

HARRISON COUNTY SCHOOL DISTRICT

DROPOUT PREVENTION PLAN

ELEMENTARY/MIDDLE LEVEL

2022-2023



North Woolmarket Elementary/Middle School

**PRINCIPAL – Roman Holmes**

**ASSISTANT PRINCIPAL(S) – Sunde Anspach/Meagon Touchstone**

**DROPOUT PREVENTION PLAN  
ELEMENTARY LEVEL  
2022-2023**

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**PART I  
SCHOOL OVERVIEW**

Student Demographic Data (2022-2023)		
	Number	Percentage
Boys	501	52%
Girls	460	48%
Asian	7	.7%
Black	98	10%
Hispanic	89	9%
White	2	.2%
Other/Unkn	0	0%
Special Education	46	4.7%
English Learners	717	75%
Total	961	

Staff Demographic Data (2022-2023)		
	Number	Percentage
Female	84	89%
Male	10	11%
Asian	0	0
Black	5	5%
Hispanic	0	0
Indian	0	0
Other/Unkn	0	0
White	0	0
White	89	95%
Total	94	N/A

School Rates					
Attendance Rate (K-5)	94.5%	Retention Rate	3%	Grade Point Average	N/A
Delayed Attendance Rate	93%	Suspension Rate	10%	EL Rate	%
Enrollment Attrition	1.5%	Exclusion Rate (if applicable)	0%	Math Score	%
Knockout Rate	.18%	Disciplinary Referral Rate	N/A	Special Ed Referral Rate	32%
Transfer Rate (Special Ed)	6%	Disciplinary Rate	56%	Standard Level	N/A
Transfer Rate	.10%	Disciplinary Referral	539		

**PART I  
SCHOOL OVERVIEW**

<b>Barriers to Academic Achievement</b> <i>Identify the number of students in each group</i>					
Students with Individualized Education Programs (IEPs)	11	Students with disabilities	123	Students in foster care	2
Students with emotional/behavioral disorders	393	Students identified as gifted and talented during the school year	0	Students in the care of a child protection agency	2
Students who have been identified as homeless	0	Midnight/Memorial Day students	19	Unaccompanied youth	0
Students who have been identified as economically disadvantaged	17	504 students	44	% Free/Reduced meals	39%

<b>MKAS2 Kindergarten Readiness Assessment Results 2021-2022</b>			
<b>Number Tested</b>	<b>Fall 2021 Average</b>	<b>Winter 2021 Average</b>	<b>Spring 2022 Average</b>
71	531	N/A	772

<b>MKAS2 3<sup>rd</sup> Grade Reading Assessment Results 2021-2022</b>	
<b>Number Tested</b>	<b>% Passed</b>
70	>95%

<b>MAAP Testing (Percentage of Students Performing at Each Level)</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b>Grade 3</b>	0%	3%	16%	56%	26%
<b>Grade 4</b>	0%	6%	17%	47%	29%
<b>Grade 5</b>	1%	3%	12%	42%	41%
<b>Grade 6</b>	1%	7%	22%	33%	37%
<b>Grade 7</b>	<1%	12%	30%	28%	29%
<b>Grade 8</b>	6%	5%	26%	44%	19%

**PART I  
SCHOOL OVERVIEW**

MAAP Testing (Percentage of Students Performing at Each Level)					
Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	0%	6%	4%	37%	53%
Grade 4	1%	4%	8%	20%	66%
Grade 5	0%	4%	11%	36%	49%
Grade 6	1%	3%	7%	41%	48%
Grade 7	<1%	5%	14%	46%	34%
Grade 8	4%	5%	15%	36%	41%

**PART II**  
**OVERALL SCHOOL GOALS & OBJECTIVES**  
**2022-2023**

School Goals & Objectives <i>Based on test data, discipline, attendance, and other data  (may include subgroups)</i>			
	<input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other	The school's discipline rate will drop from 56% to 35% between the dates of August 5, 2022- May 15, 2023.	
		Smaller class sizes due to additional teachers and precise scheduling More focused interventions for individual behaviors as they occur	
		2022-2023	
		Provide precise scheduling with additional teachers in each subject area Provide incentives/rewards to promote positive behaviors Provide behavior interventions to teach appropriate behaviors Implement Positive Behavior Intervention Support (PBIS)	
		Administration Counselor ILCs Teachers Teacher assistants	
		Improved student behavior Positive student behavior	
	<b>Date</b>	<b>Evidence of Progress</b>	<b>Potential Adjustments</b>
	10/15/22	Less discipline forms/ behavior infractions	Alternate incentives or positive behavior reinforcements; alternate behavior interventions
	12/15/22		
	3/15/23		
	5/15/23		

