

HARRISON COUNTY SCHOOL DISTRICT

DROPOUT PREVENTION PLAN

ELEMENTARY LEVEL

2020-2021



Three Rivers Elementary

PRINCIPAL – Tracy Sellers

ASSISTANT PRINCIPAL – Kevin Roberts

APPROVED
BY HARRISON CO SCHOOL BOARD
DATE 8/24/2020

**DROPOUT PREVENTION PLAN
ELEMENTARY LEVEL
2020-2021**

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**PART I
SCHOOL OVERVIEW**

Student Demographic Data (2020-2021)		
	Number	Percentage
Female	273	51%
Male	265	49%
Asian	9	2%
Black	248	46%
Hispanic	36	7%
Indian	0	0%
Pacific Islander	0	0%
Two or More	51	9%
White	194	36%
TOTALS	538	100%
Virtual Learners	137	25%
In-Person Learners	401	75%

Staff Demographic Data (2020-2021)		
	Number	Percentage
Female	76	96%
Male	3	4%
Asian	0	0%
Black	20	25%
Hispanic	1	1%
Indian	0	0%
Pacific Islander	1	1%
Two or More	0	0%
White	57	72%
TOTALS	79	100%

School Rates (2019-2020)					
Attendance Rate (ADA)	96.49%	Retention Rate	1%	Grade Point Average	N/A
Teacher Attendance Rate	95%	Suspension Rate	20%	ELA Score	N/A
Chronic Absentees	3.7%	Expulsion Rate (if applicable)	.0016	Math Score	N/A
Mobility Rate	28%	Disciplinary Recidivism Rate	69%	Extracurricular Rate	N/A
Number of School Transfers	75	Discipline Rate	38%	Education Level of Parents	N/A
Truancy Rate	.036	Disciplinary Infractions	757		

**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	11	Students with disabilities	85	Students in foster care	5
Students with 5 or more unexcused absences	157	Pregnant students (or those who gave birth during the school year)	0	Students in the custody of Child Protection Services	5
Students who have been in detention center or training school	0	McKinney-Vento (homeless) students	61	Unaccompanied youth	0
Number of students referred to alternative school/behavior mod	4	ELL students	21	% Free/Reduced Meals	77%

MKAS2 Kindergarten Readiness Assessment Results 2018-2019			
Number Tested	Fall 2018 Average	Winter 2018 Average	Spring 2019 Average
82	477		719

MKAS2 3rd Grade Reading Assessment Results 2018-2019	
Number Tested	% Passed
103	97.1

MAP Testing (Percentage of Students Performing at Each Level)					
Reading					
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	5%	16%	43%	32%	8%
Grade 4	5%	25%	24%	37%	12%
Grade 5	5%	19%	36%	35%	5%
Grade 6	5%	19%	37%	26%	17%
Grade 7	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA
Language Arts					
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	5%	16%	43%	32%	8%
Grade 4	5%	25%	24%	37%	12%
Grade 5	5%	19%	37%	35%	5%
Grade 6	5%	19%	37%	26%	17%
Grade 7	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA

PART I
SCHOOL OVERVIEW

MAP Testing <i>(Percentage of Students Performing at Each Level)</i>					
Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	5%	22%	33%	28%	13%
Grade 4	10%	27%	28%	27%	9%
Grade 5	5%	19%	52%	17%	7%
Grade 6	5%	13%	26%	35%	24%
Grade 7	NA	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA	NA

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2020-2021

School Goals & Objectives <i>Based on test data, discipline, attendance, and other data (may include subgroups)</i>				
	<input type="checkbox"/> Attendance	<input type="checkbox"/> Behavior	<input checked="" type="checkbox"/> Academics	<input type="checkbox"/> Other
Goal 1	Increase number of students at proficient / Advanced level on MAP testing to 50% by the end of the 20 – 21 school year.			
Objectives	Increase proficiency for each child as measured by NWEA two/three times a year and as measured on yearly state assessments. 2. Ensure student work is aligned to state standards and improve student classroom achievement.			
Timeline	August – May 20 – 21 School Year			
Action(s)	<ol style="list-style-type: none"> 1. Administration and ILC will provide feedback from classroom observations and coach teachers to improve instruction. 2. Administrators will review lesson plans and provide feedback to teachers for improvement. 3. Provide individualized/differentiated instruction for all students. 			
Person(s) Involved	Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Interventionist, Parents, and Students			
Projected Outcomes	Increased academic achievement.			
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments	
	8/19/20	In Progress	Adjustments to be determined based upon CASE data at end of 1 st 9 weeks. Further adjustments may be made later based upon NWEA data.	

