

## RISE Charter School

### 2023-24 Dropout Reduction Plan

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Number of RCS students who dropped out in the preceding regular term	<b>0</b>
Number of students (grade 4-10) who are at-risk of dropping out	<b>25</b>
RCS's dropout rate goal for 2024-25	<b>10%</b>

### Dropout Reduction/Prevention Plan

**Tiered Intervention:** Response to Intervention (RTI) is a data-driven, problem-solving framework to improve outcomes for all students. RTI relies on a continuum of evidence-based practices to support student needs. Schools apply this model to align academic, behavioral, social, and emotional support to improve education for all students. The primary tier (Tier 1) serves as the foundation for behavior and academic support. This tier is a preventative, universal schoolwide or class-wide system of services for all students. The secondary tier (Tier 2) is a specialized level of support for students who need targeted interventions and support. The tertiary tier (Tier 3) provides an individualized level of support for students who need intensive interventions and support. A three-tiered prevention logic requires that all students receive support at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided. This could be in the form of small group interventions (targeted or secondary tier) or individualized plans and/or referral to additional services (intensive or tertiary tier). It is important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 or Tier 3 supports, they are not Tier 2 or Tier 3 students.

**Mentor Program:** The purpose of the mentor program is to allow a small group of students the opportunity to regularly interact with an adult in an individual and/or small group setting. Mentors refer students to the school counselor/student support team, when appropriate, for academic, behavioral, and/or social-emotional concerns.

**Student Support Team:** A Student Support Team ensures students who struggle receive targeted intervention until a resolution is reached. The purpose of a Student Support Team is to review the academic and/or behavioral interventions documented by the school counselor and teachers that have not proven successful and to brainstorm other interventions that would support students and help them experience success. This team is typically comprised of administrators, school counselors, school psychologists, special education representatives, and/or other student support personnel.

**Schoolwide Positive Behavior Interventions and Supports (SWPBIS)/Response to Intervention (RTI):** Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS provides an operational framework for achieving these outcomes. More importantly, SWPBIS is not a curriculum, intervention, or practice, but is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, Schoolwide PBIS emphasizes four integrated elements: (a) data for decision-making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

### **Social-Emotional Supports**

**Collaboration:** The school counselor and administration consult and partner with teachers, staff members and parents or guardians regularly to provide information, support the school community, receive feedback on the emerging needs of students, and to address those needs.

**Individual and Small-group Counseling:** Counseling is provided on a small group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks which impedes student success. Individual and small-group counseling helps students identify problems, causes, alternatives, and possible consequences or appropriate action. Such counseling is short-term in nature. School counselors do not provide ongoing therapy. When necessary, referrals are made to appropriate community resources.

**Referral Resources:** Professional school counselors compile referral resources to utilize with students, staff, and families to effectively address issues. Professional school counselors make referrals to appropriate professionals when necessary. These referral sources may include mental health agencies, employment and training programs, vocational rehabilitation, disability resource centers, juvenile services, and other social and community services.

**Crisis Counseling:** Crisis counseling provides prevention, intervention, and postvention services. Counseling and support are provided to students and families facing emergencies. Such counseling is short-term and temporary in nature. When necessary, referrals are made to appropriate community resources. Written procedures are followed in crisis situations (see Crisis Plan).