Marion County — Empowering children today for a better tomorrow.

2025/2026

Dropout Prevention Plan

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District Dropout Planning Committee

Committee Members	
Britton Dubose, WMH Principal	Ryan Stringer, Curriculum, Instruction and Assessment
Sarah Gatewood , EMH Principal	Alicia Conerly, Federal Programs, RTI
Elizabeth Boutwell, EMM Principal	April Young. Special Services
Kimberly Rawls, CTE Director	Haley Green, ELE Pre-K Coordinator
Dr. Angela Johnson, EME Principal	Tim Bryant, Technology Director
Reshonda Woods, WMM Principal	Anthony Dillon Alternative Program Director
Vicki Boone, WMP Principal	

Drop-out Prevention Planning Process

- The District Curriculum Director coordinates and organizes a planning team that should include the high school principal, the middle school principal(s), District Personnel, CTE director, teachers, and district support staff.
- Team gathers and reviews available data.
- Team uses the CCR Design Principle tool and conducts a self-evaluation on each row or indicators in the tool. The team should note improvements from last year and identify high priority changes to make in moving toward "new paradigms" on the continuum.
- Team identifies at least 3 indicators for focused improvement in the coming school year and builds an action plan around each indicator.

- The MCSD Team Lead will present the action plan at a local school board meeting before board approval.
- Team discusses action plans with school staff before school begins each year.

School Level Plans

Each high school with a graduation rate above 85% is not required to develop a graduation restructuring plan. East Marion high is currently at 87.8% and West Marion High is currently at 83.7%. West Marion High has submitted a plan and is listed as Addendum A

District Profile

Marion county is located in south Mississippi. Marion county has 549 square miles of which 542.38 square miles is land area and 6.24 square miles of water area. As of 2020, the total Marion county population is 24,378, which has decreased 7% since 2014. The population growth rate is lower than the state average rate of 4.91% and is much lower than the national average rate of 11.61%. Marion county median household income was $32,090 in 2015-2019 and has grown by 10.6% since 2014. The income growth rate is lower than the state average rate of 29.3% and is much lower than the national average rate of 33.5%.

The Marion County School district is comprised of 6 schools and a career and technology center. The schools are each located in the rural communities of Columbia and Foxworth. Approximately 80% of our students qualify for free and reduced lunches. The poverty level by schools ranges from 75% to 90%; with the schools in the south eastern portion of the county having the highest percentage.

According to the U.S. Census Bureau, the number of people aged 25 years old or older who have graduated from high school or completed the GED or equivalent credential is 81.5 % The number of people aged 25 years or older who have graduated from college with a Bachelor's degree is 12.3%.

District Enrollment and Demographics

Year Enrollment	Female	Male	Asia	Black	White	Hispanic	American Indian	Multi-Racial
2024-2025	879	822	1	749	952	40	1	0
Total Enrollment	1744							

Marion County School District Dropout Prevention

Goal 1: Improve student preparation through Kindergarten Readiness

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

S	**Specific**	S - is the goal specific'? (What will it do? Vl'hu will carry it *out'*? What task will be dune? What tlo you need to complete this step'!)	The MCSD has established a Pre-k program for students as part of an Early Learning Collaborative.
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?)	Marion County School will serve as Lead partner and will maintain Pre-K classes. Goal is to have 90% on grade level starting Kindergarten measured by the KRA.
A	**Achievable**	A - is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)	By the end of each school year 90% are on grade level.
R	**Relevant**	R - is the goal relevant to performance expectations?	Research indicates that in closing the student achievement gap through early intervention and school readiness of students that those students are more likely to successfully matriculate and continue through school until graduation. (see EXCEL by 5 data, and NCCER reports)

T	Time Bound	T - is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)	August 2020 Classrooms established and Functioning

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
May 2025	Register and Enroll Pre-k	Materials for classroom setup	Haley Green , ELC Coordinator Early Childhood Education MDE	All ELC Members: Head Start, Day Cares, Partner School District
June 2025	Closeout Year 2 and Register/Enroll Pre-k	Salary Appropriations	Haley Green, ELC Coordinator	All ELC Members: Head Start, Day Cares, Partner School District
August 2025	Start Data Tracking of students success rate for upcoming 3rd Grade Reading Gate	Assessment Programs	Haley Green , ELC Coordinator	All ELC Members: Head Start, Day Cares, Partner School District

Plan to Progress Monitor

How and when will the team monitor the plan?
What is the procedure? What are the timelines? Who is responsible?
How will the team know they are having a positive impact?
How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments	.
Monthly	Enrollment and Budget Submissions to MDE	Increase recruitment efforts to ensure all seats are filled.	
August, January, May	Screener Data Collection for Kinder-Readiness profiles, including transitional profile folders	Adjust instructional target as screener data dictates --monitor and adjust to maximize with equity student growth	

MCSD Dropout Prevention
Goal 2: Provide Academic, Career, and Emotional Support through Academic Counselors, Career Coach, and SEL Counseling services. 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 he done? What do you need to complete this step'?) | The MCSD will utilize school academic counselors and state provided career coach..

