

Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 0190
Official 2014 SPF: 1-Year

District Name: BYERS 32J

School Code: 1752 School Name: COLORADO VIRTUAL ACADEMY (COVA)

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **ELA Academic Achievement:** ELA performance is on a stable then increasing trend but is below state expectations. Interim internal assessment data suggests flat or negative growth trends.
- **Math Academic Achievement:** Math performance is on a stable and increasing trend but remains consistently below state expectations. Interim internal assessment data suggests continued positive growth.
- **Post-Secondary Workforce Readiness:** Dropout rate and graduation rate both improved significantly this year. Graduation rate still falls below state expectation while dropout rate exceeds state expectation.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Lack of Writing Intervention:** Lack of effective intervention program that directly addressed student needs.
- **Lack of effective engagement strategies:** Vendor infrastructure has not supported effective engagement strategies to drive high levels of performance.
- **Poor vertical alignment and articulation:** Little to no focus on articulating content over student high school career. Little focus on transition planning between feeder middle school and COVA High School math progression.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Literacy Instruction and PD:** Improve literacy instruction and outcomes through cohesive professional development, using common evaluation tools and effective interventions.
- **Engagement Strategies:** Engagement across all content areas will use consistent, research-based strategies (Teach Like a Champion).
- **Vertical and Horizontal Curricular Articulation:** Consistent work on identifying areas to increase cohesive implementation of standards based instruction.
- **Home to School Partnering:** Increasing the quality and frequency of home-school communications about academic tasks, student success and ICAP activities.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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Section II: Improvement Plan Information

Improvement Plan Information

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

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

School Contact Information

Additional Information about the School

Comprehensive Review and Selected Grant History

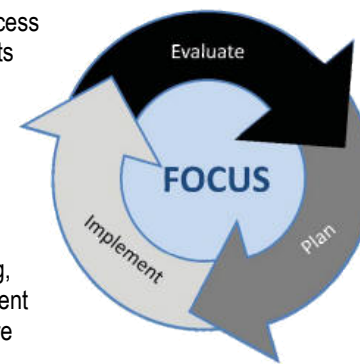
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes. COVA was awarded the CGP grant in the 2010 school year.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No.
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.	No.

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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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

1. 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).

Description: COVA High School is a state wide charter school whose students attend fully online. We are in our second year under new management and with a new district, although the school has existed for over a decade. COVA High School has about 500 students from all over the state of Colorado. We have about 1% of our study body that are ELs, 1% that are considered Free and Reduced Lunch Eligible (although this is underreported in our setting) and 1% gifted and talented. Twelve percent of our student body has an IEP. One of COVA’s core values is a commitment to continuous improvement. As such, we work to include as many stakeholders in the UIP process as possible and truly adopt a year-round commitment to designing and implementing the UIP. As such, our SAC committee meets quarterly and all students, parents and teachers are invited to attend. We have struggled to engage large numbers of parents and community members in our SAC process despite many creative solutions to make meeting attendance meaningful and convenient. However, we have a core of very involved parents who have offered feedback, ideas and accountability on our improvement planning cycle.

2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

Academic Achievement (Status)

Prior Year Target: By the end of 2014-15, COVA will increase from the 28th percentile to the 35th percentile for reading on PARCC.

Performance on Target: COVA HS students outperformed both district and state average scores in 9th-11th grade English exams, but fell below the standard for ‘met expectations’ by between 2 and 10 points

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9th grade students scored in the 55th percentile and exceeded the target by 20 percentile points.

10th grade students scored in the 54th percentile and exceeded the target by 19 percentile points.

11th grade students scored in the 58th percentile and exceeded the target by 23 percentile points.

Prior Year Target: By the end of 2014-15, COVA will increase from the 18th percentile to the 25th percentile for math on PARCC.

Performance on Target: COVA HS students outperformed district and statewide counterparts on the Algebra I exam, however scored lower than those same counterparts on the Algebra II exam. Our students' average scores were the same or higher than their district and state counterparts on the Geometry exam. Algebra II is a significant area of concern.

