

# Water Valley School District



## Dropout Prevention & Restructuring Plan 2016-2017

August 22<sup>nd</sup>, 2016

Part II. Local Dropout Prevention Team Members

School District: Water Valley School District Telephone: 662-473-1203

Mailing Address: P.O. Box 788 Fax #: 662-473-1225

Water Valley, MS 38965

Email Address for Superintendent:  
Email Address for Team Leader:

[mmcinnis@wvsd.k12.ms.us](mailto:mmcinnis@wvsd.k12.ms.us)  
[dpitcock@wvsd.k12.ms.us](mailto:dpitcock@wvsd.k12.ms.us)

Superintendent: Michael McInnis

Signature:  School Staff

Team Leader: Drew Pitcock

Signature:  School Staff

DPT Member: Brad Parker

Signature:  School Staff

DPT Member: Chester Drewery

Signature:  School Staff

DPT Member: Kathy True

Signature:  School Staff

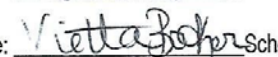
DPT Member: Calvin Hawkins

Signature:  Clergy/Community

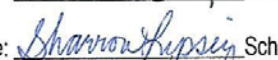
DPT Member: Vickie Person

Signature:  School Staff

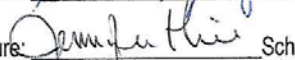
DPT Member: Vietta Booker

Signature:  School Staff

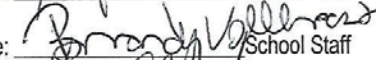
DPT Member: Sharon Lipsy

Signature:  School Staff


DPT Member: Jennifer Hill

Signature:  School Staff

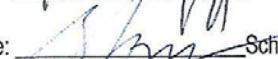
DPT Member: Brandy Vollbracht

Signature:  School Staff

DPT Member: Karon Stanford

Signature:  School Staff

DPT Member: Butch Stevens

Signature:  School Staff

### Part III. Statement of Assurances

On behalf of the Water Valley School District , I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate to 85% by 2018-2019; 2) reduce the state dropout rate by 50% by 2018- 2019; and 3) reducing the truancy rate by 50% by 2018-2019.

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 best practices indicating services most effective in preventing dropouts if 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, 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:** Drew Pitcock Title: Team Leader

**Mailing Address:** PO Box 788, Water Valley, MS 38965

**Telephone #:** 662-473-1203

**Fax #:** 662-473-1225

**District Superintendent:** Michael McInnis (Signature)\_\_\_\_\_

**School Board Chair:** Taylor Trusty (Signature)\_\_\_\_\_

**Approved Date:** \_\_\_\_\_

Part IV: 2014-2015 School Data

Graduation Rate: 84.7%

Dropout Rate: 7.2%

School Data		
	Davidson Elementary School	Water Valley High School
Number of Schools	1	1
Cumulative Enrollment	677	503
Counselor/Student Ratio	1/677	1/503

Student Demographic Data						
	Elementary Number	Elementary Percentage			High School Number	High school Percentage
Female	328	48.4%			230	45%
Male	349	51.6%			273	54%
Asian	7	1.0%			8	1%
Black	307	45.4%			229	45%
Hispanic	9	1.3%			5	.9%
Native American	0	0.0%			1	.1%
White	354	52.3%			260	51%

Staff Demographic Data (Teachers/Administrators)						
	Elementary Number	Elementary Percentage			HS Number	HS Percentage
Female	63	92%			39	60%
Male	4	8.0%			22	40%
Asian	1	1.5%			0	0
Black	13	19.4%			5	10%
Hispanic	0	0			1	2%
Native American	0	0			0	0
White	53	79%			49	88%

Part IV. 2014-2015 District Data Form (Continued)  
 PARCC Results Data: Percent Proficient or above

	Language Arts	Math
Grade 3	21%	17.90%
Grade 4	21.40%	18.30%
Grade 5	23.70%	17.50%
Grade 6	22.20%	30.90%
Grade 7	22.50%	15.70%
Grade 8	13.70%	24.50%

High School Subject Area Tests: Proficient or above				
	Algebra I	US History	Biology	English II
Grade 9	27.8%		59.5%	
Grade 10	27%		15%	54%
Grade 11		52.6%		
Grade 12				

Part IV. 2014-2015 District Data (Continued)

