

Columbus Municipal School District

Dropout Prevention and School Restructuring Plan

2024-2025



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

8/12/24¹
Date Approved

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Introduction

The Purpose

A comprehensive Dropout Prevention Plan has been designed for the Columbus Municipal School District to address district and community concerns for students at-risk of dropping out of school. The plan is inclusive of goals, objectives, initiatives, procedures, and action plans to help all students meet or exceed the Mississippi College and Career Readiness standards. The plan is intended to serve as a resource guide for the district in how to address at-risk factors that may cause students to drop out of school.

IDENTIFYING AT-RISK STUDENTS

The district uses the following key indicators to identify targeted groups of students most at-risk of dropping out or most "in danger" of failing to achieve acceptable levels of academic achievement.

Education and Economic Key Indicators:

1. Promotions in grades kindergarten through second.
2. Passage rate on subject area tests.
3. Passage rate on the third grade reading summative assessment.
4. Results of summative assessments and universal screeners (I Ready, ELS, MAAP).
5. Two or more grades behind peers, 25 percentile or below.
6. Attendance rates, office referrals, and suspensions/expulsions.
7. Poor grades/performance in core subjects.
8. Free Lunch.
9. Homeless, Foster Care, and Migrant.
10. English Language Learners.

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
Mr. Donell Jones	Alternative School Principal
Dr. Tanesha Jennings	Elementary School Principal
Monte Ewing	Elementary School Principal
LeBorian Troupe	High School Graduation Specialist
Valerie Bailey	Special Education Director
Dr. Marlon Andrews	High School Principal

District Data

Elementary			Middle School		High School	
Number of Schools	5		1		1	
Cumulative Enrollment	1,567		581		902	
Counselor/ Student Ratio	1/313		1/291		1/301	
Student Demographic Data						
	Number	Percentage	Number	Percentage	Number	Percentage
Female	761	49%	287	49%	429	48%
Male	806	51%	294	51%	473	52%
Asian	13	1%	2	0%	5	1%
Black	1430	91%	543	93%	854	95%
Hispanic/ls Hispanic	31	2%	16	3%	15	2%
Native American	0	0%	0	0%	0	0%
Pacific Islander	0	0%	0	0%	0	0%
Two or More	40	3%	9	2%	5	1%
White	53	3%	11	2%	23	3%

District Goals and Strategies

The schools will continue to improve attendance by:

- Providing PBIS incentives for students who have three or more unexcused absences.
- Attendance Officers working with students and families to reduce the number of absences.
- Utilize School Status as a form of on-going communication to parents of students with chronic absences.
- Providing individual counseling sessions with students and parents with school counselors on ways to improve student attendance.

Responsibility: Administrators, Teachers, Counselors

Expected Outcomes: Increase student attendance

The school district will continue reducing students retained in grades K-2 by:

- Providing early literacy explicit direct instruction in phonological awareness and phonics.
- Provide teachers with high quality instructional material.
- Utilizing evidence-based interventions to address deficit foundational skills.
- Progress monitoring students monthly to measure student growth and progress.
- Restructuring pacing guides and learning outcomes in grades K- 2nd.
- Meeting with Administrators monthly to analyze student data from growth monitoring, formative and summative assessments.
- Ensuring that students with deficits are referred to the TST Team for TIER II and TIER II interventions.
- Ensuring that teachers receive content specific professional development to build teacher capacity.

Responsibility: Curriculum Team, Administrators

Expected Outcomes: Build teacher capacity and improve teacher pedagogy. Increase teachers' content knowledge and provide students with interventions tailored to their deficits.

Targeting Subgroups

- Students who are one or more years behind their peers
- Students who are truant and/or frequently suspended
- Students with frequent social and emotional behaviors
- Students who are not performing at C or better in core classes

The district will continue to improve outcomes for the targeted subgroups by:

- Ensuring that students have access to the Credit Recovery program through Imagine Learning (formerly Edgenuity)
- Ensuring the MTSS procedures are implemented and monitored at the school and district level to ensure targeted subgroups receive evidence based interventions.
- Ensuring that PBIS is implemented with fidelity at each school and supported by the PBIS Coordinator at each school.
- Providing professional development to teachers that target subgroups

Responsibility: Administrators, MTSS Coordinators, PBIS Coordinators, Counselors

Expected Outcomes: Increase student engagement and graduation rate.

