

HARRISON COUNTY SCHOOL DISTRICT
DROPOUT PREVENTION PLAN
ELEMENTARY/MIDDLE LEVEL
2022-2023

D'Iberville Elementary

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

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**PART I
SCHOOL OVERVIEW**

| Student Demographic Data (2021-2022) | | |
|---|---------------|-------------------|
| | Number | Percentage |
| Female | 387 | 52% |
| Male | 363 | 48% |
| Asian | 73 | 10% |
| Black | 209 | 28% |
| Hispanic | 88 | 12% |
| Indian | 4 | 1% |
| Pacific Islander | 0 | 0% |
| Two or More | 69 | 9% |
| White | 307 | 41% |
| TOTALS (exclude gender) | 750 | 100% |

| Staff Demographic Data (2021-2022) | | |
|---|---------------|-------------------|
| | Number | Percentage |
| Female | 90 | 96% |
| Male | 4 | 4% |
| Asian | 2 | 2% |
| Black | 1 | 1% |
| Hispanic | 1 | 1% |
| Indian | 0 | 0% |
| Pacific Islander | 0 | 0% |
| Two or More | 0 | 0% |
| White | 90 | 96% |
| TOTALS (exclude gender) | 94 | 100% |

**PART I
SCHOOL OVERVIEW**

| Barriers to Academic Achievement (2022-2023) <i>Identify the number of students in each group</i> | | | | | |
|---|-------|--|-----|-------------------------|-------|
| Students who are 2 or more years behind grade level | 2 | Students with disabilities | 113 | Students in foster care | 9 |
| Students with 5 or more unexcused absences | 18.6% | Pregnant students (or those who gave birth during the school year) | 0 | % Free/Reduced Meals | 64.5% |
| Students who have been in detention center or training school | 0 | McKinney-Vento (homeless) students | 63 | Unaccompanied youth | 0 |
| Number of students referred to alternative school/behavior mod | .53% | ELL students | 96 | | |

| MKAS2 Kindergarten Readiness Assessment Results 2021-2022 | | |
|--|-------------------|---------------------|
| Number Tested | Fall 2021 Average | Spring 2022 Average |
| 180 | 500 | 736 |

| 3rd Grade Reading Assessment Results 2022 | |
|---|----------|
| Number Tested | % Passed |
| 192 | 91.67% |

| MAP Testing (Percentage of Students Performing at Each Level) | | | | | |
|--|---------|---------|---------|---------|---------|
| Reading | | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Grade 3 | 5% | 6% | 21% | 48% | 23% |
| Grade 4 | | | | | |
| Grade 5 | | | | | |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |
| Language Arts | | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Grade 3 | 5% | 6% | 21% | 48% | 23% |
| Grade 4 | | | | | |
| Grade 5 | | | | | |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |

PART I
SCHOOL OVERVIEW

| MAP Testing <i>(Percentage of Students Performing at Each Level)</i> | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Mathematics | | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Grade 3 | 5% | 5% | 17% | 40% | 37% |
| Grade 4 | | | | | |
| Grade 5 | | | | | |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |

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"/> <u>Academics</u> <input type="checkbox"/> Other | | | | | | |
| Goal 1 | Decrease the number of students scoring below the 50 th percentile by 10% for benchmark testing using NWEA-Northwest Evaluation Association/MAP in ELA. 122 Students K - 1 were below 50% for the winter 2021-2022 school year. | | | | | | |
| Objectives | To decrease the number of students below the 50 th percentile by 10% to 110 students. | | | | | | |
| Timeline | 2022 - 2023 School Yr. Review at Semester | | | | | | |
| Action(s) | *Curriculum planning with grade level teachers, instructional coach, and district instructional specialists *Identify students who are in need to interventions and place in MTSS *Observations and feedback provided by Administration, Instructional Coach, Kids First Consultants, and District Instructional Specialists. | | | | | | |
| Person(s) Involved | Administrators, IC, Social Worker, Teachers | | | | | | |
| Projected Outcomes | The number of students below the 50 th percentile will decrease each benchmark. | | | | | | |
| Progress Monitoring | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 30%;">Date</th> <th style="width: 40%;">Evidence of Progress</th> <th style="width: 30%;">Potential Adjustments</th> </tr> </thead> <tbody> <tr> <td>August 2022 - May 2023</td> <td>Baseline Data NWEA NWEA/MAP</td> <td>Intervention Groups</td> </tr> </tbody> </table> | Date | Evidence of Progress | Potential Adjustments | August 2022 - May 2023 | Baseline Data NWEA NWEA/MAP | Intervention Groups |
| Date | Evidence of Progress | Potential Adjustments | | | | | |
| August 2022 - May 2023 | Baseline Data NWEA NWEA/MAP | Intervention Groups | | | | | |