• Counselors will coordinate Positive Behavior and Incentive Systems (PBIS)to promote a positive school climate and culture that celebrates student success.
• Counselors and Career Coach will work with students and all relevant stakeholders to establish academic support systems (TST) and Early Warning Systems are both identifying at-risk students and that safety nets are in place and working to propel students to successful matriculation from grade to grade until graduation and to create plans and opportunities for post graduation. |

M	**Measurable**	**M - Is the goal measurable? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)**	PBIS Documentation and Data will be collected after each year of implementation.
A	**Achievable**	**A- Is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)**	Goal is to increase graduation rate to 95% and place 100% of those in jobs or college post graduation.
R	**Relevant**	**R- Is the goal relevant to performance expectations?**	According to multiple Meta-Studies focused on improving graduation rate/reducing dropout rates, a positive and supportive school culture is essential. Likewise schools that offer safety nets and support show higher graduation and success rates. The correlation between school readiness and drop-out prevention and graduation is reflected in multiple.
T	**Time Bound**	**T - Is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)**	Each school year.

MCSD Dropout Prevention

Goal 3: Provide Credit Recovery Options to students during the school year

Focus Area: ☐ Attendance   ☐ Behavior   X <mark>Course Performance</mark>   ☐ Other

S	**Specific**	**S - Is the goal specific?** **(What will it do? Who will carry it out'! What task will be tlone! What tlo you nectl to complete this step?)**	The high schools will track data and identify students that meet the requirements to qualify for credit recovery. Credit Recovery will allow students to stay on track even if they fail a core class during high school.
M	**Measurable**	**M - is the goal measurable? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)**	This will be measured on the number of students that successfully complete credit recovery. .
A	**Achievable**	**A - Is the goal achievable? (By when? What could get in the way of task completion? How will you overcome them?)**	The timeline for credit recovery will be from July to May each school year. Students will be assigned the work needed and will be provided support in the way of weekly checks and content support as needed.

R	Relevant	R - is the goal relevant to performance expectations?	We must provide ways for students to stay on track to graduate even if they fail a few classes during their high school years. Our goal is for each student to graduate with their cohort, this can only be achieved through providing structures to help students catch back up if they fail.
T	Time Bound	T - is the goal time bound? (How often will this task be done? By when will this goal be accomplished?)	This will be done each year during the school term. July - May each year.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(.s) Involved
July 25-May 26	Revise any policy or procedure necessary to make sure we can get all students that qualify into credit recovery. Identify all students after final grades are released. Create a plan for each student.	Technology and Connectivity Devices	Ryan Stringer, Curriculum, Instruction, and Assessment Tim Bryant, Technology Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students

July 2025	Progress Monitor Plan Implementation to maximize student success	n/a	Ryan Stringer Curriculum, Instruction, and Assessment Tim Bryant, Technology Director Alicia Conerly, Federal Programs Director	High School Principals; Counselors, Graduation Coaches, teachers, parents, and students

Plan to Progress Monitor

How and when will the team monitor the plan? What is the procedure? What are the timelines? Who is responsible? How will the team know they are having a positive impact? How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
July 2025	Develop and Implement Plan for closing learning gaps.	Adjust professional development to provide optimum support for teachers, parents, and students
July 2026	Expend available funds to secure necessary technology and connectivity for students	Availability of devices and connectivity will affect timeline
Monthly	Monitor teacher and scholar successful implementation of DLP	Depending on the impact of various pandemic related challenges, adjustments will be made to include students participating in In-person, Virtual, or modified Learning Loss Model

Dropout Prevention/Restructuring Plan Assurances Page

On behalf of Marion County 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 aged 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: Brian Foster_____   _____   Date:_____

School Board Chair: Joe Bracey_____   _____   Date:_____

West Marion High School

Dropout Prevention-Restructuring Guide

2025-2026

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Dropout Prevention/Restructuring Plan Assurance

On behalf of **West Marion High School (Marion County School District)**, I hereby submit a local dropout prevention plan to provide goals, activities, and services to meet the goals of the state dropout prevention plan: 1) Increase the state graduation rate to 85% by 2025-2026 2) Reduce the schools dropout rate to less than 5% by 2025-2026 3) Reduce chronic Absenteeism rate by 5% in 2025-2026

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school will submit reports as requested by MDE.