The schools will continue to improve academic success by:

- Providing interventions for students whose course average is D or lower in the core subject area.
- Implementing rewards, celebrations, and recognitions for students' academic success.
- Providing small group academic tutorial sessions for students at-risk of failing.
- Utilize SchoolStatus as a form of on-going communication to parents.
- Providing monthly individual counseling sessions with students and school counselors on ways to improve grades.
- Providing access to mental health professionals to address emotional and psychological barriers impacting academic success.

The school district will continue to:

- Provide Academic Coaches to support teachers using Explicit Direct Instruction (EDI) thru
 - Co-Teaching/Modeling/Provide Feedback
 - Demonstrate Differentiation and Scaffolding of Instruction
 - Assist teachers with building concept development
 - Utilize data to inform instruction/ Creating common pacing guides
 - Assist in understanding types of writing and how to teach it
 - Deconstructing standards
- Provide training for teachers and staff to effectively implement new strategies and support students.
- Provide principals and district personnel professional training and support in instructional coaching, dropout prevention strategies, and identifying and meeting the needs of special education students.
- Provide teachers the opportunities through Professional Learning Communities (PLCs) to collaborate, share, plan, and refine lessons.

The schools will continue to provide Positive Behavior Supports (PBIS) and Social Emotional Learning (SEL) by:

- Developing consistently throughout the school with expectations, rules, consequences, rewards.
- Increasing attendance through incentives and behavioral support.
- Fostering respectful relationships with students and adults.
- Implementing research-based Tier II and Tier II behavior and SEL interventions.
- Incorporating Social and Emotional Learning within the school day using MDE SEL standards.
- Strengthening communication lines with families and community.

Responsibility: Curriculum Team, Teachers, Administrators

Expected Outcomes: Build teacher capacity that incorporates research best practices that will meet student needs which will increase student achievement and help increase graduation rate and decrease dropout rate in the school district. MAAP data, Diagnostics, Universal screeners, discipline reports, and district benchmarks will be our tools to gauge progress.

Transitions from Juvenile Detention Centers to Regular Classroom Setting

- As students transition from the detention center back to their home school, it is important for school personnel to collaborate to foster an easy transition. An Individual Academic Plan (IAP) will be developed within ten (10) calendar days of the juvenile's entrance and implemented for any student placed in a juvenile detention center after a transition team meeting. Members of the transition team must include but not limited to certified teachers provided by the local sponsoring district, appropriate officials from the students' home district, and youth court counselor/or representative. The plan is based on students' entry assessments and past educational history, academics, and life skills. The IAP transition components will include academic re-entry goals, career and employment goals, and recommended educational placement.
- For CMSD students, Neglected and Delinquent Facilitator/JDC teacher will confer with home school counselor to perform a comprehensive assessment of students' educational records to include previous retentions.

Responsibility: Youth Court & School Counselors, Administrators, JDC Teacher and Facilitator

Expected Outcomes: Students will return to home school with a comprehensive plan to aid reintegrating youth from juvenile justice system setting into the education mainstream.

Dropout Recovery Initiative for Students Ages 17 Through 21

Columbus High School will:

- Identify students whose ages are between 17 to 20 years old who have dropped out of school and assess their educational history. A conference will be scheduled with student and parent(s) to discuss a clear path towards a high school diploma or GED. Students will be given the opportunity, if applicable, to use Imagine Learning. Imagine Learning is a core intervention online program for students in need of credit for core instruction or credit recovery. It provides the flexibility of allowing students to complete course work anytime, 24 hours a day, seven days a week.
- Another option for students is East Mississippi Community College's Launch Pad which is strictly for obtaining a GED.

