

Dropout Prevention Plan

2022-2023 School Year



VICKSBURG WARREN
SCHOOL DISTRICT

1500 Mission 66
Vicksburg, Mississippi 39180

Chad Shealy, Superintendent

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Dropout Prevention Plan

School Year 2021-2022

District Mission

The Mission of the Vicksburg-Warren School District is to equip every student with the literacy and numeracy skills to succeed in challenging courses, meet academic standards, and graduate from high school prepared for college and ready for a challenging career.

District Vision

The Vision of the Vicksburg-Warren School District is for ALL students to graduate college, career, and life prepared.

The Purpose

This plan is intended to address district and community concerns for students at-risk of dropping out of school. Inclusive are goals, objectives, and both state and district initiatives to assist with students who are at-risk.

Dropout Prevention Plan Team Members

Title	
Chad Shealy	Superintendent
David Campbell	Deputy Superintendent
Dr. Cedric Magee	Associate Superintendent
Curtis Ross	Innovative District Director
Dr. Bobby Banks	Special Projects Coordinator
Lindsey Jordan	Lead Teacher
Dr. Phataxis O’Harroll	Director of Curriculum & Instruction
Dr. Gwen Reiber	Director of Accountability, Assessment, & Student Info
Neeli Watts	Lead Teacher
Stephanie Wilson	Intervention Coordinator
Dewayne Sims	Director of SRO
Dr. Terence James	VWSD CTE Administrator
Dr. Tameka Hyland	Principal of Vicksburg High School
Juan Wells-Jackson	VHS ACME Counselor
Janet McDaniel	VHS HHS Counselor
Eric Green	Principal of Warren Central High School
Jennifer Normand	WCHS Academies Counselor

Verification of Board Presentation and Approval

On behalf of Vicksburg-Warren School District (VWSD), I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan: (1) Reducing the retention rates in grades kindergarten, first and second; (2) reduce the percentage of students who dropout of school; (3) target subgroups that need additional assistance to meet graduation requirements; (4) develop dropout recovery initiatives, and (5) increase the district's graduation rate.

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

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

I hereby certify that VWSD will endorse and implement the National Dropout Prevention Center/Network's Fifteen (15) Effective Strategies to promote a reduction in the dropout rate.

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 on **July 28, 2022** for submission to the Mississippi Department of Education.

District Name: Vicksburg-Warren School District

Mailing Address: 1500 Mission 66 Vicksburg, MS 39180

Telephone Number: 601-638-5122

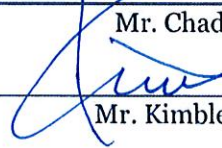
Dropout Prevention Plan Point of Contact: Dr. Cedric Magee, Associate Superintendent

District Superintendent: _____



Mr. Chad Shealy

School Board President: _____



Mr. Kimble Slaton



District Schools

Elementary Schools	
Beechwood Elementary School	Principal D. Adams
Bovina Elementary School	Principal M. McCann
Bowmar Avenue Elementary School	Principal J. Bennett
Dana Road Elementary School	Principal L. Keyes
Redwood Elementary School	Principal B. Wooten
Sherman Avenue Elementary School	Principal T. Nichols
South Park Elementary School	Principal L. Allen
Warrenton Elementary School	Principal D. Reed
Vicksburg Intermediate School	Principal L. Batty
Warren Central Intermediate School	Principal T. Magee
Junior High Schools	
Academy of Innovation	Principal J. McKellar
Vicksburg Junior High School	Principal M. Hughes
Warren Central Junior High School	Principal F. LeFlore
High Schools	
River City Early College	Principal T. Smith
Vicksburg High School	Principal T. Hyland
Warren Central High School	Principal E. Green

Identifying At-Risk Students

The District uses the following key indicators to identify students most at risk of dropping out or most “in danger” of failing to attain acceptable levels of academic achievement.

Educational Indicators

- Attendance rates
- Retention rates of students in Kindergarten through Second Grade
- Passage rate on third-grade reading summative assessment
- Passage rates on subject area tests
- Results of formative and progress monitoring assessments (STAR/MKAS, iReady)
- Number of students behind two or more years

Behavioral Indicators

- Office Referrals
- Suspensions
- Chronic absenteeism
- Excessive tardies and/or dismissals

Socio-Economic Indicators

- Free and reduced lunch benefits
- Homeless, migrant, and unaccompanied youth designations
- English Language Learners

Vicksburg-Warren School District Data 2021-2022
Graduation Rate: 88.00% (2022 Accountability Year)

School Data

	<i>Elementary Schools</i>	<i>Junior High Schools</i>	<i>High Schools</i>
Number of Schools	10	3	3
Cumulative Enrollment	3936	1190	2023

School Data

	<i>Elementary Schools</i>		<i>Junior High Schools</i>		<i>High Schools</i>	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	1868	27.13	509	7.39	979	14.22
Male	1986	28.85	567	8.24	976	14.18
Asian	37	0.54	17	0.25	17	0.25
Black	2393	34.76	720	10.46	1307	18.98
Hispanic	58	0.84	18	0.26	32	0.46
American Indian	7	0.10	2	0.03	1	0.01
White	1358	19.72	319	4.64	598	8.69
Pacific Islander	1	0.01	0	0	0	0

Average Daily Attendance (7 Year Trend)

