

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2755 School Name: VENTURE PREP SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	71.43%	73.33%	-	41.67%	41.35%	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	33.52%	-	24.54%	15.24%	
		W	-	57.77%	50%	-	28.7%	24.04%	
		S	-	48%	50%	-	27.69%	20.41%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	62	54	-	50	55	
		M	-	91	99	-	51	85	
		W	-	77	88	-	52	62	
ELP	-	52	71	-	46	42			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Meets</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	3.5%	Meets	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	17.2	Approaching	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013 . CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A for Venture Prep High School
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	N/A for Venture Prep High School
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A for Venture Prep High School

Improvement Plan Information

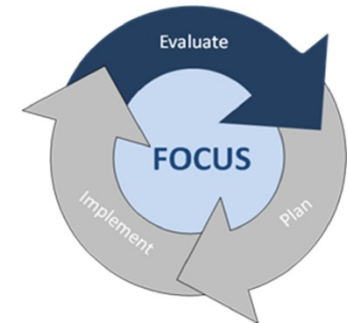
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kenneth D. Burdette, Principal
	Email	kburdette@ventureprep.org
	Phone	303-893-0805
	Mailing Address	2540 Holly Street, Denver, CO 80207
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school **did not at least meet minimum state and federal accountability expectations**, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, **identifying trends and priority performance challenges (negative trends)**, describing how performance challenges were prioritized, **identifying the root causes of performance challenges**, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	School-wide Reading 47% School-wide Math 15% School-wide Writing 30% School-wide Science 30%	*In Reading, the school fell short of its target by 5.65% *In Math, the school surpassed its goal by .35% *In writing, the school fell short of its target by 5.96% *In Science, the school fell short of its target by 9.59%	Venture Prep’s status-targets were aggressive in an effort to move underperforming scholars in 2011 to levels of proficiency in 2012. In Math, the school was able to surpass its status-target, thanks in large part to: <ul style="list-style-type: none"> • Strong MGP at 85 • Core math instruction for 60 minutes • Daily math Intervention for 40 minutes • Differentiated math instruction Venture Prep fell short in reaching its status-targets for Reading and Writing. This means that the school did not have enough students score proficient and/or advanced on the Reading and
	Increase % of points earned by 10%	*Reading – No *Math-Yes *Writing-No *Science-No	
Academic Growth	School-wide Reading 55% School-wide Math 55%	*In Reading, the school met its goal of 55% academic growth	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	School-wide Writing 60%	*In Math, the school met its goal of 55% academic growth *In Writing, the school met its goal of 60% academic growth	Writing TCAP tests. The school did, however, make significant gains in growth, as indicated by the MGP scores. The primary reasons for this are as follows: <ul style="list-style-type: none"> • A strong core of certified, HQT teachers • 60 minutes of core instruction, daily • 40 minutes of math and reading intervention daily • Before/After school tutoring • Frequent use of data to drive instruction • Weekly Professional Development for all teachers, including best instructional practices for the classroom. • Curriculum Development • Content Understanding • Formative Assessments
	Exceed District Average in all 3 major Academic areas	Reading: DPS=54MGP, VP=55MGP Math: DPS=53MGP, VP=85MGP Writing: DPS=57MGP, VP=62MGP	
Academic Growth Gaps	School-wide Reading 55% School-wide Math 55% School-wide Writing 60%	Approaching on the 2012 SPF for all content areas.	
	Post Secondary Readiness	80% Graduation Rate 3.9% Drop out rate Mean ACT score of 21	Graduation Rate = N/A 3.5 Drop-out Rate = Yes, Meets on SPF 2012 ACT of 21 = No, Approaching on SPF 2012

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
			goal of 21. On the 2012 SPF, Venture Prep scored "approaching" for ACT. The school used a program known as Revolution Prep. This proved to help some students, but not the majority, with ACT prep. The school will modify its approach to ACT prep in the 12-13 school year, with an ACT focus beginning in November.

