

Plateau Valley 50, Grand Mesa HS  
 Capacity Building Site  
 Gary Winkleblack; gwinkleblack@pvsd50.org

| STAFFING/RESOURCES:  | SUSTAINABILITY  |  |
|--|---|--|
| <p><b>Staff Members used to support CGP activities:</b><br/>                     , , Administrative Assistant, School Administrator, School Counselor, Teacher, , , , , ,</p> <p><b>Partners/Vendors/Collaborators:</b><br/>                     Collbran Job Corps, KidsVoting Mesa County; Grand Valley Bank and Trust; Plateau Valley HS; Migrant Workers Council, Palisade, CO; Mesa County Bar Association; Mesa State University, Grand Junction, CO; Mesa County Special Olympics</p> | <p>Building capacity through professional development</p> | <p>Shared CGP results with district administrators<br/>                     Our CGP grant funds are used to; employ a teacher/counselor. At the end of the grant the District Superintendent will recommend to the P.V. School Board to continue funding the teacher/counselor position.</p> |

| DROPOUT PREVENTION ELEMENTS, METHODS & TATICS |   |  |
|---|---|--|
| <b>IDENTIFICATION</b>                         | Data Analysis:  | , , 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., Perceptual data (Student or parent perceptions of learning environment, values and beliefs, attitudes, observations), Measures of Student Learning (standardized tests, norm/criterion-referenced tests, teacher observations of abilities, authentic assessments), School Processes (evaluation of school programs and processes),<br>, Completion Rates, , , , , Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), Course Completion (On track to graduation), , , , , , Counselor Support, |
|   | Early Warning Systems:  | , , , Conducted data analysis to determine measures of potential dropout risk to be used in the EWS (e.g. attendance, discipline referrals, course completion, etc), , , , Developed new reports based on EWS data/results, Conducted training for staff in accessing and interpreting EWS data and/or in incorporating EWS data into instruction, counseling, service delivery, conducting interventions, etc.,   |
| <b>INSTITUTIONAL CHANGE</b>                   | Dropout Prevention and Engagement: Policy and Practices Review: | , Developed committees to review current policies and practices, , , ,<br>The timeline on the scheduling of RtI staff meetings, increased utilization of informal assessments and inventories, and placement in remedial math and reading classes was expedited.   |
|   | Assess and Enhance School Climate:                              | , , , Trust and respect, , Supportive leadership, Professional development, , ,<br>We conduct a formal school climate survey twice a year. For the first twenty minutes each morning our students meet with a "family" group of students and teacher. We have worked to effectively use the family time communicate with the students and conduct activities to maintain a positive school climate.  |
|   | Expanding the Curriculum:                                       | , , Introduced or expanded a student mentoring program, Postsecondary transition program, , , , , ,  |
| <b>INTERVENTIONS &amp; SUPPORTS</b>           |   |  |
|   |   |  |
|   | Enhanced Counseling and Mentoring:                              | , Utilization of Response to Intervention (RtI) model, Provide specialized and/or individualized treatment through the implementation of various models of case management, , In-school mentoring program, Reformed and enhanced the ICAP implementation process,  |
|   |   |  |
|   |   |  |
|   |   |  |

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

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

| REFLECTING ON PROGRAM OUTCOMES     |                        |
|------------------------------------|------------------------|
| GRANT GOALS                        | 2012-13 CGP EFFORTS    |
| <b>DECREASE AT-RISK BEHAVIOR</b>   | Directly Impacts       |
| <b>INCREASE ATTENDANCE</b>         | Not designed to Impact |
| <b>INCREASE COURSE COMPLETION</b>  | Directly Impacts       |
| <b>INCREASE GRADUATION RATE</b>    | Directly Impacts       |
| <b>INCREASE RE-ENGAGEMENT RATE</b> | Not designed to Impact |
| <b>DECREASE DROPOUT RATE</b>       | Directly Impacts       |

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

The Accelerated Reader and Read Naturally reading programs we are utilizing to remediate our students below grade level reading skills have been effective in improving our students reading levels in a relatively short amount of time. This has enabled our students ability to be able to read, understand, and complete the assignments in the content classes. / Upon entry to our school the average grade level in reading and math proficiency is 5.5. We are utilizing the Accelerated Math and Khan Academy math programs with our students. Both programs have been effective in providing online, self paced math instruction. Our students, on the average, has demonstrated a 2-3 grade level growth in 6-12 month period. / The additional teacher/counselor that we hired with grant funds has master’s degree certification in Reading instruction. Students working with her on a 1:5 ratio in remedial reading instruction have demonstrated, on the average, a 2-5 grade level growth in their reading skills in a 6 month period. / The teacher/counselor has assisted with the language arts teacher and the math teacher to provide an additional instructor in class and thus providing more instruction facilitating the students’ ability to get assistance and completing the course in a shorter time frame, which is essential due to the time limitations imposed by the Job Corps program. /

**BARRIERS TO IMPLEMENTATION**

As indicated by the T.A.B.E. and NWEA Map tests pretests, the average reading and math grade level of our students upon entry to the program 5.5 grade level, presenting a challenge to bring students to the proficiency level required for graduation. / Grand Mesa HS operates under a memorandum of understanding with the Collbran Job Corps. Students are obligated under Job Corps requirements to participate in designated activities. Those activities often conflict with times students are scheduled to be in GMHS classes. Job Corps pull out activities affect continuity and decrease classroom time. /

**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.