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 type="checkbox"/> Behavior <input checked="" type="checkbox"/> <u>Academics</u> <input type="checkbox"/> Other | |
| Goal 2 | Decrease the number of students scoring below the 50 th percentile by 10% for benchmark testing using NWEA-Northwest Evaluation Association/MAP in Math. 180 students K - 2 were below the 50% for the winter 2021-2022 school year. | |
| Objectives | To decrease the number of students below the 50 th percentile by 10% to 162 students. | |
| Timeline | 2022 - 2023 School Yr. Review at Semester | |
| Action(s) | *Curriculum planning with grade level teachers, instructional coach, and district instructional specialists *Identify students who are in need to interventions and place in MTSS *Observations and feedback provided by Administration, Instructional Coach, Kids First Consultants, and District Instructional Specialists. | |
| Person(s) Involved | Administrators, IC, Social Worker, Teachers | |
| Projected Outcomes | The number of students below the 50 th percentile will decrease each benchmark. | |
| Progress Monitoring | Date | Evidence of Progress |
| | August 2022 - May 2023 | Baseline Data NWEA NWEA/MAP |
| | Potential Adjustments | |

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 checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other | | | | | | |
| Goal 3 | Increase school ADA by 2% from 2021-2022 school year which was 93%. | | | | | | |
| Objectives | To increase student attendance from 93% to 95%. | | | | | | |
| Timeline | 2022 - 2023 School Yr. Review Quarterly | | | | | | |
| Action(s) | *Implement monthly drawings/incentives for perfect attendance *Teacher will contact parent after two consecutive absences *Attendance clerk will notify Social Worker when students have excessive absences and Social Worker will contact the parent. *Teacher and Social Worker will schedule face to face parent conferences when needed. | | | | | | |
| Person(s) Involved | Administrators, IC, Social Worker, Teachers, Attendance Committee | | | | | | |
| Projected Outcomes | ADA will increase by 2% for the year. | | | | | | |
| Progress Monitoring | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Date</th> <th style="width: 40%;">Evidence of Progress</th> <th style="width: 30%;">Potential Adjustments</th> </tr> </thead> <tbody> <tr> <td>August 2022 - May 2023</td> <td>Attendance Reports</td> <td></td> </tr> </tbody> </table> | Date | Evidence of Progress | Potential Adjustments | August 2022 - May 2023 | Attendance Reports | |
| Date | Evidence of Progress | Potential Adjustments | | | | | |
| August 2022 - May 2023 | Attendance Reports | | | | | | |

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 4 | <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> <u>Behavior</u> <input type="checkbox"/> Academics <input type="checkbox"/> Other Decrease the number of classroom discipline referrals by 10% for the 2022-2023 school year. The total classroom discipline referrals was 290 referrals for the 2021-2022 school year. | | |
| Objectives | To increase positive student behavior by 10% and decrease the number of classroom referrals to 261. | | |
| Timeline | 2022 - 2023 School Yr. Review Monthly and Quarterly | | |
| Action(s) | *Implement school wide positive discipline referrals *School wide and classroom behavior incentives throughout the year *Provide on-going professional development in the area of classroom management *Increase parent communication and parent conferences | | |
| Person(s) Involved | Administrators, Social Worker, Teachers, Parents | | |
| Projected Outcomes | Classroom discipline will be decreased by 10%. | | |
| Progress Monitoring | Date | Evidence of Progress | Potential Adjustments |
| | August 2022 - May 2023 | Classroom observations and behavior logs Analysis of discipline report monthly | |

