

HARRISON COUNTY SCHOOL DISTRICT
DROPOUT PREVENTION PLAN
ELEMENTARY LEVEL
2021-2022



Harrison Central Elementary
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**DROPOUT PREVENTION PLAN
ELEMENTARY LEVEL
2021-2022**

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**PART I
SCHOOL OVERVIEW**

Student Demographic Data (2020-2021)		
	Number	Percentage
Female	233	49.9%
Male	234	50.1%
Asian	10	2.1%
Black	239	51.2%
Hispanic	18	3.9%
Indian	0	0%
Pacific Islander	2	0.4%
Two or More	34	7.3%
White	164	35.1%
TOTALS	467	100%
Virtual Learners	127	27%
In-Person Learners	340	73%

Staff Demographic Data (2020-2021)		
	Number	Percentage
Female	71	92.2%
Male	6	7.8%
Asian	0	0%
Black	28	36.4%
Hispanic	1	1.3%
Indian	0	0%
Pacific Islander	0	0%
Two or More	0	0%
White	48	62.3%
TOTALS	77	100%

School Rates (2019-2020)					
Attendance Rate (ADA)	96.22	Retention Rate	2.2%	Grade Point Average	N/A
Teacher Attendance Rate	91.3	Suspension Rate	0.17	ELA Score	N/A
Chronic Absentees	18/3%	Expulsion Rate (if applicable)	0	Math Score	N/A
Mobility Rate	.171	Disciplinary Recidivism Rate	0	Extracurricular Rate	N/A
Number of School Transfers	98	Discipline Rate	1.5	Education Level of Parents	N/A
Truancy Rate	11%	Disciplinary Infractions	872		

PART I
SCHOOL OVERVIEW

Barriers to Academic Achievement (2019-2020) <i>Identify the number of students in each group</i>					
Students who are 2 or more years behind grade level	0	Students with disabilities	87	Students in foster care	10
Students with 5 or more unexcused absences	62	Pregnant students (or those who gave birth during the school year)	0	Students in the custody of Child Protection Services	9
Students who have been in detention center or training school	0	McKinney-Vento (homeless) students	39	Unaccompanied youth	0
Number of students referred to alternative school/behavior mod	5	ELL students	21	% Free/Reduced Meals	83%

MKAS2 Kindergarten Readiness Assessment Results 2018-2019			
Number Tested	Fall 2018 Average	Winter 2018 Average	Spring 2019 Average
129	514		727

MKAS2 3 rd Grade Reading Assessment Results 2018-2019	
Number Tested	% Passed
153	49.7%

MAP Testing <i>(Percentage of Students Performing at Each Level)</i>					
Reading					
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	8	19	48	60	21
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Language Arts					
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3					
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	11	17	32	55	40
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2021-2022

School Goals & Objectives <i>Based on test data, discipline, attendance, and other data (may include subgroups)</i>			
Goal 1	<input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input type="checkbox"/> Other		
	Increase the percentage of 3 rd grade students scoring proficient and advanced on the MAAP Assessment in ELA from 38% to 68% and in Math from 50.4% to 68%. Performance Levels and success on the LBPA for 3 rd graders is an indicator of students' future success throughout their academic career.		
Objectives	Analyze benchmark data (NWEA) three times a year and use the data to individualize instruction to meet the needs of all learners. Encourage all students to meet or exceed their individual growth goals each benchmark testing cycle.		
Timeline	August - May		
Action(s)	Use all data to drive instruction. Utilize all available resources and staff to ensure that students are receiving quality instruction daily.		
Person(s) Involved	Administrators, ILC, Classroom Teachers, Paraprofessionals, Nurse, Social Worker, Tutors, Parents, and Students		
Projected Outcomes	Increase academic achievement.		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	August, January, and May	NWEA Data – 3 times a year MAAP Fluency, Saxon Phonics, Heggerty Case 21/Mastery Connect Lexia Learning Mobv Max	Adjust instruction as needed throughout the year, differentiation of instruction, and interventions if needed

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2021-2022

School Goals & Objectives <i>Based on test data, discipline, attendance, and other data (may include subgroups)</i>			
Goal 2	<input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input type="checkbox"/> Other		
	Promote student success by motivating students to value education using the Mississippi College and Career Readiness Standards. Students. Our goal is to provide a healthy, safe, and caring learning environment that is dedicated to quality instruction.		
Objectives	Encourage and motivate students to strive to do their best so that they are College or Career ready after graduation.		
Timeline	August - May		
Action(s)	Utilize data to target students performing below grade level on benchmark assessments and develop individual learning plans for each student. Tutors support and remediate various skills and weaknesses to increase student success and the graduation rate.		
Person(s) Involved	Administrators, ILC, Classroom Teachers, Paraprofessionals, Nurse, Social Worker, Tutors, Parents, and Students		
Projected Outcomes	Increase student achievement and proficiency.		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	August, January, and May	NWEA Data – 3 times a year MAAP Fluency Case 21/Mastery Connect	Adjust instruction as needed throughout the year, differentiation of instruction, and interventions if needed

