

HARRISON COUNTY SCHOOL DISTRICT

DROPOUT PREVENTION PLAN

ELEMENTARY LEVEL

2022-2023



LIZANA ELEMENTARY

**PRINCIPAL – Mrs. Stephanie Lowery, Ed.S.
ASSISTANT PRINCIPAL(S) – Brian Holliman, Ed.S.**

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

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**PART I
SCHOOL OVERVIEW**

Student Demographic Data (2021-2022)		
	Number	Percentage
Female	174	45%
Male	209	55%
Asian	0	0%
Black	11	3%
Hispanic	7	.8%
Indian	2	.5%
Pacific Islander	0	0%
Two or More	22	6%
White	341	89%
TOTALS	383	100%

Staff Demographic Data (2021-2022)		
	Number	Percentage
Female	48	92
Male	4	8
Asian	0	0
Black	1	2
Hispanic	0	0
Indian	0	0
Pacific Islander	0	0
Two or More	0	0
White	51	98
TOTALS	52	100

**PART I
SCHOOL OVERVIEW**

Barriers to Academic Achievement (2021-2022) <i>Identify the number of students in each group</i>					
Students who are 2 or more years behind grade level	5	Students with disabilities	76	Students in foster care	3
Students with 5 or more unexcused absences	30.2%	Pregnant students (or those who gave birth during the school year)	0	% Free/Reduced Meals	16.4%
Students who have been in detention center or training school	0	McKinney-Vento (homeless) students	28	Unaccompanied youth	0
Percent of students referred to alternative school/behavior mod	1.8%	ELL students	2		

MKAS2 Kindergarten Readiness Assessment Results 2021-2022			
Number Tested	Fall 2020 Average	Winter 2020 Average	Spring 2021 Average
54	501		775

MKAS2 3 rd Grade Reading Assessment Results 2021-2022	
Number Tested	% Passed
41	98%

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>			
Goal 1	<input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input type="checkbox"/> Other A 2-point increase (85.6) in all ELA growth for all students from 83.6 as measured on the EOY MAAP compared to most recent data.		
Objectives	1. Increase proficiency for each child as measured by NWEA two/three times a year and as measured on yearly state assessments. 2. Ensure student work is aligned to state standards and improve student classroom achievement.		
Timeline	August - May		
Action(s)	1. Administration and ILC will provide feedback from classroom observations and coach teachers to improve instruction. 2. Administrators and ILC will review lesson plans and provide feedback to teachers for improvement. 3. Provide individualized/differentiated instruction for all students.		
Person(s) Involved	Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Interventionist, Parents, and Students		
Projected Outcomes	Increased academic achievement in ELA growth across grades 3-6.		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	Aug-May 20	<ul style="list-style-type: none"> - Data Analysis and Data Meetings (Ex. NWEA, Mastery Connect,.....) - Intervention/Tutoring 	Change in Intervention

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>			
Goal 2	<input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other Increase our ADA percentage (94.3) to 95% for a total increase of 1%.		
Objectives	Increase average daily attendance of students at Lizana Elementary.		
Timeline	August - May		
Action(s)	1. Weekly attendance is monitored and tracked leading to quick effective communication between home and school. 2. Students are recognized during award ceremonies throughout the year based on perfect attendance. 3. Special or PBS activities are planned for students with good attendance.		
Person(s) Involved	Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Parents, and Students		
Projected Outcomes	Increased student attendance and engagement leading to better student outcomes Academically and Socially.		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	Aug-May 20	<ul style="list-style-type: none"> - Attendance Tracking through Power School and Microsoft Teams - Quick Effective Communication between home and school 	Parent Administration conference

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>			
Goal 3	<input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other Decrease the total number of disciplinary infractions (175) for grade K-6 by 2%.		
Objectives	1. Decrease student discipline referrals.		
Timeline	August - May		
Action(s)	<ol style="list-style-type: none"> 1. Provide students with effective behavior interventions and support. 2. Track/monitor behavior progress and adjust interventions as needed. 3. Why Try 4. Utilize Corporal Punishment when appropriate as opposed to out of school suspensions keeping students in academic seat time. 		
Person(s) Involved	Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Interventionist, Parents, and Students		
Projected Outcomes	<ol style="list-style-type: none"> 1. Increased student attendance/seat-time receiving quality academic instruction. 2. Increased academic achievement. 		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	Aug-May 20	<ul style="list-style-type: none"> - Behavior Plan Tracking and Progress - Why Try documentation 	Change in behavior incentives