**PART II**  
**OVERALL SCHOOL GOALS & OBJECTIVES**  
**2022-2023**

<b>School Goals &amp; Objectives</b> <i>Based on test data, discipline, attendance, and other data  (may include subgroups)</i>			
	<input type="checkbox"/> <b>Attendance</b>	<input type="checkbox"/> <b>Behavior</b>	<input checked="" type="checkbox"/> <b>Academics</b>
<b>Goal</b>	<p>ELA scores will increase proficiency on Benchmark scores from 56% to 58% for the first benchmark assessment given in October and increase by 2% for each remaining benchmark given in December and March.</p> <p>Math scores will increase proficiency on Benchmark scores from 74% to 76% for the first benchmark assessment given in October and increase by 2% for each remaining benchmark given in December and March.</p>		
<b>Justification</b>	<p>Use additional tutors to assist students to reach proficiency.  Show growth on district benchmark assessments through professional development, Millennium consultants, PLCs, observations, and feedback to improve instruction.</p>		
<b>Timeline</b>	<p>2022-2023</p>		
<b>Strategies</b>	<p>Use data to group students accordingly.  Provide professional development, KidsFirst consultants, PLCs, observations, and feedback to improve instruction.</p>		
<b>Responsible Personnel</b>	<p>Classroom Teachers  ILCs  Administrators</p>		
<b>Projected Outcome</b>	<p>Increased proficiency on Benchmark tests/State assessment</p>		
<b>Reporting Schedule</b>	<b>Date</b>	<b>Evidence of Progress</b>	<b>Potential Adjustments</b>
	<p>10/31/2022  1/15/2023  3/15/2023</p>	<p>Scores of proficiency on benchmark assessments</p>	<p>Interventions for students that are not proficient</p>

**PART II**  
**OVERALL SCHOOL GOALS & OBJECTIVES**  
**2022-2023**

School Goals & Objectives Based on test data, discipline, attendance, and other data (may include subgroups)			
Goal	<input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input type="checkbox"/> Other EL students scoring less than 2a on benchmark testing will increase to level 3a of student achievement on math and ELA benchmark assessments (CASE 21) in October, December, and March. EL students will grow from level 1 or 2 to a 3 or 4 on Las Links by March 2023.		
Objective	EL students will grow per state accountability model on benchmark assessments and Las Links.		
Year	2022-2023		
Strategies	Utilize ILC, tutors, and EL tutor/teacher EL students will receive additional support through reading and math interventions if below grade level in ELA/Math.		
Personnel Involved	ILC Interventionist Classroom Teacher EL Teacher		
Measurable Objectives	Proficiency on state assessments (MAAP and Las Links)		
Evidence Monitoring	<b>Date</b>	<b>Evidence of Progress</b>	<b>Potential Adjustments</b>
	10/31/2022 1/15/2023 3/15/2023	Growth on benchmark assessments	Additional support and interventions in ELA and math



**PART II**  
**OVERALL SCHOOL GOALS & OBJECTIVES**  
**2022-2023**

School Goals & Objectives Based on test data, discipline, attendance, and other data (may include subgroups)										
Goal	<input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input type="checkbox"/> Other At least 90% of 8 <sup>th</sup> grade students will earn at least 4 Carnegie units to apply towards high school graduation									
Rationale	Middle school students will earn Carnegie units before attending high school to assist with meeting graduation requirements.									
Timeline	2022-2023									
Strategies	Promote attendance through incentives Schedule classes and provide availability for Carnegie unit classes Provide choices for class selection (Art, World Geography, Mississippi Studies, Cyber Foundations I, Cyber Foundations II, Math 8) Discuss graduation options as early as 6 <sup>th</sup> grade Parent night to promote high school graduation options									
Personnel Involved	Administration ILCs Counselor Classroom Teachers									
Measurement/Assessment	Earned Carnegie units toward high school graduation requirements									
Progress Monitoring	<table border="1"> <thead> <tr> <th>Date</th> <th>Evidence of Progress</th> <th>Potential Adjustments</th> </tr> </thead> <tbody> <tr> <td>10/31/2022</td> <td rowspan="3">Earning Carnegie units</td> <td rowspan="3">Additional support and interventions in Carnegie unit classes</td> </tr> <tr> <td>1/15/2023</td> </tr> <tr> <td>3/15/2023</td> </tr> </tbody> </table>	Date	Evidence of Progress	Potential Adjustments	10/31/2022	Earning Carnegie units	Additional support and interventions in Carnegie unit classes	1/15/2023	3/15/2023	
Date	Evidence of Progress	Potential Adjustments								
10/31/2022	Earning Carnegie units	Additional support and interventions in Carnegie unit classes								
1/15/2023										
3/15/2023										

