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This document was adapted from the GraduateFIRST Implementation Manual prepared by the Georgia Department of Education: Georgia State Personnel Development Grant, 2013.
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State Systemic Improvement Plan (SSIP): WV GRADUATION 20/20

The West Virginia Department of Education (WVDE) Office of Special Education (OSE) and Division of Support and Accountability are collaborating with local education agencies and state, regional and local partners to implement a program designed to improve results for children and youth with disabilities. This program, which is funded through IDEA Part B Discretionary monies from the United States Department of Education’s Office of Special Education Programs, includes professional learning and technical assistance activities designed to provide school personnel and families with the knowledge and skills needed to implement educational programs and interventions that have proven to be effective in improving outcomes for children and youth with disabilities.

West Virginia has chosen as the State-identified Measurable Result (SiMR) for Children with Disabilities to focus on graduation with the target being 83.22% of youth with IEPs will graduate from high school with a regular diploma by 2018-2019. This increase in graduation rate is aligned with the State Performance Plan (SPP) Indicator 1 and the ESSA accountability 2020 trajectory of 90% of all students graduating from high school within four years of enrolling in grade 9.

All WV GRADUATION 20/20 Priority forms are electronically available on the OSE website.
http://wvde.state.wv.us/osp

WV GRADUATION 20/20 Partners

The WV GRADUATION 20/20 partners include the National Technical Assistance Center on Transition (NTACT), the Collaborative for Effective Education Development, Accountability, and Reform (CEEDAR), and the Offices of Special Education, Secondary Education, Career and Technical Education, Federal Programs, Division of Support and Accountability, and other divisions in the West Virginia Department of Education (WVDE). These offices within the WVDE assist in providing training and technical assistance to support improvement and build the areas of capacity, academic achievement and instructional strategies to those schools participating in WV GRADUATION 20/20. NTACT (www.transitionta.org) and CEEDAR (http://ceedar.education.ufl.edu/) are providing training and technical assistance to schools participating in WV GRADUATION 20/20.

WV GRADUATION 20/20 was specifically established to assist in building capacity to increase the high school completion rate for ALL students with special emphasis on students with disabilities (SWD) and those of low socio-economic status (low-SES).

WV GRADUATION 20/20 goals include:
- Improved student literacy and numeracy achievement.
- Increased number of students who graduate with a regular diploma.
- Decreased number of students who drop out.
- Increased attainment of better postsecondary outcomes.

Point of Contacts support the work of the WV GRADUATION 20/20 Priority. Their goals include providing ongoing effective professional learning, coaching and resources to goals include providing ongoing effective professional learning, coaching and resources to help school teams implement WV GRADUATION 20/20 with fidelity.
Introduction

National Dropout Prevention Intervention Framework

Step 1. Utilize State and School Leadership Teams
- Establish leadership and design team
- Identify cohort districts/schools
- Identify core teams for training
- Train teams in framework and e-Learning Sessions 1-8
- Train teams in rollout strategies

Step 2. Analyze Data
- District/school demographics
- District and school infrastructure
- Current programs and partnerships
- Student performance (attendance, dropout, promotion/retention, discipline)
- Assessment, curriculum, and instructional systems
- Professional development (dropout prevention/intervention recovery/re-entry)
- Relevant policies and procedures (attendance, discipline, promotion/retention, graduation)

Step 3. Identify Target Areas for Intervention
- School climate
- Attendance and truancy prevention
- Behavior (Universal, Targeted, Intensive)
- Academic content and instruction (English language arts, math, science)
- Family engagement
- Student engagement

Step 4. Develop Goal for School Strategic Plan
- Selected evidence-based practices (e.g., Check and Connect, Positive Behavior Interventions and Support (PBIS), CEEDAR Transition Practices and Predictors)
- Determine level of intensity (Universal, Targeted, Intensive)
- Contextualize to setting
- Establish timelines
- Draft action plan

Step 5. Implement, Monitor and Evaluate
- Conduct baseline measures
- Train additional staff for rollout
- Implement strategies on-side coaching, consultation and feedback, progress monitoring, fidelity checks
- Measure results
- Evaluate outcomes
- Celebrate success
- Disseminate
CEEDAR Transition Practices Framework

1. Student-Focused Planning
   • Involve students in transition IEPs
   • Teach transition planning skills
   • Include a comprehensive and relevant program of study in IEPs
   • Include appropriate and measurable transition goals in IEPs
   • Include systematic age-appropriate transition assessment

2. Student Development
   • Teach independent living skills
   • Teach community participation skills
   • Teach employment skills and provide employment experiences
   • Teach academic skills

3. Family Involvement
   • Facilitate parental involvement/support for post school outcomes
   • Encourage parent involvement in transition planning
   • Understand student perceptions of positive family support
   • Promote positive parental expectations for post school employment and education
   • Implement parental training in transition

4. Program Structure
   • Promote opportunities for extended transition services (programs for 18-21 year olds)
   • Promote inclusion in general education
   • Ensure effective transition programs/services are in place
   • Promote student supports
   • Promote completion of exit requirements/high school diploma status
   • Implement drop-out prevention interventions for at-risk youth

5. Interagency Collaboration
   • Connect students and families to outside agencies
   • Understand critical elements of interagency collaboration
   • Implement cross-disciplinary planning
The Collaborative Team

WV GRADUATION 20/20 School Leadership Team

The School Team provides leadership within the school for completing project activities. Team members play an integral role in the success of the program. The team will develop a self-directed continuous improvement Action Plan for the school with a long-term goal of increasing graduation rates and reducing dropout rates.

In order to accomplish this goal, school team members should understand the research, the framework and evidence-based practices associated with this program. In addition, it is imperative that team members have a deep understanding of their school’s culture, climate, and data. Based on this information, team members will select evidence-based strategies for the Action Plan.

Suggested participants on the School Leadership Team:
- Administrator
- School Improvement Specialist
- Point of Contact
- Team Leader-School based person who attends all required meetings and trainings
- Graduation Coach (if available)
- Special Educator
- General Educator
- Counselor, psychologist, social worker
- Interventionist
- County level Special Education staff (Special Education Director, coordinator, etc…)
- Others as appropriate

School Leadership Team requirements:
- Utilize opportunities for professional learning with national and state trainers.
- Monthly meetings to complete team activities.
- Follow-up opportunities and implementation meetings.
- Utilize school-wide data to identify and implement dropout prevention and transition strategies.
- Dedicated time for School Leadership Team Leader to convene meetings and complete project-related activities.

WV GRADUATION 20/20 School Leadership Team Leader

WV GRADUATION 20/20 School Leadership Team Leaders are based in schools and coordinate all activities. Working directly with the Point of Contact, the team leader will schedule and conduct school level team meetings each month, ensure appropriate time for activities at the school level, collect and analyze data, assist with the implementation of the School Dropout Prevention/Transition Action Plans and monitor progress of the implemented plans. See the Team Leader within this section for further information.
To support the School Team Leader, training will be provided with state and national leaders. The Point of Contact will also be available for support and will meet with the Team Leaders.

The position of Team Leader is vital to the success of the program. Team Leaders will be the catalyst for project development, including facilitation of the data review and facilitation of the development of the School’s Action Plans. The Team Leader will support school teams in selecting research based activities, interventions and strategies that will be matched to identify areas of need based on the school data analysis.

**WV GRADUATION 20/20 School Leadership Team Leader Roles**

1. Facilitate the implementation of the school’s research based activities, strategies and interventions in accordance with training provided through the program.
   • Work closely with the School Leadership Team to support them through the process.

2. Participate in required training sessions provided through the WVDE, including required statewide School Team Leadership training, Schoology, and other virtual sessions for school teams.
   • Attend required meetings/training sessions.
   • Provide and share information to the School Leadership Team and faculty.
   • Share School Action Plans and WV GRADUATION 20/20 Priority goals with entire school staff.

3. Support School Leadership Team in analyzing data to determine priorities for improvement/focus area(s), and developing School Action Plans that are aligned to the improvement priorities (School Strategic Plan).
   • Obtain contact information for each team member and establish a means of communication with administration, team members and faculty.
   • Determine meeting dates and location to meet with School Leadership Team.
   • Schedule team meetings, send reminders, and develop agendas.
   • Make copies of needed forms/handouts for all team members.
   • Assist and support the School Leadership Team as they gather and analyze data.
   • Facilitate team meetings/discussions.

4. Support the School Leadership Team in effective implementation of the School Action Plan and data collection.
   • Guide the implementation of the Action Plan with fidelity.
   • Assist with problem solving.
   • Support team members with data collection procedures.
   • Review all data collected by the team and evaluate the effectiveness of activities, strategies, and interventions.

5. Ensure that required data for program evaluation is collected and reported in a consistent and timely manner.
   • School Leadership Team Contact List
   • School Team Meeting Agenda/Minutes Reporting Log
   • Core Data Tool
   • Action Plan
   • Reflection Rubric
## WV GRADUATION 20/20 School Leadership Team Leader Checklist

### WV GRADUATION 20/20

**School Leadership Team Leader Checklist**

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<thead>
<tr>
<th>Item</th>
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<th>Notes</th>
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<tr>
<td>School Leadership Team Contact List</td>
<td>Fall</td>
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</tr>
<tr>
<td>School Team Meeting Agenda/Minutes Reporting Log</td>
<td>Monthly</td>
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<td>Core Data Tool</td>
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<td>Action Plan</td>
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<tr>
<td>WV GRADUATION 20/20 Reflection Rubric</td>
<td>May</td>
<td>WV GRADUATION 20/20 Evaluator Amber Stohr <a href="mailto:astohr@k12.wv.us">astohr@k12.wv.us</a></td>
<td>Link to survey will be sent electronically to Leadership Team members</td>
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</table>
WV GRADUATION 20/20 Point of Contact Roles of Support

Participate in activities designed to provide coaching, support, and technical assistance for WV GRADUATION 20/20.

- Design, implement and/or participate in the WV GRADUATION 20/20 Summits and Best Practice Forums as well as required professional learning provided through the WVDE.
- Attend quarterly meetings/coaching sessions.
- Provide and monitor application of professional learning and coaching aligned with WVDE WV GRADUATION 20/20 goals and objectives.
- Ensure that any data and/or information needed for evaluation of WV GRADUATION 20/20 is collected and reported in a timely manner to designated WVDE staff.
- Complete the monthly WV GRADUATION 20/20 Point of Contact Log activities as well as any additional documentation of activities as required by the WVDE/OSE.
- Attend monthly School Leadership Team meetings and/or school visits.
- Participate in other responsibilities that may be assigned by the WVDE WV GRADUATION 20/20 Team to meet goals and objectives.

Support School Leadership Teams in the components of the WV GRADUATION 20/20 activities.

- Establish an effective School Leadership Team.
- Analyze data with the assigned schools for the purpose of completing the Core Data Tool.
- Collect and analyze student level data (e.g., attendance, behavior, academic performance) and determine priorities related to a targeted group of students.
- Identify and monitor a targeted group of students.
- Assist in the development of the School Action Plan which supports programs for the identified group of students.
- Develop the School Action Plan which supports programs for the identified group of students.
- Direct data management, program evaluation, and updating data as required.
- Ensure that required student data are submitted on time to meet WV GRADUATION 20/20 data requirements (quarterly).
- Ensure fidelity of implementation.
- Stay informed of national research on improving graduation rates, dropout prevention, and transition.

Establish communication practices with relevant contacts (Special Education Directors, Administrators and District Personnel as requested).

- Maintain communication and contacts with participating schools.
- Complete and submit monthly the Point of Contact Log and Team Meeting minutes to designated Office of Special Education staff.
- Communicate relevant information as requested in a timely manner.
- Discuss and meet monthly with Special Education Directors regarding the WV GRADUATION 20/20 Priority and relevant information.
- Keep accurate records of interaction with school teams and administrators, Special Education Directors, and other district personnel to be submitted as requested.
- Collaborate with WVDE WV GRADUATION 20/20 Team.
## WV GRADUATION 20/20 Point of Contact Checklist

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## WV GRADUATION 20/20 School Team Contact List

**WV GRADUATION 20/20**
School Leadership Team
Contact List

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# WV GRADUATION 20/20 - Agenda/Minutes/Reporting Log

## WV GRADUATION 20/20

- **Meeting Agenda/Minutes/Reporting Log**

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### Notes/Next Steps

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### Next Meeting Date

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The Process

Identification Process for Cohort Schools

The WV GRADUATION 20/20 Priority is designed to develop, increase, and transfer knowledge in the area of dropout prevention. This program is focused on increasing graduation rates for ALL students through the use of evidence-based practices. Furthermore, the implementation of evidence-based strategies will increase positive school experiences and positive post-school outcomes for all students.