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

| Interventions for Academic Achievement | | |
|--|---|-------------------------------------|
| A. Identify procedures to reduce retention rates | Timeline | Person(s) Responsible |
| Lexia/Power Up | 2022 - 2023 Yr. | Teacher, IC |
| Accelerated Reading | 2022 - 2023 Yr. | Teacher, Librarian |
| Saxon Phonics | 2022 - 2023 Yr. | Teacher, Teacher Assistants |
| Moby Max | 2022 - 2023 Yr. | Teacher, IC |
| Great Leaps | 2022 - 2023 Yr. | Teachers, Tutors |
| Imagine Learning | 2022 - 2023 Yr. | EL Teacher, EL Assistants, Teachers |
| B. Identify professional development that promotes academic achievement | Timeline | Person(s) Responsible |
| Professional Learning Communities & District Instructional Specialists Grade Level Meetings-Coaching, teaching strategies | 2022 - 2023 Yr. Weekly | Teachers, Administrators, IC |
| Kids First | 5 Sessions August 2022 -December 2022 | Kids First Consultant |
| Data Meetings | 2022 - 2023 Yr. | Teachers, Administrators, IC |

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

| Interventions for Academic Achievement | | |
|--|--|---|
| C. Identify resources available to assist with academic achievement. | Timeline | Person(s) Responsible |
| Instructional Coach Social Worker Truancy Officer EL Assistant ESSER Tutors Teacher Assistants K-2 Computer Based Programs Thinking Maps Schoology Mastery Connect NWEA | 2022 - 2023 Yr. | Administration, Teachers, IC, Social Worker, Tutors, EL Assistant |
| D. Procedures for Mississippi Tiered System of Supports (MTSS) process | Timeline | Person(s) Responsible |
| 1. Reduce behavior problems and increase student achievement: <ul style="list-style-type: none"> a) School wide discipline plan b) Parent communication c) Behavior Plans d) Professional development – classroom management | 2022 - 2023 Yr. | Leadership Team, Administrators |
| 2. Monitor student progress: <ul style="list-style-type: none"> a) Benchmark Testing b) Progress Monitoring (weekly or bi-weekly) c) STAR Reading/STAR Math/STAR EL d) MTSS e) Data Meetings f) Mastery Connect g) Power School-Grades, Attendance, Discipline, Test Scores | 2022-2023 Yr. August 2022 January 2023 May 2023 | Administrators, Teachers, IC |

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

| Interventions for Academic Achievement | | |
|--|--|------------------------------------|
| <p>3. Evidence-based interventions:</p> <ul style="list-style-type: none"> a) Lexia b) Moby Max c) Why Try d) Great Leaps e) My View Interventions f) EnVision Math Intervention Kit g) Blast Off to Reading | 2022 - 2023 Yr. | Teachers, Tutors, IC |
| E. Procedures for reviewing and revising goals and objectives depending on students' responsiveness (MTSS) | Timeline | Person(s) Responsible |
| <p>Teachers meet weekly with administration and IC to discuss data and student progress monitoring results. Teachers implement differentiated instruction as needed. Students not meeting progress monitoring goals with have intervention changed based upon student need. Students who score below the 50th percentile on benchmark testing are placed in interventions and progressed monitored.</p> <p>Students on behavior plans are progress monitored weekly. Data is reviewed every two weeks and plans are revised if necessary.</p> | 2022 - 2023 Yr. | Administrators, Teachers, IC |
| F. Identify school-wide approaches to support dropout prevention while increasing academic performance and/or graduation rates | Timeline | Person(s) Responsible |
| <p>Award's Day recognizing honor roll, perfect attendance, citizenship</p> <p>Family Involvement - Open house, Grandparent's day, Monthly Meetings</p> <p>Academic Celebrations (Lexia, AR, Benchmark growth, etc.)</p> | <p>Quarterly</p> <p>Monthly</p> <p>2022 - 2023 Yr.</p> | Administrators, Teachers, IC |
| G. Identify in-school classroom approaches that promote academic performance | Timeline | Person(s) Responsible |