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2022-2023

School Goals & Objectives Based on test data, discipline, attendance, and other data (may include subgroups)				
	<input type="checkbox"/> Attendance	<input type="checkbox"/> Behavior	<input checked="" type="checkbox"/> Academics	<input type="checkbox"/> Other
Goal 4	A 2-point increase to 100 in all Math growth for all students as measured from the EOY MAAP most recent data (98.4)			
Objectives	1. Increase proficiency for each child as measured by NWEA two/three times a year and as measured on yearly state assessments. 2. Ensure student work is aligned to state standards and improve student classroom achievement.			
Timeline	August - May			
Action(s)	1. Administration and ILC will provide feedback from classroom observations and coach teachers to improve instruction. 2. Administrators will review lesson plans and provide feedback to teachers for improvement. 3. Provide individualized/differentiated instruction for all students. 4. Analyze Data (Ex. NWEA)			
Person(s) Involved	Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Interventionist, Parents, and Students			
Projected Outcomes	Increased academic achievement in ELA growth across grades 3-6.			
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments	
	Aug-May 20	<ul style="list-style-type: none"> - Data Analysis and Data Meetings (Ex. NWEA, Mastery Connect,.....) - Intervention/Tutoring 	Change in Interventions	

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

Interventions for Academic Achievement		
A. Identify procedures to reduce retention rates	Timeline	Person(s) Responsible
<p>Lexia, Imagine Learning, AR, Saxon Phonics, Heggerty Phonics, Project Read, iReady, etc.</p> <p>Kindergarten- Lizana Elementary will use NWEA three times a year to determine mastery of objectives and to monitor growth. MKAS2 will be given in K (Fall and Spring) and MKAS2 district benchmark half-way through the year. K students are given a Dyslexia screener in April. Reading benchmark assessments will also be given three times (August, January, April). A pre-test and a post-test will be given to those students identified for additional math tutoring. First Grade- Lizana Elementary will use NWEA three times a year to determine mastery of objectives and to monitor growth. STAR Reading will be given three times during the school year. First grade has dyslexia screener in September. Second Grade- Lizana Elementary will use NWEA three times a year to determine mastery of objectives and to monitor growth. Reading benchmark assessments will also be given three times (August, January, April). A pre-test and a post-test will be given to those students identified for additional math tutoring. Third Grade- Lizana Elementary will use NWEA three times a year to determine mastery of objectives and to monitor growth. Reading benchmark assessments will also be given three times (August, January, April). A pre-test and a post-test will be given to those students identified for additional math tutoring. Case Testing is also administered through Mastery Connect.</p>	Ongoing	ILC / Teachers
B. Identify professional development that promotes academic achievement	Timeline	Person(s) Responsible
<p>Classroom Management / Motivation Small Group Instruction Three Tier Instruction Parent / School Communication Thinking Maps Kids 1st First</p>	Ongoing	Administration ILC Teachers Parents
C. Identify resources available to assist with academic achievement	Timeline	Person(s) Responsible
<p>Lexia Imagine Learning Project Read iReady Kahn Academy Great Leaps Saxon Phonics Heggerty Phonics</p>	Ongoing	Administration ILC Teachers

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

Interventions for Academic Achievement		
D. Procedures for Mississippi Tiered System of Supports (MTSS) process	Timeline	Person(s) Responsible
1. Reduce behavior problems and increase student achievement: PBS Reward Incentives a. PBS Store b. PBS Snowballin' c. PBS Lizana School Bash	Ongoing	Administrators ILC Teachers School Staff
2. Monitor student progress: - Benchmark Testing	Ongoing	ILC / Teachers
3. Evidence-based interventions: - Lexia - Imagine Learning - Project Read - iReady - Kahn Academy	Ongoing	ILC / Teachers
E. Procedures for reviewing and revising goals and objectives depending on students' responsiveness (MTSS)	Timeline	Person(s) Responsible
MTSS ~ The Multi-Tiered Support Team along with the parents determine appropriate interventions and the student is placed in the Response to Intervention (RTI) process. The Response to Intervention for academics and for behavior is integrated into a unified model that recognizes the reciprocal influence academic performance and social/emotional/behavior have on each other. The main goal of MTSS is to be prevention oriented by knowing which students need support and implementing supports as early as possible each school year. Interventions will be evidence-based and targeted to the students' needs. Progress monitoring data will be used to determine when to make changes in instruction.	Ongoing	Administrators ILC Teachers Parents
F. Identify school-wide approaches to support dropout prevention while increasing academic performance and/or graduation rates	Timeline	Person(s) Responsible
MVP students are referred to in-school tutor (tutor provided for by MVP Grant when applicable) Students referred to school social worker (at-risk students' behavior and academic) Positive Behavior Support (PBS)	Ongoing	Administration Teachers Social Worker School Staff

