

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 1020 District Name: CHEYENNE MOUNTAIN 12 School Code: 9057 School Name: THE VANGUARD SCHOOL (HIGH) Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	73.33%	-	-	99.26%	Overall Rating for Academic Achievement: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	86.67%	
		W	-	-	50%	-	-	95.56%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	3	-	-	79	
		M	-	-	17	-	-	77	
		W	-	-	7	-	-	71	
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Exceeds</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 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>97.7% using a 4 year grad rate</p>	Exceeds	<p>Overall Rating for Postsecondary & Workforce Readiness: Exceeds</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework 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 ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	0%	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.0	26.3	Exceeds	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.
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.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

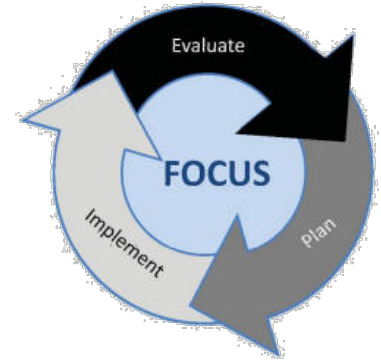
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	Participated in an Expedited Review – Fall 2012
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):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Colin Mullaney, Principal
	Email	colin.mullaney@cmca12.com
	Phone	719-471-1999
	Mailing Address	1605 S. Corona Avenue, Colorado Springs, CO 80905
2	Name and Title	Jeff Fenton, Assistant Principal
	Email	jeff.fenton@cmca12.com
	Phone	719-471-1999
	Mailing Address	1605 S. Corona Avenue, Colorado Springs, CO 80905

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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.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

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 local data. Document any areas where the school did not at least 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 performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) 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 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall 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. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:

Description of School Setting and process for Data Analysis

The Vanguard School is the high school program of Cheyenne Mountain Charter Academy (CMCA), a public K-12 charter school founded in 1995. The high school opened in 2006 with just a ninth grade and has since grown to a full 9-12 grade high school with approximately 260 students. Since the school’s opening, it has achieved at high levels (based on state assessments), even as the school has grown significantly. Minority students make up 39.61% of the overall student population, and 19.5% of high school students are eligible for free or reduced lunches.

Each department chair led their department through an analysis of the available data within their department by year, growth, demographic group, the Colorado Content Standards, as well as our curricula to identify trends and priority needs for our 9-12. Analyses were conducted to determine whether any significant achievement gaps could be identified across grades or subjects, or within subgroups. Variables explored include gender, prior year's assessment results, ethnicity, lunch eligibility, disability, and language proficiency.

Current Performance

Overall, The Vanguard High School is accredited with a Performance plan, producing achievement scores in 2014 that place the school at the 99th percentile of schools statewide on the SPF. This rating reflects a consistent increase in high school performance over time.

Trend Analysis

We considered three years of data related to academic performance trends. The data centered on TCAP results but also included ACT, SAT, and AP results.

Achievement:

Students exceeded state achievement standards in all subjects, with a general slight increase from last year.

Growth:

Students exceeded state growth standards across subjects, producing median levels of growth that surpass what the state considers to be one year's growth in one year's time (MGP>50). Across the subjects of reading, writing, and math, students produced levels of growth categorized by the state as high (MGP>65), with nearly all students making the necessary levels of growth to maintain current levels of proficiency over time.

Reading MGP: 2012 = 82 / 2013 = 74 / 2014 = 79

Writing MGP: 2012 = 65 / 2013 = 71 / 2014 = 77

Math MGP: 2012 = 63 / 2013 = 66 / 2014 = 71

Growth Gaps:

Median Growth Percentiles vary by disaggregated group with ELL students scoring the highest growth in Reading, Writing, and Math. Free and Reduced Lunch students exceeded state standards in all categories though in reading, the group was 14 percentile points lower than the composite. All other disaggregated groups exceeded state standards in growth.