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

| Interventions for Academic Achievement | | |
|--|-----------------|---|
| Review of data Grade level planning Planning with consultants (Kids First) Thinking maps Higher order questioning Real world application of standards Student work displayed that demonstrates mastery of standard Mastery Connect Assessments (3 & 6 week) Classroom management | 2022 - 2023 Yr. | Teachers, Administrators, IC, Consultants |
| H. Identify methods of improving teacher effectiveness when addressing engagement issues. | Timeline | Person(s) Responsible |
| Teachers will participate in professional development. Teachers will participate in weekly PLC's. Teachers will work with consultants from Kid's First Instructional Coach will model teach Administration and IC will observe and provide feedback Peer Observations and follow up with IC | 2022 - 2023 Yr. | Teachers, Administrators, IC, Consultants |
| I. Identify resources and support utilized to promote services and academic achievement | Timeline | Person(s) Responsible |
| Instructional Coach Social Worker Truancy Officer ESSER Tutor Non-Certified Staff members EL Assistant | 2022 - 2023 Yr. | Teachers, Administrators, IC, Tutors |
| J. Identify procedures for ensuring homeless students (including those who are in foster care) are identified and provided services | Timeline | Person(s) Responsible |

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

| Interventions for Academic Achievement | | |
|---|-----------------|--|
| Students are identified in PowerSchool through the enrollment process. If a student is in need of academic or behavioral support, an intervention plan is developed based upon the student's needs. The social worker is also involved in providing any support that is needed. | 2022 - 2023 Yr. | Registrar, Principal, Social Worker, IC, Teacher |

**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 |
| OBJECTIVES: 1. Attendance Awareness Campaign (Educate parents about the impact of absences) 2. Recognize perfect attendance each nine weeks 3. Academic Celebration 4. Local business donations for students and teachers with perfect attendance | 2022 - 2023 Yr. | Teachers, IC, Administrators, Social Worker |
| Progress Monitoring | | |
| Date | Evidence of Progress | Potential Adjustments |
| At the end of every month | Attendance report | |
| B. Identify procedures for transitioning students to their home schools from the juvenile detention center/alternative setting | Timeline | Person(s) Responsible |
| OBJECTIVES: 1. Meeting held with parent, student, teacher, administrator, and social worker 2. Behavior Plan is put in place 3. Progress monitoring through social worker | 2022 - 2023 Yr. | Administrator, Teachers, Social Worker |
| Progress Monitoring | | |
| Date | Evidence of Progress | Potential Adjustments |
| August 2022- May 2023 | Meeting form | Transition Plans |

**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 | | |
|---|-----------------------------|---|
| 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: 1. Attendance Awareness Campaign 2. Social media post promoting attendance 3. Weekly teacher newsletters promoting attendance 4. Posters on campus promoting attendance 5. Identify students that have missed 5-9 days of school. 6. Communication through School Messenger. | 2022 - 2023 Yr. | Administrators, Teachers, Social Worker, Attendance Clerk |
| Progress Monitoring | | |
| Date | Evidence of Progress | Potential Adjustments |
| August 2022 - May 2023 | Attendance Reports | |
| Tier II: Early Outreach Interventions | | |
| OBJECTIVES: 1. Students are identified using PowerSchool and referred to Social Worker to contact parents when the child has absences 2. Administration, Social Worker, and Nurse will work with families to address barriers and increase attendance 3. Continue monitoring of students with chronic absences 4. Teachers contact parents after 2 consecutive absences 4. Identify students who have missed 10-19 days of school | 2022 - 2023 Yr. | Administrators, Teachers, Social Worker, Attendance Clerk, Nurse |
| Progress Monitoring | | |
| Date | Evidence of Progress | Potential Adjustments |
| August 2022 - May 2023 | Attendance Reports | |

