

Choctaw County School District
Dropout Prevention Plan
2023 - 2024



Mr. Stewart G. Beard, Jr.
Superintendent of Education

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Part I – Dropout Prevention Plan Cover Sheet

School District: Choctaw County School District

Superintendent: Stewart G. Beard, Jr.

Principal: Samantha Kelly

Ackerman Elementary School

Elementary (Pre-K – 6)

Principal: James Catchot

Choctaw County High School

High School (7 – 12)

Principal: Amber Vowell

French Camp Elementary

Elementary (Pre-K – 6)

Principal: Robbie Denson

Weir Elementary School

Elementary (Pre-K – 6)

Part II – Local Dropout Prevention Team

School District: Choctaw County School District
Mailing Address: P.O. Box 398
 Ackerman, MS 39735
Telephone: 662-285-4022 **Fax:** 662-285-4049
E-mail address for School Superintendent: glenbeard@choctawsd.ms
E-mail address for Team Leader: glenblaine@choctawsd.ms

Name/Title	Signature	Role
Glen Beard, Superintendent		District Office Staff
Glen C. Blaine Assistant Superintendent		District Office Staff
James Catchot Principal, CCHS		School Staff
Emily Cade Counselor, CCHS		School Staff
Robbie Denson Principal, WES		School Staff
Jerene Parker Counselor, FCES		School Staff
Dudley Vance Principal, CCCTC		School Staff
Marcy McGlothin Counselor, CCCTC		School Staff
Renea Easley Parent		Community Rep.

Part III. Statement of Assurance

On behalf of the Choctaw County School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate to 91% by 2022-2023; 2) reduce the dropout rate by 30% by 2023-2024; and 3) reducing the truancy rate by 30% by 2023-2024.

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

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

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

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

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

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

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

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

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

District Superintendent: Stewart G. Beard, Jr. _____(signature)

School Board Chair: Michael Thomas _____(signature)

CCSD MISSION STATEMENT

The Choctaw County School District is dedicated to prepare all student to exit each grade level meeting or exceeding requirements to be prepared for college or careers and to be positive, productive members of society. In order to achieve this mission, the District has the following as its major goals:

1. Leadership

The District will provide competent instructional leadership at all levels. Professional development will be provided and on-going performance evaluations will be conducted in order to allow maximum growth in this area.

2. Instruction

The District promotes the belief that all children can learn; therefore, the District provides a clearly defined instructional plan that will include the following:

- A. Sufficient amounts of time for instruction in the basic skills
- B. Well-defined instructional objectives for each subject area and grade level
- C. Activities for each objective that are designed to ensure mastery of the basic skills by every student and to provide enrichment experiences that promote understanding
- D. Sufficient amounts of materials, supplies and support services needed to provide basic skills instruction as defined in the Mississippi Public School Accountability Standards.
- E. A systematic evaluation procedure for measuring mastery of pre-determined objectives
- F. District-wide performance –based promotion, retention, grading, and graduation requirements based on mastery of statewide pre-determined frameworks and benchmarks
- G. Training, supervision, and performance evaluation for all instructional personnel to further the development of an effective classroom and support a highly qualified staff.

3. Learning Environment

The District will provide the leadership necessary to promote and maintain an effective school climate in which the belief that all students can learn shall prevail.

4. Community Involvement

The District will seek to involve the community in the decision-making processes of the school system. The quest for academic excellence from all students is the responsibility of the Choctaw County School System. It is with this in mind that the District sets forth these goals, which will promote this important mission.

CCSD Strategic Plan

Choctaw County School District understands the importance of helping each child to possess the necessary reading and math skills at or above grade level. As a result of our commitment to helping each child excel, we have established the following reading and math goals district-wide:

Reading and Math Growth Goals

By the end of 2023-2024 school year: 82% of all district students will show growth according to the MDE growth predictor based on end of year State Testing in both reading and math.

By the end of 2024-2025 school year: 84% of all district students will show growth according to the MDE growth predictor based on end of year State Testing in both reading and math.

By the end of 2025-2026 school year: 86% of all district students will show growth according to the MDE growth predictor based on end of year State Testing in both reading and math.

