Dropout Prevention Plan

Revised July 2023

School Year 2023-24

STARKVILLE OKTIBBEHA SCHOOL DISTRICT

401 Greensboro Street

Starkville, MS 39759

Dr. Tony McGee, Superintendent

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Part I: Dropout Prevention Plan

2023-2024 District Schools

Dr. Tony McGee, Superintendent

District Contact: Dr. Vernita Wilson, Asst. Superintendent: Curriculum & Instruction 401 Greensboro Street – Starkville, MS 39759 Telephone: 662.324.4050 / FAX: 662.324.4068

Secondary Schools - 2 Transitions	
Starkville High School (9-12) Dr. Darein Spann, Principal	
Partnership Middle School (6-7) Jorine Neal, Principal	Armstrong Junior High School (8) Ra'mon Forbes, Principal
Elementary Schools - 1-3 Transitions	
West Elementary School (PK-5) Gabrielle Mills, Principal	Overstreet Elementary School (5) Julie Kennedy
Sudduth Elementary School (PK-1) Dr. Morgan Abraham, Principal	Ward Stewart Elementary School (2-4) Julie Fancher, Principal
District-wide	
Millsaps Career & Technical Center (9-12) Dr. Lenora Hogan, Director	The Learning Center Dr. Watress Harris, Principal

Starkville Oktibbeha School District Team Members

Team Member	Position	Team Member	Position
Shonda Bates	Counselor-SHS	Anita Johnson	TSI Interventionist-SHS
Susan Weaver	Counselor-SHS	Abby Moon	Interventionist-SHS
Stephanie Keller	Counselor-SHS	Lenora Hogan	Director MCTC
Mary Rush	Counselor-MCTC	Katie Young	Counselor-AJHS
Darein Spann	Exec. Principal-SHS	Ebony Fletcher	Interventionist-AJHS
Patrick Henderson	Principal-H2S-SHS	Ra'mon Forbes	Principal AJHS
Greg Washington	Principal-TEC-SHS	Randy Grierson	Asst. Principal-AJHS
Adam Dillinger	Principal-CAB-SHS	Julie Jones	Director-SSS
Ashley Parvin	Principal-9th-SHS	Watress Harris	Principal-TLC
Kaylah Howell	Counselor	Cynthia Milons	Graduation Coach
Whitney Williams	TSI Interventionist-AJHS		

Part II: Statement of Assurance

On behalf of the Starkville Oktibbeha Consolidated School District, I hereby submit a local Dropout Prevention Plan to provide goals, objectives and initiatives necessary to meet the following overarching goals of the state dropout prevention plan: 1) Reducing retention rate; 2) Targeting Subgroups & Graduation Requirement; and 3) Recovery Initiatives.

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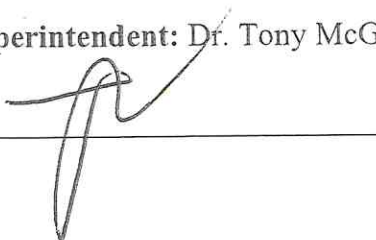
I hereby certify that our Board of Trustees has reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:
Dr. Vernita Wilson, Assistant Superintendent, Curriculum & Instruction
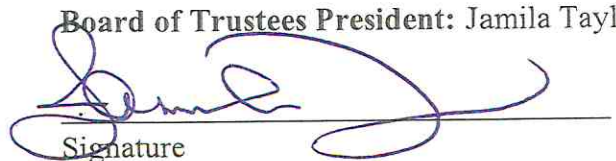401 Greensboro Street
Starkville, MS 39759
662-324-4050

District Superintendent: Dr. Tony McGee

_____
Signature

Board of Trustees President: Jamila Taylor

_____
Signature

Part III: District Data

2023 Accountability Four-Year Graduation and Dropout Rates		
School	**Graduation Rate (%)**	**Dropout Rate (%)**
Starkville High School	86.07	9.6
Starkville Oktibbeha Consolidated School District (all students)	86.3	9.6
Starkville Oktibbeha Consolidated School District (students with disabilities)	66.0	
Mississippi Statewide Results	88.4	9.0
Mississippi Statewide Results (students with disabilities)	67.1	19.3

