Dropout Prevention Plan

Reviewed/Revised July/August 2022

School Year 2022 - 2023

MADISON COUNTY SCHOOLS

MARK OF EXCELLENCE

Madison County Schools

476 Highland Colony Parkway
Ridgeland, Mississippi 39157

Charlotte Seals, Superintendent

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Introduction

The Purpose

A comprehensive Dropout Prevention Plan has been designed for Madison County Schools to address district and community concerns for students at-risk of dropping out of school. The plan is inclusive of goals, objectives, initiatives, procedures, and action plans to help all students meet or exceed the Mississippi College and Career Readiness standards. The plan is intended to serve as a resource guide for the district in how to address at-risk factors that may cause students to drop out of school.

IDENTIFYING AT-RISK STUDENTS

The district uses the following key indicators to identify targeted groups of students most at-risk of dropping out or most "in danger" of failing to achieve acceptable levels of academic achievement.

Education and Economic Key Indicators:

1. Promotions in grades kindergarten through second.

2. Passage rate on subject area tests.

3. Passage rate on the third grade reading summative assessment.

4. Results of formative assessments and universal screener (NWEA MAP – CASE 21).

5. Two or more grades behind peers, 25 percentile or below.

6. Attendance rates, office referrals, and suspensions/expulsions.

7. Poor grades/performance in core subjects.

8. Free Lunch.

9. Homeless, Foster Care and Migrant.

10. English Language Learners.

Part I
Dropout Prevention Plan
2022 – 2023 - District Schools

Madison County Schools   **Charlotte Seals, Superintendent**

District Contact: Brenda Thompson, Ed.D., Director of Federal Programs
476 Highland Colony Parkway — Ridgeland, MS 39157
Telephone: 601.499.0744 / FAX: 601.853.8865 bthompson@madison-schools.com

High Schools

Germantown High School (9-12) Dr. Wesley Quick, Principal	
Madison Central High School (10-12) Dr. Teague Burchfield, Principal	Rosa Scott School (9) Brent Cofield, Principal
Ridgeland High School (9-12) Crystal Chase, Principal	Velma Jackson High School (9-12) Perry Green, Principal

Middle Schools

Germantown Middle School (6-8) Chris Perritt, Principal	Old Town Middle School (6-8) Levi Robinson, Principal
Madison Middle School (6-8) Dr. Dough Jones, Principal	Shirley D. Simmons Middle School (6-8) Thomas Adams, Principal

Elementary Schools

Ann Smith Elementary School (K-2) Karen Harness, Principal	
Camden Elementary School (K-5) Dr. Fannie Green, Principal	Madison Avenue Upper Elementary School (3-5) Dr. Kim Brewer, Principal
East Flora Elementary School (K-5) Dr. Marsha Peoples, Principal	Madison Crossing Elementary School (K-5) Terri Thornton, Principal
Highland Elementary School (3-5) Serenity Luckett, Principal	Madison Station Elementary School (K-5) Kara Davis, Principal
Luther Branson Elementary School (K-5) Jessica Ghoston-Smith, Principal	Mannsdale Elementary School (K-2) Dr. Emily Mulhollen, Principal
Madison Avenue Elementary School (K-2) Dr. Melissa Philley, Principal	Mannsdale Upper Elementary School (3-5) Debra Houghton, Principal

District-wide

Academic Options Center (K-12) Brendon Bell, Principal	Madison County Career & Technical Center (9-12) Cody Zumbro, Principal

Madison County Schools
Committee Members

Charlotte Seals, Superintendent

Richard Burge, Assistant Superintendent

Dr. Brenda Thompson, Director of Federal Programs

Kimberly Davis, Technical Assistance Specialist, Office of Federal Programs

Christyl Erickson, Director of Curriculum

Dr. Greg Paczak, Director of Research & Development

Stephanie Permenter, Director of Student Services

Dr. Wesley Quick, Principal, Germantown High School

Dr. Teague Burchfield, Principal, Madison Central High School

Crystal Chase, Principal, Ridgeland High School

Brent Cofield, Principal, Rosa Scott School

Brendon Bell, Principal, Academic Options Center

Chris Perritt, Principal, Germantown Middle School

Dr. Doug Jones, Principal, Madison Middle School

Crystal Chase, Principal, Ridgeland High School

Dr. Fannie Green, Principal, Camden Elementary School

Dr. Kim Brewer, Principal, Madison Avenue Upper Elementary School

Thomas Adams, Principal, Shirley D. Simmons Middle School

Cody Zumbro, Principal, Madison County Career & Technical Center

Laura Beth Guynes, Career Pathways Coordinator
Madison County Career & Technical Center

Lynn Fuller, ESL Teacher, Ridgeland High School

Wesley Kate Heath– Grade 10, High School Student Representative (Madison Central High School)

C. J. James - Grade 8, Middle School Student Representative (Madison Middle School)
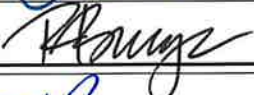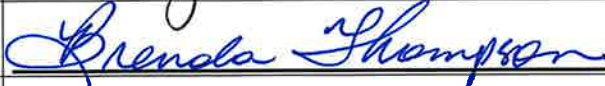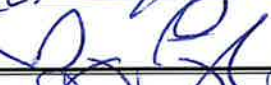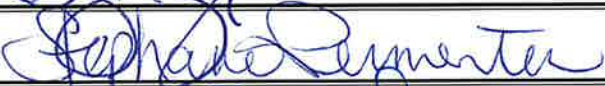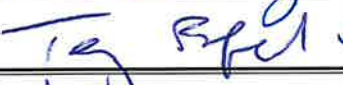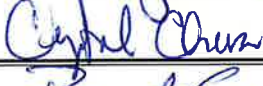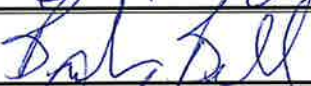
Kelly Stafford, Parent Representative, Germantown Zone (Mannsdale Elementary)

Katie Stewart, Parent Representative, Madison Zone (Madison Avenue Elementary)

Leigh Sargent, Parent Representative, Ridgeland Zone (Highland Elementary School)

Erica Arrington, Parent Representative – Velma Jackson Zone (Luther Branson Elementary)

Madison County Schools
School Year 2022 – 2023 • Committee Members

Name / Position - Agency	Signature
Charlotte Seals, Superintendent	
Richard Burge, Assistant Superintendent	
Dr. Brenda Thompson, Director Office of Federal Programs	
Kimberly D. Davis Technical Assistance Specialist Office of Federal Programs	
Christyl Erickson, Director Curriculum	
Dr. Greg Paczak, Director Research & Development	
Stephanie Permenter, Director Student Services	
Dr. Wesley Quick, Principal Germantown High School	
Teague Burchfield, Principal Madison Central High School	
Crystal Chase, Principal Ridgeland High School	
Brent Cofield, Principal Rosa Scott School	
Brendon Bell, Principal Academic Options Center	
Chris Perritt, Principal Germantown Middle School	
Doug Jones, Principal Madison Middle School	
Levi Robinson, Principal Old Town Middle School	
Dr. Fannie Green, Principal Camden Elementary School	
Dr. Kim Brewer, Principal Madison Avenue Upper Elementary School	
Thomas Adam, Principal Shirley D. Simmons Middle School	
Cody Zumbro, Principal Madison County Career & Technical Center	
Laura Beth Guynes Career Pathways Coordinator Madison County Career & Technical Center	

Lynn Fuller, ESL Teacher Ridgeland High School	*Lynn Fuller*
Wesley Kate Heath, Grade 10 High School Student Representative	*Wesley Heath*
C. J. James, Grade 8 Middle School Student Representative	*CJ James*
Kelly Stafford Parent Representative, Germantown Zone	*Kelly Stafford*
Katie Stewart Parent Representative, Madison Zone	*Katie Stewart*
Leigh Sargent Parent Representative, Ridgeland Zone	*Leigh Sargent*
Erica Arrington Parent Representative, Velma Jackson Zone	*Erica Arrington*

Part II
Statement of Assurance

On behalf of the **Madison County Schools**, I hereby submit a local Dropout Prevention Plan to provide goals, objectives, services, and initiatives necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate, (2) reducing the state dropout rate, and (3) reducing the state truancy rate.