Disaggregated data on growth:

Reading

- Minority students median growth percentile: 2012 = 75 / 2013 = 63 / 2014 = 83
- FRL students median growth percentile: 2012 = 88 / 2013 = 64 / 2014 = 67
- ELL students median growth percentile: 2012 = 80 / 2013 = 79 / 2014 = 89
- Female students median growth percentile: 2012 = 83 / 2013 = 74 / 2014 = 77
- Male students median growth percentile: 2012 = 79 / 2013 = 76 / 2014 = 80

Writing

- Minority students median growth percentile: 2012 = 74 / 2013 = 65 / 2014 = 71
- FRL students median growth percentile: 2012 = 74 / 2013 = 58 / 2014 = 69
- ELL students median growth percentile: 2012 = 71 / 2013 = 79 / **2014 = 90**
- Female students median growth percentile: 2012 = 54 / 2013 = 66 / 2014 = 71
- Male students median growth percentile: 2012 = 78 / 2013 = 73 / 2014 = 70

Math

- Minority students median growth percentile: 2012 = 69 / 2013 = 66 / 2014 = 74
- FRL students median growth percentile: 2012 = 62 / 2013 = 66 / 2014 = 70
- ELL students median growth percentile: 2012 = 52 / 2013 = 72 / 2014 = 83
- Female students median growth percentile: 2012 = 62 / 2013 = 67 / 2014 = 74
- Male students median growth percentile: 2012 = 67 / 2013 = 65 / 2014 = 81

Post Secondary Workforce Readiness

The Vanguard High School exceeds state standards along the Postsecondary and Workforce Readiness indicator. Composite ACT scores have remained consistent over the past three years, with the school exceeding state standards along this measure each year. The dropout rate has improved over time, with the school significantly surpassing state expectations of 3.6%. The graduation rate has improved, without sufficient data being available to explore longitudinal or disaggregated data. In future years, longitudinal and disaggregated analyses will be available across all PSWR measures, as well as college readiness benchmarking.

Priority Performance Challenges and Root Cause Analyses

Based on the data from the last three years, The Vanguard High School has identified the following priority performance challenges.

Achievement:

- **Improve student achievement in math**

Overall, math scores are significantly lower than our expectations and had trended downward over the past three years, but saw a 15 percentage point increase this year. One specific area of concern is Standard 2, on which only 57% of 9th graders were proficient in 2013. Our performance challenge is to raise achievement on Standard 2 to 80% and to raise math scores across the grades.

Root cause

In 2013, based on previous data analysis, we made a major change in our curriculum at the elementary and junior high levels by moving to the new edition of the Saxon curriculum, which was significantly changed in several ways from the edition we had been using. This year we have moved to the new Saxon curriculum for Algebra 1 and plan to make the move next year to the new Algebra 2. The change generally increases the rigor of the material and moves key concepts, particularly algebraic concepts earlier in the curriculum. It also requires more critical thinking, increased interpretation and analysis of graphs and charts, and study of statistical and geometric concepts. These changes support our weakest need in math over the past few years, specifically Standard 2 (algebra, patterns, functions).

Root cause analysis

After one year of implementation at the junior high level, our achievement in math improved dramatically (16 percentage points) in 7th grade and remained steady in eighth grade. Meanwhile our growth also improved dramatically. We anticipate similar improvements in our high school student achievement with this curriculum.

- **Improve scientific thinking of our students**

While TCAP science scores have exceeded state standards, we believe that we can improve our students' abilities to think scientifically across grades 9-12. To this end, we have put into place several steps (see Major Improvement Strategy #2) designed to increase critical thinking and application within all science courses, to support students who struggle with scientific thinking and integrating math and science, to align our courses to support one another in student expectations, and to provide additional opportunities for top performing science students. Of course all of this has become difficult to track as the test and grade level have changed.

Root cause

Student achievement scores in grade 10 indicates a weakness in Standard 4 (earth and space science), with 24% of students BP in Standard 4.

Root cause analysis

Much of the content tested (earth and space science) does not align with our curriculum, particularly the curriculum completed by 10th grade (biology and chemistry). We continue to look for ways to help lower performing science students develop scientific thinking skills.

Growth:

- **Improve growth in 9th grade math**

We saw excellent improvement this year with the 9th grade MGP at 86 (a 35 percentile increase from last year). Prior to this year, Growth in 9th grade math has declined over the past three years from 56 MGP in 2011 to 51 MGP in 2013. This overall decline is mirrored as a trend when looking at the percentage of students with low, typical, high growth. Ninth grade math students over the past three years have had significantly fewer students achieving high growth than in reading and writing, and significantly fewer than tenth grade math students. Not surprisingly, this group also had a much higher percentage of students with low growth than in the other ninth grade subjects or in tenth grade math.

