

Cleveland School District



#COMMITTEDTOEXCELLENCE

Dropout Prevention Plan 2026-2027

Dr. Lisa Bramuchi, Superintendent of Schools

Mr. Charles Johnson, Deputy Superintendent



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Dropout Prevention/Restructuring Plan Assurances Page

On behalf of Cleveland 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 aged 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.

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. Lisa Bramuchi
Print name
Lisa Bramuchi
Sign name
6/23/26
Date

School Board Chair: Paulette Houze
Print name
Paulette Houze
Sign name
06/23/2026
Date

District Team Members

Team Member	Position
Dr. Lisa Bramuchi	Superintendent of Schools
Charles Johnson	Deputy Superintendent
Nathan Towers	Federal Programs Director
Nikki Towers	Director of Curriculum and Instruction
Markeita Brinkley	Director of Special Services
Equonda Jackson	Director of Career and Technical Education
Anna Bennett	District MTSS Coordinator
Dr. Derek Bell	Director of Alternative Education
Patsy Clerk	Family Engagement/ELC Coordinator
Precious Redmond	Principal, Cleveland Central High School
Nakita Goins	Counselor, Cleveland Central High School
Cathy Sparks	Principal, Cleveland Central Middle School
Shatanner Mcfarland-Brown	Counselor, Cleveland Central Middle School
Equonda Jackson	Director of Career and Technical Education, CCDTC
Deunderia Wraggs	Counselor, CCDTC
Tiffanie Russell	Principal, Bell Academy
Rasheda Barksdale	Principal, D.M. Smith Elementary
Kacie Neville	Interim Principal, Hayes Cooper Center
Nanette Williams	Interim Principal, Nailor Elementary
Joe Davis	Interim Principal, Pearman Elementary
Holly Haynes	Principal, W.J. Parks Elementary

Cleveland School District Dropout Prevention Plan

Current state and district data were used to drive the Cleveland School District 2026-2027 Dropout Prevention Plan. Our plan reflects strategies and processes that will address the needs of our students.

Cleveland School District District Data

	Elementary School	Middle School	High School
Number of Schools	6	1 (7-8)	1 (9-12)
Cumulative Enrollment	1576	412	772

Cleveland School District Student Enrollment by Demographic Group

		2019	2020	2021	2022	2023	2024	2025	2026
All	All	3399	3352	2968	2877	2779	2823	2768	2760
Gender	Female	1707	1667	1493	1411	1402	1423	1403	1376
	Male	1692	1685	1475	1466	1377	1400	1365	1384
Race	Asian	43	37	27	25	32	40	49	45
	Black or African American	2393	2372	2118	2069	2055	2084	2040	2019
	Hispanic or Latino	86	66	64	72	134	136	125	118
	White	785	763	632	582	553	557	548	572
	Other	87	111	124	126	5	6	6	6

2025-2026 District-Wide Staff Demographic Data (Teachers/Administrators)

	Number	Percentage
Female	428	81.8%
Male	95	18.2%
Black	322	61.6%
White	190	36.3%
Other	11	2.1%

District Chronic Absenteeism Rate

	No. of Students Chronically Absent	No. of Students Enrolled	Chronic Absenteeism Rate
2018-2019	443	3566	12.42%
2019-2020			
2020-2021			
2021-2022	81	3054	26.56%
2022-2023	760	2986	25.45%
2023-2024	676	2861	23.63%
2024-2025	623	2813	22.2%
2025-2026			

2019-2020 and 2020-2021 MDE data unavailable (pandemic).