**PART III  
ACADEMIC ACHIEVEMENT  
2022-2023**

Interventions for Academic Achievement		
Intervention/Program/Service/Resource/Strategy/Tool	Grade(s)	Responsible Personnel
Case 21- Collect student data 4 times annually.	2022-2023	Classroom Teacher ILC
Khan Academy- Used daily in classrooms. Freckle Math- Used daily in classrooms.	2022-2023	Classroom Teacher ILC
Saxon Phonics- Used daily in K-2 classrooms; used as interventions in other classrooms.	2022-2023	Classroom Teacher ILC
Vocabulary Kit- Used daily in classrooms.	2022-2023	Classroom Teacher ILC
Ready Reading- Used daily in classrooms.	2022-2023	Classroom Teacher ILC
Envision Math/Engage NY- Used daily in classrooms. Edgenuity 6-8 <sup>th</sup> grade ELA & Math (Remediation & Acceleration)	2022-2023	Classroom Teacher ILC
Instructional Practices/Interventions/Strategies	Grade(s)	Responsible Personnel
Instruction and interventions in each classroom are focused and targeted, helping each student where they need it most. Our school offers incentives for student achievement and good behavior.	2022-2023	All personnel
Weekly PLCs with ILCs and administration	2022-2023	Classroom Teacher ILCs Administration
KidsFirst Consultants- 6 visits per year (focused on ELA)	2022-2023	Consultant

**PART III  
ACADEMIC ACHIEVEMENT  
2022-2023**

<b>Interventions for Academic Achievement</b>		
<b>Intervention/Program/Strategy/Service/Support/Activity</b>	<b>Timeline</b>	<b>Personnel/Resource/Staff</b>
<p>Saxon Phonics, Envision Math/Engage NY, Case 21, Khan Academy, Vocabulary Kit, Ready Reading, Freckle Math, Edgenuity</p> <p>North Woolmarket has a professional development plan that focuses on continuous improvement with capacity building, training, and support. Grade level PLCs meet at the elementary and middle school level weekly.</p> <p>Gateway Plan/Good Cause, Parent Letters, Read at Home Plan, Benchmarking and Early Intervention</p> <p>Students 40% and less – interventions begin</p>	2022-2023	All personnel Consultants ILCs Administration
<b>Intervention/Program/Strategy/Service/Support/Activity</b>	<b>Timeline</b>	<b>Personnel/Resource/Staff</b>
<p><b>1. Reduce behavior problems and increase student achievement:</b> North Woolmarket teachers provide engaging instruction allowing student choice, purpose, and socialization to reduce behavior problems and increase student achievement. Behavior plans are created, implemented, and tracked. Our school will use positive behavior intervention and programs to emphasize the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes among our students. Attendance and positive behavior is encouraged throughout the school. Our school has developed a plan to define rules and school-wide expectations for the school.</p>	2022-2023	Administration Classroom Teachers
<p><b>2. Monitor student progress:</b> Both academic and/or behavior interventions are put in place and probes are given twice monthly to monitor student progress. If interventions are successful, interventions are continued until adequate progress is made. If interventions are not successful, the student is moved into the Tier process. Progress is monitored and after a given time, it will be determined if the student moves forward to a comprehensive assessment.</p>	2022-2023	Administration Classroom Teachers Interventionists

**PART III  
ACADEMIC ACHIEVEMENT  
2022-2023**

Interventions for Academic Achievement		
<p><b>Evidence-based interventions:</b> North Woolmarket relies on evidence-based interventions such as Lexia, Great Leaps, Envision Math Intervention Kit, Renaissance, and Khan Academy. Progress is monitored using probes from these programs.</p>	2022-2023	Classroom Teachers ILCs Interventionists
	Timeline	Responsible Personnel
<p>A meeting is held after interventions are given to determine if the interventions have been successful. If the interventions have been successful, those interventions stay in place until ample progress has been made. If the interventions prove to be unsuccessful, the frequency of the intervention will be increased and monitored. The committee will meet again to measure the success of the interventions and determine if the student should be referred for a comprehensive assessment.</p>	2022-2023	All personnel
	Timeline	Responsible Personnel
<p>Teachers will collaborate during weekly and monthly PLCs and participate in lesson studies to determine the most effective, rigorous strategies for promoting academic achievement. Both incoming and outgoing professional development provide training and support for classroom implementation. Teachers, staff, and administrators will utilize a proactive approach to behavior management with high expectations, behavior plans, administrator or counselor interventions, and clearly defined practiced rules and procedures.</p> <p>Counselor meets weekly with those students who are 2 or more years behind.</p>	2022-2023	All personnel

**PART III  
ACADEMIC ACHIEVEMENT  
2022-2023**

<b>Interventions for Academic Achievement</b>		
Intervention	Timeline	Personnel Responsible
Teachers utilize best practices learned and refined through PLCs and professional development to provide rigorous, differentiated classroom instruction. Students participate in individual goal setting and tracking with classroom assessments, state assessments, and benchmark data. Students reflect on goals and progress, adjusting goals when necessary.	2022-2023	Classroom Teacher
<p>Frequent Walkthroughs Timely feedback Modeling</p>	2022-2023	ILCs Administration
<p>Several programs such as Lexia, Khan Academy, Engage NY, Saxon Phonics, Renaissance, Reading Street, and Envision Math are used to promote academic achievement. Our school also has interventionists who work with students in need of remediation. The students who are serviced by our interventionists are identified using data from state testing, benchmark data, and classroom grades.</p> <p>Schoology</p>	2022-2023	Classroom Teacher Interventionists ILCs
Students are identified during the school registration process through a home survey. Homeless students and students in foster care are not stigmatized nor segregated on the basis of homeless status. A homeless student will be admitted to the district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation is provided to and from the student's school of origin. Our school counselor trains the entire staff on procedures for McKinney-Vento students. Students have assistance with school supplies and personal care items - in addition, our staff provides additional time and support for these students as needed.	2022-2023	School personnel Registrar Counselor Liaison Classroom Teachers