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2021-2022

School Goals & Objectives <i>Based on test data, discipline, attendance, and other data (may include subgroups)</i>			
Goal 3	<input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other		
	Increase student attendance.		
Objectives	Increase student attendance and decrease the number of students with chronic absenteeism from 3% to 1%.		
Timeline	August - May		
Action(s)	School-wide and District-wide attendance incentives for students. Monthly incentives will be offered to individual classrooms with perfect attendance for the month.		
Person(s) Involved	Administrators, ILC, Classroom Teachers, Paraprofessionals, Nurse, Social Worker, Tutors, Parents, and Students		
Projected Outcomes	Improving student attendance will help improve student achievement.		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	Daily/Weekly/Monthly	The number of classes receiving incentives will increase. Monitor ADA monthly.	Ongoing

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2021-2022

School Goals & Objectives Based on test data, discipline, attendance, and other data (may include subgroups)			
Goal 4	<input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other		
	Reduce the number of classroom and bus discipline referrals and the discipline rate from 1.5 to 1.0.		
Objectives	Improve student behavior school-wide and decrease the number of discipline referrals.		
Timeline	August - May		
Action(s)	School-wide incentives offered to classes with no discipline referrals for the month.		
Person(s) Involved	Administrators, ILC, Classroom Teachers, Paraprofessionals, Nurse, Social Worker, Tutors, Parents, and Students		
Projected Outcomes	Reduction in the number of student discipline referrals which will improve student outcomes.		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	August - May	The number of classes receiving incentives will increase. Monitor discipline reports.	Ongoing

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
A. Identify procedures to reduce retention rates	Timeline	Person(s) Responsible
Students are assessed three times a year in reading, math, and fluency. Parents are notified and informed of students' progress after each benchmark testing cycle. Students are given individual growth goals in the areas of reading and math. If a student is performing below the expectations in reading, a Read-at-Home plan is implemented and shared with parents. Students who perform below the expectations in math will be monitored by the classroom teacher and interventions will be provided. Students may be referred to the Multi-Tiered System of Support (MTSS) for more intensive academic or behavior interventions.	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
<p>Resources/Programs Include: MVP Tutors (where applicable); Parent Conferences three times a year to review student data with parents and provide suggestions for remediation/enrichment; parent letters; Title I Tutoring; EL Tutoring; Mastery Connect/Case 21 Assessments; MAAP Fluency Assessments; Saxon Phonics; LETRS; Imagine Learning; Discussions for Learning, Schoology; Lexia Core 5; Power Up; EnVision Math 2020; EnVision Math Intervention; Engage/Eureka NY; Thinking Maps; Gateway Plan; Read at Home Plan; Student Portfolios; Benchmarking; and Early Interventions.</p>		