Average Daily Attendance *							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022
Vicksburg-Warren School District	92.24	92.17	92.07	91.55	94.14	95.9	N/A
Beechwood Elementary							
Beechwood Elementary	96.11	96.08	95.69	96.45	94.23	97.0	N/A
Bovina Elementary							
Bovina Elementary	96.71	96.36	94.01	93.03	95.51	94.0	N/A
Bowmar Elementary							
Bowmar Elementary	96.44	96.26	95.85	95.66	97.06	97.5	N/A
Dana Road Elementary							
Dana Road Elementary	95.04	95.25	94.87	93.08	78.17	92.1	N/A
Redwood Elementary							
Redwood Elementary	94.25	93.30	93.56	93.74	97.00	91.5	N/A
Sherman Avenue Elementary							
Sherman Avenue Elementary	94.22	94.56	80.07	79.3	81.76	89.4	N/A
South Park Elementary							
South Park Elementary	96.06	97.63	87.32	95.21	90.70	93.2	N/A
Warrenton Elementary							
Warrenton Elementary	96.34	97.36	95.17	95.21	90.15	98.0	N/A
Vicksburg Intermediate							
Vicksburg Intermediate	93.20	92.78	92.07	91.87	94.51	96.6	N/A
Warren Central Intermediate							
Warren Central Intermediate	95.27	93.47	95.23	95.69	96.74	94.8	N/A
Vicksburg Junior High School							
Vicksburg Junior High School	91.43	90.81	90.54	92.64	94.15	92.1	N/A
Warren Central Junior High School							
Warren Central Junior High School	91.25	93.97	93.71	92.16	95.25	97.6	N/A
Vicksburg High School							
Vicksburg High School	82.64	82.82	86.02	83.48	90.85	99.3	N/A
Warren Central High School							
Warren Central High School	89.66	89.98	89.58	87.25	90.45	98.7	N/A

* Does not include Pre-kindergarten numbers

* No official data report from MDE for 2021-2022 SY

*Data not available in state's portal for Academy of Innovation and River City Early College

Accountability Ratings (7 Year Trend)

Accountability Ratings							
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*
Vicksburg-Warren School District	D (428)	D (499)	D (502)	D (500)	D (521)	D (521)	N/A
Elementary Schools							
<i>Beechwood Elementary</i>	C (349)	B (420)	B (377)	B (377)	C (370)	C (370)	N/A
<i>Bovina Elementary</i>	C (323)	B (436)	B (420)	A (460)	A (460)	A (460)	N/A
<i>Bowmar Elementary</i>	B (441)	B (387)	B (381)	A (484)	B (387)	B (387)	N/A
<i>Dana Road Elementary</i>	D (199)	D (288)	D (208)	C (345)	D (300)	D (300)	N/A
<i>Redwood Elementary</i>	C (345)	C (345)	B (404)	B (420)	B (400)	B (400)	N/A
<i>Sherman Avenue Elementary</i>	F (193)	D (277)	D (334)	D (298)	C (334)	C (334)	N/A
<i>South Park Elementary</i>	C (319)	F (275)	D (324)	C (368)	C (350)	C (350)	N/A
<i>Warrenton Elementary</i>	D (210)	B (387)	B (398)	B (382)	B (420)	B (420)	N/A
<i>Vicksburg Intermediate</i>	C (270)	D (289)	D (283)	D (291)	D (280)	D (280)	N/A
<i>Warren Central Intermediate</i>	C (252)	D (323)	C (345)	F (256)	D (326)	D (326)	N/A
Junior High Schools							
<i>Vicksburg Junior High School</i>	C (258)	F (240)	F (242)	F (190)	F (242)	F(242)	N/A
<i>Warren Central Junior High School</i>	D (276)	D (312)	D (287)	D (300)	D (296)	D (296)	N/A
High Schools							
<i>Vicksburg High School</i>	D (485)	D (485)	D (472)	D (527)	D (539)	D (539)	N/A
<i>Warren Central High School</i>	C (538)	D (522)	C (586)	D (555)	D (551)	D (551)	N/A

**2018-19 ratings were retained in 2019-20 due to Covid19.*

**No ratings were given for the 2020-2021 Accountability year.*

**Data not available in MDE portal for Academy of Innovation and River City Early College*

Attendance Data (Elementary): 2021-2022

Attendance Data	First Quarter			Second Quarter			Third Quarter			Fourth Quarter		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>Beechwood Elementary</i>	203	94	232	80	91	365	207	118	213	80	105	356
<i>Bovina Elementary</i>	118	68	150	64	66	212	115	95	135	120	81	146
<i>Bowmar Elementary</i>	177	37	145	27	51	276	89	92	174	43	61	250
<i>Dana Road Elementary</i>	172	56	181	29	33	351	148	103	166	92	77	247
<i>Redwood Elementary</i>	234	58	107	134	91	172	206	83	103	171	85	136
<i>Sherman Avenue Elementary</i>	111	64	184	62	68	231	97	64	189	74	64	213
<i>South Park Elementary</i>	174	67	133	36	51	284	122	85	154	69	73	222
<i>Warrenton Elementary</i>	94	61	142	27	26	240	154	53	91	88	50	163
<i>Vicksburg Intermediate</i>	145	73	182	60	71	261	168	89	133	86	84	221
<i>Warren Central Intermediate</i>	191	57	127	71	74	237	146	70	164	135	75	173
Full Year												
	<i>Off Track</i>			<i>Sliding</i>			<i>On Track to Graduation</i>					
<i>Beechwood Elementary</i>	116			181			244					
<i>Bovina Elementary</i>	96			106			145					
<i>Bowmar Elementary</i>	52			139			163					
<i>Dana Road Elementary</i>	102			119			195					
<i>Redwood Elementary</i>	212			112			68					
<i>Sherman Avenue Elementary</i>	79			82			190					
<i>South Park Elementary</i>	92			111			161					
<i>Warrenton Elementary</i>	92			65			144					
<i>Vicksburg Intermediate</i>	107			128			156					
<i>Warren Central Intermediate</i>	146			86			151					