District Wide Student Demographic Data – October 2022

	Female	Male	Asian	Black	Hispanic	Pacific Islander	Native American	White
Number	2381	2513	161	3224	73	10	7	1419
Percentage	49	51	3	66	1	>1	>1	29

District Wide Staff Demographic Data (Teacher/Administrators) - October 2022

	Female	Male	Asian	Black	Hispanic	Pacific Islander	Native American	White
Number	301	71	2	118	2	0	0	250
Percentage	81	19	>1	32	>1	0	0	67

2022-2023 Enrollment		
School	**Student Count**	**Counselor/Student Ratio**
Sudduth Elementary	881	1/440
Ward Stewart Elementary	948	1/316
West Elementary	183	1/183
Overstreet Elementary	303	1/303
Partnership Middle School	753	1/376

Armstrong Junior High School	750	1/375
Starkville High School	1076	1/269
Number of students receiving Free/Reduced meals = 70%		

Part IV: District Initiatives

Starkville Oktibbeha School District (SOCSD) embraces our responsibility to ensure that every child receives a personalized education in a student-centered, 21st century learning environment that inspires critical thinking, collaboration, creativity, and communication, in preparing our students to graduate college and career ready. Through award-winning fine arts, competitive team sports, engaging extra-curricular programs, and 21st century internship opportunities, our students' educational experiences stretch beyond the classroom to playing fields, performance stages, and work-based learning opportunities that capture their passion, fuel their purpose, and push them to achieve their full potential.

The SOCSD has committed to providing additional instructional teacher units that are needed to allow for flexible scheduling in Grades 6-12. The District has placed additional personnel on staff, specifically for the purposes: outreach with community and industry partners for job shadowing, externships with community partners, work-based learning opportunities for students and staff, enhanced support of student social-emotional growth with additional personnel and programs, as well as, prioritized career exploration and career planning as a part of students' programs of study. Next stages of development include on-site professional development for staff for the integration of project-based learning into curricula. Professional development for staff focused on bringing everyone together with a centralized understanding of what each student needed to succeed. Measures of Success include improved academic performance of all students, improved attendance for all students, as well industry certification and increased employability skills of all students.

The use of data in support of each student is a primary focus of the district's transition for our secondary students. Utilizing multi-tiered systems of support (MTSS) and the early warning system process is foundational as we work toward educational equity. SOCSD has committed to fidelity in this process by securing a district coordinator that supports training of administrators and staff, implementation of resources and procedures consistently in our internal processes. Additionally, the coordinator also conducts site-based assessments of MTSS processes, asset maps, and available resources. The coordinator also streamlines and identifies any resource gaps and systematically collects data for data-based decision making, evaluation, and progress monitoring for students in the areas of attendance, behavior, and academic supports. Furthermore, the coordinator includes work to ensure that high-quality, appropriate support and instruction is in place for all students, models instructional delivery, and supports the increased use of data in decision-making and instructional choices.

SOCSD is committed to providing rigorous and meaningful instruction for all students by embedding on-going instructional support in the new teacher induction program, establishing effective professional learning communities (PLCs) along with on-going content-specific professional development, ensuring the use of evidence-based resources that align with Mississippi College and Career Readiness Standards. The district has

transitioned to a modified year-round calendar for the 2023-2024 academic year to provide more continuity throughout the year for students as well as real time enrichment for students.

The SOCSD seeks to provide a personalized learning experience for all students by providing an educational pathway that meets the needs of all students through our wall-to-wall Academic Houses, opportunities in enhanced career and technical courses, while maintaining a strong, viable curriculum with a robust advanced placement/dual enrollment program.

