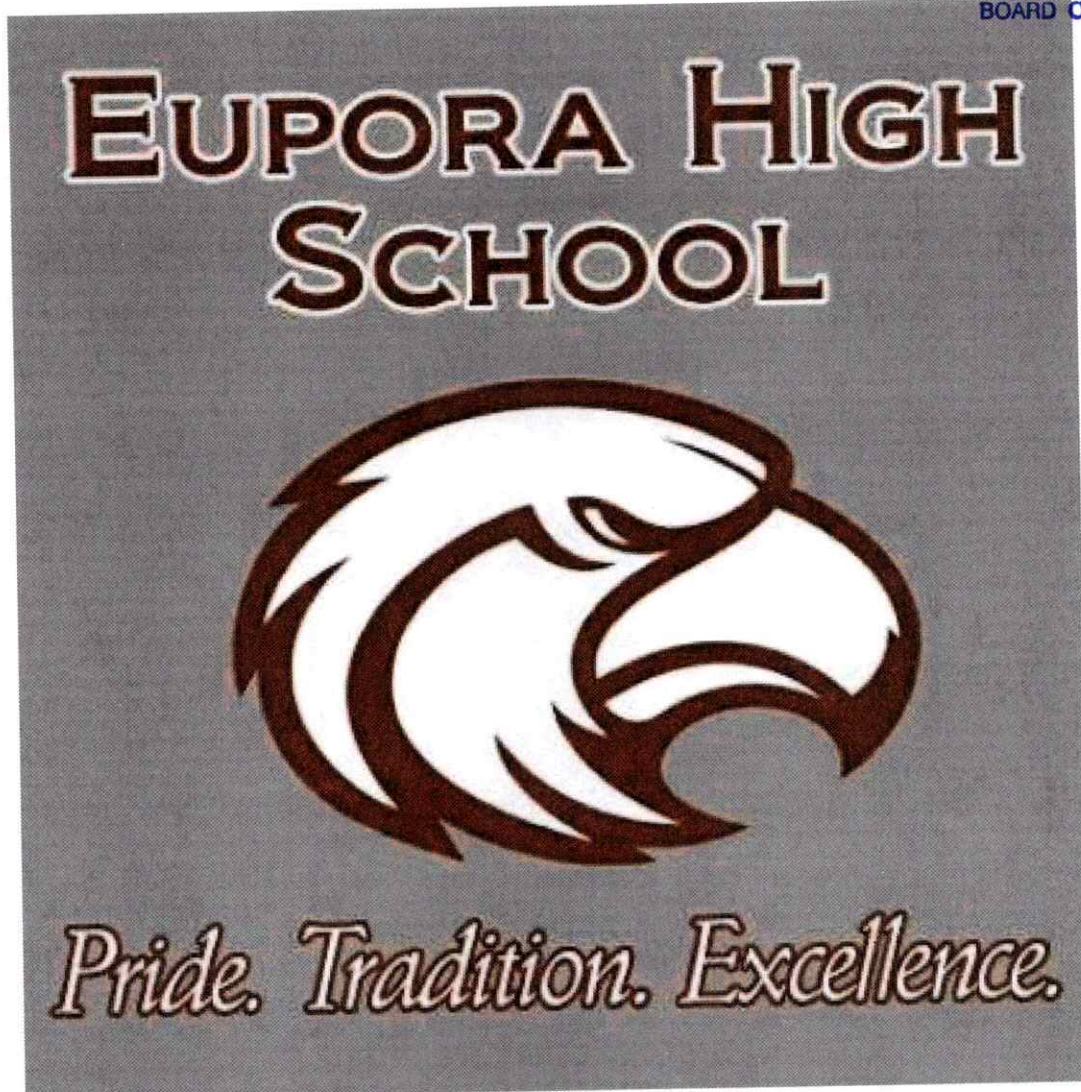


APPROVED

JUL 22 2026

WEBSTER COUNTY  
BOARD OF EDUCATION



## 2026/2027 Dropout Prevention-Restructuring Plan

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The Eupora High School 2026/2027 Dropout Prevention and Restructuring Plan is a collaborative plan developed by the EHS Dropout Prevention and Restructuring Team for identifying students in danger of dropping out of school. The EHS Dropout Prevention and Restructuring Team recognizes that this is a “fluid” plan which will require continuous monitoring and revisions in order to best meet the needs of our students and thus decrease the number of students at risk for dropout and increase graduation rates.

| EHS Team Member/Position             | Signature |
|--------------------------------------|-----------|
| Jerritt Alford, Principal            |           |
| Carlee Peterson, Assistant Principal |           |
| Spencer Austin, Counselor            |           |
| Ashley Allen, Interventionist        |           |
| Randee Jernigan, CTC Director        |           |
| Tonya Adkins, Teacher                |           |

#### Summary of Data Considered

The EHS Dropout Prevention-Restructuring Team considered various data points during the development of this plan. Data information included aspects of:

- Attendance Rate (student & teacher)
- Truancy Rate
- Mobility Rate
- Graduation Rate
- Dropout Rate
- Disciplinary Data
- School Population
- Economically Disadvantaged
- At Risk Populations: Limited English Proficient, Homeless, Foster Care
- Students with Disabilities
- Subgroup demographics and achievement gaps
- Teacher Attendance

- Suspension Rate
- Grade Point Average
- Reading and Math Assessment Data s
- Policy statements regarding district-level dropout prevention strategies
- Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school

Research indicates a student's decision to drop out of school is a gradual process that starts well before high school. Therefore, it is important to identify at-risk students and provide support that leads to increasingly successful engagement in school as early as possible. The EHS Dropout Prevention-Restructuring Team is a reflection of the Leadership Team's values and core beliefs that all children deserve a quality education. Members of the EHS Dropout Prevention-Restructuring Team bring together a wealth of experience and knowledge for identifying students' needs and developing strategies to meet those.