**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 | | |
| OBJECTIVES: 1. Parent meeting with Social Worker to discuss attendance, academics, and other issues that need to be addressed 2. Home visit/SRO/Truancy 3. Parent meeting to help coordinate community resources if needed 4. Identify students who have missed 20 or more days of school. | 2022 - 2023 Yr. | Administrators, Teachers, Social Worker, Attendance Clerk, SRO, Truancy Officer |
| Progress Monitoring | | |
| Date | Evidence of Progress | Potential Adjustments |
| August 2022 - May 2023 | Attendance Reports | |
| D. Schools will engage parents to help prevent chronic absenteeism | Timeline | Person(s) Responsible |
| OBJECTIVES: 1. Increase parental awareness about the importance of school attendance using weekly newsletters, phone calls and conferences 2. School Messenger when students are absent/Power School 3. Weekly newsletters sent home in every classroom with parent information 4. Teachers will review the school attendance policy during orientation with parents. | 2022 - 2023 Yr. | Administrators, Teachers, Social Worker, Attendance Clerk |
| Progress Monitoring | | |
| Date | Evidence of Progress | Potential Adjustments |
| August 2022 - May 2023 | Teacher Phone Logs | Referral to Social Worker |

**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 | | |
|--|-----------------------------|---|
| E. Schools will utilize community volunteers and businesses to reduce absences | Timeline | Person(s) Responsible |
| OBJECTIVES: 1. Local businesses have donated certificates for students that have perfect attendance 2. Local businesses have donated classroom incentives for the class with the highest attendance percentage 3. P.T.O. volunteers help with functions for attendance | 2022 - 2023 Yr. | Administrators, Teachers, Social Worker, Attendance Clerk |
| Progress Monitoring | | |
| Date | Evidence of Progress | Potential Adjustments |
| August 2022 - May 2023 | Attendance Reports | |

**PART V
STATE ASSESSMENTS**

| Subject: Reading | | Increase proficiency on the state assessment by 3% | | | | |
|---|--|---|---|---|---|--|
| Overall Measurable Goal(s): | Action Steps/Interventions | Resources | Who is Responsible? | Timeline | Evidence of Implementation | |
| Desired Impact | What actions, additional assessments or interventions will occur to achieve the desired change? | What are the financial and human resources necessary to accomplish the action steps or interventions? | Who is involved? Who will provide the leadership? Who will do the work? | When will this action step or intervention begin and end? | What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? | |
| Decrease the number of Basic/Minimal students by 2% | Targeted instruction based on benchmark assessments. Tutoring, Classroom Interventions | Lexia Great Leaps Moby Max ESSER Tutor | Classroom Teachers Tutors Instructional Coach | August 2022 - May 2023 | Weekly Probes Benchmark Assessments | |
| Increase the number of students above the 50 th percentile in grades K - 3 based on Universal Screener | Targeted instruction based on benchmark assessments. Tutoring, Classroom Interventions | Lexia Great Leaps Moby Max ESSER Tutor | Classroom Teachers Tutors Instructional Coach | August 2022 - May 2023 | Weekly Probes Benchmark Assessments NWEA | |
| Increase parental involvement by 10% | Orientation 3 rd Grade Parent meeting Family Reading Night Monthly parent meetings | Weekly newsletters School Facebook page School Messenger Schoology | Administrators Teachers | August 2022 - May 2023 | Parent participation | |

**PART V
STATE ASSESSMENTS**

| Subject: Math | | Increase proficiency on the state assessment by 3% | | | | |
|---|---|---|---|---|---|--|
| Overall Measurable Goal(s): | Action Steps/Interventions | Resources | Who is Responsible? | Timeline | Evidence of Implementation | |
| Desired Impact | What actions, additional assessments or interventions will occur to achieve the desired change? | What are the financial and human resources necessary to accomplish the action steps or interventions? | Who is involved? Who will provide the leadership? Who will do the work? | When will this action step or intervention begin and end? | What on-going evidence will be gathered to show this intervention is helping to achieve the desired impact? | |
| Decrease the number of Basic/Minimal students by 2% | Targeted instruction based on benchmark assessments. Tutoring, Classroom Interventions | Envision 2020 Khan Academy Case 21/Mastery Connect Moby Max ESSER Tutor | Classroom Teachers Tutors Instructional Coach | August 2021 - May 2022 | Weekly Probes Benchmark Assessments | |
| Increase the number of students above the 50 th percentile in grades K - 3 based on Universal Screener | Targeted instruction based on benchmark assessments. Tutoring, Classroom Interventions | Envision 2020 Khan Academy Case 21/Mastery Connect Moby Max ESSER Tutor | Classroom Teachers Tutors Instructional Coach | August 2021 - May 2022 | Weekly Probes Benchmark Assessments NWEA | |
| | | | | | | |
| | | | | | | |