Algebra I students scored in the 41st percentile which exceeded the target by 16 percentile points. Geometry students scored in the 52nd percentile which exceeded the target by 27 percentile points. Algebra II students scored in the 38th percentile which exceeded the target by 13 percentile points.

Prior Year Target: Writing: By the end of 2015-16, COVA will increase from the 40th percentile to the 46th percentile for writing on PARCC.

Performance on Target: COVA HS students outperformed both district and state average scores in 9th-11th grade English exams, but fell below the standard for 'met expectations' by between 2 and 10 points

9th grade students scored in the 55th percentile and exceeded the target by 20 percentile points.

10th grade students scored in the 54th percentile and exceeded the target by 19 percentile points.

11th grade students scored in the 58th percentile and exceeded the target by 23 percentile points.

Academic Growth

Prior Year Target: We exceed expectations in respect to reading growth. To maintain MGP>MAGP trend in 2015-2016, if data is available.

Performance on Target:

Prior Year Target: Math: To decrease the gap between MGP and MAGP from 30 to 20 by the end of the 2016 school year, if data is available.

Performance on Target:

Prior Year Target: Writing: To decrease the gap between MGP and MAGP from 20 to 10 by the end of the 2016 school year, if data is available.

Performance on Target:

Academic Growth Gaps

Prior Year Target: Math: To decrease the gap between MGP and MAGP for the disaggregated groups from -30 to 0 by the end of the 2016 school year, if data is available.

Performance on Target:

Prior Year Target: Writing: To decrease the gap between MGP and MAGP for the disaggregated groups from -35 to 0 by the end of the 2016 school year, if data is available.

Performance on Target:

Prior Year Target: Reading: To increase the positive gap between MGP and MAGP for the disaggregated groups from 0 to 10 by the end of the 2016 school year, if data is available.

Performance on Target:

Postsecondary & Workforce Readiness

Prior Year Target: The graduation rate will increase from 30.4% to at or above 40% by the end of the 2014-2015 school year.

Performance on Target: Our four year graduation rate increased to 71.4% which far exceeded our target.

Prior Year Target: To increase graduation rate for FRL students from 25% to 30% by the end of the 2014-2015 school year.

To increase graduation rate for MINORITY students from 35% to 40% by the end of the 2014-2015 school year.

To increase graduation rate for STUDENTS WITH DISABILITIES from 40% to 45% by the end of the 2014-2015 school year.

Performance on Target:

Prior Year Target: The dropout rate will decrease from 12.1% to at or below 9%.

Performance on Target: Our 2015 dropout rate was 1.2% which exceeded our target of at or below 9%.

Prior Year Target: The Mean ACT will increase from 19.3 to at or above 21.

Performance on Target: We did not meet the overall target by -2.9 points as we scored an average composite score of 18.1 on the 14-15 ACT.

Academic Achievement Reflection

While we did not see high participation rates in PARCC (average of 38%), we did see a much higher than typical academic outcome for our participating students. Our students performed much higher on all tasks than in prior years which matched internal interim data.

Academic Growth Reflection

Academic growth data not available.

Academic Growth Gaps Reflection

Academic growth gap data not available.

Postsecondary Workforce Readiness Reflection

Both graduation rate and dropout rate showed a marked improvement and are either approaching or meeting state expectations for the first time in school history.

3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

Reflection

Out of the 21 data points that we routinely monitor, 15 of them showed improvement or steady trends in the areas of academic achievement, academic growth and post-secondary workforce readiness. The six areas that are showing negative trends were used to identify our priority performance challenges and to aid in the creation of our action plans. Half of these negative trends can be observed in the math academic area, and so that was specifically identified as an area of concern, focus and improvement. The other downward trends were identified and, after extensive root cause analysis with all stakeholders, we identified lack of effective engagement and lack of effective professional development as root causes that result in less than ideal student academic success. These challenges are large and impact a significant portion of our population.