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Venture Prep HS is still trailing other DPS and State schools in overall "status", meaning students scoring proficient/advanced on the 2012 TCAP. While "growth" and gains are quite evident in Venture Prep, the school as a whole needs to keep pace with DPS and with state schools in terms of moving students to levels of proficiency and mastery. The school received a "does not meet" rating on the 2012 SPF. Below is the data depicting 2012 TCAP Status levels: <ul style="list-style-type: none"> • Reading: VP is 10% points behind DPS • Math: VP is 8% points behind DPS • Writing: VP is 10% points behind DPS • Science: VP is 12% points behind DPS 	*Moving scholars from PP to P/A *High attrition rate in HS *Scholars come to VP often times behind in grade level(s) *Making Every Minute count *Effective utilization of the Intervention classes	* Attendance has lagged in the low 90% range over the last few years. For 2012-13, Venture Prep has set an aggressive attendance goal of >93% daily attendance rate. * A lack of consistent curriculum, along with accountability to that curriculum, has plagued the school in recent past. In 12-13, all curriculum has been re-written in accordance to the Common Core standards, and teachers are held accountable to the implementation of this curriculum. All Interim Assessments are aligned to this curriculum as well. * Creating a strong school and grade-level culture is paramount for the 12-13 school year. The work has begun through Crew, Community Meetings, Developmental Designs implementation, and PBIS. * A renewed focus on Homework and Homework completion has helped reshape the overall grading policies and practices at VP. This carries over to the "Habits of Work" we expect our scholars to demonstrate both in school and out of school.
Academic Growth	Venture Prep demonstrated strong MGP growth on the 2012 TCAP. In total, Venture Prep earned 202 total points on the MGP scale, 3 rd highest overall for high	*Growth requires moving scholars from U and PP to levels of	* Targeted curriculum to ensure all standards are covered in all content classes. * Testing integration of the content areas and Common Core

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>schools in Denver.</p> <p>Reading: DPS=54MGP, VP=55MGP</p> <p>Math: DPS=53MGP, VP=85MGP</p> <p>Writing: DPS=57MGP, VP=62MGP</p>	<p>P/A.</p> <p>*Continuous enrollment of VP students to continue pushing higher growth rates.</p> <p>*Finding the right balance of Reading and Writing within a Language Arts Class</p> <p>*Effective RTI practices and implementation must continue to take place at the school level.</p>	<p>standards.</p> <ul style="list-style-type: none"> * Intensives * Project-based Learning * Expeditionary Learning (EL) partnership * Exhibition Nights * Scholar and staff accountability
Academic Growth Gaps	<p>The catch-up growth for Venture Prep HS is "approaching" for Reading, Math, and Writing. However, this is primarily due to 2011 data, in which the school scores 2 out of 4 possible points in all three categories. In 2012, the school scored 4 out of 4 possible points in all three categories.</p>	<p>*The majority of VP scholars are minority and qualify for FRL programs. The school must maintain its strong focus on growth, which will have a direct impact on the Academic Growth Gaps.</p>	<ul style="list-style-type: none"> * Attendance (see above) * Targeted feedback for all teachers. Acceptance and implementation of that feedback is critical for scholar success. * Effective Teaching Practices and Protocols are embedded and taught in weekly PD sessions * Effective use of intervention/skills classes for both Reading and Math, up to 80 minutes per day for all scholars.
Post Secondary & Workforce Readiness	<p>The school graduated its first Senior Class in 2012. The drop-out rate for Venture Prep High School is at 3.5%, lower than state and federal expectations. Venture Prep</p>	<p>*It is important to adhere to a strict standards-based</p>	<p>*The ACT scores were lower than projected due to the following root causes:</p> <ul style="list-style-type: none"> - Lack of preparation for ACT-based questions in core

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>scored a 17.2 average on ACT, which lags the average for the State of Colorado. The school received a score of "meets" for Post-Secondary Readiness Growth on the 2012 SPF. The school received a score of "approaching" for Post-Secondary Readiness Status on the 2012 SPF.</p>	<p>curriculum while also focuses on adequate ACT prep and College prep.</p>	<p>classes</p> <ul style="list-style-type: none"> - Inconsistent implementation of the Revolution Prep program. - A small group of 11th grade scholars scored in the 10-14 range, significantly dragging down the overall average of the 11th grade.

