

GA's State Personnel Development Grant (GraduateFIRST) Graduation/Dropout Prevention Project

Aligning Dropout Prevention Initiatives

Role & Responsibilities	Description of Graduation Coach Activities	Description of Collaboration Coach Activities
Identify Students with High Risk Factors		
<p>Utilize research-based risk factors to identify students at risk of dropping out of school. These risk factors include (but are not limited to):</p> <ul style="list-style-type: none"> • History of school failure, retention, and/or overage for grade • Low CRCT scores, reading, and/or math achievement • Failure of core courses, GHSGT and/or EOCT • Special education/disability • Attendance problems/truancy • Behavioral problems, history of suspensions, high-risk peer group • School disengagement, low expectations, lack of extracurricular involvement • Family status or risk factors (highly transient, economically disadvantaged, non-native English speakers) • Other social/personal factors. 	<p>Focus on 5 target groups: 1) New students who enroll at NGHS, especially juniors and seniors; 2) Freshmen at risk who are identified at the beginning of the school year on a list provided by the LMS 8th Grade Counselors; 3) Hispanic students, who comprise approximately 14% of the NGHS student population; 4) SWD identified by the Graduation Project Team; 5) Students returning to NGHS after completing their assigned duration at the alternative school, a program for students who have been separated from their home school by a panel due to serious rule violations. In addition, throughout the school year, teachers and administrators refer to the Graduation Team those students who manifest dropout risk factors of attendance, discipline, and/or course failure.</p>	<p>Work with the LMS Graduation Project Team to identify the at-risk SWD. The records of all SWD are screened for attendance, reading/math class failure, discipline referrals, CRCT failure, retention, disability, and responses to the Student Engagement Instrument (which includes a strand on family support).</p> <p>Interview SWD who manifest difficulties in two or more areas. SWD who appear to have the greatest risk of dropping out comprise the target group. The LMS Graduation Project Team monitors the progress of all SWD and adds to the target group any SWD who manifest dropout risk factors of attendance, discipline, and/or class failure. Each year, the target 8th grade SWD become the SWD freshmen target group for NGHS the following year. In addition, the NGHS Graduation Project Team monitors all SWD and adds to the target group any SWD who manifest dropout risk factors of attendance, discipline, and/or course failure.</p>

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Develop Graduation Team(s) to Generate Support		
<ul style="list-style-type: none"> • Develop a Graduation Team(s) that includes administrators, teachers, advisors, counselors, social workers, and/or other relevant service providers to help identify at-risk students, assess school/student needs, and develop/coordinate appropriate interventions. • Graduation Team(s) may utilize existing school teams, such as School Leadership, Improvement, and/or Student Support. 	<p>Develop a team comprised of all of the counselors, the school social worker, and the Assistant Principal for Curriculum and Instruction, to whom the student services personnel report. The team meets for 1 and 1/2 hours each Monday morning.</p>	<p>The NGHS Graduation Project Team is comprised of the Assistant Principal for Special Education and Scheduling, the special education department chairperson, a general education teacher, a career/technical teacher, the parent of an SWD, the central office special education director, the Graduation Coach, and the Collaboration Coach. In addition, a subgroup of the full team, comprised of the Assistant Principal, the Special Ed Department Chairperson, the Graduation Coach, and the Collaboration Coach, meets weekly. The LMS Graduation Project Team is comprised of the Assistant Principal for Special Education and Testing, the 8th grade special education Interrelated teacher, a general education teacher, a career/technical teacher, the parent of an SWD, the central office special education director, the Graduation Coach, the school social worker, and the Collaboration Coach. Monthly team meetings are held at each school.</p>

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<p>Implement School-wide Support and Intervention</p>		
<ul style="list-style-type: none"> Develop and implement small group and whole school intervention/prevention strategies to help students stay in school and graduate. 	<p>Coordinate the Freshmen Mentoring Program, in which upper classmen lead the 9th grade advisement lessons twice weekly for small groups of 4-7 freshman under the supervision of teachers.</p> <p>Select, train, schedule, and support Freshmen Mentors, and intentionally pair them with SWD & ESOL mentees.</p> <p>Conduct Lunch & Learn sessions with Hispanic seniors at which college students return to NGHS to present.</p> <p>Conduct Teen Parents' Group.</p> <p>Track progress of all 5 target groups.</p> <p>Coordinate NGHS Student Leadership Team.</p> <p>Coordinate New Students Ambassador Program.</p>	<p>Lead the Graduation Project Team at each school through an extensive Data Probe in order to identify school-wide factors leading to dropout.</p> <p>interview NGHS upper class SWD who are credit-deficient and/or overage, as well as family members of SWD who had dropped out the previous year.</p> <p>Interview at-risk SWD at LMS.</p> <p>Analyze these sets of interview responses for common themes and report the findings to the teams.</p> <p>Lead the Graduation Project team at each school through a process of creating a detailed Action Plan in order to address the Academic, Behavioral, Cognitive, and Affective Engagement factors which seem to most contribute to the dropping out of SWD at the two schools.</p> <p>At LMS, two large-scale interventions were initiated: 1) Teachers-as-Advisors Program</p>