The Cohort consists of 27 middle schools that have been identified as feeder schools to our participating WV GRADUATION 20/20 schools. School-based teams and team leaders will receive training to diagnose student obstacles and develop site specific improvement plans and strategies. Twenty-seven (27) schools are included in the Cohort from thirteen (14) local education agencies. Each year an additional Cohort (local education agency) will be added. Each Cohort or local education agency will be provided intensive support for two (2) years with follow-up opportunities thereafter.

WEST VIRGINIA WV GRADUATION 20/20 LOCAL EDUCATION AGENCY COHORTS

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## Preparation for Implementation of WV GRADUATION 20/20

1. Solicit LEA participation through county superintendents.
2. Provide information to LEAs and schools about requirements of participation.
3. Complete Memorandum of Understanding.
4. Attend WV GRADUATION 20/20 Educator and Instructional Leader Summit.
5. Assign a Point of Contact.
6. Facilitate collaboration between WVDE OSE and appropriate WVDE offices and personnel.

### WEST VIRGINIA WV GRADUATION 20/20 SCALE-UP

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The Process
GRADUATION 20/20 PROCESS
What steps do school teams need to follow to increase graduation rates?

**Year 1 DROPOUT PREVENTION INTERVENTION FRAMEWORK**

| Follow Key Components |

Step 1. Utilize State and School Leadership Teams
- View “What Would Participation In WV GRADUATION 20/20 Mean For My School?” webinar.
- Review WV GRADUATION 20/20 process Years 1 and 2.
- Review WV GRADUATION 20/20 School Memorandum of Understanding and Commitments/Requirements Documents.
- Discuss at the school level the graduation/dropout rate and achievement gaps of subgroups.
- Secure Memorandum of Understanding from schools desiring to participate in WV GRADUATION 20/20 project.
- Identify School Leadership Team members.
- Identify School Leadership Team Leader.
- Determine meeting dates (at least 1 time per month).

Step 2. Analyze Data
- Enter data for the three prior years into the Core Dropout Data Tool. Use the questions in the accompanying discussion guide to help identify trends, patterns and needs in the data. Look also at your school’s demographics/infrastructure data. Examine student performance in the following areas:
  - Achievement-Course Passing Rate
  - Attendance
  - Discipline-Office and Disciplinary Referrals
  - School Climate
  - Student Engagement
  - Transition
  - Graduation/Dropout Data/Race Ethnicity/Students with Disabilities

Step 3. Identify Target Areas for Intervention
- Identify and prioritize the areas of need based on data.
- Determine those students who will be targeted:
  - Selected group (example: 9th grade students with disabilities).
  - School-wide/Universal
  - Identified group of students based on at-risk indicators.

Step 4. Develop Goal for School Strategic Plan
- Identify and select evidence-based strategies/interventions to drive improvement.
- Complete each section of School WV GRADUATION 20/20 Dropout Prevention Action Plan:
  - Determine goal
  - Identify measurable outcomes and gather baseline data
  - Determine activities/strategies/interventions
  - Establish reasonable timelines
  - Identify person(s) responsible
  - Evaluation/Progress Check
- Identify implementation concerns and work to remove barriers.

Step 5. Implement, Monitor and Evaluate
- Train staff in professional learning specific to the implementation of the School Action Plan, making sure all staff members demonstrate a clear, consistent and shared understanding of what the faculty and students are expected to know, understand and do.
- Communicate goals to targeted students and explain the intervention(s).
- Implement School Action Plan according to the determined timelines.

Monitor
- Develop assessment tools measuring performance (i.e., school developed walk-through observations, awareness walks, survey, benchmarks, protocols, logs, charts, student portfolios, common assessments, etc.) that will provide consistent data over time to monitor improvement of the targeted area (i.e., achievement, attendance, discipline, etc.).
- Develop a data collection schedule, collect the data and utilize the data to monitor progress.
- Continuously adjust strategies/School Action Plan steps based on analysis and review of data. "The School Action Plan should be updated and revised, as appropriate.

Evaluate
- Collect the data for your measurable outcomes in order to assess improvement, analyze causes for unsatisfactory results and identify successes.
- Based on findings, make revisions to the School Action Plan in order to maximize its effectiveness for the upcoming school year.
- Share findings with faculty, students, parents, community, WVDE, and Local Board of Education.
- Celebrate Successes!

**YEAR 2 CEEDAR TRANSITION FRAMEWORK**

| Choose-Specific Strategies |

Step 1. Utilize State and School Leadership Teams
- Use “What Would Participation in WV GRADUATION 20/20 Mean For My School?” webinar to orient new staff in the building to WV GRADUATION 20/20.
- Review WV GRADUATION 20/20 Process Years 1 and 2.
- Discuss at the school level the transition practices in place.
- Re-establish School Leadership Team members.
- Re-identify School Leadership Team Leader.
- Determine meeting dates (at least one (1) time per month).

Step 2. Analyze Data
- Complete Transition Practices Framework: School Level Practice Profile as a self-assessment to determine the most critical needs with the transition program components:
  - Student-Focused Planning
  - Student Development
  - Family Involvement
  - Program Structure
  - Interagency Collaboration
- Determine the level of implementation of Transition Practices:
  - Exploration
  - Installation
  - Initial Implementation
  - Full Implementation

Step 3. Identify Target Areas for Intervention
- Identify and prioritize the areas of need based on Practice Profile data.
- Determine whether to focus on one component, several or all of them.
- Note the gap between the desired level and current level.

Step 4. Develop Goal for School Strategic Plan
- Identify and select evidence-based strategies/interventions to drive improvement.
- Complete each section of School WV GRADUATION 20/20 Transition Action Plan:
  - Determine goal
  - Identify measurable outcomes and gather baseline data
  - Determine activities/strategies/interventions
  - Establish reasonable timelines
  - Identify person(s) responsible
  - Evaluation/Progress Check
- Identify implementation concerns and work to remove barriers.

Step 5. Implement, Monitor and Evaluate
- Train staff in professional learning specific to the implementation of the School Action Plan, making sure all staff members demonstrate a clear, consistent and shared understanding of what the faculty and students are expected to know, understand and do.
- Communicate goals to targeted students.
- Implement School Action Plan according to the determined timelines.

Monitor
- Develop assessment tools measuring performance (i.e., school developed walk-through observations, awareness walks, survey, benchmarks, protocols, logs, charts, student portfolios, common assessments, etc.) that will provide consistent data over time to monitor improvement of the targeted area (i.e., achievement, attendance, discipline, etc.).
- Develop a data collection schedule, collect the data and utilize the data to monitor progress.
- Continuously adjust strategies/School Action Plan steps based on analysis and review of data. "The School Action Plan and Practice Profile should be updated and revised as appropriate.

Evaluate
- Collect the data for your measurable outcomes in order to assess improvement, analyze causes for unsatisfactory results and identify successes.
- Based on findings, make revisions to the School Action Plan in order to maximize its effectiveness for the upcoming school year.
- Share findings with faculty, students, parents, community, WVDE, and Local Board of Education.
- Celebrate Successes!
COMMITMENTS

1. The School Strategic Plan will include as an improvement priority increasing the percentage of students with disabilities who graduate with a general education diploma and decreasing the dropout rate for students with disabilities.

2. The school will designate a School Leadership Team Leader to work directly with the WVDE and county to schedule once monthly meetings, facilitate communication and activities and provide time for project activities.

3. The School Leadership Team Leader will attend all training sessions.

4. The principal and other school administrators are committed to this project and to the participation of the school. One designated administrator from the school will attend all training sessions.

5. The team members will attend all School Team trainings and follow-up sessions.

6. The principal will ensure that the School Leadership Team Leader has regularly scheduled team meetings to complete assignments, including data collection, data analysis, action plan development and implementation, and monitoring of implementation, and to discuss program needs, goals and student retention.

7. The School Leadership Team Leader agrees to collect, analyze and report project evaluation data, including but not limited to: days absent, OSS/ISS number of days, course failure by grade reporting periods for targeted students and school transition practices.

8. The school agrees to serve as a resource for other schools working on similar goals, including hosting visitors, responding to requests for information, possible conference presentations, etc.

9. The school will make a four year commitment to the project.

REQUIREMENTS

1. Six days of professional learning with national and state trainers during years 1 and 2 for School Leadership Team.

2. School Leadership Team meetings at least once monthly to complete team activities.

3. Continuation of professional learning and implementation meetings in years 3 and 4.

4. Identify dropout prevention and transition strategies to be implemented utilizing school-wide data.

5. Willingness to change schedules, student groupings or instructional strategies if indicated by the school’s WV GRADUATION 20/20 Dropout Prevention/Transition Action Plan.

6. Time for School Leadership Team Leader to convene meetings and complete project-related activities.
### Step 1. Utilize State and School Leadership Teams

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<tbody>
<tr>
<td>1. Discuss at the district and school level the BrightBytes Early Warning data. and/or achievement gaps of subgroups.</td>
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<td>2. Identify School Leadership Team members.</td>
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<td>3. Determine school meeting dates (at least 1 time per month) and publish.</td>
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### Step 2. Analyze Data

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<tbody>
<tr>
<td>1. Complete the NDPC-SD Core Data Tool using the accompanying discussion guide if needed. Look at school demographics/infrastructure. Examine student performance in the areas of achievement, attendance, discipline, school climate, student engagement, family involvement, and transition data.</td>
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<td>2. Analyze the compiled data to determine any trends.</td>
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### Step 3. Identify Target Areas for Intervention

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<tr>
<td>1. Identify and prioritize the areas of need based on data.</td>
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<td>2. Determine those students that will be targeted.</td>
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<td>a. Selected group (example: middle school students with disabilities)</td>
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<td>b. School-wide/universal</td>
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<td>c. Identified group of students based on at-risk indicators</td>
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### Step 4. Develop Goal for School Strategic Plan

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<tr>
<td>1. Identify evidence-based strategies/interventions to drive improvement.</td>
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<td>2. Complete each section of the School Action Plan.</td>
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<td>b. WV GRADUATION 20/20 Timeline/Benchmarks</td>
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<td>c. Determine research based activities/strategies/interventions</td>
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<td>3. Identify implementation concerns and work to remove barriers.</td>
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## The Process

### Step 5. IMPLEMENT THE SCHOOL ACTION PLAN WITH FIDELITY

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<tr>
<td>1. Train staff in professional learning specific to the implementation of the School Action Plan, making sure all staff members demonstrate a clear, consistent and shared understanding of what the faculty and students are expected to know, understand and do.</td>
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<td>2. Communicate goals to targeted students in order to implement goal setting.</td>
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<td>3. Implement the School Action Plan according to determined timelines.</td>
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### Step 6. MONITOR THE IMPLEMENTATION OF THE SCHOOL ACTION PLAN

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<tr>
<td>1. Develop assessment tools measuring student performance (e.g., walk-through observations, survey, benchmarks, protocols, logs, charts, student portfolios, common assessments, etc.) that will provide consistent data over time to monitor improvement of the targeted area (e.g., achievement, attendance, discipline, etc.).</td>
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<td>2. Develop a data collection schedule, collect the data and utilize the data to monitor progress.</td>
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<td>3. Continuously adjust strategic/action plan steps based on analysis and review of data. Remember that the School Action Plan and Data Probe should be updated and revised as appropriate.</td>
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### Step 7. EVALUATE THE EFFECTIVENESS OF THE SCHOOL ACTION PLAN

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<tr>
<td>1. Collect all school level data in order to detect patterns, analyze causes for unsatisfactory results and identify successes.</td>
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<td>2. Based on findings, make revisions to the School Action Plan in order to maximize its effectiveness for the upcoming school year.</td>
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<td>3. Share findings with faculty, students, community, WVDE, LEA.</td>
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<td>4. Complete WV GRADUATION 20/20 Reflection Rubric</td>
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<td>5. Celebrate Successes!</td>
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### Step 1. UTILIZE STATE AND SCHOOL LEADERSHIP TEAMS

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<td>1. Discuss at the district and school level Bright Bytes and Early Warning data and/or achievement gaps of subgroups.</td>
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<td>2. Identify School Leadership Team members.</td>
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<td>3. Determine school meeting dates (at least 1 time per month) and publish.</td>
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### Step 2. ANALYZE DATA

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<tbody>
<tr>
<td>1. Complete the Practice Profile using the accompanying discussion guide. Look at school programs/schedule/infrastructure. Examine student performance in the areas of achievement, student engagement, family involvement, and transition data.</td>
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<td>2. Analyze the compiled data to determine any trends.</td>
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### Step 3. IDENTIFY TARGET AREAS FOR INTERVENTION