**PART IV  
CHRONIC ABSENTEEISM**

**DISTRICT GOAL:** All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

Goals for Reducing Chronic Absenteeism		
Identify procedures, strategies, plans, and goals to meet the goal	Timeline	Personnel Responsibilities
<b>OBJECTIVES:</b> 1. Recognize students with perfect attendance 2. Encourage attendance, academics, and positive behaviors 3. Emphasize the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes among the students. 4. Parent conferences/phone calls to parents of chronically absent students. 5. School-wide expectations announced each morning	2022-2023	All personnel
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
10/15/2022 12/15/2022 3/15/2023 5/15/2023	Attendance will be checked and reviewed.	Alternate incentives for positive attendance and behavior interventions for poor attendance
Identify procedures, strategies, plans, and goals to meet the goal	Timeline	Personnel Responsibilities
<b>OBJECTIVES:</b>  1. Serve as a liaison between the youth court center and North Woolmarket during the transition.  The state policy is followed when transitioning a student from juvenile detention back into their home school. A transition team will serve as a liaison between the youth court center and the home school during the transition. It will be recorded in INOW that the student has returned to North Woolmarket. The student and his/her parent will have an intake meeting with the members of the transition team. The transition team will secure documentation of grades, attendance, behavior, and other information that will assist in the successful reintegration of the student into our school. Student grades, discipline, and attendance will be monitored once the student is back at North Woolmarket. The student will meet with the counselor upon his/her return.	2022-2023	Counselor, Admin
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
10/15/2022 12/15/2022 3/15/2023 5/15/2023	Policies will be checked and reviewed. If a transition is needed, feedback on the process will be assessed.	Alternate procedures to help with the best transition process for the student

**PART IV  
CHRONIC ABSENTEEISM**

**DISTRICT GOAL:** All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

<b>Goals for Reducing Chronic Absenteeism</b>		
<b>Strategic Goal</b> <b>(Refer to Appendix A)</b>	<b>Timeline</b>	<b>Responsible Region</b>
<b>Tier I: Universal Interventions</b>		
<b>OBJECTIVES:</b>  1. Engaging school climate  2. Build positive relationships with students and families  3. Create attendance incentives	2022-2023	All personnel
<b>Progress Monitoring</b>		
<b>Date</b>	<b>Evidence of Progress</b>	<b>Potential Adjustments</b>
10/15/2022 12/15/2022 3/15/2023 5/15/2023	Collect feedback through email, social media, and other resources.	If possible, take suggestions for better systems for families and implement them.
<b>Tier II: Early Outreach Interventions</b>		
<b>OBJECTIVES:</b>  1. Connect with families  2. Identify and assist with family's needs  3. Develop an action plan to address issues and increase engagement  4. Assign mentors	2022-2023	All personnel
<b>Progress Monitoring</b>		
<b>Date</b>	<b>Evidence of Progress</b>	<b>Potential Adjustments</b>
10/15/2022 12/15/2022 3/15/2023 5/15/2023	Collect feedback through email, social media, and other resources.	If possible, take suggestions for better systems for families and implement them.

**PART IV  
CHRONIC ABSENTEEISM**

**DISTRICT GOAL:** All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

Goals for Reducing Chronic Absenteeism		
Tier III: Individualized/Intensive Interventions		
<b>OBJECTIVES:</b> 1. Create partnerships with community members 2. Connect children and families with needed resources 3. Work to ensure that students are connected to positive support and programs	2022-2023	Administration Counselor
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
10/15/2022 12/15/2022 3/15/2023 5/15/2023	Collect feedback through email, social media, and other resources.	If possible, take suggestions for better systems for families and implement them.
<small>               Intentional Strategies/Parent/Family Involvement                (List in the Intervention Plan)             </small>		
<b>OBJECTIVES:</b> 1. Ensure opportunities for parent involvement 2. Maintain contact with families 3. Cultivate an atmosphere where students feel respected and safe 4. Assist parents with knowledge of consequences of extreme chronic absences	2022-2023	Administration Counselor Nurse Classroom Teacher
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
10/15/2022 12/15/2022 3/15/2023 5/15/2023	Collect feedback through email, social media, and other resources.	If possible, take suggestions for better systems for families and implement them.



**PART IV  
CHRONIC ABSENTEEISM**

**DISTRICT GOAL:** All schools will increase attendance and reduce truancy by 2% as measured by ADA (average daily attendance).