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2020-2021

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 type="checkbox"/> Academics <input checked="" type="checkbox"/> Other		
Objectives	Increase parental involvement and engagement in meetings and events as measure by parental sign ins by 5% over 2019 – 2020 school year, virtual and traditional (due to COVID). Increase parental attendance at school sponsored events. Increase parent teacher contacts during school year		
Timeline	August – May 20 – 21 School Year		
Action(s)	<ol style="list-style-type: none"> 1. Keep parents informed by using various lines of communication with parents: student planners, family nights and parent academies, school web site, phone calls, conferences, Remind 101, meetings/conferences, Schoology, and award programs. 2. Hold events at different times of the day and different days of the week to better accommodate parent schedules. 3. Solicit ideas/input from parents. 		
Person(s) Involved	Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Parents, and Students		
Projected Outcomes	Increased parental involvement and engagement leading to better student outcomes.		
Progress Monitoring	Date	Evidence of Progress	Potential Adjustments
	8/19/20	In Progress	Adjustments to be determined based upon parental attendance data at end of 1 st 9 weeks.

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2020-2021

School Goals & Objectives <i>Based on test data, discipline, attendance, and other data (may include subgroups)</i>		
Goal 3	<input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> Other	
Objectives	Decrease number of out of school suspensions and Behavior Mod referrals by 10%	
Timeline	August – May 20 – 21 School Year	
Action(s)	<ol style="list-style-type: none"> 1. Provide students with effective behavior interventions and support. 2. Track/monitor behavior progress and adjust interventions as needed. 3. Why Try 4. Utilize In-School Suspension (ISS) when appropriate as opposed to out of school suspensions. 	
Person(s) Involved	Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Interventionist, Parents, and Students	
Projected Outcomes	<ol style="list-style-type: none"> 1. Increased student attendance/seat-time receiving quality academic instruction. 2. Increased academic achievement. 	
Progress Monitoring	Date	Evidence of Progress
	8/19/20	In Progress
		Potential Adjustments Adjustments to be determined based upon discipline data at end of 1 st 9 weeks.

PART II
OVERALL SCHOOL GOALS & OBJECTIVES
2020-2021

School Goals & Objectives Based on test data, discipline, attendance, and other data (may include subgroups)				
	<input type="checkbox"/> Attendance	<input type="checkbox"/> Behavior	<input checked="" type="checkbox"/> Academics	
	<input type="checkbox"/> Other			
Goal 4	Increase average daily attendance for the year by 2%.			
Objectives	<ol style="list-style-type: none"> 1. Decrease daily absentees to improve instruction 2. Increase contacts w/parents to reinforce attendance 			
Timeline	August – May 20 – 21 School Year			
Action(s)	<ol style="list-style-type: none"> 1. Provide students with monthly incentives for attendance. 2. Weekly announcements regarding which class is leading in the best attendance rate. 3. Social worker making parent contacts on students that are missing multiple days. 			
Person(s) Involved	Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Parents, and Students			
Projected Outcomes	<ol style="list-style-type: none"> 1. Increased student attendance/seat-time receiving quality academic instruction. 2. Increased academic achievement. 			
Progress Monitoring	Date	Evidence of Progress		Potential Adjustments
	8/19/20	In Progress		Adjustments to be determined based upon attendance data and COVID restrictions at end of 1 st 9 weeks.

