

Greeley R-6, Greeley Central HS
 Capacity Building Site
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| STAFFING/RESOURCES: | SUSTAINABILITY | |
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| <p>Staff Members used to support CGP activities: , , Administrative Assistant, School Administrator, School Counselor, Teacher, Para Professional, , Dropout Prevention Specialist, Attendance Coordinator, ,</p> <p>Partners/Vendors/Collaborators: Community Foundation of Greeley and Weld County / Tointon Institute / University of Northern Colorado / Christ Community Church / North Range Behavior Health / North Colorado Medical Center /</p> | <p>Building capacity through professional development Meeting with private foundations to discuss future funding of CGP strategies</p> | <p>Linking CGP work to outside financial support/resources coming to the district Shared CGP results with district administrators Training related to CGP strategies have been institutionalized</p> |

| DROPOUT PREVENTION ELEMENTS, METHODS & TATICS | | |
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| IDENTIFICATION | Data Analysis: | , Student Enrollment Data: attendance rates, mobility, dates of enrollment and exit, pupil membership compared to prior years..., , , Measures of Student Learning (standardized tests, norm/criterion-referenced tests, teacher observations of abilities, authentic assessments), , Suspension and Expulsion , Completion Rates, , 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.), , , , |
| | Early Warning Systems: | Conducted research on potential EWS products and vendors, Developed a project plan for developing an EWS in-house, Implemented an EWS for the first time, Conducted data analysis to determine measures of potential dropout risk to be used in the EWS (e.g. attendance, discipline referrals, course completion, etc), Added new measures of potential dropout risk to existing EWS, 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, Conducted training for staff in accessing and interpreting EWS data and/or in incorporating EWS data into instruction, counseling, service delivery, conducting interventions, etc., |
| INSTITUTIONAL CHANGE | Dropout Prevention and Engagement: Policy and Practices Review: | , Developed committees to review current policies and practices, Review of Identification policies and practices, , , Implementation of the Wildcat Writing Project to enhance student writing abilities and provide opportunity for student achievement. |
| | Assess and Enhance School Climate: | , Relational Trust, PBIS (Positive Behavior and Invention Support), Trust and respect, Expectations, trust, and accountability, , Professional development, , , Further development of freshman program--LINK, AVID, AP program, Tutoring and Senior Mentors |
| | Expanding the Curriculum: | , , , Postsecondary transition program, , , , , , Introduced or expanded a Credit recovery program (this is also addressed in the "Credit Recovery Options" section below |
| INTERVENTIONS & SUPPORTS | Family Involvement: | , , Utilization of Response to Intervention (Rtl) Model, Involve parents in the development of students' ICAP and provide assistance to parents on postsecondary and/or workforce readiness procedures, , , , |
| | 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 8th to 9th grade transition, Developed program that focuses on 12th grade to postsecondary transition, , , , Protocol for teachers to use in working with their most at-risk 9th graders, Academic assessments for transfer |

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| | | student after 9th grade to assist with appropriate placement in classes and other programs, , Completion of ICAP (Individual Career and Academic Plan), |
| | Credit Recovery Options: | , Course based , Blended learning model, During the summer, , After school, , During the school day Pearson 11th and 12th grade standing, Number of "F" grades, On-time/On-track to graduation, , , , , Student had to have previously failed course |
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| | Multiple Pathways to Graduation: | Creating options and flexibility that includes diverse educational programming as well as collaboration across multiple agencies and systems, ASCENT/Concurrent Enrollment, Reforming scheduling, grading, standards, assessment, retention, class assignment, course content and/or instructional practices, policies and procedures, Offer accelerated and/or credit recovery programs, , |

| TARGET POPULATIONS | | |
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| ALL STUDENTS: Yes, our CGP programs are designed to serve all students at our school | | |
| 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 | | |
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| 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 EXPLUSIONS) FROM YR2 TO Y3: TRENDS: TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR? | |
| GRADUATION | DROPOUT | DROPOUT RECOVERY |
| | | |

| REFLECTING ON PROGRAM OUTCOMES | |
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| 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 | Not designed to Impact |
| DECREASE DROPOUT RATE | Directly Impacts |

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

Implementaion of an intervention time in which students work with teachers to reduce their failure rate. / Increase in teacher communication with parents / Increased utilization of contact log by teachers, counselors and administration

BARRIERS TO IMPLEMENTATION

Time and schedule limitations for the intervention period / Limited freedom and time for school interventionists to implement person-to-person contacts with students and families / Cumbersome early warning system

STUDENT SUCCESS STORY

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PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED

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