Attendance Data (Junior High Schools) 2021-2022

Attendance Data	First Quarter			Second Quarter			Third Quarter			Fourth Quarter		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>Academy of Innovation (VJHS)</i>	32	24	67	30	28	65	47	27	49	17	6	100
<i>Vicksburg Junior High</i>	151	43	145	137	53	135	205	64	51	142	83	102
<i>Academy of Innovation (WCJHS)</i>	54	50	132	70	58	108	71	52	113	147	46	43
<i>Warren Central Junior High</i>	223	71	96	185	90	118	273	53	63	291	54	42
Full Year												

	<i>Off Track</i>	<i>Sliding</i>	<i>On Track to Graduation</i>
<i>Academy of Innovation (VJHS)</i>	22	7	94
<i>Vicksburg Junior High</i>	140	106	81
<i>Academy of Innovation (WCJHS)</i>	81	81	74
<i>Warren Central Junior High</i>	268	74	45

Attendance Data (High Schools) 2021-2022

Attendance Data	First Quarter			Second Quarter			Third Quarter			Fourth Quarter		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>River City Early College (VHS)</i>	33	5	70	11	9	88	30	15	63	18	13	77
<i>Vicksburg High School</i>	433	108	162	238	153	308	553	56	75	467	75	135
<i>River City Early College (WCHS)</i>	49	10	143	3	12	187	33	21	148	6	18	178
<i>Warren Central High School</i>	600	145	253	519	176	291	651	148	187	499	178	281
Full Year												

	<i>Off Track</i>	<i>Sliding</i>	<i>On Track to Graduation</i>
<i>River City Early College (VHS)</i>	16	28	64
<i>Vicksburg High School</i>	497	113	67
<i>River City Early College (WCHS)</i>	16	32	154
<i>Warren Central High School</i>	576	220	162

Behavior Data (Elementary Schools) 2021-2022

**SAM Spectra pulls EWS data for Discipline as one result that combines Referrals and Suspensions. Data recorded in the "Number of Referrals" column includes the number of suspensions.*

Behavior Data	First Quarter						Second Quarter					
	Number of Referrals			Number of Suspensions			Number of Referrals			Number of Suspensions		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>Beechwood Elementary</i>	6	5	518				6	17	513			
<i>Bovina Elementary</i>	3	8	325				7	8	327			
<i>Bowmar Elementary</i>	1	9	349				4	10	340			
<i>Dana Road Elementary</i>	0	4	405				1	2	410			
<i>Redwood Elementary</i>	0	2	397				2	4	391			
<i>Sherman Avenue Elementary</i>	0	2	357				2	10	349			
<i>South Park Elementary</i>	0	3	371				0	13	358			
<i>Warrenton Elementary</i>	2	6	289				9	9	275			
<i>Vicksburg Intermediate</i>	6	17	377				15	30	347			
<i>Warren Central Intermediate</i>	6	17	352				14	30	338			
	Third Quarter						Fourth Quarter					
	Number of Referrals			Number of Suspensions			Number of Referrals			Number of Suspensions		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>Beechwood Elementary</i>	10	8	520				7	17	517			
<i>Bovina Elementary</i>	1	18	326				4	9	334			
<i>Bowmar Elementary</i>	1	9	345				2	14	338			
<i>Dana Road Elementary</i>	4	4	409				0	0	416			
<i>Redwood Elementary</i>	5	5	382				0	3	389			
<i>Sherman Avenue Elementary</i>	6	9	335				4	12	335			
<i>South Park Elementary</i>	3	10	348				6	8	350			
<i>Warrenton Elementary</i>	0	2	296				3	15	283			
<i>Vicksburg Intermediate</i>	19	28	343				11	36	344			
<i>Warren Central Intermediate</i>	4	22	354				6	28	349			

Behavior Data, continued (Elementary Schools) 2021-2022

Full Year

	<i>Off Track</i>	<i>Sliding</i>	<i>On Track to Graduation</i>
<i>Beechwood Elementary</i>	8	7	526
<i>Bovina Elementary</i>	3	6	338
<i>Bowmar Elementary</i>	0	5	349
<i>Dana Road Elementary</i>	0	0	416
<i>Redwood Elementary</i>	1	4	387
<i>Sherman Avenue Elementary</i>	1	6	344
<i>South Park Elementary</i>	1	5	358
<i>Warrenton Elementary</i>	1	7	293
<i>Vicksburg Intermediate</i>	12	19	360
<i>Warren Central Intermediate</i>	7	19	357

Behavior Data (Junior High Schools) 2021-2022

Behavior Data	First Quarter						Second Quarter					
	Number of Referrals			Number of Suspensions			Number of Referrals			Number of Suspensions		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>Academy of Innovation (VJHS)</i>	3	3	117				4	8	111			
<i>Vicksburg Junior High School</i>	31	45	263				58	54	213			
<i>Academy of Innovation (WCJHS)</i>	1	13	222				3	15	218			
<i>Warren Central Junior High School</i>	26	48	316				26	56	311			
	Third Quarter						Fourth Quarter					
	Number of Referrals			Number of Suspensions			Number of Referrals			Number of Suspensions		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>Academy of Innovation (VJHS)</i>	3	12	108				7	6	110			
<i>Vicksburg Junior High School</i>	51	63	206				24	54	249			
<i>Academy of Innovation (WCJHS)</i>	0	16	220				6	9	221			
<i>Warren Central Junior High School</i>	46	50	293				35	51	301			

	Full Year
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	<i>Off Track</i>	<i>Sliding</i>	<i>On Track to Graduation</i>
<i>Academy of Innovation (VJHS)</i>	7	3	113
<i>Vicksburg Junior High</i>	34	35	258
<i>Academy of Innovation (WCJHS)</i>	0	5	231
<i>Warren Central Junior High</i>	31	42	314