Reading Goals

By the end of 2023-2024 school year: 90% of all district 3rd grade-5th grade students will be reading at or above grade level aligned to college and career readiness standards.

By the end of 2024-2025 school year: 92% of all district 3rd grade-6th grade students will be reading at or above grade level aligned to college and career readiness standards.

By the end of 2025-2026 school year: 93% of all district 3rd grade-7th grade students will be reading at or above grade level aligned to college and career readiness standards.

Central Office staff will:

- Support the building level administrators and teachers in supplying instructional needs
- Support the building level administrators and teachers in providing professional development opportunities
- Ensure that the technology infrastructure remains up and in good order
- Ensure that district policies are communicated and enforced
- Involve administrators, teachers, staff, and community in decision making that affects them
- Ensure that funds are allocated with a laser focus on academics and district goals

Building level administrators will:

- Get to know each student by name and encourage students to do their best.
- Be a constant presence out and about campus
- Perform weekly 3 minute walkthroughs in every classroom weekly.
 - Provide feedback to teachers and arrange necessary professional development &/or resources in areas of need.
- Perform walkthrough evaluation and formal evaluations each school year.
 - Provide feedback to teachers and arrange necessary professional development &/or resources in areas of need.
- Encourage, inspire, and motivate staff doing whatever it takes to keep morale up.
- Have high expectations for all staff as well as for themselves
- Administrators should ensure that:
 - Teachers should have students engaged in instruction from bell to bell
 - Teachers cover the frameworks at the proper level of rigor
 - Curriculum is aligned from grade to grade so that students have the necessary prerequisites to be successful

Principals will lead their staff to do the following things to meet the district goals:

- Connect with and engage every child, every day
- Differentiate instruction for every child, every day
 - Programs will be used to assist: Study Island, Edmentum, Freckle Math, Accelerated Reader, Renaissance, STAR, Iready, ELS, and others.
 - Benchmark testing will be used to determine student levels to differentiate instruction.

- General Education teachers will work closely with inclusion teachers to meet the needs of all students
- General education teachers and inclusion teachers will work closely with the interventionists to meet the needs of children receiving interventions.
- Establish class reading and math goals as well as individual student reading and math goals.
- Infuse technology and manipulatives into lessons to make lessons more engaging.
- Teachers will differentiate assignments for children based on their needs. i.e. Gifted students may need more of a challenge and lower level students will need homework that is related to on-level material for the individual.

Choctaw County School District Dropout Prevention Goals

State Dropout Rate: 9.0%

District Dropout Rate: 7274%

State Graduation Rate: 88.9%

District Graduation Rate: 95.9%

State ACT Average: 17.4

District ACT Average: 18.3

- Reduce the District's dropout rate by 2% by end of 2023-2024 school year
- Reduce the District's truancy (absenteeism) rate by 2% by end of 2023-2024 school year
- Increase the District's graduation rate for cohort class of entering freshman for 2023-2024 school year

MAJOR RISK FACTORS IDENTIFIED

- Lack of parental involvement/ general family problems
- Academic difficulties
- Multiple discipline referrals
- Poor attendance
- Pregnancy

Specific Strategies

- Students in Kindergarten, First, and Second will be met on frequently to discuss progress and see if student needs to be pulled for Tier II or moved to Tier III intervention to help reduce retention.
- Subgroup data will be monitored closely to target specific group(s) that may need additional intervention or tutoring.
- Utilizing New Learning Resources, JumpStart ACT, Mississippi Works, etc. will be utilized in order to help focus on students age seventeen (17) through twenty-one (21).
- Students transitioning from juvenile detention centers will begin within our alternative school setting in order to get one on one assistance and ease back into the mainstream by adding a few classes at a time.