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and evidence-based best practices indicating services most effective in preventing dropouts, as we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, evidence-based best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:

Name: Brenda Thompson, Ed.D.   **Title**: Director of Federal Programs

Mailing Address: 476 Highland Colony Parkway, Ridgeland MS 39157
Telephone #: 601-499-0800

District Superintendent: Charlotte Seals   (Signature) _Charlotte a Seals_

School Board Chair: Dr. Pollia Griffin   (Signature) _Pollia Griffin_

Part III
Outcomes of the Needs Assessment
Identifying At-Risk Students

2022 Accountability Four–Year Graduation and Dropout Rates		
SCHOOLS	**GRADUATION RATES (%)**	**DROPOUT RATES (%)**
Germantown High School	95.2	2.4
Madison Central High School	93.9	4.5
Ridgeland High School	89.2	8.5
Rosa Scott School	93.9	4.5
Velma Jackson High School	85.1	8.1
Madison County School District (all students)	92.0	5.5
Madison County School District (students with disabilities)	70.0	N/A
Mississippi Statewide Results	88.4	8.5
Mississippi Statewide Results (students with disabilities)	59.9	18.4

District Needs Assessment

Needs Assessment Areas	Descriptions
Data	The dropout prevention review committee looked at the following data points at the district and school levels: 1. Graduation and Dropout data for **six 9th grade cohorts: 2012-2016 (2016 graduates); 2013-2017 (2017 graduates); 2014-2018 (2018 graduates); 2015-2019 (2019 graduates), 2016-2020 (2020 graduates); and 2017-2021 (2021 graduates).** *Appendix A.* 2. Comparison of dropout data with surrounding and similar districts. 3. Spring 2021 & Spring 2020 MAAP gains/losses, *Appendix B.* 4. Lower 25 percentile on universal screener. 5. Number of students behind two or more years. 6. Discipline referrals. 7. District initiatives for reducing student dropout risk factors. 8. District goals and objectives for reducing student dropout risk factors.
Prioritized List of Needs to Address Dilemmas	1. MAAP or End-of-Course Tests. 2. Students who failed the 3rd grade reading summative assessment. 3. On-going data analytics of assessment results. 4. Students in grades K-2 who are two or more grades below grade level. 5. Students in grades 6-12 who continue to need summer school. 6. Parent engagement concerning student progress. 7. Students, district-wide, who have excessive absentees. 8. Students with repeated office referrals. 9. Students who continue to populate on behavior screener results. 10. Students with limited English proficiency, homeless, and/or migrant. 11. Instructional interventions for at-risk middle school students. 12. Daily classroom observations with immediate feedback. 13. Results of dual enrollment credit.
Short Term Goals	1. Increase academic performance of students. 2. Improve Average Daily Attendance and decrease excessive absentees for at-risk students. 3. Reduce office/discipline referrals. 4. Increase the passage rate on the 3rd grade reading summative assessment. 5. Increase literacy specialist support for English Language Arts teachers and implement the Multi-Tiered System of Supports (MTSS). 6. Increase math specialist support for math teachers.
Long Term Goals	1. Increase the district graduation rate to **95% by 2022-2023, 9th grade cohort 2019-2023.**

	2. Increase the graduation rates at the four district high schools to **96% or better.** 3. Increase the number of students taking the PSAT. 4. Increase the ACT scores. 5. Increase the number of students taking advance placement courses (AP).
Recommendations for future needs assessments	**Each year the district will reassess goals and prioritized needs based on the following data related to student dropouts:** 1. Potential dropouts and at-risk students in grades K-8. 2. Diagnostic tests and standardized state data to detect students struggling in reading/language arts and mathematics. 3. Training and information to staff and parents on issues directly related to the student dropout rate. 4. Students in all grades who are two or more grades behind or in the lower 25 percentile. 5. Interventions for students struggling in reading and math. 6. Students who fail to meet Mississippi College and Career Readiness standards. 7. Students in grades 9-12 who fail a subject area test. 8. Students who have excessive absentees. 9. Address the social emotional learning (SEL) needs of students.

2021-2022 District Data Form
(Outcomes of Needs Assessment)

<table>
<tr><td colspan="4" align="center">District Information</td></tr>
<tr>
<td colspan="2">Number of 9th grade students promoted.

1,110</td>
<td colspan="2">Does your district currently offer a "Fast-Track" program for high school students?
☐ Yes   ☒ No</td>
</tr>
<tr>
<td colspan="2">Number of students with 5 or more unexcused absences in school year 2021-2022.

4,794</td>
<td colspan="2">Number of students with 12 or more unexcused absences in school year 2021-2022.
1,769</td>
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<tr>
<td colspan="2">Number of discipline referrals (Unduplicated).

20 for Month 01
2485 for the entire school year 2021-2022</td>
<td colspan="2">Number of students receiving Free/Reduced meals in school year 2021-2022.
100%</td>
</tr>
<tr>
<td>SCHOOL DATA</td>
<td align="center">ELEMENTARY</td>
<td align="center">MIDDLE</td>
<td align="center">HIGH</td>
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<tr>
<td>Number of Schools</td>
<td align="center">11</td>
<td align="center">4</td>
<td align="center">5</td>
</tr>
<tr>
<td>Cumulative Enrollment</td>
<td align="center">5,821</td>
<td align="center">3,124</td>
<td align="center">4,047</td>
</tr>
<tr>
<td>Counselor/Student Ratio</td>
<td align="center">1/388</td>
<td align="center">1/312</td>
<td align="center">1/269</td>
</tr>
</table>

						Pacific	Native	White

District-wide Student Demographic Data

October 2021

	Female	Male	Asian	Black	Hispanic	Pacific Islander	Native American	White
Number	6,200	6,567	640	5,253	699	10	6	6,159
Percentage	48.56	51.44	5.01	41.15	5.48	0.07	0.05	48.24

District-wide Staff Demographic Data (Teachers/Administrators)

October 2021

	Female	Male	Asian	Black	Hispanic	Native American	White
Number	1178	295	1	457	9	1	994
Percentage	80%	20%	0%	31%	1%	0%	67%

Part IV

DISTRICT INITIATIVES

Elementary, middle and high schools will continue to:

- Provide early morning and school day tutorials to help students at-risk of failing.
- Provide Saturday ACT, Content Area and MAAP workshops to aid students in passing assessments.

The school district will continue to:

- Provide funding for small group academic tutorial sessions for students at-risk of failing.
- Provide a career day for students to explore future options in preparation for college and careers.
- Provide annual motivational sessions for junior and senior students to encourage improved achievement, high school graduation, and post-secondary education.

- Provide *ActiveParent*. ActiveParent Online is a software program that allows parents in the Madison County Schools to review their children's grades, attendance, discipline, and other school news weekly. Parents may log on to ActiveParent or go to the district website to log in and use the program. Parents only need to register once. Passwords and usernames remain from one school year to the next.

- Utilize *Automatic Phone Dialer.* All schools have the capability of sending out all-call messages to parents about important events going on in the school. The district also has the same capability of sending out all-call messages to employees and parents of all students in the district.

- Conduct *Title I Parent Meetings.* Title I schools hold parent meetings to keep parents informed of Title I initiatives, school improvement efforts, and overall student progress. Meetings are held throughout the year and at various times to accommodate parent work schedules. The Office of Federal Programs publishes *Title Talk*, a newsletter, to keep parents in the Title I community informed and abreast of what is going on in Title I schools and in the district.

- Work collaborative with *PTOs.* Every school in the district has a PTO organization. Meetings are scheduled periodically throughout the year, and they provide an avenue for parents to get involved with the school experience.

Student Administration Manager (SAM). SAM is the district-wide monitoring information system used to track student attendance, enrollment, demographics, grades, and discipline records. The monitoring system provides an effective means by which to support the

Mississippi Department of Education performance-based accreditation model. The SAM system provides timely and accurate reporting of educational data to meet state and federal requirements, and the system allows for student tracking to determine student mobility. With SAM, school officials can readily make appropriate referrals for interventions when warning signs occur to promote a reduction in dropout rates within the state.

Behavior Specialists. The district employs behavior specialists for general education students. The behavior specialists assist teachers and administrators in identifying students who may benefit from additional support for behavior issues. The Multi-Tier System of Support process is utilized in an effort to keep students in class and growing academically and socially. Behavior specialists work closely with school administrators, support staff, and teachers to provide assistance to students who demonstrate chronic and/or significant behavioral-related concerns. Services include:

1. Providing professional development related to behavioral concerns (trauma-sensitive approaches, social emotional skills, classroom management, etc.)
2. Conducting Functional Behavior Assessments (FBA), developing Behavior Intervention Plans (BIP's), risk assessments, and modeling of positive behavior supports (PBS/PBIS).
3. Providing consultative services to school-based teams (We CARE) regarding students exhibiting at-risk behaviors (chronic absences, multiple office referrals, failing multiple classes)
4. Developing and facilitating safety, re-entry, transition, and other specialized plans to support student learning.
5. Facilitating and supporting behavioral data collection (Universal Behavior Screener, direct observation, etc.)
6. Consulting with principals regarding disciplinary issues and data. Consulting with parents and other stakeholders to address the behavioral, social, and emotional needs of students within the district.

Partners in Education. Local businesses and industries throughout school district community adopt schools and work with school officials and parent groups to help address the needs of schools. The relationship strengthens businesses and helps to bridge the gap between schools and the community. This may be inclusive of after-school jobs, opportunities for students to shadow someone in the workplace, donations to support programs or projects, or to help provide other experiences for some students who might not otherwise be able to afford them.

Region 8 Mental Health Services. Region 8 works with the district and provides mental health, behavior modifications and rehabilitation services to students and families in the district.

Drug Awareness Program. Each school in the district plans a calendar of drug-awareness activities for the year to maintain a focus on drug awareness and safety for students. In an effort to protect the health and safety of students from illegal and/or performance-enhancing drug use and to curtail the use of such drugs, the Board of Education for Madison County Schools has adopted a policy for random drug testing of all students who participate in extracurricular activities and for all students who purchase a parking decal/permit to drive on campus. The

Board of Education, administration, faculty, and staff desire that no student use or possess illegal or performance enhancing drugs.

Mental Health Therapists. The 2021-2022 school year was the inaugural year for the mental health department. The department began the school year with two therapists. During the last nine weeks, two additional therapists were added. The main goal is to increase appropriate school-based mental health services to all students in Madison County Schools by trained mental health professionals. Services are provided during the school day which supports students in a safe, trusted environment without stigma thus reducing major barriers. Therapists develop treatment plans and services to address the various mental health needs, teach positive decision-making, conduct mental health training for staff, and assist parents with referrals and resources.

