Dropout Prevention/Restructuring Plan



2026-2027

Dr. Earl Watkins
Interim Superintendent

Dr. Sametra D. Brown
Assistant Superintendent/Federal Programs

Levette Upshaw
Chief Business Officer

Dr. Deanne Austin
Executive Director of Operations

Chief Cedric Brown
Executive Director of Transportation/Campus Police

Table of Contents

VISION 3

MISSION 3

CORE VALUES 3

STRATEGIC GOALS 3

GENERAL STATEMENT 4

DROPOUT PREVENTION LAW MISS. CODE ANN. § 37-13-80 5

DISTRICT DROPOUT PREVENTION POLICY – POLICY JQH 7

TEAM MEMBERS 8

MEETING TEMPLATE 10

DISTRICT DATA (LAST 3 YEARS) 12

CHRONIC ASBENTEEISM 12
GRADUATION RATES 12
DROPOUT RATES 12

DISTRICT-LEVEL DROPOUT PREVENTION STRATEGIES 13

SECTION I: INDICATORS USED TO IDENTIFY POTENTIAL DROPOUTS 13
SECTION II: PROCESS TO IDENTIFY POTENTIAL DROPOUTS 13
SECTION III: INTERVENTION 14
SECTION IV: DISTRICT SUPPLEMENTAL SUPPORT 14
SECTION VI: REFERRAL 15
SECTION VII: WHAT WILL BE DONE IF A STUDENT DROPS OUT 15
SECTION VIII: FUTURE DROPOUT PREVENTION 15

SCHOOL RESTRUCTURING PLAN 16

ANALYZE DATA 16
LIST OF DATA AVAILABLE 17
GOAL SETTING 17
SMART GOAL PLANS 17

STRATEGIES TO SUPPORT VULNERABLE GROUPS 24

DROPOUT PREVENTION/RESTRUCTURING PLAN ASSURANCES PAGE 26

VISION

The vision of the Yazoo City Municipal School District is to make each scholar a success story.