Part IV. District Data Form (2023-2024)

School Demographic Profiles

Ackerman Elementary School

Pre-K - 6th Grade

Enrollment – 468

Counselor to Student Ratio – 1:468

Female – 205

Male – 263

Asian – 3

Black – 119

White – 329

Hispanic – 7

Pacific Islander – 0

Native American – 0

French Camp Elementary

Pre-K – 6th Grade

Enrollment – 122

Counselor to Student Ratio – 1:122

Female – 54

Male – 68

Asian – 1

Black – 24

White – 94

Hispanic – 3

Pacific Islander – 0

Native American – 0

Choctaw County High School

7th – 12th Grade

Enrollment – 543

Counselor to Student Ratio – 1:543

Female – 257

Male – 286

Asian – 3

Black – 244

White – 288

Hispanic – 8

Pacific Islander – 0

Native American – 0

Weir Elementary School

Pre-K – 6th grade

Enrollment – 126

Counselor to Student Ratio – 1:126

Female – 59

Male – 67

Asian – 0

Black – 90

White – 57

Hispanic – 1

Pacific Islander – 0

Native American – 0

Part V. Needs Assessment Outcomes

In this section, please describe the major outcomes from your district needs assessment, as they address the following areas.

Needs Assessment Areas	Descriptions
Target Group Identified	<p>District-Wide: Targeted students are identified as all students in grades 7 through 12.</p> <p>Specific students identified for intervention are those who are (1) failing courses, (2) have accumulated 5 or more unexcused absences, or (3) have 5 or more discipline referrals</p>
Data Collection Methods Used	<p>District data review</p> <p>SAMs, School Status, ELS</p>
Prioritized List of Needs	<p>The major needs were identified from each of the four groups. The top needs for the district were summarized from the four groups.</p>
Short Term Goals	<ol style="list-style-type: none"> 1) Increase parent involvement participation by 2% by the end of the 2023-2024 school year as reflected by parent sign-in sheets at various gatherings, i.e. Open House, PTO Meetings, Parent Involvement Activities. 2) Increase test scores according to proficiency by the end of the 2023-2024 school year. 3) Increase attendance of 7th through 12th grade students by 3% by the end of the 2023-2024 school year. 4) Increase HSCI by 20 points by end of 2023-2024 school yr.
Long Term Goals	<ol style="list-style-type: none"> 1) Increase parent involvement participation by 5% by the end of the 2024-2025 school year as reflected by parent sign-ion sheets at various gatherings, i.e. Open House, PTO Meetings, Parent Involvement Activities. 2) Increase test scores (5 proficient or above) by the end of the 2024-2025 school year. 3) Increase graduation rate by 2% by the end of the 2024-2025 school year.

	4) Increase the HSCI by 30 points or increase graduation rate to 2% or greater by the end of the 2024-2025 school year.
Recommendations for future needs assessments	Add questions to the Title I survey that parents already complete.

Part VI. Current District Initiatives

In this section, please list each of your current district dropout prevention initiatives, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) and for the various school levels. Each initiative should be related to the three overarching goals of: increasing the district graduation rate; reducing the district dropout rate; and reducing the district truancy rate. Please provide an elaboration of each program on separate attachments, labeled Appendix A – Current District Initiatives.

15 Dropout Prevention Strategies	Strategy	Grade Level
Systemic Renewal	Teacher Recruiting	District-Wide
School-Community Collaboration	Collaboration with Community Counseling	District-Wide
Safe/Learning Environment	Crisis Management Plan Safe and Drug Free Schools Work to get Security at all school sites	District-Wide
Family Engagement	PTO Meetings Title I Title I Parental Involvement Activities	District-Wide
Early Childhood Education	Pre-Kindergarten HeadStart Early HeadStart	All District Elementary Schools

Early Literacy Development	Frog Street Press Star Reader/Accelerated Reader Reading Eggs Happy Numbers ESGI See-Saw Waterford IXL Wordly Wise STAR Early Literacy MKAS MTSS and Tier Data with Interventionists	All Schools
Mentoring/Tutoring	Learning Strategies/Compensatory Classes for Reading and Writing ACT Prep Classes Study Skills	CCHS
Service Learning	Vocational Education ICT Community Service Classes	CCHS
Alternative Schooling	Edmentum Ed Options	CCHS
Professional Development	ELA Math Science Data Management Literacy Writing Process	District-Wide
Active Learning	ICT Vocational Classes	CCHS

