HOLLY SPRINGS SCHOOL DISTRICT

DROPOUT PREVENTION PLAN

2021-2022

840 HWY 178 EAST

HOLLY SPRINGS, MS 38635

www.hssdk12.org

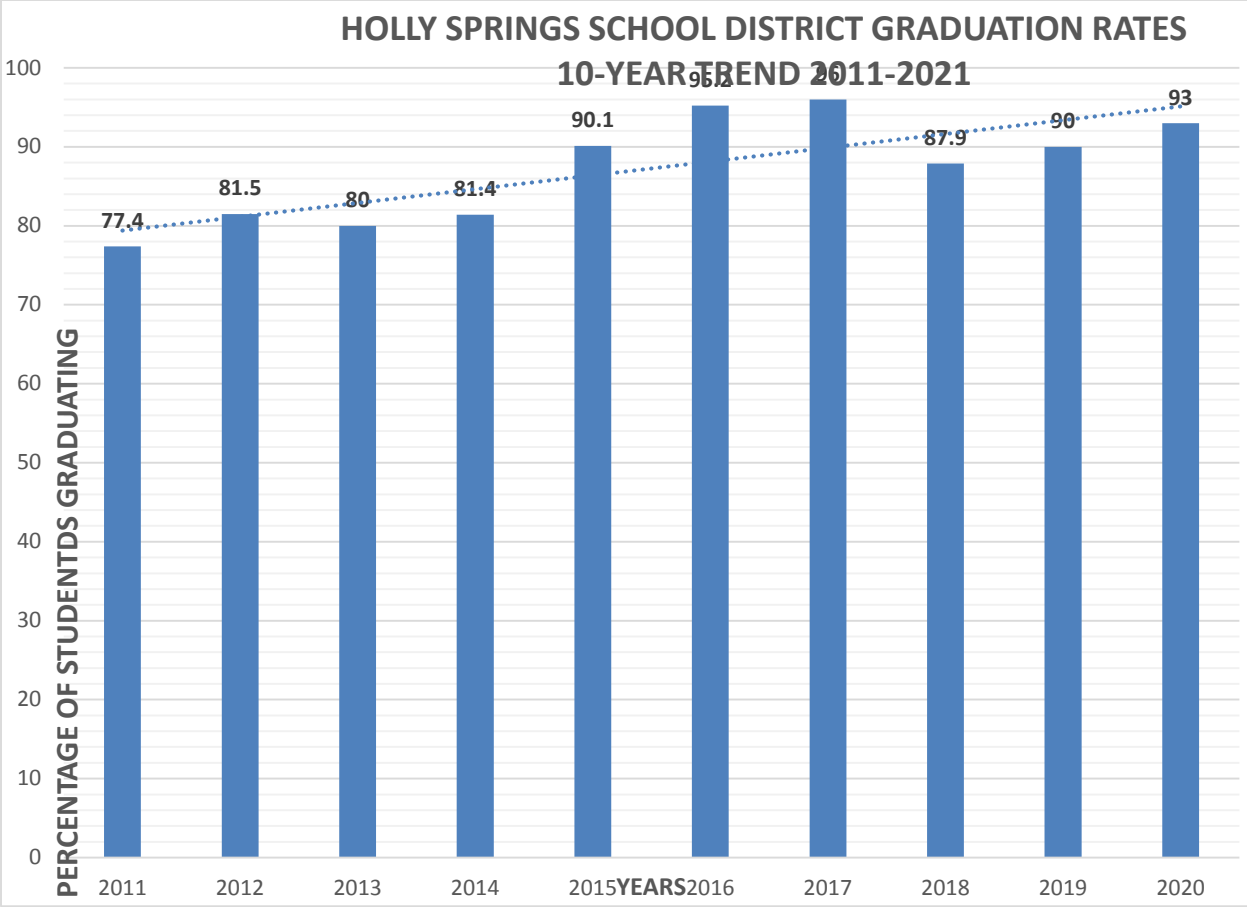