<b>Goals for Reducing Chronic Absenteeism</b>		
<b>Goal Statement</b>	<b>Timeline</b>	<b>Responsible Party</b>
<b>OBJECTIVES:</b>  1. Involve the nurse with medical related absences  2. Involve community partners and resources to support positive attendance  3. Provide health interventions  4. Utilize school breakfast program	2022-2023	Administration Counselor Nurse Classroom Teacher Community Members
<b>Progress Monitoring</b>		
<b>Date</b>	<b>Evidence of Progress</b>	<b>Potential Adjustments</b>
10/15/2022 12/15/2022 3/15/2023 5/15/2023	Attendance will be checked and reviewed.	Alternate incentives for positive attendance and behavior interventions for poor attendance

**PART V  
STATE ASSESSMENTS**

Subject: English Language Arts		We will increase proficiency from % to % between August 5, 2022 and May 15, 2023.				
<b>Desired Impact</b> What measurable change will be seen?	<b>Action Steps/Interventions</b> What actions, additional assessments or interventions will occur to achieve the desired change?	<b>Resources</b> What are the financial and human resources necessary to accomplish the action steps or interventions?	<b>Who is Responsible?</b> Who is involved? Who will provide the leadership? Who will do the work?	<b>Timeline</b> When will this action step or intervention begin and end?	<b>Evidence of Implementation</b> What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?	
The percentage of students scoring proficient or above on the state MAAP assessment will increase.	Building teacher capacity Differentiated/individualized instruction Employing interventionists Employing Computer lab assistant Focused PLC meetings	Hire Interventionists Hire Computer lab assistant Use federal, district, and school funds Provide consultants for professional development Educational resources	All faculty Administration Interventionist, Teachers, Administration, Millennium Consultants, Lab Assistant	2022-2023	Professional development evaluations, benchmark test results, Case21, Assessments	

**PART V  
STATE ASSESSMENTS**

Subject: Math		We will increase proficiency from % to % between August 5, 2022 and May 15, 2023.				
Desired Impact What measurable change will be seen?	Action Steps/Interventions What actions, additional assessments or interventions will occur to achieve the desired change?	Resources What are the financial and human resources necessary to accomplish the action steps or interventions?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline When will this action step or intervention begin and end?	Evidence of Implementation What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?	
The percentage of students scoring proficient or above on the state MAAP assessment will increase.	Building teacher capacity Differentiated/individualized instruction Compensatory Math classes Employing interventionists Employing Computer lab assistant	Hire Interventionists Hire Computer lab assistant Use federal, district, and school funds Provide consultants for professional development Educational resources	All faculty Administration Interventionist, Teachers, Administration, District Math Consultant, Lab Assistant	2022-2023	Professional development evaluations, benchmark test results, Case21, Assessments	

**PART V  
STATE ASSESSMENTS**

We will increase proficiency from % to % between August 5, 2022 and May 15, 2023.					
Subject:	Science				
<b>Desired Impact</b> What measurable change will be seen?	<b>Action Steps/Interventions</b> What actions, additional assessments or interventions will occur to achieve the desired change?	<b>Resources</b> What are the financial and human resources necessary to accomplish the action steps or interventions?	<b>Who is Responsible?</b> Who is involved? Who will provide the leadership? Who will do the work?	<b>Timeline</b> When will this action step or intervention begin and end?	<b>Evidence of Implementation</b> What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact?
The percentage of students scoring proficient or above on the state MAAP assessment will increase.	Building teacher capacity Differentiated/individualized instruction Employing interventionists Employing Computer lab assistant	Hire Interventionists Hire Computer lab assistant Use federal, district, and school funds Provide consultants for professional development Educational resources	All faculty Administration Interventionist, Teachers, Administration, Lab Assistant	2022-2023	Professional development evaluations, benchmark test results, Science Testlets, Assessments

**PART VI  
CURRENT NEEDS**

*In this section, please describe the major outcomes from your school needs assessment, as they address the following areas. **Note:** Based on the outcomes of your school needs assessment, you may wish to divide this area into various sub-sections (i.e., student-based, staff-based, school-based, project-oriented, etc.)*

Area of Focus	Who is Involved?	Major Need	Initiation	Implementation	Outcome/Assessment
Differentiated/ Individualized Instruction	Teachers	Professional Development in differentiated/ individualized instruction	Use faculty and consultants to provide training	Provide support for teachers in using differentiate/ individualized instruction in the classroom	Differentiated/ Individualized instruction taught daily based on student needs
Successful Inclusion Strategies	Teachers School Personnel	Increase strategies in the classroom	Offer more strategies for inclusion students	Develop strategies in the classroom for inclusion students to show growth in academic achievement	Successful inclusion strategies used for inclusion students to show success and growth in academic achievement
Use technology to enhance instruction	Teachers Students School personnel	Professional development in the use of technology/Scho ology	Provide professional development and support	Provide support and strategies in using technology to enhance instruction	Successful use of technology to enhance instruction