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
B. Identify professional development that promotes academic achievement	Timeline	Person(s) Responsible
<p>Resources/Programs Include: MVP Tutors (where applicable); Parent Conferences three times a year to review student data with parents and provide suggestions for remediation/enrichment; parent letters; Title I Tutoring; EL Tutoring; Mastery Connect/Case 21 Assessments; MAAP Fluency Assessments; Saxon Phonics; LETRS; Imagine Learning; Discussions for Learning; Schoology; Lexia Core 5; Power Up; EnVision Math; EnVision Math Intervention; Engage/Eureka NY; Thinking Maps; Gateway Plan; Read at Home Plan; Student Portfolios; Benchmarking; and Early Interventions District directors, principals, assistant principals, ILC's, and teachers attend conferences, meetings and workshops based on reading, language, and math instructional strategies. Researched based programs, resources, and materials are reviewed, studied and compared in order to identify research based programs that would best meet the needs of our students and support the MS College and Career Readiness Standards. After school Professional Development and Grade Level meetings with the teachers and paraprofessionals are conducted to explore best practices including but not limited to Reading for At-Risk Students, Classroom Management, Mathematics, and Differentiation of Instruction. The areas of focus are gathered from feedback from the Comprehensive Needs Assessment. The goal is to compare and identify research based programs that would best meet the needs of our students and support the MS College and Career Readiness Standards. Teachers and Paraprofessionals participate in ongoing in-service training on best practices, quality instructional methods and strategies, and ways to improve student achievement. Teachers also participate in peer observations and coaching opportunities throughout the year focusing on the MCCRS; classroom procedures and instructional strategies; grouping; and differentiated instructional practices. The Kid's First group supports our administrators, teachers, and new teachers with ongoing professional development throughout the year in the area of ELA. Learning walks have been established in order to give teachers the opportunity to work together to analyze and improve classroom instruction through collaboration and discussion. Through various training opportunities, Administrators, Instructional Literacy Coaches, and teachers have been provided the most current trends and data related to successful schools nationally. HCE will also collaborate and</p>	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
plan regularly with our feeder school's fourth grade team in an effort to increase our growth component of the accountability model.		
C. Identify the procedures to ensure the academic achievement for students enrolled in the virtual learning setting.	Timeline	Person(s) Responsible
Virtual learning will not be offered in the HCSD for the 2021-2022 school year, but if the virtual option is offered at any point, students will continue to learn from home using the Schoology Learning Management System. Students login to Schoology for a total of 330 instructional minutes per day to receive instruction. If hard copy materials are needed, parents pick them up from the school. Grades are given online and all state assessments will be administered at the school.	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
D. Identify the procedures in place to address a student's failure in the virtual learning setting.	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
If the virtual option is offered, virtual students who are failing will be handled the same way as traditional students. They will be referred to the MTSS process, interventions will be provided, and progress monitor will occur bi-weekly. Parents will be informed and invited to attend a virtual meeting to discuss student's individual plan.		
E. Identify procedures to ensure that all virtual learners are showing academic growth.	Timeline	Person(s) Responsible
Virtual students will have the same opportunities as traditional students. They will take all assessments including benchmark and state assessments to ensure academic growth.	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
F. Identify resources available to assist with academic achievement	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
All funds provided by the local, state, and federal level are used to benefit our students and assist with improving academic achievement for all students. Some of this funding is designated specifically for hiring additional staff to assist in supporting students throughout the year (i.e. Social Workers, Title I Tutors, MVP tutors, ELL Assistants, Instructional Literacy Coaches (ILCs), Nurses, Teacher Assistants). Other resources include Reading Street, Project Read, EnVision Math, Saxon Phonics, LETRS, Great Leaps Reading and Math, ClassWorks, Lexia, NWEA, and Mastery Connect/Case 21 Assessments. We have also purchased computer-based programs (i.e. STAR, Math Facts in a Flash, Accelerated Reader, Imagine Learning, Lexia Core 5, ClassWorks) to aid in individualizing the instruction for all students. With parent permission, every student at HCE will have the opportunity to check out a learning device specific for them. Eight laptop carts with approximately 240 computers will be used to bring more technology to our students in the classroom setting in an effort to improve student performance. Two computer labs equipped with 30 computers each are also used as an instructional tool to enhance student learning in all academic areas.	August - May	
G. Procedures for Mississippi Tiered System of Supports (MTSS) process	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
<p>1. Reduce behavior problems and increase student achievement:</p> <p>Reduce behavior problems and increase student achievement:</p> <p>Why Try (Social Worker); parent communication (via phone and face-to-face meetings/conferences); MTSS Process</p> <p>Behavior Plans are implemented and goals are established based on student needs. Weekly or bi-weekly data is collected, reviewed and organized to monitor students' progress. The MTSS committee determines if further interventions are needed and integrity checks are conducted periodically to ensure that students are successful in meeting their goals.</p> <p>Weekly and monthly behavior incentives are offered to students school-wide to promote positive behavior.</p>	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
<p>2. Monitor student progress:</p> <p>Students who are not performing at the expectations are placed in the MTSS process for academics or behavior. Students are progress monitored weekly (Tier II) or bi-weekly (Tier II). This data is reviewed by the MTSS committee and adjustments made based on student's progress.</p>		
(G cont.) Procedures for Mississippi Tiered System of Supports (MTSS) process	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
<p>3. Evidence-based interventions:</p> <p>Evidence-based interventions include Imagine Learning, EnVision Math Intervention System, Great Leaps, Lexia, Math Facts in a Flash, Why Try, Day Treatment, Moby Max, Heggerty, Discussions for Learning</p> <p>Teachers and paraprofessionals assist with the learning process and provide instructional support daily.</p>	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
H. Procedures for reviewing and revising goals and objectives depending on students' responsiveness (MTSS)	Timeline	Person(s) Responsible
<p>MTSS is the school's Multi-disciplinary Teacher Support Team which consists of the administrators, teachers, ILC, parents, and other stakeholders. The team creates a support system for students who need academic interventions in specific areas. It is also the process by which students are referred for comprehensive evaluations, although this not the primary function.</p> <p>All students are in Tier I, and student data is reviewed regularly to ensure that students are meeting the expectations. Quality differentiated classroom instruction is provided for every student so that all students have the opportunity to learn and grow to their fullest potential. If differentiation and small groups are unsuccessful, students are moved to Tier II. An MTSS meeting is held and the teacher presents pertinent data. The MTSS team analyzes the data to determine the student's needs and next steps. The team will then design an intervention plan for Tier II requiring baseline data that must be charted by the teacher 2x per month. Tier II requires 6 weeks to document 3 baseline data points. Students are given 30 minutes of intervention daily in their area of weakness for Tier II and 45 minutes daily for Tier III. The MTSS committee meets again within 6-8 weeks of the initial meeting to determine if Tier II interventions are successful or if Tier III intensive interventions are needed. The MTSS committee may decide to continue Tier II if adequate progress is being made. The MTSS committee will meet every 6 weeks to monitor progress. If after at least 6 weeks of Tier II instruction a student is not successful, they may be moved to Tier III. Students in this level receive more intensive intervention for an hour a day.</p>	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
I. Identify school-wide approaches to support dropout prevention while increasing academic performance and/or graduation rates	Timeline	Person(s) Responsible
Students have the opportunity to participate in various activities in an effort to increase academic performance and attendance while encouraging them to be college and career ready upon the completion of high school. Some of the school-wide initiatives in place include: NWEA/Benchmark School-wide Incentives, Attendance Incentives, Open House, Reading Fair, Science Fair, Spelling Bee, Remediation/Enrichment Opportunities, the Why Try program, Book Club, Honor Society (3 rd Grade), Award's Day, Robotics, Accelerated Reader Incentives, Red Ribbon Week, Read Across America Week.	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
J. Identify in-school classroom approaches that promote academic performance	Timeline	Person(s) Responsible
<ul style="list-style-type: none"> • Quality instructions focused around the MCCRS • Planning amongst and across grade levels • School-wide discipline plan and high expectations for all students • School-wide Incentives to motivate students to achieve their individual growth goals • Differentiated instruction • Data Conferences with teachers, parents and students • Behavioral and attendance incentives 	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
K. Identify methods of improving teacher effectiveness when addressing engagement issues.	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2021-2022**