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

Interventions for Academic Achievement		
G. Identify in-school classroom approaches that promote academic performance	Timeline	Person(s) Responsible
The Multi-Tiered System of Support (MTSS) is in place. When a child qualifies for interventions, the parent is invited to a planning meeting with the child's teachers and MTSS. The student begins interventions in Tier II for twelve weeks. Tier II interventions are conducted utilizing a scientifically based program for an extra half hour of daily instruction that is progress monitored for progress biweekly of the intervention assessments. Another meeting can be called if monitoring shows that the child is not responding to interventions in a satisfactory manner. Then the child is placed in Tier III interventions that are not to exceed two six-week periods. Tier III interventions are conducted utilizing a scientifically researched based program for an hour of daily instruction and are monitored once a week. After six weeks, a meeting is called to review the success of these interventions. If it is successful, the intervention continues. If it is not successful, another intervention for the final six weeks is employed. The parent is then invited for another final meeting with the MTSS committee to review the results of this final intervention. The results are placed on a trend line to see if the student is indeed manifesting progress. If the student has not shown progress, he/she is then referred to our county Special Education Dept. for possible testing for admittance to special education classes.	Ongoing	ILC
H. Identify methods of improving teacher effectiveness when addressing engagement issues.	Timeline	Person(s) Responsible
Give feedback on observations. Collaboration with Peers. Peer observation. Professional Learning Communities.	Ongoing	All Lizana Stakeholders
I. Identify resources and support utilized to promote services and academic achievement	Timeline	Person(s) Responsible
Awards Ceremony/ Increase rigor/ CCSS implementation, Increase knowledge of MAP rigor, implementation, strategies, methods, and assessments Hands on math training/ Thinking Maps/ Response to Intervention/ Student Portfolios AR/ Test Score Analysis/ Subject Area Specific Methods/ Content/ Writing Workshop/ Behavior Modification/ Classroom Management/ Motivation/ Small Group Instruction/ Three Tier Instruction/ Parent/School Communication/ Thinking Maps/ Kids 1 st First PBS/ Social Worker Sessions/ Classroom Management PD/ Safety Meetings/ District Safety Program (Crisis Plan)	Ongoing	All Lizana Stakeholders

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

Interventions for Academic Achievement		
J. Identify procedures for ensuring homeless students (including those who are in foster care) are identified and provided services	Timeline	Person(s) Responsible
<p>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. The district will ensure that children in foster care remain in their schools of origin unless it is determined to be in the student's best interest to change schools. Should a school transfer become necessary, the district will coordinate with the receiving school to ensure enrollment without delay. MVP tutor will work with homeless students K-6 three times a week. MVP tutoring and teacher tutoring will provide individualized instruction for at-risk students if needed.</p> <p>This is above the regular academic times to ensure the students receive additional time (based on particular needs assessed by data NWEA/MAP/STAR reading). WHY-TRY program that is conducted by the Social Worker for students with behavior issues.</p> <p>This is to increase student achievement and close the achievement gap.</p>	Ongoing	Administrators ILC Social Worker Teachers MVP Tutor (if applicable)

**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		
A. Identify procedures that are in place to increase student attendance rate	Timeline	Person(s) Responsible
<p>OBJECTIVES: FOR ALL STUDENTS</p> <ol style="list-style-type: none"> Weekly attendance is monitored and tracked leading to quick effective communication between home and school. Students are recognized during award ceremonies throughout the year based on perfect attendance. Special or PBS activities are planned for students with good attendance. 	Ongoing	Administration ILC
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
August- May	Attendance Tracking through power school and communication.	Weekly Attendance Reports and conferencing