**PART VII  
CURRENT SCHOOL INITIATIVES**

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

<b>Systemic Renewal</b>	PowerSchool, District Website, School Website	To act as a resource/communication tool and allow parents access to information regarding upcoming events, grades, discipline, attendance, and handbook policies	District personnel School personnel
<b>School-Community Collaboration</b>	School Website Events Committee WLOX/WXXV SunHerald Local Businesses	To keep students in school To meet students' social, academic, economic, and family needs To keep community members aware of opportunities for school involvement	School personnel Community Members
<b>Safe Learning Environments</b>	Emergency Drills Crisis Plan Safety Meetings Professional Dev. CRAZE Training	To ensure students, faculty, and staff are informed of procedures during an emergency To ensure teachers are trained on both emergency procedures and the school crisis plan	School personnel SRO
<b>Family Engagement</b>	Connection/Virtual Meetings Parent-Teacher Compact Kindergarten Program STEM Projects	To encourage parents to get involved and become an integral part of the school and their child's learning	School personnel
<b>Early Childhood Education</b>	Preschool visit (if applicable) K Round-Up	To provide pre-k programs an opportunity to visit our school to tour and experience part of a day in kindergarten To ensure a smooth transition for students leaving headstart/preschool	School personnel Kindergarten teachers

**PART VII  
CURRENT SCHOOL INITIATIVES**

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

<b>Early Literacy Development</b>	K Meet & Greet Summer Reading	Discuss K Readiness to parents of pre-K students To give 1 <sup>st</sup> & 3 <sup>rd</sup> graders the opportunity to engage in reading	School personnel	
<b>Mentoring/ Tutoring</b>	Interventionist	To target students struggling in reading and math To increase the proficiency level of the bottom 25% of student achievement in ELA and math	School personnel Interventionists	
<b>Service-Learning</b>	Recycling Program Humane Society Heart Walk Food Drive	To teach students the value and benefits of recycling To give students the opportunity to participate in various community service projects	Teachers Students	
<b>Alternative Schooling</b>	Behavior Modification Alternative School	To provide an alternative setting to the regular learning environment To teach students how to correctly control behaviors and interact appropriately with others	Behavior modification administrators Teachers	
<b>After-School Opportunities</b>	Sports AlphaBest Clubs Quiz Bowl	To provide an opportunity for students to be involved in activities outside of the regular school day To provide a safe after school program for students to attend after school for working parents	Coaches AlphaBest staff Teachers	

**PART VII  
CURRENT SCHOOL INITIATIVES**

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

<b>Professional Development</b>	PLCs Millennium/District Consultants Staff Meetings	To allow teachers to collaborate both within grade levels and subject areas, and across grade levels and subject areas to develop rigorous, differentiated instruction for all learners To provide capacity building and support to allow implementation within a classroom	Administrators Teachers Consultants
<b>Active Learning</b>	Reading Fair Science Olympiad Thinking Maps Spelling Bee STEM Prof Group instruction Learning Centers	To provide differentiated instruction, rigorous captivating lessons, student centered learning, and technology programs to actively engage students in the learning process.	Classroom Teachers Librarian Students ILC
<b>Educational Technology</b>	Lexia Case 21 Computer-based interventions Laptop carts Khan Academy	To provide teachers with increased technology resources and classroom accessibility for student instruction To aid in the remediation and enrichment of students	School personnel
<b>Individualized Instruction</b>	IEP MTSS Differentiated Instruction Growth Goals Reading Plan	To increase academic achievement of all learners through teacher observation data analysis, IEPs, and the MTSS process To identify student needs To provide differentiated instruction	School personnel
<b>Career and Technical Education (CTE)</b>	Cyber Foundation I & II Coding/Hour of Code College Research	To teach students computer and keyboarding skills To incorporate coding and computer science curricula into the classroom To understand career choices through community members	Cyber Foundation Teachers School personnel



**PART VIII  
PROGRAMS AND INITIATIVES**

<p>NWEA/MAP</p>	<p>ELA/Math</p>	<p>NWEA/MAP is a research-based, not-for-profit organization that supports students &amp; educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths.</p>	<p>Research/Evidence based</p>	<p>5+ years</p>	<p>NWEA/MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth 3 times during the school year (Fall, Winter, Spring) and over multiple years.</p>
<p>Saxon Phonics &amp; Spelling</p>	<p>ELA</p>	<p><i>Saxon Phonics &amp; Spelling</i> provides targeted foundational skill instruction &amp; interactive, multisensory classroom kits to keep students engaged, excited, &amp; advancing. Backed by years of research and proven results, <i>Saxon Phonics and Spelling</i> supports teachers in meeting the needs of every learner. <i>Saxon Phonics and Spelling</i> combines systematic, explicit instruction with daily practice opportunities &amp; ongoing assessment to ensure prior knowledge sticks &amp; new knowledge accumulates. <i>Saxon Phonics &amp; Spelling K-3</i> helps children master the essential foundational skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling.</p>	<p>Research/Evidence based</p>	<p>5+ years</p>	<p>Cumulative, diagnostic assessments integrated into the instruction measure progress and provide remediation for children who need additional help mastering skills.</p>