Interventions for Academic Achievement		
L. Identify resources and support utilized to promote services and academic achievement	Timeline	Person(s) Responsible
<ul style="list-style-type: none"> • Attendance Initiatives and Academic Incentives • Why Try Program • Social Worker • MTSS • In – School Tutoring (MVP and Title I) • ILC – Improve Curriculum and Instruction • Data Meetings/Parent Conferences to review student progress • Alphabest (After School Care) • School-wide Incentives for meeting growth goals 	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
M. Identify procedures for ensuring homeless students (including those who are in foster care) are identified and provided services	Timeline	Person(s) Responsible
Students are identified by a parent/guardian during the registration process. Registration is completed online and all registration information is printed and verified by the record's clerk or designee. The list is updated and verified regularly and classroom supplies, tutoring, and additional supports are offered if needed.	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students

PART IV
CHRONIC ABSENTEEISM

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

Goals for Reducing Chronic Absenteeism		
A. Identify procedures that are in place to increase student attendance rate	Timeline	Person(s) Responsible
<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Student recognition each nine weeks for perfect attendance 2. Automated call out system notifies parents if a student is absent for students with excessive absences 3. Teachers, social worker, attendance clerk and administrators communicate daily regarding students with excessive absences and tardies. 4. The truancy officer is notified of students with excessive absences. 	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
Daily/Weekly/Monthly	More classes will receive the monthly incentive and our ADA percentage will increase by 2%	Ongoing
B. Identify procedures for transitioning students to their home schools from the juvenile detention center/alternative setting	Timeline	Person(s) Responsible

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		
OBJECTIVES: 1. 2. 3. 4.		
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
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		

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		
<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Daily monitoring of tardies, absences, and students with chronic absenteeism (attendance clerk). 2. Inform parents/students of student's daily attendance through the use of automated call out system, progress reports, report cards, conferences, parent letters, and school-wide/district-wide incentives. 3. Attendance clerk, classroom teachers, social worker, and truancy officer contact/notify parents of student with excessive absences. 	August - May	Administrators, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
Tier II: Early Outreach Interventions		

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		
OBJECTIVES: 1. Analyze the barriers that are causing excessive absenteeism and develop a plan to address those barriers with the guardian. 2. The attendance clerk, social worker, and principal notify parents regarding absences. 3. The truancy officer sends parents a letter after 5 unexcused absences. 4. Parents are reminded verbally about the attendance policy when students are checked in/checked out of school (Attendance Clerk, Records Clerk, Administration). 5. School-wide incentives are offered to students for attendance.	August - May	Administrators, Attendance Clerk, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
Daily/Weekly/Monthly	More classes will receive the monthly incentive and our ADA percentage will increase by 2%	Ongoing
Tier III: Individualized/Intensive Interventions		
OBJECTIVES: 1. Attendance Clerk, Social Worker, and Administrators call parents regarding student absences. 2. Coordinate efforts of school with interagency to address chronic absenteeism. 3. Closely monitor absenteeism data in response to ensure the effectiveness of interventions being implemented. 4. Implement interventions as needed.	August - May	Administrators, Attendance Clerk, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
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		
Daily/Weekly/Monthly	More classes will receive the monthly incentive and our ADA percentage will increase by 2%	Ongoing
D. Schools will engage parents to help prevent chronic absenteeism		Person(s) Responsible
OBJECTIVES: 1. Goal: Increase the Average Daily Attendance by 2% by the end of the 2021-2022 school-year 2. Goal: Decrease chronic absenteeism from 8.28% to 6.28% by the end of the 2021-2022 school-year 3. Inform parents and students through face-to-face conferences, social media, parent letters, and phone calls regarding the impact of absences on academic achievement. 4. Encourage/Provide faculty and staff opportunities to build positive relationships with students and their families to promote daily attendance. 5. Promote daily attendance by offering positive incentives throughout the year. 6. Offer Perfect Attendance Awards and Incentives		Timeline August - May Administrators, Attendance Clerk, ILC, Classroom Teachers, Nurse, Social Worker, Tutors, Parents, and Students
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
Daily/Weekly/Monthly	More classes will receive the monthly incentive and our ADA percentage will increase by 2%	Ongoing