Additional District Information	
Number of Students Who Are Two or More Years Behind Grade Level by 9 <sup>th</sup> Grade  31	Does Your District Currently Offer a "Fast-Track" Program for Junior High School Students? <u> X </u> YES    ___ NO
Number of Students with 5 or more Unexcused Absences  352	Number of Students with 12 or More Unexcused Absences  159
Number of Discipline Referrals (unduplicated)  232	Number of students receiving Free/Reduced Meals 767 Free 67 Reduced
Any Additional or Unique Data Elements in this Section:	

Part V. Needs Assessment Outcomes

Sample Dropout Prevention Restructuring Planning Template provided by SDE as part of requirements of Mississippi Code 37-16-7

Areas of District Responsibility	Current Status	Accountability	Next Steps:
	Are Requirements from the Dropout Prevention/Graduation Completion Plan being Utilized?		Process and Deadline
	In Compliance	Provide Timeline & Responsible Personnel	
<p><b>1. High School Restructuring Reforms</b></p> <p>a. Are you utilizing your best teachers in the most effective manner?</p> <p>b. Are teachers encouraging students to care about education while focusing on connecting the relevancy to their lives?</p> <p>c. Do all teachers know how to keep students on task?</p> <p>If no, which teachers and what is the district's plan to aid them in achieving the charge?</p>	<p>Yes <u> X </u> No _____</p> <p>Yes <u> X </u> No _____</p> <p>Yes <u> X </u> No _____</p>	<p>1.a. Now and ongoing (HS Principal and Elementary Principal)</p> <p>1.b. Teachers have had staff development on relevance and rigor. Also on career pathways and importance of their education. Ongoing.</p> <p>1.c. All teachers have received staff development on best practices proper teaching techniques.</p>	<p>1.a. Identify key personnel to fill any vacancies specifically specified in the Dropout Prevention Plan. Re-evaluated each year.</p> <p>1.b. As part of our High School Restructuring Plan for the 2016-2017 school year, a goal is for teachers to relate the content from other courses to connect learning for students and incorporate literacy and problem solving instruction within each content area or discipline. Ongoing staff development and prioritizing dropout prevention.</p> <p>1.c. Yes, teachers have had training on Positive Behavior Intervention Strategies and the Code of Conduct procedures to ensure best practices are implemented. Utilize on-site staff development and teacher evaluation instrument to ensure teachers are achieving the charge.</p>
Areas of District Responsibility	Current Status	Accountability	Next Steps:
	Are Requirements from the Dropout Prevention/Graduation Completion Plan being Utilized?		Process and Deadline
	In Compliance	Provide Timeline & Responsible Personnel	





			<p>necessary and interventions to accomplish success.</p> <p>3. Identify students in pre-school and K-3 for educational/physical deficiencies that would affect academic success. Make necessary remediation services (interventions) available to address conditions to keep students on grade level. Present and ongoing.</p> <p>4. Include parental involvement and responsibility of academic and behavioral success.</p> <p>5. Ongoing remediation/enrichment for students struggling or behind. Ongoing.</p> <p>6. Progress monitoring K-12 of student academics and behavior. Ongoing.</p> <p>7. Provide Credit Recovery to assist students with meeting graduation requirements.</p>
<p><b>Areas of District Responsibility</b></p>	<p><b>Current Status</b></p> <p>Are Requirements from the Dropout Prevention/Graduation Completion Plan being Utilized?</p>	<p><b>Accountability</b></p>	<p><b>Next Steps:</b></p> <p><b>Process and Deadline</b></p>
	<p>In Compliance</p>	<p>Provide Timeline &amp; Responsible Personnel</p>	
<p><b>3. Focused Prevention, Intervention, and Recovery</b></p> <p>a. Does your district provide pre-k education to all young children who need or want it?</p> <p>b. Is there a collaborative process with Pre-Kindergarten community programs? (i.e., transition and shared curriculum)</p> <p>c. Does your district have</p>	<p>Yes <u>  X  </u> No <u>  </u></p> <p>Yes <u>  X  </u> No <u>  </u></p> <p>Yes <u>  X  </u> No <u>  </u></p>	<p>3.a. Pre-school coordinator and Elementary Principal</p> <p>3.b. Pre-school coordinator/SPED Director, Principal</p> <p>3.c. 2013-14 school year and ongoing.</p>	<p>3.a. Working with local day care centers, Head Start, and early identification (screeners) for preschool children to provide services to students in need. The school board approved for a Pre-K classroom to start the 2016-2017 school year.</p> <p>3.b. Davidson Elementary School currently collaborates with local day care centers and their Pre-School program were DES brings in 3-4 year olds. The servicing of</p>