Moreover, the MSU-SOCSD Partnership School collaboration was designed to impact the future of education in our state and in our community by investing in the educational experience of our middle school students to create one of the most innovative schools from programs to facilities. Innovative practices and collaborative learning spaces have ignited the spark of excellence for students in the middle grades. State of the art facilities and world-class resources served as a district-wide hub of STEM learning for robotics, environmental sciences, mathematics, literacy, and the arts. Teachers have collaborated to research, develop and dynamically implement best practices in classroom instruction.

The SOCSD's dropout prevention plan is inclusive of strategic goals, objectives, initiatives, and expectations to meet or exceed the state's goals for graduation rates and dropout rates. The SOCSD's graduation rate for 2023 seniors is 86.07% and the dropout rate is 9.6%.

In alignment with the SOCSD mission statement, we achieve excellence by facilitating the discovery and development of each student's passion, purpose, and potential. As our district works in tandem with external stakeholders to braid funding efforts and resources, our focus and calibration is centered on SOCSD's district goals. As decisions are made, they are measured to ensure alignment with:

- **Student Achievement – We will maximize growth of all students through rigorous and meaningful instruction.**

SOCSD has committed all efforts, energy, and resources to the maximum growth of its students. Beginning in Pre-K, the district has prioritized project-based learning and science of reading processes across grade level and content. We prioritize maintenance of class sizes that allow for small group and individualized instruction, utilize many needs assessments, student surveys and teacher feedback in the development of school, district, and program budgets annually. Students are exposed to best practices for instruction and assessment. Evidence-based resources are also available to teachers within the district.

- **Health, Wellness, and School Culture – We will foster and maintain inviting, equitable, healthy learning environments that promote safety, wellness, engagement and excellence.**

With a focus on student social and emotional health, the SOCSD has prioritized grant opportunities that support SEL learning and personnel. The district prioritizes family support and student needs with funding designated for school social workers, a school counselor for each cohort of students, behavior interventionists at each school, and academic interventionists for each grade level. Additionally, the district, using various funding streams, provides 5 lead teachers to support best practices in our buildings.

- **Human Resources – We will recruit and retain a highly-qualified, diverse workforce through an equitable process to ensure student achievement.**

SOCSD provides support through a comprehensive mentoring program that begins the minute a teacher is recommended for employment with the district. This program is in place not only to support first and second year teachers, but also to support teachers who struggle each year.

In addition to attending recruitment fairs both in and out of state, SOCSD hosts its own annual career fair in February to attract more diverse teaching candidates through recruitment. We also focus efforts in recruiting our own Starkville High School (SHS) students to the Teacher Academy to "grow our own" teachers who will remain local and invested in our schools.

- **Community Collaboration – We will engage and partner with community stakeholders to foster greater student opportunities and build a more vibrant quality of life.**

SOCSD works closely with parents, the community, and MSU as partners to improve outcomes for our students. MOUs are in place to guide partnerships with post-secondary partners and community partners who work in tandem with the advisory board's guidelines and partnership processes. In addition to providing resources and supports throughout the school year, the SOCSD community partners assist us in being able to expand summer camp offerings from four one-week camps in the summer of 2017 to what was an amazing 34 camps in the summer of 2021. These enrichment opportunities spanned grades K-12 and have influenced planning for the modified calendar that first occurred in 2022-2023.

- **Operational Effectiveness – We will maximize resources to ensure operational effectiveness.**

Personnel planning has taken place to align job descriptions to best meet the needs of students, teachers, and our community. With intentional planning, job responsibilities have been developed to generate grant funding to support our efforts to become a District of Innovation. Our goal is to facilitate, maintain, and grow business and community partnerships. Teachers and leaders have been given the opportunity to visit other districts and states that have successfully transitioned their instructional model to academic houses and professional development has been designed to support this transition.

Reducing the Retention Rates in Grades Kindergarten, First and Second

PreK instruction in the SOCSD and Institute of Community Services (ICS) Head Start Oktibbeha County is provided through the Starkville Oktibbeha Early Learning Collaborative (SOELC) housed at the SOCSD Discovery Center. SOELC currently offers 14 PreK classrooms at four locations – Emerson Family School, ICS Head Start-Oktibbeha County, Sudduth Elementary School, and West Elementary School.