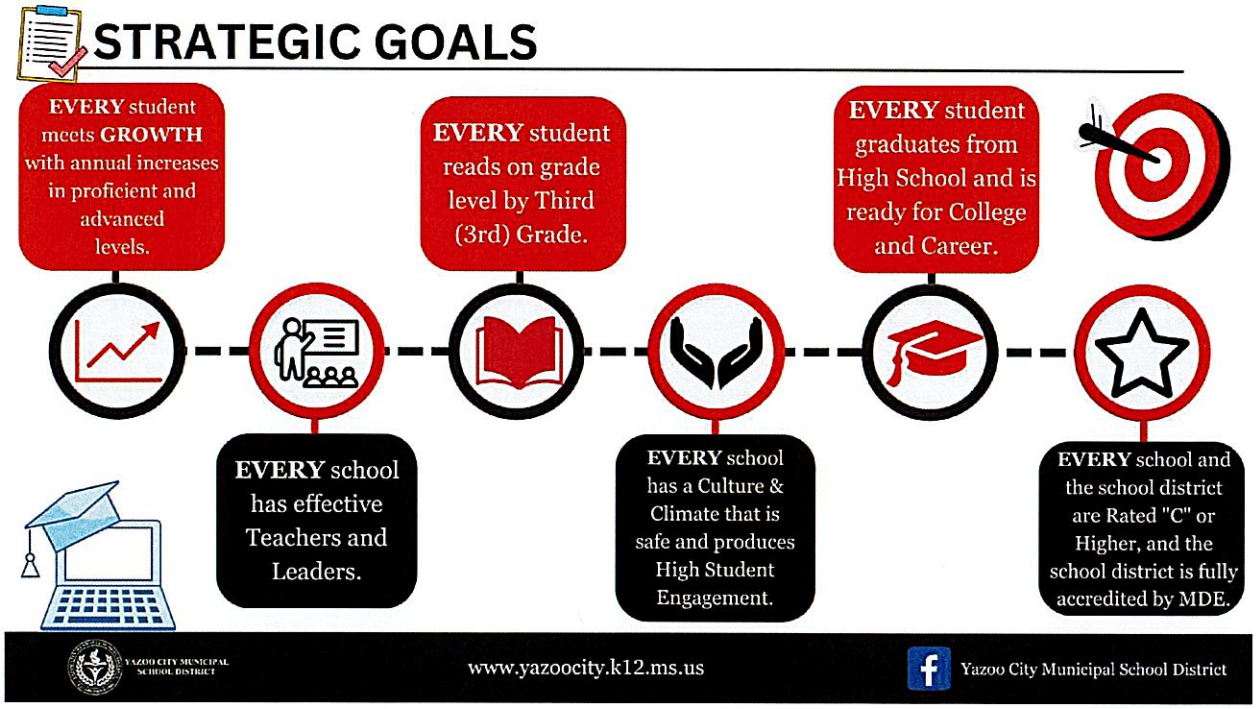
MISSION

The mission of the Yazoo City Municipal School District is to provide scholars a rigorous, culturally responsive, world-class education that supports their social emotional development and prepares them for college and career opportunities.

CORE VALUES

Accountability, Commitment, Compassion, Equity, Integrity, Respect, and Teamwork

STRATEGIC GOALS



GENERAL STATEMENT

The groundwork for the Yazoo City Municipal School District's Drop-out Prevention Program began in the spring of 2020 as part of the Yazoo City Municipal School District. The YCMSD assembled a Drop-Out Prevention Team to create the district's new Drop-Out Prevention Plan. The current planning team consists of school counselors, principals, Executive Directors, other district leadership, and Superintendent. Our goal is to ensure that there is a pathway identified for each student who is at-risk for dropping out in our district. Whether it is our supports that target overaged students in middle schools; expanding and marketing CTE programs to students as a re-engagement strategy; the establishment of stronger job readiness partnerships in the school district community; course recovery options; or other options to prepare students for post high school success, we are committed to providing multiple pathways to re-engage and motivate students to prevent students from dropping out.

DROPOUT PREVENTION LAW Miss. Code Ann. § 37-13-80

§ 37-13-80. Office of Dropout Prevention created; qualifications and responsibilities of director; date for implementation of dropout prevention program; local school district responsibilities; dropout prevention plan to address student transition to home school districts; legislative intent.

(1) There is created the Office of Dropout Prevention within the State Department of Education. The office shall be responsible for the administration of a statewide dropout prevention program.

(2) The State Superintendent of Public Education shall appoint a director for the Office of Dropout Prevention, who shall meet all qualifications established by the State Superintendent of Public Education and the State Personnel Board. The director shall be responsible for the proper administration of the Office of Dropout Prevention and any other regulations or policies that may be adopted by the State Board of Education. However, if for any reason within the two-year period beginning July 1, 2014, a new director for the Office of Dropout Prevention is employed by the department, the employment of such individual shall not be subject to the rules and regulations of the State Personnel Board, except as otherwise provided in Section 25-9-127(4).

(3) Each school district shall implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year.

(4) Each local school district will be held responsible for reducing and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of dropout plans focusing on issues such as, but not limited to:

(a) Dropout Prevention initiatives that focus on the needs of individual local education agencies;
(b) Establishing policies and procedures that meet the needs of the districts;
(c) Focusing on the student-centered goals and objectives that are measurable;
(d) Strong emphasis on reducing the retention rates in grades kindergarten, first and second;
(e) Targeting subgroups that need additional assistance to meet graduation requirements; and
(f) Dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

(5) The Office of Dropout Prevention may provide technical assistance upon written request by the local school district. The Office of Dropout Prevention will collaborate with program offices within the Mississippi Department of Education to develop and implement policies and initiatives to reduce the state's dropout rate.

(6) Each school district's dropout prevention plan shall address how students will transition to the home school district from the juvenile detention centers.

(7) It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to not less than eighty-five percent (85%) by the 2018-2019 school year. The Office of Dropout Prevention shall establish graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, which shall serve as guidelines for increasing the graduation rate for cohort classes on a systematic basis to eighty-five percent (85%) by the 2018-2019 school year.

Miss. Code Ann. § 37-13-80 (Lexis Advance through July 1, 2024, not including changes and corrections made by the Joint Legislative Committee on Compilation, Revision and Publication of Legislation)

DISTRICT DROPOUT PREVENTION POLICY – Policy JQH

DROP-OUT PREVENTION

This school district will make diligent efforts to reduce and eliminate dropouts in the district. The school board directs the superintendent to provide regular reports on efforts made to increase student retention. This school district shall maintain accurate records documenting enrollment and attendance, including dropout rates, and shall provide an annual statistical report to the State Department of Education.