Root cause

Given that we have the same teachers instructing both 9th and 10th grade math with widely varying results between the two grades, it appears that the cause for poor growth comes from the curriculum. Last year, based on previous data analysis, we made a major change in our curriculum at the elementary and junior high levels by moving to the new edition of the Saxon curriculum, which was significantly changed in several ways from the edition we had been using. This year we have moved to the new Saxon curriculum for Algebra 1 and plan to make the move next year to the new Algebra 2. The change generally increases the rigor of the material and moves key concepts, particularly algebraic concepts, earlier in the curriculum. It also requires more critical thinking, increased interpretation and analysis of graphs and charts, and study of statistical and geometric concepts. These changes support our weakest need in math over the past few years, specifically Standard 2 (algebra, patterns, functions).

Root cause analysis

After one year of implementation, growth in math within the junior high increased dramatically from last year (21 percentile points) and significantly from two years ago. Student achievement also improved. We anticipate similar improvements in our ninth grade student growth based on this new curriculum.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Math Challenge: Increase math scores across the grades.	Improved 9 th grade P/A from 74 to 89% 10 th grade remained at 84%	Math Implementation of the new Saxon curriculum and strong coordination among classes Reading Continued focus on excellence in reading and literature
	Reading Challenge: Improve skills in literature and use of literary information.	Yes – 3-year school-wide P/A in reading = 99.48	
Academic Growth	Math Challenge: Achieve better growth in 9 th grade math.	Yes – MGP of 77	
Academic Growth Gaps	Math Challenge: Focus on <i>all students</i> to achieve maximum growth.	Yes – there are no significant growth gaps and we have improved targeted assistance to all students in need	
Postsecondary & Workforce Readiness			

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.

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>Reading <u>School Performance Framework:</u></p> <ul style="list-style-type: none"> 1-year school-wide P/A = 99.26 3-years school-wide P/A = 99.48 <p><u>By Grade CSAP / TCAP Results:</u></p> <p><u>2012 (TCAP)</u></p> <table> <tr> <td>Grade 9</td> <td>99</td> </tr> <tr> <td>Grade 10</td> <td>100</td> </tr> </table> <p><u>2013 (TCAP)</u></p> <table> <tr> <td>Grade 9</td> <td>100</td> </tr> <tr> <td>Grade 10</td> <td>99</td> </tr> </table> <p><u>2014 (TCAP)</u></p> <table> <tr> <td>Grade 9</td> <td>99</td> </tr> <tr> <td>Grade 10</td> <td>100</td> </tr> </table> <p>Writing <u>School Performance Framework:</u></p> <ul style="list-style-type: none"> 1-year school-wide P/A = 95.56 3-years school-wide P/A = 96.13 	Grade 9	99	Grade 10	100	Grade 9	100	Grade 10	99	Grade 9	99	Grade 10	100		<p>The 9th grade curriculum backs away from poetry a bit, requiring memorization and discussion, but not a great deal of quantity. This year we are getting back to incorporating more poetry, especially instruction regarding classic poems, into the 9th grade curriculum.</p> <p>Instruction focuses on transferring skills learned in the curriculum to other texts and provides supplemental instruction to students who are weak in literature, based on individual data analysis.</p> <p>Students are generally required to write longer essays. They do not have a great deal of practice with shorter, timed paragraphs. We are incorporating weekly responses to</p>
Grade 9	99														
Grade 10	100														
Grade 9	100														
Grade 10	99														
Grade 9	99														
Grade 10	100														