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

Venture Prep High School is a free, public charter school that currently serves 220 students in grades 9-12. The school is located in the heart of the Park Hill neighborhood in Denver. The school is a Title 1 school, and includes of demographic of approximately 45% Hispanic, 45% African American, and 10% Caucasian. In crafting the High School UIP, the principal worked (and will continue to work) collaboratively with his Leadership Team, including the school's Vice Principal. In addition, the Principal will also include various stakeholders, including the Board of Directors for the school and the School Accountability Committee. The SAC committee met on September 10th, and will meet again on November 5th.

As for the 2012 data, Venture Prep was able to meet and/or approach in all indicators except for Academic Achievement (Status). This is the one major area where Venture Prep scored a "did not meet".

- *In Reading Status, the school fell short of its target by 5.65%
- *In Math Status, the school surpassed its goal by .35%
- *In Writing Status, the school fell short of its target by 5.96%
- *In Science Status, the school fell short of its target by 9.59%

Venture Prep's status-targets were aggressive in an effort to move underperforming scholars in 2011 to levels of proficiency in 2012. In Math, the school was able to surpass its status-target, thanks in large part to:

- Strong MGP at 85
- Core math instruction for 60 minutes
- Daily math Intervention for 40 minutes
- Differentiated math instruction

Venture Prep fell short in reaching its status-targets for Reading and Writing. This means that the school did not have enough students score proficient and/or advanced on the Reading and Writing TCAP tests.

The school did, however, make significant gains in growth, as indicated by the MGP scores. The primary reasons for this are as follows:

- A strong core of certified, HQT teachers
- 60 minutes of core instruction, daily
- 40 minutes of math and reading intervention daily
- Before/After school tutoring
- Frequent use of data to drive instruction
- Weekly Professional Development for all teachers, including best instructional practices for the classroom.

As the High School moves forward, it will strategically focus on the following:

- Significantly increasing the number of students scoring Proficient/Advanced on TCAP in all core content areas (Reading, Math, Writing, and Science)
- Continue to implement the new Common Core Standards-based curriculum with 100% fidelity in all classes
- Providing daily intervention support to all Math and Reading students
- With the Middle School beginning a phase-out approach, it will be critical for the leadership to focus primarily on the High School, and to not let the staff and/or students become distracted by the phasing out process.

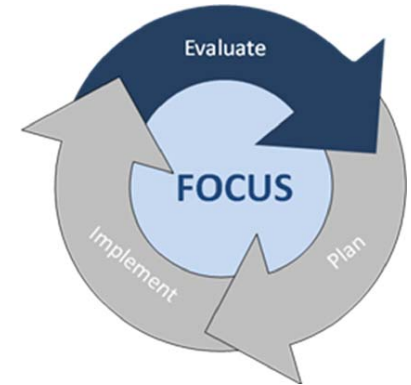
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	-High Attrition Rate -Need for research-based intervention programs - >average SPED rate -Strong school culture -Scholars entering behind grade level(s)	45%	50%	-MAPS data -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills	#1 #2 #3
		M	-High Attrition Rate -Need for research-based intervention programs - >average SPED rate -Strong school culture -Scholars entering behind grade level(s)	20%	24%	-MAPS data -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills	#1 #2 #3
		W	-High Attrition Rate	30%	35%	-MAPS data	#1