Technical assistance and coordination services may be obtained from the State Department of Education to districts seeking to reduce dropout rates.

DROPOUT PREVENTION PROGRAM

This superintendent will comply with all applicable provisions of the Mississippi Code of 1972, Annotated as amended including but not limited to Section 37-13-80, Dropout Prevention, Assistance to certain local school districts to establish program of educational accountability and assessment of performance; personnel appraisal and compensation system for school employees; programs to prevent dropouts, and the Mississippi Public School Accountability Standards and with all other applicable federal and state laws.

The Mississippi Public School Accountability Standards for this policy are 10 and 11.

TEAM MEMBERS

Team Member	Position
Dr. Sametra D. Brown	Co-Facilitator
Nathaniel Dixon	Co-Facilitator
Romeka Mack	Recorder & Deliverables
Dr. Jason Hamilton	Timekeeper
Dr. Deanne Austin	Member
Tommisha Johnson	Member
Dr. Ebonee Brown	Member
Jacqueline Fox	Member
Anne Gamblin	Member
Sophia Gray	Member
Graduation Coach	Member
Dewey Shaifer	Member
Lakecia Wyms	Member

Norms (2026-2027)	Roles (2026-2027)
We will: 1. Start and end on time 2. End with a recap of notes 3. Speak our truth and give feedback that matches participant's personal styles and preferences 4. Keep scholars' and staff 's well-being at the center of all decisions 5. Honor all ideas and voices and be mindful of airtime 6. Assume positive intent 7. Be present and listen actively	Team Members: • Dr. Sametra D. Brown – Assistant Superintendent/Federal Programs • Romeka Mack – Director of Accreditation & Accountability • Nathaniel Dixon – Director of Technology, Information Systems, & Fixed Assets • Dr. Jason Hamilton – Special Education Director • Tommisha Johnson – Director of Curriculum & Instruction • Dr. Ebonee Brown – Coordinator II, Professional Learning, PGS, & Instructional Technology • Dr. Deanne Austin – Executive Director of Operations • Jacqueline Fox – Counselor McCoy • Anne Gamblin – Counselor Woolfolk • Sophia Gray – Counselor YCHS • Graduation Coach • Dewey Shaifer – Dean, Woolfolk • Lakecia Wyms – Assistant Principal/SIO, YCHS
Objectives We will: 1. Discuss the multiple measures of data: Attendance, Discipline, Course Performance, etc...	

2. Finalize the Dropout Prevention Plan: Smart goals, Strategies, action steps/intervention, resources, who is responsible, timeline, & evidence of implementation
3. Share Dropout prevention Policy Section I-VII

MEETING TEMPLATE

TIME	TOPIC	GUIDING QUESTIONS	HOW?	FACILITATOR
15 mins.	Multiple Measures of Data	Why is it important to include the attendance, discipline, and course performance data in the DOPP?	Discussion	Romeka Mack Nathaniel Dixon Dr. Sametra D. Brown
45 mins.	District Dropout Prevention Plan	Why is it important to collaborate on our district Dropout Prevention Plan?	Discussion	Romeka Mack Nathaniel Dixon Dr. Sametra D. Brown
15 mins.	Break			
30 mins.	Drop-Out Prevention Policy	Why is it important to review, discuss & update the Dropout Prevention Policy?	Discussion	Romeka Mack Nathaniel Dixon Dr. Sametra D. Brown
	Process Check	• What decision did we make? • What needs to be communicated to school teams, and how? • Did we meet our objectives? • Did we keep District well-being at the center of our decision?	Vote (Agree/Disagree)	Romeka Mack Nathaniel Dixon Dr. Sametra D. Brown

- Summary of any data or information the district utilized in the planning process and will be included in the plan for transparent communication to all stakeholders.
    - Data/Information could include and is not limited to:
        - Attendance Rate
        - Truancy Rate
        - Mobility Rate
        - Graduation Rate
        - Dropout Rate
        - Disciplinary Infraction Rate
        - Disciplinary Recidivism Rate
        - School Population
        - Economically Disadvantaged
        - Limited English Proficient
        - Students with Disabilities

- Percentage of Students by Subgroup (i.e., White, African American, Females, Males)
- Teacher Attendance
- Pregnancy/Teen Parent
- Judicial Interaction (i.e., detention center and/or training school placement)
- Education Level of Parents
- Suspension Rate
- Expulsion Rate
- Number of School Transfers
- Participation in Extracurricular Activities
- Grade Point Average
- Reading and Math Scores
- Policy statements regarding district-level dropout prevention strategies
- Plan for coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school

- At a minimum the district must include strategies for:
  - Reducing the retention rates in grades kindergarten, first and second.
  - Targeting subgroups that need additional assistance to meet graduation requirements.
  - Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
  - Addressing how students will transition to the home school district from the juvenile detention centers.