4. 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.

Academic Achievement (Status)

- The 2019 cohort students are on a increasing trend in reading on IReady assessments given between fall 2014 and fall 2015 (% on or above grade level Fall 2014: 47, Winter 2014: 57, Spring 2015: 53, Fall 2015: 57, Winter 2015; 59).
- The 2016 cohort students are on a decreasing trend in math on IReady assessments given between fall 2014 and fall 2015 (% on or above grade level Fall 2014: 17, Winter 2014: 19, Spring 2015: 21, Fall 2015: 49, Winter 2015; 6).
- The 2017 cohort students are on a decreasing trend in math on IReady assessments given between fall 2014 and fall 2015 (% on or above grade level Fall 2014: 37, Winter 2014: 69, Spring 2015: 73, Fall 2015: 41, Winter 2015; 15).
- The 2018 cohort students are on a stable trend in math on IReady assessments given between fall 2014 and fall 2015 (% on or above grade level Fall 2014: 54, Winter 2014: 65, Spring 2015: 61, Fall 2015: 52, Winter 2015; 60).
- The 2019 cohort students are on a increasing then stable trend in math on IReady assessments given between fall 2014 and fall 2015 (% on or above grade level Fall 2014: 47, Winter 2014: 57, Spring 2015: 53, Fall 2015: 62, Winter 2015; 63).
- The 2016 cohort students are overall flat in reading on IReady assessments given between fall 2014 and fall 2015 (% on or above grade level Fall 2014: 53, Winter 2014: 57, Spring 2015: 42, Fall 2015: 57, Winter 2015 44).
- The 2017 cohort students are on a increasing trend in reading on IReady assessments given between fall 2014 and fall 2015 (% on or above grade level Fall 2014: 50, Winter 2014: 46, Spring 2015: 56, Fall 2015: 42, Winter 2015: 61).
- The 2018 cohort students are on a increasing trend in reading on IReady assessments given between fall 2014 and fall 2015 (% on or above grade level Fall 2014: 63, Winter 2014: 58, Spring 2015: 56, Fall 2015: 53, Winter 2015; 57).
- COVA HS students outperformed both district and state average scores in 9th-11th grade English exams, but fell below the standard for 'met expectations' by between 2 and 10 points 9th grade students scored in the 55th percentile and exceeded the target by 20 percentile points. 10th grade students scored in the 54th percentile and exceeded the target by 19 percentile points. 11th grade students scored in the 58th percentile and exceeded the target by 23 percentile points.
- COVA HS students outperformed district and statewide counterparts on the Algebra I exam, however scored lower than those same counterparts on the

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Algebra II exam. Our students' average scores were the same or higher than their district and state counterparts on the Geometry exam. Algebra II is a significant area of concern. Algebra I students scored in the 56th percentile which exceeded the target by 31 percentile points. Geometry students scored in the 52nd percentile which exceeded the target by 27 percentile points. Algebra II students scored in the 38th percentile which exceeded the target by 13 percentile points.

Academic Growth

- 9th grade average reading scale score increased from 635 to 640 in I-Ready between August and November. This indicates about 0.5 years growth during in 12 weeks of school. This puts students on track for just under a year's growth in a year's time.
- 10th grade average reading scale score stayed flat at 671 in I-Ready between August and November. This indicates about 0 years growth during in 12 weeks of school. This puts students on track for no growth in a year's time.
- 11th grade average reading scale score stayed flat at 648 in I-Ready between August and November. This indicates about 0 years growth during in 12 weeks of school. This puts students on track for no growth in a year's time.
- 12th grade average reading scale score decreased from 642 to 632 in I-Ready between August and November. This indicates about -0.5 years growth during in 12 weeks of school. This puts students on track for negative growth in a year's time.
- 9th grade average math scale score increased from 522 to 530 in I-Ready between August and November. This indicates about 0.75 years growth during in 12 weeks of school. This puts students on track for 1 to 1.5 year's growth in a year's time.
- 10th grade average math scale score increased from 535 to 539 in I-Ready between August and November. This indicates about 0.5 years growth during in 12 weeks of school. This puts students on track for 0.75 year's growth in a year's time.
- 11th grade average math scale score decreased from 522 to 521 in I-Ready between August and November. This indicates about 0 years growth during in 12 weeks of school. This puts students on track for negative growth in a year's time.
- 12th grade average math scale score increased from 509 to 515 in I-Ready between August and November. This indicates about 0.5 years growth during in 12 weeks of school. This puts students on track for 1 year's growth in a year's time.