<p>reading benchmarks and provide multiple layers of support to insure all students can read by the beginning or ending of the 2<sup>nd</sup> year?</p> <p><b>d.</b> Is class size reduction used strategically, so elementary teachers are not overwhelmed and can take the time it takes to teach all students in a caring manner the behavioral norms of schooling?</p> <p><b>e.</b> Does your district provide high quality pre-k to 2nd grade mathematics instruction?</p> <p><b>f.</b> Do you have a multi-tiered prevention and intervention system in place in your middle schools to react effectively to the first signs of poor attendance, behavior and course failure?</p> <p><b>g.</b> Are your middle schools organized to engage middle grade students and meet their need for adventure and camaraderie?</p> <p><b>h.</b> Is there a plan to transform high schools with low graduation rates into strong learning institutions?</p> <p><b>i.</b> Is the plan sufficiently comprehensive?</p> <p>Does it have organizational, engagement, instructional, and teacher support components?</p> <p><b>j.</b> Is implementation support being provided</p>	<p>Yes <u>  X  </u> No _____</p> <p>Yes <u>  X  </u> No _____</p> <p>Yes <u>  X  </u> No _____</p> <p>Yes <u>  X  </u> No _____</p> <p>Yes <u>  X  </u> No _____</p> <p>Yes <u>  X  </u> No _____</p> <p>Yes <u>  X  </u> No _____</p>	<p>Interventionist, principal, teachers.</p> <p>3.d. Current school year and ongoing. Building level principal.</p> <p>3.e. Current school year and ongoing. Building level principal and classroom teachers.</p> <p>3.f. Building level administrator. 2014-15.</p> <p>3.g. Building level administrator and teachers.</p> <p>3.h. Building level administrator and teachers</p> <p>3.i. District administrators and department heads.</p> <p>3.j. Staff development coordinator,</p>	<p>Pre-K students began in 2011 and continues. Also will continue current pre-school activities and screening to ensure pre-school readiness skills. ONGOING.</p> <p><b>3.c.</b> The district utilizes reading benchmarks to assist with tracking students' reading progress such as i-Ready data, to serve as a diagnostic tool to determine student's deficiencies, Renaissance data to identify student's reading and comprehension levels, and Standards Mastery data to monitor progress of students' grade level mastery of the MSCCR standards. Teachers, Academic Interventionist, and assistants used as tutors provide layers of support to ensure students achievement. Teachers use progress monitor and data to provide for targeted remediation/enrichment.</p> <p><b>3.d.</b> Class size reduction in place. Try to keep below 22, most average around 18.</p> <p><b>3.e.</b> District purchased the I-Ready Curriculum which aligns with MS College and Career Readiness Mathematics Standards. Ongoing</p> <p><b>3.f</b> Middle School grades (7<sup>th</sup> &amp; 8<sup>th</sup> grades have developed a multi-tiered system of supports. It is being implemented thru the usage of the Teacher Support Team to monitor student's academic, behavior, and attendance that affects academic success.</p> <p><b>3.g.</b> Yes, the middle school encourages students and offers students the opportunity to participate in school sponsored clubs, sports, athletic events, band, and additional extracurricular after school such as chess.</p> <p><b>3.h.</b> Yes, the district has</p>
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<p>by a professional who is experienced with high school reform?</p> <p>k. Does your district do whatever it takes to insure that all students are earning on-time promotion from grade to grade?</p> <p>l. Are high school students being helped to make the transition to post-secondary education or workforce?</p> <p>m. Are parents being actively engaged to help students organize their future?</p> <p>n. Does your school system provide multiple pathways to graduation/lifelong learning?</p> <p>o. Does the district utilize the ICAP in accordance to Mississippi Department of Education Guidelines?</p>	<p>Yes <u> X </u> No <u>    </u></p> <p>Yes <u> X </u> No <u>    </u></p> <p>Yes <u> X </u> No <u>    </u></p> <p>Yes <u> X </u> No <u>    </u></p> <p>Yes <u> X </u> No <u>    </u></p>	<p>building level administrators, and district administration</p> <p>3.k. Everyone in the school district. Every year and ongoing</p> <p>3.l. Coop Program, Vocational courses</p> <p>3.m. Counselors, Teachers, Administrators</p> <p>3.n. Building level principal, Vocational Director, Counselor .....ongoing</p> <p>3.o. Vocational Director, HS counselor</p>	<p>developed a district-wide Strategic Plan that is monitored and updated yearly. Within this plan, the district identifies the vision, the mission, and the goals to transform this high school and improve the graduation rates. The goals focus on ways to improve the academics, facilities, technology, and the culture of the school. In addition, the school district has revised its Instructional Management System to ensure essential standards are met.</p> <p>3.i. The plan addresses all areas comprehensively.</p> <p>3.j. We have administrators and teachers who provide and are provided staff development in "best practices" in teaching and educational reform. Ongoing</p> <p>3.k. Yes, the district implements Universal Screeners three times a year to determine need for academic and behavioral interventions to assist with meeting the need to improve the promotion rate of students. Also, the district utilizes a variety of ways to communicate student progress to parents, such as report cards, progress reports, teacher-parent conferences, and Active Parent. Also, teachers and administrators monitor student needs through weekly PLC meetings and TST meetings.</p> <p>3.l. Yes. As funding will allow.</p> <p>3.m. Scheduling by counselors for students requires parental-support and a signature.</p> <p>3.n. Regular Diploma, Opt- Out Diploma, Career Pathway Diploma, Occupational Diploma, SPED (GED, SPED are not counted in graduation rate)</p> <p>3.o. Implemented ICAP in 2013-14 school year. Ongoing.</p>
	<p><b>Current Status</b></p>		<p><b>Next Steps:</b></p>