**PART III
ACADEMIC ACHIEVEMENT
2020-2021**

Interventions for Academic Achievement		
A. Identify procedures to reduce retention rates	Timeline	Person(s) Responsible
Students complete benchmark testing two/three times throughout the school year for reading and math. Parents are notified of students' performance after completing benchmark testing.	August – May 20 – 21 School Year	Classroom Teachers, Interventionists, Administrators, ILC, Parents, and Students
If a student is performing below reading expectations, a meeting is held with the parents to develop a read at home plan (K-3 rd grade) and/or discuss additional interventions that will take place in the classroom for reading and math (K-6 th grade).	August – May 20 – 21 School Year	Classroom Teachers, Interventionists, Administrators, ILC, Parents, and Students
Students may also be referred to the Multi-Tiered System of Support (MTSS) for more intensive academic or behavior interventions.	August – May 20 – 21 School Year	Classroom Teachers, Interventionists, Administrators, ILC, Parents, and Students
B. Identify professional development that promotes academic achievement	Timeline	Person(s) Responsible
Professional Learning Communities (PLCs) - teams are made up of a variety of grade level teachers and administrators and meet once a month.	August – May 20 – 21 School Year	Classroom Teachers, Interventionists, Administrators, ILC, Parents, and Students
Millennium Consultants	August – May 20 – 21 School Year	Classroom Teachers Consultants Administrators ILC

**PART III
ACADEMIC ACHIEVEMENT
2020-2021**

Interventions for Academic Achievement		
C. Identify the procedures to ensure the academic achievement for students enrolled in the virtual learning setting.	Timeline	Person(s) Responsible
<p>Monitor students grades & Attendance Constant contact with Parents Collaboration with peers</p>	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teachers Interventionists Administrators ILC Parents Students</p>
D. Identify the procedures in place to address a student's failure in the virtual learning setting.	Timeline	Person(s) Responsible
<p>Monitor students grades & Attendance Constant contact with Parents Collaboration with peers</p>	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teachers Interventionists Administrators ILC Parents Students</p>
E. Identify procedures to ensure that all virtual learners are showing academic growth.	Timeline	Person(s) Responsible
<p>Monitor students grades & Attendance Constant contact with Parents Collaboration with peers</p>	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teachers Interventionists Administrators ILC Parents Students</p>

**PART III
ACADEMIC ACHIEVEMENT
2020-2021**

Interventions for Academic Achievement		
F. Identify resources available to assist with academic achievement	Timeline	Person(s) Responsible
<p>Khan Academy – individualized math practice for students My Reading Coach - support for students resistant to reading Lexia – individualized reading remediation for students Moby Max – individualized reading, math, social studies and science practice for students Voyager – individualized fluency support for reading Project Read - phonics and language support for students Imaging Learning - support for ELL students LETRS – Language Essentials for Teachers of Reading and Spelling – provides reading best practices/support for students Great Leaps – reading Saxon Phonics and Haggerty Phonics – K – 3rd reading Zearn – individualized reading and math practice</p>	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teacher, Administrators, Instructional Literacy Coach, Clinician, Social Worker</p>
G. Procedures for Mississippi Tiered System of Supports (MTSS) process	Timeline	Person(s) Responsible
<p>1. Reduce behavior problems and increase student achievement: A team consisting of a parent, student, teacher, school counselor/social worker and administrator, will develop a behavior plan for students who are experiencing consistent behavior problems. The behavior plans are monitored every week and are reviewed and/or updated every 2 weeks. Students with more severe behavior concerns may be referred to day treatment services with a Gulf Coast Mental Health clinician based on TRE’s campus.</p>	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teacher, Administrators, Instructional Literacy Coach, Clinician, Social Worker</p>
<p>2. Monitor student progress: Students who are in the MTSS/Tier process for academics are progress monitored weekly (Tier III) or biweekly (Tier II), and the student data is reviewed by the MTSS team every 6 weeks</p>	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teacher, Administrators, Instructional Literacy Coach, Clinician, Social Worker</p>