Behavior Data (High Schools) 2021-2022

Behavior Data	First Quarter						Second Quarter					
	Number of Referrals			Number of Suspensions			Number of Referrals			Number of Suspensions		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>River City Early College (VHS)</i>	0	0	108				0	2	106			
<i>Vicksburg High School</i>	10	19	674				9	33	657			
<i>River City Early College (WCHS)</i>	2	2	198				1	4	197			
<i>Warren Central High School</i>	51	87	860				35	82	869			
	Third Quarter						Fourth Quarter					
	Number of Referrals			Number of Suspensions			Number of Referrals			Number of Suspensions		
	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track	Off Track	Sliding	On Track
<i>River City Early College (VHS)</i>	0	4	104				0	2	106			
<i>Vicksburg High School</i>	10	36	638				8	12	657			
<i>River City Early College (WCHS)</i>	0	7	195				1	1	200			
<i>Warren Central High School</i>	52	83	833				28	43	887			

	Full Year
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	<i>Off Track</i>	<i>Sliding</i>	<i>On Track to Graduation</i>
<i>River City Early College (VHS)</i>	0	1	107
<i>Vicksburg High School</i>	4	12	661
<i>River City Early College (WCHS)</i>	0	1	201
<i>Warren Central High School</i>	32	47	879

Course Performance Data (Elementary Schools) 2021-2022

Status	Thresholds			
	Math and Language Arts Grades PK-6 (# of students)		3rd Grade Reading Test (Literacy Based Promotion Act)	
Off Track	Report Card Grade of U or F	151	Failed 3rd Grade Reading Test	-
Sliding	Report Card Grade of N or D	438	Good Cause Promotion Transfer from 3rd to 4th Grade	-
On Track	Report Card Grade of E, S, or A, B, or C	1359	Pass 3rd Grade Reading Test	-

***K-2 grades not included due to standards-based grading. PK grades are not included because separate ELA and Math grades are not recorded.*

**Based on Semester 1 Grades in either Math or English*

Course Performance Data (Junior High and High Schools) 2021-2022

Status	Thresholds			
	Junior High Math and Language Arts Grades 7-8 (# of students)		Core Courses High School 9-12 (# of students)	
Off Track	Report Card Grade of U or F	40	Report Card Grade of U or F	1
Sliding	Report Card Grade of N or D	214	Report Card Grade of N or D	24
On Track	Report Card Grade of E, S, or A, B, or C	460	Report Card Grade of E, S, or A, B, or C	445

**High School based on Semester 1 Grades in English I due to no students enrolled in Algebra I, English II, US History, Biology I Semester 1*

Status	Thresholds			
	Junior High Math and Language Arts <i>Academy of Innovation Grades 7-8</i> (# of students)		Core Courses <i>River City Early College High School 9-12</i> (# of students)	
Off Track	Report Card Grade of U or F	10	Report Card Grade of U or F	0
Sliding	Report Card Grade of N or D	32	Report Card Grade of N or D	4
On Track	Report Card Grade of E, S, or A, B, or C	317	Report Card Grade of E, S, or A, B, or C	91

**Based on Semester 1 Grades in either Math or English*

Historical Graduation Rates & Dropout Rates in Comparison

Dropout Rates ***							
	2022	2021	2020	2019	2018	2017	2016
MS		8.8	9.7	10.1	10.6	10.8	11.8
VWSD	9.9	11.2	13.6	21.1	20.9	17.4	19.9
Claiborne	5.9	8.9	11.9	-	-	-	-
Yazoo Co.	9.9	14.9	14.0	-	-	-	-
Yazoo City	10.6	8.7	20.9	22.7	23.9	-	-
JPS	12.7	17.5	18.7	-	21	-	-
Clinton	4.9	7.5	8.5	-	-	-	-
Hinds Co	5.8	5.2	9.4	-	-	-	-

*** Dropout Rates for 2015-19 are only shown for other districts if they are in the top or bottom 10.

Graduation Rates								
	2022	2021	2020	2019	2018	2017	2016	2015
MS		87.7	85	84	83	82.3	80.8	78.4
VWSD	88	86.85	80.7	72.2	72.4	70.7	69.2	65.9
Claiborne	88.1	87.5	78	87.7	87.2	81.1	88.6	69.3
Yazoo Co.	88.4	81.0	81.6	78.6	82	82.9	80.2	70.7
Yazoo City	84.5	85.8	71.2	70.3	66.7	74.2	74.8	61.1
JPS	84.6	78.8	75.1	74.2	71	70.2	67.7	66.9
Clinton	92.7	90.2	87.9	87.9	85.6	85.7	90.6	86.4
Hinds Co	93.1	91.0	85.6	85.5	83.5	83.5	80.4	80.6

Prioritized List of Needs

- SATP re-takers
- Students who failed 3rd-grade reading summative assessment
- On-going data analytics of assessment results
- Students in grades K-2 who are two or more grades behind
- Students in grades 6-12 who continue to need summer school, repeat course(s), or are enrolled in Grade Results
- Parent engagement concerning student progress
- Students district-wide who have had excessive absences
- Students with repeated office referrals
- Students who continue to populate on behavior screener results
- Students with limited English proficiency, homeless and/or migrant
- Instructional interventions for at-risk middle school students
- Daily classroom observations with immediate feedback
- Results of dual enrollment credits

Goals and Objectives

The Vicksburg-Warren School District's Dropout Prevention Plan is inclusive of objectives, initiatives, and strategies required to meet the goal of the Mississippi Department of Education's dropout prevention plan to raise the graduation rate, as well as achieve a greater average daily attendance rate for the upcoming school year.