## Team Membership Rationale:

| Team Member     | Position                 | Rationale: What strengths/perspective does this person bring to the team?                                                    |
|-----------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Jerritt Alford  | Principal, EHS           | Knowledge of K-12 curriculum, attendance, school operations, student body, MTSS                                              |
| Carlee Peterson | Assistant Principal, EHS | Knowledge of K-12 curriculum, attendance, school operations, student body, MTSS                                              |
| Randee Jernigan | CTC Director, WCSD       | Knowledge of Career Technical Program                                                                                        |
| Spencer Austin  | Counselor, EHS           | Knowledge of high school curriculum, Carnegie units, student body, graduation requirements, social/emotional learning        |
| Ashley Allen    | Interventionist, EHS     | Knowledge of MTSS, Knowledge of such at-risk populations - English learners                                                  |
| Tonya Adkins    | Teacher, EHS             | Knowledge of special populations, federal programs, special education services, partnerships with outside education agencies |

## Dropout Prevention and Restructuring Plan

Research has identified attendance, behavior and course performance as proven data points to predict the likelihood of a student graduating from high school. Attendance data includes absences, tardies, and early check-outs which could 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 issues possibly indicate a lack of classroom engagement by the student. At Risk factors such as homelessness, working jobs, abuse or neglect in the home, drug abuse, mental health issues, and bullying could be contributing factors for behavioral issues. Once behavior issues lead to suspensions the absence of the classroom instruction and structure may cause the student to get behind in school work thus leading to disinterest and possible dropout. A student's course performance or lack of performance could create issues with disengagement and disinterest. The EHS Dropout Prevention-Restructuring Team recognizes the importance of tracking and monitoring these specific data points as well as many others as a means of moving a child back on track to graduation by early identification of issues and the matching of specific interventions to best meet the needs of the student.

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

| EHS Restructuring Plan Goals |                                                                                                                        |
|------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Goal 1:                      | Increase attendance rate to 96%                                                                                        |
| Goal 2:                      | Reduce the number of office referrals as indicated in SAM by 10%                                                       |
| Goal 3:                      | Increase percentage of students scoring level 4 and above on site-based progress monitoring and benchmark assessments. |

| EHS SMART Goals                                                                                                                                                                            |                   |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                        |                                  |                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------|
| <b>Goal 1: Increase student attendance to 96%</b><br>Focus Area: X Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other |                   |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                        |                                  |                                    |
| <b>S</b>                                                                                                                                                                                   | <b>Specific</b>   | S – is the goal <b>specific</b> ?<br>(What will it do? Who will carry it out?<br>What task will be done? What do you need<br>to complete this step?)        | Identified personnel in the office<br>will monitor ADA in order to<br>identify when students have more<br>than 5 absences during a nine<br>weeks grading period. They will<br>then notify the attendance officer<br>for the district. Parents will be<br>contacted about unexcused<br>absences by either an automated<br>call or text. |                                  |                                    |
| <b>M</b>                                                                                                                                                                                   | <b>Measurable</b> | M – is the goal <b>measurable</b> ? (How<br>will the team know it has been<br>achieved? How will we progress<br>monitor? How will you measure<br>outcomes?) | Student ADA will be measured<br>with daily attendance being taken<br>at the school level. ADA data will<br>populate in SAM daily.                                                                                                                                                                                                      |                                  |                                    |
| <b>A</b>                                                                                                                                                                                   | <b>Achievable</b> | A – is the goal <b>achievable</b> ? (By<br>when? What could get in the way of<br>task completion? How will you<br>overcome them?)                           | The goal is achievable but may<br>need modifications due to the<br>current circumstances with<br>Covid-19. The district will offer a<br>virtual learning option for<br>students who are unable to attend<br>school due to health concerns.                                                                                             |                                  |                                    |
| <b>R</b>                                                                                                                                                                                   | <b>Relevant</b>   | R – is the goal <b>relevant</b> to<br>performance expectations?                                                                                             | The goal is relevant. ADA is a<br>factor that contributes to student<br>academic success.                                                                                                                                                                                                                                              |                                  |                                    |
| <b>T</b>                                                                                                                                                                                   | <b>Time Bound</b> | T – is the goal <b>time bound</b> ? (How<br>often will this task be done? By<br>when will this goal be<br>accomplished?)                                    | Student absences will be<br>monitored daily. The leadership<br>team will discuss the data<br>monthly. The school board will be<br>updated monthly.                                                                                                                                                                                     |                                  |                                    |
| <b>Timeline</b>                                                                                                                                                                            |                   | <b>Action</b>                                                                                                                                               | <b>Resources<br/>Needed/Source</b>                                                                                                                                                                                                                                                                                                     | <b>Person(s)<br/>Responsible</b> | <b>Person(s)<br/>Involved</b>      |
| August 2026-May<br>2027                                                                                                                                                                    |                   | Daily monitoring<br>of ADA. The                                                                                                                             | School Status,<br>SAM, Clerical                                                                                                                                                                                                                                                                                                        | Leadership Team                  | Clerical Worker at<br>each school, |

