Kindergarten Readiness Assessment	Average Fall	Average Spring	Scale Score Gain	% Greater than 681		
Bentonia Gibbs Elementary School	511	730	219	72.22%		
Linwood Elementary School	500	673	173	47.06%		
2023-2024 3rd Grade Summative Assessment	Students Meeting LBPA Requirements		Student NOT meeting LBPA Requirements			
District	63.3%		36.7%			
Junior ACT Data from YCHS						
Test Year	Total Tested	Avg. English Sub- Score	Avg. Math Subscore	Avg. Reading Subscore	Avg. Science Subscore	Avg. Composite
Spring 2022: YCHS	123	14.8	15.3	16.0	15.9	15.5
Spring 2022: State	28125	16.5	17.2	17.7	17.7	17.4
Spring 2023: YCHS	116	16.0	15.4	16.3	16.1	16.2
Spring 2023: State	28282	16.6	17.4	17.7	18.0	17.5
Spring 2024 YCHS*	88	15.2	15.0	15.5	15.7	15.5
Spring 2024 State*	N/A	16.5	17.1	17.9	17.6	17.3

- School/District MDE Report Card

Interpretation and Observations of the Needs Assessment Data

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:

Goal One: During the 2024-2025 school year, the YCSD will decrease the overall number, of total absences, by approximately 15% as well as students who have dropped out of high school noticeably improving, using student metric attendance data and student attendance data records, of the students with attendance challenges, and additionally the engagement level as defined by survey data of the students – essentially, improve the instructional planning process and engagement level of the students; thereby, improving the overall attendance;

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

Timeline	Action	Resources Needed	Person(s) Responsible	Person(s) Involved
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<p><u>Timeframe:</u></p> <p>At the end of the previous school year then review as the current school year progresses;</p>	<p>1. Develop a school and/or district-wide program improvement plan that encompasses and is heavily laden with instructional strategies that have been the subjects of several educational research studies, as well as, multiple repeated research efforts and completion of more than one study, to meet the parameters of test/retest reliability – all with the hunger and passion to be able to answer the million-dollar question: at hand</p> <p>Essential Key Question for Reflection: <i>“What characteristics, conditions, school climate, school climate, environment, instructional design preferred, and mindset of the educator must be evident to keep a K-12th grade student completely engaged in the lesson at hand, functioning, for the most part, successfully, and able to graduate with his/her peers, in the same class, on schedule?”</i></p>	<p>1. “Evidence-Based Instruction” published by: Attendance Works;”</p> <p>1a. Best=practice research findings on attendance and on being termed, “Chronically Absent;”</p> <p>1b. OPSI Organization;</p> <p>1c. NCEE Blog/ IES Resources;</p> <p>1d. “All Hands on Deck,” published by “Attendance Works,” discussing conclusions, findings, and recommendations for implementation.</p>	<p>1. Student;</p> <p>1a. Parents and/or Caregivers;</p>	<p>1. School Counselors;</p> <p>1a. School Principal;</p> <p>1b. School Assistant Principal;</p> <p>1c. Youth Court Judge – if applicable;</p> <p>1d. Lead Teacher;</p> <p>1e. Parents and/or caregivers;</p> <p>1f. Other partnering agencies that provide services to the student;</p> <p>1g. Teachers who provide support services; and</p> <p>1h. Teachers who provide related services to the student.</p>
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<p><u>Ongoing:</u></p> <p>Typically established at the beginning of the year with meetings held once a week</p>	<p>2. Begin a program improvement transition, in terms of implementation, which will focus almost single handedly on the specific instructional strategies, utilized and implemented, within the classroom – instructional strategies, which may or may not yield the largest effect size for success in increasing student achievement – moving forward with “future-ready” thinking, the instructional focus will be narrowed to the potential 15 or so instructional strategies, that have received the highest effect scores, from multiple educational research studies, and have proven their for use with students – as a result, more students will continue to progress through high school and graduate – strategies that encourage the following: (1) engagement; (2) active learning; (3) artificial intelligence; (4) project-based learning; and (5) personalized 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><u>Ongoing:</u></p> <p>Typically administered once at the beginning of the year,</p>	<p>3. With regard to making a vested commitment to “putting in the time and energy” for researching, to discover, “a deeper</p>	<p>3. Trending research about the current characteristics of the most</p>	<p>3. School Principal; 3a. Assistant Principal;</p>	<p>3. Selected and/or Specified Elementary Grade Teachers; School Interventionists; Lead Teachers;</p>

again at the end of 1st semester; and then at the end of the 3 rd 9 weeks.	dive” into what constitutes “engaging” successful and effective instruction, and coupling that with the (1) preferred learning styles of the students; and (2) tall of the multiple intelligences of the learners, in the classroom, for even greater success in graduating from high school and pursuing a post-secondary education – ultimately, this type of learning environment is centered upon (1) utilizing and growing relationships; (2) caring adults; (3) a supportive peer group; and (4) a student-centered focus.	successful type of student-centered instruction; 2a. The current findings, of research, of similarly situated districts and their most successful solutions;	3b. Classroom teacher; 3c. Lead Teacher; and 3d. Parent and/or Caregiver for the student.	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.
<u>Ongoing:</u> Typically held at least once per grading period virtually and/or face-to-face.	4. Implement best-practice pedagogy and strategies to help (1) both students and educators deepen the engagement level at head; (2) the student can strengthen his/her “feeling of belonging and security in a given environment and scenarios; and then (3) the ability to deepen the sense of connection between the students and the educator.	4. Trending research about the current characteristics of the most successful type of student-centered instruction; 4a. The current findings, of research, of similarly situated districts and their most successful solutions.	4. District Administration; 4a.. School Principal; 4b. Assistant Principal; 4c. Classroom teacher; 4d. Lead Teacher; and 4e. Parent and/or Caregiver for the student.	4. Lead Teachers at each School Site; Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and Other identified stakeholders.
Plan to Progress Monitor Goal One				
Date	Evidence to Determine Progress Toward Achieving Goal One		Potential Adjustments	