The goal of the Vicksburg-Warren School District Dropout Prevention Plan is to provide students with options that will prevent them from dropping out of school before graduation. The following district goals have been developed for implementation to achieve the objectives of this plan:

Goals

1. By May 2023, the Vicksburg-Warren School District, along with community stakeholders, will increase the graduation rate by 3% from 88.01 to 91% by providing all students opportunities to experience academic success at all grade levels.
2. The Vicksburg Warren School District faculty and staff, with assistance from our Dropout Prevention Coordinator, will use suggested strategies on the following pages with fidelity to maintain the dropout rate of 10.0% or less by May 2023.
3. By May 2023, Kindergarten, First Grade, and Second Grade will only retain no more than 5% of the students in their respective grades by implementing the strategies embedded in the following goals.
4. By May 2023, the Vicksburg-Warren School District, with assistance from truancy officers and the Teacher Support Team at each school, will reduce chronic absenteeism from 40% to 30% by May 2023.

GOAL 1: By May 2023, the Vicksburg-Warren School District, along with community stakeholders, will increase the graduation rate by 3% from 88.01 to 91% by providing all students opportunities to experience academic success at all grade levels.

Graduation Rate

	Vicksburg High School	Warren Central High School	Vicksburg-Warren SD
Accountability Year	Percentage	Percentage	Percentage
2023	94.03% (projected data)	88.85% (projected data)	91.01 (projected data)
2022	91.03%	85.85%	88.01%
2021	88%	86.28%	86.85%
2020	78.7%	81.2%	80.7%
2019	70.8%	73.3%	72.3%
2018	71.3%	73.7%	72.4%
2017	70.6%	70.8%	70.6%

Strategies

School-Community Collaboration/Academy Model

Vicksburg-Warren College & Career Academies (VWCCA) involve businesses and community members to provide internships for students and externships for teachers. Industry visits are offered for students to increase knowledge of different career fields and provide students with mock interview opportunities in those industry settings. Students take courses where curriculum and projects are aligned with their career goals (increased student engagement).

Career Days

Elementary and middle school students have the opportunity to participate in career days designed by Career and Technical Education based on Vicksburg-Warren College & Career Academies. Each month, a career academy is selected to work with one area elementary school and one area middle school in the district.

Individualized Success Plan (ISP)

From seventh through twelfth grades, all Vicksburg-Warren School District students will complete an Individualized Success Plan using Major Clarity. Major Clarity is a student-driven, adult-supported program in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. Students will be able to create portfolios,

4 Exit Strategies

At the Vicksburg Warren School District, we believe that all education leads to employment. We worked with the local business and community leaders to create a portrait of a graduate that describes the knowledge and skills VWSD graduates will need to be successful in each of four areas:



- Employed - with meaningful credentials they earned during their time at VWSD.
- Enlisted - in the military or Americorps or other service organization.
- Enrolled - in post-secondary education because their career goals require additional education and training.
- Entrepreneur - because our students may choose to work for themselves.

Building these skills begins as early as Pre-Kindergarten.

River City Early College (RCEC)

RCEC is a comprehensive four-year program that allows VWSD students to receive a traditional high school diploma. Additionally, students have an opportunity to earn an Associate’s degree from Hinds Community College at zero cost. RCEC selects and admits a diverse group of academically capable students who have a genuine interest in pursuing the unique and rigorous program and who are focused on earning a high school diploma along with an associate’s degree and/or career/technical certification.

College and Career Readiness Course

The College and Career Readiness course (CCR) was implemented during the 2020-2021 school year to support the vision and mission of the Mississippi Department of Education that all students graduate from high school prepared for college, career, and active citizenship. The course curriculum, designed for ninth-twelfth grade students, outlines the knowledge secondary students should obtain and the types of skills relevant for a successful transition to postsecondary and the workforce. This course is a required course for the class of 2021-2022 and all preceding classes.

ACT WorkKeys

The ACT WorkKeys is a skills assessment test for those who are interested in or are currently working for employers that place an emphasis on the National Career Readiness Certificate (NCRC), which is the credential achieved by those who successfully complete the exam. One of our goals is to make the ACT WorkKeys a requirement for all students to promote career readiness.

Tutoring

Vicksburg-Warren Career and Technical Education provides tutoring services to all students enrolled in Career and Technical Education courses. Tutoring can help strengthen subject comprehension, boost confidence, and build important learning skills. Tutoring also gives students individualized attention that they don't get in a crowded classroom.

Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. Strategic time is set aside at each school for the MTSS process for our Lowest Performing Students (LPS) to help develop goals and progress monitor throughout the school year. Resources are available for any school struggling with this. Particular attention will be given to subgroups of students. Data will be examined frequently and virtual students who are not being successful will be encouraged to return to face-to-face learning.

The Leader in Me

The Leader in Me is an evidence-based, comprehensive school improvement model—developed in partnership with educators—that empowers students with 21st Century Skills, tools and helps them to develop a mindset needed to succeed in a global society through the 7 Habits of Highly Effective People.

Alternate Options

Students who are identified as “at-risk” of dropping out have an alternate option via online courses through Grade Results. This is a viable option for students with extensive disciplinary records or a lack of school attendance and participation.

Career and Technical Education (CTE)/Dual Credit

CTE courses help students develop marketable job skills and earn national industry certifications needed to achieve their occupational goals. Dual Credit courses allow students to enroll in a community college or junior college or state institution of higher learning while enrolled in high school to receive postsecondary credit for coursework. All students enrolled in Vicksburg-Warren School District are required to complete one to three CTE/Dual Credit Courses.



Goal 2: The Vicksburg Warren School District faculty and staff, with assistance from our Dropout Prevention Coordinator, will use suggested strategies (seen below) with fidelity to reduce the dropout rate from 11.17% to 10.0% by May 2023.