Postsecondary & Workforce Readiness

- Graduation rate took a sharp increase from 30.4% to 71.4% for our 4 year graduation rate during the 2014-2015 school year.
- Drop out rate showed a stark improvement from 12.1% to 1.2%.
- Our ACT average composite score decreased from 19.7 (2012 & 2013) to 19.3 in 2014. It decreased again this year from 19.3 to 18.9.

Priority Performance Challenges and Root Cause Analysis

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.

Root Cause: 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

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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.

Priority Performance Challenge



Root Cause

ELA Academic Achievement: ELA performance is on a stable then increasing trend but is below state expectations. Interim internal assessment data suggests flat or negative growth trends.



Lack of Writing Intervention: Lack of effective intervention program that directly addressed student needs.

Math Academic Achievement: Math performance is on a stable and increasing trend but remains consistently below state expectations. Interim internal assessment data suggests continued positive growth.



Poor vertical alignment and articulation: Little to no focus on articulating content over student high school career. Little focus on transition planning between feeder middle school and COVA High School math progression.

Post-Secondary Workforce Readiness: Dropout rate and graduation rate both improved significantly this year. Graduation rate still falls below state expectation while dropout rate exceeds state expectation.



Lack of effective engagement strategies: Vendor infrastructure has not supported effective engagement strategies to drive high levels of performance.

Reflection on Priority Performance Challenges

Overall, these priority improvement challenges impact a wide number of students and are fairly consistent across disaggregated groups within the school population. Math achievement and growth are both primary areas of concern reflected in both internal and external data analysis. Students perform more poorly in math and our prior major improvement strategies have shown insufficient growth in this area, although some of those are longer term projects which we may not be able to see full results on until years in the future.

We have selected ELA as a priority performance challenge for several reasons. Reading is our highest area of strength, academically, but continues to fall below both internal goals and state expectations for the majority of students. On the other hand, writing is a critical skill that we've targeted for improvement since overall

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our students tend to avoid writing tasks or perform poorly on them.

While we had incredible growth in our graduation rate and drop out rate this year, we still identify PWR as an area of growth as we want to continue to improve on the graduation rates for our students.

Reflection on Root Cause

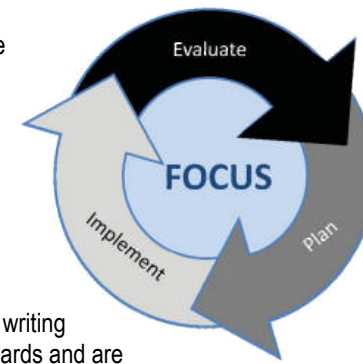
A careful root cause analysis was performed throughout the improvement cycle. Utilizing the tools from CDE our stakeholders met routinely and dug deeply to identify the root causes above. One example was our Post-Secondary Workforce Readiness priority performance challenge. While the conversation started with bringing forth child centered issues (like student intrinsic motivation, lack of dedication to learning, etc), we eventually drilled down deeper and found that a unifying challenge for our struggling and disengaged students and families is about how to access the effectively navigate the systems. We used the 'five whys' method to deepen our thinking and identify a true root cause; one that we can impact and improve upon. We verified our root causes through a variety of data use. Surveys, perception inventories, assessment data, professional development calendar, etc.

1. Summary/Conclusion

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*.

Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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 transitioned 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 on TCAP is not 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 this school 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.