|                                                   |                                                                                                       |                                                                                                       |                                                                                                               |                                     |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------|
|                                                   | DropOut Prevention plan will be published on all social media platforms as well as district websites. | Worker, Truancy Officer, all data point reports                                                       |                                                                                                               | district truancy officer            |
| School Dropout Team Meets each semester           | Review data points, identify issues, prepare report for school board                                  | EHS attendance and referral reports from SAMS Students' grading reports Reports from Interventionists | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators<br>EHS Counselor |
| School Dropout Prevention Teams meet each 4 weeks | Review data points, identify issues, match interventions for needs                                    | EHS attendance and referral reports from SAMS Students' grading reports Reports from Interventionists | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Team                            |

#### Plan to Progress Monitor

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

| Date                                               | Evidence to Determine Progress Toward Achieving Goal                                                     | Potential Adjustments                                                |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Monthly School Board Meetings                      | Data point reports will be extracted from School Status.                                                 | The School Board may change the frequency of the data presentations. |
| School Dropout Prevention Teams meet each semester | Data analyzed to identify struggling students; interventions will be identified to meet student's needs. | The team may change the frequency of meetings.                       |

#### EHS SMART Goal

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

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

|          |                   |                                                                                                                                                |                                                                                                                                                           |
|----------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>S</b> | <b>Specific</b>   | S – is the goal <b>specific</b> ?<br>(What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | The school administrator will review the student behavior history when addressing a discipline referral.                                                  |
| <b>M</b> | <b>Measurable</b> | M – is the goal <b>measurable</b> ? (How will the team know it has been achieved? How will progress be                                         | The goal is to reduce the number of office referrals by 10%. The Dropout Prevention Team will report the number of office referrals to the EHS Leadership |

|                                                   |            | monitored? How will you measure outcomes?)                                                                                 | Team twice during each nine weeks to adjust strategies and to the school board monthly.                                                                                                                                                                                                                |                                                                                                                      |                                                                                       |
|---------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| A                                                 | Achievable | A – is the goal <b>achievable</b> ? (By when? What could get in the way of task completion? How will you overcome them?)   | Monitoring the number of referrals continuously will allow for more efficient identification and addressing of trends.<br>The lack or loss of focus on this is a possible barrier. Principals and Leadership Team members will need to ensure the focus remains at the forefront of our data analysis. |                                                                                                                      |                                                                                       |
| R                                                 | Relevant   | R – is the goal <b>relevant</b> to performance expectations?                                                               | The goal is relevant and achievable. Reaching this goal will have a positive impact on student achievement since the student will be in the classroom receiving instruction rather than in the office for discipline reasons.                                                                          |                                                                                                                      |                                                                                       |
| T                                                 | Time Bound | T – is the goal <b>time bound</b> ? (How often will this task be done? By when will this goal be accomplished?)            | Monthly data reports to the school board. In depth data review by the EHS Leadership Team twice per nine weeks.<br>Monthly school board data reporting and Leadership data reviews begin in August and end in June.                                                                                    |                                                                                                                      |                                                                                       |
| Timeline                                          |            | Action                                                                                                                     | Resources Needed/Source                                                                                                                                                                                                                                                                                | Person(s) Responsible                                                                                                | Person(s) Involved                                                                    |
| August 2026 - May 2027                            |            | Bimonthly data reports to the school board.<br>The EHS Leadership Team reviews discipline data twice per nine weeks period | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                                                                                                                                                                           | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson        | EHS Administrators<br>EHS Counselor<br>EHS Assistant Principal                        |
| School Dropout Team Meets bimonthly               |            | Review data points, identify issues, prepare report for school board                                                       | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                                                                                                                                                                           | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson        | EHS Administrators<br>EHS Counselor<br>EHS Assistant Principal<br>EHS Leadership Team |
| School Dropout Prevention Teams meet each 9 weeks |            | Review data points, identify issues, match interventions for needs                                                         | EHS discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                                                                                                                                                                                          | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson<br>EHS | EHS Leadership Team                                                                   |

| Plan to Progress Monitor                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• How and when will the team monitor the plan?</li> <li>• What is the procedure? What are the timelines? Who is responsible?</li> <li>• How will the team know they are having a positive impact?</li> <li>• How might the plan be adjusted if and when challenges occur?</li> </ul> |                                                                                                                                                                                           |                                                                                    |
| Date                                                                                                                                                                                                                                                                                                                        | Evidence to Determine Progress Toward Achieving Goal                                                                                                                                      | Potential Adjustments                                                              |
| August 2026 - May 2027                                                                                                                                                                                                                                                                                                      | Reduction in number of referrals each month.                                                                                                                                              | Strategies/Consequences may need revising if there is evidence of ineffectiveness. |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                                                                                                                                                                           | The team will review discipline data to identify students with discipline issues. After identifying the students, interventions will be started that will meet the needs of the students. | Strategies/Consequences may need revising if there is evidence of ineffectiveness. |