DISTRICT DATA (LAST 3 YEARS)

CHRONIC ABSENTEEISM

GROUP	2021-2022	2022-2023	2023-2024	2024-2025
All	27.5%	26.9%	35.8%	37%
Female	27.2%	28.3%	37.5%	38.3%
Male	27.9%	25.5%	34.2%	35.7%
Black or African American	27.4%	26.7%	36.0%	37.3%
White	26.7%	61.5%	36.4%	<5%
Asian	8.3%	<5%	<5%	<5%
Hispanic or Latino	<5%	<5%	<5%	<5%
Two or More Races	43.5%	36.8%	36.4%	34.5%
Students with Disabilities	24.8%	28.5%	39.3%	39.0%
Students without Disabilities	27.9%	26.6%	35.2%	36.7%

MDE Chronic Absenteeism Official Data has not been released for 2025-2026.

GRADUATION RATES

	2022-2023	2023-2024	2024-2025	2025-2026
Yazoo City Municipal School District	77.50%	86%	66.4%	72.4%

DROPOUT RATES

	2022-2023	2023-2024	2024-2025	2025-2026
Yazoo City Municipal School District	16.90%	9.10%	28.3%	25.2%

DISTRICT-LEVEL DROPOUT PREVENTION STRATEGIES

Leaving school before graduation or "dropping out: can be attributed to many factors. A dropout is a student who leaves school before graduation or completion of a student program and does not transfer to another school. Such an individual is considered a dropout whether the "dropping out" occurs during or between regular school terms.

Section I: INDICATORS USED TO IDENTIFY POTENTIAL DROPOUTS

Research indicates that progression towards dropping out begins well before high school. Students show warning signs as early as one to three years before dropping out. The National Dropout Prevention Center/Network found common variables considered to be indicators that identify potential dropouts. Those indicators will be used as a guideline to identify students who show warning signs of dropping out.

The dropout indicators are listed below:

a. Poor attendance
b. Low grade point average
c. Low standardized test scores
d. Number grade retentions
e. Number of discipline referrals
f. Educational level of parents
g. Special program placement
h. Number of school transfers
i. Low reading and math scores
j. Language barriers
k. Number of suspensions
l. Interest in school
m. Participation in extracurricular activities
n. Pregnancy/teen parent
o. Number of counseling referrals
p. Family status (single parent family, family size)

Section II: PROCESS TO IDENTIFY POTENTIAL DROPOUTS

Teachers, counselors, interventionists, attendance counselors, and administrators at the elementary and secondary schools will closely monitor the following data sources to identify and prescribe interventions for students at risk of dropping out:

a. Daily attendance record

b. Disciplinary referrals
c. Grades (course grades at the end of each nine-week)
d. Renaissance/STAR screener results in reading and math (Fall, winter, and spring)
e. Referrals to the counselor or behavioral specialist
f. Performance level on state and district assessments (Minimal or basic)
g. Record of the number of transfers from one school to another or from one district to another
h. Number of grade retentions and age in relevance to current grade placement

Plan for coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from schools. **The Yazoo City Municipal School District will use the Early Warning System (EWS) in the SAM Spectra SIS as its anchor tool for identifying potential dropouts.**

Section III: INTERVENTION

The primary objective for establishing dropout prevention procedures is twofold: 1) to identify and address the factors that keep students from graduating, and 2) to develop and implement comprehensive strategies to keep students on track for graduation by continuously tracking their progress. The Yazoo City Municipal School District will utilize the Multi-Tiered System of Supports (MTSS) to guide intervention.

We will identify students at risk early by noticing early warning signs. The usage of data to design and implement evidence-based interventions that require frequent progress monitoring, ongoing data collection, and data analyses will be required. Also, in conjunction with the intervention systems we will promote collaboration between families and school personnel as well as monitoring of student progress that will focus on specific, measurable, attainable goals.

