

Columbus Municipal School District

Dropout Prevention and School Restructuring Plan

2023-2024



MISSION

The Columbus Municipal School District will provide students the skills necessary to be college, workforce, or enlistment ready by building bridges among students, parents, the community, and all district employees.

VISION:

STUDENT CENTERED; EXCELLENCE DRIVEN

8/14/23
Date Approved

Table of Contents

District Team Members	3
District Data	4
District Goals and Strategies.....	6
Assurances	21

District Team Members

Team Member	Position
Dr. Stanley Ellis	Superintendent
Terilyn Smith	Curriculum Coordinator
Latoria Johnson	High School Counselor
Craig Chapman	Assistant Superintendent
Shernise Wilson	Assistant Superintendent
Kimberly Lathan	Middle School Principal
Dr. Melinda Robinson	Alternative School Principal
Dr. Tanesha Jennings	Elementary School Principal
Monte Ewing	Elementary School Principal
LeBorian Troupe	Graduation Specialist
Valerie Bailey	Special Education Director
Dr. Marlon Andrews	High School Principal

District Data

Elementary Schools			Middle School		High School	
Number of Schools	5		1		1	
Cumulative Enrollment	1,534		655		878	
Counselor/ Student Ratio	1/306		1/327		1/293	
Student Demographic Data						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	751	49%	303	46%	415	47%
Male	783	51%	352	54%	463	53%
Asian	13	1%	1	0%	7	1%
Black	1410	92%	612	93%	828	94%
Hispanic/Is Hispanic	25	2%	18	3%	12	1%
Native American	0	0%	0	0%	0	0%
Pacific Islander	0	0%	0	0%	0	0%
Two or More	33	2%	8	1%	5	1%
White	53	3%	16	2%	26	3%

Graduation Rate: 88.6%

Dropout Rate: 10.4 %

Chronically Absent: 24.2

Data Analyzed in Needs Assessment

Teacher Attendance
School Population including Subgroups
Academic History
Attendance Rate
Disciplinary Infractions
Retention History
Students with Disabilities
Graduation Rate/Dropouts Rate
Suspension/Expulsion Rate

District Goals and Strategies

Reducing Retention Rates

Attendance Goal

- District Purpose or Goal
 - Reduce the number of absences in grades K-2
- Dropout Prevention Strategy Addressed
 - PBIS Incentives for students
 - Attendance officers will work with students and families to reduce the number of absences
 - Students with three or more unexcused absences will be referred to support personnel within the school to include administration, counselors, and the MTSS Team
- Responsibility
 - Building Administrators
 - Teachers
 - Attendance Officers
 - Counselors
 - At-Risk Counselors
 - School Level MTSS/TST Team
- Expected Outcomes for Students
 - Increase the attendance rate by 2%; Current district rate is 93.8%
- District Purpose or Goal
 - Reduce the number of students retained in grades K-2
- Dropout Prevention Strategy Addressed
 - Provide early literacy explicit direct instruction in language, phonological awareness, and phonics
 - Provide regular guided oral reading with a fluency goal
 - Restructure pacing guides and expectations in PreK-K
 - After diagnostic testing, ensure students below grade level are referred to MTSS for intervention planning and weekly progress monitoring
 - Ensure PreK- 2nd grade teachers are trained on how to effectively implement the evidence based Phonics First program with fidelity
 - Ensure that high quality instructional material is used for lesson planning and

delivery

- Ensure that teachers receive content specific professional development to build teacher capacity
- Ensure that the MTSS team assess the needs and provides the appropriate interventions for the students on the MSIS Intervention Report within the first 20 days of the school year
- Responsibility
 - Building Administrators
 - Teachers
 - School Level MTSS Team
 - ELA Academic Coaches
 - Curriculum Coordinator
- Expected Outcomes for Students
 - Reduce the number of students retained in grades K-2 by 2%; Current retention rate is 8%

Targeting Subgroups

List of Targeted Students

- Students who fail to have required course credits for graduation
- Students who are one or more years behind their peers
- Students who are truant
- Students with history of emotional and/or behavior issues
- Students who are academically gifted and students who need challenging opportunities
- Students who are not performing at C or better in core classes
- District Purpose or Goal
 - Increase graduation rate among targeted subgroups
- Dropout Prevention Strategies Addressed
 - Credit Recovery program utilizing Imagine Learning (formerly Edgenuity)
 - MTSS procedures will be implemented and monitored at the school and district level
 - PBIS will be implemented with fidelity at each school and supported by a PBIS Coordinator at each school along with the district's PBIS Coordinator
 - Dual Enrollment courses will be offered in high school
 - Social Emotional Learning (SEL) Standards and strategies will be implemented school wide