School Target Setting Form

Academic Achievement (Status)

Subject	R	
Priority Performance Challenge	ELA Academic Achievement	
Annual Performance Targets	2015-2016	By the end of 2015-16, COVA students will increase ELA academic performance to the 60th percentile in each grade level (Spring 2015 benchmark: 9th grade: 55th percentile, 10th grade 54th percentile, 11th grade 58th percentile).
	2016-2017	By the end of 2016-17, COVA students will increase reading academic performance to the 63rd percentile.
Interim Measures	English passing rates: monitored monthly. IReady benchmarks administered Fall, Winter and Spring. IReady data talks biweekly. Average Lexile scores monitored three times per year.	

Subject	M	
Priority Performance Challenge	Math Academic Achievement	
Annual Performance Targets	2015-2016	By the end of 2015-16, COVA students will increase math academic performance to be consistently above the 50th percentile in each academic area (Spring 2015 benchmark: Algebra: 41st percentile, Geometry: 52nd percentile, Algebra II: 38th percentile).

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	2016-2017	By the end of 2015-16, COVA students will increase math academic performance to be consistently above the 55th percentile in each academic area.
Interim Measures		Math passing rates monitored monthly, IReady benchmarks administered Fall, Winter and Spring. IReady data talks biweekly. Assessment of and recommendation for effective course progression.

Academic Growth

Subject	R	
Priority Performance Challenge	ELA Academic Achievement	
Annual Performance Targets	2015-2016	Students will gain on average 10 points between fall and spring reading diagnostics.
	2016-2017	Students will gain on average 10 points between fall and spring reading diagnostics.
Interim Measures	Biweekly data talks about student academic progress with English teachers. Three time annual assessment of IReady progress.	

Subject	M	
Priority Performance Challenge	Math Academic Achievement	
Annual Performance Targets	2015-2016	Students will gain on average 20 points between fall and spring math diagnostics.
	2016-2017	Students will gain on average 10 points between fall and spring math diagnostics.
Interim Measures	Math passing rates. Biweekly data talks about student academic progress with English teachers. Three time annual assessment of IReady progress.	

Academic Growth Gaps

Subject	R
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Priority Performance Challenge		ELA Academic Achievement
Annual Performance Targets	2015-2016	Students in disaggregated groups will gain on average 10 points between fall and spring reading diagnostics.
	2016-2017	Students in disaggregated groups will gain on average 10 points between fall and spring reading diagnostics.
Interim Measures		Biweekly data talks about student academic progress with English teachers. Three time annual assessment of IReady progress.

Subject		M
Priority Performance Challenge		Math Academic Achievement
Annual Performance Targets	2015-2016	Students in the disaggregated groups will gain on average 20 points between fall and spring math diagnostics.
	2016-2017	Students in the disaggregated groups will gain on average 10 points between fall and spring math diagnostics.
Interim Measures		Math passing rates. Biweekly data talks about student academic progress with English teachers. Three time annual assessment of IReady progress.

Postsecondary & Workforce Readiness

Subject		Graduation Rate
Priority Performance Challenge		Post-Secondary Workforce Readiness
Annual Performance Targets	2015-2016	The graduation rate will increase from 71% to at or above 75% by the end of the 2015-2016 school year.
	2016-2017	The graduation rate will stay stable at 75% at the end of the 2016-2017 school year.
Interim Measures		Monthly monitoring of student progress toward graduation via the counselor tracker. Weekly monitoring of passing rates (goal of 83%). 90% completion of Leadership Skills course.

Subject		Disaggregated Grad Rate
Priority Performance Challenge		Post-Secondary Workforce Readiness
Annual Performance Targets	2015-2016	Data not yet available for 14-15. Prior year goal is: To increase graduation rate for FRL students from 20% to 25% by the end of the 2014-2015 school year.