			<ul style="list-style-type: none"> -Need for research-based intervention programs - >average SPED rate -Strong school culture -Scholars entering behind grade level(s) 			<ul style="list-style-type: none"> -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills 	#2 #3
		S	<ul style="list-style-type: none"> -High Attrition Rate -Need for research-based intervention programs - >average SPED rate -Strong school culture -Scholars entering behind grade level(s) 	22%	25%	<ul style="list-style-type: none"> -MAPS data -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills 	#1 #2 #3
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	<ul style="list-style-type: none"> -High Attrition Rate -Need for research-based intervention programs - >average SPED rate -Strong school culture -Need for frequent 	65%	65%	<ul style="list-style-type: none"> -MAPS data -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom 	#1 #2 #3

			assessment and data analysis			observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills	
		M	-High Attrition Rate -Need for research-based intervention programs - >average SPED rate -Strong school culture -Need for frequent assessment and data analysis	75%	75%	-MAPS data -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills	#1 #2 #3
		W	-High Attrition Rate -Need for research-based intervention programs - >average SPED rate -Strong school culture -Need for frequent assessment and data analysis	75%	75%	-MAPS data -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills	#1 #2 #3

		ELP		N/A	N/A		
Academic Growth Gaps	Median Student Growth Percentile	R	-High Attrition Rate -Need for research-based intervention programs - >average SPED rate -Strong school culture -Need for frequent assessment and data analysis	65%	65%	-MAPS data -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills	#1 #2 #3
		M	-High Attrition Rate -Need for research-based intervention programs - >average SPED rate -Strong school culture -Need for frequent assessment and data analysis	75%	75%	-MAPS data -Interim Assessment Data (Galileo) -TCAP -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills	#1 #2 #3
		W	-High Attrition Rate -Need for research-based intervention programs	75%	75%	-MAPS data -Interim Assessment Data (Galileo) -TCAP	#1 #2 #3

			<ul style="list-style-type: none"> - >average SPED rate -Strong school culture -Need for frequent assessment and data analysis 			<ul style="list-style-type: none"> -Formative and Summative Assessments -Daily Classroom observations, with feedback -Weekly Professional Development for all staff -Bi-Weekly RTI (Academic and Behavior) -Daily Interventions/Skills 	
Post Secondary & Workforce Readiness	Graduation Rate	-How does DPS and CDE factor in students who have left VP and left the district?	80%	80%	<ul style="list-style-type: none"> -Full-time College and Career Counselor -Checklists for all seniors, including college applications, scholarship applications, ACT, and college visits -Senior Nights -Junior Nights 	#2 #3	
	Disaggregated Grad Rate	-How does DPS and CDE factor in students who have left VP and left the district?	80%	80%	<ul style="list-style-type: none"> -Full-time College and Career Counselor -Checklists for all seniors, including college applications, scholarship applications, ACT, and college visits -Senior Nights -Junior Nights 	#2 #3	
	Dropout Rate	<ul style="list-style-type: none"> -How does DPS and CDE factor in students who have left VP and left the district? -If VP is not the right fit for a student, what 	3%	3%	<ul style="list-style-type: none"> -Full-time College and Career Counselor -Checklists for all seniors, including college applications, scholarship applications, ACT, and 	#1 #2	

		alternatives does he/she have in metro area?			college visits -RTI -Scholar Led Conferences	
	Mean ACT	-Effective ACT prep -Inclusion of ACT prep in core content -Scholar motivation to work on ACT during non-school hours -Access to affordable, research-based ACT prep programs	19	20	-Daily ACT Prep -Standards-based Curriculum -Syllabus for all classes that match the curriculum -Formative Assessments -Summative Assessments -RTI	#1 #3

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. **Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.** Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Redesign staffing model and school schedule to support implementation of 3 leveled small group instruction in 35 minute additional periods. The interventions and skills groups are based on Response-To-Intervention needs and goal-setting.