Educational Technology	USA Test Prep Study Island Freckle Math Accelerated Reader-Renaissance MCT2 Achiever	District-Wide
Individualized Instruction	Interventionists Study Island Learning Strategies/Compensatory Classes for Reading and Writing	District-Wide
Career and Technical Education (CTE)	ICT AEST 5 programs as CCCTC SkillsUSA	District-Wide

Part VII. Proposed District Initiatives

Please complete the chart below for each of your district's proposed dropout prevention initiatives. For each proposed initiative, you should detail the following information:

- Proposed initiative – provide either an official title for a program or position to be filled, or the proposed working title
- Grade level addressed– note whether the proposed initiative may be applicable to the entire district, or whether it will specifically address a particular grade level
- Purpose or goal – provide a brief description of the purpose or goal of the initiative
- Who is involved – list the name and titles for the individuals who will be involved in the planning and implementation of this initiative
- Proposed cost – provide an estimated cost for the initiative, including costs associated with areas such as planning, supplies, implementation, etc.
- Timeline for implementation – note the amount of time needed for actual program implementation
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention will be addressed by the proposed initiative
- Expected outcomes for students – provide a listing of the district's expected outcomes for the proposed initiatives as they relate to the at-risk student population.

Please provide an elaboration of each program on separate attachments, labeled Appendix B – Proposed District Initiatives.

	Grade Level Addressed	Purpose or Goal	Who is involved?	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcome for Student
ELS	District-wide	Increase achievement in reading/math	School employees/ students	\$22,500.00	23-24 school year	Early Literacy Development, Mentoring/Tutoring, Alternative Schooling, Active Learning, Educational Technology, Individualized Instruction, and CTE	Increase achievement on high stakes testing
Google Classroom Training	District-Wide	Increase performance in classroom and on state assessments	School employees	\$2,750	23-24 school year	Professional Development	Increased achievement
Consultants	Specific Classroom Teachers	Increase achievement of students and focus on weaknesses of specific teachers in various areas	School employees	\$40,000.00	23-24 school year	Professional Development	Increased achievement

Part VIII. Evaluating Effectiveness

Please complete the chart below to detail your district’s plan for evaluating both your current and proposed dropout prevention initiatives. For each initiative (current or proposed), you should note the following information:

- Performance indicators / method of evaluation – provide the measures your district will use to determine effectiveness of either the proposed initiative and should be related to the initiative’s purpose or goal. Performance indicators may include areas such as the following: increase in test scores; increased participation in extracurricular activities; decrease in student referrals; increase in parent participation; etc.
- Sources of data – describe what data will be used to support the performance indicators and how the data will be accessed
- Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention is addressed the proposed initiative

	Grade Level Addressed	Performance Indicator/ Method of Evaluation	Sources of Data	Baseline Data	Dropout Prevention Strategy Addressed	Goal Met Yes/No
Community Counseling Referrals	District-wide	Decrease in student discipline referrals and absences	School discipline reports, student achievement, attendance reports	# of discipline referrals % Proficient or above # absences	School and community collaboration	Yes
Parent Involvement Programs	District-Wide	Increase parental involvement	PTO, Open House, Parental Involvement Programs	# signed in	Family engagement	Yes
Teacher Recruitment	District-Wide	Increase applicant pool	# of applicants for teaching positions	# of applications on file	Systemic renewal	Yes

Pre-K and Central Mississippi Head Start Collaboration	District-Wide	Improve early childhood education	Pre-K rosters Meetings with CMHS	# of students served in Pre-K Get it! Got it! Go! Results	Early Childhood Education	Yes
AR/Renaissance	District-Wide	Improve literacy skills	Reading MAAP and SATP Scores	% proficient and above	Early Literacy Development	Yes
Crisis Management Plan	District-Wide	Improve safety on campuses	Discipline reports	# of discipline referrals	Safe Learning Environment	Yes
Vocational Programs	District-Wide	Increase # of students entering vocational programs	CCCTC class rosters	# completing vocational programs	Service learning Active learning Career and Technical Education	Yes
Edmentum	District-Wide	Increase # of students entering graduate program rather than dropping out	GED program results from former years	# of students entering and attempting tests	Alternative Schooling	Yes
Freckle Math/ USA Test Prep/	District-Wide	Increase student achievement levels	Math MAAP and SATP Scores	% proficient and above	Educational Technology	Yes
Interventionists	District-Wide	Increase available individualized instruction	PLC Meetings / Tier Meeting referrals	# of students referred for testing and receiving a SPED ruling	Individualized Instruction	Yes

