Dropout Prevention Plan - Hollandale School District
2025-2026
District Leadership Team

Sarah J. Bailey, Ed.S. Interim Superintendent	
Mr. Cortez Johsnon, M.Ed. Executive Director Safe & Orderly Schools	**Mr. Carl Lucas, Ed.S.** Executive Director School & Academics
Mr. Timothy Ford Director Finance & Business Affairs	**Mrs. Kanesha Smith-Colbert** Director Exceptional Education, Grants, and Compliance
Mrs. Rosalyn Brockman Director Technology, Information Systems, Accountability, and K-12 STEM Innovation	**Joann Martin-Stacker** Director Child Nutrition, Logistics, and Public Relations
Audrey Gonzalez Accountant and Coordinator Payroll & Human Resources	**Mamie Warren** Director Student Health Services

Vision:

The vision of the Hollandale School District is to create a world-class educational system that produces students capable of thriving and adapting in college, career, and life.

Mission:

The mission of the Hollandale School District is to ensure all students receive high-quality learning experiences that empower them with optimal thinking skills necessary to compete in an ever-changing, global society.

District Goals

1	**2**	**3**	**4**	**5**	**6**	**7**
STUDENT ACHIEVEMENT	**SAFETY**	**CULTURE**	**FINANCIAL**	**CCR**	**PROFESSIONAL DEVELOPMENT**	**EXTRA CURRICULAR**
We will increase student achievement through high quality teaching and learning.	We will maintain a safe and orderly environment in the district.	We will provide an environment conducive for encouraging and maintaining parent involvement from all stakeholders and community partnerships.	We will make sound financial decisions based on policies and procedures, data, and district needs to ensure an adequate fund balance.	We will equip students with knowledge, skills, and experiences to succeed in college, career, and life.	We will provide all staff with the necessary training, mentoring, and professional learning opportunities to increase their capacity and job performance.	We will increase our extra-curricular activities in the district over a five-year period.

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General Statement

The Hollandale School District assembled a Drop-Out Prevention Team to create the district's new Drop-Out Prevention Plan. The current planning team consists of school counselors, principals, Executive Directors, other district leadership, and the Superintendent. Our ultimate goal is to ensure that there is a pathway identified for each student who is at-risk for dropping out in our district. Whether it is our supports that target overaged students in the middle grades; expanding and marketing CTE programs to students as a re-engagement strategy; the establishment of stronger job readiness partnerships in the school district community; course recovery options; or other options to prepare students for post high school success, we are committed to providing multiple pathways to re-engage and motivate students to prevent students from dropping out.

Carl Lucas	Facilitator
Cortez Johnson	Time Keeper
Derrick Hooker	Recorder and Deliverables

Team Members:

NORMS (2025-2026)	ROLES (2025-2026)
We will:	Team Members:
1. Start and end on time	Sarah Bailey - Interim Superintendent
2. End with a recap of notes	Carl Lucas - Executive Director of Schools & Academics
3. Speak our truth and give feedback that matches participants' personal styles and preferences	Cortez Johnson - Director of Safe and Orderly Schools
4. Keep scholars' and staff's well-being at the center of all decisions	Derrick Hooker - Simmons High School Principal
	Shontelle Bridges - PreK - 8 STEM Academy Principal
5. Honor all ideas and voices and be mindful of airtime	Angelisa Weatherspoon - Counselor
6. Assume positive intent	Rayven Thomas - Counselor
7. Be present and listen actively	Sandra Wells - Community Liaison

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Objectives: *We will:*

1. Discuss the multiple measures of data: Attendance, Discipline, Course Performance, etc.
2. Finalize the Dropout Prevention Plan: Smart goals, Strategies, action steps/intervention, resources, who is responsible, timeline, & evidence of implementation
3. Share Dropout Prevention Policy Section I-VII

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[Digital Meeting Sign-In Sheet](#)