- Responsibility
 - o Building Administrators
 - o Teachers
 - o School Level MTSS/PBIS Coordinators
 - o Counselors
 - o Dual Credit Counselor
- Expected Outcomes
 - o Increase graduation rate by 5%

Academic Success

Student Learning

- District Purpose or Goal
 - o Assist students to succeeding in their course work
- Dropout Prevention Strategies Addressed
 - o Interventions will be developed and implemented for students whose course average is D or lower in the core subject areas
 - o PBIS Team will develop incentives and celebrations for student academic success
- Responsibility
 - o Building Administrators
 - o Teachers
 - o School Level MTSS/PBIS Teams
 - o Counselors
- Expected Outcomes
 - o Reduce student retention rate by 2% - current rate is 5%

Professional Learning

- District Purpose or Goal
 - o Provide teachers with research-based ongoing professional development tied to the students' needs
 - o Continue to utilize Professional Learning Communities to allow teachers opportunities to collaborate, share, plan, disaggregate data, and enhance lessons
 - o Provide principals and district personnel professional training and support and in instructional coaching, dropout prevention strategies, and identifying and meeting the needs of special populations

- o Academic Coaches will support teachers in the following areas:

Modeling strategies using Explicit Direct Instruction (EDI)

- Co-Teaching
- Provide teacher feedback and support in the delivery of instruction
- Technology integration
- Utilizing data to inform instruction
- Pacing with the curriculum
- Model strategies and best practices
- Support center and small group implementation
- Deconstructing standards
- Responsibility
 - o Building Administrators
 - o Teachers
 - o District Curriculum Team
- Expected Outcomes
 - o Gauge professional learning for expected outcomes using MAAP data, Diagnostic test results, screeners, formative assessments, and district benchmark assessments

Positive Behavior Supports (PBIS) and Social Emotional Learning (SEL)

- District Purpose or Goal
 - o Develop positive behavior supports and social emotional support for students and staff
- Dropout Prevention Strategies Addressed
 - o Develop consistency throughout the school with expectations, rules, consequences, and rewards
 - o Increase attendance through incentives and behavior supports
 - o Foster Respectful relationships and rapport with students and adults
 - o Implement evidence-based Tier II and Tier III behavior and SEL interventions
 - o Incorporate Social and Emotional Learning within the school day using
 - MDE approved SEL standards and strategies
 - Imagine Learning SEL
 - o Build effective communication with families and community

- Responsibility
 - o Building Administrators
 - o Teachers
 - o School Level PBIS Teams
 - o Counselors
 - o District PBIS Coordinator
 - o School PBIS Coordinators
- Expected Outcomes
 - o Reduce the number of student referrals for disciplinary action
 - o Rewarding and acknowledgement celebrations of appropriate behavior

Recovery Initiatives Falcon Academy

- District Purpose or Goal
 - o To meet the academic needs of students who are two or more years behind their peers
 - o To support the academic need of the social/emotional student/learner
- Dropout Prevention Strategies Addressed
 - o The Falcon Academy has been developed as a blended learning program geared towards students who are two or more years behind their peers and students in need of social and emotional support
 - o Imagine Learning, a digital curriculum, which provides blended and virtual learning along with credit recovery will be utilized to meet the learning needs of students
- Responsibility
 - o Building Administrators
 - o Teachers
 - o Dual Credit Counselor
 - o Counselors/At-Risk Counselor
 - o District Administrators
- Expected Outcomes
 - o Reduce the number of student referrals for disciplinary action
 - o Rewarding and acknowledgement celebrations of appropriate behavior

17-20-year-old dropouts

- District Purpose or Goal
 - Assist students who left the school district without a diploma
- Dropout Prevention Strategies Addressed
 - Identify students 17-20 who have dropped out
 - Schedule a conference with student and/or parent
 - Assess educational history and referral to East Mississippi Community College's Launch Pad as appropriate.
- Responsibility
 - High School Principal and/or Success Academy Principal
 - High School Counselor and/or Graduation Coach
- Expected Outcomes
 - Aid former students, 17-21, who have previously dropped out in completing high school education and career readiness

Transitions from Juvenile Detention Centers

- District Purpose or Goal
 - Assist students with successfully returning to their home school following a placement at the Juvenile Detention Center
- Dropout Prevention Strategies Addressed
 - An Individualized Academic Plan (IAP) shall be developed and implemented for each juvenile placed in a juvenile detention center
 - The plans shall be based upon the student's entry assessments and past educational history and must address the areas of academic, literacy, and life skills
 - The development of the plan, in order to measure educational progress, will be developed within ten (10) calendar days of the juvenile's entrance into the juvenile detention center after a transition team meeting. Members of the transition team must include but are not limited to certified teachers provided by the local sponsoring district, appropriate officials from the student's home district, and youth court counselor or representative
 - For CMSD students, Neglected and Delinquent Facilitator/JDC Teacher will confer with home school counselor to perform a comprehensive assessment of student's education records to include, but not limited to previous retentions