School Breakfast and Lunch Programs. Madison County Schools provide food choices to satisfy the requirement of the National School Lunch and Breakfast Programs. The district offers the opportunity for all students to start the day with a balanced breakfast. Research has shown that children who start the day with a balanced breakfast are calmer, more relaxed and better prepared to learn and participate in learning experiences.

School Nurse Program. Madison County Schools currently has a total of 20 school nurses who serve the student population, eleven (11) for elementary schools, four (4) for middle schools, and five (5) for high schools. There is a school nurse in every elementary and middle school for four hours a day. The high school nurses serve full-time in the district. Chronic absenteeism is a critical problem influencing student academic achievement with potential long-term effects on health, education, and financial stability. Finding solutions, providing resources, and utilizing intervention methods to decrease the problem of chronic absenteeism is critical for enhancing educational outcomes for students. School nurses are vital team members who identify and mitigate health, safety, and social risk factors that are barriers to school attendance.

School Safety Officers. Each of the district's five high schools has a safety officer to work with students and staff. Officers may assist the administration with student/parent conferences, discipline matters, and counseling interventions for student issues. Currently, the school district utilizes certified School Resource Officers and law enforcement officers that work in schools on a rotating basis.

Grandparents Day. Grandparents may visit elementary schools to have lunch with their grandchildren and teachers. During school visits, grandparents enjoy a hot meal and a presentation on what is going on in the school and a typical day in the life of their grandchildren.

Lunch Visits. Parents are welcome to join their children for school lunch. The visits require notification to the school office and clearance from school principals due to safety guidelines and planning for visits. This practice builds greater capacity for school and home connections.

STUDENT-CENTERED MEASUREABLE GOALS

The Madison County Schools' dropout prevention plan is inclusive of strategic goals, objectives, initiatives, and expectations required to meet or exceed the state's overarching goals for graduation rates and dropout rates. The Madison County Schools' graduation rate for 2022 seniors is 92.0% and the dropout rate is 5.5%.

District Level Graduation and Dropout rates for the state of Mississippi can be reviewed at mdek12.org or click here.

	Statewide Rate (%)	Lowest State District Rate (%)	Highest State District Rate (%)	Madison County Schools (%)
Graduation Rates	88.4	5.0	100.0	92.0
Dropout Rates	8.5	0.0	95.0	5.5

The district's overarching goal is for students to develop into responsible, productive individuals who are equipped to make positive contributions to an ever-changing society. Madison County Schools strives to graduate students who are knowledgeable, creative, critical thinkers who can collaborate and communicate effectively. The district has identified five goals in its strategic plan.

1. **Increase Academic Achievement**
   - Provide high quality instruction
   - Implement best practices in teaching
   - Provide multiple pathways for students exiting high school
   - Provide extra support and safety nets for success

2. **Strengthen School Culture**
   - Cultivate first-rate hospitality
   - Provide safe and healthy schools
   - Nurture student-centered settings
   - Encourage positive student behavior

3. **Attract and Retain High Quality Teachers**
   - Recruit instructional staff through multiple channels
   - Familiarize new instructional staff with practices and procedures
   - Provide professional development to promote lifelong learning
   - Provide leadership support to promote career security

4. **Maximize Operational Effectiveness**
   - Assess buildings and grounds

- Invest in capital improvements
- Modify processes upon evaluation

5. Collaborate with Community
- Increase parent and family engagement
- Engage with community stakeholders
- Foster student/community collaboration

REDUCING THE RETENTION RATES
IN GRADES KINDERGARTEN, FIRST AND SECOND

- **Pre-School.** Madison County Schools provides training in early childhood educational best practices in the areas of ELA, mathematics and social emotional. The purpose is to assist private and community-based preschool teachers with the necessary tools to prepare children for success in grades K-12.

- **Title I Pre-School.** The school district's five Title I pre-kindergarten classes offer early learning experiences to children who are most at-risk for school failure. Through the Office of Federal Programs, the district developed pre-school classes to mitigate the impact of at-risk characteristics; thereby assisting children in Title I school zones to become school ready when they enter kindergarten. The district has five (**5**) pre-school classes, twenty seats in each class: Ann Smith Elementary (**2**), Camden Elementary (**1**), East Flora Elementary (**1**), and Luther Branson Elementary (**1**).

- **Special Services Pre-School.** Madison County Schools also provides a half-day preschool program for special needs children identified through the child-find process.

TARGETING SUBGROUPS THAT NEED ADDITIONAL ASSISTANCE

The district has invested in 24 literacy specialists to serve the elementary, middle and high schools. Four schools have two or more literacy specialists: Ann Smith Elementary (**2.5**), East Flora Elementary (**2**), Highland Elementary (**2**), and Old Town Middle (**2**). Literacy specialists work with students in the Multi-Tier System of Support (MTSS) process. The literacy specialists pull the most at-risk students and provide intensive interventions in an effort to close academic achievement gaps. The specialists keep records of progress monitoring and provide teachers with scientifically, research/evidence-based interventions to be implemented for individualized student instruction. In the spring of 2021, the district invested in a dyslexia coordinator to address the needs of students diagnosed with dyslexia. The school district has also invested time in training district literacy specialists and teachers in Orton-Gillingham strategies and interventions. Although this multi-sensory method helps all children, it is especially effective for students diagnosed with dyslexia and other reading disabilities.

A number of schools throughout the district offer before or after-school programs for struggling students as well as for other parents who desire an after-school alternative for their children. The

district officers an English Learners Literacy Camp for EL students and Title I enrichment programs during the summer months for the most at-risk students. Throughout the school year, teachers volunteer hours to work with struggling students. Some schools have organized peer-student study teams. The district offers summer school for students, grades 6-12, who have failed and need to take certain courses for promotion to the next grade.

A summer reading academy is offered to struggling students. Research has demonstrated that by providing instruction in small groups to struggling students, school districts are able to close the achievement gap. The district's curriculum department conducts a summer reading program for Tier 2 and Tier 3 second and third grade students. These groups have been targeted due to Senate Bill 2347, the "Literacy-Based Promotion Act." The number of qualified second grade participants (up to 75 students) is determined by parental response. The number of third grade participants is determined by failures on the Literacy Based Promotion Third Grade Assessment. In the summer reading program, certified educators utilize evidence-based programs and provide small group instruction.

As an added measure to assist students who may be at-risk of failing and/or dropping out of school, the district has implemented Reading Plus, Academy of Math, Academy of Reading, DreamBox Learning, and Phonics First, a multisensory reading program. These are computer-based intervention programs utilized to support students and close the achievement gap.

In school year 2020-2021, the Madison County School District had nine (9) mathematics specialists in place to provide curricular support and expertise in closing the achievement gaps for struggling students. Mathematics specialists will continue to:

- Conduct Professional Learning Communities (PLCs) to discuss elements of K-5 Mississippi College and Career Readiness Standards for mathematics that are directly related to reading comprehension and to share strategies for students who struggle in these areas.

- Conduct CASE 21 Algebra I data analysis meetings with the five high schools. These meetings involve item analysis for those topics addressed within the District Pacing Guide and results are organized for each teacher, for each block, and for "school to district" comparisons.

- Create school specific outlines (*as requested*) based on the CASE 21 Algebra I End-of-Year assessments that will address multiple solution strategies to selected problems, including ways to solve them with and without calculators to strengthen both the teachers' instructional strategies *and their own mathematical content knowledge*, which impacts student achievement.

- Create supplemental tasks to promote student discussion/reasoning (verbal and written) in the classroom, tailored specifically for teachers, grade levels 6th, 7th, and 8th at all four middle schools.

- Create outlines based on topic requests from elementary schools identifying "key concepts/skills" from the standards, across K-5.

- Research and share teacher resources identifying common misconceptions/mistakes that students experience and instructional techniques.

- With input from the math specialists, several schools have acquired math intervention software programs (ex: Academy of Math, DreamBox Learning, Imagine Learning and IXL Math) to assist struggling students. The team of specialists continues to investigate math intervention resources to find the best research-based tools for the district, long-term.

DROPOUT RECOVERY INITIATIVES FOR STUDENTS AGES 17 THROUGH 21

The MCS **Academic Options Center (AOC)** is in place as a second chance program for students in grades K-12. Students are referred to the AOC because of serious or continued behavior infractions in their home school setting. The program is a disciplinary placement for students who need a smaller, more structured alternative. The AOC allows students who need the alternate setting an opportunity to experience success while learning some needed replacement behaviors, including the ability to follow guidelines and rules at school, at work, and in social settings. The Functional Behavioral Assessment Process is used with students who have patterns of chronic misbehavior. A school-district team of teachers, administrators, and counselors develop individualized plans to include expectations and consequences for AOC students.

Other dropout recovery initiatives include:

- **Middle School Remedial Sessions and Tutorials.** Supports are in place to provide on-going tutorials, remedial sessions and more time for under-achieving students to master content and to ensure that all students meet Mississippi College and Career Readiness standards.

- **Term Recovery.** Term recovery is offered to students in grades 9-12 who earn 55 to 64 for a term average in Carnegie Unit bearing courses. These students are given the opportunity to learn the content and earn a minimum passing grade of 65 for the specific recovered term. The district offers free credit recovery each summer and during the academic year. The district uses Edgenuity, an online, core intervention program for students in need of credit for core instruction or for credit recovery. Edgenuity provides the flexibility of allowing students to complete course work anytime, 24 hours a day, seven days a week.

