



Winterfield Venture Academy- Indicator 2: Dropout Prevention Plan

Goal: The school will implement a comprehensive student engagement and attendance monitoring process to ensure all students, including students aged 14 and older, remain actively enrolled and supported through successful school transitions, reducing the likelihood of students being reported as dropouts.

School Attendance Campaign: To promote a positive culture of attendance, the school will adopt an attendance campaign that reinforces the importance of being present, engaged, and connected.

ATTENDANCE SLOGAN:

- Together We Show Up!

Building Wide Proactive Attendance and Engagement Strategies: To promote consistent attendance and reduce the risk of student disengagement, the school will implement building - wide strategies that foster a positive school climate, strengthen relationships, and encourage daily attendance.

POTENTIAL STRATEGIES INCLUDE:

School and Climate & Student Engagement

- Establish a school wide attendance campaign with a yearly attendance theme or slogan.
- Display attendance goals and celebrate school wide attendance milestones.
- Incorporate attendance messaging into morning announcements and newsletters.
- Recognize classroom or grade levels with improved attendance.
- Create opportunities for students to build positive relationships with trusted adults through mentoring, advisory periods, or check ins.

Student Recognition & Incentives

- Monthly attendance recognition for students who are demonstrating improved or excellent attendance.
- Grade level attendance challenges.
- Quarterly celebrations or incentive activities.
- Positive phone calls or postcards home recognizing improved attendance.
- Certificates or recognition during assemblies.
- Student leadership opportunities that are tied to positive attendance.

Family Engagement

- Share attendance expectations during orientation and family events.
- Provide families with attendance resources and tips.
- Include attendance information in newsletters and social media.
- Conduct positive outreach to families before attendance concerns arise.

Academic & Behavioral Supports

- Early identification of students showing signs of disengagement.
- Teacher check ins following multiple absences.



- Mentoring or Check In / Out supports.
- Small group counseling or social – emotional supports.
- Collaboration with community agencies when barriers are identified.

Data Review

- Review attendance data monthly.
- Identify students showing early warning signs.
- Monitor attendance trends by grade level.
- Review intervention effectiveness each quarter.
- Adjust school – wide supports based on attendance data.

Attendance Promotion Activities

- Attendance Awareness Month activities
- Spirit Week tied to attendance goals
- Grade level attendance competitions
- “Caught Being Present” drawings
- Attendance bulletin boards
- Weekly attendance shout – outs during announcements

Prevention and Early Identification: The school will monitor student attendance on an ongoing basis using the student information system. Attendance reports will be reviewed regularly to identify students demonstrating patterns of absenteeism, excessive tardiness, early dismissals, or disengagement.

Automated attendance notifications will be sent to families each day when a student is absent. In addition, the school will issue written notifications to parents / guardians at state required attendance thresholds for:

- Excessive tardiness and early dismissals
- Excessive absences
- Habitual truancy

Copies of all attendance correspondence will be provided to the building administrator / designee for documentation and follow-up.

Classroom – Level Monitoring and Teacher Engagement: General education teachers play an active role in identifying students who may be at risk of disengagement. Teachers will:

- Monitor student attendance and classroom engagement.
- Notify the building administrator when a student demonstrates patterns of frequent absences, declining participation, incomplete assignments, or other indicators of disengagement.
- Make timely contact with the parent / guardian through multiple modes (phone call, email, messaging platform, etc.) to express concern, encourage attendance, and offer academic support.
- Document parent communication and share relevant information with the building administrator.
- Collaborate with intervention specialists, counselors, and administrators to implement classroom support(s) that encourage consistent attendance and academic success.

Tiered Intervention Process: Upon identification of attendance concerns, the building administrator (or designee) will:

- Review the student's attendance, behavior, and academic performance, including input from the student's general education teacher(s).
- Contact the family to identify barriers affecting attendance.
- Schedule attendance conferences with parents / guardians when concerns persist.
- Include the student's general education teacher and intervention specialist, as appropriate, in attendance meetings to discuss academic concerns and develop strategies for reengagement.
- Develop individualized attendance improvement strategies when appropriate.
- Connect families with school or community resources to address identified barriers.
- Monitor attendance following intervention and adjust supports as needed.