Areas of District Responsibility	Are Requirements from the Dropout Prevention/Graduation Completion Plan being Utilized?	Accountability	Process and Deadline
	In Compliance	Provide Timeline & Responsible Personnel	
<p><b>4. Professional Development</b></p> <p>a. The district provides teachers with professional development to expand their knowledge and skills.</p> <p>b. The district provides principals and teacher leaders with training to supervise and support teachers in engaging students academically and socially in school.</p>	<p>Yes <u> X </u> No _____</p> <p>Yes <u> X </u> No _____</p>	<p>4.a. Building level administrators and Professional Development Coordinator. Ongoing</p> <p>4.b. Principals and Professional Development Coordinator. Ongoing</p>	<p>4.a. The district hired a Professional Development Coordinator to ensure the professional development plan devised was implemented. Also the district hired a Curriculum Coordinator and District Testing Coordinator in 2015-2016 to assist with using data to determine academic needs of teachers and students to improve student achievement.</p> <p>4.b. A Professional Development Plan was created. Additionally, Principals and teachers are encouraged to attend workshops sponsored by the MS Dept. of Education. Ongoing.</p>
Areas of District Responsibility	Current Status Are Requirements from the Dropout Prevention/Graduation Completion Plan being Utilized?	Accountability	Next Steps: Process and Deadline
	In Compliance	Provide Timeline & Responsible Personnel	
<p><b>5. Using Data for Planning and Accountability</b></p> <p>a. The district utilizes a system that provides longitudinal student-level data on enrollment and risk factors for dropout (e.g., academic problems, truancy, behavior problems, etc.)</p> <p>b. The district provides school staff with training</p>	<p>Yes <u> X </u> No _____</p> <p>Yes <u> X </u> No _____</p>	<p>5.a. Building level principals, counselor, attendance officer, and teachers. Ongoing</p> <p>5.b. Building level administration, counselor, and professional development coordinator. Ongoing</p> <p>5.c. Building level administrator and</p>	<p>5.a. Utilize SAMs and HERO administrative software for tracking data (risk factors). Additionally, Principals use Renaissance longitudinal data to determine areas by grade in need of growth. Ongoing.</p> <p>5.b. The staff at both schools has been trained to use data to identify students at risk for both academic and behavioral interventions to assist with the prevention of dropping out. Staff has had the following training: I-</p>