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<tr>
<td>1. Identify and prioritize the areas of need based on the Practice Profile, WV Transition Guide analysis and additional program data.</td>
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<td>2. Determine those programs/practices that will be targeted.</td>
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<td>a. School-wide/universal</td>
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<td>b. Identified group of students based on at-risk indicators</td>
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### Step 4. DEVELOP GOAL FOR SCHOOL STRATEGIC PLAN

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<tr>
<td>1. Identify evidence-based strategies/interventions to drive improvement.</td>
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<td>2. Complete each section of the School Action Plan.</td>
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<td>a. Determine goal</td>
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<td>b. WV GRADUATION 20/20 Timeline/ Benchmarks</td>
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<td>c. Determine research based activities/strategies/interventions</td>
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<td>d. Establish reasonable timelines</td>
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<td>e. Identify person(s) responsible</td>
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<td>f. Evaluation/Progress Check</td>
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<td>g. Measurable results.</td>
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<td>3. Identify implementation concerns and work to remove barriers.</td>
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</table>
Step 5. IMPLEMENT THE SCHOOL ACTION PLAN WITH FIDELITY

<table>
<thead>
<tr>
<th>TASK DESCRIPTION</th>
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<tbody>
<tr>
<td>1. Train staff in professional learning specific to the implementation of the</td>
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<td>School Action Plan, making sure all staff members demonstrate a clear,</td>
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<td>consistent and shared understanding of what the faculty and students are</td>
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<td>expected to know, understand and do.</td>
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<td>2. Communicate goals to targeted students in order to implement goal setting.</td>
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<td>3. Implement the School Action Plan according to determined timelines.</td>
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Step 6. MONITOR THE IMPLEMENTATION OF THE SCHOOL ACTION PLAN

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<tr>
<th>TASK DESCRIPTION</th>
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<tbody>
<tr>
<td>1. Develop assessment tools measuring student performance (e.g., walk-through</td>
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<td>observations, awareness walks, survey, benchmarks, protocols, logs, charts,</td>
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<td>student portfolios, common assessments, etc.) that will provide consistent</td>
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<td>data over time to monitor improvement of the targeted area (e.g., achievement,</td>
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<td>student engagement, transition, etc.).</td>
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<td>2. Develop a data collection schedule, collect the data and utilize the data to</td>
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<td>monitor progress.</td>
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<td>3. Continuously adjust strategic/action plan steps based on analysis and review</td>
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<td>of data. Remember that the School Action Plan should be updated and revised as</td>
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Step 7. EVALUATE THE EFFECTIVENESS OF THE SCHOOL ACTION PLAN

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<tbody>
<tr>
<td>1. Collect all school level data in order to detect patterns, analyze causes for</td>
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<td>unsatisfactory results and identify successes.</td>
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<td>2. Based on findings, make revisions to the School Action Plan in order to</td>
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<td>maximize its effectiveness for the upcoming school year.</td>
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<td>3. Share findings with faculty, students, community, WVDE, LEA.</td>
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<td>4. Complete WV GRADUATION 20/20 Reflection Rubric</td>
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<td>5. Celebrate Successes!</td>
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Data Tools

WV GRADUATION 20/20 Data Probes

Reliable data collection and analysis is necessary to identify students at risk of dropping out of school, the major risk factors associated with this process, the most appropriate interventions, and programs, needed for improvement. Crucial questions must be addressed if data is to be beneficial:

- Is the data reliable and correct?
- Is there adequate data provided or is more information needed to identify trends over time?
- Did the school meet its performance target or the threshold criteria?
- Have targets from school strategic plan been met or missed in recent years?
- To what extent is your school meeting the academic needs of its students?
- Does the curriculum address identified areas of need?
- Are programs and/or interventions in place to provide support and remediation for targeted students?
- Is adequate staff development/training available to implement the necessary programs and/or interventions?

*Early identification and intervention is critical to meet the specific needs of the school and students.*
**Data Tools**

**Release notes about the NDPC-SD Core Data Tool**

This tool was developed by Matthew Klare (mklare@clemson.edu) and modified for the WV GRADUATION 20/20 initiative by Amber Stohr (astohr@k12.wv.us).

This tool is intended to help a school organize and examine data connected to eventual graduation and dropout rates. It is meant to assist in the process of identifying areas where supports and interventions might be beneficial. Entering your school’s data into the “Core data” worksheet will produce comparisons and charts, which will help you examine historical trends as well as track the results of your work into the future.

**Note:** If your examination of the data with this tool suggests that you need to disaggregate the data further to identify specific groups of students or even individual students who might need targeted interventions, the WVDE can provide you with additional tools and resources to support this work. Also, NTACT has a tool like this one that has space to collect three more years of data, such as you might collect while implementing a school completion initiative.

**First step:** Enter your district or school’s information in the worksheet entitled “School info.” Your school information will then auto populate into other worksheets within this workbook.

**Second step:** In the “Core data” worksheet, enter the percentages for your local attendance, academic, and discipline data as regular numbers. Also, enter your state or local targets (if you have them) as regular numbers. You do not need to enter the percent sign; Excel will add one automatically. For example, you would enter the number 78.63 to represent the percentage of 78.63%.

**Note:** Enter your data in the WHITE-shaded cells. Excel will perform calculations (e.g., calculate the gap value, etc.) and display the results in the white-shaded cells. You will see that most cells in these worksheets are locked to prevent accidental overwriting of the formulas they contain. You can only type in cells where you should enter data. If you need to change a formula, you must unprotect the worksheet first. There is no password enabled for the protection.

If you lack data for a category, leave the cell(s) blank for that category or enter “NA” to remind you that no data are available.

**To print the data table,** go to the worksheet you want to print and click on Excel’s “Print” command. The worksheet is currently set up to print on 8.5” x 11” paper.

**To print a chart,** go to the “All Charts” worksheet. Once you locate the chart you wish to print, select it (highlight it with one mouse click) and then click on Excel’s “Print” command.

If you encounter problems or have any suggestions about how we might improve this tool, please email Matthew Klare at NTACT (riskcalculations@unc.edu) or Amber Stohr at WVDE (astohr@k12.wv.us).
Data Tools

Please enter the information about your school in the white cells, below. It will populate the other worksheets in this workbook.

<table>
<thead>
<tr>
<th>Your school district</th>
<th>Your school's name</th>
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</thead>
</table>

Please enter the 4-digit calendar year in which this school year began: **2018**

<table>
<thead>
<tr>
<th>School Year</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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</thead>
<tbody>
<tr>
<td><strong>Your enrollment data</strong></td>
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<tr>
<td>Number of students with disabilities enrolled (SWD)</td>
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<tr>
<td>Total enrollment</td>
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<tr>
<td>Number of students without disabilities enrolled (calculated)</td>
<td>0</td>
<td>0</td>
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<tr>
<td>SWD comprise what % of total enrollment (calculated)</td>
<td>#DIV/0!</td>
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</tbody>
</table>

Does your school participate in the WV School Climate Survey?

Does your school actively participate in PBIS?

Does your school use the WV Early Warning System (BrightBytes)?
## Data Tools

Enter your whole-school data in the white-shaded cells. Excel will write calculated values in the gray-shaded cells of these tables.

### Core Data

<table>
<thead>
<tr>
<th>Grade retentions</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-16 Target</th>
<th>2018-17 Target</th>
<th>2019-18 Target</th>
<th>2017-18 Target met?</th>
<th>2018-17 Target met?</th>
<th>2017-18 Distance from target</th>
<th>2016-17 Distance from target</th>
<th>2017-18 Distance from target</th>
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<tr>
<td>Number of 9th graders retained</td>
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<td>Number of 10th graders retained</td>
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<td>Number of 11th graders retained</td>
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</tbody>
</table>

### Attendance rates

| Students with disabilities (SWD) | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |
| Students without disabilities | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |
| All students | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |

### Academic performance in English/LA

#### Percentage of students passing their English class

| Students with disabilities (SWD) | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |
| Students without disabilities | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |
| All students | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |

### Academic performance in mathematics

#### Percentage of students passing their Math class

| Students with disabilities (SWD) | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |
| Students without disabilities | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |
| All students | Yes | Yes | Yes | 0.0% | 0.0% | 0.0% |

### Office and disciplinary referrals:

#### SWD enrollment

| SWD enrollment | 0 | 0 | 0 |

| Students without disabilities enrollment | 0 | 0 | 0 |

| Referral for all students | 0 | 0 | 0 |

| Total number of referrals for all students | 0 | 0 | 0 |

| Referral rate for SWD | R0Y0V1 | R0Y0V1 | R0Y0V1 |
| Referral rate for students without disabilities | R0Y0V1 | R0Y0V1 | R0Y0V1 |

**Notes:**
- SWD referral rate / referral rate for students with disabilities
- Referral rate for all students
- Total referral rate
This Discussion Guide is designed to facilitate completion of the Core Data Tool and discussion at the School Level

Date: 
School: 
School District: 
Principal: 
Team Leader: 
Point of Contact: 

LRE Data
1. Is the school making progress toward the goal of 62.8% of SWD placement in regular education for more than 80% of the day?

Academic Engagement
1. Write 2-3 sentences to describe the achievement trend in each subject area for your school.
2. In each subject area, determine the gap in scores between SWD and ALL students. Describe how your school plans to address student achievement in subject areas where gaps have been identified.
3. How does your School Strategic Plan address academic gaps?
4. List procedures that are in place to ensure instructional fidelity (e.g., How do you know what is being taught? How do you know evidence based practices and strategies are used consistently across general education and special education classes?)
5. What tools does your school use to actively progress monitor student achievement?
6. Describe how progress monitoring data helps you make decisions regarding movement of students between multi-tiered systems of supports.

Behavioral Engagement/Discipline
1. What tools does your school use to actively progress monitor student behavior?
2. Review your Discipline Policy. Are there push effects that could be impacting discipline? Consider how bus discipline issues might affect student progress. What other questions might you ask?
Behavioral Engagement/Attendance
1. What patterns are visible in attendance rates? (e.g., times of day, days of week, months of the year)
2. Review your school’s attendance policy. What questions might you have?
3. When is parent/guardian contact initiated due to a student’s absence? Who makes the contact? Identify the staff member dedicated to the position of transition planning.

Cognitive Engagement
1. Identify the staff member dedicated to the position of transition planning.
2. Does your system participate in an interagency transition council? If so, what agencies are involved and identify resources pooled together to maximize efficiency? (District, Community, State and Federal, including Dept. of Labor/Division of Rehabilitation Services)
3. Does the IEP include a coordinated, measurable transition plan for all students age 14 or above or who are entering 9th grade?
4. Review five (5) randomly chosen IEPs. How many have current and objective present levels of performance, measurable IEP goals and appropriate supports for these goals?
5. What is your school’s plan for career exploration, planning (e.g., CFWV modules, Pathways to the Future, LINKS lessons, WV Transition Guide, career fairs, etc).
6. Interview the students of the five (5) reviewed transition plans from WV Transition Guide and PEP Plans to determine if their goals and expectations align with the developed plan?

Parental/Family Engagement
1. What percentage of parent/guardian(s) of SWDs attend their child’s IEP Team meeting?
2. What is the parent/guardian satisfaction rate for SWDs for your district or school?
3. What practices does your school have in place to encourage parent/guardian(s) to participate in school activities or endeavors? (e.g., Local School Improvement Council, Open House, Parent Newsletters, Parent Mentor, Annual Parental meetings)
4. What steps does your school take to educate parent/guardian(s) regarding the special education process and its potential benefits?
5. How are parent/guardian(s) of SWD and students of diverse educational/linguistic backgrounds informed of high school graduation requirements, transition plans, and prerequisites for post-secondary education options?
6. How does your school provide information to parent/guardian(s) regarding general school information, school policies/reforms, and school programs? (e.g., printed materials, recorded phone messages, personal notes, e-mails, home visits, social media, etc.)

School Climate
1. Review offered extracurricular activities for your school.
2. What percentage of your student body participates in at least one extracurricular activity?
3. Does your school participate in a school climate survey? If so, what percentage of students, parent/guardian(s) and staff generally perceive school as a safe and welcoming place?

