

HARRISON COUNTY SCHOOL DISTRICT

DROPOUT PREVENTION PLAN

ELEMENTARY/MIDDLE LEVEL

2022-2023

Bel-Aire Elementary School

DROPOUT PREVENTION PLAN
ELEMENTARY LEVEL
2022-2023



Bel-Aire Elementary School

Principal – Ann Hardy

Assistant Principals – Ellen Bosarge and Ida West

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Student Demographic Data (2021-2022)		
	Number	Percentage
Female	284	49%
Male	301	51%
Asian	9	1.5%
Black	309	53%
Hispanic	98	17%
Indian	3	.5%
Pacific Islander	4	.6%
Two or More	43	7.4%
White	119	20%
TOTALS <i>(exclude gender)</i>	585	100%

Staff Demographic Data (2021-2022)		
	Number	Percentage
Female	74	94%
Male	4	6%
Asian	0	0%
Black	27	35%
Hispanic	3	3%
Indian	0	0%
Pacific Islander	0	0%
Two or More	0	0%
White	48	62%
TOTALS <i>(exclude gender)</i>	78	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	5	Students with disabilities	105	Students in foster care	13
Students with 5 or more unexcused absences	16.6%	Pregnant students (or those who gave birth during the school year)	0	% Free/Reduced Meals	79%
Students who have been in detention center or training school	N/A	McKinney-Vento (homeless) students	50	Unaccompanied youth	N/A
Number of students referred to alternative school/behavior mod	4.2%	ELL students	64		

MKAS2 Kindergarten Readiness Assessment Results 2021-2022		
Number Tested	Fall 2021 Average	Spring 2022 Average
82	485	708

3rd Grade Reading Assessment Results 2022	
Number Tested	% Passed
97	73%

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 checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other During the 2022-2023 school year, increase the ADA from 91% to 93% by creating a safe and positive environment conducive to learning, as measured by the 2021-22 to 2022-23 ADA.	
Objectives	Increase student attendance/seat-time academic instruction.	
Timeline	August 2022– May 2023	
Action(s)	Provide a safe, positive, and nurturing learning environment; provide monthly/quarterly incentives for perfect attendance; and promote good attendance through recognition and awards.	
Person(s) Involved	Administrators, IC, Social Worker, School Nurse, Attendance Clerk, Classroom Teachers, Teacher Assistants, Custodians, Bus Drivers, and Local Businesses	
Projected Outcomes	Increased student attendance which will improve academic achievement by students being present.	
Progress Monitoring	Date	Evidence of Progress
	Monthly	Decrease in absenteeism, tardies, and early check-outs.
		Potential Adjustments
		Contact parents/guardians after 2 nd absence, tardy, or early check-out to address issue within the month.

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 type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other During the 2022-23 school year, the number of office discipline referrals will decrease by at least 110 (10%) by implementing PBIS strategies and providing incentives, as measured by office referrals received from 2021-2022 to 2022-2023.		
Objectives	Decrease student discipline referrals; increase student attendance which will impact student achievement.		
Timeline	August 2022– May 2023		
Action(s)	Implement effective classroom management strategies, provide students with effective behavior interventions; track/monitor behavior progress and adjust interventions, as needed. Implement Why Try, Character Education, and integrate positive classroom and school-level incentives through PBIS.		
Person(s) Involved	Administrators, IC, Classroom Teachers, Social Worker, and all staff members.		
Projected Outcomes	Increased student attendance/face-time receiving quality instruction.		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	Bi-monthly	Decrease in office discipline referrals and increased attendance.	Behavior plans and interventions

