

# Dropout Prevention and Student Engagement Takes T.I.M.E.

Transform School Systems		Inspire High Expectations for Schools, Teachers and Students		Maximize Meaningful Learning		Establish Positive School Climate	
<b>School Policies, Procedures and Practices</b>	<ul style="list-style-type: none"> <li>• Complete a comparative analysis of school policies, procedures and practices to create one seamless, efficient system that maximizes access and highest student achievement</li> <li>• Strengthen transition procedures from middle school to high school</li> <li>• Implement Restorative Practices: Revisit school policies and procedures in regard to zero tolerance policies and consequences for disciplinary infractions; consider peer mediation and peer court</li> <li>• Implement flexible scheduling and flexible school day</li> <li>• Establish a grade floor and/or grade forgiveness policy</li> <li>• Schedule smaller classes</li> <li>• Adopt policies that promote inclusion</li> </ul>	<b>Strategic Data Use</b>	<ul style="list-style-type: none"> <li>• Implement an early warning system (EWS)</li> <li>• Use student performance data (attendance, discipline, GPA, test scores, earned course credits) and the steps needed to graduate when developing the master schedule and involve all departments in the process</li> <li>• Review student performance data (attendance, discipline, GPA, test scores, earned course credits) and the steps needed to graduate in every IEP meeting</li> <li>• Use teacher performance data to facilitate a cooperative learning community that empowers all teachers to maximize student achievement</li> <li>• Evaluate student IEPs to ensure the elements to support student success are present, including accommodations, modifications and assistive technologies</li> <li>• Create career academies in which students are given choices such as Law Enforcement Academy, Medical Academy, etc.</li> </ul>	<b>Academic Interventions</b>	<ul style="list-style-type: none"> <li>• Use universal design for learning (UDL): Make lessons relevant, inclusive and interesting</li> <li>• Use instructional techniques that emphasize the relevance of classroom learning</li> <li>• Use the flipped classroom pedagogical model in which the typical lecture and homework elements of a course are reversed</li> <li>• Use technology meaningfully</li> <li>• Use differentiated instruction (DI)</li> <li>• Teach learning strategies – test taking skills, study skills, time management and organization skills</li> <li>• Incorporate team teaching; co-teaching; support facilitation</li> <li>• Integrate self-determination and self-advocacy training for students</li> <li>• Use End-of-Course Boot Camps to prepare students for success</li> <li>• Use Strategic Instruction Model (SIM helps students to problem-solve and helps students learn how to learn)</li> </ul>	<b>School Climate Initiatives</b>	<ul style="list-style-type: none"> <li>• Embark on school-wide effort for personnel to demonstrate care and build trust with students; relationship building</li> <li>• Encourage teacher, family and student participation and involvement at school activities</li> <li>• Use school attendance shout outs, such as “The Class of 2018 had zero absences this week!”</li> <li>• Incorporate a graduation pledge (including Cap and Gown Project): Identify students at-risk for every cohort (graduating class) for the next four years</li> <li>• Plan graduation pep rallies</li> </ul>

<p style="text-align: center;"><b>Student and Family Engagement</b></p>	<ul style="list-style-type: none"> <li>• Analyze all aspects of the school environment with student and family engagement in mind: Schools should be safe, welcoming and caring</li> <li>• Provide training for families on appropriate advocacy and support for their youth</li> <li>• Use multiple strategies for inviting family participation in school events and in their child's IEP meetings</li> <li>• Contact families with positive information about their children and thank them for their support</li> </ul>	<p style="text-align: center;"><b>Program Structure</b></p> <ul style="list-style-type: none"> <li>• Create ninth grade academies</li> <li>• Provide mentoring Programs <ul style="list-style-type: none"> <li>• Implement Check &amp; Connect</li> <li>• Peer mentoring</li> <li>• Create your own mentoring program</li> </ul> </li> <li>• Provide tutoring programs including local libraries, parent volunteers, National Honor Society, peer tutoring, etc.</li> <li>• Provide after-school and alternative school programs</li> <li>• Establish credit recovery systems, including online options</li> <li>• Increase Career and Technology Education opportunities</li> <li>• Increase PD opportunities on student engagement strategies for teachers</li> <li>• Ensure appropriate school personnel have a working understanding of the school withdrawal codes and <i>Student Exit Survey</i> data</li> </ul>	<p style="text-align: center;"><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Prioritize student-centered learning and engage students as learning partners</li> <li>• Develop students' interpersonal skills improve abilities to build relationships</li> <li>• Dream Board: Create a classroom bulletin board with students' career dreams and relate lessons back to selected professions</li> <li>• Use classroom websites/apps such as Edmodo and Class Dojo</li> <li>• Use a self-monitoring tool for the student to track their GPA and credits</li> <li>• Provide opportunities for peer friendships (peer mentoring)</li> <li>• Promote student participation and leadership in IEP meetings</li> <li>• Take students on tours of technical colleges, state colleges and universities</li> <li>• Sponsor career fairs and incorporate other related career exploration activities in the classroom</li> </ul>	<p style="text-align: center;"><b>Thoughtful Collaboration</b></p> <ul style="list-style-type: none"> <li>• Integrate dropout prevention initiatives using interagency councils (IACs) to form a shared vision with all stakeholders</li> <li>• Use IACs to expand school and student support through a wide range of school partners</li> <li>• Partner with businesses that provide incentives in terms of dropout prevention and graduation success</li> <li>• Remember families are key collaborators</li> </ul>
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The theoretical framework for this model is based on and adapted from multiple dropout prevention sources, including the following primary sources:

Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016). *Weaving student engagement into the core practices of schools: A National Dropout Prevention Center/Network position paper*. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from <http://dropoutprevention.org/wp-content/uploads/2016/09/student-engagement-2016-09.pdf>

Balfanz, R., Bridgeland, J., Bruce, M., & Fox, J. H. (2013). *Building a grad nation: Progress and challenge in ending the high school dropout epidemic - 2013 annual update*. Washington, D.C.: Civic Enterprises, the Everyone Graduates Center at Johns Hopkins University School of Education, America's Promise Alliance, and the Alliance for Excellent Education. Retrieved from [http://www.civicerprises.net/MediaLibrary/Docs/Building-A-Grad-Nation-Report-2013\\_Full\\_v1.pdf](http://www.civicerprises.net/MediaLibrary/Docs/Building-A-Grad-Nation-Report-2013_Full_v1.pdf)

Wilkins J. & Bost, L. W. (2016). Dropout in middle and high schools: From research to practice. *Intervention in School and Clinic*, 51(5), 267-275. doi: 10.1177/1053451215606697