**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			
B. Identify procedures for transitioning students to their home schools from the juvenile detention center/alternative setting		Timeline	Person(s) Responsible
OBJECTIVES: FOR ALL STUDENTS 1. In take meeting takes place between the school, home, and student. 2. Feedback and Plan is reviewed from Alternate setting and a plan is developed for best interests of the student. 3. Utilize attendance and pbs incentives: Ex. Gamer truck, Lizana party, snack and a movie		Ongoing	Administration ILC
Progress Monitoring			
Date	Evidence of Progress	Potential Adjustments	
Aug.- May	Monitor and track data in relation to behavior plan and revise as needed.	Change in behavior plan	
C. All schools will utilize the 3-tiered system of supports for improving attendance daily (Refer to Appendix A)		Timeline	Person(s) Responsible
Tier I: Universal Interventions			
OBJECTIVES: FOR ALL STUDENTS 1. Provide informative information to parents and students through face-to-face conferences, social media outlets, pamphlets, and phone calls about the impact of absences on academic achievement. 2. Provide opportunities for faculty and staff to develop positive relationships with the students and their families. 3. Provide recognition/incentives for improved and perfect attendance. 4. Monitor chronic absenteeism. 5. Classroom teachers call parents/students regarding absences.		Ongoing	Teachers, Administration, Social Worker, Parents, Students
Progress Monitoring			
Date	Evidence of Progress	Potential Adjustments	
Aug. - May	Monitor and report daily attendance while having effective quick communication.	Change in recognition/incentives and/or frequency	

**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 II: Early Outreach Interventions				
OBJECTIVES: FOR ALL STUDENTS 1. Analyze the barriers that are causing high absenteeism and create a plan to address those barriers. 2. Students who have high absenteeism are partnered with the social worker. 3. The social worker and principal call parents/students regarding absences. 4. Provide informative information to parents and students through face-to-face conferences, social media outlets, pamphlets, and phone calls about the impact of absences on academic achievement. 5. The truancy officer sends parents a letter after 5 unexcused absences.			Ongoing	Administration, Teachers, Social Worker, Students, Parents
Progress Monitoring				
Date	Evidence of Progress	Potential Adjustments		
Aug. – May	Data via Social worker Communication logs	Home visits if applicable		
Tier III: Individualized/Intensive Interventions				
OBJECTIVES: FOR ALL STUDENTS 1. Social worker and principal call parents regarding absences. 2. Coordinate efforts of school with interagency to address chronic absenteeism. 3. Closely monitor absenteeism data in response to ensure the effectiveness of interventions being implemented. 4. Implement legal intervention, as needed.			Ongoing	Teachers, Administration, Parents, Students, Social Worker
Progress Monitoring				
Date	Evidence of Progress	Potential Adjustments		
Aug.- May	Communication with proper authorities in relation to student absences.	Follow-up frequency if applicable		

**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			
D. Schools will engage parents to help prevent chronic absenteeism		Timeline	Person(s) Responsible
OBJECTIVES: FOR ALL STUDENTS 1. Provide informative information to parents and students through face-to-face conferences, social media outlets, pamphlets, and phone calls about the impact of absences on academic achievement. 2. Provide opportunities for faculty and staff to develop positive relationships with the students and their families by providing family nights, grandparents' luncheons, etc. 3. Promote daily attendance through positive incentives such as recognition on announcements. 4. Recognize students quarterly for perfect attendance at awards programs.		Ongoing	Social Worker, Administration, Teachers, Parents, Students
Progress Monitoring			
Date	Evidence of Progress	Potential Adjustments	
Aug. – May	Communication Logs and Meetings Social Worker resources and info	Increase frequency of parent outreach events and activities	
E. Schools will utilize community volunteers and businesses to reduce absences		Timeline	Person(s) Responsible
OBJECTIVES: FOR ALL STUDENTS 1. Provide informative information to parents and students through face-to-face conferences, social media outlets, pamphlets, and phone calls about the impact of absences on academic achievement. 2. Provide opportunities for faculty and staff to develop positive relationships with the students and their families by providing family nights, grandparents' luncheons, etc. 3. Promote daily attendance through positive incentives such as recognition on announcements. 4. Recognize students for perfect attendance at awards programs.		Ongoing	Administration, Students, Parents, Social Worker
Progress Monitoring			
Date	Evidence of Progress	Potential Adjustments	
Aug. – May	Provide accessible information for all parents to view Community resources used for incentives and how often.	Bi-monthly rather than monthly attendance incentive	