Students receiving special education services will have attendance concerns reviewed in collaboration with the Intervention Specialist and other IEP team members to determine whether additional support(s) or services are warranted.

Student Withdrawal and Transition Procedures: For any student who indicates an intent to withdraw or whose family requests withdrawal, the school will:

- Conduct direct outreach with the parent / guardian to determine the student's educational plans.
- Include input from the student's general education teacher regarding the student's current engagement and academic standing to inform transition planning.
- Encourage immediate enrollment in another educational setting.
- Request the name and contact information of the receiving school whenever available.
- Initiate records transfer promptly upon receipt of an enrollment request.
- Maintain documentation of all communication attempts regarding the student's enrollment status.

If a receiving school has not been identified, multiple documented attempts will be made to contact the family to encourage continued educational enrollment and determine next steps.

If a student stops attending school without formally withdrawing, the school will implement the following reengagement procedures:

- Continue to follow all state required attendance and truancy notification procedures.
- Staff will continue documenting absences and provide attendance reports to the building administrator.
- The student's general educational teacher will attempt to contact the parent / guardian to express concern, offer academic support, and encourage the student's return to school.
- The building administrator will make additional outreach attempts by phone, email, and written correspondence to determine the reason for the student's absence and identify any barriers preventing the student's return.
- When appropriate, the Intervention Specialist will participate in outreach for students with disabilities to determine whether disability related needs or additional supports are contributing to the student's absence.



- If contact is established, the school will collaborate with the family to develop a reengagement plan, which may include attendance support(s), academic recover opportunities, counseling, community resource referrals, or convening the IEP team, as appropriate.
- If the family indicates the student has enrolled elsewhere, the school will promptly request enrollment verification or transfer records and document all communication.
- All outreach attempts, family contacts, interventions, and outcomes will be documented and maintained in the student's record until enrollment is verified or all required withdrawal procedures have been completed.

Documentation and Monitoring

The building administrator or their designee will maintain documentation of:

- Attendance notifications
- Parent contacts
- Teacher outreach and communication logs
- Attendance meetings
- Intervention plans
- Community resource referrals
- Withdrawal communications
- Record transfer requests

Students aged 14 and older with ongoing attendance concerns will be reviewed regularly by the building leadership team to ensure interventions are implemented, documented and adjusted as needed.

Staff Responsibilities

Attendance Office / Designee

- Monitor daily attendance.
- Send required attendance letters.
- Maintain attendance documentation.
- Notify the building administrator of students meeting intervention thresholds.
- Coordinate intervention plans.
- Facilitate collaboration among teachers, intervention specialists, and families.
- Monitor withdrawal requests.
- Ensure documentation of all outreach efforts.

General Education Teacher

- Monitor attendance, academic progress, and classroom engagement.
- Initiate early communication with families when attendance concerns emerge.
- Document outreach efforts.
- Provide academic support(s), including opportunities to make up missed work and reengage in instruction.



- Collaborate with the building administrator and intervention specialist during attendance problem solving meetings.
- Notify administration immediately if a student expresses an intent to withdraw or disengage from school.

Intervention Specialist

- Participate in attendance problem solving for students with disabilities.
- Review whether attendance concerns are affecting implementation of the IEP.
- Recommend additional supports, accommodations, or an IEP team meeting when appropriate.
- Coordinate with general education teachers to support student engagement and access to instruction.

Annual Review

The school leadership team will review attendance, withdrawal, and intervention data at least annually to evaluate the effectiveness of the dropout prevention process. The review will include trends in attendance, family engagement, intervention outcomes, and transition data for students age 14 and older. Findings will be used to refine procedures and strengthen dropout prevention efforts.