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		To increase graduation rate for MINORITY students from 27% to 35% by the end of the 2014-2015 school year. To increase graduation rate for STUDENTS WITH DISABILITIES from 37.5% to 40% by the end of the 2014-2015 school year.
	2016-2017	To increase graduation rate for FRL students from 25% to 30% by the end of the 2016-2017 school year. To increase graduation rate for MINORITY students from 35% to 40% by the end of the 2016-2017 school year. To increase graduation rate for STUDENTS WITH DISABILITIES from 40% to 45% by the end of the 2016-2017 school year.
Interim Measures		Monthly monitoring of student progress toward graduation via the counselor tracker. Weekly monitoring of passing rates (goal of 83%). 90% completion of Leadership Skills course.

Subject		Dropout Rate
Priority Performance Challenge		Post-Secondary Workforce Readiness
Annual Performance Targets	2015-2016	Dropout rate will remain less than 5%.
	2016-2017	Dropout rate will remain less than 5%.
Interim Measures		Monthly monitoring of the 3 or more failing grades list. Monthly monitoring of % of students in the STARS process.

Subject		Mean CO ACT
Priority Performance Challenge		Post-Secondary Workforce Readiness
Annual Performance Targets	2015-2016	The Mean ACT will increase from 18.9 to at or above 20.
	2016-2017	The Mean ACT will increase from 20 to at or above 22.
Interim Measures		Monthly monitoring of online and teacher led ACT preparation results.

Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

Major Improvement Strategy: Literacy Instruction and PD

Improve literacy instruction and outcomes through cohesive professional development, using common evaluation tools and effective interventions.

Root Cause(s) Addressed:

Lack of Writing Intervention

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
 Other:

Action Steps	
Aug. 2015 - May. 2016	<p>Identification of struggling students for 2015-2016 school year.</p> <p>Description: Data analysis to identify student performing below grade level.</p> <p>Implementation Benchmarks: Fall 2015: Identification of prior year students place in intervention.</p> <p>Aug 2015: Universal screening for all MS students in math and reading.</p> <p>Aug 2015: Data evaluation and identification of additional students requiring intervention.</p>

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	<p>Sept 2015: Establishment of intervention methods and groups. Communicated to families.</p> <p>Sept 2015: Establishment of bi-weekly data talks between Principal and teachers to discuss student progress and next instructional steps for each student. Continue throughout 15-16 school year.</p> <p>May 2015: Finalization and data analysis of outcomes for students identified for intervention.</p> <p>May 2015: Teacher recommendations for each student next steps for future years and preparation to pass student information to next teacher.</p> <p>Resources: Staff Time</p> <p>IReady system.</p> <p>Key Personnel: Administration, teachers, staff.</p> <p>Status: In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p>Bimonthly data talks reading</p> <p>Description: Bimonthly data talks to monitor student progress identified as struggling in reading.</p> <p>Implementation Benchmarks: Meetings scheduled and data monitoring calendar agreed upon.</p> <p>2015-2016 school year: Meetings going on routinely, creation of individualized plans for enhancing each student's</p>

	<p>academic success.</p> <p>Resources: IReady, staff time.</p> <p>Key Personnel: English teachers, principal, assistant principal.</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p>PEEPS cross-curricular Writing Instruction and Assessment Tool</p> <p>Description: Launch of writing program August 2015.</p> <p>Implementation Benchmarks: All staff informed about system by 9/17/15. Staff informed of PEEPS writing assessment as student outcome data for teacher evaluation system by 8/17/15. Staff trained (half day) on and aligned practice on PEEPS by 9/18/15 Writing skills will be assessed by PEEPS assessment tool, used at least once per quarter by all teachers, as evidenced by grading feedback in the online system. (ongoing, all year) Spring 2016 PEEPS system evaluation, training needs identified. Summer 2016 begin identification of grade level skills aligned to standards. Summer 2016 develop year-over-year skills based writing rubric in alignment with feeder school and high schools. Fall 2016 establish routine data monitoring calendar and data talk cycle for writing focus. 16-17 school year complete data talks and identify skill areas in need of whole school intervention.</p> <p>**PEEPS- 5 point in the moment writing assessment tool: Point, Evidence, Explanation, Punctuation & Spelling.</p>

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	<p>Resources: Staff time.</p> <p>Key Personnel: All staff.</p> <p>Status: In Progress</p>
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Major Improvement Strategy: Engagement Strategies

Engagement across all content areas will use consistent, research-based strategies (Teach Like a Champion).