Root Cause(s) Addressed: Low academic levels of scholars, with the goal of closing the achievement gap and bringing all scholars to levels of proficiency.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
1. Response-To- Intervention (Academic)	September 2012 - ongoing	Nicole Grzybowski Amanda Glomboski	PPR and Title I and III Funds	Monthly RTI Meetings	In progress
2. Response-To-Intervention (Behavior)	September 2012 - ongoing	Tim Jaeger Eric Hill	PPR and Title I and III Funds	Monthly RTI Meetings	In progress
3. Intervention/Skills groups, based on RTI, to close achievement gaps with scholars	September 2012 - ongoing	Amanda Glomboski Anna Birgenheier Clare Nelson Elisa Garland	PPR and Title I and III Funds	Aims Web Data Interim Assessments Progress Monitoring	In progress
4. Intervention Targeted PD for all staff	September 2012 - ongoing	Amanda Glomboski Nicole Grzybowski Clare Nelson	PPR and Title I and III Funds	Formative Assessments Differentiation of skills	In progress – 2x/month
5. Skills-targeted curriculum for each content and grade level	September 2012 - ongoing	Nicole Grzybowski	PPR and Title I and III Funds	Common-Core based curriculum Interim Assessments	In progress

				TCAP MAPS	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Weekly Professional Development: Multiple Work Plans (EL-based), Plate-to-Plaque Mentality, Self-Assessments on Targets, Targeted time on all PD sessions (LTs).

Root Cause(s) Addressed: Continued professional development of the Venture Prep teachers and staff.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Curriculum Revision to align with the Common Core Standards.	August 2012	Nicole Grzybowski Ken Burdette Clare Nelson	PPR and Title I and II Funds	PD Sessions Coaching Sessions	Completed
Assessment Pacing Guide – Aligned with Interim Assessments & curriculum standards	August 2012	Nicole Grzybowski Ken Burdette Clare Nelson	PPR and Title I and II Funds	Classroom observations PD Sessions & Planning Self-Assessments & Reflection Interim Assessment Data	Completed
Implementation of effective Grading and Reporting Policies	September 2012 - ongoing	Nicole Grzybowski Ken Burdette	PPR and Title I and II Funds	Classroom observations PD Sessions Self-Assessments Gradebook Checks	Completed
Creation of Syllabus for all core content classes, with assessment targets identified	August 2012	Nicole Grzybowski Ken Burdette	PPR and Title I and II Funds	PD Sessions	Completed
Progress Reports – weekly and in reflection of all Learning Targets	September 2012 - ongoing	Ken Burdette	PPR and Title I and II Funds	PD Sessions Gradebook Checks	In Progress

Major Improvement Strategy #3: The Principal and Vice Principal will conduct on-going and intensive coaching support for all staff.

Root Cause(s) Addressed: This will support ELL learners, SPED students, and all VP scholars

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Tier Coaching System and Structural Flow Chart for continuous, on-going support for all teachers	September 2012 - ongoing	Ken Burdette Nicole Grzybowski Clare Nelson	Title 3 Grant EL Partnership	Classroom walkthroughs Summative Observations 1:1 debriefs PIPs (if necessary) Goal Setting Scholar-Led Coaching	In progress
Content Department PD	September 2012 - ongoing	Ken Burdette Nicole Grzybowski Leah Bock Jon Yacovetta Meghan Stowe Clare Nelson	Title 3 Grant EL Partnership	Bi-Weekly PD sessions Dept. Self-Assessments PD Work Plan with Formative Assessment	In progress
Differentiated work plan: *Responsive Classroom *Implementation of Crew *Curriculum *Formative Assessment *Relational Trust *Product Creation	August 2012 - ongoing	Nicole Grzybowski Ken Burdette	Title 3 Grant EL Partnership	Classroom walkthroughs Summative Observations 1:1 debriefs	In progress
Formative, Product, Relational trust, and Crew	August 2012 - ongoing	Nicole Grzybowski	Title 3 Grant	Classroom walkthroughs	In progress

Coaching		Ken Burdette	EL Partnership	Summative Observations 1:1 debriefs PD PIPs (if necessary) Goal Setting Scholar-Led Coaching	

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)