District and School Policies
1. Identify factors that may be pushing students out of school.
2. Identify early dropout prevention interventions or programs being implemented in your school.
3. Which of the following interventions or programs are currently offered to students experiencing academic difficulty: mentoring, peer tutoring, alternative schools, service learning, extended school year (e.g., online coursework), other(s), please specify?
School Action Plan

Developing the WV GRADUATION 20/20 School Action Plans

The School Action Plan, developed by the School Leadership Team, is the blueprint to improve student outcomes in a specific area related to increasing graduation rates, decreasing the dropout rates, improving transition services, and/or closing the academic gap between student groups. The Team Leader and the School Leadership Team Members work through a process of analyzing data to identify areas of need that will be the focus of the Action Plan (e.g., academic, behavioral, cognitive or affective/student engagement).

The School Action Plan details the focus area(s), goals, objectives, evidence-based activities, strategies or interventions, responsibilities, timelines, and evaluation to measure results. A current baseline in the area of focus should be identified along with a means of collecting formative data to monitor progress. WV GRADUATION 20/20 School Leadership Team members will develop and approve the School Action.

Plan with measurable results at the school level. This plan should align with your school improvement plan and should include strategies that are specific to the targeted group of students.

Data analysis is the roadmap that you will use to develop your plan.
Developing the Action Plan

1. Using the Core Data Tool, identify the focus area(s) for your Action Plan. Data is the roadmap you will use to develop your plan. By analyzing these data and noting patterns, you can identify areas of most risk and need. Once the needs are known, you can address these needs with effective evidence-based strategies.

2. Your action plan may include one (1) to three (3) focus areas. To maintain achievability and implementation fidelity, more than three (3) focus areas are not recommended. Focus area examples include but are not limited to: academic performance, attendance, behavior/discipline, family and/or student engagement, and school climate.

3. Establish current baseline data for the focus area using the most recent data available.

4. For each focus area you will create a goal and an objective. The goal should be a big picture, general statement of intent for the area identified for your school. The objective for the focus area should be SMART (specific, measurable, attainable, realistic, and time-bound). Include the targeted student population, specify criteria, set a timeline and specify the degree of improvement expected for the targeted population.

5. Remember to keep the focus on alterable (those that can be changed) variables.

6. Develop the strategies that you will implement. Determine what needs to happen, what activities are necessary, who will be involved in making it happen (person responsible), when it will happen (timeline), and how the plan will be evaluated. Remember - Considerations must be given to:

   - Contextual Fit - Will it work in my school with my designated students? Is it complementary to other practices already in place?
   - Accessibility/ Efficiency - Is it affordable with our resources that are available?
   - Level of Effectiveness - Is there research evidence that it addresses our area of need?

7. Identify the students or the target group that you will involve and monitor progress. Use the results from the initial data (Core Data Tool) in making your student selections.

8. Use the measurable results column to track your progress. Review, monitor and revise the Action Plan to ensure intervention strategies are effective at improving the performance in the target area identified in the plan.

9. The Action Plan is a working document to be reviewed and revised as needed.

Document adapted from Tips for Developing Action Plans, NDPC-SD, 2012
SAMPLE School Action Plan

School Year: _______  School District: County Name  School Team Leader: Leader Name
School Name: School Name  Point of Contact Name: 

Focus Area 1:
Goal: .

<table>
<thead>
<tr>
<th>Objective:</th>
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</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities</th>
<th>Person(s) Responsible*</th>
<th>Timeline(s)</th>
<th>Evaluation Component(s)</th>
<th>Measurable Result</th>
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</thead>
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</tbody>
</table>

*While many persons, including students, parents, and community members may have responsibilities to complete activities, the overall strategy should be led by one or more individuals at the school level (i.e. graduation coach, counselor, administrator, etc.).
**SAMPLE School Action Plan**

Focus Area 2: 
Goal: 

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategies</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Timeline(s)*</th>
<th>Evaluation</th>
<th>Measurable Result</th>
</tr>
</thead>
</table>

*Establish realistic timelines that drive the activities toward completion. Some activities may be completed in a short timeframe, while others will continue for months or the entire school year.*
### SAMPLE School Action Plan

**Focus Area 3:**

**Goal:**

**Objective:**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Timeline(s)</th>
<th>Evaluation</th>
<th>Measurable Result</th>
</tr>
</thead>
</table>

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**Current Baseline:**

**Baseline Year:**

**Goal:**

**Objective:**

**Strategies**

**Activities**

**Person(s) Responsible**

**Timeline(s)**

**Evaluation**

**Measurable Result**

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**Guidance for West Virginia Schools and Districts**

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**Additional Resources**

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NOTES:

- Some strategies and activities are more ‘big picture’, while others are more detailed. This is normal. It is fine to have a variety of strategies and activities, you know best what is achievable in your school.
- Your Action Plan may include universal interventions (school wide initiatives) and interventions for targeted groups, such as at-risk SWD.
- Not ALL activities are required to have an evaluation component, but most will. Also, for some activities, it is to be expected that the person(s) responsible and timeline(s) may be the same.
- The following is a visual way to think about the terms goal, objective, strategy, and activity:
### SAMPLE School Action Plan

**Focus Area 1:** Student Engagement  
**Goal:** Focus on student engagement to increase SWD graduation rate.  
**Current Baseline:** 69.1%  
**Baseline Year:** 2014-2015

**Objective:** SWD graduation rate will increase by 3 percentage points per year (for example, the graduation rate would be 72.1% at the completion of the 2015-16 school year, 75.1% in 2016-17, and 78.1% in 2017-18).

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities</th>
<th>Person(s) Responsible*</th>
<th>Timeline(s)</th>
<th>Evaluation Component(s)</th>
<th>Measurable Result</th>
</tr>
</thead>
</table>
| A. Encourage students to explore potential careers. | 1. Expand current job-shadowing to include at-risk students and a greater variety of jobs that may interest them (beautician, plumber, etc.).  
2. Invite guest speakers into classes to discuss employment options, jobs, training required and pay. | 1. Director of Technical Career Ed., Counselors, Graduation Coach  
2. Feb. to May 2016 | 1. Number of students participating in job shadowing  
2. Number of guest speakers | 1. 25 students  
2. 4 guest speakers |
| B. Create a more positive school climate for SWD students by adding student organizations that are appropriate for all students. | 1. Form a Pep Club to promote school spirit. The club will have group seating at school events. | 1. Grad Coach, Club Sponsors | 1. Sept/Oct. 2015 | 1. Number of SWDs participating | 1. 50 SWD students |
| C. Enhance the transition process for 8th graders being promoted to the 9th grade. | 1. Have an 8th grade parent night to include school tours, club fair, etc. Make a list of clubs and sports and their sponsors available to all rising freshmen.  
2. Schedule a day with the feeder middle schools for current 11th graders to meet in a session to address questions of upcoming 9th graders about high school. | 1. Grad Coach, Guidance and Club Sponsors  
2. Principals, Grad Coach, selected 11th graders | 1. Aug. 2015  
2. June 2016 | 1. Number of parents attending  
2. Number of SWD 9th graders participating in sports and clubs | 1. 80 parents  
2. 15 students |

*While many persons, including students, parents, and community members may have responsibilities to complete activities, the overall strategy should be led by one or more individuals at the school level (i.e. graduation coach, counselor, administrator, etc.).
## SAMPLE School Action Plan

**Focus Area 2:** Academic Engagement  
**Goal:** Focus on academic engagement to decrease SWD drop-out rate.  
**Current Baseline:** 1.2%  
**Baseline Year:** 2014-2015  

**Objective:** SWD drop-out rate will decrease by 0.3 of a percentage point per year (for example, the drop-out rate would be 0.9% at the completion of the 2015-16 school year, 0.6% in 2016-17, and 0.3% in 2017-18).

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Timeline(s)*</th>
<th>Evaluation</th>
<th>Measurable Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Keep students on track for graduation and motivated by incorporating student credit recovery.</td>
<td>1. Create Virtual School credit recovery program. Open school computer lab for this purpose.</td>
<td>1. Graduation Coach, counselors</td>
<td>Jan. to June 2016</td>
<td>1. Number of students successfully completing credit recovery</td>
<td>1. 10 students</td>
</tr>
</tbody>
</table>
| B. Provide alternative and creative academic support and enrichment opportunities. | 1. Offer enrichment activities at different times from core classes, or as electives, or as after school programs.  
2. Recruit school staff, parents and/or community members to provide tutoring.  
3. Establish partnerships with community organizations and/or postsecondary institutions to offer additional enrichment programs to SWDs. | 1. Principals, school faculty, Grad Coach  
2. Grad Coach, school faculty  
3. Grad Coach | 1. 2015/16 School Year  
2. Sept./Oct. 2015  
2. Number of SWD using tutoring program  
3. SWD participants in programs | 1. See roster  
2. 18 students  
3. 20 students |
| C. Increase positive behaviors of SWDs who have been identified as having at-risk school behaviors. | 1. Start a Buddy Program for identified SWDs.  
2. Develop implementation plan for the program.  
3. Pair selected SWD with a responsible general education student who will serve as a mentor.  
4. Assign volunteer faculty member to mentor SWD and general education student pairs.  
5. Develop contact sheets for mentors and faculty to track number and nature of contact hours. | 1. Grad Coach, counselors, teachers  
2. Grad Coach  
3. Grad Coach  
4. Grad Coach, participating faculty  
5. Grad Coach | 1. Sept. 2015  
2. Sept. 2015  
3. 2015/2016 school year  
4. Oct. 2015  
5. Sept. 2015 | 1. List of selected students  
2. Program plan  
3. Academic performance and discipline data of selected SWDs  
4. Academic performance and discipline data of selected SWDs  
5. Contact sheets | 1. See list  
2. See plan  
3. GPA increase in 50% of participant students; 10% reduction in discipline referrals  
4. Same as above  
5. See sheets |

*Establish realistic timelines that drive the activities toward completion. Some activities may be completed in a short timeframe, while others will continue for months or the entire school year.*
### Focus Area 3: Attendance

**Goal:** Develop school programs, policies and environment to increase attendance.

**Current Baseline:** 92.6%

**Baseline Year:** 2014-2015

**Objective:** SWD attendance rate will increase by half a percentage point (0.5) per year (for example, the attendance rate would be 93.1% at the completion of the 2015-16 school year, 93.6% in 2016-17, and 94.1% in 2017-18).

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Timeline(s)</th>
<th>Evaluation</th>
<th>Measurable Result</th>
</tr>
</thead>
</table>
| A. Create an incentive program to reward students who improve their attendance. | 1. Identify at-risk SWD, ask them what would motivate them to attend school.  
2. Leverage existing staff/student groups to develop an incentive program.  
3. Involve parents and community (as stakeholders and contributors).  
4. Communicate incentive program to students.  
5. Use attendance coordinator or similar to track attendance and award incentives. | 1. Graduation coach, teachers, SWD  
2. Grad coach, teachers, students  
3. Grad coach, school administrator  
4. Grad coach  
2. Sept/Oct. 2015  
4. Oct. 2015  
5. 2015/16 school year | 1. SWD survey  
2. Program plan  
3. Sign-in sheet  
4. Dissemination log  
5. Number of incentives given (change in attendance rate) | 1. Identified motivations  
2. See plan  
3. 40 parents, community members present  
4. 100 students told  
5. 20 incentives given |
| B. Develop mentoring program between at-risk SWD and school staff. | 1. Recruit school staff to act as mentors.  
2. Have staff and SWD collaborate to create the parameters for the program (frequency of meeting, activities, etc.).  
3. Develop and have mentors use a frequency of contact log.  
4. Monitor SWD program participants attendance rates. | 1. Grad coach, school administrator  
2. School staff, SWD  
3. Grad coach, school staff  
2. Sept/Oct. 2015  
3. Oct. 2015  
4. 2015/16 school year | 1. Staff participation  
2. Program description  
3. Contact log  
4. Change in attendance rate | 1. 3 staff recruited  
2. See program  
3. 50 contacts made  
4. 0.5% increase |
| C. Initiate multi-tiered system of support to reduce chronic absenteeism. | 1. Develop a family-school communication plan.  
2. Recruit staff, students and parents to form an attendance response team.  
3. Have attendance response team develop plans, strategies and tools to use.  
4. Boost afterschool programs/offering.  
5. Create an intake plan for mobile students. | 1. Attendance coordinator, school administrator  
2. Attendance coordinator  
3. Response team lead  
4. School administrator, parents, community  
5. Attendance coordinator | 1. Sept. 2015  
2. Sept/Oct. 2015  
4. 2015/16 school year  
5. Sept. 2015 | 1. Communication plan  
2. Staff, student, parent participation  
3. Tool kit  
4. Number of offerings  
5. Intake plan | 1. See plan  
2. 2 staff, 3 parents, 2 students recruited  
3. See tool kit  
4. 4 additional after school programs  
5. See plan |
D. Improve school climate to keep at-risk SWD engaged.