**PART III
ACADEMIC ACHIEVEMENT
2020-2021**

Interventions for Academic Achievement		
<p>3. Evidence-based interventions:</p> <p>My Reading Coach, Project Read, Lexia, Voyager, Moby Max, Saxon Phonics and Why Try.</p>	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teacher, Administrators, Instructional Literacy Coach, Clinician, Social Worker</p>
H. Procedures for reviewing and revising goals and objectives depending on students' responsiveness (MTSS)	Timeline	Person(s) Responsible
<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 the interventions. If the student does not respond to the interventions, the team will change the student's interventions and continue progress monitoring for an additional six weeks. At the end of the six 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, the team will decide if the student needs to be referred for further testing.</p>	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teacher, Administrators, Instructional Literacy Coach, Clinician, Social Worker</p>
I. Identify school-wide approaches to support dropout prevention while increasing academic performance and/or graduation rates	Timeline	Person(s) Responsible
<p>Why Try? - Program led by school counselor/social worker that is a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. Book Club - Students participate in a group meeting to discuss a book that they have read. National Elementary Honor Society - Recognizes elementary students in elementary schools for their outstanding academic achievement. SRO - School Resource Officer. College and Career Day. Bullying Prevention. School Spirit Day.</p>	<p>August – May 20 – 21 School Year</p>	<p>Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Interventionists, Parents, and Students</p>
J. Identify in-school classroom approaches that promote academic performance	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2020-2021**

Interventions for Academic Achievement		
<ol style="list-style-type: none"> 1. Give Verbal Praise. 2. Offer Good Behavior, Academic, and Attendance Incentives. 3. Provide Differentiated Instruction and Engaging Learning Opportunities Which Require Critical Thinking That Are Connected to Real-World Situations. 4. Conference with Students and Parents Regarding Academic Progress and Behavior Progress. 	<p>August – May 20 – 21 School Year</p>	<p>Administrators, Instructional Literacy Coach Classroom Teachers, Social Worker, Interventionists Parents and Students</p>
K. Identify methods of improving teacher effectiveness when addressing engagement issues.	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Give feedback on observations. 2. Collaboration with Peers. 3. Peer observation 4. Professional Learning Communities 	<p>August – May 20 – 21 School Year</p>	<p>Administrators, Instructional Literacy Coach, Classroom Teachers, Social Worker, Interventionists, Parents, and Students</p>
L. Identify resources and support utilized to promote services and academic achievement	Timeline	Person(s) Responsible
<p>Why Try</p> <p>Day Treatment Services with Gulf Coast Mental Health – school based</p> <p>Multi-Tiered Systems of Support (MTSS)</p>	<p>August – May 20 – 21 School Year</p>	<p>Administrators, Instructional Literacy Coach Classroom Teachers, Social Worker, Interventionists Parents and Students</p>
M. Identify procedures for ensuring homeless students (including those who are in foster care) are identified and provided services	Timeline	Person(s) Responsible

**PART III
ACADEMIC ACHIEVEMENT
2020-2021**

Interventions for Academic Achievement		
<p>The records clerk reviews registration packets upon enrollment and identify any students who are MVP or are in foster care immediately.</p> <p>Administration, responsibility teacher(s), and social worker are immediately notified, and support services are provided are provided on a case by case basis as needed.</p>	<p>August – May 20 – 21 School Year</p>	<p>Administrators, Instructional Literacy Coach Classroom Teachers, Social Worker, Interventionists Parents and Students</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
OBJECTIVES: 1. Promote daily attendance through positive incentives such as recognition on announcements. 2. Recognize students quarterly for perfect attendance at awards programs. 3. Monthly drawings for prizes for perfect attendance. 4. Teachers, social worker, and administrators discuss with students the importance of being in attendance on a daily basis.	August – May 20 – 21 School Year	Classroom Teachers Administrators Social Worker Parents and Students
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
8/19/20	In Progress	Adjustments to be made after 1st 9weeks after review of attendance data.
B. Identify procedures for transitioning students to their home schools from the juvenile detention center/alternative setting	Timeline	Person(s) Responsible
OBJECTIVES: 1. Meeting w/student, parent, teacher, admin, social worker and other pertinent stakeholders 2. Consistent review of grades, citizenship, and attendance 3. Follow up meetings to review progress		
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
8/19/20	In Progress	Adjustments to be made after 1st 9weeks after review of discipline data.