Appendix A

Choctaw County School District

Select Current District Initiatives
And
Dropout Strategies

CURRENT DISTRICT INITIATIVES

Community Counseling Services- is a public non-profit agency that is certified by the Mississippi State Department of Mental Health. CCS offers programs including outpatient therapy, medication evaluation, group homes, day treatment programs, school-related services, residential placement, and acute hospitalization. CCS services are available in all of the schools in the District. Case managers visit all schools and make frequent (often daily) contact with teachers, principals, counselors, students, and other school personnel, as well as with parents/guardians, and (if necessary) school attendance officers, in order to provide linkage and gather information pertinent to the treatment of children already receiving services and to remind school staff of services that are available. Full-time school –based programs are also utilized (i.e.-Weir Attendance Center), and play a major role in supporting the regular attendance of students needing support and intervention.

Safe and Drug-Free Schools and Communities of Choctaw County- The County Board of Education adopts a Crisis Management Plan each year. Also, each school provides drug education for all students.

Intervention and Tutorial Programs- Struggling students are provided with one-on-one interventions, whether by a person or computer-based. Students interact with Accelerated Reader, Freckle Math, Study Island, Grade Results, and iReady to provide individualized, differentiated instruction through technology. Students in the elementary schools work with interventionists during the school day to improve their math and literacy skills. Students in the high schools work with subject area teachers to prepare for and be remediated for subject area high stakes tests.

Career and Technology Education -

- 7th Grade students take ICT1
- 8th Grade students take ICT2
- 9-12 grade students can take AEST courses at their respective campuses
- 10-12 students can enroll in any of 5 vocational programs

Family Engagement & School-Community Collaboration- District schools encourage and promote an expansion of the present District partnership between home/ school/ community. This concept has historically been displayed by the presence of an active parent/teacher (PTO) organization, and Open House events at each school. This initiative is now directed towards overcoming any present barriers of communication, and will result in assisting the many school families and community supporters in their quest to help their children reach their optimum potential. Each school offers some parental involvement activities funded through Title I. Parents are able to keep up with their children's grades and attendance through Active Parent.

Appendix B

Choctaw County School District

Select Proposed District Initiatives And Dropout Strategies

Check in Program—This program’s purpose is to provide encouragement and support to those “at risk” students identified as needing positive recognition and the benefits of individual attention. This program is directed towards instilling in these students a sense of direction and an appreciation of educational values necessary for success and will ultimately motivate them to work hard and prepare for the future by graduating from school. Seventh through twelfth grade students identified as at-risk will meet with administrators and counselors in order to set goals and address anything that might be hindering the educational process.

Choctaw County High School

School Restructuring Plan 2023-2024



James Catchot, Principal
Emily Cade, Counselor

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Part I: Team Members

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team?
Glen Beard	Superintendent	Former Principal/Current Superintendent
Glen Blaine	Asst. Superintendent	Former Principal/Current Curriculum Coordinator
James Catchot	High School Principal	Years of dealing with Graduation Requirements and Scheduling
Emily Cade	Counselor	Expertise in Graduation Requirements and individual students
Dudley Vance	Vocational Director	Expertise in Graduation Requirements and Special Education
Marcy McGlothin	Vocational Counselor	Expertise in Scheduling and Graduation Requirements
Robbie Denson	Principal	Expertise in both Elementary and Secondary Schools
Jerene Parker	Counselor	Expertise in Elementary Counseling / Scheduling
Renea Easley	Parent Liaison	Community Representative