**PART VIII  
PROGRAMS AND INITIATIVES**

Heggerty	ELA	<p>Through the daily lessons, students engage in activities teaching early skills such as rhyming and onset fluency, basic skills of blending and segmenting sounds, and working with the complex and advanced skills of substituting, adding, and deleting phonemes. Through teacher modeling and daily practice, students receive scaffolded support to meet the needs of all learners in a classroom. The skills taught are supplemental to the literacy curriculum that is currently in place. When the lessons are taught consistently each day, teachers see improvement in students reading, spelling, and writing, as the students learn to hear the sounds in words.</p>	Research/Evidence based	4+ years	<p>The Heggerty Phonemic Awareness curriculum provides students with consistent and repeated instruction which enables the development of a student's decoding and encoding skills.</p>
Lexia	ELA	<p>Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K-5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.</p>	Research/Evidence based	5+ years	<p>LEXIA CORE 5 engages and motivates students in a game-like environment. It provides progress-monitoring student data without a test. Technology gathers norm-referenced student performance data without stopping to administer a test.</p>

**PART VIII  
PROGRAMS AND INITIATIVES**

<p><b>Case21</b></p>	<p><b>ELA/Math</b></p>	<p>TE21's CASE Assessments provide information for teachers to guide instruction, to monitor student learning, and to predict how well students will perform on state tests. These benchmarks are essentially summative assessments (administered several times a year) that are used for formative purposes to help guide instruction.</p>	<p>Research/Evidence based</p>	<p>3+ years</p>	<p>The CASE benchmarks are aligned to a school district's curriculum of what is taught and on what schedule. Teachers are provided item analysis reports that show how well students perform on each question and the difficulty level measured by the P-value of the students who answered the question correctly. With this information, teachers have a better understanding of students at various levels answered questions as the CASE curriculum team and statisticians would have expected them to answer. Teachers receive the reports on their students within 48 hours after TE21 receives the data from the scanned answer documents, so teachers have the data to use immediately to inform instruction. The CASE benchmarks are aligned to a school district's curriculum of what is taught and on what schedule.</p>
<p><b>Literacy Based Promotion Act</b></p>	<p><b>Reading</b></p>	<p>The Literacy-Based Promotion Act (2013) requires 3rd grade students to demonstrate at the end of the school year that they are ready for 4th grade reading instruction. Research has proven that students who are not reading on grade level at the end of 3rd grade are likely to struggle as they progress in school. Third grade students who do not pass the reading test may qualify for an exemption and be promoted.</p>	<p>Research/Evidence based</p>	<p>4+ years</p>	<p>The MS Literacy-Based Promotion Act requires all 3rd grade public school students to pass a reading test in order to qualify for promotion to the 4th grade. The reading portion of the Mississippi Academic Assessment Program (MAAP) English Language Arts (ELA) test will determine whether students meet the requirement for promotion. Students who do not meet the promotion requirement on the 3rd Grade MAAP ELA test will be given two retesting opportunities.</p>

**PART IX**  
**SCHOOL DROPOUT PREVENTION TEAM MEMBERS**  
**2022-2023**

NAME	SIGNATURE				
Mr. Roman Holmes (Principal)	<i>Roman J. Holmes</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dr. Meagon Touchstone (Team Leader)	<i>Meagon Touchstone</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. Sundee Anspach (assistant principal)	<i>Sundee Anspach</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. Leslie Langham (LIC)	<i>Leslie Langham</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. Lyanne Dowling (Counselor)	<i>L. Dowling</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. Jessica Davis (LIC)	<i>Jessica Davis</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. April Shoemaker (parent)	<i>April Shoemaker</i> (Signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Monica Diamond (Math teacher)	<i>Monica Diamond</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Allison Breland (SPED) <small>Mrs. KERRIE STROZINSKY (ELL teacher)</small>	<i>Allison Breland</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Beth Koger	<i>Beth Koger</i> (Signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ABSENTEEISM:**