1. Participate in School Climate Survey, with SWD participation.
2. Use survey results to inform areas of improvement.
3. Initiate programs/interventions to address areas identified for improvement.

1. School administrator, teachers
2. Grad coach, school administrator, teachers
3. Grad coach, school administrator, teachers

1. Fall 2015
2. Winter 2015/16
3. Spring 2016

1. Participation in survey
2. List of areas identified for improvement
3. List of programs/interventions

1. 100 students took survey
2. 3 areas identified
3. 4 programs identified and started

NOTES:

- Some strategies and activities are more ‘big picture’, while others are more detailed. This is normal. It is fine to have a variety of strategies and activities, you know best what is achievable in your school.
- Your Action Plan may include universal interventions (school wide initiatives) and interventions for targeted groups, such as at-risk SWD.
- Not ALL activities are required to have an evaluation component, but most will. Also, for some activities, it is to be expected that the person(s) responsible and timeline(s) may be the same.
- The following is a visual way to think about the terms goal, objective, strategy, and activity:
Focus Area: Student Engagement
Attributes:
1. The effects of school context on student engagement are partially mediated through their effects on psychological variables including beliefs about competencies and control (I CAN); values, and goals (I WANT TO); and a sense of belonging (I BELONG).

2. Schools with lower dropout rates have several common features including: a caring committed staff with a sense of shared responsibility and efficacy related to student learning who and student success; a school culture that encourages staff risk taking, self governance, and professional collegiality; a school structure that provides for a low student-teacher ratio and small class size to promote student engagement; and a school climate characterized by an ethics of caring and supportive relationships; respect, fairness, and trust.

Goal:

Strategy:

Some Effective Strategies
1. Systematically build relationships/connections for all students - Educators identify students who may not have a connection with a staff member (i.e., list all students names at grade levels and determine who knows the student) and match staff members and alienated students for future regular "mentor like" contact.
2. Address size through implementation of smaller learning communities (e.g., freshman academies)
3. Enhance peer connections through peer assisted learning strategies
4. Implement mentoring and service learning programs (consider full range of mentors).
5. Assess school climate, evaluate, and utilize results to create supportive and welcoming environments.
6. Increase opportunities for greater participation in extra-curricular activities
7. Ensure fair and consistent implementation of school policies
8. Articulate a coherent set of values that focus on high expectations for learning and achievement for all students in the context of close and caring relationships with adults and peers that promote opportunities for success.
### Student Engagement Attribute Worksheet

<table>
<thead>
<tr>
<th>What I Plan to Do</th>
<th>How I plan to Get it Done</th>
<th>What Resources I have / Will I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

2009 NDPC-SD Clemson University
Focus Area: Attendance
Attributes:
1. Consistent school attendance has a high positive correlation to academic success and school completion.
2. Students learn best when they attend school every day. When students miss school, they miss important lessons and essential skills they need for academic success.
3. Good attendance establishes a pattern of responsibility and commitment that will serve students throughout their lives—including college and the workplace.

Goal:

Strategy:

Some Effective Strategies
1. Emphasize early warning and intensive intervention - every absence requires a response.
2. Attendance programs focus on prevention as well as intervention and consequences. Attendance programs include both incentives and sanctions, including alternatives to court and rewards for improved and perfect attendance.
3. Review attendance policies to remove consequences that compete with school completion (e.g., suspensions given for tardiness).
School Climate Attribute Worksheet

**Focus Area:** School Climate

**Attributes:**

1. School climate refers to the values, norms, beliefs, and sentiments associated with routine practices and social interaction in schools.
2. Theorists and researchers have used a wide variety of terms to refer to aspects of school climate – including atmosphere, culture, environment, morale, school community, and school ethos.
3. The concept of school ethos... is far more than an aggregate collection of individual variables. It is the interactions of school processes and not merely their sum that explains their variance in the performance outcomes measured... the "ethos" of an effective school is in a large measure a reflection of general, schoolwide expectations of consistent values and norms that permeate the institution.
4. The ethos of an effective school is characterized by generally shared high expectations of teachers and respect for them; positive models of administrators and other teachers for teacher behavior that reflects concern for one another; and some system of feedback through which teachers can evaluate their work/performance.

**Goal:**

**Strategy:**

**Some Effective Strategies**

1. Provide structure and opportunities for youth to develop new skills in the context of warm, supportive relationships, thus allowing students to be most engaged when the social context promotes physical safety.
2. Identify, teach when applicable, model and reinforce positive social norms. Provide performance feedback.
3. High expectations for success breed and predict relatively high achievement. Therefore, a shared value system must be promoted, reinforced, and most of all, VISUAL.
4. A caring and committed staff must accept personal responsibility for student success, and must cultivate a school culture that encourages self-governance/management, and professional collegiality. Evidence suggest that student engagement and learning are fostered by a school climate characterized by an ethic of caring and supportive relationships; respect, fairness, and trust; and teachers’ sense of shared responsibility and efficiency related to student learning.

2010 NDPC-SD Clemson University
**Parent and Family Engagement Attribute Worksheet**

**Focus Area:** Parent/Family Engagement

**Attributes:**
1. Parent/Family Engagement is just as important as student engagement. The most accurate predictor of a student’s school achievement is the extent to which his/her family encourages learning.
2. Middle and high school students whose parents remain involved tend to: (a) have a positive attitude about school; (b) earn higher grades; (c) score higher on standardized tests; and (d) graduate from high school.
3. Effective home-school partnerships implies a relationship in which both parties has equal status and a level of independence, but also have implicit and formal obligations to each other.

**Goal:**

**Strategy:**

**Some Effective Strategies**

1. Recruit, support, and value the roles of parents as: (a) teachers, (b) leaders, (c) resources, (d) decision makers, (e) advocates, and (f) trainers of others.

2. Invite, encourage, and support parental/family involvement. Address specific parental needs by recognizing, respecting, and addressing cultural and class differences. Help parents/families feel comfortable and a part of the school community.

3. Set high expectations for your “partnership” with parents/families. Set high expectations and act upon those beliefs, bearing in mind that children serve as the focus that connects “you” as partners [on educational issues and improvement opportunities]. Parents should be aware of the fact that the school values them and the partnership.

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Focus Area: **Behavior**

**Attributes:**
1. Students with challenging behaviors need pro-active comprehensive and consistent systems of support.
2. Exposure to exclusionary discipline has been shown not to improve school outcomes, but in fact to be associated with higher rates of school dropout. Punishing problem behaviors (without a proactive support system) is associated with increases in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out.
3. The school environment must support appropriate social behavior. Behavior is functionally related to the instructional environment.

**Goal:**

**Strategy:**

**Some Effective Strategies**

1. Emphasize the use of preventative (be proactive), teaching (model and practice), and reinforcement-based (acknowledge and/or reward) strategies to achieve effective, efficient, and durable behavior and overall lifestyle outcomes.

2. Teach replacement behaviors! Provide acknowledgement/reinforcement and positive feedback to increase the likelihood that prosocial behavior (i.e., new/appropriate behaviors) will occur in the future. Students learn appropriate behavior in the same manner they learn to read, through instruction, practice, feedback, and encouragement.

3. Analyze problems (i.e., problem behavior, problem areas, problem periods, problem times, problematic policies and procedures) that do not promote and reinforce prosocial behavior, so that interventions may be matched to areas of need. Implement interventions with fidelity and integrity, monitor and evaluate.
Building School-Business Partnerships Attribute Worksheet

Focus Area: Building School-Business Partnerships
Attributes:
1. Effective partnerships between schools and businesses benefit both parties. Mutual respect, understanding and flexibility are necessary to a true partnership. 2. Effective partnerships give back to the community by increasing school engagement, decreasing dropout and preparing youth for a successful transition to post-school life. 3. Effective partnerships support the economic well being of the community by contributing to the development of a literate, skilled workforce and to the sustainability of the local economy.

Goal:

Strategy:

Some Effective Strategies
1. Identify and prioritize the school-completion needs in your school. Clearly define the problem and the scope of what you hope to address through a partnership. List and prioritize your desired outcomes. Keep your scope reasonable and achievable! Remember to stay flexible.
2. Examine what, if anything, has already been done to address the problem. Are those efforts still in existence? Did they help? Why/why not? Can you leverage these existing efforts to help with your plan? Whether they failed or succeeded, what can you learn from them?
3. Identify community and business resources that might be used to help address the problem. Identify the steps to gaining access to those resources. Identify key participants and responsibilities. As you work to form your partnership(s) remember your goals for the partnership, and build in a way to measure progress toward those goals.

Please credit the National Dropout Prevention Center for Students with Disabilities if you reproduce or otherwise use these materials. – NDPC-SD 2009.
Understanding Alternate Diplomas

This brochure has been developed to assist the Individualized Education Program (IEP) Team to determine the type of diploma for which a student is eligible.

Additional information related to special education can be found by visiting the WVDE Office of Special Education website at http://wvde.state.wv.us/osp

UNDERSTANDING ALTERNATE DIPLOMAS

What teachers, parents and students need to know.

West Virginia Department of Education

Office of Special Education

Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools
Need for an Alternate Diploma:
Policy 2510: Assuring the Quality of Education: Regulations for Education Programs states that county boards of education shall award a high school diploma to every student who completes the standard graduation requirements. An eligible student with disabilities who has been determined by an IEP Team to be unable, even with extended learning opportunities and significant instructional modifications, to meet state and county standard graduation requirements may receive an alternate diploma.

Students who meet the criteria for the Alternate Assessment based on Alternate Academic Achievement Standards are presumed to be pursuing an alternate diploma. Eligible students for an alternate diploma are those who have been determined by an IEP Team to be unable, even with extended learning opportunities and significant instructional modifications, to meet state and county standard graduation requirements.

IEP Team Procedures
The IEP team must carefully review the most recent summative and formative assessment data on the student. In addition, they must look at the student’s past history and future expectations on the West Virginia Summative Assessment.

Based upon the review of the data, the IEP Team must carefully consider the following questions:
1. Is the student capable of attaining the West Virginia College- and Career-Readiness Standards?
   • If yes, the student is eligible for a standard diploma.
   • If no, proceed to next question.
2. Is the student capable of attaining the West Virginia College- and Career-Readiness Standards with instructional modifications and accommodations (pre-teach, re-teach, specialized instructional strategies, differentiated instruction, co-teaching, instructional technology, etc.)
   • If yes, the student is eligible for a standard diploma.
   • If no, proceed to next question.
3. Does the student have significant impairment of cognitive abilities and adaptive skills that may require instruction in the Alternate Academic Achievement Standards?
   • If yes, the student is eligible for an alternate diploma.
   • If no, the IEP Team needs to reconsider Question 2 and revise the IEP to better meet the needs of the student.

The determination of the student’s eligibility for an alternate or standard diploma and the student’s progress toward this goal is to be reviewed annually by the IEP Team.

IEP Team Decision
As stated in Policy 2419: Regulations for the Education of Students with Exceptionalities, beginning with the first IEP to be in effect when a student is sixteen years old (or sooner at the discretion of the IEP team), the IEP team must address postsecondary goals including the type of diploma the student will be working toward. Every effort must be made to include both the parents and the student in this meeting as its primary purpose is to plan the student’s postsecondary program.

Frequently Asked Questions
Q: Does the United States Military accept students who have earned an alternate diploma?
A: An applicant who possesses a local or state-issued diploma on the basis of an attendance credential (non-standard diploma) is not to be considered a Tier I high school graduate in the Navy, Army, Air Force, Coast Guard Marine Corps. Well over 90% of enlistees are Tier I so this greatly reduces the chances of enlistment in these branches. It is important to note that the eligibility requirements may change due to the needs of the United States Department of Defense so students and their parents should check with recruiters to determine if an alternate diploma is currently being accepted. It is also important to note that ALL branches of the military require a minimum score of 50 on the Armed Forces Qualifying Test (AFQT).

Q: Can a student with an alternate diploma be accepted into a college?
A: Most four year universities do not accept an alternate diploma. A limited number of remedial level community college courses are available to students with an alternate diploma; however they are not applicable towards the completion of a degree.

Q: Are students who receive an alternate diploma eligible for federal or state financial aid at a postsecondary institution?
A: Students who receive an alternate diploma are not eligible for federal financial aid. Limited state and private financial aid and scholarships might be available.

Q: Can a student earning an alternate diploma participate in the high school graduation ceremony?
A: Students with disabilities receiving alternate diplomas shall be allowed to participate in graduation ceremonies with their same grade classmates and continue with special education eligibility services.