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><u>By Grade CSAP / TCAP Results:</u></p> <p><u>2012 (TCAP)</u> Grade 9 97 Grade 10 100</p> <p><u>2013 (TCAP)</u> Grade 9 94 Grade 10 94</p> <p><u>2014 (TCAP)</u> Grade 9 97 Grade 10 94</p> <p>Math <u>School Performance Framework:</u></p> <ul style="list-style-type: none"> • 1-year school-wide P/A = 86.67 • 3-years school-wide P/A = 82.47 <p><u>By Grade CSAP / TCAP Results:</u></p> <p><u>2012 (TCAP)</u> Grade 9 78 Grade 10 88</p> <p><u>2013 (TCAP)</u> Grade 9 74 Grade 10 84</p> <p><u>2014 (TCAP)</u> Grade 9 89 Grade 10 84</p>	<p>We continue to strive to increase math achievement with the next target being 93% P/A</p>	<p>morning quotations where students have a limited time to craft a single paragraph response.</p> <p>We incorporated occasional longer writing lab assignments to be completed in class with multiple drafts and editing, possibly over two periods. We built in occasional writing labs focused on editing and revising.</p> <p>We implemented the new Saxon curriculum for Algebra I and it seems to have yielded positive results. We are implementing Algebra II this year.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Science <u>School Performance Framework:</u></p> <ul style="list-style-type: none"> 1-year school-wide P/A = n/a 3-years school-wide P/A = n/a <p><u>By Grade CSAP / TCAP Results:</u></p> <p><u>2012 (TCAP)</u> Grade 10 95</p> <p><u>2013 (TCAP)</u> Grade 10 91</p> <p><u>2014 (TCAP)</u> Grade 10 n/a</p>		<p>We continue to look for ways to help lower performing science students develop scientific thinking skills.</p>
Academic Growth	<p>In math, the 9th grade MGP has been slowly declining with a three-year low at the 51st percentile in 2013.</p>		
Academic Growth Gaps	<p>FRL students scored at the 67th percentile in reading, 14 percentile points lower than the composite. These students also scored at the 70th percentile in math, 7 percentile points lower than the composite.</p> <p>While there is some evidence of a growth gap between FRL students and non-FRL students in Reading (14 percentile difference) and math (7</p>		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>percentile difference)., overall, there are no trends of growth gaps over the past three years, with all disaggregated groups showing good growth. We will pay close attention to all students to achieve maximum growth.</p> <p>Reading</p> <p><u>Minority/Non-Minority Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: 75 / 83 • 2013: 63 / 76 • 2014: 83 / 78 <p><u>FRL/Non-FRL Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: 88 / 81 • 2013: 64 / 76 • 2014: 67 / 81 <p><u>ELL/Non-ELL Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: - / 82 • 2013: - / 74 • 2014: - / 78 <p><u>Female/Male Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: 83 / 79 • 2013: 74 / 76 • 2014: 77 / 80 <p>Writing</p> <p><u>Minority/Non-Minority Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: 74 / 57 • 2013: 65 / 73 • 2014: 71 / 71 		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><u>FRL/Non-FRL Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: 74 / 61 • 2013: 58 / 72 • 2014: 69 / 71 <p><u>ELL/Non-ELL Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: - / 65 • 2013: - / 71 • 2014: - / 70 <p><u>Female/Male Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: 54 / 78 • 2013: 66 / 73 • 2014: 71 / 70 <p><u>Math</u></p> <p><u>Minority/Non-Minority Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: 69 / 62 • 2013: 66 / 66 • 2014: 74 / 78 <p><u>FRL/Non-FRL Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: 62 / 64 • 2013: 66 / 66 • 2014: 70 / 77 <p><u>ELL/Non-ELL Median Growth Percentiles:</u></p> <ul style="list-style-type: none"> • 2012: - / 65 • 2013: - / 66: • 2014: - / 76 <p><u>Female/Male Median Growth Percentiles:</u></p>		

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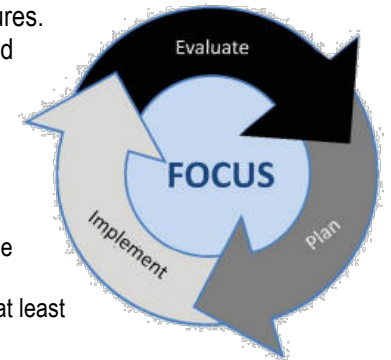
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> • 2012: 62 / 67 • 2013: 67 / 65 • 2011: 74 / 81 		
Postsecondary & Workforce Readiness			

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	NA	NA	NA	NA	
		M	Improve writing performance to above 93% P/A	For 2014-15, the composite school-wide math score will be above 90%.	In 2015-16 the school-wide math score will be above 93% P/A on the state assessment.	We are in the process of phasing in the new Saxon curriculum. The new edition of Algebra 1 was implemented in 2013-14 and Algebra 2 is being implemented this year. Specific focus on students who did not achieve proficiency in math last year through use of additional support from the math aide and additional instruction using supplemental materials focused on Standard 2.	Fully implement new version of Saxon math program for Algebra 1 and Algebra 2.
		W	NA	NA	NA	NA	NA
		S	Student achievement scores in grade 10 suggest a weakness in Standard 4 (earth and space science).	Strive for 100% of students in 12 th grade being P/A in science.	Strive for 100% of students in 12 th grade being P/A in science.	Implementation of senior year cumulative science review sessions in order to go over all science standards.	The science department will continue to discuss curriculum alignment with content standards as well as ways to emphasize/include concepts (earth and space science) and skills (scientific method and data analysis) within the high school core curriculum.

