Mesa County Valley 51, R-5 HS
Capacity Building Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
Staff Members used to support CGP activities: , , Administrative Assistant, School Administrator, School Counselor, Teacher, , , , Attendance Coordinator, , **Partners/Vendors/Collaborators:** TIG	Building capacity through professional development Secured community partnerships for dropout prevention and re-engagement services	Shared CGP results with district administrators Training related to CGP strategies have been institutionalized Developed a written sustainability plan The sustainability plan is being developed this year

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
IDENTIFICATION	Data Analysis:	Student Demographic Data: ethnicity, gender, grade level, age…, 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., , Measures of Student Learning (standardized tests, norm/criterion-referenced tests, teacher observations of abilities, authentic assessments), School Processes (evaluation of school programs and processes), CDE School Support Team Review from our TIG grant , Completion Rates, Concurrent Enrollment/ASCENT Participation, , Truancy Rates, FAFSA Completion, Attendance, Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), Course Completion (On track to graduation), CTE participation, , , ICAP Participation/Completion, College Application Rates, , 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), , Conducted data analysis to establish or refine "cut points" for measures of potential dropout risk (e.g. 5 or more unexcused absences in a semester, grade of D or F in freshman math course, overall GPA drops below 2.2, etc), , Developed new reports based on EWS data/results, ,
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:	, Developed committees to review current policies and practices, Review of Identification policies and practices, , Review of Institutional Change policies and practices, SST Review (TIG) We revised our Intake and Transitions in and out of R-5. We further refined out RtI system.
	Expanding the Curriculum:	, , Introduced or expanded a student mentoring program, Postsecondary transition program, New student orientation program, Added elective course options, Added career and technical education courses, Increased availability of Concurrent Enrollment/ASCENT courses, Added a service learning program, ,
INTERVENTIONS & SUPPORTS		
	Community Engagement:	, Developed partnerships with community organizations and/or local businesses to enhance postsecondary and workforce readiness efforts, Formed partnerships with outside organizations to help meet the needs of the students (for example: mental health, substance abuse issues, homelessness, academic, extracurricular activities), ,
	Transition/Orientation Programs:	, Developed program that focuses on 12th grade to postsecondary transition, Developed program for students transferring into the school, Strengthened / improved an existing transition program, , , , Re-defining the enrollment in-take process for new students, Completion of ICAP (Individual Career and Academic Plan),

TARGET POPULATIONS

ALL STUDENTS: Yes, our CGP programs are designed to serve all students at our school **SECONDARY POPULATION:** **TERTIARY POPULATION:**

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

OUTCOMES RELATED TO KEY PROGRAM GOALS

ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
OVERALL ATTENDANCE RATE FROM YR2 TO YR 3: **TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?**	**OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO Y3:** **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	Indirectly Impacts
DECREASE DROPOUT RATE	Directly Impacts

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

We now have a well-defined intake process and transition process into R-5 (with a Discovery class, Discovery Math Class, and INformation Literacy Class) as well as a refined Careers Class that supports students through and beyond R5. We have implemented a formal student leadership and service learning program this year for the first time at R5.

BARRIERS TO IMPLEMENTATION

We have revised our curriculum to provide more direct instruction and some whole class opportunities for social learning. Our limited staff and extremely limited building and classrooms has made master scheduling to support the changes extremely difficult. We had so much change in one year that managing the change was difficult and we ended up with a major hit to staff morale.

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.
Vertical Transitions Webinar: (April 17, 2013) Highlight current research and preliminary results surrounding 8th to 9th grade transition as well as the high school to postsecondary transition. The focus was on the expanded definition of the 8th to 9th grade transition period, how schools participating in the CGP program can support this and surprising findings around high school students' transition to postsecondary education.
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.
An Innovative Look at 21st Century Skills through a Service Learning Lens: (September 18, 2013) Increase understanding of classroom strategies to support student engagement, build skills to prepare learners for the 21st Century, and increase understanding of Service Learning.