I hereby certify that our school has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local Dropout Prevention Plan.

I hereby certify that our school has taken into account relevant, scientifically based research, strategies and best practice indicating services most effective in preventing dropouts if we focused students in the earliest grades.

I hereby certify that our school will prepare and submit an annual progress report on increasing the graduation rate,

reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school will endorse and implement the Fifteen Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school will evaluate our 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 the plan for submission to the Mississippi Department of Education.

 School: **West Marion High School** Address: 2 W Marion Street, Foxworth, MS 39483
Phone Number: 601-736-6381

Principal: Britton DuBose _____

District Superintendent: Brian Foster_____

School Board President: Joe Bracey_____

District Profile

Marion County consists of the city of Columbia and Foxworth. It is on the east bank of the Pearl River and is 81 miles south of Jackson, Mississippi and 103 miles north of New Orleans, Louisiana. In 1819, the City of Columbia was formally incorporated and would soon serve as Mississippi's temporary capital from 1821–1822 before LeFleur's Bluff (now Jackson) was selected as the permanent capital.

Marion County has a population of around 24,300 and has adopted influences from its surrounding areas while independently forging its own culture and history. The residents of Marion County are composed of those who have transplanted from other regions and those whose roots go back for generations. The community has benefited from the influence of diversity.

The Marion County School District consists of five schools and a career and technology center. The schools are each located in the rural communities of Columbia and Foxworth, MS. Approximately 92% of our students qualify for free and reduced lunches. According to the U.S. Census Bureau, the number of people aged 25 years old or older who have graduated from high school or completed the GED Equivalent credential is 81.5%. The number of people aged 25 years or older who

have graduated from college with a Bachelor's degree is 12.3%.

School Restructuring Plan

Step 1: Build your team

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team?
Britton DuBose	Principal	• Assures that the process is followed with integrity and follows the district/school EWS guidelines • Serves on EWS team • Communicates clear expectations to local school team members • Allocates resources • Ensures follow-up
Benjamin Hughes	5-12 Assistant Principal	• Serves on EWS team • Provides assistance with data analysis • Determines professional development needs
Reshonda Woods	5-8 West Marion Middle Principal	• Serves on EWS team • Collects information for determining needed modifications in the academic program offered to students • Provides assistance with data analysis • Determines professional development needs

Anthony Dillon	Alternative School Director	• Serves on EWS team • Provides assistance with data analysis • Determines professional development needs
Vickie Davis	Academic Support	• Provides academic and behavioral information about specific students on the list, as well as expertise in the discussion of all students for identification and service purposes • Collects information for determining needed modifications in the academic program offered to students • Provides assistance with data analysis • Serves on EWS team
*Kim Cruthrids (Team Leader)	Counselor	•Serves as the coordinator of the group • Serves on EWS team • Provides information requested by the team for decision making • Maintains track of mapping between indicators and interventions at the school • Keeps a record of decisions made
Lanitra Rice	SEL Counselor	•Serves as the coordinator of the group • Serves on EWS team • Provides information requested by the team for decision making • Maintains track of mapping between indicators and interventions at the school • Keeps a record of decisions made

Kimberly Rawls	Career and Technical Center Director	• Serves on EWS team • Communicates clear expectations to local school team members
Ryan Stringer	District Curriculum Director	• Collects information for determining needed modifications in the academic program offered to students • Provides assistance with data interpretation and selection of support resources • Determines professional development needs
Crissy Joyner	MSIS	• provide monthly reports to the EWS team for analysis and use. • Updates data regularly

Step 2: Analyze Data

WMHS 3-Year Graduation Rate

WMHS	2021-2022	2022-2023	2023-2024
State	88.4	88.9	89.4
District	89.2	85	90
School	89.7	84.5	88.9

WMHS ATTENDANCE   24-25

WMHS Monthly Attendance	Average Daily Attendance (ADA)
July 2024	94.82
August 2024	92.04
September 2024	91.99
October 2024	91.28
November 2024	90.16
December 2024	87.84
January 2025	90.63
February 2025	90.16
March 2025	88.58
April 2025	91.71
May 2025	89.16
Total	**90.57%**

WMHS	2021-2022	2022-2023	2023-2024
Chronic	31.4%	30.0%	32.7%

Absenteeism			
In-School Suspension	18.0%	17.8%	19.0%
Out-of-School Suspension	13.0%	15.2%	12.4%

WMHS Student Enrollment Breakdown

ADA	White Female	White Male	Black Female	Black Male	American Indian Female	American Indian Male	Hispanic Female	Hispanic Male	Total
Secondary Self-Contained Special Education	3	1	1	4	0	0	0	0	9
9th	32	27	13	8	1	0	1	1	83
10th	30	21	11	17	0	0	1	1	81
11th	33	26	16	15	0	0	0	0	90
12th	27	28	18	16	0	0	0	2	91

Early Warning System Indicators for Determining Graduation

- **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.