- The Starkville Oktibbeha Early Learning Collaborative (SOELC) has provided quality PreK **opportunities for 4-year-olds since 2017**.
- The target score on Mississippi's Kindergarten Readiness Assessment is 498. For the 2021-22 school year, children in SOELC PreK classrooms scored an average of 516 – **18 points above the target score!**
- For the 2022-23 school year, SOELC **expanded from 7 to 14 classrooms** across four sites: Emerson Family School, ICS Head Start-Oktibbeha County, Sudduth Elementary, and West Elementary. **The program currently serves 270 children**.

The **Starkville Oktibbeha Early Learning Collaborative (SOELC)** was awarded in November 2016 and is one of more than 30 collaboratives across the state funded by the Mississippi Department of Education. The funding provides services for children annually in the local collaborative who are four years-old on or before September 1st.

- Teachers have a minimum of a bachelor's degree in an approved early childhood field. Assistant Teachers have a minimum of an associate's degree and early childhood training.
- Our classroom teacher to child ratios are 1-10.
- Mississippi Beginnings curriculum and supportive materials are used in the classrooms that correlates with the Mississippi Early Learning Standards Professional Development for teachers serving in collaborative classrooms.
- Collaboratives provide workshops/trainings for parents to assist their children in vital school readiness skills.
- Workforce classes and High School Equivalency Prep Classes are available for caregivers.
- Parent Conferences are conducted fall, mid-year, and spring.
- Assessments for children measure their progress throughout the year.
- Assessments for classrooms strengthen instruction.
- Health Screenings for children are conducted annually.

Targeting Subgroups That Need Additional Assistance

In addition to providing a high quality education to our general education students, the SOCSD ensures that students who need additional instructional supports are entered into subgroups to receive more targeted instructional approaches to meet their differentiated needs.

Those efforts include the following modifications:

- Students with disabilities in English II are scheduled for an intervention block. Select district interventionists attend phonemic professional development to support struggling readers in middle and high school.
- LPS/Tier 3 students work with subject area lead teachers/mentors during an intervention block to increase student achievement.
- The modified calendar allows for students who need intervention to attend school during 14 days of intersession.
- Students with disabilities are scheduled for an intervention block during the school day in order to work towards meeting their IEP goals.
- Academic and Behavior MTSS meetings are facilitated every 4 weeks.
- Rigorous and meaningful instruction is aligned with real-world application.
- Armstrong Junior High School implemented a new master schedule.
- Flexible scheduling allows an additional math and/or ELA class to provide acceleration for our lowest-performing students.
- Common departmental planning is utilized in most content areas.
- Common assessments are utilized within common content areas.

- Data-driven decision making, such as teacher data talks, are held after each assessment to discuss proficiency, IEP proficiency, bubble students, item analysis, misconceptions, and students who need supplemental instruction.
- Data room are created to view student data and track progress towards goals.
- Student data talks with teachers are utilized to discuss progress towards learning goals.
- Interventions are in each school to assist with on reading and math.
- Additional ELA and EL interventionist are available to teachers.
- Lead teachers are available at the school and district levels to offer support to teachers.
- SOCSD has re-vamped its intervention system to allow on-boarding and off-boarding each 9-weeks through MTSS while tracking data through Panorama.
- The 21st Century after school program is available to all students for enrichment through STEAM or acceleration in daily coursework.
- The Individual Success Plan (ISP), which outlines students' career and academic goals and provides a guide for student goal attainment with the flexibility to meet the needs of all learners, is available for students who meet the criteria of need for services.