BASIC CORE STRATEGIES AND
MAKING THE MOST OF EDUCATION

Mentoring/Tutoring

- **English Learners (EL).** The district-wide EL program serves EL students at the elementary, middle, and high school levels. Certified teachers and paraprofessionals provide English language acquisition lessons, mentoring and tutoring to help EL students learn the English language and acquire subject-area content proficiency.

- **Counseling Program.** District schools have counselors proportionate to school enrollments. Counselors provide individual and group counseling in the elementary schools. Counselors assist in developing discipline plans for students who have multiple office referrals, they arrange parent-teacher conferences, and they provide drug-awareness and character-education sessions/activities for students.

- **New Teacher Mentoring Program.** The district conducts a mentoring program for first year teachers and teachers new to the school district, ensuring greater capacity for student achievement. The program is coordinated by the district's Human Resources Director and Curriculum Specialist. New teachers attend a mandatory day of professional development prior to the start of school to learn Madison County school culture (practices and procedures). New teachers also attend several afternoon sessions for professional learning throughout the school year. Each new teacher is also assigned an experienced, career-level teacher/mentor in his or her assigned building.

Service Learning

- **Big Brother-Big Sister Mentoring Program.** The mentoring program is provided by district high school students who mentor, tutor, or help provide guidance to students in the middle and elementary schools. Mentors have sponsors who guide the program at each high school. Mentors talk to students, read to students, and tutor elementary students. To be a mentor, high school students must meet specific requirements and criteria set by the district program developer and coordinators. Due to the Coronavirus pandemic, this program will be carried out on a limited basis for school year 2021-2022.

Professional Development

- **Professional Development Funds**. District professional development (PD) funds are used to train teachers in curriculum trends that will better prepare them to meet student needs and develop innovative teaching strategies that will increase student achievement and help increase the graduation rate and decrease the dropout rate in the school district.

- **Title I Funds**. Title I schools may use a portion of Title I funding to provide additional professional development and training to develop skills, techniques, and innovative strategies for teachers who work with at-risk students.

- **Title II Professional Development Funds**. Title II funds are used to provide high-quality professional development, district-wide, for all teachers and administrators.

Active Learning

- **Wellness Plan.** The district has a school board adopted wellness plan that focuses on promoting healthy life styles and a safe school/work environment.

Positive Behavior

Positive behavior strategies are evidence-based approaches for promoting behavior that is conducive to learning. The district is committed to a process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The Madison County School District has embraced "HEART," **H**elping **E**very child **A**chieve and **R**each success **T**ogether – Capturing the HEART and #MovingtheMark. The district has targeted five core competencies to help students develop a winning attitude and increase school/student achievement: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

Educational Technology

The overall goal is to equip all stakeholders (teachers, students, administrators, staff, and parents) to use technology to positively impact and interact with the world around them.

- Teach digital citizenship.
- Integrate technology seamlessly in the teaching and learning process while ensuring that the use of technology adds value to learning.
- Develop a new set of knowledge and skills for the 21st century learner.
- Provide greater access to educational opportunities and differentiated instruction by utilizing access to technology, anytime, anywhere learning.
- Improve communication and widen the sense of community by expanding the way teachers, students, and parents are able to interact with each other.
- Integrate digital tools for students to develop products that demonstrate their understanding.
- Provide greater access to digital content in a variety of formats and modes.
- Madison County Schools (MCS) embarked on a 1:M Digital Initiative. This is an initiative that aims to enhance student learning by creating a personalized, student-centered learning

environment where every student received a designated device to utilize at school and at home: Grades 9-12 receive a MacBook Air, Grades 6-8 receive a Chromebook, and Grades K-5 have access to Chromebooks and iPads in classrooms.

- In the 2013-2014 school year, the district invested in a new Learning Management System (LMS), CANVAS. This is an important building block for the *1:M Digital Initiative* because an LMS provides a centralized, consistent virtual learning space through which parents, students, and teachers can work.

Personalized Learning

Computer Assisted Instruction (CAI). Madison County Schools provides students with computer-based programs that supplement the regular education program. While the computer software may differ at each school, the purpose of the program is to improve student achievement and enhance student learning. It provides another avenue for students to learn.

- **Case 21.** Case 21 allows teachers to administer district benchmark assessments and access students' scores within 48 hours. Teachers can then identify individual students' or classroom needs to reinforce or reteach skills.
- **NWEA Measures of Academic Progress (MAP).** MAP is a computer-based assessment that the district uses three times per year for progress monitoring in elementary and middle schools.
- **Middle School Individual Student Plan (ISP).** Pathways to Success is a system that combines high academic standards with career exploration. Career Cluster Interest Surveys are administered to all 7th graders. Based on results, each 7th grader is assisted with developing an Individual Student Plan (**ISP**). The ISP details each student's chosen career cluster as well as a prescribed course of study to assist the student in reaching college and career goals. High school guidance counselors assist students in updating the ISP on an annual basis throughout high school.
- **High School Career Academies.** Career academies prepare students for real world job placement by incorporating academic and technical skills into course frameworks. The school district has implemented a total of six career academies at four high schools. The six career academies include:
  Academy of Culinary Arts – *Ridgeland High School*
  Academy of Engineering – *Madison Central High School*
  Academy of Engineering – *Ridgeland High School*
  Academy of Healthcare Excellence – *Germantown High School*
  Academy of Multimedia – *Velma Jackson High School*
  Academy of Multimedia and Communications – *Madison Central High School*

ACT/PSAT/SAT

Madison County Schools has strengthened its college and career preparation for students through the addition of two part-time College and Career (CCR) Test Prep Coordinators. These individuals work in concert with secondary school principals and teachers to develop materials

that will strengthen the students' performance and will enhance the students' opportunity to potentially garner higher scores on the PSAT, ACT, and SAT, resulting in more scholarships being awarded. Madison County Schools' goal is for the District's average on the ACT composite score to meet or exceed the national average.

TRANSITIONING TO THE HOME SCHOOL DISTRICT
FROM JUVENILE DETENTION CENTERS

School administrators, counselors, and other staff members will communicate effectively with assigned detention center liaisons to meet the academic needs of each student through distance learning while the student is housed in a youth detention facility. Counselors and school staff will provide social and emotional services to aid students transitioning to school from a youth detention facility.

As students transition from the detention center back to their home school, it is important that school personnel collaborate to foster an easy transition: teacher, school attendance officer, and other pertinent staff members. School and/or district personnel will attend student transition/exit meetings. Participation in transition/exit meetings helps ensure that all individuals have established a common goal as the student transitions back to the home school. Attendance clerks will verify each day that students served off campus are counted as present due to the student receiving educational services.

The district works to ensure that classrooms are safe environments for learning. The transition that a juvenile offender makes from secure confinement to school will likely shape the youth's transition back into the community. Madison County School District has implemented effective approaches for reintegrating youth from juvenile justice system settings into the education mainstream. The Madison County School District maintains an Academic Options Center to address at-risk youth before they begin a life of crime and violence.

NATIONAL DROPOUT PREVENTION CENTER
15 EFFECTIVE STRATEGIES

The National Dropout Prevention Center (NDPC) has identified fifteen effective strategies determined to have the most impact on dropout prevention. The district's current and proposed initiatives for reducing the dropout rate address each of the NDPC's fifteen effective strategies. (*Appendix G*)

APPENDICES

APPENDIX A
Six-Year Trends – Dropout and Graduation Rates
2012-2016 through 2017-2021

APPENDIX B
District Choice State Testing ACT Scores for Juniors

Spring 2021 District Test Results (State Assessments)

MAAP Data Percentage Comparison
Spring 2021 to Spring 2020

APPENDIX C
Literacy Specialists' Job Duties

Elementary School
Middle School
High School

Mathematics Specialist Description

APPENDIX D

**Elementary Literacy Instructional Practices
2020-2021**

APPENDIX E

**Middle School Literacy Expectations
2020-2021**

APPENDIX F

**High School Literacy Expectations
2020-2021**

APPENDIX G
The 15 Effective Strategies Defined

Appendix A

Six-Year Trends – Dropout and Graduation Rates
Cohorts 2012-2016 through 2017-2021

MCS Dropout Rates by Cohorts

Cohort	Dropout Rate
2012-2013 Dropout Rate 2016	~5.5%
2013-2014 Dropout Rate 2017	~6.0%
2014-2015 Dropout Rate 2018	~3.4%
2015-2016 Dropout Rate 2019	~4.7%
2016-2017 Dropout Rate 2020	~5.0%
2017-2018 Dropout Rate 2021	~5.5%

(Axis: 0.0% 1.0% 2.0% 3.0% 4.0% 5.0% 6.0% 7.0%)

MCS Graduation Rates

Cohort	Graduation Rate
2012-2013 Graduation 2016	~88.0%
2013-2014 Graduation 2017	~87.0%
2014-2015 Graduation 2018	~91.5%
2015-2016 Graduation 2019	~91.5%
2016-2017 Graduation 2020	~91.8%
2017-2018 Graduation 2021	~92.0%

(Axis: 85.0% 86.0% 87.0% 88.0% 89.0% 90.0% 91.0% 92.0% 93.0%)

Note: Data series are provided by cohort year along with year of graduation. For example, in the *MCS Graduation Rates* chart, the line of data that has *2015-2016 Graduation 2019* shows data for students who were in the ninth grade for the first time during the 2015-2016 school year and graduated in 2019.