(University of Chicago Consortium on Chicago School Research, 2014).

Attendance (Elementary, Middle, and High Schools)

*Students who miss 10% or more of a school year (18 of the 180 days) are considered chronically absent and they are at-risk of dropping out.

Threshold: Number of Days Absent

STATUS	EACH QUARTER	FULL YEAR
OFF TRACK (Tier III)	5 DAYS	18 DAYS
SLIDING (Tier II)	3-5 DAYS	10-18 DAYS
ON TRACK TO GRADUATE (Tier I)	2 DAYS OR LESS	9 DAYS

Behavior (Elementary, Middle, and High Schools)

*Students who have behavioral issues that disrupt his/her learning environment are at-risk of dropping out.

Status	# of Office Referrals		# of Days Suspended	
	Each Quarter	Full Year	Each Quarter	Full Year
OFF TRACK (Tier III)	2	6	1	2
SLIDING (Tier II)	1	3-5	0	0-1
ON TRACK TO GRADUATE (Tier I)	0	0-2	0	0-1

Source: Johns Hopkins University, 2012

School Level Early Warning System Team(s)

The school-level Early Warning System Team(s) should work closely with the district and school MTSS Teacher Support Team (TST) as many of the students served in the Multi-Tiered System of Supports (MTSS) will also show up in the Early Warning System, as these groups use similar data to ascertain proper interventions to assist individual students and subgroups within the school setting.

Step 3: Goal Setting

School Restructuring Plan Goals	
Goal 1:	Increase the school's overall graduation rate to 85% or higher by the end of May 2026.
Goal 2:	Maintain a 95% or higher average daily attendance rate by May 2026.
Goal 3:	Reduce the number of ISS and OSS days by 10%.
Goal 4: (If applicable)	All 7th graders will be required to have a completed Individual Success Plan (ISP) prior to exiting the seventh grade.

When determining strategies to implement to achieve goals, follow the guidance provided in the EWS. Link to EWS: https://www.mdek12.org/ESE/Dropout-Prevention.

SMART Goal Planning			
Goal 1: Increase the school's (WMHS) overall graduation rate to 85% or higher by the end of May 2026. Focus Area: **X**-Attendance **X**- Behavior **X**- Course Performance □ Other			
S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Teachers and Administrators will work together to analyze Performance Levels, attendance and behavior trends during the first staff development days. Teachers and Administrators will compile a list of targeted students to meet with and set individual goals for the 25-26 school year.
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?)	The goal will be measured by the number of students graduating with a Traditional Diploma in May of 2026.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Yes. 2023-2024 graduation rate was 88.9%
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when	The goal will be met by the end of May 2026.

		will this goal be accomplished?)		
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2025-May 2026	Teachers will teach all Mississippi College and Career Readiness Standards to mastery and review and revise Career Pathways as needed.	Effective Curriculum Professional Development	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) Counselors	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) Counselors
July 2025-May 2026	Formal and Informal Observations of teachers to provide valuable immediate feedback, monitor MTSS, lesson plans, discipline, and attendance.	School Status, SAMS Spectra, MDE MTSS Documentation, ELS, Pacing Guides for each subject area, and vertical alignments	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) MSIS Clerk/Secretary (attendance) 6)Counselors	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) MSIS Clerk/Secretary (attendance) 6) Counselors
July 2025-May 2026	Progress Monitor and measure students performance by administering BOY, MOY, and EOY	Grade Appropriate Benchmark that is aligned with the specific grade, pacing, and MS College and	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators

	Assessments	Career Ready Standards		
July 2025-May 2026	Increase teachers capacity to better equip them to meet all the needs of students.	Professional Development	School and District Level Administration	School and District Level Administration
July 2025-May 2026	Provide ACT and Workkeys tutorial sessions	ACT and Workkeys Consultants	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) Counselors	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) Counselors

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- 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
June 2026	Graduation Rate, Drop-out Rate, ACT Scores, and MAAP State Test Scores	Increase the number of experienced teachers, hire interventionists to help increase academics, and setup more frequent one-on-one meetings with students to discuss Career Pathways

SMART Goal Planning

Goal 2: Maintain a 95% or higher average daily attendance rate by May 2026.