Dropout Recovery Initiatives for Students Ages 17 Through 21

The SOCSD endeavors to maintain a low retention rate and acquire a high graduation rate. To that end, our district utilizes the following means for students to have the opportunity to recover credits or earn credits:

- **Extended School –** Extended school is designed for students completing grades 6-8, is a non-Carnegie unit course, when students have failed a required course with a minimum grade of 50. When the student has mastered the required coursework standards at 100% completion, the student receives a grade equal to the lowest passing score for the district (60).
- **Credit Recovery** - Credit recovery sessions are made available to students in grades 8-12 are enrolled with the SOCSD. Carnegie unit courses, starting in Grade 8, are taught online and offered depending on student demand and teacher availability.
- **Grade Results-** Grade results are designed to improve student learning outcomes in Grades 9-12 by providing high-quality, empowering, and enriching online learning experiences that are responsive to each student's individual needs if the students have been identified as potential dropout due to age, grade, or other identifiable metrics.

Part V: Goal Setting

Starkville High School Goals	
Goal 1:	Decrease out-of-school suspensions by 10% from the 2022-2023 school year.
Goal 2:	Increase the daily attendance by 2% from the 2022-2023 school year.
Goal 3:	Increase course performance by 15% from the 2022-2023 school year.
Goal 4:	Increase the graduation rate of students with IEPs by 5% from 2022-2023.

Starkville High - SMART Goal Planning			
Goal 1: Decrease unacceptable student behavior			
S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	This goal will improve academic performance and culture of SHS.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will you progress monitor? How will you measure outcomes?)	We will see an increase in student compliance to expectations. Students' time in class will increase due to loss of disruption. Classroom observations, drop-ins, and statistical drops in OSS referrals.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	This goal is achievable by May 2025. We will increase stakeholder buy-in with using the PBIS reward system.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes; the goal is relevant to performance expectations, and it will yield a more positive instructional environment.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	The tasks will be done daily and progress monitored every 9-weeks.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly	Run reports	Panorama	Admin	Teachers/counselors/front office
	Provide feedback on quality instruction	PowerSchool	Admin/Teachers	Counselors
			PBIS Team	Admin
		Academic House		
		Community partners	Parents and Students	

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments

Every 9-weeks	Data analyses based on increase or decrease of expected outcomes	Re-evaluate incentives and consequences	
		Adjust based on feedback of stakeholders	

Starkville High - SMART Goal Planning				
Goal 2: Increase student attendance				
S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	In order to increase student attendance, counselors and administrators will meet with students/parents who have chronic absenteeism.	
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will you progress monitor? How will you measure outcomes?)	The counselors and administrators will compare previous attendance reports and review report cards/progress reports.	
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?	This goal is achievable by May 2025 by using PowerSchool and Canvas, which are available on all district-issued computer devices.	
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes; increasing student attendance increases the likelihood for students to receive high-quality instruction.	
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	This SMART Goal will be monitored bi-weekly and yearly by teachers, counselors and administrators.	

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Bi-weekly	Review attendance	PowerSchool	Admin/Counselor	Admin/Counselor
			Attendance clerk	Attendance clerk
		Canvas	Teachers	Teachers

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Monthly average attendance rate	Checking reports bi-weekly

Starkville High - SMART Goal Planning				
Goal 3: Increase student achievement				

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	The test coordinator will run data checks for benchmarks to determine which objectives have low student mastery. Teachers of these subjects can develop "camps" and materials for supporting these objectives. Teachers need professional development times to plan for this.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will you progress monitor? How will you measure outcomes?)	The district and schools will compare benchmarks, grades for each 9-weeks and both semesters. The test coordinator will disaggregate this data and provide these reports.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	This goal is achievable and will be achieved by May 2025.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes; mastering this goal will enable the district to utilize test data to make adequate instructional decisions.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	This task will be completed every 6 weeks, culminating with meeting our target by May 2025,