**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		
<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Provide informative information to parents and students through face-to-face conferences, social media outlets, pamphlets, and phone calls about the impact of absences on academic achievement. 2. Provide opportunities for faculty and staff to develop positive relationships with the students and their families. 3. Provide recognition/incentives for improved and perfect attendance. 4. Monitor chronic absenteeism. 5. Classroom teachers call parents/students regarding absences. 	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teachers Administrators Social Worker Parents and Students</p>
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
8/19/20	In Progress	Adjustments to be made after 1st 9weeks after review of attendance data.
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		
<p>OBJECTIVES:</p> <ol style="list-style-type: none"> Analyze the barriers that are causing high absenteeism and create a plan to address those barriers. Students who have high absenteeism are partnered with the social worker and outside community members to build positive relationships. The social worker and principal call parents/students regarding absences. Provide informative information to parents and students through face-to-face conferences, social media outlets, pamphlets, and phone calls about the impact of absences on academic achievement. The truancy officer sends parents a letter after 5 unexcused absences. 	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teachers Administrators Social Worker Parents and Students</p>
Progress Monitoring		
Date	Evidence of Progress	Potential Adjustments
8/19/20	In Progress	Adjustments to be made after 1 st 9weeks after review of attendance data.
Tier III: Individualized/Intensive Interventions		
<p>OBJECTIVES:</p> <ol style="list-style-type: none"> Social worker and principal call parents regarding absences. Coordinate efforts of school with interagency to address chronic absenteeism. Closely monitor absenteeism data in response to ensure the effectiveness of interventions being implemented. Implement legal intervention, as needed. 	<p>August – May 20 – 21 School Year</p>	<p>Classroom Teachers Administrators Social Worker Parents and Students</p>
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			
8/19/20	In Progress	Adjustments to be made after 1st 9weeks after review of attendance data.	
D. Schools will engage parents to help prevent chronic absenteeism		Timeline	Person(s) Responsible
OBJECTIVES: 1. Provide informative information to parents and students through face-to-face conferences, social media outlets, pamphlets, and phone calls about the impact of absences on academic achievement. 2. Provide opportunities for faculty and staff to develop positive relationships with the students and their families by providing family nights, a mom’s breakfast, a dad’s breakfast, grandparents’ luncheons, etc. 3. Promote daily attendance through positive incentives such as recognition on announcements. 4. Recognize students quarterly for perfect attendance at awards programs. 5. Attendance field trips awarded each nine weeks for the class that has the highest attendance rate in each grade. 6. Monthly drawings for prizes for perfect attendance.		August – May 20 – 21 School Year	Classroom Teachers Administrators Social Worker Parents and Students
Progress Monitoring			
Date	Evidence of Progress	Potential Adjustments	
8/19/20	In Progress	Adjustments to be made after 1st 9weeks after review of attendance data.	
E. Schools will utilize community volunteers and businesses to reduce absences		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

<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Provide informative information to parents and students through face-to-face conferences, social media outlets, pamphlets, and phone calls about the impact of absences on academic achievement. 2. Provide opportunities for faculty and staff to develop positive relationships with the students and their families by providing family nights, a mom’s breakfast, a dad’s breakfast, grandparents’ luncheons, etc. 3. Promote daily attendance through positive incentives such as recognition on announcements. 4. Recognize students quarterly for perfect attendance at awards programs. 5.. Monthly drawings for prizes for perfect attendance. 	<p align="center">August – May 20 – 21 School Year</p>	<p>Classroom Teachers, Administrators, Social Worker, Parents and Students</p>
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Progress Monitoring

Date	Evidence of Progress	Potential Adjustments
8/19/20	In Progress	Adjustments to be made after 1 st 9weeks after review of attendance data.