Appendix B

District Choice State Testing ACT Scores for Juniors
Spring 2021 & 2022

DISTRICT						
Year	Population	Composite	English	Math	Reading	Science
2021	892	19.5	19.3	18.7	19.8	19.6
2022	905	19.9	19.4	19.2	20.4	20.1
GERMANTOWN HIGH SCHOOL						
Year	Population	Composite	English	Math	Reading	Science
2021	286	19.1	18.9	17.8	19.8	19.4
2022	299	19.6	18.9	18.6	20.4	20.3
MADISON CENTRAL HIGH SCHOOL						
Year	Population	Composite	English	Math	Reading	Science
2021	350	21.9	21.1	21.3	22.3	21.6
2022	365	21.8	21.5	21.1	22.3	21.6
RIDGELAND HIGH SCHOOL						
Year	Population	Composite	English	Math	Reading	Science
2021	192	17.1	16.6	16.5	17.1	17.6
2022	190	17.5	16.8	17.3	17.7	17.7
VELMA JACKSON HIGH SCHOOL						
Year	Population	Composite	English	Math	Reading	Science
2021	64	14.9	14.0	15.0	14.3	15.8
2022	51	16.7	16.3	16.4	16.8	17.0

MAAP Data – Grades 3-8 Percent Proficient or Above		
Grade Levels	**Language Arts**	**Math**
Grade 3	68.0	72.5
Grade 4	66.3	68.4
Grade 5	68.2	62.4
Grade 6	59.1	61.0
Grade 7	58.9	63.5
Grade 8	56.1	62.8

MAAP Data High School Subject Area Test Performance		
Subject Area	**Percent Proficient or Above**	**Percent Passing**
Algebra I	74.7	96.3
US History	82.3	95.3
Biology	73.4	88.6
English II	63.4	86.3

MAAP Data Percentage Comparison
Spring 2022 to Spring 2021

Grades 3-8 Percent Proficient or Above +/-		
Grade Levels	English Language Arts	Math
Grade 3	7.0	6.5
Grade 4	4.3	8.4
Grade 5	9.2	10.4
Grade 6	12.1	21.0
Grade 7	9.9	6.5
Grade 8	-0.9	9.8

High School Subject Area Test Percent Proficient or Above and Passing +/-		
Subject Area	Percent Proficient or Above	Percent Passing
Algebra I	20.7	7.3
US History	16.5	9.0
Biology	5.4	3.6
English II	15.4	13.3

Note: Positive values (+) indicate the percentage increased from 2020 to 2021. Negative values (-) indicate the percentage decreased from 2020 to 2021.

Appendix C

LITERACY SPECIALISTS' JOB DUTIES

MATH SPECIALIST DESCRIPTION

Job Title: Madison County Schools Elementary Literacy Specialist
Job Purpose: To coordinate Multi-Tiered System of Support (**MTSS**) in accordance with the district's guidelines

Job Duties:
- Organize and facilitate Mandatory 20 meetings by the 20th day of school:
    - Pull roster from MSIS (obtain login information from the district data office).
    - Ensure accuracy by verifying student status with counselors, administration, and previous interventionist.
    - Gather and review data, including final grades from previous year's courses; summer school final averages and MAAP data.
    - Conduct TST meetings for students starting in Tier 3.
    - Conduct individual teacher meetings for student roll overs into Tier 2.
    - Conduct individual teacher meetings for students starting the year in Tier 1.5 (Academic Watch).
    - Enter meeting date into MSIS for all students on MSIS roster.
- Collect and file teachers' rules, procedures, rewards and consequences to document school wide PBIS efforts, and give copy to counselors for their reference.
- Compile a MTSS binder for the school containing all MTSS pertinent information.
- Assist with the 3 rounds of universal screening for academics and behaviors as determined by the current MTSS Policies and procedures:
    - Mandatory 20's – screening based on MAAP, previous retentions and previous year's final average (August/September)
    - Round 1 – screening based on NWEA MAP scores, CASE 21, and Term 1 average (Oct.)
    - Round 2 – screening based on NWEA MAP scores, CASE 21, and Semester 1 average (Jan.)
- Facilitate training sessions as determined by current MTSS Policies and Procedures:
    - Review State Board Policy 4300 and MCS MTSS Policies/ Procedures (review after each round of norming).
    - Review behavior universal screening and results (may be with counselors, administration, and/or TST only).
    - Review academic universal screening and results (may be with counselors, administration, and/or TST only).
- Facilitate individual teacher or subject area meetings every 5 weeks to coordinate Tier 2 efforts:
    - Review academic data.
    - Review discipline concerns.
    - Request Hearing/vision screener.
    - Review paperwork.
    - Review current Tier 2 students – current data.
- Analyze data twice each term (Mid-term and Term):
    - Discipline reports
    - Failure reports
    - Progress monitoring results (mid-term and term averages)
    - Generate MSIS list (verify transfer students have not been added to the list)

- Participate as a member of the school's We Care Team.
- Manage and house Tier 3 paperwork:
  - Gather student background data (check cumulative folder, SAM, MSIS to collect academic data).
  - Contact parents and complete family medical history.
  - Schedule, conduct and provide written follow-up of all Tier 3 meetings every 8 weeks:
    - Mail invitation to meeting
    - Complete Form 2
    - Collect documentation of intervention
    - Prepare and discuss progress monitoring/grades/and current testing data
    - Update/change intervention if necessary
    - Document progress
    - Send follow-up letter to parents summarizing results of the meeting
- Progress monitor and track data for Tier 3 students.
- Implement Tier 3 interventions.
- Maintain communication with parents regarding Tier 3 students.
- Work with principal and teachers to train on research-based intervention/evidence-based strategies (professional development, modeling, co-teaching).
- Assist various tiered students outside the classroom by analyzing grades (incomplete class or homework, failed tests, etc.) and promoting self-advocacy skills.
- Serve as a liaison between tiered students and teachers regarding classroom needs.
- Serve as a home-school liaison to answer parent questions/concerns about MTSS as necessary.
- Provide professional development opportunities as necessary.
- Assist with New Teacher Orientation.
- Maintain databases as appropriate:
  - End of year MSIS data (add all students placed in Tier 3)
  - SAM filters/active flags (keep current as students move through tiers)
- Contact district psychometrist when an individual request for testing is made.
- Close out files:
  - Organize folder and make end-of-year decisions
  - Notify parent via letter
  - Transfer folders as appropriate
  - Make scheduling considerations
  - Update MSIS
  - Give principal end-of-year list
  - Make final decision summary list for Christyl Erickson, Curriculum/MTSS Director
- Any other duties deemed appropriate by the MCS Office of Curriculum

Job Title: Middle School Literacy Specialist

Job Purpose: To coordinate Multi-Tiered System of Support (**MTSS**) in accordance with the district's guidelines.

Job Duties:
- Organize and facilitate Mandatory 20 meetings by the 20th day of school:
  - Pull roster from MSIS.
  - Ensure accuracy by verifying student status with counselors, administration, and previous interventionist.
  - Gather and review data, including final grades from previous year's courses; summer school final averages and MAAP data.
  - Conduct TST meetings for students starting in Tier 3.
  - Conduct individual teacher meetings for student rollovers into Tier 2.
  - Conduct individual teacher meetings for students starting the year in Tier 1.5 (Academic Watch).
  - Enter meeting date into MSIS for all students on MSIS roster.
- Collect and file teachers' rules, procedures, rewards and consequences to document schoolwide PBIS efforts, and give copy to counselors for their reference.
- Compile MTSS binders for schools containing all MTSS pertinent information.
- Assist with the 3 rounds of universal screening for academics and behaviors as determined by the current MTSS Policies and Procedures:
  - Mandatory 20's – screening based on MAAP, previous retentions and previous year's final average (August/September)
  - Round 1– screening based on MAP scores, CASE 21, and Term 1 average (October)
  - Round 2– screening based on MAP scores, CASE 21, and Semester 1 average (January)
- Facilitate training sessions as determined by current MTSS Policies and Procedures:
  - Review State Board Policy 4300 and the district's MTSS Policies and Procedures (review after each round of norming)
  - Review behavior universal screening and results (may be with counselors, administration, and/or TST only)
  - Review academic universal screening and results (may be with counselors, administration, and/or TST only)
- Facilitate individual teacher or subject area meetings every 5 weeks to coordinate Tier 2 efforts:
  - Review academic data
  - Review discipline concerns
  - Review paperwork
  - Review current Tier 2 students –current data
- Analyze data twice each term (Mid-term and Term):
  - Discipline reports
  - Failure reports
  - Progress monitoring results (mid-term and term averages)
  - Generate MSIS list (verify transfer students have not been added to the list)

