



Dropout Prevention Plan

School Year: 2026-2027

Goal: MSMS students will remain enrolled, grow as engaged and resilient learners, and graduates prepared to contribute as leaders and ambassadors of Mississippi.

1. Purpose

The purpose of the Mississippi School for Mathematics and Science Dropout Prevention Plan is to identify students who may be at risk of leaving MSMS and provide coordinated academic, residential, social-emotional, and family support. MSMS is a statewide residential school serving grades 11 and 12; therefore, dropout prevention includes both success in the classroom and successful adjustment to residential life.

MSMS seeks to remove preventable barriers, increase student engagement and school connectedness, support promotion to senior status, and help every student graduate from MSMS.

School Profile

- Selective public residential high school serving Mississippi students in grades 11-12.
- Rigorous mathematics, science, humanities, and research curriculum.
- Academic and residential programs operating as one student-support system.

Dropout Prevention Team

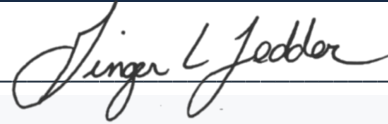
Position	Name
Executive Director	Ms. Ginger Tedder
Director of Academic Affairs	Dr. Thomas Easterling
Director of Student Affairs	Ms. Stacey Holmes
Director of Advancement and Admissions	Mrs. Melanie Busby
Professional School Counselor	Mrs. Shelle Bates
Faculty Representative	Mrs. Lauren Zarandona
Staff Representative	Mr. Ed Allen
Registrar	Mrs. Nisa King
Parent Representative	Mrs. Chelsey Herrington
Parent & Alumni Representative	Mrs. Kati Woodard

2. Statement of Assurance

MSMS assures that the Dropout Prevention Plan will be reviewed annually and implemented in accordance with applicable state and federal requirements and school policies. The school will:

- Use available data to identify barriers to enrollment, persistence, promotion, engagement, and graduation. This data includes academic performance, standardized test scores, attendance records, and evaluations made during quarterly Academic and Behavior Review meetings attended by representatives from Academic Affairs and Student Affairs.
- Provide timely academic and residence life interventions for students at risk of leaving MSMS.
- Maintain Title IX compliance, nondiscrimination protections, clear reporting options, supportive measures, and appropriate student safeguards.
- Train faculty and staff to recognize warning signs, make referrals, protect confidentiality, and follow emergency procedures.
- Communicate available supports to students and families and include student voice in intervention planning.
- Review outcomes annually and revise strategies as needed.

Executive Director: _____



Date 8/29/26

3. Identification of At-Risk Students

A student may be identified through staff referral, student self-referral, parent concern, routine data review, or a combination of indicators. A single indicator prompts investigation and support; it does not automatically determine being at risk.

Academic Indicators

- Low or declining grades; course failure; missing assignments.
- Repeated absences or tardies; failed major assessments.
- Academic integrity concerns or difficulty managing workload.
- Risk of not meeting promotion or graduation requirements.

Behavioral and Residence Life Indicators

- Repeated isolation, roommate conflict, or loss of activity participation.
- Sleep or daily routine problems; tardies, missed curfew or required meetings.
- Frequent requests to leave campus or repeated policy violations.
- Difficulty managing basic residential responsibilities.

Social-Emotional and Other Indicators

- Homesickness, low school connectedness, family crisis, or mental-health concern.
- Health, disability, harassment, discrimination, financial, transportation, technology, registration, enrollment, or records barriers.

Immediate safety concerns must be addressed through the appropriate emergency, mental health, Title IX, safeguarding, or health procedure.

Target Group

The target group includes any MSMS student who shows academic, behavioral, residential, attendance, health, social-emotional, enrollment, or engagement indicators that could interfere with continued enrollment, promotion, or graduation.

4. Analysis of Data and Needs Assessment

MSMS will review the following data each year at risk students in our quarterly Academic, Behavioral Review meetings.

Data Area	Annual Measure	Comments/Outcomes
Enrollment and retention	Registration completion; continued enrollment through junior year; junior-to-senior return; withdrawals by timing and reason.	_____
Promotion	Percent of juniors promoted to senior status.	_____
Graduation	Percent of each entering cohort graduating from MSMS.	_____
Academic progress	Course failures, missing work, academic probation, tutorial/tutoring participation, recovery outcomes.	_____
Engagement and connectedness	Attendance, activities, peer-support participation, trusted-adult and belonging survey results.	_____
Residence life	Residence concerns, hall participation, roommate issues, privilege plans, and resolved support needs.	_____
Counseling and mental health	Document referrals, access, response capacity, and committee recommendations; protect confidentiality.	_____
Alternative pathways	Participation and successful transition to approved alternative completion or graduation pathways when applicable.	_____

Data Review Schedule

- Beginning of school: registration, enrollment, accommodations, and transition needs.
- Each grading period: academic progress, attendance, residence life, and intervention participation.
- Midyear: promotion and graduation risk, connectedness, and whether sufficient staffing and support services are available to meet identified student needs.
- End of year: the percentage of students who remain enrolled at MSMS, progress from junior to senior year, and continue through graduation, withdrawal reasons, and program effectiveness.