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
<p>OBJECTIVES:</p> <p>1. Reach out to local businesses, organizations, and community volunteers to provide incentives to promote perfect attendance.</p> <p>2. The social worker coordinates with community members regarding the various incentives that are offered to students throughout the year.</p>	August - May	All stakeholders
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
Throughout the Schoolyear	Support and feedback from the community and outreach support through various incentives.	Ongoing

PART V
STATE ASSESSMENTS

Subject:	The goal of Harrison Central Elementary is to increase the proficiency levels of all students in the area of Math on all benchmark assessments as well as on the 3rd grade MAAP Assessment. In addition, our goal is to increase the number of students scoring at a level 4 and level 5.				
Overall Measurable Goal(s):		Math			
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?
In 2020-2021, the 3 rd grade students at Harrison Central Elementary scored 50.4% proficient for Math Proficiency on the MAAP Assessment. Our goal is to increase the total points for Math as well as increase the number of students scoring at a performance level 4 and 5.	Increase Math Fluency and assist students in building a better conceptual understanding of math concepts using the MCCRS. Students will gain a better understanding of the Mathematical Practices through the use of direct-explicit instruction, small groups, and differentiation of instruction based on NWEA data.	Eureka Math (Engage NY) Math Facts in a Flash envision Math 2020 (supplemental resource) ClassWorks Case 21/Mastery Connect Khan Academy Schoology NWEA District Math Specialist Great Leaps Math (Fluency)	Administration, ILC, Teachers, Paraprofessionals, and Tutors	August - May	NWEA Data Formative and Summative Assessments Case 21/Mastery Connect Classroom Observations Small/Whole Group Direct-Explicit Instruction STAR Math Results/Progress

**PART V
STATE ASSESSMENTS**

Subject:	The goal of Harrison Central Elementary is to increase the proficiency levels of all students in the area of ELA on all benchmark assessments as well as on the 3 rd grade MAAP Assessment. In addition, our goal is to increase the number of students scoring at a level 4 and level 5.				
Overall Measurable Goal(s):		ELA			
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?

PART V
STATE ASSESSMENTS

<p>In 2020-2021, the 3rd grade students at Harrison Central Elementary scored 38% for ELA/Reading Proficiency on the MAAP Assessment. Our goal is to increase the total point for ELA as well as increase the number of students scoring at a performance level 4 and 5.</p>	<p>Focus on the five components of reading and increase reading fluency, phonics, phonemic awareness, comprehension, and vocabulary.</p> <p>Small group quality instruction will be evident in every classroom and lessons/groups will be differentiated based on student data from the NWEA Assessment.</p> <p>Direct, explicit instruction will be provided and writing will be incorporated across all content areas.</p> <p>Reading Endurance Plan</p> <p>K – Reading Plan</p>	<p>Saxon Phonics, Project Read, Haggerty, MAAP Fluency, Great Leaps, Accelerated Reader, STAR Reading, Lexia, NWEA, Case 21/Mastery Connect, ClassWorks, Imagine Learning, Thinking Maps, Discussions for Learning, Schoology, Reading Endurance Plan, K – Strong Reader Plan</p> <p>Instructional Literacy Coach</p> <p>Title and MVP Tutors</p> <p>Kids First Group</p> <p>District Reading Specialist</p>	<p>Administrators, ILC, Teachers, Paraprofessionals, Tutors</p>	<p>August - May</p>	<p>NWEA Data</p> <p>Formative and Summative Assessments</p> <p>Case 21/Mastery Connect</p> <p>Classroom Observations</p> <p>Small/Whole Group Direct-Explicit Instruction</p> <p>Results/Progress Monitoring</p> <p>Saxon Phonics, Moby Max, Lexia, Discussions for Learning</p>

PART V
STATE ASSESSMENTS

**PART V
STATE ASSESSMENTS**

Subject:					
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?