Academic Performance/MAAP Assessment Results

Grade	Total Points	Reading Proficiency	Math Proficiency	History Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	EL Progress	Acceleration	College and Career Readiness	Participation Rate	Graduation Rate	Year
C	559	29.2	28.7	39.9	52.3	49.3	57.7	54.5	59.1	79.99	58.2	32.4	≥95%	85.9	19
		23.7	19	49.4	32.4						46.1	18.3		82.8	21
C	554	30.4	28.5	53	39.8	55.5	58.6	54.3	60.7	42.8	56.5	20.5	>=95%	82.4	22
C	564	33.8	32	45.4	40.5	57.1	63.5	53.2	70	34.7	60.3	25.4	>=95%	80.7	23
C	594	35.2	38.7	52.6	48.8	53.9	69.6	50.5	72.7	45.3	61	32.1	>=95%	79.6	24
C	597	36	40.5	53.5	52.2	58	63.4	54.3	60	47.6	61.9	52.3	>=95%	78.2	25

4- Year Graduation & Dropout Rates

Academic Year (Accountability Year)	Graduation Rate Year Used	Graduation Rate	Disability Graduation Rate	Dropout Rate
2018-2019	2017-2018	82.0%	23.8%	11.3%
2019-2020	2018-2019	85.9%	78.3%	11.6%
2020-2021	2019-2020	81.3%	40.0%	13.2%
2021-2022	2020-2021	82.9%	54.8%	13.1%
2022-2023	2021-2022	82.4%	45.0%	11.8%
2023-2024	2022-2023	80.7%	44.4%	13.8%
2024-2025	2023-2024	79.6%	58.3%	17.2%
2025-2026	2024-2025	83.6%	52.4%	14%
2026-2027	2025-2026			

4-Year Graduation Rates by Subgroup (Seniors SY 2024-2025)

Subgroup	N-Count	4-Year Graduation Rate
All	207	83.6%
Female	108	86.1%
Male	99	80.8%
Black or African American	155	85.2%
White	25	72.0%
Economically Disadvantaged	204	84.8%
Students w/ Disabilities	21	52.4%



Cleveland School District Goals

- **Goal 1: Student Achievement**
 - Committed to the development of productive and successful citizens through innovative and diverse learning opportunities
- **Goal 2: Positive Culture**
 - Committed to providing a safe and orderly environment where all stakeholders are valued and respected and valued and respected.
- **Goal 3: Community Engagement**
 - Committed to fostering a collaborative relationship with all stakeholders to achieve excellence in all aspects of the district.
- **Goal 4: Employee Retention**
 - Committed to recruiting and retaining committed teachers and administrators that will provide an educational system of excellence.
- **Goal 5: Fiscal Accountability**
 - Committed to the use of fiscal resources effectively and efficiently to accomplish the district's commitment to excellence.

District Level Requirements

Reducing the retention rates in grades kindergarten, first, second, and third

Goal: By the end of the 2026-2027 school year, we will decrease the kindergarten - third grade retention rates by 10% by increasing student achievement.

The Cleveland School District (CSD) believes that given the support, students can achieve academic excellence in grades K-3 by utilizing the following programs, strategies, and practices:

- **Pre-Kindergarten Classes**—Eight pre-kindergarten classes were created to increase kindergarten readiness skills.
- **Community Collaboration**—Collaboration between CSD, Head Start, and private preschool programs were fostered to coordinate early childhood skills development.
- **MTSS**—CSD's Administrative Team implements MTSS to provide academic and behavioral interventions for students in need. Training is provided by the District MTSS Coordinator for administrators, school-level MTSS coordinators, and teachers to enhance implementation efforts of the model.
- **Progress Monitoring/Benchmarking** — CSD assesses prekindergarten students in the fall and spring utilizing MKAS2, CLASS, and Brigance. Kindergarten through twelfth grade students are assessed at least 3 times per year to determine their strengths and weaknesses in reading and mathematics. The elementary schools use STAR Early Literacy, STAR Reading, and i-Ready which are aligned to the progress monitoring system used by MDE for MKAS2 and MAAP testing. All schools use ELS for the assessment of standards (benchmark assessments).
- **SEL**— School counselors, nurses, and a social worker provides for physical, social, and emotional needs of students in order to increase student attendance, academic achievement, and behavioral well-being.
- **Intervention Block**— Each elementary school designates at least 20 minutes of time focused on intervention and remediation daily. During this block of time, students practice on skills taught in the regular classroom for remediation or enrichment purposes through the use of targeted small group instruction and programs such as UFLI, West Virginia Phonics, Phonics First and programs offering individual learning paths such as i-Ready, Reading Plus, MobyMax, etc.
- **Tutoring**— CSD implements the use of ESY as well as in-school tutoring to address gaps in learning.

