

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2012-13

Organization Code: 0880 District Name: Denver County 1 School Code: 8995 School Name: Vista Academy SPF Year: 2012 Year: 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. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements for programs (e.g., Title I, TIG grant). For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on both required federal and state measures and any optional supplemental measures. 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?	
Academic Achievement (Status)	State Required Measure: TCAP/CSAP, Lectura, Escritura Description: % P+A in reading, writing, math and science. HS Expectation: Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% MS Expectation: Reading at/above 21.4%; Math at/above 6.2%; Writing at/above 16.7%; Science at/above 12.1%	R	% Proficient/Advanced at 60 th percentile		School's % Proficient/Advanced		Overall AEC Rating for Academic Achievement: Meets * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			MS	HS	MS	HS	
			21.4%	35.4%	64.71%	34.78%	
			6.2%	4.4%	42.65%	4.35%	
			16.7%	14.6%	45.59%	10.14%	
12.1%	16.4%	28.57%	15.38%				
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP/TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above 50.	R	MGP at/above 50		School's MGP		Overall AEC Rating for Academic Growth: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			50	44			
			50	31			
	MAP Growth Description: % who met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%.	W	50		44.5		
			At/Above 60%		School's % Met Target		
			60%	39.10%			
			60%	34.93%			
60%	47.69%						

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?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: % at/above 86.2%	86.2%	93.42%	Overall AEC Rating for Student Engagement: Meets * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement Description: % of students improving their attendance from prior year Expectation: % at/above 75%	75%	78.31%	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: Equal to or less than 7.7%	Equal to or less than 7.7%	3.35%	
	Student Satisfaction Description: % positive student response rate Expectation: % at/above 85%	85%	86.91%	
	Parent Satisfaction Description: % positive parent response rate Expectation: % at/above 85%	85%	86.54%	

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

Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.		At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate	School's Completion Rate	Overall AEC Rating for Post Secondary Readiness: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each measure.
			55.4%	(null)	
	Completion Rate Change Description: Increase in % of students completing Expectation: Change At/Above 2% using same year as best-of for prior year		Change At/Above 2% using same year as best-of for prior year	School's Completion Rate Change	
			2%	(null)	
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Below 11.4%.		Below 11.4%	School's Dropout Rate	
			Less than 11.4%	(null)	
	Dropout Rate Change Description: Decrease in % of students dropping out Expectation: At/Above 4%		At/Above 4%	School's Dropout Rate Change	
			4%	(null)	
	State Required Measure: ACT Average Score by Content Area Description: ACT average score in reading, math, English, and science Expectation: Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7		Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	ACT Average Score	
			R 15.9	13.77	
		M 14.8	15.59		
		E 13.7	12.30		
		S 15.7	14.20		

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)	Accredited On Watch (CDE=Improvement)	
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/Targeted Assistance] program must complete the [Schoolwide/Targeted Assistance] addendum. Schools identified under another program (e.g., state accountability, Title I Focus School) 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	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Contact DAP/SIP	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp
Improvement Support Partnership (ISP) or TDIP	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Contact DAP/SIP	[If NOT a grantee] n/a [If a grantee] In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp

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?	Credit Recovery Grant from the local district in the amount of \$37, 750. Awarded, September, 2012 The Kaplan ACT granted to Vista Academy by the district which provides teachers (32 hours per week) and materials for targeted instruction related to 10 th and 11 th grade students. Awarded October, 2012
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
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.	

Improvement Plan Information

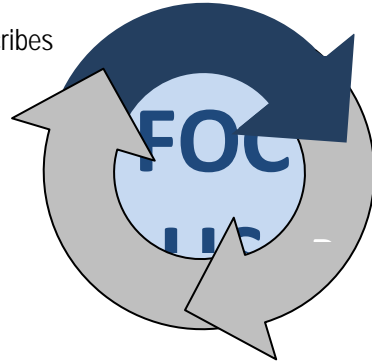
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Rhonda Juett , Principal
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	Phone	(720) 423-7612
	Mailing Address	4800 Telluride St., Building #6.; Denver, CO 80249
2	Name and Title	Barbara Koenig
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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)	The Academic Achievement targets for the 2011-2012 year were baseline in nature because it was the school’s first year.	The Federal and State Expectation data for the percent proficient/advances on the TCAP/CSAP scores were met in all categories for sixth, seventh, and eighth grades in Reading, Writing, Mathematics, and Science. In the high school, the goals were not met in all areas of Reading, Writing, Mathematics, and Science. The closest areas for the high school were in Math with a -.05 gap, Writing with a -.62 gap, and in science, with a -1.02 gap.	Regarding Academic Achievement: The 2011-2012 school year was a baseline data year, reflecting on the results leads us to discuss the diploma plus implementation and concepts of standards based grading. The overall schedule was examined to see if the best use of our resources was designated to our students. Focused intervention/remediation classes, as well as dedicated instruction in a blended model have been implemented for the 2012-2013 school year to address identified needs.