**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 |
|----------------------------|--|--|---|--|---|
| Special Education Students | Students with a special education ruling, Teachers, Inclusion Teachers | Increase growth of all special education students | Review schedules, Training for all teachers and inclusion teachers, Review | Increase the amount of special education students below the 50 th percentile by 5%. | Increase academic proficiency of all special education students |
| Parental Involvement | Parents Guardians Teachers Students Administrators | Increase parental involvement | Orientation, Flexible meetings, School Messenger, Weekly Newsletters, | Increase the number of parents attending school functions by 5%. | Increase the number of parents attending school functions by 10%. |
| Professional Development | Teachers Administrators IC | Increase targeted professional development to the needs of the students/teachers | Needs Assessment, Surveys, Data, Scheduling | Increase student achievement by 10%. | Increase student achievement by 20%. |
| Student Behavior | Teacher Students Parents Administrators | Decrease student disruptions in the classroom during instruction | Classroom management training, Behavior incentives | Decrease discipline referrals by 5% | Decrease discipline referrals by 10% |
| | | | | | |
| | | | | | |

**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 | MS Standards, Case 2L, NWEA, MTSS, MAAP Testing, Power School, Tutor, Schoology | To provide curriculum that will meet the needs of all students; to ensure all students meet growth goals. Grade level and faculty meetings are held to discuss data and progress towards goals. Professional development is provided based on the needs to the students. | Administrators, Faculty, Staff, IC |
| School-Community Collaboration | SRO, P.T.O., Local Business Partners, Orientation, School Messenger, Monthly Parent Meetings | To increase the partnership with the community and increase proficiency and reduce absenteeism. | Administration, P.T.O. Officers, SRO |
| Safe Learning Environments | Effective School and Classroom Management; SRO, Crisis Management Plan, School Nurse, Social Worker | To provide a safe learning environment and to teach students to make positive choices. | Administration, SRO, Social Worker, School Nurse |
| Family Engagement | Orientation, Monthly Parent Meetings, Family Reading Night, Parent Surveys, Grandparent's Day | To increase parental involvement in the school. | Administrators, P.T.O. Officers, Teachers, Librarian |
| Early Childhood Education | United Way Pre-k 4 Program, Kindergarten Round-Up, Head Start Visit, DES visit to DMS | To transition students to school and to middle school. | Administration, 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.

| 15 Dropout Prevention Strategies | Initiative | Goal(s)/Purpose(s) | Persons Responsible |
|----------------------------------|---|---|--|
| Early Literacy Development | Saxon Phonics, Heggerty, Ready Gen, LETRS Training | To build students foundation in phonemic awareness, phonics, fluency, and vocabulary. | IC, Teachers |
| Mentoring/Tutoring | ESSER Tutor, Intervention Time, DHS Community Service Class | To increase achievement of students scoring below the 50 th percentile. | Teachers, Tutors, DHS Students |
| Service-Learning | Backpack Program | To use classroom learning in real-world application. | Teachers, Administrators, Social Worker |
| Alternative Schooling | Behavior Modification | To allow students to continue their education regardless of disciplinary infractions. | Administration, Behavior Mod Faculty and Staff |
| After-School Opportunities | None | | |

**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 | Kids First, PLC's, Grade Faculty Meetings, Grade Level Meetings | To provide professional development to increase teacher effectiveness. | Administration, IC, Teachers, Kids First Consultant |
| Active Learning | MS Standards, Tutoring, Special Education, Computer Based Learning | To encourage students to actively participate in their own learning by developing ideas, problem solving and listening. | Teachers, Students, Tutors |
| Educational Technology | Smart Board, Schoology, Lexia | To increase student engagement and achievement through technology. To prepare students for a technology-driven environment. | Teachers, IC |
| Individualized Instruction | Saxon 3 rd Grade, Great Leaps, Lexia, Mastery Connect, EL | To provide a curriculum that will meet the needs of all students. | Teachers, IC |
| Career and Technical Education (CTE) | Hour of Code, Keyboarding | To prepare students for technology. | Teachers |