<p>on how to use data to identify students at risk of dropping out.</p> <p>c. The district works with each school to ensure that data is analyzed regularly and the school has strategies in place to work with identified students.</p>	<p>Yes <u> X </u> No _____</p>	<p>counselor. Ongoing</p>	<p>Ready for classroom teachers to identify students' academic needs, Code of Conduct and PBIS training to assist with improving and identifying student behavioral needs, and TST training to progress monitor students' academic and behavioral progress.</p> <p>5.c. Interventionist at Elementary (K-6), TST Process implemented at High School and Elementary School to track individual student's progress, PLC meetings are used to evaluation of test scores, evaluation of passing rate, and weekly Administrative meetings to address analyzed data.</p>
<p><b>Areas of District Responsibility</b></p>	<p><b>Current Status</b></p> <p><b>Are Requirements from the Dropout Prevention/Graduation Completion Plan being Utilized?</b></p>	<p><b>Accountability</b></p>	<p><b>Next Steps:</b></p> <p><b>Process and Deadline</b></p>
<p><b>6. Utilizing District Finances and Materials Based on Data</b></p> <p>a. Based on annual review of progress and needs of each school, the district identifies needs for additional staff resources.</p> <p>b. School progress and needs are factored into decisions about distribution of state and federal funds for school improvement.</p>	<p>Yes <u> X </u> No _____</p> <p>Yes <u> X </u> No _____</p>	<p>6.a. Needs are identified and prioritized. Additional funds are not available for additional staff at current funding levels.</p> <p>6.b. Testing Coordinator, Building level administrator, Federal Programs Director, Sped Director, Annually and monthly..</p>	<p>6.a. Each of the following district plans are reviewed and updated to help identify and prioritize needs for each school and the need for additional staff: Strategic Plan, Dropout Prevention Plan, Staff Development Plan, and the Instructional Management Plan. Additionally, the Yearly/Ongoing</p> <p>6.b. Analyze data monthly and yearly as necessary to identify factors that affect the outcomes for student success and academic achievement. Ongoing/Yearly/Monthly</p>
<p><b>Areas of District Responsibility</b></p>	<p><b>Current Status</b></p>	<p><b>Accountability</b></p>	<p><b>Next Steps:</b></p>

	Are Requirements from the Dropout Prevention/Graduation Completion Plan being Utilized?		Process and Deadline
	In Compliance	Provide Timeline & Responsible Personnel	
<p><b>7. Engaging Families and District</b></p> <p>a. The district communicates policies for working with students at risk of dropping out to parents and district organizations.</p> <p>b. The district has established partnerships with district-based program providers and other agencies such as social services, welfare, mental health, and law enforcement, to implement behavior and social skills programs.</p> <p>c. The district has established partnerships with district agencies, businesses, and colleges/universities, etc. to obtain adult advocates.</p> <p>d. The district has developed partnerships with local postsecondary institutions to host prospective student visits and workshops on completing postsecondary and financial aid applications.</p>	<p>Yes <u> X </u> No _____</p> <p>Yes <u> X </u> No _____</p> <p>Yes <u> X </u> No _____</p> <p>Yes <u> X </u> No _____</p>	<p>7.a. Building level administrators, counselors. Ongoing</p> <p>7.b. Principal and Counselors. Ongoing</p> <p>7.c. Principals and Counselors. Ongoing</p> <p>7.d. Principals and counselors. Ongoing</p>	<p>7.a. Parent/Community meeting, District Website, Active Parent, Active Student, Student Handbooks, ICAP, Career Pathways, School Resource Officer, Principal's Attendance Letter, Character Education Program, Parents Night, Principal's Link</p> <p>7.b. Communicare, Sheriff's Department, DHS, Interventionist, Headstart,</p> <p>7.c. Partnerships with Headstart, Communicare, local day care centers, Yalobusha General Hospital, Cornerstone Rehabilitation Services, local churches, Yalobusha County Sheriff's Department, PBIS, Character Program</p> <p>7.d. Partnerships with MSU/RCU, University of Mississippi, Northwest CC, Valley State University, Alcorn State University, Jackson State University, Delta State University, and University of Southern Mississippi.</p>

These are the major outcomes of a needs assessment in relation to Dropout Prevention and WVSD Strategic Planning.