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Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	NA	NA	NA	NA	NA
		M	NA	NA	NA	NA	Target students in need in all subjects with tutoring, mentoring, extra study opportunities, and encouragement.
		W	NA	NA	NA	NA	NA
		ELP	NA	NA	NA	NA	NA
Academic Growth Gaps	Median Growth Percentile, local measures	R	NA	NA	NA	NA	NA
		M	NA	NA	NA	NA	NA
		W	Reduce the growth gap for FRL students in reading school-wide by increasing FRL writing growth.	Continue to improve FRL writing growth as measured by the state assessment.	Continue to improve FRL writing growth as measured by the state assessment.	Specific individual instruction from the English teachers and English department aides for all students who are having difficulty with reading Ongoing reading instruction in the classroom with frequent curricular assessments	Specific individual instruction from the English teachers and English department aides for all students who are having difficulty with reading. Ongoing reading instruction in the classroom with frequent curricular assessments
Postsecondary & Workforce Readiness	Graduation Rate		97.7% - four year rate				
	Disaggregated Grad Rate		Minority graduation rate is at 91.7% - 5 yr rate				
	Dropout Rate		0% on 1 year SPF				
	Mean CO ACT		26.2 Composite Score	Improve ACT score with a goal of an average score of 27	Improve ACT score with a goal of an average score of 27		
	Other PWR Measures						

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Provide improved curriculum to high school math teachers. The new edition Saxon Algebra 1 and 2 books provide more instruction and practice in key concepts, align better with state standards, progress into higher level concepts sooner, and provide more teacher and student support material than the earlier editions.

Root Cause(s) Addressed: Students in Algebra 1 were not achieving or growing to their potential due to gaps from the older edition Saxon materials. These shortfalls fail to cover key concepts (Standard 2) in previous and are less aligned with the state standards.

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

- State Accreditation Title I Focus School Tiered Intervention Grant (TIG) Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Implement new Saxon Algebra 1 books	x		Algebra 1 teachers primarily, but all math teachers in support	New version of Saxon Algebra 1 books at a cost of approximately \$4500		Completed, continuing
Implement new Saxon Algebra 2 books	x	x	Algebra 2 teachers primarily, but all math teachers in support	New version of Saxon Algebra 2 books at a cost of approximately \$4500		Current
More frequent department meetings to coordinate implementation, and identify areas to align curriculum with state standards	x	x	Math teachers		Bi-monthly math department meetings will be used to track progress	Ongoing

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Identify students who performed below proficient and provide instructional and curricular resources to support them	x	x	Math teachers		Frequent curricular assessments. Monthly grade level (student performance) meetings to identify struggling students and how to support them	Completed for 2013-14 with support in progress Planned for 2014-15

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Improve student achievement in all subjects by providing additional structure, support, and study opportunities.

Root Cause(s) Addressed: Students needing additional support to overcome learning gaps, organizational challenges, or difficult personal circumstances.

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

- State Accreditation Title I Focus School Tiered Intervention Grant (TIG) Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Create a Humanities Tutorial class for 9 th grade students needing support in English and history.	July - June	July - June	English Department Chair, History Department Chair, Tutorial teacher	Teacher (1/5 FTE) Supplemental Materials	Summer 2014: Identify students who would benefit from additional support and fit it into their schedule. August 2014 – May 2015: Provide support for identified needs, coordinate among teachers, monitor student performance June 2015: Assess the success of the class and make improvements Summer 2015: Identify students who would benefit from additional support and fit it into their schedule	Complete In – progress Scheduled Scheduled
Extended Study Hall	August 2014 –	August 2015 –	Assistant	Library use after hours,	August 2014: Establish study hall guidelines and	Completed

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	May 2015	May 2016	Principal, Study hall monitor	Salary for monitor	procedures Aug 2014- May 2015: Communicate this opportunity to parents and students	Ongoing
Peer Tutoring – This purpose of this program is to use the abilities of our students who are achieving success or have already achieved success in a class or grade to support students who need academic support.	November – June	July – June	Assistant Principal, Academic Advisor	Location for tutoring	Identify students who need academic support. Identify students who are able and willing to provide that level of support.	Complete In-progress
Summer school was significantly expanded this year to not only allow students to catch up on academic material, but to develop basic skills needed to be successful academically.	June - July	June- July	Summer school coordinator, Principal	Summer school teachers, location, materials	Establish the course curricula, identify students who could benefit from the program.	Complete for 2014 -15

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)