<u>Timeframe:</u> At the end of the 2024-2025 school year; and	<ul style="list-style-type: none"> Students will complete survey data in terms of their engagement levels of all of their classes this year; and The data will be analyzed and interpreted for growth and progress. 	<ul style="list-style-type: none"> Revisions will be made to curriculum, lesson planning and design, environment of the classroom, culture, overall school atmosphere, and any other aspects of the students' school day.
<u>Timeframe:</u> Ongoing	<ul style="list-style-type: none"> "PULSE" checks every other month for a progress check. 	<ul style="list-style-type: none"> Revisions will be made to curriculum, lesson planning and design, environment of the classroom, culture, overall school atmosphere, and any other aspects of the students' school day.

Goal 2:

During the 2024-2025 school year, the Yazoo County School District will increase the percentage, by 5%, 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 (1) progress monitoring tools and/or (2) benchmark assessments through the (3) use of MDE approved high quality instructional curriculum, coupled with the (4) implementation of instructional strategies, that yield some of the highest effect sizes for proven effectiveness, (5) best	1a. (1) Standardized benchmark assessment and progress monitoring assessment scores via the MasteryConnect Assessment Platform; (2) I-Ready Universal and Diagnostic Screening Assessment platform with the ability to present with an adaptive platform based on performance; and then finally (3) Star Early Literacy Universal Screener; 1b. 3rd grade ELA	1. District Test Administrators or designee; 1a. Classroom Teacher; 1b. Extra Hall Monitors to be able to Provide the "MOCK" Assessment Session; 1c. School Counselor; and 1d. School Test Coordinator	1. Identified District and/or School Administration; 1b. Identified School teachers/staff; 1c. Students; and 1d. Other selected identified stakeholders

	<p>practice formative assessment strategies, and an (6) intentional laser focused implementation of the major ELA standards; and</p> <p>1a. Determine the strength of the correlation between a specific student's score, on one of the benchmark assessments and the MAAP State assessment, using the test as a predictor of success, utilizing the strength of the correlation. projected that will be obtained</p>	<p>CCRS Standards and the MDE ELA Assessment Blueprint;</p> <p>1c. Implement "MOCK" assessment sessions with scheduled dates, times, and the assigned faculty necessary to administer the bulk of the assessments, with fidelity and integrity, "mimicking" the administration of the true MAAP State Test Session(s) as much as is possible; and</p> <p>1d. Procure and check all necessary technology for any necessary needed updates, due to the administration of the aforementioned "MOCK" assessments (i.e. computers, tablets, and headphones, etc.).</p>		
<p><u>Timeframe:</u></p> <p>Ongoing</p>	<p>2. Ensure third grade students are provided with and taught with HQIM grade-level resources – such as HMH for ELA, for example;</p>	<p>2. HMH Core HQIM ELA Basal [Textbook and Digital] Materials Program; and</p> <p>2a. HMH Core HQIM ELA Supplemental Additional Resources utilized to complement Tier I instruction.</p>	<p>2. Classroom Teacher; and</p> <p>2a. Lead Teacher.</p>	<p>2. Classroom Teacher;</p> <p>2a. Lead Teacher;</p> <p>2b. School Principal; and</p> <p>2c. District Administration.</p>
<p><u>Timeframe:</u></p> <p>Ongoing</p>	<p>3. Provide differentiated levels, of instructional supports, using the MDE scaffolding documents, tiered activities, choice boards, menus, as</p>	<p>3a. Opportunities and flexibility for the MTSS team to meet (i.e. locations, times); and</p> <p>3b. Access to student performance data, within the MTSS</p>	<p>3. MTSS School-Level Team established; and District/School administrators or designee</p>	<p>3. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and Other identified</p>

	well as Tier II and other additional Tier III instructional interventions, for students experiencing difficulty, 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 for submittal.	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.		stakeholders
<u>Timeframe:</u> Ongoing	4. Host meetings, and/or conferences with parents and/or guardians of students, identified as off-track and/or regressing (Tier II and/or Tier III) -- regarding their students' progress.	4a. School calendar identifying available conference days/times; 4b. Multiple means of communication with parent (i.e. phone calls, texts, emails; etc. and postage for mailed invitations)	4. District and/or School Administration or designee	4. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents and other identified stakeholders
<u>Timeframe:</u> Ongoing (as needed)	5. Provide Professional Development for teachers, as appropriate and necessary, to include, but not limited to the following types and/or topics at each of the planned sessions: (1) Close Reading strategies; (2) Differentiation of Instruction; (3) Deep Dive into the MTSS Systems of Support; (4) Best-Practice Interventions for	5a. Schedule, observe, via a classroom observation checklist form, and provide timely feedback – utilizing an instructional feedback cycle with specified teachers daily. 5b. Utilizing the results of formal and information teacher observations and evaluations, -- instructionally coach teachers, using an instructional feedback	5. District or School Administrators or designee	5. Identified District and/or School Administration; Identified School teachers/staff; and Other identified stakeholders