- Participate as a member of the school's We Care Team (may be asked to provide data on excessive absences, failures, and discipline gathered during mid-term and term data analysis).
- Manage and house T3 paperwork:
  - Gather student background data (check cum, SAM, MSIS, and re-check with teacher to verify attendance/current absences--make sure no new student discipline has arisen).
  - Request hearing/vision screener.
  - Contact parent and complete family medical history.
  - Schedule, conduct and provide written follow-up of all Tier 3 meetings:
    - Mail invitation to meeting
    - Complete Form 12
    - Collect documentation of intervention
    - Prepare and discuss progress monitoring/grades/and current testing data
    - Update/change intervention if necessary
    - Document progress on Form 11
    - Send follow-up letter to parents summarizing results of the meeting
- Progress monitor and track data for Tier 3 students.
- Implement Tier 3 interventions when appropriate.
- Maintain communicate on with parents regarding T3 students.
- Work with principal and teachers to train on research-based interventions/evidence-based strategies (professional development, modeling, and co-teaching).
- Assist various tiered students outside the classroom by analyzing grades (incomplete class or homework, failed tests, etc.) and promoting self-advocacy skills.
- Serve as a liaison between tiered students and teachers regarding classroom needs.
- Serve as a home-school liaison to answer parent questions/concerns about MTSS as necessary.
- Provide professional development opportunities as necessary.
- Assist with New Teacher Orientation.
- Maintain databases as appropriate:
  - End of year MSIS data (add all students placed in Tier 3)
  - Sam filters/active flags (keep current as students move through tiers)
- Contact district psychometrists when an individual request for testing is made.
- Close out files:
  - Organize folders and make end of year decisions
  - Notify parents via letter and transfer folders as appropriate
  - Make scheduling considerations
  - Update MSIS and give principal end-of-year lists
  - Make final decision summary list for the Curriculum Director and the Director of Special Services
- Any other duties deemed appropriate by the MCS Office of Curriculum

Job Title: Madison County Schools High School Literacy Specialist

Job Purpose: To coordinate Multi-Tiered System of Support (MTSS) in accordance with the district's guidelines

Job Duties:
- Organize and facilitate Mandatory 20 meetings by the 20th day of school:
  - Pull roster from MSIS (obtain login information from the district data office)
  - Ensure accuracy by verifying student status with counselors and administration
  - Consult with middle school interventionist regarding 8th grade rollovers/new 9th grade Tier status.
  - Gather and review data, including final grades from previous year's English, math courses; summer school final averages, middle school MAAP data and high school MAAP data.
  - Train TST and conduct meetings for students starting in Tier 3.
  - Conduct individual teacher meetings for students starting the year in Tier 2.
  - Conduct individual teacher meetings for students starting the year in Tier 1.5 (Academic Watch).
  - Enter meeting date into MSIS for all students on MSIS roster.
- Collect and file teachers' rules, procedures, rewards and consequences to document school wide PBIS efforts, and give copy to counselors for their reference.
- Compile MTSS binders for schools containing all information pertinent to MTSS.
- Assist with the 3 rounds of universal screening for academics and behaviors as determined by the current MTSS Policies and Procedures:
  - Round 1 (Mandatory 20's) – screening based on MAAP (for 9th graders), Case 21, and previous year's final average
  - Round 2 (Winter) – screening based on MAAP and Semester 1 average
  - Round 3 (Spring) Screening – using final averages, summer school grades, and MAAP students are placed tentatively for the next academic year's Round 1
- Facilitate training sessions as determined by current MTSS Policies and Procedures:
  - Review MTSS Policies and Procedures including Policy 4300
  - Review behavioral universal screening and results (may be with counselors, administration, individual teachers, and/or TST only)
  - Review academic universal screening and results (may be with counselors, administration, individual teachers, and/or TST only)
- Facilitate individual teacher or subject area meetings every 9 weeks to coordinate Tier 2 efforts:
  - Review academic data
  - Review discipline concerns
  - Review paperwork
  - Review current Tier 2 students – current data
- Analyze data:
  - Progress monitoring results (term averages)
- Participate as a member of the school's We Care Team.

- Manage and house T3 paperwork:
  - Gather student background data (check cumulative folder, SAM, MSIS, Case 21, MAP/STAR, etc. to collect academic data)
  - Request Hearing/Vision screener
  - Contact parents and complete family medical history:
    - Schedule, conduct, and provide written follow-up of all Tier 3 meetings Mail invitation to meeting
    - Complete Form 2
    - Collect documentation of intervention
    - Prepare and discuss progress monitoring/grades/and current testing data
    - Update/change intervention if necessary
    - Document progress on Form 7
    - Send follow-up letter to parents summarizing results of the meeting
- Implement Tier 3 interventions as necessary.
- Progress monitor and track data for Tier 3 students.
- Maintain communication with parents regarding T3 students.
- Work with principal and teachers to train on research-based intervention/evidence-based strategies (professional development, modeling, and co-teaching).
- Assist various tiered students outside the classroom by analyzing grades (incomplete class or homework, failed tests, etc.) and promoting self-advocacy skills.
- Serve as a liaison between tiered students and teachers regarding classroom needs.
- Serve as a home-school liaison to answer parent questions/concerns about MTSS as necessary.
- Provide professional development opportunities as necessary.
- Contact district psychometrists when an individual request for testing is made.
- Assist with New Teacher Orientation and other district initiatives.
- Maintain databases as appropriate:
  - MSIS intervention rosters (check for updates periodically)
  - End-of-year MSIS data
  - SAM filters/active flags (keep current as students move through tiers)

Any other duties deemed appropriate by the MCS Office of Curriculum

Madison County Schools
District Math Specialist Team
Math Specialist Description

Madison County Math Specialists collaborate as a team and with administrators, teachers, and other district specialists in a variety of contexts, including working with students in individual and small group settings, meeting with teachers during PLCs and planning times, analyzing benchmark testing data, co-teaching and/or modeling tasks in the classroom, and conducting in-district professional development. As such, Math Specialists are expected to demonstrate expertise in mathematical content knowledge, current research-based instructional strategies, and interpersonal skills. Math Specialists are expected to continue to grow as professionals by attending professional development and professional conferences, investigating math education resources, and sharing materials among colleagues.

Minimum Requirements:
- A valid Mississippi Educator License; a Master's Degree in Mathematics Education or in Elementary Education (with an emphasis in mathematics) is preferred
- Minimum of 3 years of classroom experience
- In-depth knowledge of mathematical content and instructional strategies
- Ability to co-plan, co-teach, and/or model current best practices with teachers and administrators inside and outside the classroom
- Ability to collaborate flexibly with team members and other district personnel
- Ability to self-monitor, multi-task, and deliver a variety of high-quality instructional resources in a timely manner, based on the needs of students, teachers, and administrators
- Ability to travel throughout district and to participate in trainings for professional purposes

Basic Responsibilities:
- Meet with teachers during PLCs and planning times and respond with instructional resources/materials based on their requests.
- Co-plan, co-teach, and/or model current best practices in K-12 math classrooms.
- Observe students during Tier 1 instruction to help teachers identify student misconceptions and work with teachers to develop research-based strategies and classroom tasks for helping address those misconceptions.
- Work with students in individual and small group settings to strengthen long-term success in mathematics.
- Collaborate with Math Specialists to strengthen district Pacing Guides, Deconstructions, and other math curriculum resources.
- Actively participate in professional development opportunities (both presenting and attending), as determined to be appropriate by district supervisors.

Appendix D

Elementary Literacy Instructional Practices

2022-2023

Madison County Schools
Elementary Literacy Instructional Practices
2022-2023

Benchmark Assessment

The purpose of Benchmark Assessment System (BAS) is to assess and document the students' development as readers over time. It provides teachers the opportunity to observe students' reading behaviors and gather data to:

- Diagnose students' instructional needs and plan for instruction/intervention
- Determine the level a student is able to independently read
- Group students effectively to provide appropriate reading instruction
- Document changes overtime in reading performance
- Inform parents and other educators of students' current reading performance

District Wide Expectations…	The teacher will…	The student will, as one indicator of reading success, perform at his/her independent level…
• Provide PD on the Benchmark Assessment System each year • Ensure the fidelity of the BAS (i.e. do not allow students to test on same text multiple times, proper names count as an error only the first time, skipped line of text only counts as one error, repetitions and self-correction are not counted as errors, do not count dialect of speech issues as a reading error (axed for asked)) • Observe and provide feedback on guided reading to ensure that	• Administer the Benchmark Assessment System to each student a minimum of 4 times a year so that new data can be presented to parents at each 9-week period. **In grades 4 & 5**, once the grade level requirement has been reached, no additional BAS testing will be required for those students. **Third grade** testing will be completed at each 9-week interval as necessary documentation for the Literacy Based Promotion Act "Good Cause" exemption. **All students** in	• Achieve a **minimum** of BAS level C to exit Kindergarten; At-risk letters sent after 1st semester report cards for below Level A, and after 3rd term report cards for below level B • Achieve a **minimum** of BAS level I to exit 1st grade; At-risk letters sent after 1st semester report cards for below Level G, and after 3rd term report cards for below level H • Achieve a **minimum** of BAS level M for 2nd grade; At-risk letters sent after 1st semester report cards for below

- instruction gives students the opportunity to meet BAS goals - Enforce ceiling levels (K-I, 1st-M, 2nd-P, 3rd-S, 4th-U, 5th-X) so that students are encouraged to read for a variety of purposes across genres and authors and be more thoughtful in their oral and written responses. - Scores performed above the ceilings should **NOT** be reported on student report cards or any parent correspondence. Addition of a plus sign (+) is **not** appropriate for any reported grade. - Students new to the district will be tested within the first two weeks of school. - Present students will begin the year based on their end of year BAS level from the previous year.	- grades k-5 will be tested within the first 9 weeks of school to determine present BAS level. Assess, alternating fiction and nonfiction, at each level to establish proficiency, based on the suggestion of Fountas and Pinnell. - Stop assessing if a student's accuracy score falls below 90% for Levels A-K or 95% for Levels L-N and reassess at a lower level. - Use the BAS documents to drive instruction. - Student written responses are not optional for MCS.	Level K and after 3rd term report cards for below level L - Achieve a **minimum** of BAS level P for 3rd grade; At-risk letters sent after 1st semester report cards for below Level N and after 3rd term report cards for below level O - Achieve a **minimum** of BAS level S for 4th grade. - Achieve a **minimum** of BAS level V for 5th grade - Written responses are **not** optional.