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 Growth	Median Growth Percentiles (MGP) were set at /above 50.	The schools MGP per subject was 44 for reading, 31 for math, 44.5 for writing. Falling short of the 50 th percentile in all areas.	Regarding academic growth, external issues as networking are being addressed to allow the students to not experience technical issues in higher stakes testing situations. This issue seemed to be a reoccurring issue during the 2011-2012 school year and we are focusing on utilizing district resources to help in this arena.
	MAP growth data as they pertain to the percentage of students who met growth targets in reading, mathematics, and language arts. Target goals for these areas were 60%.	The actual performance reported was 39.10% in reading, 34.93% in Mathematics, and 47.69% in Language Arts.	
Student Engagement	Student engagement is a focus for the Vista climate. Each student was expected to take part in a CTE pathway, club or activity. This was tracked through the Regional Athletic Association Program (RAAP) in the far Northeast, as well as sponsors.	98% of our students participated in a co-curricular, interscholastic athletic program, or extra-curricular activity.	Pertaining to student engagement, the district is now collecting this data through infinite campus to access the student engagement at a district level. We are currently working on entering these activities in the ALT 1 course category.
Post Secondary Readiness	The 2011-2012 data keyed on 3 areas – Graduation Rate – 80% on the most resent 4-year, 5-year, 6-year or 7 year graduation rate.	As the 2011-2012 year was the initial year at Vista, graduation rates need additional data for comparisons.	Post-secondary readiness is an area of focus for Vista academy. As a staff we are committed to fine-tune our pedagogies to emphasize college or career readiness for all of our students, and it is never too early in their academic career to plan. We are collaboratively working to fine tune our cohort/advisory classes in all grades six-12. Insertion of one-book-one school initiatives as well as affective education techniques for increasing student engagement and relationship building is targeted during this time.
	Dropout Rate at or above State average and the mean ACT composite also at or above the state average.	The State target goal for dropout rates of less than 4%. Data were null as we need to have greater longitudinal numbers. The mean ACT scores were lower than those of the State average in all areas except	

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.
		Mathematics. The scores were: Reading (-2.13), Mathematics (+.79), English (-1.4), and Science (-1.5).	ACT scores were noticeably lower in three of the four areas. Upon our reflection, there could be a greater emphasis on interdisciplinary approaches to instruction in all content areas, including CTE and Electives.

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)	<p>Vista Academy now in its second year of operations has baseline data from the 2012 TCAP.</p> <p>Reading:</p> <p>MIDDLE SCHOOL: 64.71 % of students in middle school were proficient/advanced in reading on the 2012 TCAP.</p> <p>HIGH SCHOOL: 34.78 % of students in high school were proficient/advanced in reading on the 2012 TCAP.</p>	<p><u>MIDDLE SCHOOL:</u> 35.29 % of our middle school students scored in the Partially Proficient Unsatisfactory range in Reading.</p> <p><u>HIGH SCHOOL:</u> 65.22 % of our high school students performed in the Unsatisfactory range in Reading</p>	<p>From the examination of the data, the leadership team determined that a root cause of these results could be a lack of structure and broad scope focus due to the use of Diploma Plus. We felt that going to a mapped curriculum with short cycle assessments that were delivered in a timely manner would benefit our results and our students.</p> <p>Another root cause from the examination of our systems is the appropriate use and functionality of the technology in the building. Appropriately addressing the staff development in the use and interpretation of computerized testing would benefit our students. The inexperience or comfort level of our staff with technology is a focus for school-wide improvement.</p> <p>From the analysis of classroom observations, a focus on high impact instructional moves and increasing our own awareness of critical theory and cultural</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			<p>competency, it is appropriate to consider the staff development to ensure the understanding of all of our student population.</p> <p>Root cause for the ACT analysis may align with lack of targeted focus on literacy and numeracy</p>
	Please note – 2012-2013 is only in year 2 of existence.		
Academic Growth	MGP on TCAP/ CSAP	Extremely low scores in our high school: math performance scores (4:35% advanced or proficient), and in high school writing (10.14% advanced or proficient).	<p>Student Data shows significant deficiencies in grade level scores from our high school students and these gaps lead to gross curricular repair needs.</p> <p>Literacy instruction knowledge across our core and elective teachers could lead to lower writing scores and the lack of the use of numeracy concepts from an interdisciplinary perspective.</p>
	Please note – 2012-2013 is only in year 2 of existence.		
Student Engagement	This value was collected within the school last year. The district is now mandating that the data is recorded within Infinite Campus so it may be pulled and collected for analysis. It is the expectation that 100% of our students participate in at least one extra-curricular, co-curricular activity or an athletic	This was a strong part for Vista Academy with 98% or our students participating in an engagement activity.	Positive root causes would lend themselves to our relationships with our students, relaxed comfortable feel with approachable nature, consistent rules, and a solid mission and vision for the school.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	program that is sanctioned by the school or district.		
	Please note – 2012-2013 is only in year 2 of existence.		
Post Secondary & Workforce Readiness	ACT scores were below the state average in all but 1 area (mathematics).	Increase our overall scores to be at or above state average. Vista was lower than those of the State average in all areas except Mathematics. The scores were: Reading (-2.13), Mathematics (+.79), English (-1.4), and Science (-1.5).	Instructors too focused on delivering “their” curriculum and focusing on Diploma Plus integration rather than the focus on broad scope curricular delivery. Instructors focusing on behavior rather than instruction.
	Please note – 2012-2013 is only in year 2 of existence.		