<i>Vicksburg-Warren School District</i>				
<i>Accountability Year</i>	<i>Cohort</i>	<i># of Students</i>	<i>Percentage of Dropouts</i>	<i>Number of Dropouts</i>
2021	CO18	630	10.0%	63
2020	CO17	603	11.17%	73
2019	CO16	523	13.6%	71
2018	CO15	701	21.3%	148
2017	CO14	623	17.4%	130
2016	CO13	553	19.9%	96

Strategies

Check and Connect

One of our goals at VWSD is to utilize the Check & Connect program for students who populate in the Early Warning Systems (EWS) data. Check and Connect is an intervention for K-12 students who show warning signs of disengagement with the school and who are at risk of dropping out. Students will be referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. Strategic time is set aside at each school for the MTSS process for our Lowest Performing Students (LPS) to help develop goals and progress monitor throughout the school year. Resources are available for any school struggling with this. Particular attention will be given to subgroups of students. Data will be examined frequently and those virtual students who are not being successful will be encouraged to return to face-to-face learning.

Exit Conversation

Students who populate in the Early Warning Systems data meet with counselors, teachers, administrators and parents to develop and review success plans. Each student participates in a documented Exit Conversation. This data is provided to the Dropout Prevention Team every nine weeks.

Vicksburg-Warren College and Career Academies

The Vicksburg-Warren College and Career Academies are centered around the district's 4 Exit Strategies: Entrepreneurship, employment, enlistment, & enrollment. Students must pick an exit strategy to fit their high school plans. Once students have picked their exit strategy, they will then work directly toward that strategy using mentoring and Major Clarity. The career academies will then provide students with employment opportunities, field trips, and various advisory activities to keep them engaged in their pathway. Students will also have opportunities for internships and apprenticeships that will give them real-world experience in their desired field.



The Leader in Me

The Leader in Me is an evidence-based, comprehensive school improvement model—developed in partnership with educators—that empowers students with 21st Century Skills, tools, and helps them to develop a mindset needed to succeed in a global society through the 7 Habits of Highly Effective People.

Transitions from Juvenile Detention Center

The district’s Dropout Prevention Coordinators will be included in all transition meetings for students returning from the Juvenile Justice System. He or she will keep up with related data for one year after students return and meet with students each month as additional support.

High School Accountability Team

The district’s Dropout Prevention Coordinator is included in meetings with the High School Accountability Team to help focus on the prevention of dropouts. He or she also works with counselors and principals at the high schools to confirm that transfer codes are used properly with no errors.

Outside Stakeholders

Each school in the Vicksburg-Warren School District will include outside stakeholders in our dropout prevention planning and implementation process. This includes but is not limited to representatives from the Warren County Sheriff’s Department, Vicksburg Police Department, Warren County Youth Court, District Attorney’s Office, Child Protective Services, and Mississippi Department of Education Attendance Officers.

Progress Monitoring

Dropout Prevention Coordinator will keep updated files on every student in the district who falls within our lowest 25%, contacting parents on School Status. He or she will begin with 12th-grade students each year and work with principals and teachers to find sustainable solutions to meet the needs of each student in this quartile.

Goal 3: By May 2023, Kindergarten, First Grade and Second Grade will only retain no more than 5% of the students in their respective grades by following the strategies below.

Retention Data

Grade Level	Kindergarten		First Grade		Second Grade	
	Number	Percentage	Number	Percentage	Number	Percentage
2022-2023 (Goals)	17	≤ 5%	25	≤ 5%	26	≤ 5%
2021-2022	29	5.84%	77	15.10%	31	5.88%
2020-2021	45	8.91%	90	17.65%	48	9.14%
2019-2020	No retentions due to COVID-19					

Strategies

Parental Engagement

Data Conferences

Teachers and school leaders utilize universal screeners to track growth or lack thereof to host parent conferences including the parent(s), teacher(s), and interventionist(s) to create a plan of success.

Open House

Each school hosts Open House events to provide school year information to parents to assist in the academic success of their child(ren).

Classroom Instructional Practices

Guided Reading

Vicksburg-Warren School District uses leveled reader groups to work on specific skills to help students growth, fluency and comprehension using programs like Fountas and Pinnell and Phyllis Hunter.

Phonics Implementation

To lay the foundation of reading/decoding skills, Vicksburg-Warren School District uses Phonics First and Saxon daily, which are both research-based curricula daily to lay the foundation of reading/decoding skills.

Guided Math

To grow fact fluency and foundational skills, Vicksburg-Warren School District uses leveled groups to focus on specific standards.

Engaging Mathematical Practices

Teachers are encouraged to use math manipulatives to help students demonstrate and apply math skills.

Community Involvement:

Excel by 5

Excel By 5 is a community-based certification designed to improve a child's overall well-being by age five. It emphasizes the important roles communities play in educating their children during their most formative years—birth to five.

Kindergarten for a Day

Local preschool students are prepared for kindergarten by demonstrating the expectations of their schools.

Professional Development for Local Preschool Programs

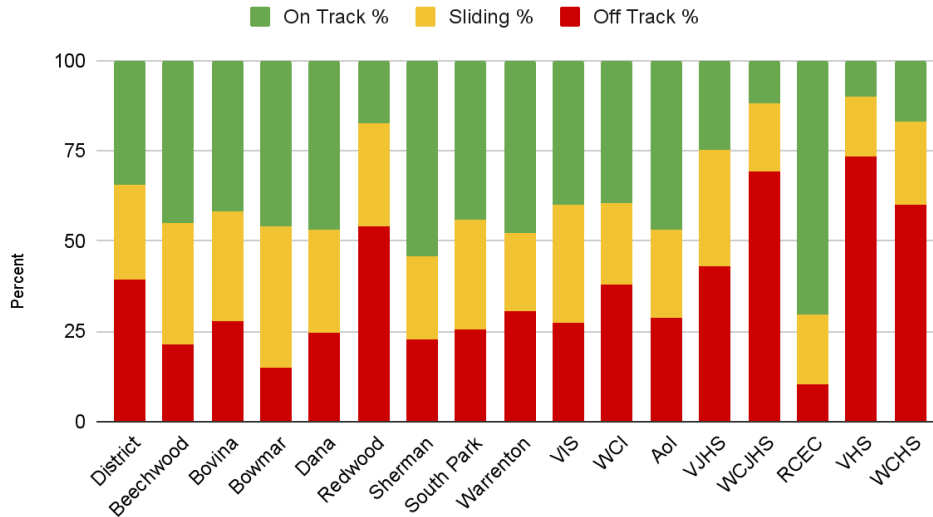
To adequately prepare students for PreK and kindergarten, Vicksburg-Warren School District provides Professional Development for preschool teachers.