	<p>ELA deficits; (5) Formative Assessments for progress monitoring and the Data They Yield for interpretation; and then finally (6) Advanced Phonics First Training based on Orton-Gillingham Methodologies.</p>	<p>cycle, where appropriate and necessary;</p> <p>5c. Collect and interpret survey/data, collected from staff, regarding identified needs of PD; and</p> <p>5d. 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
At the End of 2024-2025 school year (May 2025)	<ul style="list-style-type: none"> Pass/Fail Roster of the 3rd grade; literacy assessment; and 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 and can move on to the 4th grade. 	3a. Reflect, re-evaluate, revise, and adjust high yield strategies for the following school year, to increase the percentage of students, who successfully, passed the 3 rd grade ELA GATE assessment and can move on his/her 4th grade school year.
Ongoing	<ul style="list-style-type: none"> The number of students, identified as off-track, regressing, or in need of Tier III interventions, 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 and frequency 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.”</p>
Ongoing	<ul style="list-style-type: none"> Probe scores, from progress monitoring probes 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; and 	<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 and frequency, of communication with parents and/or guardians for identified students –</p>

	<ul style="list-style-type: none"> • Complete an item analysis and interpret results of the Item Analysis – in order to understand and learn why students may have selected the answer that he/she did even though it wasn't correct. 	<p>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>
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Goal 3:

During the 2024-2025 school year, the Yazoo County School District will improve its accountability, with regard to, or the percentage assigned, to the YCSD, from MDE, as the entity will have determined, the district a “Chronically Absent District,” by a minimum of, at least 10 percentage points – meaning, as a District, collectively, the overall attendance has improved by at least 10% [Example: 29% to 19%].

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

Timeline	Action(s)	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
<u>Timeframe:</u> Ongoing (Throughout the 2024-2025 school year)	1. Implement a research and evidence-based problem-solving methodology, utilizing a 4-step process, that guides educators, more specifically, through a cyclic process, to address the identified problem – focusing specifically on “root cause” analysis; 1a. Identify and clearly define the problem with the goal being to arrive at solutions that solve the problem; 1b. Identify some of the potential “root causes” to see why the problem exists – and make some determinations of precise supports and interests that target the “root cause” and not just the “symptoms;”	1. Training and support materials and supplies needed for suggested small group activities during the professional development training session(s) of the 4-Step Problem-Solving Process; 1a. (same as #1 above);	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>1c. Generate solutions to address “hypothesized” “root cause” and explain why the problem exists;</p> <p>1d. Begin to create a plan outline asking some of the following brainstorming questions, along the way, for clarity –</p> <p>Potential Questions: When will the plan be implemented and how important is it? And how... will it be implemented? And... who will be the primary educator responsible for the implementation of the plan? Example plan template?</p> <p>1e. Gather data to determine effectiveness of plan and whether improvement occurred as a result of the plan—</p>			
<p><u>Timeframe:</u></p> <p>Ongoing</p>	<p>2. As an educational leader, continuously reinforce positive thinking -- encourage and train as well, by modeling and being an example to other educators –“nurture” and teach “belonging and connection vs. being an educational institution that is only compliance-driven and highly ineffective leading to possible “long-term disengagement;” (see</p>	<p>2. Examples of supplies and materials that coincide with modeling the desired action(s) to take in shifting from punitive to proactive attendance strategies to reduce chronic absences-- Boxes of mats; families; APPS; and two-way texting.</p>	<p>2. District/School administrators or designee;</p> <p>MTSS School-Wide Team;</p> <p>Interventionist;</p> <p>Lead Teacher;</p> <p>Classroom Teacher; and</p> <p>District-Wide Positive Behavior Specialist</p>	<p>2. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and other specified identified stakeholders</p>

	page 7 of the culture of attendance” article)			
<u>Timeframe:</u> Ongoing	3. Provide learning APPS that are engaging and relevant while providing clear and concise on-going directions to the students that go along with the activities in the toolkit being utilized entitled, “Showing Up Matters for R.E.A.L.”	3a. Toolkit created and Published by the organization named “Attendance Works:” entitled, “Showing Up Matters for R.E.A.L.” and Listing of Approximately 30 APPS	3. District/School administrators or designee; MTSS School-Wide Team; Interventionist; Lead Teacher; and Classroom Teacher(s)	3. District/School administrators or designee; MTSS School-Wide Team; Interventionist; Lead Teacher; and Classroom Teacher(s)
<u>Timeframe:</u> Ongoing	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.	4a. School calendar identifying available conference days/times; 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	4. District/School administrators or designee; MTSS School-Wide Team; Lead Teacher; School Administrator; and Classroom Teacher(s)	4. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; and other identified stakeholders