*Education is the most powerful weapon which you can use to change the world.*
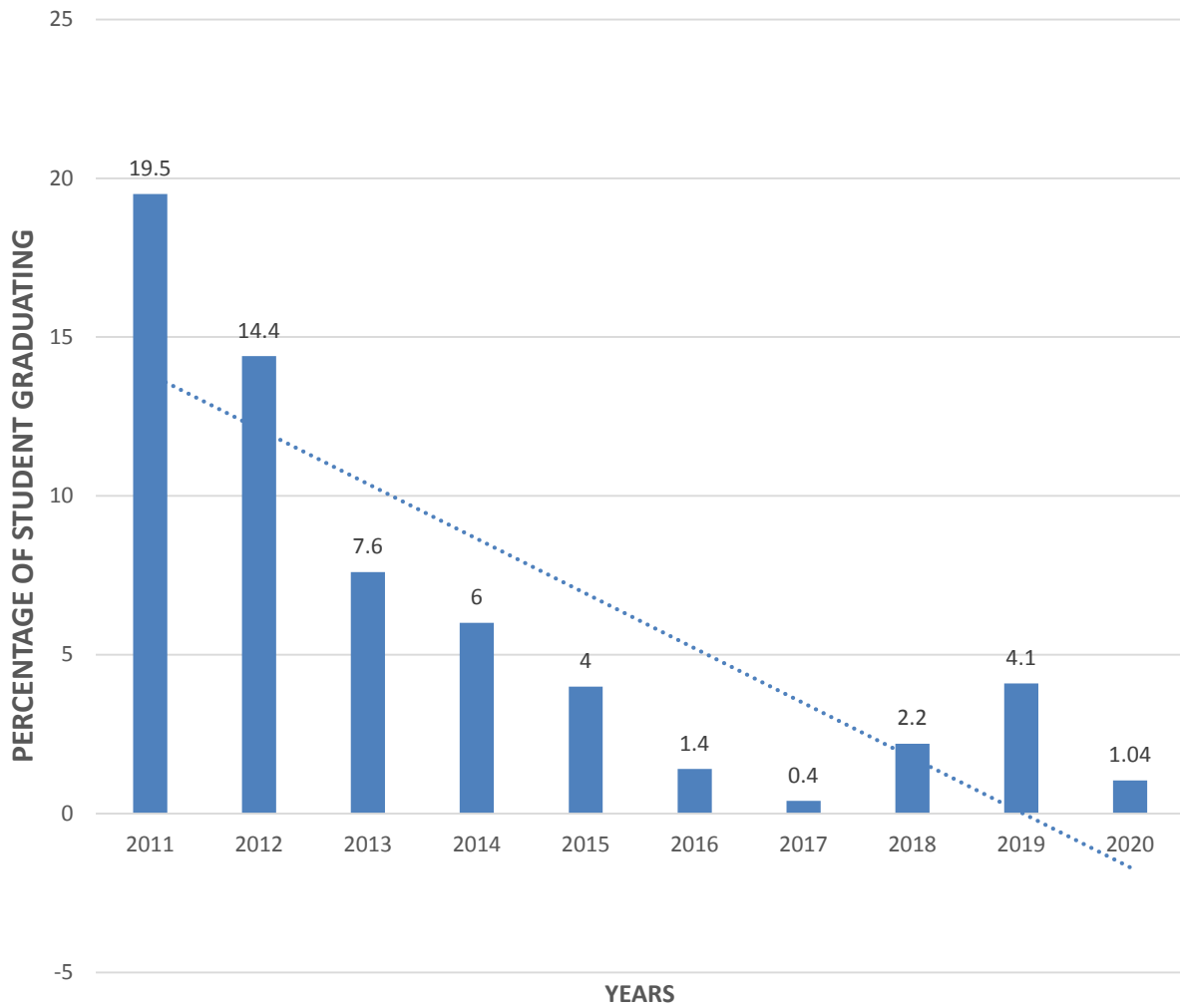
Nelson Mandela