PART V
STATE ASSESSMENTS

Subject: Reading/English Language Arts					
Overall Measurable Goal(s): Increase the number of students scoring level 4 and level 5 on state MAP test and increase the number of students who show academic growth to increase total school points.					
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?
Based on 2017-2018 MAP results TRE students in grades 3-6 earned 43.4 points for ELA/Reading Proficiency, 62.3 points for ELA/Reading Growth of All Students, and 58 points for Growth of Lowest Performing Students. TRE will increase ELA/Reading points earned.	Build reading fluency, vocabulary, phonics, phonemic awareness, and comprehension; Use Thinking Maps; Apply Differentiated instruction; Apply Systematic explicit Reading Language and Writing Instruction; Incorporate reading and writing across all content areas.	Project Read, Saxon Phonics, Haggerty Phonics Thinking Maps Voyager Imagine Learning Accelerated Reader My Reading Coach Lexia, Reading Universe Moby Max, Zearn Case 21 Instructional Literacy Coach Interventionist	Administration, ILC, Teachers, and Interventionist	August – May 20 – 21 School Year	Pre/Post Tests Progress Monitoring Observations State Test Results

**PART V
STATE ASSESSMENTS**

Subject: Mathematics & Science					
Overall Measurable Goal(s): Increase the number of students scoring level 4 and level 5 on state MAP test and increase the number of students who show academic growth to increase total school points.					
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?
Based on 2017-2018 MAP results TRE students in grades 3-6 earned 40.5 points for Math Proficiency, 78.4 points for Science Proficiency, 59.1 points for Math Growth of All Students, and 57.5 points Growth of the Lowest Performing Students. TRE will increase Math and Science points earned.	Practice Math Fluency Use Thinking Maps Build essential math and science concepts and skills through differentiated instruction Incorporate technology into classroom Apply rigorous math and science instruction aligned with state standards	Khan Academy Thinking Maps Smart Boards Document Cameras Moby Max Zearn StemScopes Reading Universe World Book Online Case 21 Instructional Literacy Coach Interventionist	Administration ILC Teachers Interventionist	August – May 20 – 21 School Year	Pre/Post Tests Progress Monitoring Observations State Test Results

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	Increase Academic Achievement in Reading, Language, Math, and Science	Voyager Data, Saxon Phonics, Haggerty Phonics, AR Books and Tests, Project Read Phonology, Vocabulary Kits, Thinking Maps, Smart Boards, Star Reading Data, NWEA MAP Data, Case 21, Grades, State Assessment Data, Ongoing Classroom Observations/ Evaluations	1. Increase proficiency for each child as measured by NWEA three times a year and as measured on yearly state assessments. 2. Ensure student work is aligned to state standards and improve student classroom achievement (grades).	1. Increase number of students scoring level 4 and level 5 on state assessments in grades 3-6. 2. Decrease student retention rate.

Professional Development	Teachers	Build teacher capacity.	PLCs, Teacher Observations/ Evaluations, Coaching, Thinking Maps, Smart Boards, NWEA, Thinking Maps, Star Math, NWEA, LETRS, and Targeted Professional Development in Increasing the Level of Difficulty, Rigor of Instruction and Assessment; MTSS/Response to Intervention; and training on state standards and differentiated instruction.	<p>1. Build teacher capacity each school year as measured by Teacher observations/ evaluations and student achievement.</p> <p>2. Students will show academic growth each school year.</p>	<p>1. Build teacher capacity each school year as measured by Teacher observations/ evaluations and student achievement.</p> <p>2. Students will show academic growth each school year.</p>
Safe Learning Environment	Students with Three or More Discipline Referrals and/or Habitually Disruptive Behavior	Decrease discipline referrals.	Discipline Referrals and Reports, Behavior Plan Tracking, Behavior/ Discipline Conferences, Why Try, PBS, Student of the Month, Fearlessly, Me Program, Positive Office Referral, Project Wisdom, Good Behavior Incentives, and Good Character Shout Outs	<p>1. Decrease discipline referrals.</p>	<p>1. Decrease discipline referrals.</p> <p>2. Decrease suspensions each year.</p> <p>3. Decrease behavior mod referrals each year.</p>