Student Attendance Intervention & Re-Engagement Documentation Tracker

Purpose: This tracker is designed to provide a consistent process for documenting attendance concerns, intervention efforts, family engagement, and student reengagement activities for students who may be at risk of chronic absenteeism or dropping out. This tool supports early identification, coordinated intervention, and collaboration among school staff to remove barriers to attendance and promote student success.

The tracker serves as a centralized record of the school's efforts to monitor attendance, communicate with families, implement individualized supports, and document outreach related to attendance concerns, withdrawal, and school transitions. It also provides evidence that the school has implemented timely, proactive interventions and fulfilled its responsibilities under state attendance requirements.

Student Information

Student Name		Date of Birth	Grade
Student ID	Parent Name & Phone Number		
General Education Teacher		Intervention Specialist	

Attendance Concern Summary

Date Concern Identified	Attendance Concern (Check All That Apply)
	☐ Excessive Absences ☐ Habitual Truancy ☐ Excessive Tardies ☐ Early Dismissals ☐ Student Stopped Attending ☐ Withdrawal Concern ☐ Other:
Current Attendance Rate: Days Absent: Days Tardy: Early Dismissals: Current Attendance Tier: ☐ Tier 1- Universal Prevention- The student demonstrates satisfactory attendance or only minor attendance concerns. Universal school wide attendance support(s) are sufficient to promote regular attendance. ☐ Tier 2- Targeted Intervention- The student is beginning to demonstrate a pattern of attendance concerns that requires targeted support(s) beyond universal strategies. School staff provide additional monitoring, family outreach, and interventions to address barriers before attendance concerns become chronic. ☐ Tier 3- Intensive Intervention- The student demonstrates chronic absenteeism, has stopped attending school, is habitually truant, or is at significant risk of withdrawing or dropping out. Intensive, individualized interventions are implemented and monitored through a collaborative team approach.	

**Attendance Notification Log**

Date	Notification Type	Sent By	Method	Completed
	Choose an item.		Choose an item.	☐
	Choose an item.		Choose an item.	☐
	Choose an item.		Choose an item.	☐
	Choose an item.		Choose an item.	☐

Parent / Guardian Contact Log

Date	Staff Member	Method	Parent Reached?	Summary / Outcome
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	

Teacher Outreach & Communication Log

Date	Teacher	Concern Identified	Parent Reached?	Academic Supports Offered
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	

Attendance Meeting Log

	NOTES
Date	
Participants	
Reason for Meeting	
Action Steps	

**Intervention Plan**

Barriers Identified		
☐ Transportation	☐ Health	☐ Mental Health
☐ Housing	☐ Family Responsibilities	☐ Academic Difficulty
☐ Behavior	☐ School Avoidance	☐ Bullying
☐ Disability Related Needs	☐ Other:	

Interventions Implemented			
Intervention	Date Started	Responsible Person	Follow – Up Date

Community Resource Referrals

Date	Agency / Resource	Reason for Referral	Family Accepted?
			Choose an item.
			Choose an item.
			Choose an item.
			Choose an item.

Withdrawal / Reengagement Documentation**Student Status**

- ☐ Student expressed intent to withdraw.
- ☐ Parent requested withdrawal.
- ☐ Student stopped attending.
- ☐ Unable to contact family.
- ☐ Enrollment elsewhere reported.

**Communication Attempts**

Date	Staff Member	Method	Parent Reached?	Summary / Outcome
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	

Record Transfer Tracking

Date Request Received	Receiving School	Records Sent	Enrollment Verified	Staff Initials
		Choose an item.	Choose an item.	

Progress Monitoring

Review Date	Attendance Rate	Progress	Next Steps

Case Outcome

☐ Attendance Improved	☐ Student Returned to School
☐ Intervention Successful	☐ IEP Team Reconvened
☐ Community Supports Established	☐ Student Enrolled Elsewhere
☐ Withdrawal Completed	☐ Student Reported as Dropout
Other:	Comments:

Administrative Review**Administrator Signature:****Date:****Next Review Date:**