Listed below is a list of issues that have been identified as areas of need:

- Poverty Culture (WVSD 74%): Common Characteristics
  - Delay in language development
  - Delay in reading development
  - Aggression
  - Violence
  - Social withdrawal
  - Not completing assignments
  - Not studying for tests
  - Unable to concentrate or focus
  - Unwilling or unable to interact with peers and/or adults in school in an effective manner
  - Difficulty contacting student's parents or guardian
- Students with little or no parental engagement in their academics
- Students with parents lacking parenting skills
- Students arriving in kindergarten with little or no preschool readiness skills
- Reading skills of students throughout K-12
- Reducing retention rates
- Targeting subgroups that need additional assistance
- State *not funding* at MAEP level to provide adequate funding for necessary resources/personnel
- Student apathy
- Social Issues, social media, cyber bullying, bullying, harassment, etc.
- Students with disabilities and emotional problems
- Students with attendance and truancy problems
- Mobility of students moving in and out of the district
- Highly effective teachers
- Patterns of attendance, behavior, and academic performance problems
- Low Graduation rate and high dropout rate (biggest predictor is Poverty)

#### Priority Areas:

- Early Childhood Education (Pre-K thru 3<sup>rd</sup> grade): Students who start out behind or have significant problems (social, behavioral, emotional, physical) rarely catch up. WVSD will be working very hard with pre-school readiness skills, early interventions (academic, physical, behavioral)
- Culture and Climate conducive to learning: This includes a safe, orderly learning environment. Emphasis must be placed on positive behaviors and strategies that will provide opportunities for ALL students to learn.
- Graduation rate must increase. Currently we have a 84.7% graduation rate.

Part VI. Current District Initiatives

15 Dropout Prevention Strategies	District-Wide	Elementary School	High School
Systemic Renewal	*WVSD Strategic Plan *Dropout Prevention Plan *Technology Plan *District Policy Manual *School Safety and Crisis Plan	*Parent/Student Handbook	*Parent/Student Handbook
School Community Collaboration	*Committees for WVSD required plans *Federal Program Parental Input *Bi-Annual Educational Forums	*Parents Night for MCCRS *Communicare Counseling Services *Active Parent *Active Student *Electronic Notification System Through SAMs	*Parent's Link *Active Parent *Active Student *Faculty-Parent's Link **Electronic Notification System Through SAM
Safe Learning Environments	*School Resource Officer *Crisis Management Plan *WVSD Strategic Plan Education Center	*PBIS Program *Character Program *Day Treatment Services through Communicare *District Policies	* Communicare Services *District Policies
Family Engagement	TANF Bi-Annual	*Parents Night for MCCRS *Character Breakfast *Active Parent *Active Student	*Parent's Link *Active Parent *Active Student *Faculty-Parent's Link
Early Childhood Education	CCSS	*Voluntary 3-4 year old Pre-School Readiness Program *IMac Lab and iPad *Pearson Reading Street *Child Find-SPED *Staff Development *CCSS	*Staff Development *MCCRS
Early Literacy Development	*MCCRS *Universal Reading Screener	*Voluntary 3-4 year old Pre-School Readiness Program *IMac Lab and iPad *Pearson Reading Street *Child Find-SPED *Staff Development *Pacing guides, common assessments, common curriculums	*Pacing guides, common assessments, common curriculums *Staff Development
Mentoring/Tutoring	MAP/SATP Tutoring	*Embedded On-Site Prescriptive PD	*Embedded On-Site Prescriptive PD
Service Learning		*Character Education *PBIS *Volunteer Readers	*Beta Club *Cooperative Education
Alternative Schooling	Educational Center	*ISS	*"Success Bound"