| EHS SMART Goal                                                                                                                                                          |                   |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal 3: Increase percentage of students scoring level 4 and above on site-based progress monitoring and benchmark assessments.</b>                                   |                   |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |
| Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other |                   |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |
| <b>S</b>                                                                                                                                                                | <b>Specific</b>   | S – is the goal <b>specific</b> ?<br>(What will it do? Who will carry it out? What task will be done? What do you need to complete this step?) | The school administrator will review the student assessment data. Students will be referred to a targeted supports and interventions team when identified.                                                                                                                                                                    |
| <b>M</b>                                                                                                                                                                | <b>Measurable</b> | M – is the goal <b>measurable</b> ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)   | The goal is to reduce the number of students in Tier 3 interventions by 10%. The Dropout Prevention Team will report the number of Tier 3 interventions to the EHS Leadership Team each nine weeks to adjust strategies and to the school board monthly.                                                                      |
| <b>A</b>                                                                                                                                                                | <b>Achievable</b> | A – is the goal <b>achievable</b> ? (By when? What could get in the way of task completion? How will you overcome them?)                       | Monitoring the number of Tier 3 intervention referrals each nine weeks will allow for more efficient identification and addressing of trends.<br>The lack or loss of focus on this is a possible barrier. Principals and Leadership Team members will need to ensure the focus remains at the forefront of our data analysis. |

|                                                                                                                                                                         |                   |                                                                                                                 |                                                                                                                                                                                                                    |                                                                                                                                                    |                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>R</b>                                                                                                                                                                | <b>Relevant</b>   | R – is the goal <b>relevant</b> to performance expectations?                                                    | The goal is relevant and achievable. Reaching this goal will have a positive impact on student achievement.                                                                                                        |                                                                                                                                                    |                                                                                       |
| <b>T</b>                                                                                                                                                                | <b>Time Bound</b> | T – is the goal <b>time bound</b> ? (How often will this task be done? By when will this goal be accomplished?) | Monthly data reports to the school board. In depth data review by the EHS Leadership Team once per nine weeks.<br>Monthly school board data reporting and Leadership data reviews begin in August and end in June. |                                                                                                                                                    |                                                                                       |
| <b>Timeline</b>                                                                                                                                                         |                   | <b>Action</b>                                                                                                   | <b>Resources Needed/Source</b>                                                                                                                                                                                     | <b>Person(s) Responsible</b>                                                                                                                       | <b>Person(s) Involved</b>                                                             |
| August 2026 - June 2027                                                                                                                                                 |                   | Data reviews, interventions, reports                                                                            | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                                                                                       | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson                                      | EHS Administrators<br>EHS Counselor<br>EHS Assistant Principal<br>EHS Leadership Team |
| District Dropout Team Meets bimonthly                                                                                                                                   |                   | Review data points, identify issues, prepare report for school board                                            | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                                                                                       | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson                                      | EHS Administrators<br>EHS Counselor<br>EHS Assistant Principal<br>EHS Leadership Team |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                       |                   | Review data points, identify issues, match interventions for needs                                              | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                                                                                       | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson<br>EHS Interventionist- Ashley Allen | EHS Administrators<br>EHS Counselor<br>EHS Assistant Principal<br>EHS Leadership Team |
| District Dropout Team reports data bimonthly with school board                                                                                                          |                   | Provide data report to school board                                                                             | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists;<br>Dropout Data Report for Board                                                                     | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson                                      | EHS Administrators<br>EHS Counselor<br>EHS Assistant Principal<br>EHS Leadership Team |
| <b>Plan to Progress Monitor</b>                                                                                                                                         |                   |                                                                                                                 |                                                                                                                                                                                                                    |                                                                                                                                                    |                                                                                       |
| <ul style="list-style-type: none"><li>How and when will the team monitor the plan?</li><li>What is the procedure? What are the timelines? Who is responsible?</li></ul> |                   |                                                                                                                 |                                                                                                                                                                                                                    |                                                                                                                                                    |                                                                                       |

| <ul style="list-style-type: none"> <li>How will the team know they are having a positive impact?</li> <li>How might the plan be adjusted if and when challenges occur?</li> </ul> |                                                                                                                                 |                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Date                                                                                                                                                                              | Evidence to Determine Progress Toward Achieving Goal                                                                            | Potential Adjustments                                        |
| August 2026 - May 2027                                                                                                                                                            | Increase in percentage of students scoring Levels 4 and above on the school based progress monitoring and benchmark assessments | Individual student learning plans will be revised as needed. |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                                 | Increase in percentage of students scoring Levels 4 and above on the school based progress monitoring and benchmark assessments | Individual student learning plans will be revised as needed. |