		child.		
<u>Timeframe:</u> Ongoing (as needed)	5. Work daily to create a “culture of attendance” by gradually and intently shifting, the culture, from a punitive compliance-oriented approach to a proactive positive approach -- implementing various positive proactive attendance strategies that teach students to exhibit dependability and commitment in his/her “evidence record” of attendance.	5. After gathering and compiling the most recent body of research and conducting a meta-analysis of the findings, compile a table and/or listing of the best twenty strategies with the strongest “effect size,” in effectiveness and success, for increasing students’ attendance to school on a daily basis; Materials and supplies necessary for the implementation of proactive attendance strategies such as personal letter writing; etc. A reasonable allocation of “time” needed to create, edit, and publish online, to various social media channels, positive video messages, with regard to school attendance, that are engaging and relevant;	5. Collectively, the entirety of the adult population at the school – all functioning, as one team, with 100% buy-in to District/School administrators or designee; Peer Colleagues; Interventionist; Lead Teacher; and Classroom Teachers	5. School administration; Identified School teachers/staff; District/School administrators or designee; Interventionist; Lead Teacher; and Classroom Teachers
	6. Be focused and intentional about building relationships and engaging with students, as well as families, to aid in preventing long-term disengagement.	6. Remain current on trending topics of interest to students; 6a. Communicate often, using various social media channels to communicate with families; and 6b. Provide	6. Classroom Teacher; 6a. Lead Teacher; and 6b. School	

		communication, with a goal in mind, of the student feeling a sense of belonging and connected to a much larger social group.	Counselor	
	7. Explicitly and continuously teach the behavioral expectations for the preferred environment, within the school building with a major amount of positive reinforcement to create “mindsets of habit.”		7. Classroom Teacher; 7a. Lead Teacher; and 7b. School Counselor	

Plan to Progress Monitor Goal Three

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
End of 2024-2025 school year	<input type="checkbox"/> Conduct PLC sessions to obtain feedback on quality of problem-solving process;	<ul style="list-style-type: none"> Adjust throughout the year for additional professional development needs that may arise;
Ongoing	<input type="checkbox"/> Focus on “emotional intelligence” [critiquing];	<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	<input type="checkbox"/> Continued training and frequent “PULSE” checks on engagement levels;	<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>

		3f. Assigned relevant, timely and targeted instructional professional development for teachers as needed and appropriate.
	<input type="checkbox"/> Obtain feedback from ALL stakeholders, with regard to meeting agendas, helpfulness of the content discussed; and	(see above possible adjustments)
	<input type="checkbox"/> Culture: Obtain feedback from ALL stakeholders, with regard to meeting agendas, helpfulness of the content discussed;	(see above possible adjustments)
	<input type="checkbox"/> Strategies: Obtain feedback from ALL stakeholders, with regard to meeting agendas, helpfulness of the content discussed; and	(see above possible adjustments)
	<input type="checkbox"/> Continued training and frequent “PULSE” checks on engagement levels.	(see above possible adjustments)

Goal 4:

During the 2024-2025 school year, the Yazoo County School District will increase the graduation rate, by a minimum of 5%, for a specified targeted subgroup, more specifically, IDEA eligible students – regardless of his/her disability category, the primary disability, and/or the amount and number of related services.

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

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
<u>Timeframe:</u> Ongoing (as needed throughout the 2024-2025 School year) (Attendance image needs to be somewhere)	1. As a district, work to capitalize on teamwork – as well as how it is important for teachers to form healthy relationships with students providing an important component of a network of support -- collectively within each of the buildings -- forming and cultivating strong educational relationships, with all teachers who are visibly fully-engaged and trusting in the process – being able to articulate the goals easily and advocate if the need should arise – combined with early well-planned and focused postsecondary transition meetings – meetings that best address transition goals and how these goals will be accomplished and mastered, as well as, critical and impactful factors in	1. Awareness of and all required notifications, of various meetings placed on the calendar for time to discuss “SUCCESS” looks like? And... what. Barriers and/or challenges are rearing their “not-so-nice” heads... “SOLUTIONS for SUCCESS!”	1. the student being tested; 1a. The special education teacher who is, when possible, making sure that all accommodations are in place; and 1b. All general education teachers of the “student in question.”	1. the student being tested; 1a. The special education teacher who is, when possible, making sure that all accommodations are in place; 1b. All general education teachers of the “student in question;” 1a. All SPED educators, who are invested, in any sort of way, with the student in question; 1b. Other “Related Services” providers, if warranted, by the indication on the IEP document, of