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	Students in K - 3	Increase student achievement in all subject areas focusing on reading fluency, comprehension, vocabulary, phonics, phonemic awareness, writing, listening and speaking, math fluency, number sense, numbers and operations, algebra, geometry, measurement, data analysis and probability.	By reviewing classroom test scores, students' grades, benchmark data, attendance, progress monitoring data, and classroom instruction throughout the year.	<p>Increase proficiency levels for all students as measured by NWEA, STAR, and MAAP Assessments.</p> <p>Provide quality instruction for all students aligned to the standards.</p>	<p>Increase the number of students scoring a Level 4 and Level 5 on the MAPP Assessment.</p> <p>Increase the number of students meeting their growth goals and exceeding the grade level expectations on the NWEA Benchmark Assessment.</p> <p>Decrease the number of students retained.</p>

Professional Development	Leadership Team, Teachers, Paraprofessionals , ILC	Continue to grow professionally to increase student achievement and build teacher capacity.	<p>Utilize the Comprehensive Needs Assessment to provide quality professional development opportunities for all staff.</p> <p>Provide opportunities for teachers to plan quality lessons through the use of PLC's, grade level meetings, and professional development.</p> <p>Analyze data throughout the year and make adjustments to instructional methods as needed.</p>	<p>Continue to grow all staff professionally and build teacher capacity as measured by the professional growth system and student achievement.</p> <p>Growing every student to their maximum potential according to NWEA growth goals.</p> <p>Increase proficiency in Reading and Math and increase the number of students scoring a Level 4 and 5 on the MAAP Assessment.</p>	<p>Continue to grow all staff professionally and build teacher capacity as measured by the professional growth system and student achievement.</p> <p>Growing every student to their maximum potential according to NWEA growth goals.</p> <p>Increase proficiency in Reading and Math and increase the number of students scoring a Level 4 and 5 on the MAAP Assessment.</p>

Student Discipline	Administrators, Teachers, Paraprofessionals, Students, Parents, Behavior Team	Behavioral Interventions Best practices from Harry Wong and Aimee Deen School-wide Behavior Expectations	Implement a school-wide behavioral plan and incentives for students to be motivated to do their best. Reward students each nine weeks who meet the expectations/criteria that has been established.	Decrease student discipline and motivate students to do their best. Encourage all students to earn the behavioral incentives for exceptional behavior.	Decrease student discipline and motivate students to do their best. Encourage all students to earn the behavioral incentives for exceptional behavior.
School Context and Organization	Administrative Team, Teachers, Paraprofessional, ILC, Students	Working with all teachers and assistants to improve the quality of instruction and increase student achievement. Promote character building, improve the discipline and attendance rate, and create a safe, learning environment for all students.	Analyzing student data, discipline data, and attendance data regularly. Offering students incentives for positive behavior and attendance each nine weeks.	Increase proficiency levels for all students as measured by NWEA, STAR, and MAAP Assessments. Provide quality instruction for all students aligned to the standards.	Increase proficiency levels for all students as measured by NWEA, STAR, and MAAP Assessments. Provide quality instruction for all students aligned to the standards.

Safe Learning Environment	Students and Staff, Administration, SRO, Social Worker, Nurse	<p>Conduct security walks daily and ensure that all visitors follow check-in procedures when arriving on campus.</p> <p>Work with SRO's and local law enforcement to keep the school environment safe for all staff and students.</p> <p>Ensure that the nurse is treating students and providing a safe environment.</p> <p>The social worker will counsel students and staff on bullying, suicide prevention, and creating a safe learning environment.</p> <p>All doors remain locked on campus</p>	<p>Implement Why Try for students that struggle with behavior.</p> <p>Refer severe discipline to the school social worker and day treatment therapist.</p> <p>Positive reinforcement, school-wide incentives, and parent conferences</p>	Continue to provide a safe learning environment for all students and staff.	Continue to provide a safe learning environment for all students and staff.

Curriculum and Instruction	Administration, ILC, Teachers, Paraprofessionals	<p>Provide quality instruction for all students using the MCCRS.</p> <p>Differentiated Instruction</p> <p>Formative/Summative Assessments</p> <p>Analyzing Data</p> <p>Interventions and Progress Monitoring</p> <p>Meeting growth goals</p>	<p>Review and analyze students' data throughout the year.</p> <p>Provide teachers with opportunities to plan together through PLC's and grade level meetings.</p> <p>Ongoing professional development</p> <p>Communicate with parents about the MCCRS and school-wide educational goals.</p> <p>Analyze and evaluate the instructional resources and materials.</p>	<p>Increase proficiency for every student as measured by the NWEA in reading and math.</p> <p>Increase the number of students performing a Level 4 and 5 on the 3rd Grade MAAP Assessment.</p>	<p>Increase proficiency for every student as measured by the NWEA in reading and math.</p> <p>Increase the number of students performing a Level 4 and 5 on the 3rd Grade MAAP Assessment.</p>