United Way

Vicksburg-Warren School District has partnered with United Way which provides books to all third-grade students. It provides a literacy curriculum to summer programs which include the ability for instructors to track progress with a pretest and posttest. Additionally, United Way partners with the Excel by 5 Coalition.

Goal 4: By May 2023, the Vicksburg-Warren School District, with assistance from truancy officers and the Teacher Support Team at each school, will reduce chronic absenteeism from 40% to 30% by May 2023.

Early Warning System Attendance Data 2021-2022



	Off Track %	Sliding %	On Track %
District	40	26	34
Beechwood	21	33	45
Bovina	28	31	42
Bowmar	15	39	46
Dana	25	29	47
Redwood	54	29	17
Sherman	23	23	54
South Park	25	30	44
Warrenton	31	22	48
VIS	27	33	40
WCI	38	22	39
Aol	29	25	47
VJHS	43	32	25
WCJHS	69	19	12
RCEC	10	19	70
VHS	73	17	10
WCHS	60	23	17

Definitions:

Off Track -
Students absent 10% or more of school days.
Typical year example = 18 absences or more at the end of the school year

Sliding -
Students absent 6-9% of school days.
Typical year example = 10 - 17 absences at the end of the school year

On Track -
Students absent <6% of school days.
Typical year example = 9 or fewer absences at the end of the school year



Strategies

- Use the Tier Process to provide interventions and strategies for success.
- Establish positive relationships with students and families.
- Sustain positive, supportive and engaging school climates.
- Clarify attendance expectations and goals
- Educate and engage students and families about the impact of attendance on achievement
- Ensure accurate data collection and reporting and monitor attendance data
- Recognize good and improved attendance at all schools through an incentive program.
- Develop personal connections with students and families who are currently, or in danger of being chronically absent
- Support families facing additional barriers to daily school attendance and increase engagement.
- Develop a mentoring program in all schools
- Identify resources available to improve chronic absenteeism rates among various student populations.
- Utilize student support staff to identify individual barriers to satisfactory attendance
- Offer students opportunities to re-engage with the school community and reconcile credits and curricular content they may have missed due to missed classes
- Offer students and families alternative educational structures to best accommodate barriers to school attendance
- Refer the student and families to outside agencies and legal interventions

Plan to Progress Monitor of Goals

- **How and when will the team monitor the plan?**
At the end of each 9 weeks, the team will monitor the plan by examining student data (Office Discipline Referrals, attendance, course performance, etc.) to establish indicators of progress toward the achievement of each goal.
- **What is the procedure? What are the timelines? Who is responsible?**
The MTSS/EWS teams on each campus will conduct the quarterly reviews at pre-established intervals that are communicated to everyone at the beginning of each school year. Principals are responsible for ensuring that all MTSS/EWS team members are informed of the meetings and that relevant data is presented for the team's review.
- **How will the team know they are having a positive impact?**
The team will know they are having a positive impact when there is a decline in the number of students receiving failing grades or the number of students retained in a grade reach the desired number set in the goal.
- **How might the plan be adjusted if and when challenges occur?**
The team might need to adjust the plan due to challenges; if such is the case, revisions will be made based on the need as indicated by the data.

15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multi-dimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

Foundational Strategies

- ★ Systemic Approach
- ★ School-Community Collaboration
- ★ Safe Learning Environments

Early Interventions

- ★ Family Engagement
- ★ Early Childhood Education
- ★ Early Literacy Development

Basic Core Strategies

- ★ Mentoring/Tutoring
- ★ Service-Learning
- ★ Alternative Schooling
- ★ Afterschool/Out-of-School Opportunities

Managing and Improving Instruction

- ★ Professional Development
- ★ Active Learning
- ★ Educational Technology
- ★ Individualized Instruction
- ★ Career and Technical Education (CTE)



**NATIONAL
DROPOUT
PREVENTION
CENTER/NETWORK**

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Effective Strategies Defined

