



<b>INSTITUTIONAL CHANGE</b>	Dropout Prevention and Engagement: Policy and Practices Review:	, Developed committees to review current policies and practices, , , , As we reviewed policy and practices, the realization occurred that we did not have accurate and valid data on which to base our decisions. So much of the data was anecdotal. Systems were created that allowed the accurate tracking of data in attendance, behavioral, etc. An intervention team made up of counselors, teachers, and a social worker outlined an early warning system for struggling students. "Appeals" have always been an intricate part of CFAHS where students and teachers set up a meeting to discuss what is negatively impacting success in school. In this end of the quarter meeting, students sign a contract highlighting services, expectations, and consequences for lack of performance. The PIPS (personal intervention plans) have been implemented to intervene in a much earlier and positive way. Instead at the end of the quarter, the meeting is held when a pattern of behaviors is established. PIPS are based on attendance, course completion, and discipline issues. PIPS involve a meeting with the student and/or parent, the family teacher, two counselors, and any other teacher necessary to support the student's success. The plan is outlined at this meeting and does not involve consequences
	Assess and Enhance School Climate:	, , , , , , , Physical environment, , The CFAHS has been actively involved in designing a new facility. Administration and staff worked diligently to make sure that the space represented the students served. The building will be completed in January 2015.
	Expanding the Curriculum:	, Increased summer programming, , , , , Added career and technical education courses, , , Summer programming has included: CFAHS staff designed a new CTE program, Cosmetology and started offering STEM classes at another campus. This coming year will include the development of a STEM program with a focus on Green Energy and Digital Audio Production. Grad point was investigated as a possible credit recovery program. , Introduced or expanded a Credit recovery program (this is also addressed in the "Credit Recovery Options" section below
<b>INTERVENTIONS &amp; SUPPORTS</b>		
	Transition/Orientation Programs:	, , , Strengthened / improved an existing transition program, , , , Re-defining the enrollment in-take process for new students, Completion of ICAP (Individual Career and Academic Plan), New students attend an orientation class the first session in attendance. This class is built on the survive, thrive and excel notion. The class begins with policies/procedures that are basic for success at CFAHS. The second portion of the curriculum is devoted to ways students can thrive, and lastly, the class focus is on ways to excel. The curriculum highlights both affective and academic supports for students. New student transcripts are analyzed by only two people in order to increase the consistently of transfer credits. In the past, each teacher was responsible was analyzing student transcripts. Counselors began the ICAP implementation process.
	Outreach to Out-of-School Youth:	Provide outreach and engagement efforts through the implementation of various models of case management, , , Specialized programming for high-risk youth (Assists with smooth transitions, integration of students into communities and stabilizing them in their educational and social settings), Building positive adult relationships (Provide mentoring programs and counseling programs), , Developed protocol for outreach and rapid recovery of dropouts,

<b>TARGET POPULATIONS</b>		
<b>ALL STUDENTS:</b> Yes, our CGP programs are designed to serve all students at our school		
<b>PRIMARY</b>	<b>SECONDARY</b>	<b>TERTIARY</b>
<b>GRADE LEVEL:</b> , , , , , , , , <b>RISK FACTORS:</b> , , , , , , , , <b>RACE/ETHNICITY:</b> , , , , , , , , <b>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST):</b> , , , , , , , ,	<b>GRADE LEVEL:</b> , , , , , , , , <b>RISK FACTORS:</b> , , , , , , , , <b>RACE/ETHNICITY:</b> , , , , , , , , <b>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST):</b> , , , , , , , ,	<b>GRADE LEVEL:</b> , , , , , , , , <b>RISK FACTORS:</b> , , , , , , , , <b>RACE/ETHNICITY:</b> , , , , , , , , <b>IPST:</b> , , , , , , , ,

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**OUTCOMES RELATED TO KEY PROGRAM GOALS**

ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
<p><b>OVERALL ATTENDANCE RATE FROM YR2 TO YR 3:</b> No substantial change in attendance</p> <p><b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?</b> During our system analysis of the program, we have developed a more accurate way of tracking attendance in Powerschool for students at CFAHS. We have always used our point system and cards to monitor attendance; however, inputting the attendance data into Powerschool has provided a more accurate data point. The 80.99% ADA, taken in 2011-12 is not as accurate as the 78.56% ADA from last year 2012-13. The 78.56 reflects every day all classes. Next year's data will enable us to make an accurate comparison. Automated attendance calls have been instituted as well as letters to parents.</p>	<p><b>OVERALL BEHAVIOR (SUSPENSIONS OR EXPLUSIONS) FROM YR2 TO Y3:</b> Yes – substantial increase in the number or rate of suspensions and expulsions</p> <p><b>TRENDS:</b> There has been a substantial increase due to the change in reporting policies. The specific increases are evident in five categories: Tobacco Violations from 0 to 6; Disobedient/defiant behaviors 2-19; Assaults/fights 3-12, Anti-social behaviors 8-55, Truancy 0-16, and Theft 1 to 5.</p> <p><b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?</b> The anti-social behavior category shows the greatest increase because these consequences were never recorded as suspensions. Since students are required to attend another (newly implemented) in-district program before returning to CFAHS, suspensions have been designated as the appropriate reporting category.</p>	
GRADUATION	DROPOUT	DROPOUT RECOVERY

**REFLECTING ON PROGRAM OUTCOMES**

GRANT GOALS	2012-13 CGP EFFORTS
<b>DECREASE AT-RISK BEHAVIOR</b>	Indirectly Impacts
<b>INCREASE ATTENDANCE</b>	Directly Impacts
<b>INCREASE COURSE COMPLETION</b>	Directly Impacts
<b>INCREASE GRADUATION RATE</b>	Directly Impacts
<b>INCREASE RE-ENGAGEMENT RATE</b>	Directly Impacts
<b>DECREASE DROPOUT RATE</b>	Directly Impacts

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

Planning and designing the Culture of Relevancy in 2011-12 will have a huge impact on student engagement for 2012-13. We began the year with the “ignite” program that omitted ALL academic classes and allowed students to examine who they are, explore dreams, and be exposed to career options by visiting diverse work places. “Ignite” included speakers and lessons in the Road Trip Nation curriculum. At the end of the nine days, students outlined plans to accomplish their goals. These plans will be monitored throughout the year and adjusted accordingly. The planning for “Ignite” resulted in the development of Grad Groups – approximately 10 students who have similar points to complete. These groups meet weekly and are designed to provide support for students at various progress levels toward graduation. / / The alignment and creation of certain policies and procedures for tracking students’ progress will also have a positive impact on the 12-13 school year. CFAHS, with help from CYC, has established protocols for tracking attendance, behaviors and performance. Moving forward, we will have an accurate baseline of data to compare and contract our future performance on these measures. In addition the DODAD from CDE has provided critical data from which CFAHS can plan and implement strategies for improvement. /

**BARRIERS TO IMPLEMENTATION**

Funding to support personnel to implement our goals may be a barrier for the future. The Counselor Corp grant has provided necessary funds to design and implement our Culture of Relevancy by providing funds for a counselor to lead the work. Once the funding is gone, I’m concerned that our current counseling staff will be unable to devote the time it takes to make this program a success. This position has created partnerships where none existed before, which has been priceless. While we will still have those partnerships, the organization and planning necessary to effectively utilize those partnerships would be at-risk. / / Another barrier is to find one computer program that will allow CFAHS to continue to effectively use our current point system to track progress and

performance. This point system allows students to see their daily progress toward their goal of graduation and is the foundation of our program. Points are earned for performance, proficiency, and behaviors. Points translate into credits. (For example, 160 points equals 1 credit.) Students feel empowered to control their progress toward graduation. Once students earn a point, it is always there on their transcript. Powerschool, our current program, does not allow students to earn partial credits; students either have .25 of a credit or nothing. We feel that partial credits motivate at-risk students to continue toward their goals. As a result, a CFAHS staff member designed a program to meet our needs in Filemaker Pro. The issue is that we then have to manage two computer systems. We have talked to variety of personnel to try to solve this issue, but we have been unsuccessful. It certainly feels like the old adage, "Trying to fit a square peg in a round hole."  
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**STUDENT SUCCESS STORY**

**PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED**

3rd Annual Dropout Prevention and Student Engagement Summit: (March 14, 2013) Eight workshops and training sessions were offered on topics such as assessing and enhancing school climate, making optimal use of early warning systems data, developing and maintaining school-family partnerships, creating multiple pathways and evaluating program effectiveness and implementation fidelity.

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.