Adams 50, Westminster HS Capacity Building Site

Mike Carlson / Mcarlson@adams50.org

STAFFING/RESOURCES:	SUSTA	INABILITY
Staff Members used to support CGP activities:	Applied for state grants	
Program Manager, Evaluator/Supervisor, Administrative Assistant, School Administrator, School	Building capacity through professional	
Counselor, Teacher, , , , ,	development	
Partners/Vendors/Collaborators:		
Asian pacific Development / School Liason personnel		

		DROPOUT PREVENTION ELEMENTS, METHODS & TATICS
IDENTIFICATION	Data Analysis:	, Student Enrollment Data: attendance rates, mobility, dates of enrollment and exit, pupil membership compared to prior years, Educational Outcomes: dropout rates, graduation rates, completion rates, percent of students completing the year, percent of students earning a certain number of credits per year, etc., , , , , Completion Rates, Concurrent Enrollment/ASCENT Participation, Student Mobility/Stability Rate, Truancy Rates, , Attendance, Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), Course Completion (On track to graduation), , , Credit Recovery (# of participating students, percent of credit recovery courses passed vs. attempted, average number of courses taken by one student at a time, average length of time to complete a course, etc.), , , , ,
INSTITUTIONAL CHANGE		
	Assess and Enhance School Climate:	, , , Trust and respect, Expectations, trust, and accountability, , Professional development, , ,
INTERVENTIONS & SUPPORTS	Family Involvement:	Increase/add family activities and events (dinners, parent/teacher conferences, volunteer opportunities, parenting classes), , , Involve parents in the development of students' ICAP and provide assistance to parents on postsecondary and/or workforce readiness procedures, Staff participation in family engagement trainings or coursework, , Engaged parents to serve on decision-making teams,
	Community Engagement:	, , , Trainings and information passed to school personnel on community resources for students,
	Condit December Ontine	He'though Course haved - Blooded by wine world
	Credit Recovery Options:	Unit based, Course based , Blended learning model, During the summer, On weekends, After school, , N/A 11th and 12th grade standing, , On-time/On-track to graduation, Attendance, , , , ,

TARGET POPULATIONS

PRIMARY	SECONDARY	TERTIARY
GRADE LEVEL: ,,,,,,,	GRADE LEVEL: ,,,,,,,	GRADE LEVEL: ,,,,,,
RISK FACTORS: ,,,,,,	RISK FACTORS: ,,,,,	RISK FACTORS: ,,,,,
RACE/ETHNICITY: ,,,,,,	RACE/ETHNICITY: ,,,,,,	RACE/ETHNICITY: ,,,,,,
INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,,,,,,	INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,,,,,,	IPST: ,,,,,,

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
OVERALL ATTENDANCE RATE FROM YR2 TO YR 3:	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO	
	Y3:	
TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?		
	TRENDS:	
	TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?	
GRADUATION	DROPOUT	DROPOUT RECOVERY

REFLECTING ON PROGRAM OUTCOMES		
GRANT GOALS	2012-13 CGP EFFORTS	
DECREASE AT-RISK BEHAVIOR	Indirectly Impacts	
INCREASE ATTENDANCE	Directly Impacts	
INCREASE COURSE COMPLETION	Directly Impacts	
INCREASE GRADUATION RATE	Directly Impacts	
INCREASE RE-ENGAGEMENT RATE	Directly Impacts	
DECREASE DROPOUT RATE	Directly Impacts	

WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS

37th week program where students attended school for an additional week at the end of the school year. Students recovered credits in math, and literacy. / Saturday school program where students attended school for 3 hours every Saturday to work with an intructor on their on-line classes. Students recovered credits in math and literacy.

BARRIERS TO IMPLEMENTATION

Staffing consistancy. Teachers were consumed with their work and could not give the extra time needed on Saturday's for credit recovery. / Lack of parental understanding. Parents did not understand why their studnets were required to recover credits due to new district initiatives such as our competency based system.

STUDENT SUCCESS STORY

PROFE	SSIONAL DEVELOPMENT TRAININGS ATTENDED

Colorado Graduation Pathways: Unified Improvement Planning/Postsecondary Workforce Readiness Workshop (September 11, 2013) A one-day workshop to assist in developing the Postsecondary and Workforce Readiness (PWR) section of the Unified Improvement Plan. Attendees were provided, supplemental data, new and updated analytic tools, methodologies for setting PWR performance targets, strategies for integrating existing CGP initiatives into the UIP, and technical assistance.