Q: Can a student working toward an alternate diploma continue public education to age 21?
A: A student with an IEP who is working on an alternate diploma remains entitled to a Free Appropriate Public Education (FAPE) through the age of 21.
Drop Out

Definition
Any student who leaves school and does not enroll in another school or program that culminates in a high school diploma is considered to be a drop out.

West Virginia Board of Education Policy 4110: Attendance defines a drop out as an individual who was enrolled in school at some time during the previous school year and was not enrolled on October 1st of the current school year; or was not enrolled on October 1st of the previous school year although expected to be in membership (i.e., was not reported as a drop out the year before); and has not graduated from high school, obtained a High School Equivalency Diploma referred to as TASC (Test Accessing Secondary Completion, and/or HSEA High School Equivalency Assessment), or completed a state or district approved education program; and does not meet any of the following exclusionary conditions: (a) transfer to another public school district, private school, registered home school or state or district approved education program; (b) temporary school-recognized absence due to suspension or illness; or (c) death. (§126-81-4, Definitions)

Compulsory attendance for a student in WV schools.
According to West Virginia Code § 16-3-4, West Virginia students must attend school through age 17, though the state follows federal requirements by reporting dropout rates from students in grades 7-12.

Warning indicators that students may dropout.
Students drop out of school for a variety of reasons. The strongest indicators that students may drop out include:
- Absenteeism
- Behavioral problems
- Suspension
- Course failure
- Lack of participation in school activities
- Disliked school
- Retained one year
- Were identified at risk in middle school

These indicators are attributed to a number of factors, including:
- Poverty
- Mental health
- Chronic health diseases

- Teen pregnancy
- Other external factors
- Lack of future orientation
- Inadequate peer relationships
- Drug abuse
- Special learning needs
- Abuse
- Parent level of education
- Language and literacy levels
- Mobility of family
- Low expectations

How is the annual dropout rate calculated?
WV collects and reports an annual event dropout rate. This calculation is used for all students including students with disabilities in WV. For the purposes of the dropout rate calculation, the number of drop outs who are students with disabilities is divided by the number of students with disabilities in grades 7-12 as reported through WVEIS enrollment records.

How is the dropout data reviewed?
- The West Virginia Report Card required by West Virginia Code reports the dropout rate for all students for the state and each district.
- Drop out data is publically reported in the State Performance Plan/Annual Performance Report and the Local Education Agency Annual Desk Audit (ADA).

This information was developed from the following resources:
- West Virginia Department of Education http://zoomwv.k12.wv.us/Dashboard/portalHome.jsp
- National Dropout Prevention Center http://www.psocenter.org
- High Schools That Work http://wvde.state.wv.us/hstw/
- Kidsdata.org http://www.kidsdata.org/
<table>
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<th><strong>TOPIC</strong></th>
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| **Best Practices**
This training session will provide you with an overview of the transition requirements of IDEA as well as best practices in planning for the transition from school to adult life. Participants will be able to identify three major principles of transition, identify the major components required in transition IEPs, and describe the roles of various participants in transition planning. The interactivity of this training session allows participants to practice knowledge they've learned in the session. |
| **Transition Assessment: The Big Picture**
Participants who complete this training will be able to identify various types and approaches to transition assessment, as well as understand the steps in a continuous assessment process. This online session provides comprehensive information defining transition assessment and identifying critical elements of the assessment process. In addition, the participant will be able to identify the most appropriate uses of both formal and informal assessment during transition planning. This session also allows the user to apply the knowledge gained to evaluate the current assessment process in place within their school or program. |
| **Working with Families**
The goal of this training is to explore some of the unique strengths and challenges encountered when working with families and to provide a framework for supporting collaboration, overcoming barriers, and increasing mutual understanding in parent-professional partnerships. This interactive session details the family system framework and how it can be applied to transition planning. In addition, participants will better understand how family members go through the transition process and how practitioners can support each member of the family during this time. |
| **Transition for Youth with ED/BD**
This training will provide you with an overview of transition supports necessary for students with emotional and behavioral disabilities and guide you through the process of job development, placement, and support. Participants will be able to identify the critical features of successful transition programs for adolescents with ED/BD, describe the transition specialist's role in the process, and apply models of job development and support. |
| **Secondary Transition and Cultural Diversity**
The goal of this training is to move beyond awareness and understanding of overt or stereotypic cultural difference when working with families from culturally and linguistically diverse backgrounds during the transition process. This online session provides comprehensive information on how culture intrinsically influences people and systems, the many ways that culture intercepts with transition services, and the differences in values and perceptions of disability which can affect how families consider services. Finally, participants will be able to understand how to develop culturally reciprocal relationship with culturally diverse families. |
| **The Essentials of Self-Determination**
The purpose of this session is to provide you with a general knowledge of self-determination as well as a framework for providing self-determination instruction to your students. You will be given information about numerous curricula and instructional resources that are free online, or from publishers. |
| **Enhancing Employment Outcomes**
Completion of this online session will provide you with an overview of career development as a critical aspect of vocational training and employment experiences for students with disabilities. Information and resources are provided for teachers to use with students in work and school settings. |
# Additional Resources

## WV GRADUATION 20/20 WEBINARS

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<th><strong>TOPIC</strong></th>
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<tr>
<td><strong>Introduction to West Virginia GRADUATION 20/20</strong></td>
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### A Systematic Approach to Dropout and Graduation
Provides a context for improving dropout rates among youth with disabilities, discusses 7 reasons that situates dropout as a critical national concern and identifies challenges that we face in efforts to build state and local capacity to improve school completion.

### Research on School Dropout and Prevention
Provides insight and understanding about school dropout among students with disabilities. Secondly, provides participants with reliable, actionable information on effective strategies and interventions capable of increasing student engagement and school completion.

### Using School Level Data to Identify School Completion Needs
This session focuses on why we use data in decision making; issues that impact the process; NDPC SD’s Dropout Prevention Intervention Framework and understanding and working with your school’s data.

### Strategies for Improving Attendance
Provides reasons why we should focus on attendance and strategies to improve attendance rates.

### Strategies for Increasing Pro-Social Behaviors
This session explores influence of behavior/school discipline on school dropout and provides some strategies to begin to address improving pro-social behaviors in school settings.

### Strategies for Improving Academic Success
Focuses on strategies such as academic engagement, high rates of academic learning time and instructional quality and delivery.

### Strategies for Improving School Climate
Provides the following: a definition of school climate and why school climate is important in dropout prevention; definitions and discussions of the 12 dimensions of school climate; individual and team based strategies for improving school climate and additional resources to enhance knowledge about and measurement of school climate.

### Strategies for Increasing Student Engagement and Schools’ Holding Power
Defines and discusses student engagement and the impact of psychological engagement on increasing school completion; identifies and discusses key elements of psychological engagement and provides evidence-based strategies and activities that support psychological engagement.

### Strategies for Improving Family Engagement
This session discusses the importance of home school partnerships identifies common characteristics of effective partnerships and provides practical strategies to develop and increase effective home school partnerships.
Welcome to the WV GRADUATION 20/20 Reflection Rubric

By completing this rubric you are consenting to participate in a research study. The purpose of the study is to determine the extent to which participating schools in West Virginia GRADUATION 20/20 are implementing the steps of either the Dropout Prevention Intervention Framework (DPIF) or the CEEDAR Transition Practices Framework. The results of this research study will be used to help determine revisions to the WV GRADUATION 20/20 initiative at the state, district, and school levels. Your participation in the study includes completing this survey once during the school year; it should not take more than 20 minutes of your time to complete. You will be presented with a series of items and asked to indicate your responses by selecting from multiple choice options.

Participation in this research study poses no more risk than you would encounter during the course of a normal day. It is the intention that results from this rubric will be used by the WV GRADUATION 20/20 School Leadership Teams, School Support Specialists, and the West Virginia Department of Education (WVDE) to improve supports and activities related to implementation of the DPIF and/or the Transition Practices Framework. All responses to this data collection activity shall remain completely confidential and no identification of individual participants will occur. All results will be reported in aggregate.

There is no compensation for taking part in this research study. Please note that your participation is completely voluntary and you may stop at any time. You will experience no penalties or loss of benefits if you should refuse to participate in the research. If you have questions about the research associated with WV GRADUATION 20/20 or this rubric, you may contact Amber Stohr, Coordinator, at the WVDE Office of Special Education at 304.558.2696 or astohr@k12.wv.us.

This research study has been reviewed and given exempt status by the WVDE Institutional Review Board (IRB).

Thank you for your participation!

Instructions

These rubrics are to be used to assess the fidelity with which WV GRADUATION
20/20 has been implemented by participating schools. They are NOT to be used to assess the fidelity with which any particular intervention selected by a school has been implemented.

The reflection rubric is designed to capture the stages of implementation at two specific time periods. First, choose the stage that best reflects the implementation level near the beginning of the school year (Autumn 2017). Second, choose the stage that best reflects the implementation level at the end of the school year (Spring 2018).

-----------------------------The rubric should reflect work done this school year only. The stages of implementation are: not yet established, exploration, installation, initial implementation, and full implementation. Each school will be at different levels of implementation for different activities. Further, it is not expected that a school reach the highest level of implementation for all activities in one school year -- full implementation may take a matter of weeks or months to achieve for some activities, while others may take well over a year.-----------------------------

As a group, each WV GRADUATION 20/20 School Leadership Team is to complete the reflection rubric near the end of the school year.

School Support Specialists are to complete a reflection rubric for each of the schools they support, also near the end of the school year.

The intent of the rubric is to allow schools to identify areas of strength and potential barriers as they work through the steps outlined in the Dropout Prevention Intervention Framework and/or the CEEDAR Transition Practices Framework.

**District/School Information**

1. Role:
   - [ ] School Support Specialist
   - [ ] WV GRADUATION 20/20 School Leadership Team

2. District: ____________________________
3. School name:

4. For your school's WV GRADUATION 20/20 program, what is currently the main focus?
   - Dropout prevention
   - Transition practices
   - Both dropout prevention and transition practices

Step 1. Utilize school leadership team

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

Key components:
- Establish a WV GRADUATION 20/20 School Leadership Team (hereafter GRAD 20/20 Team or the team).
- Review and/or receive training on the components of the evidence based framework, either the Dropout Prevention Intervention Framework or the Transition Practices framework. [Examples: power point presentations, webinars, transition coalition modules.]
- Take ownership and commit to the implementation process.

5. Core activity: Establish a WV GRADUATION 20/20 School Leadership Team.

<table>
<thead>
<tr>
<th>Not Yet Established - No attempt has been made to establish the team</th>
<th>Exploration: Identifying Need - Planning for identifying and recruiting team members has begun</th>
<th>Installation: Establishing Resources - The team is established; recruitment has begun</th>
<th>Initial Implementation: Making Adjustments - Most recruitment of team members is complete</th>
<th>Full Implementation: Well-Integrated - Recruitment is complete, the team is ready to meet</th>
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<tr>
<td>Near the beginning of the school year (Autumn 2017)</td>
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<td>Near the end of the school year (Spring 2018)</td>
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</table>
6. Core activity: Train GRAD 20/20 Team members on the primary components of either the Dropout Prevention Intervention Framework or the Transition Practices Framework.

<table>
<thead>
<tr>
<th>Not Yet Established - No training has taken place</th>
<th>Exploration: Identifying Need - A training plan is in development</th>
<th>Installation: Establishing Resources - Some members trained on some aspects of the framework</th>
<th>Initial Implementation: Making Adjustments - Most members trained on most aspects of the framework</th>
<th>Full Implementation: Well-Integrated - All members trained on the primary components of the framework</th>
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<td>Near the beginning of the school year</td>
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7. Core activity: Establish ownership and commitment for the project implementation process.

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<tr>
<th>Not Yet Established - The team has not taken ownership of the project or committed to implementation</th>
<th>Exploration: Identifying Need - Planning for implementation has begun; project ownership unknown</th>
<th>Installation: Establishing Resources - Early stages of implementation; some ownership/commitment</th>
<th>Initial Implementation: Making Adjustments - Implementation underway; moderate ownership/commitment</th>
<th>Full Implementation: Well-Integrated - Implementation in full swing; strong ownership/commitment</th>
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<td>Near the beginning of the school year</td>
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<td>Near the end of the school year</td>
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Step 2. Analyze data

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

- Examine school data.
- Complete the NDCP Core Data Tool or the school level Transition Practice Profile.
- Analyze data to determine trends/areas of need.