## EHS School Plan

| EHS School Team Members | Position                 |
|-------------------------|--------------------------|
| Jerritt Alford          | Principal, EHS           |
| Spencer Austin          | Counselor, EHS           |
| Carlee Peterson         | Assistant Principal, EHS |
| Ashely Allen            | Interventionist, EHS     |
| Tonya Adkins            | Teacher, EHS             |

| Schools Restructuring Plan Goals |                                                                                                                        |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Goal 1:                          | Increase attendance rate to 96%                                                                                        |
| Goal 2:                          | Reduce the number of office referrals as indicated in SAM by 10%                                                       |
| Goal 3:                          | Increase percentage of students scoring level 4 and above on site-based progress monitoring and benchmark assessments. |

| Schools SMART Goals                                                                                                                                                                                                          |                 |                                   |                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Goal 1: Increase student attendance to 96%</b><br>Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other |                 |                                   |                                                                                                  |
| <b>S</b>                                                                                                                                                                                                                     | <b>Specific</b> | S – is the goal <b>specific</b> ? | Identified personnel in the office will monitor ADA in order to identify when students have more |

|                                                   |            |                                                                                                                                                 |                                                                                                                                                                                                                                     |                                                                                                               |                                                 |
|---------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                                                   |            | (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)                                       | than 5 absences during a nine weeks grading period. They will then notify the attendance officer. Parents will be contacted about unexcused absences by either a site-based clerical worker or the automated calling system in SAM. |                                                                                                               |                                                 |
| M                                                 | Measurable | M – is the goal <b>measurable</b> ? (How will the team know it has been achieved? How will we progress monitor? How will you measure outcomes?) | Student ADA will be measured with daily attendance being taken at the school level. ADA data will populate in SAMS Reports daily.                                                                                                   |                                                                                                               |                                                 |
| A                                                 | Achievable | A – is the goal <b>achievable</b> ? (By when? What could get in the way of task completion? How will you overcome them?)                        | The goal is achievable but may need modifications due to the current circumstances with Covid-19. The district will offer a virtual learning option for students who are unable to attend school due to health concerns.            |                                                                                                               |                                                 |
| R                                                 | Relevant   | R – is the goal <b>relevant</b> to performance expectations?                                                                                    | The goal is relevant. ADA is a factor that contributes to student academic success.                                                                                                                                                 |                                                                                                               |                                                 |
| T                                                 | Time Bound | T – is the goal <b>time bound</b> ? (How often will this task be done? By when will this goal be accomplished?)                                 | Student absences will be monitored daily. The leadership team will discuss the data monthly. The school board will be updated monthly.                                                                                              |                                                                                                               |                                                 |
| Timeline                                          |            | Action                                                                                                                                          | Resources Needed/Source                                                                                                                                                                                                             | Person(s) Responsible                                                                                         | Person(s) Involved                              |
| August 2026-May 2027                              |            | Daily monitoring of ADA. The Drop Out Prevention plan will be publicized on all social media platforms as well as district websites.            | SAM, Clerical Worker, Truancy Officer, all data point reports                                                                                                                                                                       | District Leadership Team                                                                                      | Clerical Worker at each school, truancy officer |
| District Dropout Team Meets bimonthly             |            | Review data points, identify issues, prepare report for school board                                                                            | EHS attendance and referral reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                                                                                                          | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators<br><br>WCSD Superintendent   |
| School Dropout Prevention Teams meet each 9 weeks |            | Review data points, identify issues, match                                                                                                      | EHS attendance and referral reports from SAM                                                                                                                                                                                        | EHS Principal - Jerritt Alford<br>EHS Counselor -                                                             | EHS Team                                        |

|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                          |                                                            |                                                                      |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                     | interventions for needs                                                                                  | Students' grading reports<br>Reports from Interventionists | Spencer Austin<br>EHS Assistant Principal - Carlee Peterson          |  |
| <b>Plan to Progress Monitor</b> <ul style="list-style-type: none"> <li>How and when will the team monitor the plan?</li> <li>What is the procedure? What are the timelines? Who is responsible?</li> <li>How will the team know they are having a positive impact?</li> <li>How might the plan be adjusted if and when challenges occur?</li> </ul> |                                                                                                          |                                                            |                                                                      |  |
| Date                                                                                                                                                                                                                                                                                                                                                | Evidence to Determine Progress Toward Achieving Goal                                                     |                                                            | Potential Adjustments                                                |  |
| Monthly School Board Meetings                                                                                                                                                                                                                                                                                                                       | Data point reports will be extracted from School Status.                                                 |                                                            | The School Board may change the frequency of the data presentations. |  |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                                                                                                                                                                                                   | Data analyzed to identify struggling students; interventions will be identified to meet student's needs. |                                                            | Possible adjustments to interventions..                              |  |