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 type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input type="checkbox"/> Other During the 2022-23 school year, all students will grow at least one performance level from the 2021-22 MAAP state assessment as measured by the State Accountability Model; and at least 70% of students will be proficient (PL4 or PL5) in English Language Arts as measured on MAAP, at least 66.7% will be proficient (PL4 or PL5) in Math as measured on MAAP, and at least 81.3% will be proficient in Science as measured on MAAP.	
Objectives	Increase proficiency for each student as measured by NWEA benchmarks and CASE assessments, and MAAP State Assessment; ensure instruction is aligned to state standards and use data to drive instruction.	
Timeline	August 2022 - May 2023	
Action(s)	Administrators and ICs will assist with helping teachers plan lesson plans, as well as, review them weekly; provide feedback from classroom observations on the rigor and depth of knowledge of instruction; protect instructional time to allow teachers to teach from bell-to-bell.	
Person(s) Involved	Administrators, IC, Classroom Teachers and Teacher Assistants.	
Projected Outcomes	Our school rating was a "C" for SY 20-21 according to the MAAP State Assessment Accountability Model. Our goal is to increase our school rating to an "A" and maintain an "A" school rating.	
Progress Monitoring	Date	Evidence of Progress
	Bi-weekly	CASE Data, NWEA Data, Common Grade Level Assessments, Progress Monitoring
		Potential Adjustments
		Alternate interventions, increase face-time, differentiated instruction

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

Interventions for Academic Achievement		
A. Identify procedures to reduce retention rates	Timeline	Person(s) Responsible
Implementation of Great Leaps, DIBELS, Lexia Lessons, Power-Up Lessons, Saxon Phonics, Heggerty	August 2022 –May 2023	Classroom Teachers, Assistant Teachers, and Tutors
MobyMax, Accelerated Math	August 2022 –May 2023	Classroom Teachers, Assistant Teachers, and Tutors
Imagine Learning	August 2022 –May 2023	EL Teacher and Teacher Assistant
B. Identify professional development that promotes academic achievement	Timeline	Person(s) Responsible
Weekly grade level meetings will be held to focus on specific topics and strategies to improve classroom instruction and effective implementation of the Mississippi College and Career Readiness Standards. Monthly PLC meetings will be held to analyze student data and plan interventions and accelerated instruction.	August 2022 –May 2023	Administrators, IC, District Specialist, and Classroom and Inclusion Teachers
C. Identify resources available to assist with academic achievement.	Timeline	Person(s) Responsible
<ul style="list-style-type: none"> • Professional Learning Communities (PLCs) – teams are made of a variety of grade level teachers and administrators which meet monthly. • Leadership Team – selected teachers from each grade level meet monthly under the direction of the principal. • Kids First– Training and Coaching for staff with the Mississippi Career and College Readiness Standards. • Training, planning, and modeling for specific topics by the Instructional and District Coaches; per county office and school administration 	August 2022 –May 2023	Administrators, Teachers, IC, Consultants, District Personnel
D. Procedures for Mississippi Tiered System of Supports (MTSS) process	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

Interventions for Academic Achievement		
<p>The Multi-Tiered System of Supports integrates Response to Intervention (RtI) for academics and RtI for behavior into a unified model that recognizes the reciprocal influence academic performance and social/emotional behavior have on each other. The main goal of the 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 student’s needs. Progress monitoring data will be used to determine when to make changes in instruction.</p> <p>1. Evidence-based interventions: The following evidence-based interventions are used: Lexia Lessons, Power-Up Lessons, Great Leaps, DIBELS, Project Read, Reading Detective, Moby Max, Khan Academy, Saxon Phonics, and Why Try for behavior.</p>	August 2022 –May 2023	PBIS Team, Administrators, Teachers, Parents, Social Worker, and staff members
<p>2. Reduce behavior problems and increase student achievement:</p> <ul style="list-style-type: none"> • The PBIS Team will share schoolwide expectations with the faculty and staff to promote consistent, positive behavior throughout the school. The PBIS Team, Administrators, Teachers, Social Worker, and the entire staff will model and enforce the expectations. • The PBIS will plan and provide incentives for students meeting schoolwide expectations. • Behavior plans will be developed for students who are experiencing consistent behavior problems. Students will be assigned to Why Try, a research-based program, as needed. Individual sessions with the social worker may also be provided, as needed. 	August 2022 –May 2023	PBIS Team, Administrators, Teachers, Parents, Social Worker, and staff members
<p>3. Monitor student progress:</p> <ul style="list-style-type: none"> • Students who are in the MTSS/Tier process for academics/behavior are progress monitored weekly (Tier III) or bi-monthly (Tier II), and the student data is reviewed by the MTSS team every 8 weeks. 	August 2022 –May 2023	Administrators, Teachers, Parents, and Social Worker
E. Procedures for reviewing and revising goals and objectives depending on students’ responsiveness (MTSS)	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