- o The Individualized Academic Plan must integrate a transition component. The purpose of the transition component will assist in moving into and out of detention center educational programs. The transition component must address:
 - A. Academic reentry goals
 - B. Career and employment goals and the
 - C. Recommended educational placement for the student.
 - o Upon completion of the transition meeting, a copy of the IAP and other education records completed during the time of detainment will be forwarded to the district of residence
 - Responsibility
 - o Neglected and Delinquent Facilitator/JDC Teacher
 - o Youth Court Counselor
 - o Home School Building Administrators
 - o Home School Counselors/At-Risk Counselor
 - o District Administrators
 - Expected Outcomes
- Students will return to home school with a comprehensive plan to aid in educational and career success

Columbus High School Restructuring Plan

List of Data Available

Teacher Attendance
School Population including Subgroups
Academic History
Attendance Rate
Disciplinary Infractions
Retention History
Students with Disabilities

School Restructuring Plan Goals

Team Members	Position	Rationale: What strengths perspective does this person bring to the team?
Dr. Stanley Ellis	Superintendent	District Leader
Craig Chapman	Asst. Superintendent	District Operations Leader
Shernise Wilson	Asst. Superintendent	District Instructional Leader
Dr. Marlon Andrew	High School Principal	Instructional Leader
Leborian Troupe	Graduation Specialist	Knowledge of Graduation Requirements
LaToria Johnson	Counselor	Counseling, Knowledge of Social Emotional Needs of students
Terilyn Smith	Curriculum Coordinator	Curriculum and Instruction
Valerie Bailey	Special Education Director	Needs of Students with Special Services
Angela Johnson	Director Career & Technical	Workforce Development/Instructional Leader
Kimberly Lathan	Middle School Principal	Instructional Leader
Monte Ewing	Elementary Principal	Instructional Leader
Dr. Tanesha Jennings	Elementary Principal	Instructional Leader

Goal 1: Reduce the number of students who are identified as Chronically Absent by 20%. Currently 51.6% in 2022-2023.

Goal 2: Reduce the number of students with grade averages below 66 by 2%; Current rate is 6%.

Goal 3: Student Suspension rate will decrease by 10% by May 2025 by implementing SW PBIS with fidelity. Student Baseline is ISS 43.3% and OSS is 15.9% this data is from 2022-2023. ISS rate in 2022-2023 was 1.1%.

School Restructuring Plan Goals

Goal 1: Reduce the number of students who are identified as Chronically Absent by 2%-Currently 24.2%

Focus Area: Attendance, Behavior, Course Performance, Other

Timeline	Action	Resources Needed	Person(s) Responsible	Person(s) Involved
On-going Beginning 7/27/23 at least monthly	Identifying students who missed more than 18 days last school year (22-23)	PowerSchool report for attendance year (22-23)	School Attendance officer/Building level person responsible for attendance/building administrator	Administrator Attendance Officer Behavior Specialist MTSS Team SEL Coordinator
	Assess list of students and refer to MTSS team for appropriate Tier interventions	List of students and schedule to MTSS meeting	MTSS Coordinator MTSS Team SEL Coordinator	Building Administrator Teachers MTSS Coordinator PBIS Coordinator
	Provide individualize interventions for students using MTSS process with progress monitoring	Tiered Interventions	Teachers TSS Coordinator PBIS Team SEL Coordinator	Building Administrator Teachers MTSS Coordinator SEL Coordinator
	Evaluate effectiveness of individualize interventions using MTSS process and adjust interventions accordingly	Tiered Interventions	Teachers TSS Coordinator PBIS Team SEL Coordinator	Building Administrator Teachers MTSS Coordinator SEL Coordinator

	Review & Revise action plan to implement PBIS and SEL Tier 1 with fidelity	PBIS action plan SEL Standards & Strategies	Building Administrators PBIS Coordinator SEL Coordinator	Teachers Building Administrator Teachers PBIS Coordinator SEL Coordinator
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Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
7/27/23 and on-going	Attendance reports indicate student attendance is improving	Adjust interventions using MTSS/PBIS/SEL as appropriate

**Goal 2: Reduce the number of students with grade averages below 66 by 2% by May 2025-Current rate is 5%.
Focus Area: Attendance, Behavior, Course Performance, and others.**