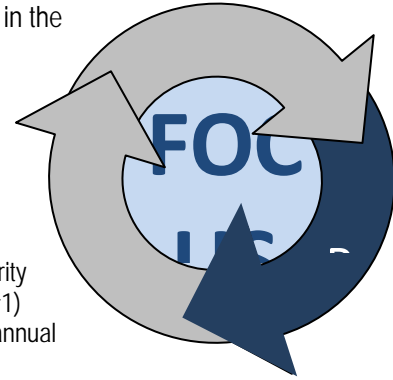
Section IV: Action Plan(s)

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, CoAlt, Lectura, Escritura	R					
		M					
		W					
		S					
	Optional Supplemental Measure(s)						
Academic Growth	Median Student Growth Percentile (TCAP)	R					
		M					
		W					
		Optional Supplemental Measure(s)					
Student Engagement	Attendance Rate						
	Truancy Rate						
	Optional Supplemental Measure(s)						
Post Secondary & Workforce Readiness	Completion Rate						
	Dropout Rate						
	Mean ACT						

	Composite Score					
	Optional Supplemental Measure(s)					

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: _Continue to incorporate the One Book One School Initiative while deepening the writing focus

Root Cause(s) Addressed:

- Middle School writing scores on TCAP was
- High School writing scores on the TCAP was

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

- School Plan under State Accountability requirements
 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)
Identify how the days and the books that middle and high school students will read during the 2012-2013 school year for One Book One School during cohorts	July and August of 2012	Leadership Team	Copies of various lists of engaging texts at the various lexile levels.	Texts are purchased for each of the cohorts to read along with the teacher support materials and activity guides for the identified text for all three trimester. Students will read three books over the course of the school year, one each	Completed

				<p>trimester.</p> <p>100% of students will show growth on the MAP Assessment during the Winter testing window.</p> <p>100% of students will show growth on the 2013 TCAP.</p>	
Middle school cohorts will implement One Book One School on Tuesdays, Wednesdays and Thursdays.	September 2012	All Middle School Teachers	Assignment cohort time to allow for the implementation of One Book One School	All middle school teachers will participate in One Book One School during the assigned cohort days	Completed
High School cohorts participate in One Book One School on Tuesdays, and Thursdays.	September 2012	All High School Teachers	Assign cohort time to allow for the implementation of One Book One School	All high school teachers will participate in One Book One School during the assigned cohort days	Completed

* 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: Implement school-wide intervention plan in all subject areas and support teachers by implementing professional development that is aligned with LEAP specifically in the areas of High-Impact Instructional Moves and Positive Classroom Culture and Climate to improve instruction in reading, writing, math, and science.