**PART V
STATE ASSESSMENTS**

Subject: Math	Overall Measurable Goal(s): Based on MAAP data from 21-22, we will increase Percent Proficient by 3% in each grade level for the 22-23 school year.				
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?
By the end of the 22-23 school year, students attaining proficiency will increase by 3% in grades 3-6 on MAAP Math section.	Professional Development will be on-going with academic best practices for K-6 teachers. Classroom Management Workshops MTSS Process/Project Read/Lexia/Kahn Academy/iReady Math/Great LEAPS	District and Federal Funds	Administration / Faculty	August 2022 - May 2023	School Benchmark / District and State Data

**PART V
STATE ASSESSMENTS**

Subject: ELA Overall Measurable Goal(s): Based on MAAP data from 21-22, we will increase Percent Proficient by 3% in each grade level for the 22-23 school year.						
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?	
By the end of the 22-23 school year, students attaining proficiency will increase by 3% in grades 3-6 on MAAP ELA section.	Professional Development will be on-going with academic best practices for K-6 teachers. Classroom Management Workshops MTSS Process/Project	District and Federal Funds	Administration / Faculty	August 2022 - May 2023	School Benchmark / District and State Data	

**PART V
STATE ASSESSMENTS**

Subject: Science		Overall Measurable Goal(s): Based on MAAP data from 21-22 school year, we will increase our Science proficiency by 3%, moving to 100%				
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?	
By the end of the 22-23 school year, students attaining proficiency will increase from 96.72% to 98% in grade 5 on MAAP Science section.	Professional Development will be on-going with academic best practices for K-6 teachers. Classroom Management Workshops MTSS Process/Project	District and Federal Funds	Administration / Faculty	August 2022 – May 2023	School Benchmark / District and State Data	

**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.)*

Needs Assessment Areas	Targeted Group	Prioritized Needs	Method	Short-Term Goals	Long-Term Goals
Student-based	K-6 Students	ELA/Math	Needs Assessment Surveys MAAP Scores NWEA	Increase Academic Growth	Ongoing
Student-based	K-6 Students	ELA/Math	Incentives (Ex. Rewards)	Increase Attendance	Ongoing
Student-based	K-6 Students	ELA/Math	STAR Reading Imagine Learning Iready Mastery Connect	Increase Academic Growth	Ongoing
Staff-based	K-6 Teachers	CCSS Thinking Maps LETRS (K-1) Classroom Management	Needs Assessment Surveys	Professional Development	Ongoing
Parent-based	K-6 Parents	Parental Involvement	Family Night Award Ceremonies INOW Conferences Gateway Conferences Fall Festival	Increase Parental Involvement	Ongoing

**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.

15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Systemic Renewal	Title I Plan Parental Involvement Plan School Plan	Title I Tutoring – provide one hour tutoring for K-6 students. Educational Software- programs designed to meet the academic needs of students in all subgroups is provided on a daily basis for K-6 students. Best Practice Professional Development to ensure sound teaching strategies. MAAP/ CCSS/ Achievement Series/ Title I/ Grade Book/ MTSS	All School Stakeholders
School-Community Collaboration	Weekly/Monthly Parent Newsletter School Messenger PTA Meetings	PTA Gradebook District Website Business-Donations and Incentives	Administration Teachers
Safe Learning Environments	School-Wide Safety Plan	PBS Counseling and various groups sessions to address self-esteem, bullying, and anger issues. Professional Development provides strategies in classroom management techniques to ensure student time-on-task and behavior that is conducive to learning.	All School Stakeholders
Family Engagement	Parental Involvement	PTA meetings monthly Annual Title Meeting/ Orientation Parent Surveys Family School Activities	All School Stakeholders
Early Childhood Education	Meet and Greet	Kindergarten Round Up Kindergarten Orientation	Administration Faculty and Staff

**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.

15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Early Literacy Development		MVP Tutoring Software programs including Imagine Learning, Lexia, Star Reading, and Accelerated Reader will be provided for students in all subgroups.	All School Stakeholders
Mentoring/Tutoring	Intervention	Parent Volunteers- Assisting if needed by volunteering services. Lexia/ Teacher Mentoring/ Afterschool Tutoring	All School Stakeholders
Service-Learning			
Alternative Schooling	Alternative or Behavior Modification Placement for behavior	Behavior modification classes will provide a small group setting to meet the academic and behavior needs of students in grades K-6 for all socioeconomic groups.	Alternative School / Student Services
After-School Opportunities	AlphaBest, Book Club, Math Club	Fill the afternoon "gap time" with constructive and engaging activities.	AlphaBest, Teachers and Club Sponsors