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Dropout Prevention Planning Team Members

Team Members	Position
Cravin Turnage	Principal
Tamara Onwuemenyi	Assistant Principal
Benita Fluker	GED Coordinator
Betty Robinzine	Counselor
Susie Brown	Career and Technical Director
Shelly Mason	Career and Technical Counselor
Laverne Sanders	Career and Technical Student Services Coordinator
Letashia White	Holly Springs Junior High Principal (Feeder School)
Shelia Fiddis	Holly Springs Junior High Counselor
Eileen Dowsing	District Office Representative

HOLLY SPRINGS SCHOOL DISTRICT GRADUATION RATES 10-YEAR TREND 2011-2021

PERCENTAGE OF STUDENTDS GRADUATING

- 2011: 77.4
- 2012: 81.5
- 2013: 80
- 2014: 81.4
- 2015: 90.1
- 2016: 95.2
- 2017: 96
- 2018: 87.9
- 2019: 90
- 2020: 93

YEARS

HOLLY SPRINGS SCHOOL DISTRICT
10 YEAR DROPOUT RATE - 2011-2021

Bar chart. Y-axis: PERCENTAGE OF STUDENT GRADUATING (scale from -5 to 25). X-axis: YEARS.

Year	Value
2011	19.5
2012	14.4
2013	7.6
2014	6
2015	4
2016	1.4
2017	0.4
2018	2.2
2019	4.1
2020	1.04

District and Schools Dropout Prevention Strategies

15 Dropout Prevention Strategies	District/School Dropout Prevention Strategies				
	District – wide		Primary and Intermediate School	Junior High School	High School
Systemic Renewal	Strategic Planning		Strategic Planning A+ Plan (Improvement)	Strategic Planning A+ Plan (Improvement)	Strategic Planning A+ Plan (Improvement)
School-Community Collaboration	Parent Seminars Community Forums Pastoral Alliances		Parent Seminars/ Back-to-School Night/ Federal Programs Advisory Committee/ Career Days	Parent Seminars/ Back-to-School Night/ Federal Programs Advisory Committee/ Career Days	Parent Seminars/ Back-to-School Night/ Federal Programs Advisory Committee/ Career Days
Safe Learning Environments	Safety and Crisis Management Plans/ Positive Behavior Support		Safety and Crisis Management Plans Positive Behavior Support	Safety and Crisis Management Plans Positive Behavior Support	Safety and Crisis Management Plans/ Positive Behavior Support
Family Engagement	Parent Seminars		Parent Seminars Monthly Parent Training Sessions Report Card/Parent Conferences	Parent Seminars Monthly Parent Training Sessions Report Card/Parent Conferences	Parent Seminars Monthly Parent Training Sessions Report Card/Parent Conferences
Early Childhood Education	Collaboration with Head Start		Collaboration with Head Start		
Early Literacy Development	Headstart Partnerships Parent Centers	Headstart Blended Program	Parent Centers Monthly Parent Training Sessions	Parent Centers Monthly Parent Training Sessions	Parent Centers Monthly Parent Training Sessions

Additional Dropout Prevention Strategies

The district will utilize the Multi-Tiered System of Support (State Board of Education Policy Part 3, Chapter 41.1) which includes the Early Warning System of Support to address students in danger of dropping out on all levels as well as other targeted groups of students in danger of failing in all grades.

Intervention Process

In compliance with the Mississippi Department of Education, the Holly Springs School District School District shall require an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction.

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks
Tier 2: Focused supplemental instruction
Tier 3: Intensive interventions specifically designed to meet the individual needs of students

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

If strategies at Tiers 1 and 2 are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:

- designed to address the deficit areas;
- research based;
- implemented as designed by the TST; and
- supported by data regarding the effectiveness of interventions.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the interventions(s), the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions as specified in guidelines developed by the MDE if any of the following events occur:

1. Grades 1-3: A student has failed one (1) grade;
2. Grades 4-12; A student has failed two (2) grades;
3. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
4. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi College and Career Readiness Test.

Strategies to Address Retention Rates in K-2

The district will utilize the Multi-Tiered System of Support (State Board of Education Policy Part 3, Chapter 41.1) which includes the Early Warning System of Support to address students in danger of failing in all grades. To ensure students have a strong start the staff at Holly Springs Primary School will utilize the MTSS process to address the retention rate and students in danger of failing in grades K-2.

Recovery Initiatives for Students Age 17-21:

For Age 17-21, the MTSS Team will:

- Identify students who have not graduated or dropped out in the age range identified

- Develop and plan to help students meet requirements in order to graduate

- Offer credit recovery for students to gain credits through the Ombudsman credit recovery program

- Implement prevention and intervention programs that provide supplemental academic support for students in at-risk situations.

Students Transitioning from Detention Centers:

or Students Transitioning from Detention Centers, the MTSS Team will:

- Conduct transition meetings with representatives from detention centers

- Conduct a transition meeting with student and parent upon the student's return from the detention center and Principal designee to discuss and review the student's attendance, behavior,

- Develop and plan to help students meet requirements in order to graduate

- Offer credit recovery for students to gain credits through the Ombudsman credit recovery program

- Implement prevention and intervention programs that provide supplemental academic support for students in at-risk situations.

EARLY WARNING SYSTEM AS PART OF THE MTSS PROCESS

The strongest predictors of high school graduation are:

- Student Attendance
- Behavior
- Course Performance

(University of Chicago Consortium on Chicago School Research, 2014).

Status	Threshold: Number of Days Absent	
	Each Quarter	**Full Year**
Off track (Tier III)	5 days	18 days
Sliding (Tier II)	3-5 days	10-18 days
On track to graduate (Tier I)	2 days or less	9 days

BEHAVIOR INDICATORS

Status	Number of Office Referrals		Number of Days Suspended	
	Each Quarter	Full Year	Each Quarter	Full Year
Off track (Tier III)	2	6	1	2
Sliding (Tier II)	1	3-5	0	0-1
On track to graduate (Tier I)	0	0-2	0	0-1

COURSE PERFORMANCE INDICATORS

Status	Thresholds	
	Math and Language Arts Grades K-5	3rd Grade Reading Test (Literacy Based Promotion Act)
Off track (Tier III)	Report card grade of U or F	Failed 3rd Grade reading test
Sliding (Tier II)	Report card grade of N or D	Good Cause Promotion Transfer from 3rd to 4th Grade
On track to graduate (Tier I)	Report card grade of E, S or A, B, or C	Passed 3rd Grade Reading Test