	<p>improving IDEA eligible students' college and career readiness and subsequent outcomes [i.e. graduation] and ultimately greatly increasing his/her success in graduating from high school and ready to take the next step;</p> <p>1a. Recognize, model, and facilitate best practices when conducting a “transition meeting” for ANY and ALL students in that the level of guidance and support does not “just vanish two months prior to graduation” and may be even more critical at this “big juncture” in life;</p> <p>1b. Create a rigorous and relevant curriculum for the students;</p> <p>1c. Ensure that a firm foundation and the correct groundwork, has been laid, that will lead to success even after graduation;</p> <p>1d. Align “transition” with not only courses, but also with students' interests – complete career and interest surveys and/or seek out an online platform for the same task;</p> <p>1e. Expose students to multiple and numerous pathways in high school</p>			<p>a specific related service (i.e. speech pathologists; occupational therapist; physical therapist; positive behavior specialist; dyslexia therapist; etc – specific to the student's IEP document.</p> <p>1c. Transition Coordinator;</p> <p>1f. Job Coach (if needed, necessary, and relevant)</p>
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	<p>and connect them to “real-life opportunities – “real-life learning;</p> <p>1f. Seek to successfully connect all of the “extremities” of the network that has been created – teachers, parents, colleges, universities, and governmental organizations; and</p> <p>1g. Ensure students become “pathway completers,” which also helps to ensure success in graduation.</p>			
<p><u>Timeframe:</u></p> <p>Ongoing</p> <p>(As needed throughout the year)</p>	<p>2. Adopt the mindset and ensure that a large majority of students, with disabilities, are capable of high school graduation – and graduating on time with his/her peers – ensuring best practice and proper levels of support along the way – identifying systematic system failures;</p> <p>2a. Provide and ensure adequate and proper professional development and training to best support SPED students;</p> <p>2b. Ensure proper funding and MOE is met for the professional development of the specific type(s) of knowledge and support needed;</p> <p>2c. Commit, as a school</p>	<p>2. Current appropriate and relevant research based article on this very topic which point back to peer-reviewed journals and studies discussing in “conclusions and findings” how this best takes place;</p>	<p>2. Special Education Teacher or case manager assigned to the identified student</p>	<p>2. Identified District and/or School Administration; Identified School teachers/staff; Students; Parents/Guardians; Other identified stakeholders</p>

	<p>district, to have “zero tolerance” for lowering one’s expectations of a student rather than inversely challenging him/her – sometimes ultimately being guided into receiving an “alternate diploma” limiting future opportunities;</p> <p>2d. Ensure that students are taught “soft skills” like communication and organization – skills needed in college and the workforce; and</p> <p>2e. As a school district, offer engaging. educational , and informative training sessions focused on helping parents understand his/her rights under IDEA with regard to his/her student(s); and</p> <p>2f. As a school district, rigorously interview pre-service SPED teachers rigorously for intuition into his/her knowledge base – or the lack thereof -- with regard to the 13 eligibility categories, while also ensuring thwt in-service teachers are professionally developed as well where the need is appropriate and relevant;</p>			
<p><u>Timeframe:</u></p> <p>Ongoing:</p> <p>Typically occurring at</p>	<p>3. Monitor identified student’s, attainment of and mastery of skills, through the following</p>	<p>3.Standardized benchmark and progress monitoring assessment (i.e. Mastery Connect,</p>	<p>3. District administrators or designee</p>	<p>3. Identified District and/or School Administration,</p>

the end of Term 1: October, Term 2: December, and Term 3: March	<p>types of different assessment pieces such as the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District-Wide Universal Screeners given 3x per year; <input type="checkbox"/> District-wide progress monitoring, within the MTSS process, prior to testing; and <input type="checkbox"/> Benchmark Assessments given 3x per year; and <input type="checkbox"/> Mastery of goal statements, written by the GoalBook Tool – utilized by the majority of SPED teachers as they formulate goal statements; 	<p>IXL, I-Ready, and Star Early Literacy);</p> <p>3b. Objectives, for identified student’s grade level and/or tested in that subject area and/or class;</p> <p>3c. Schedule dates, time, and faculty necessary to administer assessments with fidelity and integrity; and</p> <p>3d. Procure necessary technology for administration of assessments (i.e., computers, headphones, etc.).</p>		Identified School teachers/staff, Students; and Other identified stakeholders
<p><u>Timeframe:</u></p> <p>Ongoing:</p> <p>Typically occurring at the end of Term 1: October, Term 2: December, and Term 3: March</p>	<p>4. Following evidenced-based recommendations for “reducing the drop-out rate,” by utilizing and implementing with fidelity and integrity while utilizing the knowledge gained, by the “said researcher,” with regard to “key components” and key features” and that they have been addressed – they include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How the effects were considered; <input type="checkbox"/> How the intensity was considered; <input type="checkbox"/> How was the impact determined; and 	<p>4a. 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>4b. Contact information for local media (i.e., Power 107, Yazoo Herald, etc.)</p>	<p>4. School Principal;</p> <p>4a. School Assistant Principal;</p> <p>4b. YCHS Lead Teacher;</p> <p>4c. YCHS Counselor;</p> <p>4d. Assigned District Administrators</p>	<p>4. Identified District/School designee, Directors of local Alternative Educational programs, Students, and other identified stakeholders</p>

	<input type="checkbox"/> How any roadblocks and challenges were averted. Utilizing this brief synopsis of the knowledge gained, become successful at making a better-informed determination as to the type of recommendation needed utilizing the three known categories that progress from the student-level to a defined targeted group, and then finally to large-scale school reform;			
<u>Timeframe</u> On-going (Throughout the 2024-2025 school year)	5. Begin the efforts of making a large-scale “school shift” or large-scale transition to a much deeper understanding of “Effective Interventions for Drop-Out Prevention;	5. Researched-based documents and publications listing and defining effective drop-out interventions	5. School Principal; 5a. School Assistant Principal; 5b. YCHS Lead Teacher; 5c. YCHS Counselor; 5d. Assigned District Administrators	5. Identified District/School designee; 5a. Directors of local Alternative Educational programs; 5b. Students; and 5c. Identified stakeholders
<u>Timeframe</u> On-going (Throughout the 2024-2025 school year)	6. Personalize the learning environment and instructional process by adhering to the specific research-based mechanisms and characteristics;		6. School Principal; 6a. School Assistant Principal; 6b. YCHS Lead Teacher;	6. Identified District/School designee; 6a. Directors of local Alternative Educational programs; 6b. Students; and