| School SMART Goal                                                                                                                                                                                                                                       |                   |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal 2: Reduce the number of office referrals indicated in SAM by 10%</b><br>Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other |                   |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                     |
| <b>S</b>                                                                                                                                                                                                                                                | <b>Specific</b>   | S – is the goal <b>specific</b> ?<br>(What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)  | The school administrator will review the student behavior history when addressing a discipline referral.                                                                                                                                                                                            |
| <b>M</b>                                                                                                                                                                                                                                                | <b>Measurable</b> | M – is the goal <b>measurable</b> ? (How will the team know it has been achieved? How will we progress monitor? How will you measure outcomes?) | The goal is to reduce the number of office referrals by 10%. The Dropout Prevention Team will report the number of office referrals to the EHS Leadership Team twice during each nine weeks to adjust strategies and to the school board monthly.                                                   |
| <b>A</b>                                                                                                                                                                                                                                                | <b>Achievable</b> | A – is the goal <b>achievable</b> ? (By when? What could get in the way of task completion? How will you overcome them?)                        | Monitoring the number of referrals continuously will allow for more efficient identification and addressing of trends. The lack or loss of focus on this is a possible barrier. Principals and Leadership Team members will need to ensure the focus remains at the forefront of our data analysis. |
| <b>R</b>                                                                                                                                                                                                                                                | <b>Relevant</b>   | R – is the goal <b>relevant</b> to performance expectations?                                                                                    | The goal is relevant and achievable. Reaching this goal will have a positive impact on student achievement since the student will                                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                        |                                                      |                                                                                                                        |                                                                                                              |                                                                                                                                                                                                                     |                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                        |                                                      |                                                                                                                        | be in the classroom receiving instruction rather than in the office for discipline reasons.                  |                                                                                                                                                                                                                     |                                               |
| <b>T</b>                                                                                                                                                                                                                                                                                                                                               | <b>Time Bound</b>                                    | T – is the goal <b>time bound</b> ? (How often will this task be done? By when will this goal be accomplished?)        |                                                                                                              | Monthly data reports to the school board. In depth data review by the EHS Leadership Team twice per nine weeks.<br>Monthly school board data reporting and Leadership data reviews begin in August and end in June. |                                               |
| Timeline                                                                                                                                                                                                                                                                                                                                               |                                                      | Action                                                                                                                 | Resources Needed/Source                                                                                      | Person(s) Responsible                                                                                                                                                                                               | Person(s) Involved                            |
| August 2026 - June 2027                                                                                                                                                                                                                                                                                                                                |                                                      | Bimonthly data reports to the school board.<br>EHS Leadership Team reviews discipline data twice per nine weeks period | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists | EHS Principal - Jerriett Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson                                                                                                      | EHS Administrators<br><br>WCSD Superintendent |
| District Dropout Team Meets bimonthly                                                                                                                                                                                                                                                                                                                  |                                                      | Review data points, identify issues, prepare report for school board                                                   | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists | EHS Principal - Jerriett Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson                                                                                                      | EHS Administrators<br><br>WCSD Superintendent |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                                                                                                                                                                                                      |                                                      | Review data points, identify issues, match interventions for needs                                                     | EHS discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                | EHS Principal - Jerriett Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson<br>EHS Interventionist- Ashley Allen                                                                 | EHS Team                                      |
| <b>Plan to Progress Monitor</b> <ul style="list-style-type: none"><li>• How and when will the team monitor the plan?</li><li>• What is the procedure? What are the timelines? Who is responsible?</li><li>• How will the team know they are having a positive impact?</li><li>• How might the plan be adjusted if and when challenges occur?</li></ul> |                                                      |                                                                                                                        |                                                                                                              |                                                                                                                                                                                                                     |                                               |
| Date                                                                                                                                                                                                                                                                                                                                                   | Evidence to Determine Progress Toward Achieving Goal |                                                                                                                        |                                                                                                              | Potential Adjustments                                                                                                                                                                                               |                                               |
| August 2026 - June 2027                                                                                                                                                                                                                                                                                                                                | Reduction in number of referrals each month.         |                                                                                                                        |                                                                                                              | Strategies/Consequences may need revising if it is evidence of ineffectiveness.                                                                                                                                     |                                               |

|                                                   |                                                                                                                                                                                           |                                                                                    |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| School Dropout Prevention Teams meet each 9 weeks | The team will review discipline data to identify students with discipline issues. After identifying the students, interventions will be started that will meet the needs of the students. | Strategies/Consequences may need revising if there is evidence of ineffectiveness. |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

| Schools SMART Goal                                                                                                                                                                                                                                                                                               |                   |                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                               |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Goal 3: Increase percentage of students scoring level 4 and above on site-based progress monitoring and benchmark assessments.</b><br>Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Course Performance <input type="checkbox"/> Other |                   |                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                               |                       |
| <b>S</b>                                                                                                                                                                                                                                                                                                         | <b>Specific</b>   | S – is the goal <b>specific</b> ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)       | The school administrator will review the student assessment data. Students will be referred to a targeted supports and interventions team when identified.                                                                                                                                                                    |                       |
| <b>M</b>                                                                                                                                                                                                                                                                                                         | <b>Measurable</b> | M – is the goal <b>measurable</b> ? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?) | The goal is to reduce the number of students in Tier 3 interventions by 10%. The Dropout Prevention Team will report the number of Tier 3 interventions to the EHS Leadership Team each nine weeks to adjust strategies and to the school board monthly.                                                                      |                       |
| <b>A</b>                                                                                                                                                                                                                                                                                                         | <b>Achievable</b> | A – is the goal <b>achievable</b> ? (By when? What could get in the way of task completion? How will you overcome them?)                          | Monitoring the number of Tier 3 intervention referrals each nine weeks will allow for more efficient identification and addressing of trends.<br>The lack or loss of focus on this is a possible barrier. Principals and Leadership Team members will need to ensure the focus remains at the forefront of our data analysis. |                       |
| <b>R</b>                                                                                                                                                                                                                                                                                                         | <b>Relevant</b>   | R – is the goal <b>relevant</b> to performance expectations?                                                                                      | The goal is relevant and achievable. Reaching this goal will have a positive impact on student achievement.                                                                                                                                                                                                                   |                       |
| <b>T</b>                                                                                                                                                                                                                                                                                                         | <b>Time Bound</b> | T – is the goal <b>time bound</b> ? (How often will this task be done? By when will this goal be accomplished?)                                   | Monthly data reports to the school board. In depth data review by the EHS Leadership Team once per nine weeks.<br>Monthly school board data reporting and Leadership data reviews begin in August and end in June.                                                                                                            |                       |
| Timeline                                                                                                                                                                                                                                                                                                         |                   | Action                                                                                                                                            | Resources Needed/Source                                                                                                                                                                                                                                                                                                       | Person(s) Responsible |
|                                                                                                                                                                                                                                                                                                                  |                   |                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                               | Person(s) Involved    |