Targeted subgroups that need additional assistance to meet graduation requirements

Goal: By the end of the 2026-2027 school year, we will increase the graduation rate to 85% by providing additional support to targeted subgroups.

Targeted subgroups include students who failed EOC assessments, students with disabilities, students who have failed 2 or more grade levels, students lacking required credits, and students who are chronically absent.

Cleveland Central High school offers the following:

- Graduation Options— Individual Student Success Plans/Career Academic Plans (ISP) are used to determine graduation pathway options (Traditional, Alternate, MDE Approved Diploma Endorsements-Career and Technical, Distinguished, etc). [All subgroups]
- Alternate Diplomas— Alternate diploma options are available for students with disabilities-severe cognitively delayed (SCD) [Students with disabilities]
- Inclusion and co-teaching— Model allows for students to receive additional support in all core academic areas for students with disabilities. [Students with disabilities]
- Transitional Support—Transition and job coaching/career development support for students with disabilities.[Students with disabilities]
- Learning Strategies Classes — Students in grades 9-12 who have failed a graduation-required state assessment are scheduled in learning strategies classes that are geared toward a specific subject. In these classes, students are provided academic interventions to enhance chances of being successful on the assessments. [Failed EOC Assessment]
- In-school (pull-outs) and After School Tutorial — Subject area teachers provide in-school and afterschool tutorial assistance for students in the tested areas. [All subgroups]
- Multi-Tiered System of Supports (MTSS) — CSD's Administrative Team implements MTSS to provide academic and behavioral interventions for students in need. Training is provided by the District MTSS Coordinator for administrators, school-level MTSS coordinators, and teachers to enhance implementation efforts of the model. [Failed 2 or more grades; chronically absent]
- Other Courses - In addition to the regular course offerings, CSD offers Mississippi Virtual School courses (MOCA), AP courses, dual enrollment courses, ACT Prep, and credit recovery through the use of Edgenuity. [Credit Recovery for students lacking required credits; All subgroups]
- Computer-Assisted Programs - Cleveland Central High School has designated at least 20 minutes of time focused on intervention, remediation, and enrichment. During this time, students practice on skills taught in the regular classroom for remediation or enrichment purposes through the use of programs such as Progress Learning (USA Testprep), JumpStart (ACT), Edgenuity, etc. These programs provide individual learning paths for students based on diagnostic assessment data. [All

subgroups]

Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped Out of School (i.e., Mississippi Works)

Goal: By the end of the 2026-2027 school year, we will reduce the dropout rate to under 5%.

Community Partnerships—The Cleveland School District will establish partnerships with local colleges and community agencies that provide GED or other high school diploma programs. These partnerships will be used to connect students who want to continue education outside the regular school setting with these agencies and colleges. Partnerships will include but are not limited to the following:

- Coahoma Community College
 - MS Delta Community College
 - Mississippi Department of Rehabilitation Services
 - Bolivar Community Action Agency
-
- **School Attendance Officer**—In an effort to be proactive, Cleveland School District will monitor student data and obtain assistance from the parent liaison and attendance clerk prior to a student's decision to drop out of school. CSD will also continue to work with the local school attendance officer and court officials to ensure all children attend school daily and receive the best education possible.
 - **Career and Technical Education Supports** - CSD will expose students to CTE educational supports by keeping students informed about available courses/programs that they can enroll in to obtain certifications beginning in grade five through exposure to career fairs, Pathways2Possibilities, recruitment fairs, etc.
 - **GED Program**- CSD seeks to house a GED program onsite to support students in need.

**Addressing how students will transition to the home school district from the
juvenile detention centers**

Goal: All CSD administrators and faculty members will be trained in the process for transitioning a student from the juvenile detention center back to the home school to help reduce the dropout rate to under 5% by the end of the 2026-2027 school year.