**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.

15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Professional Development	Differentiated Instruction Cultural Diversity NWEA and MAAP Assessment	Professional Development will be on-going with academic best practices for K-6 grade teachers. Safety Meetings/ MTSS Process/ Project Read/ Classroom Management/ Bullying	All School Stakeholders
Active Learning	Haggerty, Saxon Phonics, Ready, iReady, AR, Khan Academy, Lexia, Project Read, Ready, Eureka Math	Best practice strategies will be utilized to engage and involve students in the learning process in all socioeconomic group.	All School Stakeholders
Educational Technology	Smart Boards in K-6 grade Classrooms Educational Poster Maker Laptops / Tablets	Software programs: Imagine Learning, iReady, Kahn Academy, Lexia, Accelerated Reader, Star Reading provided for students. HCSD website, Gradebook (parents, students, staff)	Administration ILC Teachers
Individualized Instruction	Interventions Great Leaps Student Data/Growth Plans	Educational Software Programs Teacher Tutoring	Teachers
Career and Technical Education (CTE)	Classroom projects and presentations on various careers, Computer and Smart Board utilization, Career Day	To have students begin thinking about different career options and develop a comfort level with technology	Teachers, Administrators, Social Worker, Parents, Community Business Partners

**PART VIII
PROGRAMS AND INITIATIVES**

Name of initiative/program	Subject	Describe/explain the initiative/program	Is this program promising practices, research-based, or evidence-based?	Length (how long has this program been in place)?	Explain how the program/initiative is monitored.
Imagine Learning	EL Learning	Computer Program Tutors students in English language and literacy. Effective with language	All	Ongoing	ILC / District EL Personnel
Project Read	ELA	Language Arts curriculum with emphasis on phonics and written expression.	All	Ongoing	Teacher / ILC
Eureka Math	Math	Math facts and formulas and is built to create better math understanding.	All	Ongoing	Teacher / ILC
Haggerty	Reading	Phonemic Awareness curriculum for lower grades.	All	Ongoing	Teacher












**PART VIII
PROGRAMS AND INITIATIVES**

Name of initiative/program	Subject	Describe/explain the initiative/program	Is this program promising practices, research-based, or evidence-based?	Length (how long has this program been in place)?	Explain how the program/initiative is monitored.
Ready	Reading and Math	Complex, authentic texts engage students and deepens student understanding across math concepts.	All	Ongoing	Teacher
Mastery Connect	Reading and Math	Assessment tool used to identify levels of understanding and improve learning and instruction.	All	Ongoing	Administrator ILC Teacher
Accelerated Reader	Reading	Computer Program Allows students to read, cite, write, and quiz. Exposed to complex text.	All	Ongoing	Teacher
Lexia	ELA	Computer Program Screener and tool that identifies all five key components of reading and	All	Ongoing	ILC


**PART VIII
PROGRAMS AND INITIATIVES**

Name of initiative/program	Subject	Describe/explain the initiative/program	Is this program promising practices, research-based, or evidence-based?	Length (how long has this program been in place)?	Explain how the program/initiative is monitored.
Saxon Phonics	Reading	Multisensory approach to learning based on the concept of learning new skills on incremental basis. Integrates powerful assessments and rich insights with effective and engaging instruction in mathematics to address students' individual needs.	All	Ongoing	Teacher
iReady Math	Math	Integrates powerful assessments and rich insights with effective and engaging instruction in mathematics to address students' individual needs.	All	Ongoing	Teacher / ILC
iReady Reading	Reading	Integrates powerful assessments and rich insights with effective and engaging instruction in reading to address students' individual needs.	All	Ongoing	Teacher / ILC
Khan Academy	Math	Set of online tools that help educate students. Short lesson in the form of videos.	All	Ongoing	Teacher / ILC

PART IX
SCHOOL DROPOUT PREVENTION TEAM MEMBERS
2022-2023

Printed Name	Signature	Please check one area for each			
		Parent	Gov./Govt. Agency Rep.	Community Rep.	School Staff
Mrs. Stephanie Lowery Principal	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brian Holliman Assistant Principal	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amy Farlow Lead	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Beth Walter Social Worker	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Danielle Buteno Parent	 (Signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holly Rager Parent	 (Signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrie Walters Teacher	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ashleigh Paull Teacher	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dana Ladner Teacher	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dawn Halstead Teacher	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Donovan Higdon Teacher	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