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<tbody>
<tr>
<td>An examination of school data has not begun</td>
<td>Planning for the analysis of school data has begun</td>
<td>The team has begun to examine school data</td>
<td>Most data have been examined; discussions have begun</td>
<td>All school data have been examined and discussed in detail</td>
</tr>
</tbody>
</table>

**Near the beginning of the school year (Autumn 2017)**

- Not Yet Established
- Exploration: Identifying Need
- Installation: Establishing Resources
- Initial Implementation: Making Adjustments
- Full Implementation: Well-Integrated

**Near the end of the school year (Spring 2018)**

- Not Yet Established
- Exploration: Identifying Need
- Installation: Establishing Resources
- Initial Implementation: Making Adjustments
- Full Implementation: Well-Integrated

9. Core activity: Complete the Core Data Tool or the Transition Practice Profile.

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<tbody>
<tr>
<td>No work has begun to complete the tool/profile</td>
<td>Planning for how to complete the tool/profile has begun</td>
<td>Some portions of the tool/profile have been completed</td>
<td>Most sections of the tool/profile have been completed</td>
<td>All sections of the tool/profile have been completed</td>
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</table>

**Near the beginning of the school year**

- Not Yet Established
- Exploration: Identifying Need
- Installation: Establishing Resources
- Initial Implementation: Making Adjustments
- Full Implementation: Well-Integrated

**Near the end of the school year**

- Not Yet Established
- Exploration: Identifying Need
- Installation: Establishing Resources
- Initial Implementation: Making Adjustments
- Full Implementation: Well-Integrated

10. Core activity: Use the completed Core Data Tool or Transition Practice Profile to determine and discuss trends in the data. Use trends to inform data driven decision making for WV GRADUATION 20/20 programs.

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<tbody>
<tr>
<td>Determination of data trends has not begun</td>
<td>Planning on how to use the completed tool/profile has begun</td>
<td>Some of the tool/profile have been examined for trends</td>
<td>Most of the tool/profile have been examined for trends</td>
<td>Examination is complete; trends/areas of need are identified</td>
</tr>
</tbody>
</table>

**Near the beginning of the school year**

- Not Yet Established
- Exploration: Identifying Need
- Installation: Establishing Resources
- Initial Implementation: Making Adjustments
- Full Implementation: Well-Integrated

**Near the end of the school year**

- Not Yet Established
- Exploration: Identifying Need
- Installation: Establishing Resources
- Initial Implementation: Making Adjustments
- Full Implementation: Well-Integrated

**Step 3. Identify target areas for intervention**
For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

**Key components:**
- Identify and prioritize areas of need based on the data analysis.
- Determine the level of intervention (i.e., a cohort of students based on set demographics or risk indicators, a particular subgroup such as 9th grade special education students, or school wide/universal).

11. Core activity: Identify areas of need that emerged from the data analysis in Step 2.

<table>
<thead>
<tr>
<th>Not Yet Established - Identification of areas of need has not begun</th>
<th>Exploration: Identifying Need - Planning has begun on the process of identifying areas of need</th>
<th>Installation: Establishing Resources - The team has identified some areas of need</th>
<th>Initial Implementation: Making Adjustments - The team has identified most areas of need</th>
<th>Full Implementation: Well-Integrated - The team has identified all areas of need</th>
</tr>
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<td>Near the beginning of the school year (Autumn 2017)</td>
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<td>Near the end of the school year (Spring 2018)</td>
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</table>

12. Core activity: Prioritize areas of need that emerged from the data analysis in Step 2.

<table>
<thead>
<tr>
<th>Not Yet Established - Prioritizing the areas of need has not begun</th>
<th>Exploration: Identifying Need - Planning for how to prioritize the areas of need has begun</th>
<th>Installation: Establishing Resources - The team has prioritized some areas of need</th>
<th>Initial Implementation: Making Adjustments - The team has prioritized most areas of need</th>
<th>Full Implementation: Well-Integrated - The team has prioritized all areas of need</th>
</tr>
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<td>Near the beginning of the school year</td>
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<td>Near the end of the school year</td>
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13. Core activity: Determine the level of intervention. Will it be a cohort, a subgroup, or school wide?

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<tbody>
<tr>
<td>Determining the level(s) of intervention has not begun</td>
<td>Planning for how to select the level(s) of intervention has begun</td>
<td>The team has determined level(s) of some interventions</td>
<td>The team has determined level(s) of most interventions</td>
<td>The team has determined levels of all interventions</td>
</tr>
</tbody>
</table>

Near the beginning of the school year

Near the end of the school year

**Step 4. Develop goal for school strategic plan**

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

**Key components:**
- Identify evidence-based strategies/interventions to drive improvement.
- Complete the School Action Plan.
- Identify implementation concerns and work to remove barriers.

14. Core activity: Identify evidence-based strategies and/or interventions to drive improvement.

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<tbody>
<tr>
<td>Work to identify strategies/interventions has not begun</td>
<td>Planning for how to identify strategies/interventions has begun</td>
<td>Some strategies/interventions have been identified/discussed</td>
<td>Most strategies/interventions have been identified</td>
<td>All strategies/interventions have been identified</td>
</tr>
</tbody>
</table>

Near the beginning of the school year (Autumn 2017)

Near the end of the school year (Spring 2018)
### Additional Resources

15. Core activity: Complete all sections of the School Action Plan [e.g., focus areas, baselines, goals, objectives, strategies, activities, persons responsible, timelines, and evaluation].

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<tbody>
<tr>
<td>Work to complete the School Action Plan has not begun</td>
<td>The team plans to meet to review the School Action Plan template</td>
<td>Some sections of the School Action Plan are complete</td>
<td>All sections of the School Action Plan are complete</td>
<td>Implementation of the School Action plan has begun</td>
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| Near the beginning of the school year | | | | |
| Near the end of the school year | | | | |

16. Core activity: Identify implementation concerns and work to remove barriers.

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<tbody>
<tr>
<td>Work to identify concerns and barriers has not begun</td>
<td>The team plans to meet to discuss identifying concerns/barriers</td>
<td>Some concerns/barriers have been identified and discussed</td>
<td>All barriers identified; discussing how to alleviate them</td>
<td>Work to alleviate and/or remove identified barriers has begun</td>
</tr>
</tbody>
</table>

| Near the beginning of the school year | | | | |
| Near the end of the school year | | | | |

### Step 5. Implement, monitor, and evaluate

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

**Key components:**
- Implement the School Action Plan with fidelity.
- Monitor the implementation of the School Action Plan.
- Evaluate the effectiveness of the School Action Plan.
17. Core activity: If needed, provide professional learning (PL) to school staff specific to implementing the School Action Plan. Ensure staff members demonstrate a clear, consistent, and shared understanding of what the faculty and students are expected to know, understand, and do.

<table>
<thead>
<tr>
<th>Not Yet Established</th>
<th>Exploration: Identifying Need - The professional learning (PL) needs have been determined</th>
<th>Installation: Establishing Resources - A plan to share expectations with faculty is in development</th>
<th>Initial Implementation: Making Adjustments - Some PL completed; expectations shared with faculty</th>
<th>Full Implementation: Well-Integrated - PL completed; faculty fully understand action plan expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near the beginning of the school year (Autumn 2017)</td>
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<tr>
<td>Near the end of the school year (Spring 2018)</td>
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</tbody>
</table>

18. Core activity: Communicate School Action Plan goals to targeted students (and their families).

<table>
<thead>
<tr>
<th>Not Yet Established - No communication of the School Action Plan has taken place</th>
<th>Exploration: Identifying Need - A communication plan is in the process of being developed</th>
<th>Installation: Establishing Resources - Communication plan complete; some students/families contacted</th>
<th>Initial Implementation: Making Adjustments - Comm. plan in effect; most students/families contacted</th>
<th>Full Implementation: Well-Integrated - Comm. plan fully implemented; all students/families contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near the beginning of the school year</td>
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<td>Near the end of the school year</td>
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</tbody>
</table>

19. Core activity: Implement the School Action Plan according to the determined timeline.

<table>
<thead>
<tr>
<th>Not Yet Established - Implementation of the action plan has not begun</th>
<th>Exploration: Identifying Need - Planning for implementation of the action plan has begun</th>
<th>Installation: Establishing Resources - Some activities in the action plan have taken place</th>
<th>Initial Implementation: Making Adjustments - Many activities are completed; some data collected</th>
<th>Full Implementation: Well-Integrated - Most/all activities completed; data collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near the beginning of the school year</td>
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<tr>
<td>Near the end of the school year</td>
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</table>
### Additional Resources

20. Core activity: Determine what data is needed to monitor implementation of programs and/or interventions. Identify data sources, develop tools if necessary, and set a data collection schedule.

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</thead>
<tbody>
<tr>
<td>No data has been identified for monitoring needs</td>
<td>Planning for identifying data needs and sources has begun</td>
<td>Some data needs and sources have been identified</td>
<td>Most needs/sources identified; tools being developed</td>
<td>All needs/sources identified; tools/collection schedule done</td>
</tr>
</tbody>
</table>

Near the beginning of the school year

Near the end of the school year

21. Core activity: Review or analyze data on an ongoing basis to make adjustments to the School Action Plan.

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>No review or analysis has occurred</td>
<td>Planning on how to approach the review and/or data analysis</td>
<td>Review and/or analysis of data has begun</td>
<td>The review/analysis has been completed</td>
<td>Adjustments are based directly on data review/analysis</td>
</tr>
</tbody>
</table>

Near the beginning of the school year

Near the end of the school year

22. Core activity: Communicate findings with faculty, students, families, the community, and other stakeholders.

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<tr>
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<tbody>
<tr>
<td>No communication of findings has taken place</td>
<td>A communication plan is in the early stages of development</td>
<td>The communication plan has been completed</td>
<td>The communication plan is in effect</td>
<td>All aspects of the communication plan have been implemented</td>
</tr>
</tbody>
</table>

Near the beginning of the school year

Near the end of the school year
WVBE Policy 2315 Policy Requirements for PEP

5.1.a. Personalized Student Planning – Personalized student planning includes providing opportunities for students to discover their interest in emerging careers. Ongoing opportunities at all programmatic levels are provided during the school day for career exploration and self-discovery. Personalized planning allows student to develop academic skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal/educational goals and realize their career aspirations. A Personalized Education Plan (hereinafter PEP) is developed collaboratively, involving students, parents/guardians and school staff.

5.1.a.1. During the 8th grade year, each student’s PEP is developed to identify course selections for the 9th and 10th grade based on each student’s identified career aspirations. Prior to development of the PEP, the school shall provide ongoing opportunities during the school day for career exploration and self-discovery involving student needs assessments, career and interest inventories, learning style inventories, self-reflections and career inquiry. When finalizing the PEP, the counselor and/or student advisor will meet with the student and parents/guardians to secure signatures documenting involvement. The student and parents/guardians are provided a copy of the PEP.

5.1.a.2. During the 9th grade and each subsequent year each student reviews and updates his or her PEP in collaboration with the school counselor, teachers, advisors and parents/guardians. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career and academic assessments (e.g., ACT EXPLORE, interests and learning styles inventories, aptitude tests, multiple intelligence inventories) to guide changes to course selections.

5.1.a.3 During the 10th grade year the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postsecondary plans for the first year after high school. To assist with development of the three-year PEP, the school will provide ongoing opportunities during the school day for career exploration and self-discovery involving completing student needs assessments, career and interest inventories, learning style inventories, self-reflections and multi-faceted opportunities for career inquiry. Each student’s individual assessments will be reviewed to ensure academic planning maximizes individual strengths and interests. Career exploration and planning and the development of the PEP is a shared responsibility between the school counselor, teachers, advisors and parents/guardians.