Students will transition to the alternative school through the following process:

A transition team consisting of school administrators, counselors, and teachers will meet with the student and parent(s) to discuss academics, behavior, and other expectations. The counselor will conduct an initial observation to identify areas of support. Weekly checks, check and connect, and a mentor will be implemented to monitor student progress by reviewing grades, attendance, and disciplinary infractions to ensure a successful transition. Students may be placed on a behavior intervention plan if deemed necessary.

Counseling services will be provided through the school counselors and/or day treatment specialists/mental health therapists which are available through a partnership with the local mental health center, Life Help.

**Cleveland School District Restructuring Plan
School: Cleveland Central High School**



School Team Members	Position
Precious Redmond	Principal
Fredrick Ford	Assistant Principal - 11th - 12th Grade
Benjamin Earnest	Assistant Principal - 9th - 10th Grade
Whitney Williams	Assistant Principal - Curr. & Instruction
Jorgell Jones	MTSS Specialist-Academics
Aaron Stevens	MTSS Specialist-Behavior
NaKita Goins	Lead Counselor - 12th Grade
LaShundreya Townsend	Counselor - 9th & 10th Grade
Legarius Jefferson	Counselor - 9th & 11th Grade
Equonda Jackson	CTE Director
Deunderia Wraggs	CTE Counselor
Patsy Clerk	CSD Parent Liaison

List of Data Analyzed
SAM Attendance Report
SAM Behavior Report - Suspension Rate
SAM Gradebook
EWS Data
Judicial Interaction
Academic Data: Report Cards, MAAP Assessments, ACT Scores
Limited English Proficiency

School Restructuring Plan Goals	
Cleveland Central High School	
Goal 1:	To increase the graduate rate at Cleveland Central High School by 5% by May 2026.
Goal 2:	To decrease chronic absenteeism at Cleveland Central High School by 5% by May 2026.
Goal 3:	To reduce the number of discipline infractions (OSS) by 20% by focusing on and increasing the number of positive behavior interventions/ supports and parental engagement activities.
Goal 4: (If applicable)	To work collaboratively with the CTE Program to provide an increase in the number of pathways for students seeking careers and technical endorsements.

School Restructuring Plan Goals				
Goal 1: To increase the graduation rate at Cleveland Central High School by 5% by May 2027.				
Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☐ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 - Ongoing	Conduct graduation audits for all students to ensure students are enrolled in and have met requirements for graduation.	ISP Cumulative Folder Evaluation Graduation Tracker	Counselors: Goins Minter Townsend Jefferson	Counselors Administrators Students Parents
July 2026 - Ongoing	Identify and enroll students in Credit Recovery courses as needed.	Transcripts Edgenuity (Credit Recovery Program)	Counselors	Counselors P.Redmond W. Williams Students
July 2026 - Ongoing	Enroll re-testers in Learning Strategies class to increase the passing rate on state assessments	EOC Assessment Data	Counselors Curr./ Instruction - AP	Counselors P.Redmond W.Williams Students Teachers
July 2026 -	Provide	Transcripts	CTE Director	E. Jackson

Ongoing	additional pathways for students via CTE Course Certifications	CTE Course Request (for completers)	Counselors	Counselors P.Redmond
August 2026-Ongoing	Offer NCR to seniors in need of meeting graduation requirements	Transcripts EOC Assessment Data	Counselors Assistant Principal	Counselors P.Redmond W. Williams Students Teachers
August 2026-Ongoing	Enroll qualified seniors into the <u>Bridge to Career Course</u> after exhausting all other options for meeting graduation requirements	Bridge to Career Curriculum EOC Assessment Data EOC Remediation Documentation	Administrators Counselors CTE Director	Career Coaches Bridges to Career Teacher Students Parents
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
Monthly	Counselor Meetings to review, monitor, and track students progress towards graduation: *Review grades, EOC performance, attendance, and behavior data			
Quarterly	Parent Meetings to discuss progress towards graduation and goals following: i.e. College and/or Career.			
Per Semester	Graduation Tracker - review academic progress towards goal			
Goal 2: To decrease chronic absenteeism at Cleveland Central High School by 5% by May 2027.				
Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☐ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 - Ongoing	Develop and enforce a clear and concise attendance plan designed to reduce excessive absenteeism	Attendance Clerk District Policy	Administration Handbook Committee School Attendance Clerk	Members of LEA Administration School Attendance Clerk Truancy Officer Parent Liaison Teachers Parents