Rationale for Moving from Basal Readers to the Guided Reading Process

What Basal Reading Programs Look Like

Basal readers are usually a grade-leveled series of textbooks produced by an educational publisher which focus on teaching reading either by a code-emphasis approach or a meaning-emphasis approach. A code emphasis approach relies heavily on phonemic awareness and decoding and word attack skills. These types of series will often have accompanying spelling programs, flash cards and sentence strips to go with them. A meaning-emphasis program, on the other hand, tends to stress the concept of "reading for understanding" and the accompanying workbooks have questions about the stories read, vocabulary lessons and lessons encouraging students to write about what they have read.

Do Teachers Use Basal Reading?
Over the past decade and a half, many teachers have moved away from using basal readers in favor of using a balanced literacy approach, using guided reading as its core, and incorporating all types of books to include language in lessons throughout the curriculum.

Disadvantages of a Basal Reading Program
Like any packaged program, there are disadvantages to a basal reading program. In fact, some educators would argue that the things some people consider to be advantages are exactly what is wrong with such a program. That systematic learning system which distills reading into a textbook can feel rigid and limiting to a teacher. It's designed for groups of readers, which makes it difficult to teach gifted or self-taught reader and just as difficult to modify for the student who has learning disabilities in reading.

Move to Guided Reading
NCLB-2 principles

➤ Stronger accountability results
➤ Greater emphasis on instructional methods that have been "proven" to be effective

Few basal programs focused on developing fluency in reading and that the specific focus on oral language development was somewhat unclear in textbooks (Stein, Johnson, & Gutlohn, 1993; Snow & Griffin, 1998)

Researchers questioned how basal/scripted programs meet the individual needs of each child, especially since they utilize grade-level materials, even if the child is not reading at that particular level.

What is happening to students who are reading above grade level? What is happening to students who are reading below grade level?

Defining Guided Reading
➤ Matching reading to instructionally leveled text
➤ Flexible grouping
➤ Teacher scaffolding, which capitalizes on the zone of proximal development (ZPD) by providing decoding and comprehension strategies

- Before Reading: Students are encouraged to make connections to the text, to take picture walks, and to make predictions (Fountas & Pinnell, 1996).
- During Reading: Students in small group, read aloud to the teacher, individually. The teacher provides decoding and comprehension strategies to the student as the other students read silently at their own pace (Fountas & Pinnell, 1996).
- After Reading: In the After portion, there is an extension to the reading that targets a skill that the groups need (Fountas & Pinnell, 1996).

The National Research Council (NRC) argues that in the early grades, students should be provided with reading texts that are interesting to them and that are beneath their frustration reading level but that are still challenging enough to develop skills, such as those used in the Fountas and Pinnell approach (NRC, 1998; Snow, Burns & Griffin, 1998).

A number of diverse studies found that children who spend more time reading in appropriately leveled texts, display larger gains in particular reading skills (Berliner, 1981; McCardle & Chhabra, 2004; Taylor, Frye, & Maruyama, 1990).

Although billions of dollars have been spent on the improvement of reading since NCLB's 2001 inception, in 2007 only 33% of fourth graders were reading at or above proficient levels (Camus, 2002; NCES, 2007).

Guided Reading

Guided Reading is one component of a comprehensive, high quality literacy effort that includes interactive read-aloud, literature discussion in whole or small groups, whole-group mini lessons, independent reading and individual conferences.

The Goal of Guided Reading is: "to help children learn how to use independent reading strategies successfully" using books that are not too hard or not too easy.

Essential Elements: see attachment taken from Guided Reading Good First Teaching for all Children by Irene Fountas & Gay Su Pinnell.

Amount of Time:

2.5-3.0 hours   Amount of time of daily reading instruction

K-3   Guided Reading groups 4-5 days weekly

4-5   Guided Reading groups 2-3 days weekly

Components of Literacy Block: (Fountas & Pinnell)

1. **Read Aloud:** The teacher reads aloud to the whole class or small groups.

- Involves children in reading for enjoyment
- Demonstrates reading for a purpose
- Provides an adult demonstration of phrased fluent reading
- Develops sense of story
- Develops knowledge of how texts are structured
- Increases vocabulary
- Promotes oral language development
- Develops knowledge of written language syntax

2. **Shared Reading:** Using text (may be big books, poems, songs, class book etc.) that all children can see. The teacher involves children in reading together.
   - Demonstrates early strategies, such as word by word matching
   - Builds sense of story and ability to predict
   - Demonstrates the processes of reading extended text
   - Involves children in an enjoyable and purposeful way
   - Provides opportunity to participate and behave like a reader

3. **Guided reading:** The teacher works with a small group who has similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after the reading. Guided reading is NOT ROUND ROBIN READING.
   - Provides the opportunity to read many texts and a wide variety of texts
   - Provides opportunity to problem solve while reading for meaning
   - Provides the opportunity to attend to words in text
   - Provides opportunity to think about the text, within the text, and beyond the text (see attachment)

4. **Independent reading:** children read on their own or with partners from a wide range of materials. Some reading is from a special collection at their reading level.
   - Provides opportunity to apply reading strategies independently

- Provides time to sustain reading behavior
- Challenges the reader to solve words independently while reading texts well within high control
- Promotes fluency through rereading
- Builds confidence through sustain successful reading

Leveled text: texts that match the reader's ability; books that are not too easy or too hard. In the guided reading group, the students should be reading on their instructional level. A student should progress to the next level of text about every 4 weeks.

- Independent level: Text that the reader can read with 98-100% accuracy with excellent or satisfactory comprehension (using the Benchmark Assessment or a running record to determine).
- Instructional level: Text that the reader can read with 95-97% accuracy with excellent or satisfactory comprehension or 98-100% accuracy with limited comprehension (using the Benchmark Assessment or a running record to determine).
- Hard (Intervention) level: Text that the student is reading below 95% accuracy with any score on comprehension (using the Benchmark Assessment or a running record to determine)

Running Records/Benchmark Assessment: involves sitting beside the child while he reads a text. The teacher watches the child closely as he reads, coding behaviors on a separate form. The teacher does not intervene allowing the teacher to observe what the child can do on his own.

Grouping: students are grouped with no more than 6 students per group. They are grouped by specific assessment (DRA) for strengths in the reading process and appropriate level of text difficulty. **Groups are dynamic, flexible, and change on a regular basis.**

What about the rest of class:
K-2: learning stations (During this time assistants may be reinforcing guided reading groups)
3-5: independent reading and literature discussion circles

Fluency: Is more than rate; must include pausing, phrasing, word stress, and intonation.

Comprehension: Is more than retelling   (See attachment, MCCRS)

Structured Literacy

Structured literacy includes the five components of phonological awareness, phonics, fluency, vocabulary, and comprehension. Effective instruction must follow a continuum of addressing all elements with systematic, sequential, explicit, cumulative, and teach to mastery instruction (Barksdale Reading Institute). A strong focus must be placed on phonological awareness, phonics, and vocabulary.

Phonology (study of sound structure of spoken words) is a key element of Structured Literacy instruction. Phonemic awareness (ability to distinguish/segment/blend/manipulate sounds relevant to reading/spelling) is central to phonology.

Sound-Symbol Association (Phonics) Once students develop phoneme awareness, they must learn the alphabetic principle- how to map phonemes (sounds) to graphemes (letters and letter clusters) and vice versa.

Syllables (Phonics) Knowing the six syllable/ vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide/decode unfamiliar words. Fluency is the accurate and automatic application of word recognition.

Morphology A morpheme is the smallest unit of meaning in language. Studying these base elements and affixes helps readers decode and unlock the meanings of complex words.

Syntax The set of principles that dictate the sequence and function of words in a sentence – includes grammar, sentence structure, and the mechanics of language.

Semantics is concerned with meaning. Structured Literacy includes instruction in the comprehension and appreciation of written language. (IDA)

Structured literacy instruction addresses all the foundational elements that are critical for reading comprehension, as outlined in the Simple View of Reading & and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.

KEY FEATURES OF STRUCTURED LITERACY

Systematic and Cumulative: Systematic means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. Cumulative means each step is based on concepts previously learned.

Explicit: Structured Literacy instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts.

Diagnostic: Teachers must be adept at individualizing instruction (even within groups) based on careful and continuous assessment, both informal (e.g., observation) and formal (e.g., with standardized measures). Content must be mastered to the degree of automaticity needed to free attention and cognitive resources for comprehension and oral/written expression. (IDA)

SIPPS: Systematic Instruction in Phonological Awareness, Phonics and Spelling
    Tier 2 state approved intervention-International Dyslexia Association Accredited (IDA)
Brainspring Phonics First
    Tier 2 state approved intervention
- International Dyslexia Association Accredited (IDA)
- International Multisensory Structured Language Education Council (IMSLEC)

List of state approved Tier interventions : https://www.mdek12.org/sites/default/files/documents/MBE/MDE-2021(6)/tab-f-list-of-evidence-based-interventions-prek-12-grade.pdf

Writer's Workshop (K-5)

I.
    Definition of Writer's Workshop (Atwell, 1987; Calkins, 1986, 1997, 2013)

    The Writer's Workshop is an organizational structure for teaching writing and scaffolding writing development to higher levels in individual students. Writer's Workshop can be used in both elementary and middle grades as a model for writing instruction. This model incorporates writing research (Graves, 1994; Calkins, 1994; Jarner, Kozol, Nelson, & Salsberry, 2000; Weaver, 1997; Atwell, 1998; Wilde, 2007; Hillocks, 1986; Anderson 2005; Short, Harste & Burke, 1996) that goes beyond conventions and mechanics to focus deeply on content, organization, and flow of writing.