TIME	TOPIC	GUIDING QUESTIONS	HOW?	FACILITATOR
15 mins.	Multiple Measures of Data	Why is it important to include the attendance, discipline, and course performance data in the DOPP	Discussion	Carl Lucas
45 mins.	District Dropout Prevention Plan	Why is it important to collaborate on our district's Dropout Prevention Plan?	Discussion	Carl Lucas
15 mins.	Break			
30 mins.	Drop-Out Prevention Policy	Why is it important to review, discuss & update the Dropout Prevention Policy?	Discussion	Carl Lucas
	Process check	o What decision did we make? o What needs to be communicated to school teams, and how? o Did we meet our objectives? o Did we keep the District's well-being at the center of our decisions?	Thumbs up/down (agree/disagree)	Carl Lucas

- Summary of any data or information the district utilized in the explanation process will be included in the plan for transparent communication to all stakeholders.
  o **Data/Information could include and is not limited to:**
    - Attendance Rate
    - Truancy Rate
    - Mobility Rate
    - Graduation Rate
    - Dropout Rate
    - Disciplinary Infraction Rate
    - School Population

- Economically Disadvantaged
- Limited English Proficient
- Student with Disabilities
- Percentage of Students by Subgroup (I.e., White, African American, Females, Males)
- Teacher Attendance
- Pregnancy/Teen Parent
- Judicial Interaction i.e., detention center and/or training school placement
- Education Level of Parents
- Suspension Rate
- Expulsion Rate
- Number of School Transfers
- Participation in Extracurricular Activities
- Grade Point Average
- Reading and Math Scores
- Policy statements regarding district-level prevention strategies
- Plan for coordinating and cooperation among school officials. Agencies and programs involved in compulsory attendance issues aim to reduce the number of unexcused absences from schools.

o **At a minimum, the district must include strategies for:**
- Reducing the retention rates in grades kindergarten, first, and second.
- Targeting subgroups that need additional assistance to meet graduation requirements
- Developing dropout recovery initiatives that focus on students ages seventeen (17) through twenty-one (21), who dropped out of school (I.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

Discipline & Retention Data (2024-2025)

	T.R.Sanders Elementary	Simmons Jr. High	Simmons High
Total number of Discipline Referrals	98 24 ISS 18 OSS	69 27 ISS 25 OSS	247 71 ISS 59 OSS
Retention Rates	12 Retainees	7 Retainees	0 (5 Failed English)
Total	414		

Truancy Data (2024-2025)

	T.R.Sanders Elementary	Simmons Jr. High	Simmons High
Total number of Truancy Referrals	210/235	85/113	137/177
Total	432		

Graduation Rate Data (2024-2025)

Graduation Rate Data (2024-2025)	91.7%

DROPOUT PREVENTION POLICY

Leaving school before graduation or "dropping out: can be attributed to many factors. A dropout is a student who leaves school before graduation or completion of a student program and does not transfer to another school. Such an individual is considered a dropout, whether the "dropping out" occurs during or between regular school terms.

Section I: INDICATORS USED TO IDENTIFY POTENTIAL DROPOUTS

Research indicates that progression towards dropping out begins well before high school. Students show warning signs as early as one to three years before dropping out. The National Dropout Prevention Center/Network found common variables considered to be indicators that identify potential dropouts. Those indicators will be used as a guideline to identify students who show warning signs of dropping out.

The dropout indicators are listed below:

A. Poor attendance

B. Low grade point average

C. Low standardized test scores

D. Number grade retentions

E. Number of discipline referrals

F. Educational level of parents

G. Special program placement

H. Number of school transfers

I. Low reading and math scores

J. Language barriers

K. Number of suspensions

L. Interest in school

M. Participation in extracurricular activities

N. Pregnancy/teen parent

O. Number of counseling referrals

P. Family status (single-parent family, family size)

Section II: PROCESS TO IDENTIFY POTENTIAL DROPOUTS

Teachers, counselors, interventionists, attendance counselors, and administrators at the elementary and secondary schools will closely monitor the following data sources to identify and prescribe interventions for students at risk of dropping out:

A. Daily attendance record

B. Disciplinary referrals

C. Grades (course grades at the end of each nine-week)

D. STAR/iReady screener results in reading and math (Fall, winter, and spring)

E. Referrals to the counselor or behavioral specialist

F. Performance level on state and district
assessments (Minimal or basic)

G. Record of the number of transfers from one school to another or from one district to another

H. Number of grade retentions and age in relevance to current grade placement

Plan for coordinating and cooperation among school officials. Agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from schools.