Root Cause(s) Addressed:

Lack of effective engagement strategies

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
 Other:

Action Steps

Apr. 2015 - May. 2016

Engagement committee

Description:

Establishment of engagement committee.

Implementation Benchmarks:

Spring 2015: Create committee.

Spring 2015: Establish membership and expectations.

Fall 2015: Establish meeting schedule.

School year 2015-2016: Present research based engagement strategies twice per year at weekly staff meetings and once per year at a professional development meeting.

Spring 2016: Evaluate outcomes/monitor engagement data.

Fall 2016: continue to deepen engagement work and staff professional development.

Resources:

Staff time, various books, trainings and resources.

Key Personnel:

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School Name: COLORADO VIRTUAL ACADEMY (COVA)

	<p>Engagement committee members.</p> <p>Status: In Progress</p>
<p>Apr. 2015 - May. 2016</p>	<p>Adoption of two full new student learning management systems. - (School Year: 2</p> <p>Description: Adoption of the New Online High School and Buzz LMS systems.</p> <p>Implementation Benchmarks: Summer 2015: New Online High School (NOLHS) goes live. Summer 2015: Split TotalView SIS into two separate systems so that one will sync with NOLHS. Summer 2015: Support students and parents as they all recreate new accounts in order to access NOLHS. Fall 2015: Purchase Buzz. Fall 2015: Identify courses and which course will be in which system. Fall 2015: NOLHS and Buzz training for staff. Fall 2015: Load courses and place students and teachers into courses. Fall 2015: Build PowerSchool course ordering classrooms. Fall 2015: Work with IT to establish connection between new systems and PowerSchool. Fall 2015: Parent and student training sessions for use of Buzz.</p>

School Code: 1752

School Name: COLORADO VIRTUAL ACADEMY (COVA)

Fall 2015: Create Buzz user accounts and plan for distributing user login information.

15-16 school year: quarterly meetings with parents, students and teachers to discuss NOLHS and Buzz, offer enhanced training, and implement changes in NOLHS and Buzz, as needed.

15-16 school year: ongoing support and implementation of NOLHS and Buzz.

Summer 16: Evaluate NOLHS and Buzz outcomes and make recommend for future use.

Resources:

PowerSchool

Buzz

New Online High School

Smartley communications software

Systems trainers

Staff time

Key Personnel:

Teachers, trainers, IT, registrar, counselors, staff, administration.

Status:

In Progress

Major Improvement Strategy: Vertical and Horizontal Curricular Articulation
Consistent work on identifying areas to increase cohesive implementation of standards based instruction.

Root Cause(s) Addressed:
Poor vertical alignment and articulation

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
 Other:

Action Steps	
May. 2015 - May. 2016	<p>Curriculum Mapping - (School Year: 2015-2016)</p> <p>Description: Development of curriculum mapping program.</p> <p>Implementation Benchmarks: May 2015: Staff identifies key learning objective and identifies data outcomes for each course. Monthly reporting 2015 school year on data outcomes. Curricular and instructional adjustments based on data gathering. May 2016: Tying state standards to objectives outlined above. Define data accountability calendar for 2016-2017 school year.</p> <p>Resources:</p>

School Code: 1752

School Name: COLORADO VIRTUAL ACADEMY (COVA)