			6c. YCHS Counselor; 6d. Assigned District Administrators	6c. Identified stakeholders
<u>Timeframe</u> On-going (Throughout the 2024-2025 school year)	7. Commit to providing rigorous and relevant instruction to better engage the students in the instructional learning process; and		7. School Principal; 7a. School Assistant Principal; 7b. YCHS Lead Teacher; 7c. YCHS Counselor; 7d. Assigned District Administrators	7. Identified District/School designee; 7a. Directors of local Alternative Educational programs; 7b. Students; and 7c. Identified stakeholders
<u>Timeframe</u> On-going (Throughout the 2024-2025 school year)	8. Visit and observe model and exemplary programs, as defined in the previous aforementioned source (research study)	8. Procure the necessary resources and district transportation to visit exemplary programs.	8. School Principal; 8a. School Assistant Principal; 8b. YCHS Lead Teacher; 8c. YCHS Counselor; 8d. Assigned District Administrators	8. Identified District/School designee; 8a. Directors of local Alternative Educational programs; 8b. Students; and 8c. Identified stakeholders
Plan to Progress Monitor Goal Four				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
End of 2024-2025 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 the 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 2024-2025 school year, the YCSD will increase the graduation rate of ALL students by at least, at a minimum, of 5%.

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

Timeline	Action	Resources Needed/Source(s)	Person(s) Responsible	Person(s) Involved
<u>Timeframe:</u> On-going (Throughout the 2024-2025 school year)	1. Personalize Learning, which increases the ability to focus, within the students, through best-practices implementation and any available levels of support, for evidenced-based tools and instructional 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	1. School Site administrators	1. School Site administrators, teachers, lead teacher, counselor, and graduation coach

		<p>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</p> <p>1e. Increase relevance in ALL classes school-wide -- based on data derived from the Panorama student survey platform, as well as the Major Clarity platform, are proving to help determine</p> <p>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.</p>		
	<p>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</p>	<p>2a. Provide a 4–6-year course plan, with evidence of John Hattie’s Visible Learning” research findings being utilized, as a mandate for best practice strategies to teach utilizing to achieve the greatest effect size in terms of understanding and assurance of mastery level(s) knowing that students are on track to graduate;</p>	<p>2. School Site administrators</p>	<p>2. District technology team, school site administrators, lead teacher, and teachers</p>

	apps that are certain to motivate.	2b. Update and monitor progress		
	3. Provide an intentional FOCUS on one of the high-dosage tutoring platforms, as an integral source of additional help and support, for high school students – especially seniors – in an additional attempt to completely eradicate one mor challenge often experienced instead of success.	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 result of increased use of the high dosage tutoring platform	3. School Site administrators	3. District technology team, school site administrators, lead teacher, and teachers
	4. Intentionally build and strengthen a “ sense of belonging ” and a strong connection within the community to greatly decrease or lessen the chances of dropping out of high scjhool.	4a. Provide various opportunities for volunteering and connecting with the school(s). 4b. Help students to gain the skill-set of becoming self-advocates of and for their success. 4c. Help to build and instill students’ independence skills as he/she moves across a continuum of gradual release.	4. School Site administrators	4. School Site administrators, lead teacher, counselor, and teachers
	5. Engage and connect, early and often, with parents and all other relevant	5a. Provide effective communication via varied outlets. 5b. Provide clarity to “level the playing	5. School Site administrators	5. School Site administrators, lead teacher, and teachers

	<p>stakeholders in a student’s life.</p>	<p>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 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.</p>		
	<p>6. Create a positive — and safe — school climate is essential to student retention and promoting a high completion rate of school. Keep in mind that when we talk about “being safe” at school, this isn’t limited to just physical</p>	<p>6. 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 such as the following:</p>	<p>6. School Principal;</p> <p>6a. School Assistant Principal;</p> <p>6b. YCHS Lead Teacher;</p> <p>6c. YCHS Counselor; and</p> <p>6d. Assigned</p>	<p>6. Identified District/School designee;</p> <p>6a. Directors of local Alternative Educational programs;</p> <p>6b. Students; and</p> <p>6c. Identified stakeholders</p>

	<p>surroundings. Safety is about mental and emotional support, too. Promoting respect and tolerance in the classroom and across the campus ensures students learn to appreciate and have empathy toward one another.</p> <p>Provide a safe and secure environment district-wide and cultivate relationships with faculty, staff, and/or other advisors.</p>	<ul style="list-style-type: none"> • Have assemblies and workshops on tolerance; • Post anti-bullying messages around school and in classrooms; • Catch students doing something right — when you see a student being kind, acknowledge it; • Promote a “<i>if you see something, say something</i>” program; • Create an anonymous hotline students can use to report abuse — whether they’re experiencing or witnessing it; and • Frequently recognize achievements, both big and small, to bolster self-esteem and encourage continued efforts. <p>6b. Throughout all schools in the YCSD, implement SEL Standards of Practice.</p>	District Administrators	
	7. Provide mentorship and job shadowing program opportunities.	<p>7a. Provide job shadowing opportunities in the Health Sciences CTE program;</p> <p>7b. Provide job shadowing</p>	7. School Site administrators	7. School Site administrators, lead teacher, and teachers