Interventions for Academic Achievement		
<p>The Multi-Tiered System of Support Team (MTSS) will review student data for students who are in the RTI process every six weeks. At the review meeting, the team will review all progress monitoring data to determine if the student is responding to interventions and continue progress monitoring for an additional six weeks. At the end of the eight weeks, the MTSS will review the student’s data again to determine if the student is responding to the interventions. If the student is still not responding to the interventions, different interventions will be implemented, or the team will decide if further actions are needed.</p>	August 2022 –May 2023	Administrators, Teachers, Parents, and Social Worker
F. Identify school-wide approaches to support dropout prevention while increasing academic performance and/or graduation rates	Timeline	Person(s) Responsible
<p>PBIS - Incentives planned to ensure positive behavior schoolwide Why Try - Program led by school social worker that is a strength-based approach to help youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. SRO - School Resource Officer- provides support and protection. Awards Day - Celebration for students who meet honor roll and/or perfect attendance criteria. Student of the Month-monthly recognition of students for good behavior by homeroom teachers. Bobcat Brags- recognition of students’ academic accomplishments and/or good behavior by individual faculty and staff members; announced over the intercom by an administrator Bobcat Bucks (K-2nd) - recognition of student achievement Red Ribbon Week - Drug Awareness Week</p>	August 2022 –May 2023	PBIS Team, Teachers, Administrators, SRO, Social Worker, Librarian, Nurse, staff members, and Parents.
G. Identify in-school classroom approaches that promote academic performance	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2022-2023**

Interventions for Academic Achievement		
<ul style="list-style-type: none"> • Provide Differentiated Instruction and Engaging Learning Opportunities Which Require Critical Thinking That Are Connected to Real-World Situations • Conference with Students and Parents Regarding Academic and Behavioral Progress (Social Worker, when needed) • Give Verbal Praise • Provide Incentives for Academic Performance and Good Behavior 	August 2022 –May 2023	Administrators, Teachers, Teacher Assistants, and Social Worker
H. Identify methods of improving teacher effectiveness when addressing engagement issues.	Timeline	Person(s) Responsible
<ul style="list-style-type: none"> • Teachers will make initial contact to parents before school starts and monthly to build relationships • Teachers will update parents bi-monthly, or as needed, on student academic performance and behavior. • Teacher will provide incentives for academic performance and behavior. • Correspondences will be sent home via email, Remind 101, school flyers • Teachers will regularly update student planners (3rd-6th) and folders (K-2nd). • Social Worker will collaborate with teachers to identify strategies to help improve behavior of struggling students, as needed. 	August 2022 –May 2023	Administrators, Teachers, Teacher Assistants, and Social Worker
I. Identify resources and support utilized to promote services and academic achievement	Timeline	Person(s) Responsible
<ul style="list-style-type: none"> • Why Try • Multi-Tiered Systems of Support (MTTS) • After-School Tutoring • After School Enrichment Activities 	August 2022 –May 2023	Social Worker Administrators, IC, Teachers, Parents Teachers Teachers, Teacher Assistants, Cafeteria Staff