Curriculum and Instruction and Assessment	Teachers	Ensure individualized/differentiated instruction for all students.	Benchmark Test Data, NWEA and MAP Data, TE21 Data, Lesson Plans, Grades, Pre/Post Tests, Classroom Observations/Evaluations	<p>1. Increase proficiency for each child as measured by NWEA three times per year.</p> <p>2. Develop Pre/Post Tests in Each Grade Level to Guide Instruction.</p>	<p>1. Increase proficiency for each child as measured by NWEA three times per year.</p> <p>2. Decrease retention rate.</p> <p>3. Increase number of students scoring level 4 and level 5 on state assessments in grades 3-6 each school year.</p>
Family Engagement and School-Community Collaboration	Parents, Families and the Community	Increase parental involvement, family engagement, and community involvement.	Student Planners, Attendance, Family Nights, Parent Academies, Spirit Nights, PTA, Letters from the principal and teachers, School Web Site, Phone Calls, Remind 101 Texts, Meetings, Award Programs	Increase parental attendance at school sponsored events.	Increase parental and community volunteer attendance and/or support at school sponsored events.

**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 - Smart Track, Comprehensive Needs Assessment, Parent/Student/Staff	Increase Academic Achievement.	Teachers Students Parents Instructional Literacy Coach Administrators
School-Community Collaboration	School Web Site, Coca-Cola Star Students of the Month, Chik-fil-A Honor Roll Awards, College & Career Day, Boys and Girls Club, and Partnership with Mental Health Facilities and Child Protection Services.	Increase Community Involvement.	Teachers Students Parents Instructional Literacy Coach Administrators

**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
Safe Learning Environments	School Cameras, Faculty/Staff ID badges, Why Try, PBS, Dolphin Dollars, Visitor's Policy, Project Wisdom, Academic and Behavior Awards, School Resource Officer, School Nurse, Good Character Shout Outs, Anti-bullying Rally, School Spirit Day and Emergency Crisis Plan.	Promote a Positive and Safe Learning Environment, and Decrease Discipline Referrals.	Teachers Parents Administrators School Resource Officer School Nurse School Social Worker
Family Engagement	Monthly Parent/Family Nights and Academies, Grandparents Luncheon, Mom and Dad Breakfasts, Veterans Breakfast, School Web Site.	Increase Parental Involvement.	Teachers Parents Administrators
Early Childhood Education	Pre-K on site school visits, Head Start partnership initiative	Ease transition from Pre-K to kindergarten.	Teachers Administrators

**PART VII
CURRENT SCHOOL INITIATIVES**

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15 Dropout Prevention Strategies	Initiative	Goal(s)/Purpose(s)	Persons Responsible
Early Literacy Development	LETRS, STAR, Voyager, Project Read, Saxon Phonics, Haggerty Phonics	Increase literacy.	Teachers, Interventionists, Instructional Literacy Coach, Administrators
Mentoring/Tutoring	In-school reading and math interventions in computer lab, After-School Tutoring	Increase student achievement.	Teachers, Interventionists, Administrators, Instructional Literacy Coach
Service-Learning	Toys for Tots, Phone Book Recycling, Clothing Drives, Canned Food Drives, Sock Drive, Nursing Home Visits	Connect Community Service Experiences.	Students, Teachers, Parents, Social Worker, Community
Alternative Schooling	Behavior Modification, Day Treatment Services (GCMH), Anti-bullying Campaign	Increase Student Socialization and Interpersonal Skills and Decrease Discipline Problems.	Teachers, Social Workers, Gulf Coast Mental Health Partnership, Administration
After-School Opportunities	AlphaBest, Book Club, Robotics Club, Running Club, Tutoring, Math Club	Fill the afternoon "gap time" with constructive and engaging activities.	AlphaBest, Teachers and Club Sponsors (suspended due to COVID)