5.1.a.4 The PEP is reviewed annually in grades 9-12 with the student and his or her parents/guardians and is signed and dated during each annual review conference. Students may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on availability of courses.
**Sample West Virginia Personalized Education Plan (PEP) Version 2 - Class of 2020 and Beyond**

**NAME OF HIGH SCHOOL:**

**COUNTY:**

**STUDENT NAME:**

**WVEIS ID#**

**BIRTH DATE:**

**SELECT A CAREER CLUSTER**

- Agriculture, Food and Natural Resources
- Architecture and Construction and Building Administration
- Arts, AV Technology and Communication
- Business, Management and Administration
- Criminal and Public Justice
- Education and Training
- Government
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Legal, Public Safety, Correction, and Security
- Manufacturing and Marketing
- Natural Science, Technology, and Mathematics
- Transportation, Distribution, and Logistics

**SELECT YOUR CAREER INTERESTS**

- Agriculture
- Architecture
- Arts
- Business
- Criminal Justice
- Education
- Government
- Health
- Information Technology
- Legal
- Manufacturing
- Natural Science
- Transportation

**Concentration/Program of Study Select one**

- State Approved CTE Program of Study
- Local Concentration

**6 PERSONALIZED COURSES**

- English
- Math
- Science
- Social Studies
- World Studies
- Electives

**12TH GRADE**

- AP® English Language
- AP® English Literature and Composition
- AP® English Language and Composition
- AP® English Language and Composition
- AP® French Language
- AP® French Language
- AP® Spanish Language
- AP® Spanish Language
- AP® Spanish Literature
- AP® Spanish Literature
- AP® European History
- AP® History

**5 PERSONALIZED COURSES**

- Advanced English
- Advanced English
- Advanced English
- Advanced English
- Advanced English

**11TH GRADE**

- Algebra II
- Math III
- Math IV
- World Studies
- World Studies
- World Studies

**4 PERSONALIZED COURSES**

- Advanced English
- Advanced English
- Advanced English
- Advanced English

**10TH GRADE**

- Math I
- Math II
- Math II
- English 10
- English 11
- English 11

**3 PERSONALIZED COURSES**

- Advanced English
- Advanced English
- Advanced English

**9TH GRADE**

- Algebra I
- Math I
- Math I
- Math I
- Math I
- Math I

**2 PERSONALIZED COURSES**

- Advanced English
- Advanced English

**8TH GRADE**

- Math
- Math
- Math
- Math
- Math
- Math

**1 PERSONALIZED COURSE**

- Advanced English

**NOTE TO STUDENT AND PARENTS:** This plan contains the minimum state requirements for graduation. Some counties, postsecondary institutions, programs, scholarships, and the NCAA may require additional courses. My signature affirms I have checked with the institution(s) to determine course requirements and have selected coursework to meet these requirements.

**PLANS FOR 1ST YEAR AFTER HIGH SCHOOL:**

See Chart V of WVE Policy 2510 to clarify state graduation requirements.
WVBE Policy 2510 REQUIREMENT: 5.3.b.3. When the PEP is finalized using the process described in the above sections, the counselors and/or student advisor actively engage the parent and student in a meeting where changes are made and signatures of the student and parent and/or guardian are secured. The student and parent and/or guardian are provided a copy of the PEP. The PEP is reviewed annually with the student and his or her parent and/or guardian and is signed and dated during each annual review conference.

By signing the PEP I acknowledge active involvement in the development of the PEP and agreement with course selections.

8th Grade

<table>
<thead>
<tr>
<th>ADVISOR SIGNATURE:</th>
<th>DATE:</th>
<th>STUDENT SIGNATURE:</th>
<th>DATE:</th>
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<tr>
<td>COUNSELOR SIGNATURE:</td>
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9th Grade

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10th Grade

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11th Grade

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12th Grade

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Middle School's Role in Dropout Prevention

By Anne OBrien
August 21, 2012

Our nation is on the right track when it comes to high school graduation. The graduation rate is the highest it has ever been (75.5% for the class of 2009), and between 1990 and 2010, the percentage of dropouts among 16- to 24-year-olds declined from 12.1% to 7.4%. While there are still racial and socioeconomic gaps in these areas, improvement is happening across the board.

But we have to do better. In addition to what we know about the personal and societal benefits to high school graduation (higher wage for individuals and lower crime rates for communities among them), as we look towards our nation’s economic future, it is projected that in 2018, 63 percent of jobs will require postsecondary education. Just 10 percent of jobs will be available to high school dropouts (compared to 32% in 1973). At our current rate of improvement, the nation's graduation rate will be closer to 80 percent than 90 percent in 2020, two years after 90 percent of jobs will require high school graduation.

A Difficult Task

Dropout prevention on a wide scale is extremely difficult. Students drop out at different points in the education continuum and for a variety of reasons, which means that there is no single action that schools, parents or communities can take to prevent high school dropouts.

But we are beginning to learn the warning signs of dropping out -- and they are evident well before a student starts high school. as early as first grade.

1/30/2018

1/4

https://www.edutopia.org/blog/dropout-prevention-middle-school-resources-anne-obrien
Graders likelihood of graduation can be determined by the ABCs:

- Attending school less than 80 percent of the time
- Receiving an unsatisfactory Behavior grade/demonstrating mild but sustained misbehavior, or
- Course failure (particularly in math or English/reading)

Students demonstrating at least one of these traits have only a 10 percent to 20 percent chance of graduating on time. Less than one of every four students graduates within one extra year of on-time graduation.

So in considering strategies to improve our nation’s graduation rate, we ultimately must aim to develop strong early childhood programs so that students enter school ready to learn and strong schools that ensure no students fall through the cracks. And while we are doing that, target resources for dropout prevention at middle school [link](http://www.betterhighschools.org/docs/nhsc_approachestodropoutprevention.pdf) that we should target resources for dropout prevention at middle school for students who show signs of poor behavior and disengagement, but who are not yet failing academic subjects.

**What Can Middle Schools Do?**

Dr. Robert Balfanz, a researcher at Johns Hopkins University, is one of the nation’s leading experts on high school dropouts. And he suggests that by addressing the ABCs (Attendance, Behavior, and Course performance), schools serving middle grades students can identify those at-risk of dropping out and help put them on the path to graduation. In *Putting Middle Grades Students on the Graduation Path* [link](http://www.amle.org/portals/0/pdf/research/Research_from_the_Field/Policy_Brief_Balfanz.pdf), Balfanz recommends specific actions that a school can take around these indicators, including:

- Recognizing good attendance regularly through public acknowledgement and social reward
- Separating attendance from course performance (rather than lowering grades if students miss a certain number of days, structuring a way for students to make up assignments)
- Getting "extra help" (such as after-school tutoring) right, focusing on what is needed for immediate success rather than exclusively on building general skills

- Acknowledging that course grades are more predictive of eventual success than test scores (and so focusing academic improvement efforts on raising course performance, not improving standardized test scores)

**Early Warning and Intervention Systems**

Balfanz also encourages schools to develop early warning and intervention systems based on the ABCs. While most schools already track student behavior and academic performance, it is important for them to look not only at numbers, but trends. As students start on a downward cycle, dropping from a "B" to a "C" or getting their first behavioral referral, the school needs to respond.

And student-level data on one key predictor of dropping out -- attendance -- might not be as easily accessible as behavior or academic data. Instead of simply tracking average daily attendance, schools should track individual student attendance to identify those who are moderately, chronically, or extremely chronically absent.

Of course, Balfanz makes clear that schools' efforts should focus on intervention, not just identification. He believes that each system should include whole-school prevention strategies, targeted supports for students who need more, and intensive supports for those who need even more. He also recommends that these intervention systems:

- Recognize and build on student strengths

- Provide time, training and support to teachers for implementation

- Match resources to student needs but practice intervention discipline, reserving resource-intense interventions (such as one-on-one or small-group support) for those students for whom nothing else works (even when most students would benefit)

- Evaluate the effectiveness of individual interventions, not just the overall notion of intervening
Middle School's Role in Dropout Prevention | Edutopia

The impact of these systems on individual students and the school as a whole can be profound. You can see one in action on Middle School Moment, part of FRONTLINE's Dropout Nation, a community engagement campaign. Middle School Moment highlights Balfanz’s research, showing how Middle School 244 in the Bronx has used it to detect students at risk and intervene to keep them on the path to graduation. FRONTLINE is offering free DVDs of the segment, accompanied by a discussion guide, to schools and community groups to host a screening and encourage dialogue on ending the dropout crisis. (Disclaimer: I wrote the discussion guide).

The importance of the middle grades in dropout prevention efforts is hard to overstate. While historically these efforts have been concentrated at the high school level, it is time we expand them to ensure that students in the middle grades have the resources and supports they need to stay on the track to success.

FILED UNDER
School Leadership  Dropout Prevention  6-8 Middle School

ABOUT THE AUTHOR
Anne OBrien
Deputy Director of the Learning First Alliance
@AnneLOBrien1

View comments ▾
Individual Work Ready Competencies Career Pathway

1. The IWRC is designed to provide some students with Individualized Education Programs (IEPs) who are pursuing a standard high school diploma the opportunity to gain work readiness and occupation ready skills related to CTE career programs of study during high school.

2. All students working toward the IWRC enroll for the four required CTE program of study courses and plan to enter the workforce directly after high school with on-the-job-training, apprenticeship or continued technical training as an adult.

3. Once a student is selected for the IWRC, the CTE instructor, student, parent/guardian and special educators will review the IWRC skill sets to be mastered. The IWRC skill sets will be taken from the WVDE state-approved CTE program of study. The Personalized Education Plan (PEP) and IEP will be updated to reflect the IWRC program of study.

4. The student demonstrates the ability to acquire basic/core CTE skills to become employed in an entry level position.

5. A copy of the approved WVDE skill sets must be provided by CTE staff, special educators, student and family of IWRC candidates to assure they understand the program of study.

6. The IEP for the student describes any specially designed instruction, supports or accommodations necessary for student success.

7. Students selected for the IWRC program of study must master the agreed upon CTE skill sets within the state-approved WVDE program of study in order to be counted as a state-approved CTE completer.

8. Prerequisites: Before selecting IWRC, students must have initially selected the State-Approved (CTE) Program of Study option; completed at least two CTE courses in their chosen area of career interest; passed ALL safety exams; demonstrated the ability to acquire basic/core CTE skills at an entry level; were unable to master ALL of the required skill sets associated with their state-approved CTE program of study.

<table>
<thead>
<tr>
<th>WV CTE Program of Study:</th>
<th>IWRC Program Requirements:</th>
<th>Program Evaluation:</th>
<th>Student Certification(s):</th>
</tr>
</thead>
</table>
| WV5502 Individual Work Ready Competencies (IWRC) | The IWRC selection will be determined at the end of the student’s second state-approved CTE program of study course. Eligibility will be based on the following:  
- Students must have a current IEP and be pursuing a standard diploma  
- Students will be provided accommodations and/or supports as indicated in the IEP  
- Students must pass ALL safety exams with a score of 100%  
- Student is unable to master ALL required skill sets of the CTE program of study | The student will follow the state-approved CTE program of study, as well as all specialized courses associated with the program that is available at their local CTE center, comprehensive high school, high school or multi-county center. The student will follow the IWRC skill sets established by the IEP team. The student will complete the appropriate technical assessment for the CTE program of study and the CTE portfolio with accommodations or supports as indicated in the IEP. | The IEP team will list the specific skill sets the student has mastered during the program of study. The IWRC student will be eligible to test for all industry credentials upon meeting qualifications. |

**NOTES:**

1) Successful program of study completers will demonstrate their technical skills attainment through the CTE portfolio and state-approved technical assessment processes.

2) EVERY student must pass ALL safety exams with a score of 100% before having access to available equipment with accommodations and/or supports as indicated in the IEP.

3) CTE staff must be represented at students’ Individualized Education Program (IEP) Team meetings when the student is a prospective CTE participant.

4) CTE instructors must confirm that they have read the most recent IEP in order to document awareness of students’ needs.

NOCTI Exam - 21st Century Skills for Workplace Success (Test Code: 1437/Version 1)  
Work Exploration Program

Steps to Success

- Local businesses who permit students to use their facilities for effective job training.
- Supportive administration, staff, and teachers who realize the importance of the Work Exploration Program and the student preparation that is required to successfully enter the world of work.
- Experienced school staff to supervise and work alongside students at job sites.
- Supportive family members who encourage and help their students understand and respect the workplace rules and expectations.

Work Exploration Program

Program goals include development of skills in the following areas:

- Career exploration
- Making informed choices
- Communications skills
- Social skills
- Job specific skills
- Job seeking and job keeping skills
- Career decision-making skills
- Self-determination and self-advocacy

For more information on the Work Exploration Program contact:

Helping youth explore job opportunities in their community.
Additional Resources

WHAT is a Work Exploration Program?
- An opportunity for students to explore job opportunities in their community.
- An extension of the classroom where students develop work skills at community businesses.
- An opportunity designed to build student's self-confidence and self-advocacy skills.

WHERE do Work Exploration Programs take place?
- During school hours
- From age 16 to high school graduation

WHO benefits from a Work Exploration Program?
- Students gain valuable work and social skills.
- Communities acquire enthusiastic, productive individuals empowered to become independent citizens.
- Work Exploration Programs give the business community the opportunity to work with students and prepare them for employment.
- Work Exploration Programs help students transition from the classroom to the working world.

WHY should businesses participate in a Work Exploration Program?
- ...and many more.