**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>The records clerk and administrator reviews registration packets upon enrollment and identify any students who are MVP or are in foster care immediately. Responsibility teacher(s), and social worker are immediately notified, and support services are provided on a case-by-case basis, as needed. The social worker reviews MVP and Foster Care Students' academic data at least once per month and discipline data at least weekly to determine if children need additional assistance.</p>	<p>August 2022 –May 2023</p>	<p>Records clerk, Attendance Clerk, Administrators, Social Worker, and Teacher(s)</p>

**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
1. Recognize students monthly for perfect attendance with prizes and other incentives. 2. Recognize students for meeting positive behavior expectations with Bobcat Brags and Bobcat Bucks for prizes and incentives, monthly Student of the Month recognition and quarterly PBIS incentives. 3. Social Worker reaches out to parents with several absences, tardies, and early check-outs, as needed.	August 2022 –May 2023	Administrators, ILC, Teachers, and Social Worker
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
Monthly/ Quarterly	Decrease in monthly average absences and tardies.	Increase incentives/shortened time period recognized.
B. Identify procedures for transitioning students to their home schools from the juvenile detention center/alternative setting	Timeline	Person(s) Responsible
1. Schedule Intake Meeting when returning from the Behavior Modification Program, JDC or Expulsion 2. Schedule Change of Placement for SPED students when returning from the Behavior Modification or Expulsion 3. Revise behavior plans based on recommendations from the Behavior Modification Program or develop new ones for returning students from expulsion.	August 2022 –May 2023	Administrators Administrators, SPED Teachers, Teachers and Parents Administrators, Teachers, Parents, Social Worker
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
Bi-Monthly	Monitor progress in meeting behavior goals.	Revise behavior plan, as needed, including different behavior interventions or dismissing students from behavior plans for successfully meeting goals over a course of time.

**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		
1. Create a warm and nurturing learning environment conducive to learning. 2. Provide opportunities for faculty and staff to develop positive relationships with students and their families. 3. Recognize good and improved attendance.	August 2022 –May 2023	Administrators, Social Worker, faculty, staff, bus drivers, cafeteria workers, and SRO Administrators, Social Worker, faculty, staff, bus drivers, cafeteria workers, and SRO Administrators, Teachers, Attendance Clerk and Social Worker
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
August 2022 –May 2023	Increase in attendance, decrease in office discipline referrals, increased parental involvement	Provide more feedback to improve instruction, address all learning styles, and increase student engagement, and integrate more technology
Tier II: Early Outreach Interventions		
OBJECTIVES: 1. Create action plan to identify and address common barriers. 2. Assign caring mentors to struggling 3. Address personalized barriers for struggling students.	August 2022 –May 2023	Administration, Social Worker, Records and Attendance clerks, and District Personnel
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments

**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		
Bi-monthly	Analysis of data to identify patterns of behavior	Increase in services to address social-emotional needs of struggling students
Tier III: Individualized/Intensive Interventions		
OBJECTIVES: 1. Coordinate efforts of school with interagencies to address chronic absenteeism. 2. Closely monitor chronic absenteeism data in response to ensuring the effectiveness of interventions being implemented. 3. Implement legal interventions, as needed.	August 2022 –May 2023	Administration, Social Worker, Records and Attendance clerks, and District Personnel
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
Monthly	Decrease in chronic absenteeism	Solicit the support of other community organizations/resources to meet the needs of our students.
D. Schools will engage parents to help prevent chronic absenteeism		Timeline
OBJECTIVES: 1. Provide information to parents on the direct correlation between absenteeism and academic achievement. 2. Acknowledge good attendance at Awards Ceremonies. 3. Provide incentives from local restaurants to recognize good attendance and encourage family time.		Person(s) Responsible
		August 2022 –May 2023
		Administrators, Classroom Teachers, Assistant Teachers, Social Worker, Parents, PTA, and Community Members
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments

**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			
Monthly	Decrease in chronic absenteeism	Closely monitor chronic absenteeism, provide more referrals to outside community agencies/resources.	
E. Schools will utilize community volunteers and businesses to reduce absences		Timeline	Person(s) Responsible
OBJECTIVES: 1. Solicit local businesses to provide incentives to promote good attendance (i.e. meal certificates or other prizes). 2. Recognize local businesses for their support with promoting good attendance at Awards Ceremonies, post on school Facebook, school website, etc. 3. Solicit local businesses and churches to provide input for our School Wide Plan, Family Engagement Policy, and Home Compact.		August 2022 –May 2023	Administrators, Classroom Teachers, PTA, and Local Businesses
Progress Monitoring			
Date	Evidence of Progress	Potential Adjustments	
Quarterly	Increase support from local businesses and churches	Soliciting support of businesses and churches not in partnership with school	

**PART V
STATE ASSESSMENTS**

Subject: English Language Arts					
Overall Measurable Goal(s): Increase the number of students scoring Level 4 and Level 5 in ELA on the State MAAP Test.					
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?
BAE students had a proficiency rate of 33.7% in ELA on the 2020-21 MAAP. Based on the Spring 2022 MAAP, we are projected to have a 44.42% proficiency rate.	Build reading fluency, vocabulary, phonics awareness, and comprehension	MyView and MyPerspectives, Heggerty, Project Read, Saxon Phonics, Wonders, Imagine Learning, Lexia, Power Up, and Great	Administrators, IC, Teachers, and Tutors	August 2022 –May 2023	NWEA Reading Data, Case Benchmark and Common Grade Level Assessments, and Progress Monitoring

**PART V
STATE ASSESSMENTS**

Subject: Math		Increase the number of students scoring Level 4 and Level 5 in Math on the State MAAP Test.				
Overall Measurable Goal(s):						
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?	
BAE students had a proficiency rate of 32% in Math on the 2020-21 MAAP. Based on the Spring 2022 MAAP, we projected to have a 38.24% proficiency rate.	Practice Math Fluency, Use Thinking Maps, Build essential math concepts and skills	Envision Math, Eureka Math, Case 21 Resources, and Tutors.	Administrators, IC, Teachers, and Tutors	August 2022 –May 2023	NWEA Math Data, Case 21 Data, Common Grade Level Assessments, Progress Monitoring	

**PART V
STATE ASSESSMENTS**

Subject: Science		Increase the number of students scoring Level 4 and Level 5 in Science on the State MAAP Test.				
Overall Measurable Goal(s):		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?
<p>BAE students had a proficiency rate of 53.2% in Science on the 2020-21 MAAP. Based on the Spring 2022 MAAP results we are projected to have a 64.3% proficiency rate.</p>	<p>Build essential science concepts and skills through differentiated instruction.</p>	<p>Inspire, STEMscopes, Science Testlets IXL Quizlet Smart Board Document Cameras, and Tutors.</p>	<p>Administrators, IC, and Teachers</p>	<p>Science Testlets, CASE and Teacher Created Assessments aligned to state standards, IXL, Quizlet Assessment data</p>		