**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. |
|----------------------------|---------------|---|---|---|---|
| NWEA | Reading /Math | NWEA/MAP is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K-12 assessments and professional learning offerings to help advance all students along their optimal learning paths. | Research Based | 2010 to present | 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. |
| Saxon Phonics | Reading | Provides targeted foundational skill instruction and interactive, multisensory classroom kits to keep students engaged, excited, and 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 and ongoing assessment to ensure prior knowledge sticks and new knowledge accumulates. Saxon Phonics and Spelling K-3 helps children master the essential foundational skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. | Research Based | 2018 to present | Cumulative, diagnostic assessments integrated into the instruction measure progress and provide remediation for children who need additional help mastering skills. |






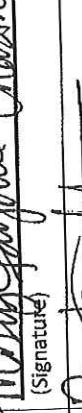





**PART VIII
PROGRAMS AND INITIATIVES**

| | | | | | |
|----------------------------|---------|--|---|---|--|
| Lexia | Reading | 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. | Evidence based | 2017 to present | 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. |
| 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. |
| Heggerty | Reading | The Heggerty Phonemic Awareness curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. | Research based | 2018 to present | 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. |



**PART VIII
PROGRAMS AND INITIATIVES**

| | | | | |
|---------------------------------|------------------|---|--------------------|---|
| TE 21/Case Assessme nt | Readin g/Math | <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> | 2016 to Present | <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 if 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> |
|---------------------------------|------------------|---|--------------------|---|

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

| Printed Name | Signature | What strengths/perspectives does this person bring to the team? | Please check one area for each | | | |
|----------------------------------|---|---|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| | | | Parent | Civic/Govt. Agency/Rep. | Community Rep. | School Staff |
| Melissa Quave Principal |  | Principal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Heather Boudreaux Team Leader |  | Assistant Principal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Sergeant Knapp |  | School Resource Officer Safety, Resources, Training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Jodi Smith |  | Parent Parent has a student at DES and a student at DMS | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Misty Fayard Chastain |  | Parent Parent of a student | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dee Jarrett |  | New Teacher and Bus Driver Knowledge of the school and students 2 years teaching experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Leta Willis |  | Teacher Knowledge of school and students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alina Mason |  | Instructional Coach - Curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Debra Mahand |  | Nurse Medical Perspective and Knowledge of Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Bridget Logan |  | School Social Worker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wendy Fayard |  | City Manager Administrative Assistant City of D'Iberville Resources | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