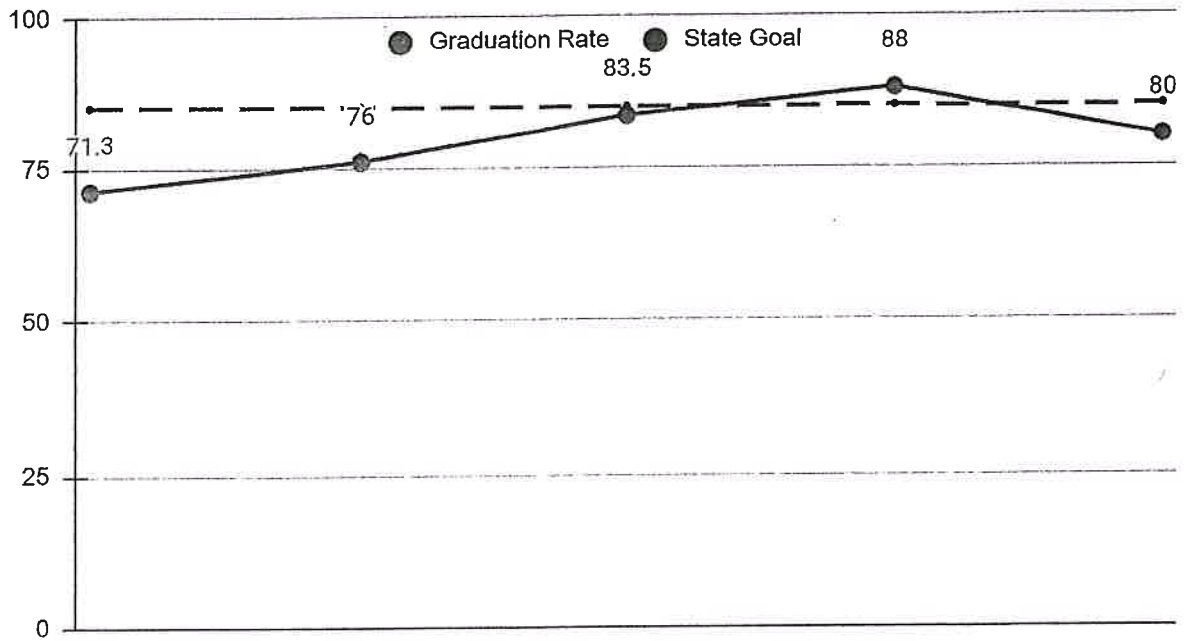
Responsibility: High School Principal, Success Academy Principal, Counselors, Graduation Coach

Expected Outcomes: Aid former students, 17-21, in obtaining a diploma or GED.

Columbus High School Restructuring Plan

AREAS	DESCRIPTIONS
DATA	1. Teacher Attendance 2. Population of Subgroups 3. Students with excessive absences 4. Disciplinary Referrals (repeaters) 5. Number of students behind 2 or more years 6. Exceptional Education Students 7. Spring 2023 MAAP gains/losses 8. Graduation & Dropout data from previous 4 years
RESTRUCTURING SHORT TERM GOALS	1. Reduce the number of students identified as Chronically Absent by 10%. 2. Reduce suspension by 10%. 3. Reduce the number of students failing K-2 by 10%.
LONG TERM GOAL	1. Increase the district graduation rate to 95% by 2027-2028, 9th grade cohort 2024-2025. 2. Increase ACT scores

Graduation Rate -5 Year History



Overage Students In Each School (2023-2024)

School	Number of Overage Students
Sale	37 Students
Stokes	65 Students
Fairview	22 Students
Franklin	35 Students
Cook	55 Students
Columbus Middle School	122 Students
Columbus High School	145 Students

Goal 1: Reduce the number of students who are chronically absent by 10%. Current 47.5% in 2023-2024. A slight reduction of 4.1 % from 2022-2023.