Family Engagement and Community Involvement	Parents, Families, Community Members, Administrative Team, Students	Increase parental involvement in school related activities.	<p>Communicate regularly with parents through a monthly news letter titled Home & School Connection - A monthly letter to establish working together for school success.</p> <p>Provide the opportunity for teachers and parents to communicate daily through student journals and communicators.</p> <p>Build relationships between the school and the community.</p> <p>PowerSchool and Schoology for all learners.</p> <p>Provide parents with online access to student information pertaining to registration, grades, discipline, district parent meetings, etc.</p>	Family Engagement and Community Involvement	Parents, Families, Community Members, Administrative Team, Students
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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	District Web Site Resources, MCCRS, NWEA, MAAP Fluency, Lexia, Discussions for Learning, MTSS Screening, ELL Tracking, MVP Tutoring, MAAP, Title I Programs, District Website, Mastery Connect/Case 21 Assessment and Reports, PowerSchool, Schoology	To act as a resource/communication tool and allow parents access information to student grades, discipline, and handbook policies.	Administration, ILC, Teachers, TA's, Students, Parents

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
School-Community Collaboration	Website, Monthly Newsletters, PTA Activities, Schoology, PowerSchool, WLOX, Sun Herald Newspaper, School Messenger, Spelling Bee, Reading Fair, Social Worker, School Nurse, Facebook Page, Award's Day, Boys and Girls Club, CPS, Partnership with Mental Health, Reading Fair, Science Fair, Spelling Bee, Red Ribbon Week, Read Across America, Fundraisers	Increase Community Involvement	Teachers, Parents, Administrative Team, ILC, Community Partners, Social Worker, Nurse

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CURRENT SCHOOL INITIATIVES

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Safe Learning Environments	SRO, Crisis Plan, Safety Meetings, Drills, Safety Plans, Security Cameras, School Nurse, Bus Safety, Fire Safety, Red Ribbon (drug free), Social Worker, Bullying Prevention Program ("Why Try"), Classroom Management Plan (school rules and consequences/Positive Behavior Support Team and Incentives)	The SRO works with the school to encourage positive behavior on campus, mentor students, and help the school maintain a safe learning environment. The School Crisis and Safety Plan are designed to ensure the safety of all and planned drills are performed regularly (fire drills, tornado and bad weather drills, lockdown drills, earthquake drills, and evacuation drills).	SRO, Crisis Plan, Safety Meetings, Drills, Safety Plans, Security Cameras, School Nurse, Bus Safety, Fire Safety, Red Ribbon (drug free), Social Worker, Bullying Prevention Program ("Why Try"), Classroom Management Plan (school rules and consequences/Positive Behavior Support Team and Incentives)

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Family Engagement	Open House and Orientation (K-3), Parent-Teacher Compact, Monthly Newsletter, PTA Support, Parent Conferences, Virtual Award's Ceremony, Attendance Officers, Reading Fair, Science Fair, Spelling Bee, Email, Student Planners, School Messenger, Report Cards/Progress Reports/Failure Notices, MTSS Meetings, Social Worker	To encourage parental involvement and increase communication with parents/grandparents.	Parents, Administrators, ILC, Staff Members, Social Worker

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Early Childhood Education	Kindergarten teachers visit and collaborate with pre-school programs in the surrounding area to provide information about kindergarten. Special Education Pre-School Teacher for ages 3-5 is available on campus to provide services for incoming students. HCE also has a pre-k forward class that prepares and transitions students into kindergarten.	To collaborate with the local preschools and Headstart program about the expectations of kindergarten.	Kindergarten teachers visit and collaborate with pre-school programs in the surrounding area to provide information about kindergarten. Special Education Pre-School Teacher for ages 3-5 is available on campus to provide services for incoming students.
Early Literacy Development	Saxon Phonics, LETRS, Project Read, Great Leaps, Imagine Learning, Odyssey, Reading Street, AR, Haggerty Method, Thinking Maps, Lexia, Discussions for Learning, Schoology, handwriting	To build foundational literacy skills included but not limited to the five components of reading (phonics, phonemic awareness, fluency, comprehension, and vocabulary).	Administrators and Teachers

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Mentoring/ Tutoring	In-School reading and math interventions, MVP Tutors, Title Tutors, ELL Tutors, and the Social Worker	To provide remediation and interventions while increasing student achievement	MVP Tutors, Title Tutors, ELL Tutors, the Social Worker, and the Administrators
Service-Learning	Food Drives, Clothing Drives, Donations to the Humane Society, Community Service Projects	Increase the participation in community service experiences.	School Administrators, ILC, District Personnel, Nurse, Social Worker, all Staff Members, Students
Alternative Schooling	Social Worker, Anti-Bullying, Bus Safety Awareness, PBS, School-Wide Plan and Incentives	Decrease the number of discipline referrals and the number of students in alternative schooling.	Administrative Team, Social Workers, Day Treatment Therapist, Teachers, and Staff.