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		<p>was modified so as to occur every Friday, with SWD being advised by their special education case manager instead of their homeroom teacher. Advisement lessons were rewritten to better address dropout prevention, and professional learning was provided to the entire faculty. A Walk-Through instrument was created for use to conduct fidelity checks during Advisement Sessions. 2) A school-wide Incentive Program was instituted in which students earn stamps for class attendance, behavior, and work completion, with stamps being awarded on Fridays. SWD stamp criteria are differentiated based on their IEP goals. The stamp page is printed in the students' agendas, and parents are informed of the new program. Students can achieve 3 levels of rewards each 9-week grading period.</p> <p>Work with the NGHS Special Education Department Chair to create Expectations 101, a 1-day class for the SWD target freshmen held in late July prior to the opening of school. The day is divided into sessions on behavior, study skills, extracurricular and sports opportunities, touring the building, and walking through each student's schedule</p>

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		<p>with an upper classman. Students have free lunch and snacks, and are rewarded with a free pass to sports and other school activities.</p> <p>Develop and conduct an evaluation with the SWD after each session, and analyze the results. Expectations 101 for the following year is modified based on the previous year's student evaluations.</p>
Provide Direct Service and Case Management		
<ul style="list-style-type: none"> • Develop and implement individual intervention/prevention strategies to help students stay in school and graduate. • Work with students to develop individualized plans to meet academic and post-secondary goals. • Create a graduation and career plan that can track progress and follow students from grade to grade to ensure consistent support. 	<p>Counsel students who have personal issues impeding school progress.</p> <p>Set up Individual Career Cruising.</p> <p>Work with Counselors to track individual Progress.</p> <p>Provide wake-up calls to chronically tardy Students.</p> <p>Develop individual completion plans.</p> <p>Confer with teachers about at-risk students in their classes.</p>	<p>Meet weekly with selected target SWD to provide ongoing support.</p> <p>Meet with selected general education and special education teachers and with special education case managers of target SWD to discuss current difficulties of target SWD.</p> <p>Conduct classroom observations and consult with teachers regarding target SWD who are encountering difficulties.</p> <p>Track grades, attendance, and discipline of target SWD to monitor progress and to identify difficulties.</p>

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		<p>Confer weekly with the NGHS Graduation Intervention Team (a subgroup of the Graduation Project Team) to identify students with whom to meet to discuss difficulties.</p> <p>Contact parents of target SWD to discuss current difficulties.</p>
Develop Transition Programs and Vertical Teams		
<ul style="list-style-type: none"> • Collaborate with feeder school(s) to prepare students for building and grade level transitions. • Identify incoming students needing proactive support. • Participate on vertical teams with other coaches, faculty, and staff from feeder/cluster schools to develop transition plans. • Collaborate with teachers, counselors, and advisors to implement transition processes for rising/incoming 6th and 9th graders. 	<p>Receive list of at-risk freshmen and their support needs from LMS.</p> <p>Confer with LMS counselors regarding at-risk freshmen as additional information is needed.</p> <p>Participate in 8th grade Parent/Student Nights at NGHS.</p> <p>Participate in Freshmen Orientation.</p> <p>Coordinate Freshmen Mentoring Program.</p> <p>Serve as liaison to alternative school for students returning to NGHS.</p>	<p>Interview at-risk 8th grade SWD at LMS and assist in selection of freshmen SWD target group for NGHS.</p> <p>Meet with feeder elementary school special education administrators to present research on dropout of SWD and to explain project.</p> <p>Meet with feeder elementary school special education teachers to present research on dropout of SWD and to explain project.</p>

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	<p>Coordinate New Students Ambassador Program and facilitate their integration into NGHS.</p>	
Develop Relationships with Parents/Guardians, Community Organizations, and Other Resources		
<ul style="list-style-type: none"> • Provide support and outreach to parents/guardians of students identified as being at risk of not graduating. • Connect students and parents with community-based programs such as Communities In Schools, Family Connections, after school programs, Georgia College 411, technical colleges, etc. • Develop or work with local mentoring programs, businesses, and/or community coaches to connect students with mentors. 	<p>Consult with parents of at-risk students.</p> <p>Conduct exit conference with family when student withdraws to pursue GED.</p> <p>Set up small group college visits with nearby colleges and technical school.</p> <p>Coordinate Hispanic Parent Night.</p> <p>Contact local businesses to obtain used computer donations and provide computer training for Hispanic families.</p> <p>Connect Teen Parents' Group to community resources.</p>	<p>Call all parents of the freshmen target SWD to encourage them to bring their student to Expectations 101 and to explain her support role to them.</p> <p>Call parents of specific target group SWD as the need arises to enlist their assistance in working through issues involving their student .</p> <p>Meet with parents of rising 6th grade SWD to explain her support role to them and their student.</p> <p>Meet with parents of target SWD as needed.</p>

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		Enlist the assistance of the GA Latino Family Outreach liaison to attend parent meetings of rising 6th grade SWD at LMS.