**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 - Thinking Maps, Professional Learning Communities (PLCs), MS College and Career Readiness Standards, LETRS training, Multi-Tiered System of Support (MTSS)/Response to Intervention	Increase Teacher Capacity.	Teachers, Administrators, Instructional Literacy Coach, and District Personnel
Active Learning	Thinking Maps, ELA Modules, Unit Plans, NWEA - RIT band instruction; TE21	Increase Student Achievement by Engaging Students in the Learning Process.	Teachers, Administrators, Instructional Literacy Coach
Educational Technology	Smart Boards, Document Cameras, NWEA, and Laptop Carts utilizing online academic instructional programs	Increase Student Achievement by Engaging Students in the Learning Process.	Teachers, Administrators, Instructional Literacy Coach
Individualized Instruction	RIT Band Differentiated Instruction	Provide Differentiated Instruction for Individualized Learning Needs.	Teachers, Administrators, Instructional Literacy 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
Career and Technical Education (CTE)	Classroom projects and presentations on various careers, Computer and Smart Board utilization, Career Day	To have students begin thinking about different career options and develop a comfort level with technology	Teachers, Administrators, Social Worker, Parents, Community Business Partners




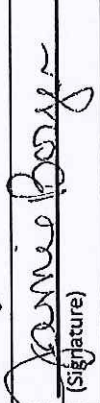
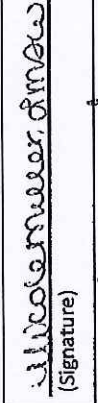
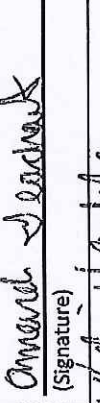
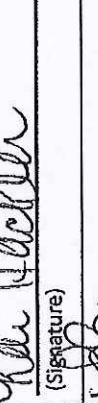


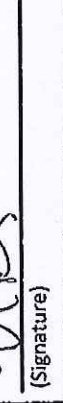
**PART VIII
PROGRAMS AND INITIATIVES**

Name of initiative/program	Subject	Describe/explain the initiative/program	Is this program promising practices, research-based, or evidence-based?	Length (how long has this program been in place)?	Explain how the program/initiative is monitored.
Saxon Phonics	Early Literacy Development	Increase literacy	Yes	3 year	Class assessments Lesson Plans MKAS observations

**PART VIII
PROGRAMS AND INITIATIVES**

Haggerty Phonics	Early Literacy Development	Increase literacy	Yes	2 years	Class assessments Lesson Plans MKAS observations
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PART IX
SCHOOL DROPOUT PREVENTION TEAM MEMBERS
2020-2021

Printed Name	Signature	Please check one area for each				
		Parent	Civic/Govt Agency/Rep.	Community	School Staff	
Tracy Sellers Principal	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Kevin Roberts, Assistant Principal Team Leader	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Amy Comstock, Chick-fil-A	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Jamie Boyer, Instructional Literacy Coach	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Nicole Miller, Social Worker	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Amanda Teachout, Parent	 (Signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kali Hackler, Parent	 (Signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Laura Brown, Parent	 (Signature)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leslie Swanier, Teacher	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Natalie Battia, Teacher	 (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Three Rivers Elementary
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**PART IX
SCHOOL DROPOUT PREVENTION TEAM MEMBERS
2020-2021**

Shantia Barnes, Teacher	<u>Shantia Barnes</u> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Printed Name	Signature	Please check one area for each				
		Parent	Civic/Govt Agency Rep.	Community Rep.	School Staff	
Natalie Holcombe, Teacher	<u>Natalie Holcomb</u> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stephanie Hollie, Teacher	<u>Stephanie Hollie</u> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Heather Simons, Teacher	<u>Heather Simons</u> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cheri Seymour, Physical Education Coach	<u>Cheri Seymour</u> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adonna Dishrow, Art Teacher	<u>Adonna Dishrow</u> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Barbara Bass, Assistant Teacher	<u>Barbara Bass</u> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pam Davillier, SpEd Teacher	<u>Pam Davillier</u> (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	_____ (Signature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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