Root Cause(s) Addressed:

- 2012 TCAP and other data show significant gaps in the area of writing, science and math in the high school.
- Teachers are not able to consistently visit other classrooms teachers in their content areas to reflect on and receive their

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)
Team of teachers and staff to attend a national discipline conference this summer to attend various sessions and help update our preventions and interventions regarding interventions.	July 2012	Dean of Students, Social Worker, CSO, Community Liaison, Teachers, Registrar/Principal Secretary	School Budget and Discipline Plan.	Attendees will have quarterly meetings to discuss Vista Academy prevention and intervention practices.	Completed
Hire 4 tutors to support all academic areas. Adjusted the grant and hired three tutors after making one part-time tutoring position full-time to meet our student's math tutoring needs.	September 2012 March 2013	Rhonda Juett Rhonda Juett	Credit Recovery Grant Credit Recovery Grant	Students show growth on MAP assessments Students show growth on Spring MAP assessment.	Not Completed (hired one part-time tutor in September. In Progress
Teachers participate in Learning Labs on the	September	Teachers and Staff	LEAP Framework, LEAP	Teachers will show	In Progress

<p>1st Friday of the month that allows teachers to visit other schools in their content areas focusing on High Impact Instructional Moves from the LEAP framework.</p>	<p>2012-May 2012</p>		<p>Tech, Administrators and Teachers, Central Administration Department Heads and IS Team</p>	<p>increased improvement and innovation in classroom instruction looking through the lens of their identified LEAP Indicator under High Impact Instructional Moves.</p>	
<p>On the 3rd Friday or identified day of the month teachers will participate in Tech Boot Camp, which will provide differentiated opportunities for them to learn about technology and how to incorporate that into their daily instruction.</p>	<p>September 2012-April 2012</p>	<p>Teachers and Staff</p>	<p>DOTS, Smart Board, administrators and teachers</p>	<p>Teachers will show an increase of student utilized technology to increase student growth in math, science, reading, writing, and science.</p>	<p>In Progress</p>
<p>On the 3rd Friday or identified day of the month teachers new to Vista Academy will participate in professional development utilizing her book Classroom Discipline Made Easy.</p>	<p>August 2012-January 2013</p>	<p>New Teachers to Vista Academy</p>	<p>Doris Dempsey, her book Classroom Discipline Made Easy. Vista Academy will pay Ms. Dempsey from our school budget Professional Services budget approximately \$3,000.00</p>	<p>Teachers will be able to develop and adjust classroom management to meet the needs of our student population. This should be reflected in low incidents of referrals to the Dean and out of school suspensions because teachers are able to manage various issues that</p>	<p>Completed</p>

				happen on the classroom level and be able to manage them.	
Teachers and staff will participate in a PDU on Cultural Competency and utilizing differentiated instructional practices in the classroom to engage students.	September 2012-May 2013	Teachers, Staff, and LEAP Tech	Clock Watchers: 6 Steps to Motivating and Engaging Disengaged Students Across Content Areas. Teacher's Guide to Behavioral Interventions and other text and articles determined to support this work.	Percentage of students who show improved grades, and growth on the MAPS Assessment will continue to grow each trimester.	In Progress
Teachers and Staff will participate in department meetings two times and month on Wednesdays and level meetings two times a month on Wednesdays.	September 2012-May 2012	Teachers and Staff	Home Visit Program, curriculum, and student data.	Students will experience less barriers to success as teachers and staff identify students at the red, yellow and green levels to provide positive calls home, provide home visits to and have targeted interventions for identified students on a two week rotation.	Completed
After Mid-Year reviews we decided to restructure Wednesdays meetings to reflect one hour PD sessions that run for four weeks that includes Lesson Planning: Working Smarter Not Harder; Building Relationships,	March 2013-May 2013	Teachers and Staff	Various educational resources.	Teachers will be able to have additional resources to assist them with the goal above.	In Progress

<p>Will the Real Managers Stand Up: Where Do We Go From Here; Fun with Content Language Objectives; Incorporation APEX into Unit Planning.</p>					
<p>Implement school-wide attendance plan to support attending class on a daily basis and on time to meet the 97% attendance expectation at Vista Academy.</p>	<p>Weekly Attendance Team Meetings from September 2012-May 2012</p> <p>Daily monitoring of students on attendance plans by AmeriCorps Members September 2012-May 2012</p>	<p>Teachers, staff, AmeriCorps members, Scholars and parents.</p>	<p>Attendance plans, AmeriCorps provide data for weekly calls home for students who fall below the 90th percentile in overall weekly attendance.</p> <p>Monthly attendance drawings for a middle school, high school scholar, and teacher who has perfect attendance for the month.</p> <p>A monthly pizza party for the middle school and high school cohort with the highest attendance rate.</p>	<p>Improved academics and student attendance compared to previous trimesters.</p>	<p>In Progress</p>
<p>Incorporate a Principal Honor Roll Limo ride and lunch incentive each trimester.</p>	<p>Every trimester throughout the 2012-2013 school year.</p>	<p>Scholars with a GPA of 3.6 and higher who make the principal's honor roll will ride in a party limousine to a chosen restaurant for lunch with chaperones</p>	<p>Infinite Campus, limousine company, restaurants.</p>	<p>Improve scholars' motivation and increase the number of students working to be on the Principal's Honor roll each trimester.</p>	<p>In Progress</p>