		*Extended School	*ISS *Mississippi Virtual School *Extended School *Dual Credit Courses
After School Opportunities		*After School Remediation *Extended School	*Extended School *ACT Test Prep
Professional Development	*MSTAR (MSU/RCU) *Principal Evaluation *MCCRS *PREPS *NMEC *MSU/RCU (PBC, MSTAR, etc.) *Performance Based Compensation (PBC)	*MCCRS *Embedded On-Site Prescriptive PD	*MCCRS *Embedded On-Site Prescriptive PD
Active Learning	RTI/TST	*Computer based remediation *Computer based testing	*Vocational Programs *Technology Based classes *Computer based testing *Online Courses
Educational Technology	*Fiber Optic Backbone *Upgraded Internet Bandwidth *Administration Software (SAMs) *ELS EZ Lesson Planner *ELS EZ Evaluator *ELS EZ Test Tracker *I-Ready Universal Screener ELA/Math *LightSpeed Filtering System (CIPA) *Star Reading	*Wireless Access Points *Video Surveillance *Pre-School IMac Lab with iPads *Mobile Smart Carts *Testing/Remediation Lab (2) *Star Reading *Star Math *Electronic Notification System Through SAM *Accelerator Reader *Star Early Literacy	*ICT I, ICT II, STEM, Business Fundamental Labs *Wireless Access Points *Video Surveillance *ELA/Writing Lab *Mobile Smart Carts *Online Courses *Electronic Notification System Through SAM *IREADY
Individualized Instruction		Universal Screener *RTI/TST 3 tier Process *Academic Interventionist *Behavioral Improvement Plans (BIP) *Accelerator Reader	Universal Screener *RTI/TST 3 tier process *ICap Plans *Study Skills Courses for Students not passing SATP exams
Career & Technical		*Field Trips *Guest Speakers *Demonstrations from local community agencies (Fire Department, Emergency Medical, Law Enforcement, etc.) *Technology in instruction and testing	*ICT I, ICT 11, STEM *Agri Science *Business Fundamentals *Health Sciences *Cooperative Education *Family & Consumer Sciences *Buildings and Trade *Shadow Day *ICap for every student

## Part VI. (Continued) Current District Programs/Initiatives That Support Dropout Prevention Plan

### Program Elaborations:

1. **Parent/Student Handbook** - The parent/student handbook for Water Valley High School defines attendance and includes attendance guidelines for compulsory attendance, daily attendance, incentives, late arrivals, tardiness, inadequate attendance, early release and awarding of Carnegie units. The parent/student handbook for Davidson Elementary School defines attendance, includes attendance guidelines, defines tardiness, explains inadequate attendance and explains the grading policy.
2. **Communicare Counselors** – Through a cooperative effort with the local branch of Communicare (outside mental health agency), a school therapist is assigned to Davidson Elementary School. The school provides the work space, resources, materials, supplies, communication/technology needs served as a part of their overall educational experience freeing families from the burden of seeking counseling care outside school hours.
3. **School Resource Officer (SRO)** – The SRO establishes and maintains a close partnership with school administrators in order to provide for a safe school environment. The officer provides law enforcement and police services to the schools, school grounds and areas adjacent to the schools. He/She works to prevent juvenile delinquency through close contact and positive relationships with students.
4. **Classroom Management Plan**- All Certified staff members have a classroom management plan on file in each school office. The plan provides the students with every opportunity to remain focused and a part of the learning environment maximizing the use of every available instructional minute. Classroom management plans also provide opportunities for students to work with other adults (principals, counselors, parents) to address any hindrance to the learning process.
5. **TANF** – Temporary Assistance for Needy Families (TANF), commonly known as welfare, is the monthly cash assistance program for poor families with children under age 18. A family of three (mother and two children) may qualify for TANF if their gross income is below \$784 a month and assets are worth less than \$1,000. This program provides families with the opportunity to meet needs that might otherwise go unmet.
6. **Principal's Attendance Letter (WVHS)** – This letter for parents outlines their child's check-in/check-out/attendance status. This is mailed periodically from the high school principal to the parents of students who meet an established attendance record. The letter also reminds the recipients of any penalties for the poor attendance status.
7. **Child Find** – An ongoing statewide effort to identify, locate, and evaluate children birth through age twenty-one that may have a physical, mental, communicative and/or emotional disability. The information gathered is used to help determine present and future program needs as progress is made toward the goal of providing a free appropriate education to all children with a disability.
8. **Community Listeners** – Through a cooperative effort with the district teachers, we invite volunteers in our community to serve our elementary students as a listener. These volunteers set up specific times during the week to go to classrooms and listen to students read. This gives the children extra practice in fluency.
9. **Three Tier Policy** – This policy is a model of instruction designed to meet the needs of every student. The three tiers include a graduated model, quality instruction based on curriculum frameworks (tier 1), focused supplemental instruction (tier 2), and intensive interventions specifically designed to meet the individual needs of students (tier 3).
10. **MAP/SATP Remediation** – Students who are unsuccessful on state testing are offered remediation for a prescribed period of time prior to future testing opportunities. Study skills classes are being offered for students who did not pass the SATP tests the first time.
11. **First/Third Wednesday Tutoring (WVHS)** – Students are offered free tutoring by the certified staff members of the school on the first and third Wednesday afternoons of each month from 3:15-4:00 (some teachers remain after that time to assist students).
12. **Character Education** – The Character Education Program involves kindergarten-sixth grade students. Children are taught good character traits through daily lessons and teachable moments. Parents and community partners work with the local school district staff to salute good character through incentives, writing and poster contests, and awards.