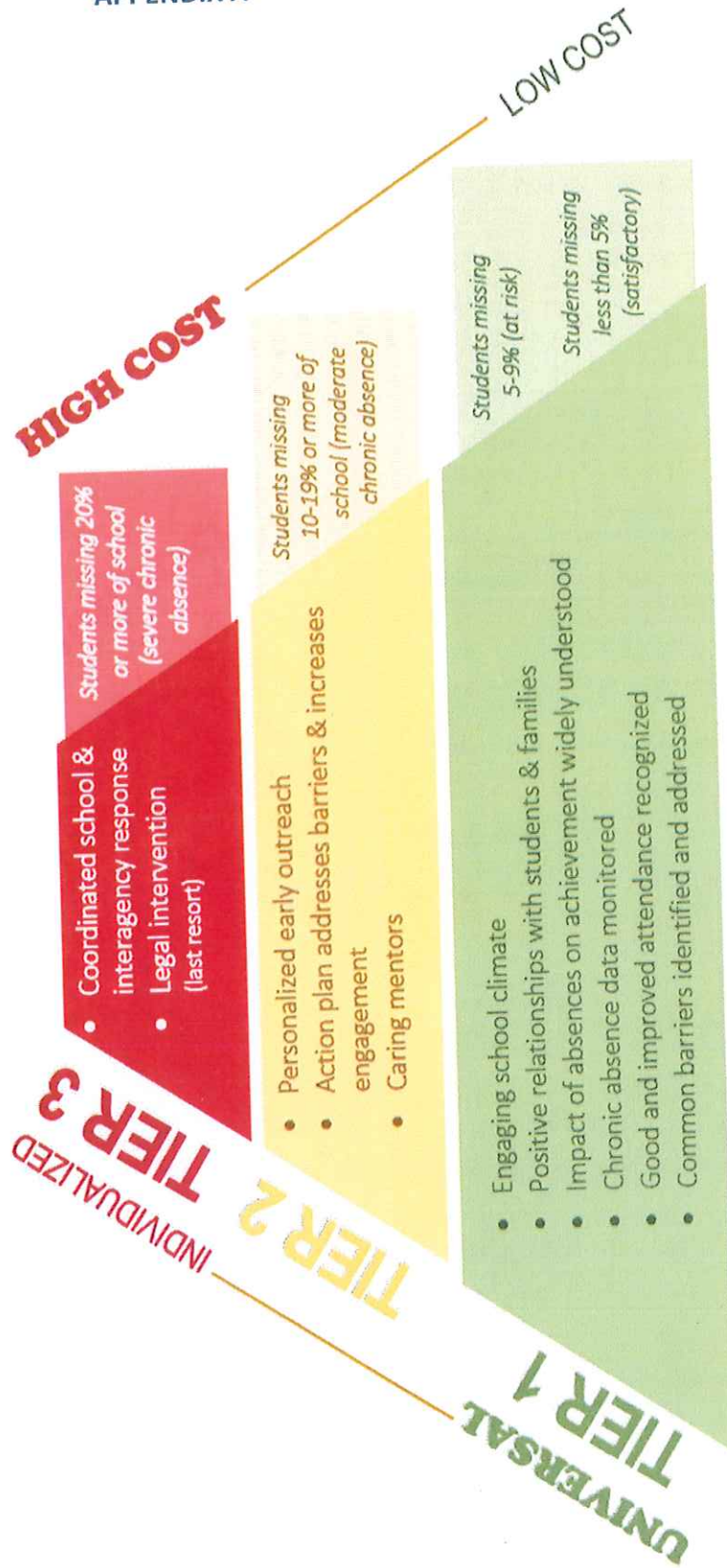
PART IX
SCHOOL DROPOUT PREVENTION TEAM MEMBERS
2020-2021

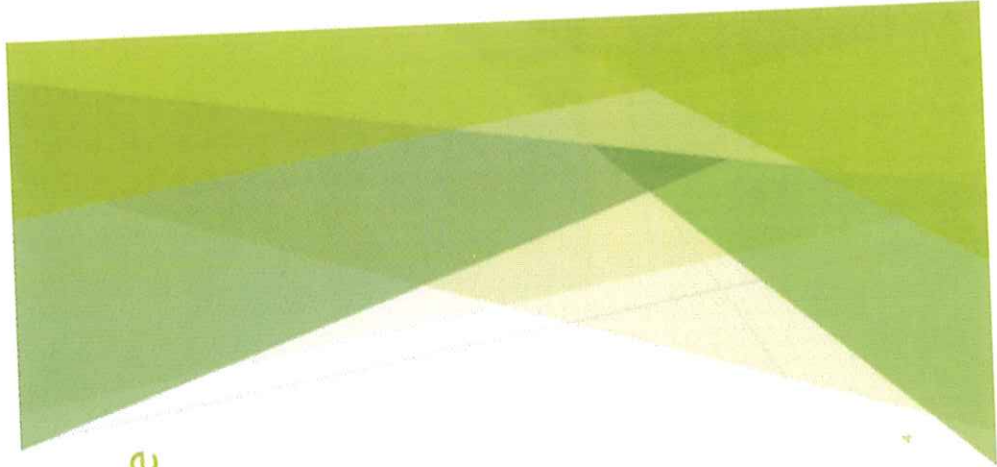
| Printed Name | Signature | Please check one area for each | | | |
|---------------|--|--------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| | | Parent | Child/Parent Agency Rep. | Community Rep. | School Staff |
| Amy Lechner |  (Signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Brandi Snider |  (Signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | (Signature) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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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.