Section IV: DISTRICT SUPPLEMENTAL SUPPORT

In addition to evidence-based intervention models, the Yazoo City Municipal School District offers an alternative program and a credit recovery program for students that are considered high risks for dropping out.

a. Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content / skills required to receive course credits.
b. Student transcripts will be evaluated bi-annually (October – the end of the previous school and March – the 1st - 3rd Nine Weeks of the current school year). This allows counselors to look at course availability (master schedule) and student needs (Transcript, MTSS, etc.).
c. Students will be consistently monitored to ensure there are able to successfully graduate.

Section VI: REFERRAL

When a student drops out of school, the counselor, teacher, district Dropout Prevention Coordinator and principal will arrange a conference with the dropout student and the parent if possible. It is important that the student and parent understand the possible consequences of his/her decision to leave school. The student and parent will be informed that it is a violation of the State Compulsory School Attendance Law (Miss. Code Ann. Section 37-13-91) if the student dropping out is of compulsory school age. The student will be given an overview of available services for securing a job, continuing his education, or both. Referrals will be provided to students in writing with telephone numbers and the names of contact persons who may be able to help with the transition.

Section VII: WHAT WILL BE DONE IF A STUDENT DROPS OUT

a. The dropout student will be contacted by school personnel and counseling will be provided to encourage the student to remain in school.
b. The parents will be contacted, and conferences will be held with parents and students.
c. The dropout student will be advised to keep in touch with school officials.
d. The student will be advised of available options based on variables such as age or other factors affecting eligibility or readiness; such options include enrolling in a GED program, getting a job, or enrolling in a vocational program to learn a trade.

Section VIII: FUTURE DROPOUT PREVENTION

The Yazoo City Municipal School District will utilize existing policies and programs to prevent students from dropping out. The district will also use new strategies and other means to keep students in the Yazoo City Municipal School District until all graduation requirements are completed.

SCHOOL RESTRUCTURING PLAN

All schools below an 85% graduation rate are required to develop a school restructuring plan. The following guidance is based on the MDE Early Warning System (EWS).

ANALYZE DATA

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. **The school plan must include at least one strategy to improve student attendance, behavior, and course performance.**

> **Attendance** - Absences, tardies, and early check-outs cause students to fall behind in their coursework, resulting in falling grades. Poor attendance may indicate health, family, or other issues that are distracting the student.
>
> **Behavior** - 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, working jobs, 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 performance** - Course failure and overall grade point average correlate with student probability of graduating from high school on time. Disengagement at the classroom level can be indicated through poor course performance. Consider methods for improving teacher effectiveness when addressing engagement issues.

Schools can add other indicators but should refrain from adding elements that are outside of the schools' control, such as family income, special education status, and new student status. Keeping the number of factors to manage small yields greater efficiency when implementing interventions (Allensworth & Easton, 2007; Balfanz et al., 2007; Balfanz et al., 2010; Mac Iver, 2010; Roderick, 1993; Uekawa et al., 2010).

Refer to EWS Appendix A for guidance on dropout predictors outside and within the schools' control and Appendix B pages 31-35 for guidance on school and individual student data indicators. Data/Information could include and is not limited to:

- School Data:
  - School Population
  - Teacher Attendance
  - Extracurricular Activities and Participation
- Individual Student Data:
  - Academic History
  - Attendance Rate

- Truancy Rate
- Mobility Rate
- Graduation Rate
- Retention Rate
- Dropout Rate
- Disciplinary Infractions
- Student with Disabilities
- Other Factors:
  - Pregnancy/Teen Parent
  - Educational Level of Parents

LIST OF DATA AVAILABLE

Chronic Absenteeism (2021-2025)
Graduation Rates (2022-2026)
Dropout Rates (2022-2026)

GOAL SETTING

When setting goals, the School Restructuring Planning Team should utilize the S.M.A.R.T. framework so that objectives set will be actionable and realistic.

- S – is the goal **specific**? (What will it do? Who will carry it out?)
- M – is the goal **measurable**? (How will the team know it has been achieved?)
- A – is the goal **achievable**?
- R – is the goal **relevant** to performance expectations?
- T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)
  Source: Kekahio & Baker, 2013.

Strong, well-written goals help to create focus, establish a sense of urgency, and communicate to stakeholders the intent of the plan.