|                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                 |                                                                                                                                                |                                                                                                                      |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------|
| August 2026 - June 2027                                                                                                                                                                                                                                                                                                                                                                        | Data reviews, interventions, reports                                                                                            | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                   | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson<br>EHS | EHS Administrators |
| District Dropout Team Meets bimonthly                                                                                                                                                                                                                                                                                                                                                          | Review data points, identify issues, prepare report for school board                                                            | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                   | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson        | EHS Administrators |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                                                                                                                                                                                                                                              | Review data points, identify issues, match interventions for needs                                                              | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists                                   | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson        | EHS Team           |
| District Dropout Team reports data bimonthly with school board                                                                                                                                                                                                                                                                                                                                 | Provide data report to school board                                                                                             | EHS attendance and discipline reports from SAM<br>Students' grading reports<br>Reports from Interventionists;<br>Dropout Data Report for Board | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson        | EHS Administrators |
| <p style="text-align: center;"><b>Plan to Progress Monitor</b></p> <ul style="list-style-type: none"> <li>• How and when will the team monitor the plan?</li> <li>• What is the procedure? What are the timelines? Who is responsible?</li> <li>• How will the team know they are having a positive impact?</li> <li>• How might the plan be adjusted if and when challenges occur?</li> </ul> |                                                                                                                                 |                                                                                                                                                |                                                                                                                      |                    |
| <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>Evidence to Determine Progress Toward Achieving Goal</b>                                                                     |                                                                                                                                                | <b>Potential Adjustments</b>                                                                                         |                    |
| August 2026 - June 2027                                                                                                                                                                                                                                                                                                                                                                        | Increase in percentage of students scoring Levels 4 and above on the school based progress monitoring and benchmark assessments |                                                                                                                                                | Individual plans will be revised as needed.                                                                          |                    |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                                                                                                                                                                                                                                              | Increase in percentage of students scoring Levels 4 and above on the school based progress monitoring and benchmark assessments |                                                                                                                                                | Individual plans will be revised as needed.                                                                          |                    |

| List of Specific Data Analyzed  |
|---------------------------------|
| Attendance Data                 |
| Discipline Data                 |
| Grading Reports                 |
| State Assessment Reports        |
| Retention Reports               |
| Suspension Reports              |
| Tier Data from Interventionists |

| School Restructuring Plan Goals                                                                                                                                         |                                                                                                                                    |                                                                                                                            |                                                                                                               |                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>Goal 1: Increase student attendance to 96%</b>                                                                                                                       |                                                                                                                                    |                                                                                                                            |                                                                                                               |                                                 |
| 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                              |
| August 2026-May 2027                                                                                                                                                    | Daily monitoring of ADA. The DropOut Prevention plan will be publicized on all social media platforms as well as district websites | SAM, Clerical Worker, Truancy Officer, all data point reports                                                              | District Leadership Team                                                                                      | Clerical Worker at each school, Truancy Officer |
| District Dropout Team meets bimonthly                                                                                                                                   | Review Data Points, Identify issues, Prepare school board reports                                                                  | EHS attendance and referral reports from SAM and/or School Status, Students grading reports, reports from interventionists | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators                              |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                       | Review data points, Identify issues, Match interventions for needs                                                                 | EHS Attendance and Referral reports from SAM Students grading reports, reports from interventionists                       | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators                              |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                       | Review data points, Identify issues, Match interventions for                                                                       | EHS Attendance and Referral reports from SAM Students grading                                                              | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin                                              | EHS Team                                        |