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 Achievement	All Students	Increase academic achievement in Reading, Language, Math, and Science	NWEA, Case 21, Common Grade Level assessment data; Progress monitoring, Ongoing Classroom	Increase proficiency of all students measured by NWEA, CASE and yearly state tests; Ensure quality Tier I instruction is aligned to state standards.	Increase number of students meeting /exceeding NWEA goals; Increase number of students scoring level 4 and 5 on state assessments; Decrease student retention rate.
Professional Development	Teachers, IC, Administrators	Build Teacher Capacity	PLCs, Teacher Observations/evaluations, Coaching, Modeling, Training in Classroom Management, Differentiated Instruction, MTSS/RTI, and Targeted PD	Build teacher capacity in classroom management, differentiated instruction, data analysis, and standards-based instruction each year as measured by teacher observations/evaluations and student achievement; Increase academic gain.	Increased student achievement.
Curriculum, Instruction, and Assessments	Teachers	Ensure individualized/Differentiated instruction for all students	NWEA and MAAP Data, Case 21 Data, Lesson Plans, Grades, Pre/Post Tests, Classroom Observations/Evaluations.	Increase proficiency for each child as measured by NWEA Benchmarks; CASE Assessments, Develop Pre/Post tests at each grade level to guide instruction	Increase number of students meeting or exceeding NWEA goals; Increase number of students scoring level 4 and 5 on state assessments; Decrease student retention rate.
Safe Learning Environment	Students with three or more discipline referrals and/or habitually disruptive behavior.	Increase attendance and face-time instruction	Discipline Referral Reports, Behavior Plan Tracking, Behavior/Discipline Conferences, Why Try, Student of the Month, Project Wisdom, Good Behavior Incentives, and Bobcat Brags/Bucks	Decrease discipline referrals.	Decrease discipline referrals; Decrease yearly suspensions and district disciplinary referrals, students assigned to Behavior Modification yearly.
Family Engagement and School Community	Parents, guardians, and families.	Increase parent support and engagement.	Student Planners, Letters from principal and teachers, school web site, Facebook, Remind 101, phone calls, call-outs, meetings and award programs, performances	Increase parental attendance at school sponsored events.	Increase parental involvement.
Community Collaboration	Community members and businesses.	Increase community support and engagement.	Attendance, Letters from principal and teachers, school web site and Facebook, Remind 101, phone calls, meetings and award programs.	Increase community involvement by soliciting support during planning meetings, donations and volunteers.	Develop and implement a shared vision for Bel-Aire Elementary including all stakeholders.

**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	State Assessments, MTSS, Weekly Review of Student Grades, Surveys-Comprehensive Needs Assessment, Parent/Student/Staff School	Increase academic achievement.	Teachers, Students, Parents, ILC, Administrators
School-Community Collaboration	School Web Site, School Facebook, Military Liaison, Parent Teacher Association, Partnerships with local restaurants and stores	Increase community involvement.	Teachers, Students, Parents, Administrators, ILC, and Community Partners
Safe Learning Environments	School Cameras, Faculty/Staff ID badges, Why Try, Visitors' Policy, Project Wisdom, Academic and Behavior Awards, PBIS	Promote a positive and safe learning environment and decrease discipline referrals.	Teachers, Students, Parents, ILC, Administrators, PTA, School Resource Officer, School Nurse, and Social Worker.
Family Engagement	Parent/Family Meetings and Events, School Website, and Facebook.	Increase parental involvement.	Teachers, Students, Parents, Administrators
Early Childhood Education	United Way Pre-K Program on campus	Ease transition from Pre-K to Kindergarten.	Pre-K Teachers, Elementary Teachers, Teacher Assistants, Administrators, Instructional Coach

**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, Read Well, Project Read	Increase Literacy.	Teachers, Interventionists, Teacher Assistants, Administrators, Instructional Literacy Coach, and Tutors
Mentoring/ Tutoring	In-school reading and math interventions in the computer lab, After-School Tutoring, Assigned Staff Mentors	Increase Student Achievement and decrease in discipline referrals.	Teachers, Assistant Teachers, Interventionists, Administrators, and Social Worker
Service-Learning	Suicide Awareness, MLK Diaper Drive, Toys for Tots, Community Disaster Relief, and Socks for Seniors.	Connect Community Service Experiences	Students, Teachers, Parents, Social Worker, Community Organizations
Alternative Schooling	In School Suspension and Behavior Modification	Increase Student Socialization and Interpersonal Skills and Decrease Discipline Problems.	Teachers, Administrators, Social Worker.
After-School Opportunities	AlphaBest Afterschool Enrichment Activities	Fill the afternoon “gap time” with constructive and engaging activities, Provide extracurricular activities afterschool to expose students to various arts	AlphaBest Staff, Teacher and Teacher Assistant Volunteers, Cafeteria Staff Members