				Students
July 2026 - Ongoing	MTSS - EWS	PD on EWS System and effective implementation with MTSS	MTSS Specialist Attendance Clerk	Administration Teachers Students
August 2026 - Ongoing	Implement PBIS with fidelity to monitor all behaviors - specifically chronic absenteeism	Funding for PBIS (Incentives) Behavior Screener Behavior Ladder	Asst. Principal - PBIS MTSS Specialist Behavior Interventionist	Administration Teachers Students
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal		Potential Adjustments	
Bi-Weekly	Review of SAM Attendance to identify students trending towards 5 absences per month			
Monthly	MTSS Meetings with students and parents to discuss progress and or regression			
Goal 3: To reduce the number of discipline infractions (OSS) by 20% by focusing on and increasing the number of positive behavior interventions/ supports and parental engagement activities.				
Focus Area: ☐ Attendance ☒ Behavior ☐ Course Performance ☐ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2026 - Ongoing	Parental Engagement Meetings	Funding for literature and speakers	Counselors Parent Liaison Administrators	Administrators MTSS Specialist Behavior Interventionist
August 2026 - Ongoing	Professional Development for staff to build capacity around culture and community.	Funding for PD	Administrator	Administrators Teachers
August 2026 - Ongoing	Implement PBIS Ladder with fidelity	Funding for PBIS Store and experiences that expose students community events	Counselors Asst. Principal - PBIS	Teachers Students Administrators Behavior Interventionists
August 2026 - Ongoing	Implement schoolwide SEL	Funding for PD Speakers	Counselors External	Students Parents

	programs with fidelity	Edgenuity	Providers Teachers	Administrators Teachers External Providers
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
Monthly	MTSS Monthly Meetings: Data Review			
Monthly	MTSS Celebrations/ Rewards/ Recognitions			
End of Term	Discipline Data Reports (SAMS)			
Goal 4 (If applicable): To work collaboratively with the CTE Program to provide an increase in the number of pathways for students seeking careers and technical endorsements. Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☐ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
July 2026 - Ongoing	Identify and schedule all 2nd year (completers) to ensure they are eligible for certification tests.	Course Audits CTE Roster	CTE Director Counselors	CTE Director Counselors
July 2026 - Ongoing	Schedule “mock” certification exams and practices to prepare students for exam	Jumpstart - Workkeys	CTE Director Principal Counselors	Students Teachers Counselors Administrator
July 2026 - Ongoing	CTE Dual Enrollment MOU	CTE Courses for students who qualify	CTE Director Counselors P.Redmond	CTE Directors Counselors P.Redmond
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
Monthly	Meetings to review student performance/ progress (Intern and Externship, Work-based learning, grades, practice test data)			

Goal 5 (If applicable): Annually monitor and evaluate graduation data for each cohort beginning in 9th grade and continuing through their expected graduation year. Focus Area: ☐ Attendance ☐ Behavior ☐ Course Performance ☐ Other				
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2026-Ongoing	Conduct annual audits of each 9th grade cohort to track student documentation including transfers, withdrawals, and dropouts. Ensure data accuracy across cohorts.	Enrollment data, withdrawal/transfer forms, MSIS reports, cohort tracking spreadsheets	Principal Assistant Principals All counselors	Administrators Counselors Records Clerk
Plan to Progress Monitor				
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments		
Each semester	Meeting minutes and logs, MSIS updates, cohort audit tracking document	Modify audit process, reassign responsibilities, and adjust tracking tools based on findings		
Yearly	Documentation of cohort audit will be shared with district admin in May-July of each year.			