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
End of week 6	Host camp for remediation	Data from test coordinator/Core specialist	Test coordinator Core spec. teachers	Test coordinator, core-specific teachers, SPED teachers, EL teachers, and students on list
End of week 12	Utilize intercession to address major issues including but not limited to grades, attendance, state test scores, etc.	Data from test coordinator and data from attendance clerk.	Test coordinator Core spec. teachers Regular ed. Teachers Attendance clerks Scholars	Test coordinator, core-specific teachers, SPED teachers, EL teachers, attendance clerks, and students on list
End of week 24	Utilize intercession to address major issues including but not limited to grades, attendance, state test scores, etc.	Continue to analyze data.	Test coordinator Core spec. teachers Regular ed. Teachers Attendance clerks Scholars	Test coordinator, core-specific teachers, SPED teachers, EL teachers, attendance clerks, and students on list
End of week 36	Review grades.			
Plan to Progress Monitor				

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Week of Nov. 9	Benchmark data	District and school administrators will analyze data and make appropriate adjustments to problem areas.
Week of Feb. 8	Benchmark data	District and school administrators will analyze and make appropriate adjustments to problem areas
May 24	Core subject grades (final grades)	District and school administrators will analyze final grades to set targets for the upcoming school year.

Starkville High - SMART Goal Planning				
Goal 4: Increase graduation rate for students with disabilities. Focus Area: Other (SPED)				
S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	This goal will increase overall school graduation rates, reduce retention rates and drop rates. IEP case managers and counselors will review credits and grades via PowerSchool, current transcripts, and updated student IEPs. They will collaborate with students, families, teachers, counselors and administrators.	
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will you progress monitor? How will you measure outcomes?)	The graduation rates of students with IEPs will increase during the 22-23 school year by at least 5%. IEP stakeholders will review credits and grades every 4 ½ weeks.	
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	This goal will improve the numbers of students graduating with their appropriate cohort. The timeline depends on each student's expected graduation date. Issues to be addressed include: state test and course failures. The building administrators will ensure that students receive appropriate accommodations, testing interventions/bootcamps, and increased systemic supports.	
R	**Relevant**	R – is the goal **relevant** to performance expectations?	This goal bolsters the expectation that all students will be college and/or career ready.	
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	Timelines are specific to individual student expected graduation cohorts. The first indicator or goal success will be determined in May 2025 once graduation confirmation is complete. This will be an ongoing goal to increase graduation rates of students with IEPs with potential to increase rates each year.	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Present – Nov. 1	audit of student	ISPs, transcripts and current grades	Case managers and counselors	Student counselor and IEP case manager

Nov 1- May 17	Review of student data every 4 ½ weeks	ISPs, transcripts and current grades	Case managers and counselors	Student counselor, IEP case manager, parents, administrators, teachers, and students.

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Nov. 1-May 17	Continuous review of all documents every 4 ½ weeks	The IEP case manager will facilitate additional IEP meetings to address additional supports needed.
October 15	Pre-assessment of need in google doc	The IEP case manager will administer a pre-assessment to gauge deficiencies in standards mastery.
May 17	Post assessment of success in google doc	The IEP case manager will administer a post-assessment to gauge gains and deficiencies in standards mastery

Armstrong Junior High School Goals

Goal 1:	Decrease discipline referrals by 10% from 2022-2023 school year.
Goal 2:	Improve daily attendance by 2% from the 2022-2023 school year.
Goal 3:	Increase course performance by 15% from the 2022-2023 school year.

Armstrong Junior High - SMART Goal Planning
Goal 1: Decrease Discipline Referrals

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	In order to improve the culture at AJHS, thee administration aims to decrease discipline referrals by offering continuous professional development on classroom management, understanding young adolescents. This professional development will target administrators, faculty, and staff members.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	AJHS had 374 referrals in 2022-2023, so we aim to have a 10% reduction in referrals in 2023-2024 (336). We will utilize our PBIS team to monitor ODRs monthly and track the data.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Yes; this goal is achievable by May 2025.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes; this goal is relevant to performance expectations by increasing the amount of time students receive direct instruction. Additionally, this goal decreases instructional interruptions.

	Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)		This goal will be monitored monthly, and we will monitor progress each 9-weeks.
T				

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Look at referral data	Panorama PowerSchool	The building administrators and the Safe Space project coordinator	Building administrators
	MTSS	Discipline data	Admin/Interventionists	Teachers and counselors
		Community Partners	Safe space Project Coordinator	Parents, students, and parent liaison
Weekly	Team meetings to discuss student behavior	Discipline data	Administrative team	Building administrators, teachers, counselors, parent liaison students, and parents

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Every 9-weeks	Referral data from Panorama and PowerSchool	The AJHS administrators will make adjustments to PBIS rewards and consequences as needed. Additionally, they will adjust student behavior plans to provide additional support.

Armstrong Junior High - SMART Goal Planning			
Goal 2: Increase student attendance			
S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	In order to increase student attendance, we will enhance academic instruction by improving classroom instruction through professional development throughout the year. The building administrators, truancy officer, and attendance clerk will monitor student attendance.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will you progress monitor? How will you measure outcomes?)	We will monitor monthly attendance reports and compare similar times from the 2022-2023 school year.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Yes; this goal is achievable by May 2025.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes; this goal is relevant to performance expectations because an increase in student achievement will increase the likelihood of receiving direct instruction.

	Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	This goal will be monitored monthly and measured for success in May 2025.
T			

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly	Review attendance reports	PowerSchool/MSIS	Admin/attendance clerk	Administrators, attendance clerk, and counselors
	Team meetings to review chronic absenteeism	PowerSchool/MSIS	Admin/Team Leaders/Counselors	Administrators, teachers, students, counselors, and parents
Monthly	MTSS Meetings	PowerSchool/MSIS	Admin/Interventionists	Administrators, teachers, students, counselors, and interventionists

Plan to Progress Monitor		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Monthly	Monthly ADA	Increase parent contacts and meetings about attendance. Partner with Truancy officer. Attendance incentives. Student conferences. Parent liaison to assist with parent conferences.

Armstrong Junior High - SMART Goal Planning			
Goal 3: Increase student achievement			
S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	Administrators and teachers will use benchmark data to determine which objectives in math, reading and science have low mastery percentages. Teachers will then create activities to re-teach those standards as needed.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will you progress monitor? How will you measure outcomes?)	Administrators and teachers will use benchmark data to see how students are performing. Summative data will be used to track students' progress on all tested standards.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	Yes; this goal is achievable by May 2025.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Yes; this goal is relevant to performance expectations as it ensures our school has high student achievement.

T	Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)		This goal will be evaluated after each benchmark assessment every 9-weeks. Attaining high student achievement will be accomplished by May 2025.
Timeline	**Action**	**Resources Needed/Source**	**Person(s) Responsible**	**Person(s) Involved**
End of 1st nine weeks	Plan for remediation/ Utilize intersession for students who need acceleration. Address Power Standards	Data from benchmarks/ ELA, Math, and Science Teachers	Admin/Math, ELA, Science teachers	Administrators, teachers, and students needing remediation
End of 2nd nine weeks	Plan for remediation	Data from benchmarks/ ELA, Math, and Science Teachers	Admin/Math, ELA, Science teachers	Administrators, teachers, and students needing remediation
End of 3rd nine weeks	Plan for remediation/ Utilize intersession for students who need acceleration. Address Power Standards	Data from benchmarks/ ELA, Math, and Science Teachers	Admin/Math, ELA, Science teachers	Administrators, teachers, and students needing remediation
End of 4th nine weeks	Review grades	PowerSchool	Admin/Teachers	Administrators, teachers, and interventionists

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
Week of Sept. 25	Benchmark 1 data	Administrators, teachers, and students will look at data and make appropriate adjustments to problem areas.
Week of Jan. 8	Benchmark 2 data	Administrators, teachers, and students will look at data and make appropriate adjustments to problem areas.
Week of March 25	Benchmark 3 data	Administrators, teachers, and students will look at data and make appropriate adjustments to problem areas.
May 24	Core courses final grades	Administrators and teachers will look at data and make appropriate recommendations for the upcoming school year.