		and members of the central administration.			
Develop a portfolio outline for scholars so that they can demonstrate mastery of standards in all academic areas, and post-secondary readiness skills.	Trimester 1 of the 2012-2013 school year.	Selected teachers and Principal.	Binders, Portfolio guide and exemplar student work from scholars.	Improve scholar's academic success in all subject areas and to maximize post secondary readiness preparedness and service learning participation.	Completed
Implement, monitor and update Portfolio Process and Guide.	Trimester 2 and 3 of the 2012-2013 school year.	Scholars in grades 6-12, teachers, staff and parents.	Binders, Portfolio guide and exemplar student work from scholars.	Improve scholar's academic success in all subject areas and to maximize post secondary readiness preparedness and service learning participation.	In Progress

Major Improvement Strategy #3: Implement a comprehensive college readiness plan.

Root Cause(s) Addressed:

- 98% of students who took the ACT scored below 21
- Lack of academic skills, social emotional skills, and exposure to college and career related activities scholars need to be prepared for rigorous high school or college level work as well as other post secondary opportunities

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)
Identify scholars who will be taking the ACT Plan and provide them with an ACT Prep Class through Kaplan.	2012-2013 school year.	Kaplan teacher, identified math and language arts teachers who will be providing instruction the days students are not in the Kaplan class.	DSST grant, which provided the Kaplan ACT teacher and materials.	Students will demonstrate an increase of 5 points from their plan test to the ACT test in April of 2013.	In Progress
Assign all scholars with senior credits a mentor from the teachers and staff of Vista Academy.			College Journals, College in Colorado Guidelines and Counseling Department Support.	All seniors will have a mentor to assist them with developing, implementing and updating their post secondary plans.	Completed
Hire a second counselor to help support the post secondary work occurring at Vista Academy.	September 2012	Administrators, HR	School based budget	All students will meet with a counselor per Vista Academy expectations and have	Completed

				an counselor sign appropriate sections in their Vista Passport	
Scholars will be exposed to various colleges by visiting at least one campus in Colorado.	2012-2013 School Year	Scholars 6-12	SEI Grant	Scholars will go on at least one college camps visit exposing them to college campuses throughout Colorado and helping them make a decision about what type of college/university best meet their needs.	Completed
Develop and Implement a Alumni Association for Scholars who graduate from Vista Academy.	2012-2013 School Year	Community Liaison provided by the district in collaboration with the counseling department, scholars, parents and principal.	College and University resources and fund raisers.	Graduates of Vista Academy will enroll in schools they are accepted in, attend orientation and receive support through our alumni association so that we can collect data on the things we need to improve on instructionally and make sure that they navigate the various systems so that they transition and are successful in implementing their post secondary plans.	In Progress

Major Improvement Strategy #4: Implement the Vista Academy Parent Network

Root Cause(s) Addressed:

- Lack of consistent and relevant opportunities for parents to actively engage in the school environment
- Lack of education about what makes and good school and how the district and stated measure schools
- Lack of having a welcoming school community where they can develop deep connections and partner with other school stakeholder s to ensure that all students are successful

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)
Parents enter into a contract once their scholar is accepted at Vista Academy to begin the partnership between the school and parents.	2012-2013	Parent and Community Liaison and Parents	Infinite campus, Parent Contract, DPS Volunteer Contract	All parents sign the Parent Contract and meet the conditions of the contract by the end of the school year	In Progress
Parents receive recognition at the each trimesters award ceremonies.	2012-2013	Parent and Community Liaison keep records of parent engagement and nominate parents for awards each trimester.	Parent engagement records.	Parent volunteer and engagement records	In Progress
Develop and Implement a Parent Retreat.	August 2012 and January 2013	Teachers, staff, community members and parents	Parent Engagement Funds	Utilize Infinite Campus to identify all primary parents/guardians of students who attend Vista Academy and use sign in sheets to	Completed

				monitor attendance	
100% of our parents submit the Parent Satisfaction Survey in the Spring of 2013	Spring 2013	Vista Academy Community	Parent Engagement Funds	Receive a Parent Satisfaction Survey from each scholar household	Has not occurred yet, In Progress
Develop Parent University or Engagement Component and other components of the parent network.	2012-2013	Family and Community Liaison and various Vista Academy Stakeholders.	Parent Engagement Funds	Parents meet the Parent expectation in the Vista Academy Parent Contract.	In Progress

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)