Part II: Data Sources

List of Data Available

School Population

Teacher Attendance

Student Academics

Student Attendance

Truancy Rates

Graduation Rates

Dropout Rates

Discipline Reports for School and Individuals

Students with Disabilities

Benchmark/Testing Data

Part III: Goals for CCHS

School Restructuring Plan Goals

- Goal 1: CCHS will strive to increase attendance rates in our school to encourage students to be at school to learn by direct instruction each day.
- Goal 2: CCHS will strive to decrease unwanted behaviors and promote positive behaviors each day.
- Goal 3: CCHS will strive to identify and work with individual students to meet the course performance predictors and to promote academic success.
- Goal 4:
(If applicable)

Part IV: Goal 1

School Restructuring Plan Goals				
Goal 1: Increasing overall student attendance by 2%.				
Focus Area: <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
S M A R T	Specific	S – is the goal specific ?	Increase Attendance by 2%	
	Measurable	M – is the goal measurable ?	Provide incentives to come to school and provide information to parents; School Staff will carry this out; Contact Parents/provide incentives	
	Achievable	A – is the goal achievable ?	We will look at the data from our Attendance Collection Program; we will meet with students who are at risk.	
	Relevant	R – is the goal relevant to performance expectations?	We hope to increase the attendance rate and view the data at the end of each month. Sickness and yearly illnesses will hinder some of the progress.	
	Time Bound	T – is the goal time bound ?	Yes, we want the students to come to school in order to receive daily academic instruction.	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Provide incentives and give information to parents	Incentives	School Staff	ALL Staff Students Parents

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	Data from SAMs	Change/Add Incentives

Part V: Goal 2

School Restructuring Plan Goals

Goal 2: Decrease Unwanted Behavior/Office Referrals by 5%.

Focus Area: Attendance Behavior Course Performance Other

S

Specific

S – is the goal **specific**?

Decrease the number of office referrals by 5% by offering positive behavior incentives. The administration will carry this out.

M

Measurable

M – is the goal **measurable**?

We will monitor the percentages from the SAMs program. We will provide a positive behavior program in the ISD/ISR room.

A

Achievable

A – is the goal **achievable**?

We will look at this each month. Some months seem to be more active than others. We will try to be proactive and ask teachers to develop a PBIS system in their classrooms as well.

R

Relevant

R – is the goal **relevant** to performance expectations?

Yes, the students need to be in the classrooms instead of ISD/ISR or out of school in order to receive direct instruction from their teachers.

T	Time Bound	T – is the goal time bound ?			This task will be done daily. However, we will monitor progress each month.
	Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Provide Incentives and PBIS system	Training/Incentives	School Staff	ALL Staff Parents Students	

Plan to Progress Monitor

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

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Percentage of Referrals decreases	Change PBIS system and incentives if needed

Part VI: Goal 3

School Restructuring Plan Goals

Goal 3: Identifying and working with individuals that meet course performance predictors

Focus Area: Attendance Behavior Course Performance Other

S	Specific	S – is the goal specific ?	Identify students who are at risk of dropping out or failing a grade. We will need to look at past progress and performance data.
	M	Measurable	M – is the goal measurable ?
			We will look at benchmarks and classroom data. Students will be monitored by an interventionist.

A R T	Achievable	A – is the goal achievable ?	We will monitor the progress each nine weeks. We will adjust schedules in order for the interventionist to meet with the students a couple of times per week.		
	Relevant	R – is the goal relevant to performance expectations?	The students will receive small group instruction and assistance with academic deficits. With the assistance, the students will show progress in the classroom.		
	Time Bound	T – is the goal time bound ?	We will look at performance levels at the end of a grading period.		
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved	
2021-2022 school year	Students will receive help from an interventionist	Previous data	Interventionist	Students Interventionist	

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
2021-2022 School Year	Student performance of State Tests and Increased Graduation Rate	Adjustments to schedules and rotation of students



CHOCTAW COUNTY SCHOOL DISTRICT

Vision:
**Preparing every Charger for a positive
and productive future**

The mission of the Choctaw County School District is to prepare all students to exit each grade level meeting or exceeding requirements to be prepared for college or careers and to be positive, productive members of society.