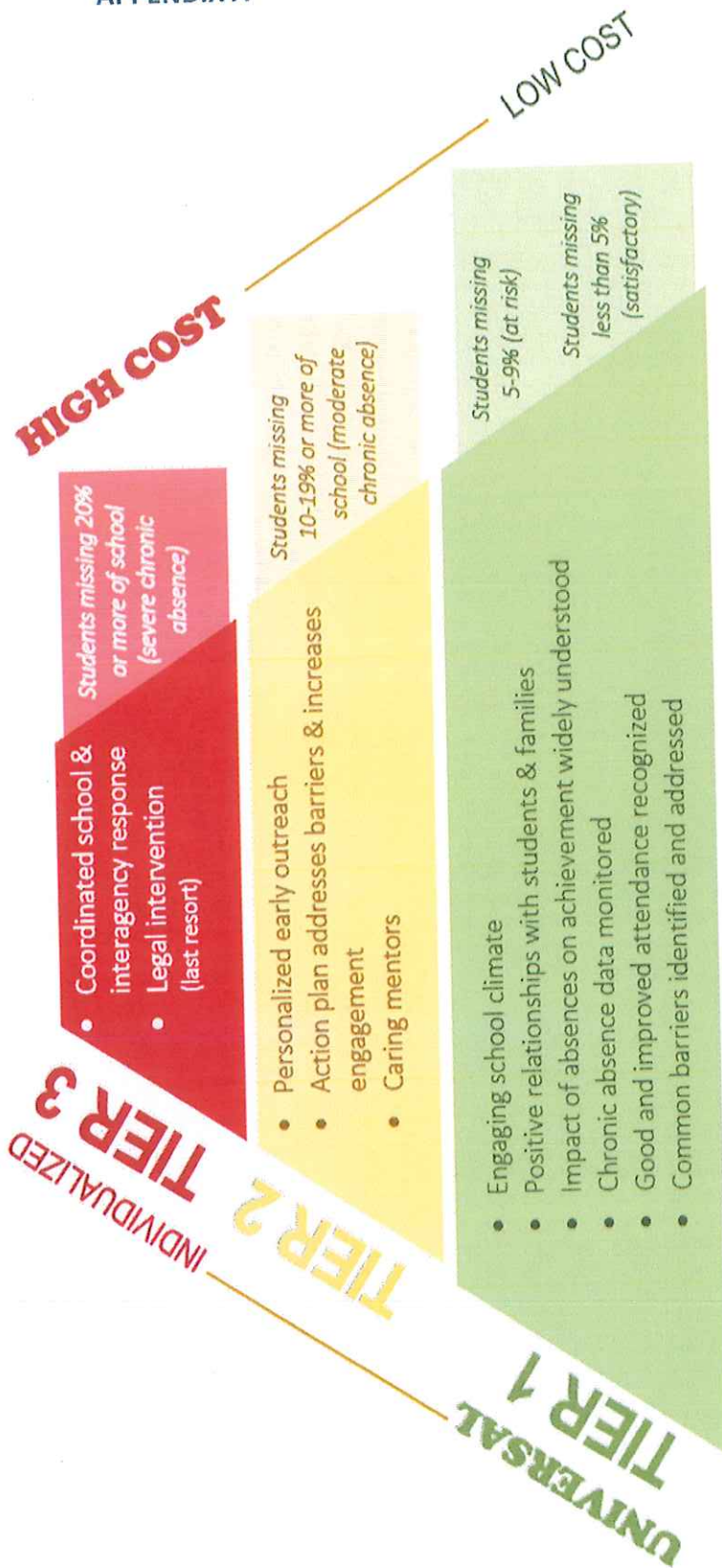
**PART IX
SCHOOL DROPOUT PREVENTION TEAM MEMBERS
2022-2023**

Printed Name	Signature	Please check one area for each			
		Parent	Class/Club/ Agency Rep.	Community Rep.	Substit Staff
Michael Dye Owner Dye Construction	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
_____	_____ (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____ (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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_____	_____ (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHRONIC ABSENTEEISM: Missing 10% (18 days) or more of school **for any reason** (excused absences, unexcused absences, and suspensions)

3 TIERS OF INTERVENTION

- Tier 1 represents universal strategies to encourage good attendance for all students.
- Tier 2 provides early intervention for students who need more support to avoid chronic absenteeism.
- Tier 3 offers intensive 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.