|                                                                                                                                                                         |                                                                                                                   |                                                                                                        |                                                                                                               |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------|
|                                                                                                                                                                         | needs                                                                                                             | reports, reports from interventionists                                                                 | EHS Assistant Principal - Carlee Peterson                                                                     |                    |
| Plan to Progress Monitor                                                                                                                                                |                                                                                                                   |                                                                                                        |                                                                                                               |                    |
| Date                                                                                                                                                                    | Evidence to Determine Progress Toward Achieving Goal                                                              |                                                                                                        | Potential Adjustments                                                                                         |                    |
| Monthly School Board Meetings                                                                                                                                           | Data point reports will be extracted from School Status                                                           |                                                                                                        | The school board may change the frequency of the data presentations                                           |                    |
| School Dropout Prevention Teams meet each 4 weeks                                                                                                                       | Data analyzed to identify struggling students; interventions will be identified to meet students' needs           |                                                                                                        | Individual plans will be revised as necessary.                                                                |                    |
|                                                                                                                                                                         |                                                                                                                   |                                                                                                        |                                                                                                               |                    |
| Goal 2: Reduce the number of office referrals as indicated in SAM by 10%                                                                                                |                                                                                                                   |                                                                                                        |                                                                                                               |                    |
| Focus Area: <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other |                                                                                                                   |                                                                                                        |                                                                                                               |                    |
| Timeline                                                                                                                                                                | Action                                                                                                            | Resources Needed/Source                                                                                | Person(s) Responsible                                                                                         | Person(s) Involved |
| August 2026-June 2027                                                                                                                                                   | Bimonthly data reports to the school board. The EHS leadership team reviews discipline data twice per nine weeks. | EHS attendance and discipline reports from SAM Students grading reports, reports from interventionists | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators |
| District Dropout Team meets bimonthly                                                                                                                                   | Review data points, identify issues, prepare report for school board                                              | EHS attendance and discipline reports from SAM Students grading reports, reports from interventionists | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators |
| School Dropout Prevention Teams meet each 9 weeks                                                                                                                       | Review data points, identify issues, match interventions for needs                                                | EHS Discipline reports from SAM Students grading reports, reports from interventionists                | EHS Principal - Jerritt Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators |
| Plan to Progress Monitor                                                                                                                                                |                                                                                                                   |                                                                                                        |                                                                                                               |                    |
| Date                                                                                                                                                                    | Evidence to Determine Progress Toward Achieving Goal                                                              |                                                                                                        | Potential Adjustments                                                                                         |                    |
| August 2026-                                                                                                                                                            | Reduction in number of referrals                                                                                  |                                                                                                        | Strategies/Consequences may need                                                                              |                    |

|                                                   |                                                                                  |                                                                                 |
|---------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| June 2027                                         | each month                                                                       | revising if there is evidence of effectiveness                                  |
| School Dropout Prevention Teams meet each 9 weeks | The team will review discipline data to identify students with discipline issues | Strategies/Consequences may need revising if there is evidence of effectiveness |
|                                                   |                                                                                  |                                                                                 |

**Goal 3: Increase percentage of students scoring level 4 and above on site-based progress monitoring and benchmark assessments.**

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

| Timeline                                                       | Action                                                               | Resources Needed/Source                        | Person(s) Responsible                                                                                       | Person(s) Involved |
|----------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------|
| August 2026-June 2027                                          | Data reviews, interventions, reports                                 | EHS attendance and discipline reports from SAM | EHS Principal - Jerri Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators |
| District Dropout Team meets bimonthly                          | Review data points, identify issues, prepare report for school board | EHS attendance and discipline reports from SAM | EHS Principal - Jerri Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators |
| School Dropout Prevention Teams meet each 9 weeks              | Review data points, identify issues, prepare report for school board | EHS attendance and discipline reports from SAM | EHS Principal - Jerri Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators |
| District Dropout Team reports data bimonthly with school board | Provide data report to school board                                  | EHS attendance and discipline reports from SAM | EHS Principal - Jerri Alford<br>EHS Counselor - Spencer Austin<br>EHS Assistant Principal - Carlee Peterson | EHS Administrators |

**Plan to Progress Monitor**

| Date | Evidence to Determine Progress Toward Achieving Goal | Potential Adjustments |
|------|------------------------------------------------------|-----------------------|
|------|------------------------------------------------------|-----------------------|

|                                                   |                                                                                                                              |                                             |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| August 2027-June 2027                             | Increase percentage of students scoring levels 4 and above on the school based progress monitoring and benchmark assessments | Individual plans will be revised as needed. |
| School Dropout Prevention Teams meet each 9 weeks | Increase percentage of students scoring levels 4 and above on the school based progress monitoring and benchmark assessments | Individual plans will be revised as needed. |

**Interventions to be considered include but are not limited to:**

| Intervention                           | Focus Area                        |
|----------------------------------------|-----------------------------------|
| Assign counselor to monitor            | attendance, behavior, performance |
| Plan to focus on future careers        | attendance, behavior, performance |
| Assign In School Suspension            | attendance, behavior              |
| School to Home Message (School Status) | attendance, behavior, performance |
| Conference with parents                | attendance, behavior, performance |
| Social skills training by              | behavior                          |
| Individual counseling by counselor or  | attendance, behavior              |
| PBIS action                            | attendance, behavior, performance |
| Academic tutoring                      | performance                       |

As superintendent of Webster County School District, I verify that I have reviewed and approved this EHS 2026-2027 Dropout Prevention and Restructuring Plan for the 2026-2027 school year.



Mr. James Mason, Superintendent

7-22-26

Date

7-22-26

Board Approval Date

As president of Webster County School District Board of Trustees, I verify that I have reviewed and approved this EHS 2024-2027 Dropout Prevention and Restructuring Plan for the 2026-2027 school year.



Gabby Davis, President

7-22-26

Date

7-22-26

Board Approval Date