- ★ **Systemic Approach**—This strategy calls for a systemic approach and process for ongoing and continuous improvement across all grade levels and among all stakeholders, through a shared and widely communicated vision and focus, tightly focused goals and objectives, selection of targeted research-based strategies and interventions, ongoing monitoring and feedback, and data-based decision making. It also requires the alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness.
- ★ **School-Community Collaboration**—This strategy focuses on the power of an engaged and responsive community where everyone in the community is accountable for the quality of education, resulting in a caring and collaborative environment where youth can thrive and achieve. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional communication so that dropout prevention is a communitywide and ongoing effort.
- ★ **Safe Learning Environments**—Safe, orderly, nurturing, inclusive, and inviting learning environments help students realize potential as individuals and as engaged members of society. All students need to be safe, physically and emotionally; to be expected to achieve; to be recognized and celebrated equitably for accomplishments; and to feel genuinely welcomed and supported. A safe and orderly learning environment provides both physical and emotional security as well as daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills. A comprehensive discipline plan and violence prevention plan should include conflict resolution strategies and should deal with potential violence as well as crisis management. A safe, nurturing, and responsive learning environment supports all students, teachers, cultures, and subgroups; honors and supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances.
- ★ **Family Engagement**—Research consistently finds that family engagement has a direct, positive effect on youth's achievement and is one of the most accurate predictors of a student's success in school. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional, two-way communication as well as ongoing needs assessments and responsive family supports and interventions.
- ★ **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 school through the primary grades.
- ★ **Early Literacy Development**—Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects. Literacy development focus should continue P-12.
- ★ **Mentoring/Tutoring**—Mentoring is typically a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. Tutoring, also typically a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student's base teacher.
- ★ **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 or non-traditional schooling and delivery model options (e.g., alternative times and environments, blended learning, virtual learning, competency-based credit opportunities) provide alternative avenues to credit earning and graduation, with programs paying special attention to the student's individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.
- ★ **Afterschool/Out-of-School Opportunities**—Many schools provide afterschool, before-school, and/or summer academic/enhancement/enrichment opportunities (e.g., tutoring, credit recovery, acceleration, homework support, etc.) that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning. These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school "gap time" is filled with constructive and engaging activities and/or needed academic support.
- ★ **Professional Development**—Adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support, and feedback. The professional learning should align with the agreed upon vision and focus for the school/agency, the agreed upon instructional framework of high leverage research-based practices and strategies, and the identified needs of the population served. The professional learning opportunities provided should be frequently monitored to determine the fidelity of implementation and need for additional support and feedback.
- ★ **Active Learning**—Active learning and student engagement strategies engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and micro-teaching, discussion, and two-way communication. To be most effective, teachers must provide students with tools and strategies to organize themselves and any new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a task or reflecting upon their own learning.
- ★ **Educational Technology**—Instructional Technology can effectively support teaching and learning while engaging students in meaningful, current, and authentic efforts; addressing multiple intelligences; and adapting to students' learning styles. Educational technology can effectively be used in individualized instruction and can not only help prepare students for the workforce, but can empower students who struggle with self-esteem. Effective use of technologies depends upon the timely response to and application of the rapidly expanding choices and matches to identified student needs.
- ★ **Individualized Instruction**— Learning experiences can be individualized, differentiated, or personalized (combining paced and tailored learning with flexibility in content or theme to fit the interests, preferences, and prior experiences of each learner). In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).
- ★ **Career and Technical Education (CTE)**—Quality CTE programs and related career pathways and guidance programs with P-20W orientation are essential for all students. Youth need workplace skills as well as awareness and focus to increase not only the likelihood that they will be prepared for their careers, but also that school will be relevant to what is next.

2019-2024

Strategic Plan

ACADEMICS

Our Aim-

To ensure every child receives a high-quality education that prepares him or her to be college and/or career ready.

HIGH QUALITY TEACHERS & STAFF

Our Aim-

Recruit, retain and recognize dedicated and high quality teachers and staff.

FACILITIES & OPERATIONS

Our Aim-

Create a safe and healthy environment that will support the individual genius and gifts of each child.

TECHNOLOGY

Our Aim-

Develop infrastructure and systems to support 21st Century technology skills for educators and students at school and at home.

FINANCIAL STABILITY

Our Aim-

Protect the taxpayers' investment by providing an environment of financial stability with solid internal controls.

COMMUNITY IMAGE & ENGAGEMENT

Our Aim-

Build trust and increase participation by maintaining open and honest communication with families, staff and community.

Mission:

Equip every student with the literacy and numeracy skills to succeed in challenging courses, meet academic standards and graduate from high school prepared for college and ready for a challenging career.

Vision:

Graduate ALL students college, careet & life prepared!

VICKSBURG-WARREN
SCHOOL DISTRICT



1500 Mission 66
Vicksburg, Mississippi



vwsd.org

2019-2024

Strategic Plan

GOALS



ACADEMICS

- Ensure highly effective instructional staff and leaders
- Equip students with the numeracy skills and instruction necessary to be college and career ready.
- Increase opportunities for College and Career Readiness
- Increase student literacy to on and beyond grade-level
- Increase rigor of instruction in Pre-Kindergarten programs within schools and the community.

HIGH QUALITY TEACHERS & STAFF

- Recruit high quality personnel to promote academic success for all students
- Support and retain personnel for sustainability of academic and co-curricular activities

FACILITIES & OPERATIONS

ATHLETICS & ACTIVITIES

- Build a dedicated and capable coaching staff
- Have quality competitive facilities that are safe, effective and attractive and that compare to or are better than others in the region.
- Increase community support and enthusiasm about VWSD activities and athletics.

CHILD NUTRITION

- Through our nationally recognized child nutrition department, increase and improve the overall experience at all campuses.

SAFETY

- Provide leadership and expertise to the security team and administrative staff regarding security-related matters while creating a safe and orderly school environment.

FACILITIES & OPERATIONS *cont...*

FACILITIES

- Improve student outcomes by providing equitable state of the art facilities throughout the district.

TRANSPORTATION

- Provide safe and efficient transportation to VWSD pupils to help increase student achievement.

TECHNOLOGY

- Continue to increase the reliability of the district's communications infrastructure.
- Support the use of Internet access by students.
- Create a digital citizenship program.
- Expand digital learning in all mediums possible.
- Maintain financial sustainability of digital learning

FINANCIAL STABILITY

- Develop and advocate for a long-range financial plan to ensure student success.
- Utilize technology to create a financial support environment that promotes efficiency to all stakeholders.

COMMUNITY IMAGE & ENGAGEMENT

- Foster a positive opinion of the Vicksburg Warren School District in the community and beyond.
- Highlight academic and co-curricular achievement and the community contributions of our students, staff and administration .