**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	In-Service Professional Development, NWEA, Writing, Classroom Management, MTSS, MS College and Career Readiness Standards, PLCs- Reading, Math, Science	Increase Teacher Capacity.	Teachers, Administrators, Instructional Coach, District Specialists, Consultants
Active Learning	NWEA RIT Band Instruction, Power-Up, Lexia, MobyMax, Imagine Learning	Increase Student Achievement by Engaging Students in the Learning Process Including Integrating Technology	Teachers, Teacher Assistants, Administrators, Instructional Coach, Tutors
Educational Technology	Smart Boards, Document Cameras, Laptop Carts utilizing online academic instructional programs	Provide Differentiated Instruction for Individualized Learning Needs and Instruction in Computer Science	Teachers, Administrators, Instructional Coach
Individualized Instruction	Classroom Projects and presentations on various careers, Computer and Smart Board Utilization,	Provide students opportunities to begin thinking about different career options and develop a comfort level with technology.	Teachers, Administrators, Instructional Coach, Social Worker, and guest speakers
Career and Technical Education (CTE)	Hour of Code, Career Day, Library Implements CTE standards for each grade level	Improve Student Awareness, Increase Student Preparedness for College and Career Readiness	Administration/IC/Teachers/Staff/ Parents/Community Leaders

**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/MAP	READING AND 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.	Researched-Based	This program has been in place at least 5 years.	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	PHONICS	<i>Saxon Phonics and Spelling</i> provides targeted foundational skill instruction and interactive, multisensory <i>Saxon Phonics and Spelling</i> provides targeted foundational skill	Researched-Based	This program has been in place at least 3 years.	Cumulative, diagnostic assessments integrated into the instruction measure progress and provide remediation for children who need additional help mastering skills.
HEGGERTY	PHONEMIC AWARENESS	The Heggerty Phonemic Awareness curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills.	Researched-Based	This program has been in place at least 5 years.	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,
LEXIA CORE 5 AND POWER UP	SOCIAL/EMOTIONAL SKILLS	The Why Try Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success.	Researched-Based	This program has been in place at least 8 years.	The Why Try Program utilizes a flexible lesson plan that allows social workers to effectively teach program concepts in a ten-minute solution-focused therapy session or in an hour-long class. The program has been used in open and closed groups; it's been incorporated into the daily lesson repertoire of

**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.
TE 21/ CASE ASSESSMENTS	READING, MATH, AND SCIENCE	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	Researched-Based	This program has been in place at least 5 years.	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
MS LITERACY BASE PROMOTION/ READING PROGRESS FOLDER	LITERACY	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	Researched-Based	This program has been in place at least 5 years.	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

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

Printed Name	Signature	Please check one area for each:			
		Parent	Chk/Govt Agency Rep.	Community REP	School Staff
Principal	<i>Ann Hardy</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Team Leader	<i>Ida West</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ellen Bosarge	<i>Ellen Bosarge</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Abby Dobbs	<i>Abby Dobbs</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carrie Miller	<i>Carrie Miller</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Freida Hall	<i>Freida Hall</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stephanie Joiner	<i>Stephanie Joiner</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yolanda Jenkins	<i>Yolanda Jenkins</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tameka Haynes	<i>Tameka Haynes</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Officer Sean Penny	<i>Officer Sean Penny</i> (Signature)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crystal Johnson	<i>Crystal Johnson</i> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

What strengths/perspectives does this person bring to the team?