		<p>opportunities in the Teacher Academy CTE program; and</p> <p>7c. Encourage the enlistment of guest speakers to provide relevant job information and career information to students.</p>		
	<p>8. Capitalize and make use of early-warning indicators such as the following: (a.) failing courses; (b.) amount of or 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.</p>	<p>8a. Monitor student performance by the following: (a.) freshman year grades and attendance; (b.) reviewing discipline policies to reduce out-of-school suspensions; and (c.) giving all school staff a shared stake in students' freshman year success.</p> <p>8b. Adopt a graduation theme and highlight across the District</p>	<p>8. School Site administrators</p>	<p>8. School Site administrators, lead teacher, and teachers</p>
	<p>9. Encourage an intentional focus on attendance data</p>	<p>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 9th grade class to help ensure future success and graduation.</p> <p>9b. Educate parents, on the cost of</p>	<p>9. School Site administrators</p>	<p>9. School Site administrators, lead teacher, and teachers</p>

		absences to his/her student's immediate and future success via the School Status platform.		
	10. Create "an intentional focus" on the FUTURE and define and/or depict a picture for " STUDENT SUCCESS! "	<p>10a. Provide explicit instruction and "intensive support" in regard to "thinking realistically about the future!"</p> <p>10b. Work to create NEW mental models and mindsets for SUCCESS!</p> <p>10c. Create and implement instructional activities which involve students' researching salaries, lifestyles, and education required via the Major Clarity suite.</p> <p>10d. Utilizing an 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>	10. District and School Site administrators	10. School Site administrators, lead teacher, and teachers

		<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>		
Plan to Progress Monitor Goal Five				
DATE	Evidence to Determine Progress Toward Achieving Goal Five		Potential Adjustments	
Timeframe: On-Going (Throughout the Year)	<ul style="list-style-type: none"> Throughout the year, gather PULSE checks of students exhibiting warning signs of dropping out prior to graduation day! Provide academic and/or behavioral interventions as needed with students at risk of dropping out. 		<ul style="list-style-type: none"> Adjust, schedules, class periods, academic interventions, behavioral interventions and/or other aspects of students' days that are needed to alleviate the at-risk factors. 	

Yazoo County High School
“FIERCE FUTURES!”
Dropout Prevention and Restructuring
#NexGenLeaders



***“Ready, Set, Learn ...
It’s Our Call of Duty!”***

_____ YCSD Superintendent of Education

_____ YCSD Board President

_____ YCSD Assistant Superintendent of Education

_____ YCSD Associate Superintendent of Education

_____ YCSD Associate Superintendent of Education

_____ 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
Charlotte Scott	YCSD Associate Superintendent of Curriculum
Gloria Jamison	YCSD Associate Superintendent of Student Services
DeWayne Profit	YCHS Principal
Frank Bunnell	YCHS Assistant Principal
Erin Renfroe	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 2024-2025 school year, Yazoo County High School will decrease the number of absences by 50% for students incurring eighteen (18) or more absences during the 2024-2025 school year and currently identified as “off-track” or “sliding.”
- Goal Two:** By the end of the 2024-2025 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 2024-2025 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	2022-2023								
	236 52.6%	312 69.5	274 61%	156 34.7%	28 6.2%	56 12.5%	449 100%	0	449
	2023-2024								
	222 53.2%	195 46.8%	269 64.5%	131 31.4%	13 3.1%	57 13.7	417 100%	0	417
2023-2024 Discipline:									
A. Incidents of Violence									
B. In-School Suspensions									
C. Out-Of-School Suspensions	8 41 127	9 24 42	12 35 99	1 31 65	3 25 5	3 39 17	17 0 169	N/A N<10	28 33 17
2023-2024 Chronic Absenteeism: <i>*Students absent 10% or more of the total days enrolled</i>	18% 78	23% 97	23.5% 53	24% 100	17% 69	1.4% 6	4% 17	175	E=417 175
Graduation Rate: (Class Of 2022) (102 students)	51% (53)	50% (51)	62% (63)	32% (33)	6% (6)	4% (4)	102		102
Dropout Rate (% 2022) (10 students)	1.2% (6)	.88% (4)	.8% (4)	12% (6)	0		10		10
Graduation Rate: (Class Of 2023) (116 students)	44% (51)	55% (24)	57% (66)	34% (39)	7% 8	.008% (1)	116		116
Dropout Rate (% 2023): 15% (8 students)	1.3% (6)	.4% (2)	1.3% (6)	.4% (2)	0	0	8		8

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

School Restructuring Plan Goals				
Goal 1: By the end of the 2024-2025 school year, Yazoo County High School will decrease the number of absences by 50% for students incurring eighteen (18) or more absences during the 2024-2025 school year and currently identified as “off-track” or “sliding.”				
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> 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, School Status, Final Suite 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	3a. Access and/or provide training on current attendance policies (i.e. MDE and Local)	3. District/School administrators or designee	3. Identified District and/or School Administrator, Identified School