13. **Educational Center** – The Educational Center is the alternative program for the school district. A student may be referred to the Educational Center for a variety of reasons that affect student achievement ranging from pregnancy to being below grade level. Certified staff members and one assistant are at the center each day and additional certified staff members spend a portion of their teaching day at the Educational Center. Students are offered all of their courses at the Educational Center. A Live-Feed is available if needed between the main campus and the Educational Center. School counselors from both the high school and elementary school make monthly visits to the Educational Center to offer their services to students currently enrolled in the Center.
14. **Extended Year** - Selected students in grades three through eight are offered the opportunity to attend the extended year program to maintain skills and in many cases for promotion purposes. Students in grades nine through twelve also have the opportunity to attend summer school at surrounding school districts that offer summer courses. The district occasionally offers a high school summer school course on the home campus. These courses allow students to keep up with their education graduation program.
15. **Summer Food Service Program**- The Summer Food Service Program provides free, nutritious lunches to preschool children to age eighteen from needy areas during extended vacation periods.
16. **North Mississippi Education Consortium (NMEC)** – NMEC is a partnership between forty three North Mississippi public school districts, three community colleges, and the University Of Mississippi School Of Education. Its purpose is to provide a means whereby participating members can assure quality educational programs through cooperative efforts and shared resources, for the benefit of students and communities being served.
17. **Mississippi Virtual Public School (MVPS)** – Through MVPS students may take online enhancement courses or courses they have not completed at the home campus.
18. **Accelerated Reader (AR)** – AR is a software program providing essential practice of the core reading curriculum. AR gives continuous feedback to personalize instruction for every student.
19. **Star Early Literacy** – Software specifically designed for K-2 to ensure early literacy skills and assessments.
20. **Star Reading K-12** – Software to identify reading levels and assist in individualized and targeted reading remediation.
21. **IREADY Software** – Universal screener for ELA and Math that will give prescriptive assignments based upon a student's weakness for remediation and enrichment.
22. **Vocational Programs** – WVHS offers vocational programs in Agriculture, Ag-Science, Construction, Technology, Health Sciences and Cooperative Education which create relevancy for the school experience as it relates to the real work world. While all courses offer skill opportunities to all students and at-risk students in particular, the Cooperative Education program meets the need for students who need to work to help support their families while attending school. The Building Trades program provides skill opportunities for students who need to work to help support their families while attending school. The Building Trades program provides skill opportunities for students to jump-start a career immediately after high school and meets the needs for at-risk students who see an opportunity for immediate success as a reward for remaining in school.
23. **Technology Programs through Vocational Education** – Water Valley High School has implemented ICT I, ICT II, and STEM classes through the Vocational Department. These are courses emphasize the use of technology as a requirement in any work related field. The primary focus is on Science, Technology, Engineering, and Math.
24. **Power Link** - Power Link will be held the 1st and 3rd Wednesday of each month during the school year. Power Link will include tutoring, open library services, ACT registration/workshop opportunities and mini-lessons available to students, parents, and perhaps faculty members. While Power Link will be open to all students, special invitations will be extended to those student families who are identified to have poor academic achievement and/or excessive disciplinary referrals. All students who attend Power Link will be tracked to determine if there are any changes in their academic performance as measured by their scores on state testing and/or academic performance for each grading period during the school year. Likewise, disciplinary referrals for the same students will be tracked

## **Part VII. Evaluating Effectiveness**

The effectiveness of the WVSD Dropout Prevention Plan has measurable goals (3). Each goal has strategies that will be utilized to ensure and measure effectiveness. Each goal has timelines and performance indicators of success (data) that will be evaluated yearly to see if success has been met. The WVSD Dropout Prevention Team will meet annually to review the data and make changes as necessary to ensure proper implementation and success. Dropout Plan effectiveness and modifications will be presented to school board annually.