The Writer's Workshop consists of four typical phases of instruction:

1) The **"Mini-lesson"** begins with all students gathering on the carpet and continues with explanation, modeling and connections of writing to text made by the teacher and conducted in a whole group fashion. Once this phase is completed, the students will move from the carpet back to their seats. (see www.greetingtree.com example of wide easels)

2) The actual **"Workshop"** time consists of students drafting new pieces of writing, editing or "fixing up" a previous piece of writing, or continuing a piece of writing to completion. This phase is completed while students are seated at their desks and the teacher circulates the room.

3) The **"Conference"** phase actually takes place while the class is engaged in Workshop writing. The teacher selects individual students to meet with and discuss strengths in their writing. The teacher also helps the student look closely to find areas in which their writing can grow. Each conference begins with a "focus" from the teacher, which consists of a teaching point for inducing growth in the writer. Writing rubrics are necessary for teachers to use to determine what conference focus will be most appropriate to scaffold the student. Teachers in intermediate and upper grades may also incorporate "peer conferencing" as another instructional tool during this phase.

4) The class reassembles for **"Sharing Time"** and the teacher calls on students to share either from their piece or their conference. The teacher makes conscious choices about who will share and what will be shared before the whole group on the carpet.

II. *Time Frame*

Ideally Writer's Workshop will take place during a 60-minute block of time but can be accomplished in a 45-minute block of time. In the primary grades, Writer's Workshop usually begins with a 30-minute block of time and progresses throughout the year to the ideal 60-minute time frame. The following is a suggestion for time spent in each phase: 1) Mini-lesson (10-15 minutes), 2) Workshop (30-45 minutes) 3) Conference time is set up during the Workshop time, and 4) Sharing (10-15 minutes).

Ideally Writer's Workshop should take place 4 times a week, but it can be accomplished with 3 times a week or as time permits. Teachers should conference with each student at least 1 time per week.

III. *Resources*

Lucy Calkins and her colleagues at Columbia University's Teachers College Reading and Writing Project (TCRWP) have authored *Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum* (2013) for grades K-5. These units have been prepared for each grade level and provide a wonderful framework for teachers to follow in using a Writer's Workshop approach in the elementary school. Nancie Atwell (1987) has provided many directions for Writer's Workshop instruction in the middle grades, which serves as another excellent resource. Also included in

the TCRWP materials are DVDs showing teachers at all grade levels using the three different types of writing in real classrooms across the USA.

***Cursive writing instruction will be delivered in grades 3-5.

*** Suggestion for mastery:

- Sign name in cursive
- Read independent level paragraph (4 sentences) in cursive
- Write a paragraph (4 sentences) in cursive

IV. *Continuum/Assessment*

In the units (Calkins) mentioned above, the authors have included a writing continuum for each form of writing (opinion, information and narrative) for each grade. These rubrics serve as a reference to assess the student's writing. It can also provide data for the classroom teacher or grade level to determine the growth of students in addition to providing specific areas to address during the student's conference time, thus leading to a conference focus.

LEVELED BOOK ROOMS

All leveled book rooms should include multiple levels for all readers. This range should meet the needs of intellectually exceptional students as well as the struggling reader. Every genre should be represented, with non-fiction text represented by at least 50 % at each level. These books should come in packets of 6 per set. Each year new books should be added based on current events and student interest. Content area text is important to cover science and social studies information.

Appendix E

Middle School Literacy Expectations

2022-2023

Middle School Literacy Expectations
2022-2023

The difference between guided reading and literature circles

Guided Reading	Literature Circles
Teacher directed, entire lesson of vocabulary, fluency and comprehension is built around a leveled text each week. Development of independent, strategic reading skills is the key concept.	Student directed and <u>each</u> participant has a distinct role. Independent reading and collaborative learning are key concepts for literature circles.

Guided Reading is one component of a comprehensive, high quality literacy effort that includes interactive read-aloud, literature discussion in whole or small groups, whole-group mini lessons, independent reading and individual conferences.

The Goal of Guided Reading is "to help children learn how to use independent reading strategies successfully" using books that are not too hard or not too easy.

Amount of Time: Once per week.

Components of Literacy Block: (Fountas & Pinnell)

1. **Interactive Read Aloud:** The teacher reads aloud to the whole class or small groups. Involves students in reading for enjoyment from kindergarten through eighth grade, literature study and discussion are a part of shared reading and interactive read-aloud (see Fountas and Pinnell 2001, 2006). Students may discuss the book as a whole class but they will also need to be engaged in more intimate routines like a "turn and talk" (focused on any aspect of text) for a minute or two a few times within the larger discussion. These types of routines provide opportunities for individuals to engage in more talk than would otherwise be possible in a whole-group discussion. Inserting such routines into your interactive read-aloud will make whole-group discussions livelier and give all students the opportunity for active participation.

II. **Shared Reading:** Using text (should be posted on overhead or chart, poems quotes, songs, etc.) that all students can see. The teacher involves students in reading together.

Guided reading: The teacher works with a small group who has similar reading processes. The teacher selects and introduces new books and supports students reading the whole text themselves, making teaching points during and after the reading. Guided reading is **NOT ROUND ROBIN READING.**

III. **Independent reading:** students read on their own or with partners from a wide range of materials. Some reading is from a special collection at their reading level.

Leveled text: text that matches the reader's ability....books/texts that are not too easy or too hard. In the guided reading group, the students should be reading on their instructional level. A student should progress to the next level of text about every 4 weeks.

Grouping: students are grouped with no more than six students per group. They are grouped by Lexile or reading grade range/level for strengths in the reading process and appropriate level of text difficulty. **Groups are dynamic, flexible, and change on a regular basis.**

Role of Principal: Provide professional development; model for teachers, **ensure groups are meeting,** ensure book rooms are established, resources are available and routines in place to check out books, make sure every teacher is taught what guided reading is and **is not,** be able to communicate and defend guided reading and Lexile level/range to parents, provide take home leveled resources for students to practice, place students so that groups are manageable for teachers.

Professional development: Must occur yearly for all teachers.

Literacy Circles

Literature circles promote the pleasure of sharing reading experiences and thinking about what has been read through discussion and the opportunity to speak and be heard. This strategy encourages students to dig deeper into their books through questions and comments from group members and teachers. Literature circles are usually comprised of three to five students - too many could result in less chance of being heard and feeling comfortable contributing. Partner work lacks the group diversity and dynamics that is central to this strategy.

The reading preparation for literature circles is usually done independently before meeting for discussion. Younger students, however, may require or prefer reading with a partner or in a guided reading group to prepare for their heterogeneous literature circle.

Bookmates Publishing

This strategy is suitable for students of all ages. Responses to, and interpretations of, books help students of any age gain a deeper understanding of themselves and the world around them (Fountas & Pinnell, 2011, 2008). Whole group text discussion following Socratic Seminar guidelines is a great tool for literature interaction as well.

Appendix F

High School Literacy Expectations

2022-2023

**High School Literacy Expectations
2022-2023**

To enhance literacy instruction at the high school level, procedures have been, and will be, established to support research-based instructional best practices in the content areas.

Literacy Specialists focus on providing professional development for teachers by delivering additional support needed to implement various instructional programs and practices. They are available to offer essential guidance for the school's entire literacy program. In Madison County High Schools, the Literacy Specialists will also provide additional instructional support for academically at-risk students.

Literacy Expectations:

- Participate in building level PLC's
- Build relationships with faculty, staff, and students
- Collect and analyze student data for identification of at-risk students
- Facilitate instructional reading program(s) at the high school level
- Offer instructional support and modeling to content area teachers

District and school level administrators, along with Literacy Specialists, will continue to provide support to teachers through planned implementation of research-based literacy instructional best practices.

*Based on state requirements for the K-8 Multi-Tier System of Support process, high school literacy specialists may be required to assist other MCS campuses based on MTSS student needs.

Appendix G

The 15 Effective Strategies Defined

National Dropout Prevention Center – Anderson, South Carolina
ndpc@dropoutprevention.org / www.dropoutprevention.org

THE 15 EFFECTIVE STRATEGIES DEFINED
National Dropout Prevention Center
(Four General Categories)

FOUNDATIONAL STRATEGIES

Systemic Approach:
A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.

School-Community Collaboration:
When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

Safe Learning Environments:
A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, which enhance positive social attitudes and effective interpersonal skills in all students.

EARLY INTERVENTIONS

Family Engagement:
Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Early Childhood Education:
Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

Early Literacy Development:
Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

BASIC CORE STRATEGIES

Mentoring/Tutoring:
Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Service-Learning:
Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Alternative Schooling:
Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

After School/Out-of-School Opportunities:
Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

MANAGING AND IMPROVING INSTRUCTION

Professional Development:
Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

Active Learning:
Active Learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Educational Technology:
Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Individualized Instruction:
Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Career and Technical Education (CTE):
A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.