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	(SAO), in accordance with policy.	3b. Training for staff regarding reporting policies 3c. Updated contact information for SAO assigned to Yazoo County Schools.		teachers/staff, and Identified SAO
Beginning of the year	4. Create community awareness targeting the importance of daily school attendance.	4a. Contact information for local media outlets (i.e., 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	4. District/School administrators or designee and District publicity personnel	4. Identified District and/or 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 workshops and encourage attendance (i.e., AIMS, School Status, 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; and 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; and 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	8a. Access to student's current and historical	8. Identified Office staff and MTSS	8. MTSS members,

Dropout Prevention School Restructuring Plan:

	interventions and progress monitoring.	attendance reports; 8b. School calendar identifying available meeting dates; and 8c. Professional development on MTSS policies and referral procedures as needed	School team 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 2024-2025 school year	Attendance of identified students will be reduced by 50% from the previous school year.		1a. More frequent progress monitoring for identified students; and	
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	

Goal 2:

By the end of the 2024-2025 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; and 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; and 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; and 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	4. Provide professional	4a. School calendar identifying available	4. District/School administrators or	4. Identified District/School

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Ongoing -as needed	development on student behavior and discipline procedures.	professional development days/time; 4b. Access to data on teacher referral rates, incident counts and descriptions, etc. to guide areas of need by teacher and or school; and 4c. Resources for possible speakers or instructors regarding behaviors and implementation of policies/interventions.	designee	administrator, Identified School teachers and staff, and Other identified stakeholders
Ongoing as needed	5. Collaborate with Yazoo County District's school counselors, Behavior Specialist, outside mental health agencies and other local support agencies.	5a. Contact information for local support agencies and personnel; and 5b. Provide training on policies regarding referrals to outside agencies.	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.	6a. Current school and district policies on discipline procedures; 6b. Collect input from stakeholders on current procedures and suggestions for changes; and 6c. Collaboration with other districts on effective discipline policies.	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.	7a. Access to school and district level discipline data; and 7b. Resources to support additional PBIS activities, rewards, etc. where needed.	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%; and	2a. More frequent communication with parents regarding student behavior 2b. Revisions to discipline “ladder” 2c. Incorporation of various discipline actions effect in reducing behavior;
At the end of each grading period	Discipline referrals for identified students are below benchmark standards for the Early Warning systems outlined by MDE: “Sliding”: a max of 1 office referral each quarter “Off-Track”: a max of 2 office referrals each quarter	2d. More frequent contact communication with student’s parents and/or guardians; and 2e. Early identification and referral to support services outside of the school 2f. More focused interventions through MTSS.

Goal 3:

By the end of the 2024-2025 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; and 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	2a. School calendar identifying days available for focused staff professional development; and	2. District/School administrators or designee	2. Identified District and/or School Administrator, Identified School

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	student engagement.	2b. Access to professional development resources laid out in the 2024-2025 Professional Learning Plan.		teachers/staff, and other identified stakeholders; and
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; and 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; and 4c. Professional development on available programs for staff involved in implementation.	4. District/School administrators or designee and Program Facilitator	4. Identified District and/or School Administrator, Identified School teachers/staff, 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; and 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	6. District/School administrators or designee and District technology support	6. Identified District and/or School Administrator,

Dropout Prevention School Restructuring Plan:

		Active Student and Active Parent, etc....); and 6b. Administrative access to teacher gradebooks or monitoring reports to ensure students grades and assignments are updated regularly.	staff (as needed)	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; and 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; 8c. Contact information of local media outlets (i.e., Power 107, Yazoo Herald); and 8d. Resources to support activities and rewards for identified students.	8. District/School administrators or designee	8. 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	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;	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

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		and 9c. Access to technology, availability of staff, and acceptable location to administer assessments.		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; and 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; and	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; and
Ongoing	12. Present opportunities for active learning in all classrooms.	12a. Professional development on active learning as needed; and 12b. Resources available to increase the implementation of activities, lessons, and materials needed for active learning.	12. District/School administrators or designee	12. Identified District and/or School Administrator, Identified School teachers/staff, and Students.

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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 students and reinforce teacher instruction; and 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 2024-2025 school year	Students identified as “off track” and/or “sliding” will 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; and 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; and 3f. More focused interventions through MTSS.		

References and Sources

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- (2) www.sedi.org
- (3) National Drop-Out Prevention Center (Effective Strategies) URL Address: <https://dropoutprevention.org/>
- (4) Drop-Out Prevention Strategies URL Address: <https://dropoutprevention.org>
- (5) Safe and Civil Schools Organization;
- (6) Book: “The School Leader’s Guide to Tackling Attendance Challenges!”
- (7) “Attendance Works” Platform;
- (8) “Attendance Works” resource, in the form of a “Toolkit” entitled, "
- (9) “The IRIS Center” @ Vanderbilt University
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- (17) Successful Practices Network;
- (18) EdUtopia;
- (19) Wire Access;
- (20) Chronic Absenteeism Blueprint (for next steps – 5 pgs.)
- (21) Southeast Comprehensive Center Bulletin Volume 3 No. 2 “Effective Interventions for Drop-Out Interventions
- (22) www.splcenter.org