Section III: INTERVENTION

The primary objective for establishing dropout prevention procedures is twofold: 1) to identify and address the factors that keep students from graduating, and 2) to develop and implement comprehensive strategies to keep students on track for graduation by continuously tracking their progress. The Hollandale School District along with the Multi-Tiered System of Supports (MTSS), will be utilized.
We will identify students at risk early by noticing early warning signs. The usage of data to design and implement evidence-based interventions that require frequent progress monitoring, ongoing data collection, and data analyses will be required. Also, in conjunction with the intervention systems we will promote collaboration between families and school personnel as well as monitoring of student progress that will focus on specific, measurable, attainable goals.

Section IV: DISTRICT SUPPLEMENTAL SUPPORT

In addition to evidence-based intervention models, the Hollandale School District offers an alternative program, a credit recovery program for students that are considered high risks for dropping out, and a GED computer-based program.
A. Credit recovery is defined as a course-specific, skill-based learning opportunity
for students who have previously been unsuccessful in mastering content/skills required to receive course credits.

Section VI: REFERRAL

When a student drops out of school, the counselor, teacher, district Dropout Prevention Coordinator and principal will arrange a conference with the dropout student and the parent if possible. It is important that the student and parent understand the possible consequences of his/her decision to leave school. The student and parent will be informed that it is a violation of the State Compulsory School Attendance Law (Miss. Code Ann. Section 37-13-91) if the student dropping out is of compulsory school age the student will be given an overview of available services for securing a job, continuing his education, or both. Referrals will be provided to students in writing with telephone numbers and the names of contact persons who may be able to help with the transition.

Section VII: WHAT WILL BE DONE IF A STUDENT DROPS OUT

A. The dropout student will be contacted by school personnel, and counseling will be provided to encourage the student to remain in school.
B. The parents will be contacted, and conferences held with parents and students.
C. The dropout student will be advised to keep in touch with school officials.
D. The student will be advised of available options based on variables such as age or other factors affecting eligibility or readiness; such options include enrolling in a GED program, getting a job, or enrolling in a vocational program to learn a trade.

Section VIII: FUTURE DROPOUT PREVENTION

The Hollandale School District will utilize existing policies and programs to prevent students from dropping out. The district will also use new strategies and other means to keep students in the Hollandale School District until all graduation requirements are completed.

List of Data Available
1. Dropout Rate Data (2024-2025)
2. Graduation Rate Data (2024-2025)
3. Student Retention Rate Data (2024-2025)
4. Student Truancy Data (2024-2025)

SMART Goal Planning
Template

Goal 1:

Focus Area: ▢ Attendance ▢ Behavior   X Course Performance ▢ Other

S	**Specific**	S – is the goal **specific**?	To decrease the district dropout rate by 3% per 9th grade cohort by leveraging a career coach to support job placement & identifying students in grades 10-12 who need credit recovery.
M	**Measurable**	M – is the goal **measurable**?	Each term, the district will review the failure reports and students who are overage for the schools.
A	**Achievable**	A – is the goal **achievable**?	3% decrease in term failure rate in comparison to the previous school year.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	By increasing the graduation rate by 5% per 9th grade cohort, students will have a better chance of remaining in school through 12th grade for expected graduation from high school.

T	**Time Bound**	T – is the goal **time bound**?	By the time the student reaches 12th grade, his/her cohort members will be the same or show an increase in accordance with school enrollment.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
• Beginning of year • Middle of year • End of year	• Implement promotion and retention policies for students in grades K-8 • Facilitate internship and job placement opportunities for student 16 or older	• Progress Monitoring data • District Assessment data • Attendance data • Teacher observations (formal/informal • Interventions • AccelerateMS • Online Platforms for Credit Recovery	• School Counselors • PLC Members • SLT/DLT • Community Members • School/District Level Administrators	• School Administrators • TST/MTSS Members • PLC Members • Counselors • Teachers • Specialists • Instructional Coaches • P16 Council • Career Coach

To be completed by the Dropout Prevention Team during quarterly meetings		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments

SMART Goal Planning Template

Goal 2:

Focus Area: ☐ Attendance X Behavior ☐ Course Performance ☐ Other

S	**Specific**	S – is the goal **specific**?	A 3% decrease in suspensions in comparison to the previous school year. The discipline data will be measured by each school term, per grade level.
M	**Measurable**	M – is the goal **measurable**?	The district will review the school infraction/action count report to compare to the previous year, same term, to determine if there was a 3% decrease.
A	**Achievable**	A – is the goal **achievable**?	The district will review the school infraction/action count report to compare to the previous year, same term, to determine if there was a 3% decrease.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	The goal is relevant because in the previous year, there were 660 out-of-school suspensions.
T	**Time Bound**	T – is the goal **time-bound**?	By the end of the 25-26 academic year, the discipline data will have decreased by 3%.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Beginning of school Each quarter End of the year	*Ensure that staff and students have access to the code of conduct. *Ensure schools employ restorative practice and teacher-appropriate behaviors explicitly. * Ensure schools employ classroom management plans *Provide students with conflict resolution strategies *Implement SEL and MTSS for behavior	* SAM Spectra * Safety Resource Officers *Schoolwide routines/rituals/Expectations *Conflict Resolution Trainers * MTSS Plan & Professional Development	• School Counselors • School Leaders • Teachers • SPED Director	• School Administrators • TST/MTSS Members • Counselors • Teachers • Students • Parents

To be completed by the Dropout Prevention Team during quarterly meetings		
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Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments

		SMART Goal Planning Template	

Goal 3:
Focus Area: X Attendance☐ Behavior ☐ Course Performance ☐ Other

S	**Specific**	S – is the goal **specific**?	To decrease the truancy rate by 5% in comparison to the previous school year.
M	**Measurable**	M – is the goal **measurable**?	The district will review truancy offenses each term, in comparison to the previous year's like term, to target at least 5% decrease.
A	**Achievable**	A – is the goal **achievable**?	The district will review truancy offenses each term, in comparison to the previous year's like term, to target at least 5% decrease.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Targeting truancy will aid in students' attendance, leading to a higher chance of completing high school with the 9th-grade cohort by the 12th grade year.
T	**Time Bound**	T – is the goal **time bound**?	The final measurement of truancy rates will be at the close of the 24-25 academic year.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
• Beginning of the year • Each quarter • End of the year	• Identify students who are truant quarterly to measure the impact on truancy rates. • Ensure schools are regularly reporting frequent absenteeism to the Truancy Officer. • Mobilize the truancy officer to work with families of students are habitually truant • Utilize the Automated System to call the parents of absent students daily	• Local Truancy Officer • SAM Spectra • MSIS • School Status	*Parents *Local Law Enforcement Agencies *Youth Courts Members *Attendance Clerks *School *Counselors *School Leadership *Parent Liaison *Secretaries	• School Administrators • District/ School TST/MTSS • Members

Plan to Progress Monitor

- How and when will the team monitor the plan?

- What is the procedure? What are the timelines? Who is responsible?

- How will the team know they are having a positive impact?

- How might the plan be adjusted if and when challenges occur?

To be completed by the Dropout Prevention Team during quarterly meetings

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments

SMART Goal Planning
Template

Goal 4:
Focus Area: ☐ Attendance ☐ Behavior   X Course Performance ☐ Other

S	**Specific**	S – is the goal **specific**?	To reduce the retention rate of students in Kindergarten through 8th grades by 5%.
M	**Measurable**	M – is the goal **measurable**? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	The district will review failure data each term in comparison to the previous year's term failure report to measure failures' impact on potential overall retention rate.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of task completion? How will you overcome them?)	The district will review failure data each term in comparison to the previous year's term failure report to measure failures' impact on potential overall retention rate.
R	**Relevant**	R – is the goal **relevant** to performance expectations?	Reduction in retention in primary and middle-level grades will increase the students' chances of graduating high school with their 9th grade cohort at the 12th grade year of high school.
T	**Time Bound**	T – is the goal **time-bound**? (How often will this task be done? By when will this goal be accomplished?)	Student retention data will be tracked and reviewed quarterly to target any and all students who are failing mathematics, English language arts, science and/or social studies.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
• Beginning of the year • Each term • End of the year	*Monitor students' progress (I-Ready elementary and middle schools only, STAR programs, ELS, discipline and attendance through SAMS	• SAM Spectra • MSIS • School Status • Attendance Clerks • School Counselors	• Attendance Clerks • School Counselors • Interventionists • Students • Parents	• School Administrators • District/School TST/MTSS Members • Parent • Teachers

	and MSIS) • Ensure all students who are eligible receive an IRP. • Implement high-dosage tutoring and just-in-time interventions. • Employ MTSS strategies to intervene			