Focus Area: **X**- Attendance □ Behavior □ Course Performance □ Other			
S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Contact parents when students are absent, send home a notification letter printed from SAMs, place students on a behavior plan if attendance becomes excessive.
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?)	Yes. The goal will be measured by reviewing the monthly ADA from the schools dashboard.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Yes. Attendance will be monitored monthly but the goal is to reach a 95% attendance rate by May of 2026.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes
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 May 2026.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2025-May 2026	Contact parents when students miss consecutive days, have one-on-one meetings with students with excessive absences to determine the	School Status, SAMs Spectra	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) MSIS Clerk/Secretary (attendance) 6)Counselors	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) MSIS Clerk/Secretary (attendance) 6)Counselors

	cause and try to find a solution. Create a behavior plan for those students who have chronic absenteeism.		

Plan to Progress Monitor
- How and when will the team monitor the plan?   - What is the procedure? What are the timelines? Who is responsible?   - How will the team know they are having a positive impact?   - How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
July 2025-May 2026	Monitor weekly and monthly Average Daily Attendance Reports (ADA)	Increase parental involvement, incentives, one-on-one sessions with parents and students

SMART Goal Planning			
Goal 3: Reduce the number of ISS and OSS days by 10%.			
Focus Area: □ Attendance **X-** □ Behavior □ Course Performance □ Other			
S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Monitor discipline and data and ensure the implementation of school-wide discipline plan (PBIS).
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Decrease in the number of In-School and Out-of-School Suspensions. Progress monitor overall discipline incidents monthly

A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Yes.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes
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 May 2026

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2025-2026	Implement School-Wide PBIS Plan (MTSS)	PBIS School-Wide Plan (MTSS Behavior Plans and Incentives)	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) Counselors	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) Counselors
July 2025-May 2026	Identify at-risk students	Discipline Reports	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) Counselors	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators 5) Counselors
July 2025-2026	Increase Parental Involvement & SEL Counselor Sessions	Parents & SEL Counselor	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators	1)Classroom Teachers 2)Inclusion Teachers 3)Support Staff 4)Administrators

			5) Counselors	5) Counselors

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
July 2025-May 2026	A decrease in OSS and ISS numbers on the EWS Report each nine weeks. An increase in attendance due to the decrease in discipline incidents	Revamp Behavior plan, gather suggestions from students, assign them a mentor (check in- check out person)

SMART Goal Planning

Goal 4 (If Applicable): All 7th graders will be required to have a completed Individual Success Plan (ISP) prior to exiting the seventh grade.

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

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Teachers will incorporate various career paths within their lessons. They can use MDE K-12 Exploration activities.
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?)	All seventh grade students will successfully complete their Individual Success Plan by the end of the 7th grade.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Individual Success Plan completed by May of 2026

R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	ISP will be completed by all seventh graders prior to exiting the seventh grade May of 2026. Counselors and students will revisit their ISPs every year.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2025-May 2026	School Counselors will offer guidance to students and parents to discuss Graduation Pathways each year beginning in seventh grade.	MDE Student Planning Tool for the Traditional Diploma: A Guide for Students and Parents (5-Year Plan)	Counselors Administrators	Counselors Administrators
July 2025-May 2026	Students will work towards their Career Pathway while being monitored to ensure success.	Individual Success Plan Professional Development	Counselors Teachers Support Staff Administrators	Counselors Teachers Support Staff Administrators
July 2025- May 2026	Students will engage in College and Career	MDE College and Career Exploration Lessons	Counselors Teachers Support Staff Administrators	Counselors Teachers Support Staff Administrators

	Exploration Lessons	https://www.mdek12.org/CTE/OCCSS/K-12-Career-Exploration-Lessons Mississippi State Career Ready 6-12 Activities http://www.rcu.msstate.edu/	Community Professionals Leaders	Community Professionals Leaders

Plan to Progress Monitor

- How and when will the team monitor the plan?
- What is the procedure? What are the timelines? Who is responsible?
- How will the team know they are having a positive impact?
- How might the plan be adjusted if and when challenges occur?

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
July 2025-May 2026	Counselors will meet with students to review and revise ISPs, administrators will monitor lesson plans and classroom observations	Increase Parental Involvement, increase meeting sessions with students, bring in additional professional leaders from the community to share insight on various careers.