5. Goals and Objectives

Goal	Measure	Objective
Students remain enrolled at MSMS.	The percentage of juniors who remain enrolled throughout the academic year and return to MSMS for their senior year.	Increase annually, with 100% retention and graduation as the goal.
Increase graduation rate.	MSMS completion/graduation rate by entering cohort.	Achieve a 100% graduation rate.
Increase promotion rate.	Percent of juniors promoted to senior status.	Increase annually and establish a numeric target after baseline review.
Increase engagement and connectedness.	Attendance, activities, trusted-adult connection, belonging survey, peer support and tutoring.	Improve from fall to spring and reduce identified gaps.
Support registration and enrollment.	Completion of registration, records, orientation, accommodations, and initial support.	100% timely completion or a documented barrier-resolution plan.
Maintain student-support capacity.	Staffing and counseling availability.	Maintain adequate student-support capacity, including a target ratio of 12 students to each instructional staff member

6. Dropout Prevention Strategies and Initiatives

MSMS uses relevant National Dropout Prevention Center/Network strategies within one coordinated academic and residence life framework. The following areas combine current initiatives and continuing prevention practices.

Systemic Approach, Early Identification, and MTSS

- Monitor registration, enrollment, attendance, grades, engagement, promotion, graduation, and withdrawal patterns.
- Identify concerns early and provide increasingly intensive academic, residential, and counseling supports.
- Use skills recovery and short-term improvement plans with assigned responsibilities and review dates.
- Maintain a target student-to-staff ratio of 12:1, calculated annually using clearly defined employee categories and verified data.

Academic Support, Active Learning, and Individualized Instruction

- Provide peer tutoring, faculty-led evening tutorials, office hours, advising, counseling, accommodations, and academic recovery planning.
- Review course placement, workload, graduation requirements, and barriers affecting performance.
- Use laboratory investigation, research, engineering, design, collaboration, presentations, field experiences, and educational technology to promote engaged learning.

Residence Life and Safe Learning Environments

- Use residence hall committees, staff check-ins, roommate support, community activities, healthy routines, and independent living-skill development.
- Use privilege plans to reinforce responsibility and positive engagement through clear and equitable expectations.
- Maintain emergency preparedness, respectful residence halls, clear reporting options, and prompt response to safety concerns.

Counseling, Mental Health, and Student Protections

- Maintain two professional school counselors and access to three external mental-health counselors.
- Use the Mental Health Committee to review schoolwide needs and prevention practices while protecting confidentiality.
- Maintain Title IX compliance, nondiscrimination protections, supportive measures, protection from retaliation, and suicide-prevention training.

Mentoring, Tutoring, Engagement, and Service

- Use the Emissary peer support program to promote belonging and help-seeking.
- Connect students with peer tutoring, faculty tutorials, advising, clubs, activities, leadership, recreation, service-learning, and community projects.
- Strengthen scholarship, creativity, service, and meaningful connections within the MSMS community and beyond.

Family and Community Collaboration

- Use the Parents Lending United Support group, orientation, parent information sessions, regular communication, and accessible participation options.
- Partner with families, alumni, higher education, community mental-health providers, state agencies, and other organizations that expand support and opportunity.

Professional Development and Alternative Pathways

- Train staff in early identification, intervention, mental-health awareness, suicide prevention, Title IX, student protection, inclusive practice, and effective instruction.
- When continued enrollment at MSMS is not feasible, coordinate an approved alternative completion or graduation pathway and support the transition to the receiving school.

7. Implementation and Responsibilities

Responsible Party	Responsibilities
Executive Director	Approve plan; assign resources; monitor enrollment, promotion, graduation, staffing, and implementation.
Academic Affairs / Faculty	Monitor academic indicators; contact students; provide tutorials, tutoring referrals, recovery plans, and updates.
Residence Life	Monitor residential adjustment, engagement, routines, and safety; provide supports; communicate cross-domain concerns.
School / External Counselors	Provide counseling, referrals, consultation, crisis support, and provide appropriate support to help students transition successfully back to MSMS following an approved absence or leave.
Mental Health Committee	Review schoolwide mental-health needs, prevention efforts, access, and recommendations.
Residence Hall Committees	Promote student voice, belonging, communication, and positive residence hall climate.
Title IX Coordinator / Designee	Maintain reporting options, prompt response, supportive measures, and compliance.
Students and Families	Communicate concerns, participate in plans, use services, and provide feedback.

Intervention Process

1. Identify concern through data, staff, student, or family referral.
2. Contact the student and parents/guardians to determine the academic, residence life, health, safety, or access need. Schedule a conference as needed.
3. Assign specific supports, responsible staff, and a review date.
4. Coordinate academic and residence life communication; involve family when appropriate.
5. Review progress; continue, revise, intensify, or close the intervention.
6. If withdrawal occurs, support records transfer and transition to the receiving school.

8. Evaluation of the Plan

The Dropout Prevention Team will evaluate the plan annually using student outcome data, participation data, student and family feedback, and implementation records.

Evaluation Question	Evidence
Did more students remain enrolled and return for senior year?	Persistence, return, and withdrawal data.
Did promotion and graduation rates increase?	Junior promotion and cohort graduation rates.
Did engagement and connectedness improve?	Attendance, activities, peer support, tutoring, trusted-adult connection, and survey results.
Were registration and enrollment barriers resolved?	Completion timelines and documented barrier-resolution plans.
Were students connected with appropriate supports?	Academic, residence life, counseling, peer, faculty tutorial, privilege-plan, and family-support participation.
Were services implemented as intended?	Response time, follow-up, staffing ratio, counseling availability, and committee activity.
What changes are needed?	Student, family, faculty, residence life, counselor, committee, and exit feedback.

Annual Review Actions

- Insert updated baseline and outcome data.
- Review progress toward the 100% graduation goal and other objectives.
- Identify successful strategies and unmet needs.
- Revise responsibilities, resources, timelines, and targets.
- Submit the revised plan to MDE/SBE for approval.