Timeline	Action	Resources Needed	Person(s) Responsible	Person(s) Involved
On-going beginning 8/12/24	Identifying students who missed more than 15 days last school year (23-24)	PowerSchool/SchoolStatus Report	Admin Attendance Officer	Admin TST Team Behavior Specialist (sped) Truancy Officers
	Provide individualize interventions for students using MTSS process once list has been accessed	List of students and TST meeting schedule Tier Intervention	MTSS Coordinator TST Team	Admin Teachers MTSS Coordinator
	Parent notification daily-electronically	SchoolStatus	MSIS Clerk	Admin MSIS Clerk
	Evaluate effectiveness of interventions	Tiered Intervention Fidelity Check Forms	Teachers MTSS Coordinator PBIS Team	Building Admin Teachers MTSS Coordinator

Plan to Progress Monitor: Our on-going monthly attendance reports will indicate student attendance is improving along with data from each student indicating interventions were successful. Interventions will be adjusted based on TST meetings.

Goal 2: Reduce retention rate in kindergarten, first, and second grade by 10%.

Timeline	Action	Resources Needed	Person(s) Responsible	Person(s) Involved
On-going beginning 8/12/24	Provide PD on Science of Reading a) Phonemic Awareness b) Phonics c) Fluency d) Vocabulary e) Comprehension f) Oral language skills g) Written expression	MDE External Providers adept in Science of Reading IREADY Screener Results Diagnostics Progress Reports	Curriculum Coordinator Admin Academic Coaches	Admin Teachers MTSS Coordinator TST Team Academic Coaches
	Provide individualize research base interventions for students using MTSS process once list has been accessed	List of students and TST meeting schedule Tier Intervention Tools for Instruction Florida Center For Research Screeners, Diagnostics	MTSS Coordinator Teachers TST Team Academic Coaches	Building Admin Teachers MTSS Coordinator Academic Coaches
	Evaluate effectiveness of interventions	Tiered Intervention Screeners	Admin MTSS Coordinator Academic Coaches	Building Admin Teachers MTSS Coordinator Academic Coaches

Plan to Progress Monitor: Growth monitoring will be done every nine weeks to monitor the growth of students from grades K-2. In addition, TST meetings will be held every 4 weeks, 8 weeks, and 16 weeks to determine success of interventions results.

Goal 3: Reduce suspension rate by 10% by May 2026. In 2022-2023, out of school suspension rate was 15.9%. Based on 2023-2024 data, out of school suspension is 10%.

Timeline	Action	Resources Needed	Person(s) Responsible	Person(s) Involved
On-going beginning 8/12/24	Continue to implement School-wide PBIS and SEL standards	PBIS action plan SEL Standards	PBIS Coordinator Counselors Admin	Admin PBIS Coordinator Counselors
	Identify students with 6 or more office referrals in 2023-2024.	PowerSchool SchoolStatus	PBIS Coordinator Counselors Admin	PBIS Coordinator Counselors Admin Sped Director
	Provide individualized interventions for students using researched based strategies	FBA Tiered Intervention BIPs Check In/Check Out (CICO) Behavioral Modification Behavioral Contracts Home Visits	Teachers MTSS Coordinator PBIS Team Behavioral Specialist	Building Admin Teachers MTSS Coordinator Behavioral Specialist

Plan to Progress Monitor: Discipline reports will be used to determine if a student's discipline is improving and adjustments to interventions will be made when applicable.

Dropout Prevention/Restructuring Plan Assurance Page

On behalf of the **Columbus City Schools**, I hereby submit a local Dropout Prevention/Restructuring Plan to provide goals, objective, services, and initiatives necessary to meet the three overarching goals of the state dropout prevention plan: 1) Increasing the state graduation rate, (2) reducing the state dropout rate, and (3) reducing the state truancy rate.

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 requested by the Mississippi Department of Education.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and evidence-based practices indicating services most effective in preventing dropouts, as we focused on students in the earliest grades.

I hereby certify that our school district will evaluate our dropout prevention plan/restructuring 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.

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Dropout Prevention Team Leaders:

Name: Shernise Wilson

Title: Assistant Superintendent

Terilyn Smith

Title: Curriculum Director/DTC

District Superintendent:

(Signature)

School Board Chair

(Signature)


Dr. Stanley K. Ellis

Dr. Cynthia S. Brown