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CURRENT SCHOOL INITIATIVES

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
After-School Opportunities	AlphaBest, Daycare services in the community, Boys and Girls Club	To provide ongoing child care for students who would normally go home without adult supervision.	Alphabest Teachers and daycare providers
Professional Development	Ongoing Professional Development opportunities are provided including but not limited to LETRS, Saxon Phonics, Heggerty, Discussions for Learning, Project Read, MCRRS, MTSS to build teacher capacity and improve student achievement.	Increase student achievement and build teacher capacity.	Administrators, ILC, Teachers, District Personnel, Paraprofessionals

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Active Learning	NWEA, Thinking Maps, Technology, Mastery Connect/TE21, Schoology, Kahn Academy, Saxon Phonics, Heggerty, Discussions for Learning, Lexia, Moby Max, Great Leaps Reading and Math, envision Math	Engage student in the learning process by providing high quality instruction daily.	Teachers, Administrators, ILC, Paraprofessionals
Educational Technology	Smart Boards, Document Camera, 8 Laptop Carts, two computer labs, Devices for every student, swivels	Adapt to Student's learning styles and learning goals to engage students in high quality learning.	Teachers, Administrators, ILC, Lab Coach, Paraprofessionals
Individualized Instruction	Differentiated instruction based on NWEA RIT bands and other student data and flexible grouping.	Provide quality, standard-based instruction to meet each individual students' needs. Small group and whole group learning will occur in all classrooms traditional/virtual.	Teachers, Administrators, ILC, Paraprofessionals, Tutors

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CURRENT SCHOOL INITIATIVES

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Career and Technical Education (CTE)	Researched based projects utilizing technology and other media. Prepare students to be College and Career Ready.	To prepare students for College and beyond while utilizing a variety of technology. Encourage students to begin considering and researching various career options.	Teachers, Administrators, Social Worker, Parents, Community Members

**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	ELA and Math	<p>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.</p>	Research and Evidence Based	13 Years	<p>NWEA/MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth 3 times during the school year (Fall, Winter, Spring) and over multiple years.</p>
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SAXON PHONICS - Reading	Reading	<p>Saxon Phonics and Spelling 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, Saxon Phonics and Spelling supports teachers in meeting the needs of every learner. Saxon Phonics and Spelling 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.</p>	Research Based	2 years	Cumulative, diagnostic assessments integrated into the instruction measure progress and provide remediation for children who need additional help mastering skills.
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PART VIII
PROGRAMS AND INITIATIVES

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Heggerty	Reading – Phonics and 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.	Research Based	1 year	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.
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**PART VIII
PROGRAMS AND INITIATIVES**

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**PART VIII
PROGRAMS AND INITIATIVES**

Lexia/Core 5	Reading	Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-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.	Research Based and Evidence Based	5 years	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.
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**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.

PART VIII
PROGRAMS AND INITIATIVES

Why Try Program	Character Building and Social Skills	The WhyTry 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	Practice Based	Monitored through progress monitoring of behavior of participating students.
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PART VIII
PROGRAMS AND INITIATIVES

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TE 21/ CASE ASSESSMENTS	Reading and 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>	Research Based		<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>
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<p>MS LITERACY BASE PROMOTION/ READING PROGRESS FOLDER</p>	<p>Reading</p>	<p>The Literacy-Based Promotion Act (2013) requires 3rd grade students to demonstrate at the end of the school year that they are ready for 4th grade reading instruction. Research has proven that students who are not reading on grade level at the end of 3rd grade are likely to struggle as they progress in school. Third grade students who do not pass the reading test may qualify for an exemption and be promoted. Each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. The intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following: (a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data; (b) The goals and benchmarks for growth; (c) How progress will be monitored and evaluated; (d) The type of additional instructional series and interventions the student will receive. e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension; (f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and (g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.</p>			<p>The MS Literacy-Based Promotion Act requires all 3rd grade public school students to pass a reading test in order to qualify for promotion to the 4th grade. The reading portion of the Mississippi Academic Assessment Program (MAAP) English Language Arts (ELA) test will determine whether students meet the requirement for promotion. Students who do not meet the promotion requirement on the 3rd Grade MAAP ELA test will be given two retesting opportunities.</p> <p>Both the 3rd Grade MAAP ELA and the 3rd Grade Reading Alternative Assessment are multiple-choice tests that are given online via a computer or tablet in your child's school. Both tests assess the Mississippi College and Career-Readiness Standards of reading for foundational skills, informational text, literature, and language.</p>
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PART VIII
PROGRAMS AND INITIATIVES

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