To be completed by the Dropout Prevention Team during quarterly meetings		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments

Strategies for to support vulnerable groups

The plan to integrate a student back into the general school setting from the detention center:

Monitoring Period	The student will report to the Alternative Learning Center as a bridge back into the general population (base school). While there, the student will receive regular 1 on 1 support to relearn the necessary social and emotional skills necessary to navigate the general school setting. The ALC personnel will partner with the base school leader and counselor to set times to meet with the student to reiterate school expectations, set goals and develop a re-entry plan with the student. After a period of time, the student will begin transitioning back to the base school. The ALC will serve as a bridge in the case the student needs a smaller environment, even after returning to the home school.
Probationary Period	As a part of the plan, the student will return to the base school on a probationary period. The probationary period will not be punitive, rather a transitional time in which the student is closely monitored and supported by the school counselor, administrator and/or a relatable teacher. The school team will continue to revise the student's plan to ensure success while at school. Eventually, the support will lessen (as warranted) to ensure the student does not lose trust and the ability to prove readiness to function amongst his/her peers.

Dropout recovery initiatives that focus on students ages 17 - 21:

Students who fall behind in coursework will engage in credit recovery, dual credit, and other opportunities offered to support students who did not experience success during the traditional class setting. Students who are between the ages of 17 - 21 will be a part of the district's initiative to recover students who have dropped out, or prevent students from dropping out who present high risk. In doing so, the district will partner with Mississippi agencies that aid in high school graduation and equivalency. The following programs will support the district's initiatives: (1) GED programs - local community centers and local college/universities, (2) Camp Shelby Youth Challenge, (3) Job Corps, etc. Through early detention, based on truancy and retention data, the district will partner with the student and family to discuss plausible options to ensure the student does not exit schooling without the proper support and without a plan of action.

Targeting Subgroups who need additional assistance for graduation:

The following subgroups of students will need additional support to graduate on time with their entering 9th grade cohort: (1) Students with a disability, (2) Students who are homeless, migrants and other nontraditional students as defined by McKinney Vento, (3) Students who have retained in prior grades, (4) Students who present behaviors in consistent with the standard expectation, leading to out of school suspensions, (5) Student who experience mental health challenges, and more. (As more are identified, the district will consider supports that are within the district and supports needed to ensure students receive the needed assistance for adequate promotion and eventual graduation.)

The follow strategies will be employed to identify potential students that fit into subgroups who need additional assistance:
- Identify students at risk in Middle and High Schools, including 5th grade students
- Provide students retained 2 or more years the opportunity to enroll in Non-Traditional academic programs (For example: Edgenuity)
- Implement MTSS intervention
- Monitor students' progress in iReady, USA Test Prep, STAR Data, and Benchmark Assessments
- Utilize On-site Mental Health Providers as needed
- Credit Recovery
- Monthly Review of MSIS attendance data
- Implement and follow IEPs or 504 Plans are required
- Provide McKinney Vento strategies as warranted
- Other supports that are offered by the district that will aid in a specific student's need

Dropout Prevention Plan Assurances Page

On behalf of the Hollandale School District, I hereby submit the Dropout Prevention Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- *Reducing the retention rates in grades kindergarten, first, and second.*
- *Targeting subgroups that need additional assistance to meet graduation requirements.*
- *Developing dropout recovery initiatives that focus on students ages seventeen (17) through twenty-one (21), who dropped of school (CTS Adult Education, Gateway Youth Build Program)*
- *Addressing how students will transition to the home school district from the juvenile detention centers.*

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 Leadership Team has reviewed and approved this plan for submission to the Mississippi Department of Education.

District Superintendent

Sarah J. Bailey, Ed.S.

Print Name

Signature

08/01/2025

Date