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
7/27/23	Identify those students who were retained in school year (22-23)	PowerSchool report	Principals	Principals

7/27/23 and on-going. Students with a grade of 66 or below will be identified	Assess list of students and refer to MTSS team for appropriate Tier intervention	List of students and schedule to MTSS meeting	Principals MTSS Coordinators MTSS Team	MTSS Team
On-going	Provide individualized interventions for students using the MTSS process with progress monitoring	Tiered Interventions	Teachers MTSS Coordinators PBIS Coordinators	Principals Teachers MTSS Coordinators PBIS Coordinators
On-going	Evaluate effectiveness of individualized interventions using MTSS process and adjust interventions accordingly	Tiered Interventions	Teachers MTSS Coordinator PBIS Coordinator	Principals Teachers MTSS Coordinator PBIS Coordinator

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
9/4/23	Academic grade reports indicate student's grades are improving	Adjust interventions using MTSS or PBIS as appropriate

Goal 3: Student Suspension rate will decrease by 10% by May 2024 by implementing SW PBIS with fidelity. Student Baseline in ISS is 1.1% and OSS is 15.9%. This data is pulled from 2022-2023 PowerSchool report.
Focus Area: Attendance, Behavior, Course Performance, and Other.

Timeline	Action	Resource Needed	Person(s) Responsible	Person(s) Involved
On-going. Beginning 9/4/23	Establish an action plan to implement SW PBIS Tier 1 fidelity and SEL Standards	PBIS action plan SEL standards	PBIS Coordinator Building administrator PBIS/SEL Team SEL Coordinator	Teacher Principals PBIS Coordinators PBIS/SEL Team
On-going Beginning 9/4/23	Providing ongoing training and support for SW PBIS/SEL implementation	Professional Development	PBIS Coordinators PBIS/SEL Team	Teacher Principals PBIS Coordinators PBIS/SEL Team
9/4/23 and on-going	Identify students with more than 6 office referrals and/or more than 2 days suspension for 2022-2023 school year. Assess list and refer to MTSS or PBIS/SEL or appropriate Tier intervention	List of students and schedule of MTSS/PBIS/SEL meeting	PBIS/SEL Team PBIS Coordinator	Principals PBIS Coordinators PBIS/SEL Team Counselors
Continuous	Provide individualized interventions for students using PBIS/SEL process with progress monitoring	Tier Interventions	Teachers PBIS/SEL Coordinator	Principals PBIS Coordinators PBIS/SEL Team Counselors
Continuous	Evaluate Effectiveness of individualized interventions using MTSS process and adjust interventions accordingly	Tiered Interventions	Teachers PBIS Coordinator SEL Coordinator School Counselor	Principals Teachers MTSS Coordinator PBIS/SEL Coordinator

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
9/4/23 and monthly thereafter	Discipline reports indicate student's discipline is improving. MTSS process indicates students is improving	Adjust interventions using PBIS/SEL as appropriate

Columbus Middle School Restructuring Plan

School Team Members	Position
Kimberly Lathan	Principal
Tanya White	Assistant Principal
Terry Sterling	Assistant Principal
Matthew Snow	Assistant Principal
Yulinda Beckum	Counselor
Krystal Morris	PBIS Coordinator
Anna Brown	MTSS Coordinator
Shemeca Woods	General Education Teacher
Ashley Hill	Special Education Teacher

List of Data Analyzed

Teacher Attendance
School Population including Subgroups
Academic History
Attendance Rate
Disciplinary Infractions
Retention History
Students with Disabilities

Plan to Progress Monitor

Date	Evidence to Determine Progress Toward Achieving Goal	Adjust intervention using PBIS/SEL as appropriate
10/16/23 and on-going	Discipline report indicate student's discipline is improving	Adjust interventions using PBIS/SEL as appropriate

Dropout Prevention/Restructuring Plan Assurances Page

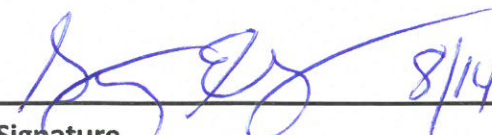
On behalf of Columbus Municipal School District, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- 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 age seventeen (17) through twenty (20), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

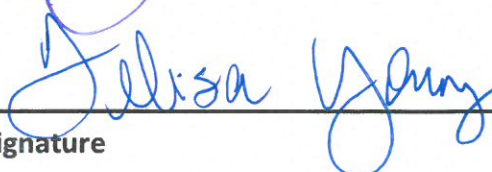
I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

District Superintendent: Dr. Stanley Ellis


 Signature 8/14/2023
 Date

School Board Chair: Telisa Young


 Signature 8/14/23
 Date