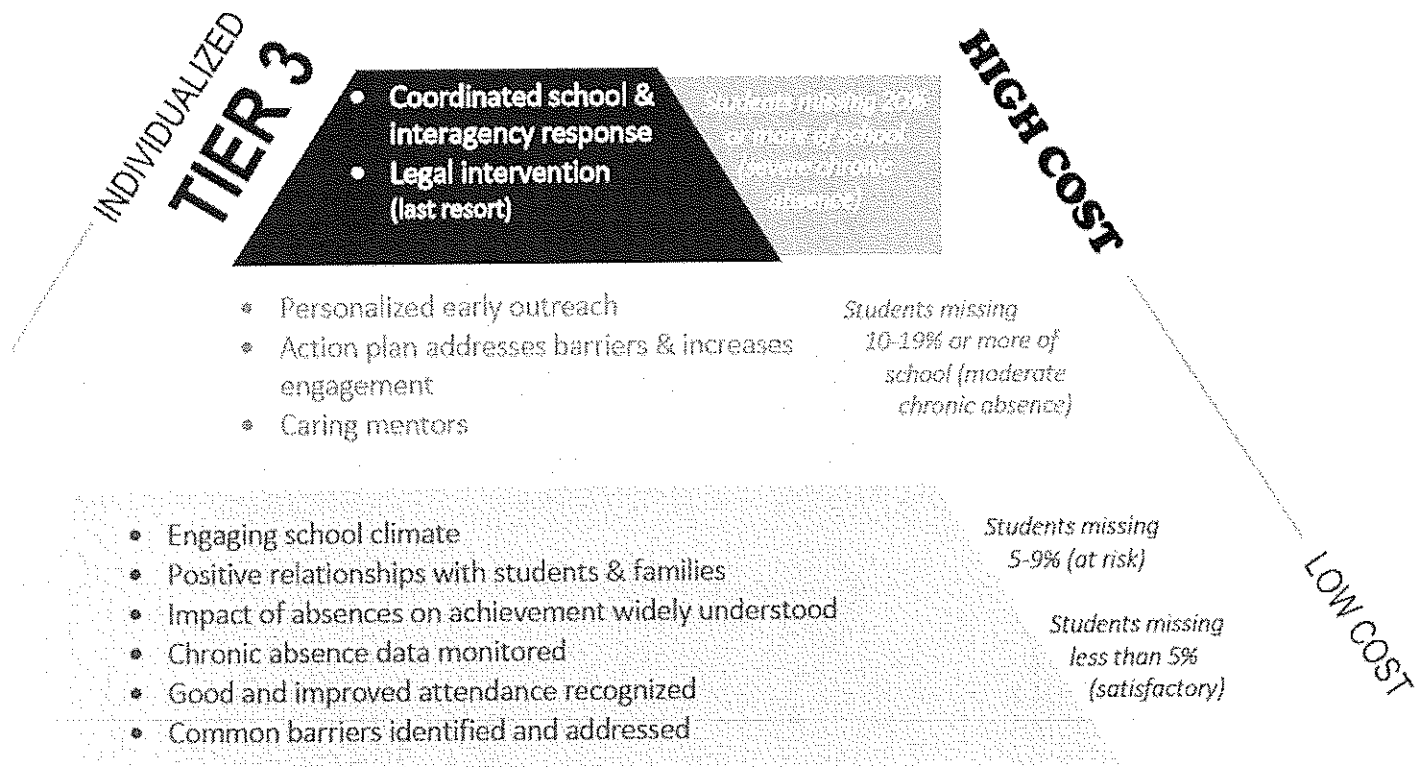
(days) or more of school for any reason (excused absences, unexcused absences, and suspensions)

**3 TIERS OF INTERVENTION**

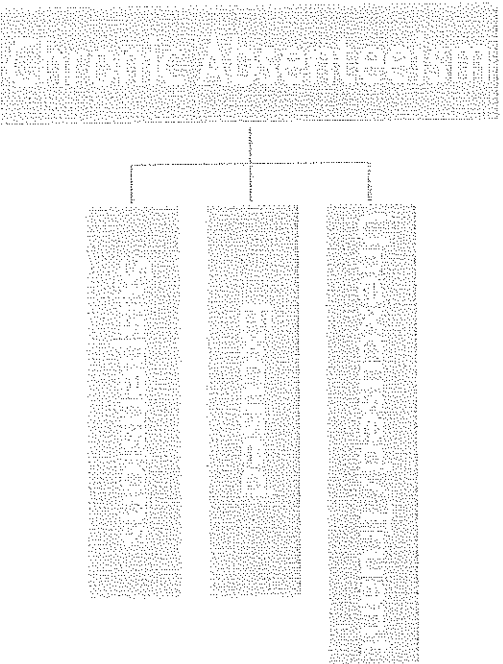
Universal strategies to encourage good attendance for all students.

Targeted intervention for students who need more support to avoid chronic absenteeism.

Individualized support for students facing the greatest challenges getting to school.



# Chronic Absenteeism vs Compulsory School Attendance



This includes ALL types of absences

## APPENDIX C

### 15 EFFECTIVE STRATEGIES FOR DROPOUT PREVENTION

The National Dropout Prevention Center has identified 15 effective strategies that have the most positive impact on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation.

#### **SCHOOL AND COMMUNITY PERSPECTIVE**

##### **Systemic Renewal**

A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.

##### **School-Community Collaboration**

When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

##### **Safe Learning Environments**

A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

#### **EARLY INTERVENTIONS**

##### **Family Engagement**

Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

##### **Early Childhood Education**

Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

##### **Early Literacy Development**

Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

#### **BASIC CORE STRATEGIES**

##### **Mentoring/Tutoring**

Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

**Service-Learning**

Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

**Alternative Schooling**

Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

**APPENDIX C (CONT)**

**After-School Opportunities**

Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

**MAKING THE MOST OF INSTRUCTION**

**Professional Development**

Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

**Active Learning**

Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

**Educational Technology**

Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

**Individualized Instruction**

Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

**Career and Technology Education (CTE)**

A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.