Principal

Assistant Principal

Assistant Principal

Lead Teacher

Social Worker

Teacher

Teacher

Teacher

Teacher

School Resource Officer

Business Owner

PART IX
SCHOOL DROPOUT PREVENTION TEAM MEMBERS
2020-2021

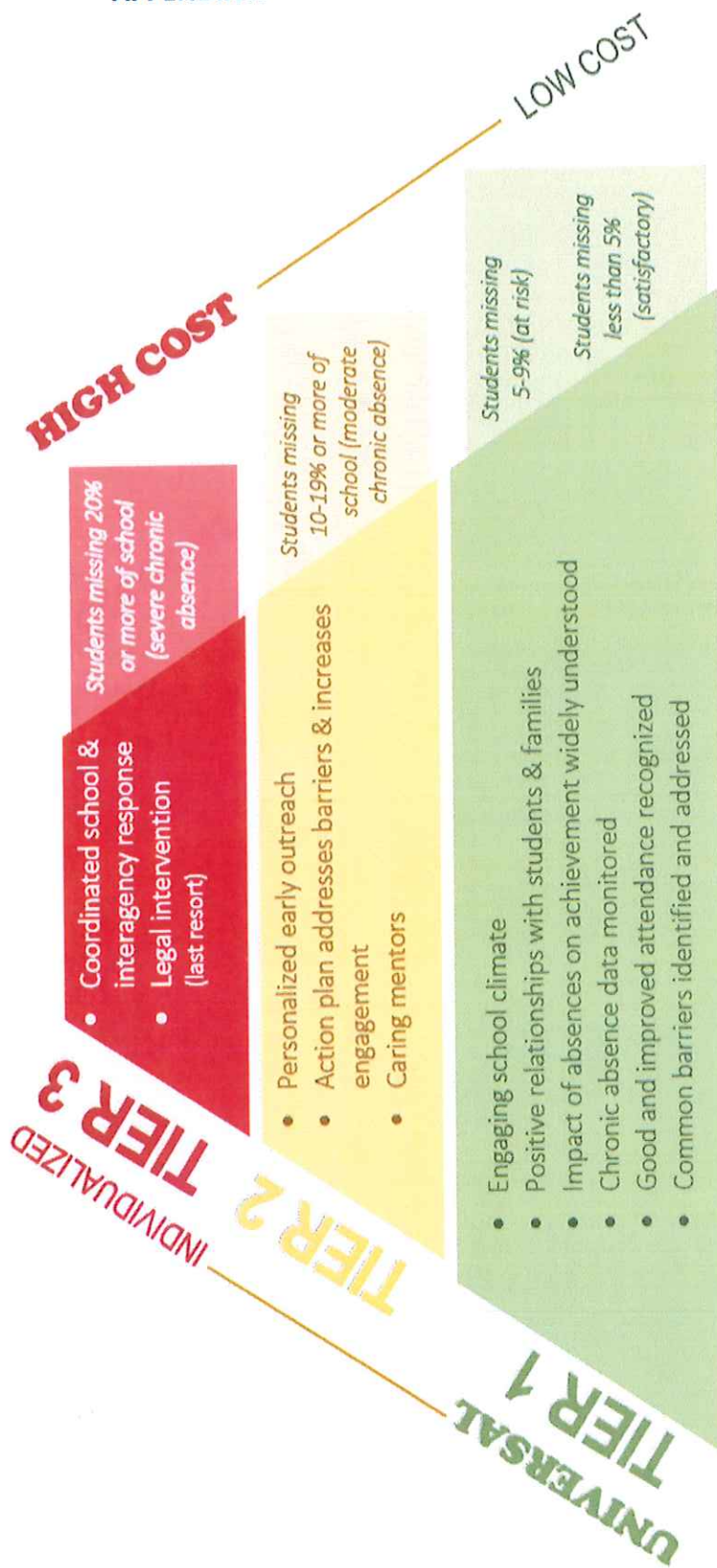
Printed Name	Signature	What strengths/perspectives does this person bring to the team?	Please check one area for each			
			Parent	Chief/Govt Agency Rep.	Community Rep.	School Staff
Amanda Canterbury	<i>Amanda Canterbury</i> (Signature)	Church Representative	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lola Lee Burnett	<i>Lola Lee Burnett</i> (Signature)	Community Member	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audra Sioyber	<i>Audra Sioyber</i> (Signature)	Parent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JANET SMITH	<i>Janet Smith</i> (Signature)	Parent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	_____ (Signature)	Parent	<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"/>
	_____ (Signature)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A

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.