



SAMPLE MATERIAL

Dropout Recovery Plan

Jefferson Davis High School, Texas

Topic: Dropout Prevention

Practice: Learning Environment

To ensure a coherent, comprehensive approach to increasing graduation rates, Jefferson Davis High School staff developed this plan outlining their six major strategies to prevent students from dropping out:

- Visiting students and families at home when needed
- Holding weekly dropout team meetings to make sure every student is accounted for and on track for graduation
- Running the graduation lab to help students have a place to work and recover credits
- Creating a personal graduation plan (PGP) for students
- Providing flexible hours for students to work on their credit recovery progress
- Maintaining regular communication with students

The plan includes details on staffing, resources, and methods of progress monitoring.

School administrators can use this plan to design their own activities aimed at achieving a community culture at their school and creating systems to keep all students in school. To learn more about how Davis High takes care of its students, view the multimedia piece *Students Want to Come to School*.

**Davis High School Dropout Recovery Plan
2010-2011**

Campus Focus: Increase by 20% the number of dropouts who return to school and who graduate in four years.				
Strategy	Person Responsible	Resources	Timeline	Monitoring/Details
1. Conduct home visits with dropouts to encourage their return to school and with recovered students to improve attendance and to promote success.	Castaneda, Okoli, truancy officer, DRIP team members	Title 1 and GF funds	Weekly, Summer 2010-August 2011	Senior tracking sheet, student attendance records, and grade reports are used to monitor effectiveness.
2. Hold weekly DRIP Team and attendance team meetings to assess student progress and program success.	Castaneda, Okoli and DRIP team members	Title 1 and GF funds	Weekly, Sept'10-May '11	Meetings are designed to include all stakeholders in dropout recovery efforts.
3. Refer to graduation lab 2007 cohort students not yet classified as seniors and 2008 cohort students still classified as sophomores.	Counselors, Clark, Teachers	APEX & PLATO systems	Aug. 25 2010 – Dec 30, 2010, on-going	Credit recovery occurs during the school day and outside of the school day via remote access (APEX.) Students and grade level AP's will be notified of enrollment. Graduation coach will monitor progress on appropriate systems.
4. Utilize advocacy for personalization to include PGP (personal graduation plans), positive postcards, etc. All Junior and Senior students will review their current transcripts in order to understand the courses needed to fulfill graduation requirements.	Advocacy teachers, counselors, Clark, assistant principals	Chancery, GF and Title 1 funds, SLC funds	Fall 2010 – Spring 2011 weekly and every six weeks	Students will have a plan for graduation and life beyond graduation as well as a detailed plan regarding the courses they need to complete to graduate in four years.
5. Provide credit recovery lab access after school hours Monday through Saturday for a total of twelve hours a week. A certified e-Teacher will be available to help with tutorials of content.	Clark, e-Teachers	Extra duty pay funds, computer lab	Sept 2010 – May 2011 on-going	More opportunities for students to complete failed or incomplete courses with teacher-support; APEX/PLATO usage reports, lab sign in sheets
6. Maintain regular communication with recovered students to promote success.	Okoli, Counselors, APs, Clark, Wells, Kravetz, O'Neal	Title 1 and GF funds	Sept 2010 – May 2011	Communication method includes phone calls, letters, mentoring sessions, etc.