SMART GOAL PLANS

Yazoo City Municipal School District SMART Goal Planning			
Goal 1: Improve the District Attendance 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?)	The district will implement strategies such as daily attendance tracking, early identification of at-risk students, parent communication, utilize the new attendance law, and positive incentives to ensure students attend school consistently.
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?)	Attendance data will be reviewed monthly, and progress toward the 92% target will be documented and shared with school leaders. The goal is to increase attendance by 5%.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	With existing school attendance teams, school counselors, and parent liaisons, resources are available to support this improvement.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Improving attendance directly supports academic achievement, aligns with district priorities, and positively impacts accountability measures.
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 each month, the district will review attendance rates and ensure the monthly average meets or exceeds 92%.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Monitor Student Attendance	MSIS 2.0 SAM	Director of SIS, Compliance, & PM Director of SPED Director of Curriculum Asst. Superintendent Director of Accreditation and Accountability	• School Admins • Counselors • Parent Liaison • HS Attendance Clerk/Secretary • Teachers
Monthly	Student Recognitions	SAM Social Media Website ParentSquare Student	Director of SIS, Compliance, & PM	• School Admins • Counselors

		Spotlight at School		
Monthly	Refer for counseling support	Community based Counseling Services and School Counselor	Community based Counseling Services and School Counselor	• School Admins • Counselors • Teachers
Daily	Track Attendance Information	SAM MSIS 2.0	Attendance Counselor	• School Admins • Counselors • Parent Liaison • HS Attendance Clerk/Secretary • 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
End of Every Month	Monitoring the notification of absences to parents via ParentSquare	Increase the notification of absences to parents
Bi-Weekly	Use the Early Warning System in SAM	Targeting students identified with attendance issues
End of Every Month	Attendance Data in SAM	
15th Day of Every Month	Attendance Data in MSIS	
3rd Week of Every Month	Monthly Board Reports (School Improvement) to the Asst. Superintendent	
Daily	Daily Attendance Reports	

SMART Goal Planning Template			
Goal 2: Decrease Out-of-School Suspension & Increase the Use of Supports 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?)	The district will reduce exclusionary discipline (out-of-school suspensions) and increase utilization of proactive supports by expanding referrals to Marion Counseling, engaging school counselors more actively, creating behavioral intervention plans, and strengthening PBIS and MTSS behavioral systems.
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?)	By December 2026 (end of the first semester, the district will demonstrate a 5% reduction in suspensions and a measurable increase in the use of counseling, PBIS, and MTSS supports.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	With existing resources (Marion Counseling partnership, school counselors, PBIS framework, MTSS teams), and district-level support for professional development, the 5% reduction is realistic and within reach.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Reducing suspensions while increasing behavioral supports improves school climate, supports student well-being, and aligns with district priorities for academic success and equity.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	Suspension data will be reviewed monthly in SAM and compared to last year's baseline; logs of counseling referrals, PBIS interventions, and MTSS behavior supports will be collected and reported.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Reduce OSS	PBIS Data External Counselors	PBIS Team MTSS Team	MTSS Designee School Admins
Monthly	Focus of MTSS Behavior component	SAM Discipline Data	MTSS Teams PBIS Team	MTSS Designee School Admins

Monthly	Increase Counseling support (wraparound services)	Referrals/Counselors	School Counselor	School Counselors
Monthly	Professional Development to support student socio-emotional needs	AWARE Training Calendar/District PD calendar	School/District Admin	School/District Admin
Monthly	Increase use of school-based Health/mental service	School-based health services/ Marion Counseling/Empowers	District Nurse School Counselors Parent Liaisons	Staff

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
End of Every Month	Refer to MTSS	
End of Every Month	Counselor Logs	
Every 4th Wednesday	PD Sessions/Agenda and Sign In	
End of Every Month	Discipline data in SAM	

SMART Goal Planning Template			
Goal 3: Correlating Grades, Attendance & State-Tested Outcomes 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?)	The district will systematically review student grade distributions (A–F) and attendance trends monthly, and correlate these with state-tested outcomes (MAAP/ACT/End-of-Course exams) to better understand how classroom performance and attendance predict state assessment results.
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?)	Data will be collected and analyzed each nine weeks, and results will be compared to the end-of-year accountability outcomes (proficiency, growth, subgroup performance). Success will be measured by establishing a documented correlation and identifying key thresholds (e.g., students with 92%+ attendance and passing grades achieving higher proficiency rates).
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	The district already has access to grade distribution reports, attendance data in SAM, and state-tested outcomes in ELS, making the analysis feasible with existing systems and leadership teams.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Understanding the connection between grades, attendance, and state test results directly supports school improvement planning, MTSS interventions, and the district's accountability goals.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	• **Monthly:** Monitor attendance and grade distributions. • **Quarterly (end of each 9 weeks):** Analyze trends and predict state-tested outcomes. • **End of Year (May 2027):** Evaluate correlations against accountability data to validate predictive indicators.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved

Bi-Quarterly (Twice per 9 Weeks)	Grade Analysis	Benchmark Data/Attendance Data/Grading Reports	Director of SIS, Compliance, & PM Director of SPED Director of Curriculum Asst. Superintendent	School Admins

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
End of Every 9 Weeks	Running Grade Verification	
Bi-Quarterly (Twice per 9 Weeks)	Assessment Data (i.e., iReady, Universal Screeners, Diagnostics, Formative Assessment, Summative Assessment)	Intervention plan adjustments, instructional pacing, and instructional strategies

STRATEGIES TO SUPPORT VULNERABLE GROUPS

The plan to integrate a student back into the general school setting from the detention center:

Transitioning Period	The student will report to the Alternative Learning Center as a bridge back into the general population (base school). While there, the student will receive regular 1 on 1 support to relearn the necessary social and emotional skills necessary to navigate the general school setting. The ALC personnel will partner with the base school leader and counselor to set times to meet with the student to reiterate school expectations, set goals and develop a re-entry plan with the student. After a period, the student will begin transitioning back to the base school. The ALC will serve as a bridge in case the student needs a smaller environment, even after returning to the home school.
Probationary Period	As a part of the plan, the student will return to the base school on a probationary period. The probationary period will not be punitive, rather a transitional time in which the student is closely monitored and supported by the school counselor, administrator and/or a relatable teacher. The school team will continue to revise the student's plan to ensure success while at school. Eventually, the support will lessen (as warranted) to ensure the student does not lose trust and the ability to prove readiness to function amongst his/her peers.

Dropout recovery initiatives that focus on students ages 17 - 21:

Students who fall behind in coursework will engage in credit recovery, dual credit and other opportunities offered to support students who did not experience success during the traditional class setting. Students who are between the ages of 17 - 21 will be a part of the district's initiative to recover students who have dropped out or prevent students from dropping out who present high risk. In doing so, the district will partner with Mississippi agencies who aid high school graduation and equivalency. The following programs will support the district's initiatives: (1) GED programs - local community centers and local college/universities, (2) Camp Shelby Youth Challenge, (3) Job Corps, etc. Through early detention, based on truancy and retention data, the district will partner with the student and family to discuss plausible options to ensure the student does not exit schooling without the proper support and without a plan of action.

Targeting Subgroups who need additional assistance for graduation:

The following subgroups of students will need additional support to graduate on time with their entering 9th grade cohort: (1) Students with a disability, (2) Students who are homeless, migrants and other nontraditional students as defined by McKinney Vento, (3) Students who have retained in prior grades, (4) Students who present behaviors in consistent with the standard expectation, leading to out of school suspensions, (5) Student who experience mental health challenges, and more. (As more are identified, the district will consider supports that are within the district and supports needed to ensure students receive the needed assistance for adequate promotion and eventual graduation.)

The following strategies will be employed to identify potential students that fit into subgroups who need additional assistance:

- Reduce the retention rates in Kindergarten thru Second Grade
- Identify students at risk in Middle and High Schools, including 5th grade students
- Provide students retained 2 or more years, the opportunity to enroll in Non-Traditional academic programs (For example: Grade Results)
- Implement MTSS intervention
- Monitor students' progress from student screener data using the following tools, including but not limited to: Data Analytics, Grade Results, Renaissance/STAR Data, and Benchmark Assessments (ELS), State Assessments (DRC), Literacy-Based Promotion Act
- Utilize On-site Mental Health Providers as needed
- Credit Recovery
- Monthly Review of MSIS attendance data
- Implement and follow IEPs or 504 Plans are required
- Provide McKinney Vento strategies as warranted
- Other supports that are offered by the district that will aid in a specific student's need

Dropout Prevention/Restructuring Plan Assurances Page

On behalf of **Yazoo City Municipal School District**, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- Reducing the retention rates in grades kindergarten, first and second.
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

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

District Superintendent:

_____	_____	_____
Print Name	*Signature*	*Date*