	<p>Staff time, "Learning by Doing" book purchase and training time.</p> <p>Key Personnel: Teachers, administration.</p> <p>Status: In Progress</p>
<p>May. 2015 - Aug. 2016</p>	<p>Transition meetings</p> <p>Description: Creation of a PLC structure to encourage and support teacher partnering and knowledge sharing.</p> <p>Implementation Benchmarks: Spring 2015: established calendar and instructional schedule to create common planning time. Spring to Fall 2015: teachers met and reported meeting outcomes to share information about student learning styles, habits, successes and challenges. School year 2015-2016: teachers continued to systematically share information about students progress and outcomes in all courses. Spring 2016: Teachers preparing to share updated student profiles with next teacher.</p> <p>Resources: Staff time and expertise.</p> <p>Key Personnel: Teachers.</p> <p>Status: In Progress</p>
<p>Jan. 2016 - Dec. 2016</p>	<p>Vertical Teaming Meetings</p>

School Code: 1752

School Name: COLORADO VIRTUAL ACADEMY (COVA)

Description:

Creating time for teachers to share skills learned in their courses with a special focus on vertical progression and state standards.

Implementation Benchmarks:

Spring 2016: Development of whole school curriculum/skills mapping project.

June 2016: Teachers meeting and contributing to the shared knowledge about their courses and identifying skill or knowledge gaps.

Fall 2016: Finalization of whole school curriculum/skills map, distribution to stakeholders.

School year 2016-2017: revisions and updates to curriculum/skills map along with identification of accountability practices to ensure student progress.

Resources:

Staff time

Key Personnel:

Teachers, administration.

Status:

Not Started

Major Improvement Strategy: Home to School Partnering

Increasing the quality and frequency of home-school communications about academic tasks, student success and ICAP activities.

Root Cause(s) Addressed:

Lack of effective engagement strategies

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
 Other:

Action Steps	
Aug. 2015 - May. 2017	<p>Creation of school communications calendar - (School Year: 2016-2017)</p> <p>Description: Identification of key school activities and communications support for each.</p> <p>Implementation Benchmarks: Fall 2015: Creation of school communications committee. Fall 2015: Creation of school calendar. Winter 2015: Creation of communications plan/policy and identification of key personnel, timelines, etc. Spring 2016: Launch of sparse school communications including routine newsletters, testing information, Facebook groups, etc. Spring 2016: Deepening of communications plan to include more information, summer communications and differentiated communications plans based on student age and schooling habits.</p>

School Code: 1752

School Name: COLORADO VIRTUAL ACADEMY (COVA)

	<p>Summer 2016: Launch communications plan for newly enrolled students.</p> <p>16-17 school year: Ensure quality monthly newsletter and clear paths to accurate information for all students and staff.</p> <p>Fall 2016: establish data monitoring plan to evaluate communications plan.</p> <p>16-17 school year, continually evaluate communications plan and adjust as needed.</p> <p>Resources: Staff time, foundations learning marketing staff, Smartley email system, Facebook.</p> <p>Key Personnel: Administration, staff, teachers, Foundations learning staff.</p> <p>Status: In Progress</p>
<p>Apr. 2016 - May. 2016</p>	<p>ICAP</p> <p>Description: Identification and implementation of impactful and integrated counselor curriculum.</p> <p>Implementation Benchmarks: Spring 2016: Gather available counselor curricula (Naviance, check and connect, Why Try, etc)</p> <p>Spring 2016: Create evaluation rubric tied to SMART goals and ASCA standards.</p> <p>Spring 2016: Evaluate curricular sources.</p> <p>Spring 2016: Evaluate current Leadership course.</p>

School Code: 1752

School Name: COLORADO VIRTUAL ACADEMY (COVA)

	<p>Spring 2016: Recommend curricular selection.</p> <p>Spring 2016: Develop a school counseling advisory committee</p> <p>Summer 2016: Develop counselor management agreements</p> <p>Summer 2016: Develop structure for prevention, intervention and postvention for discipline issues</p> <p>Summer 2016: Develop a yearlong counselor calendar</p> <p>Fall 2016: Get counselors and lead teachers professional development around new counselor curriculum.</p> <p>Winter 2016: Design counselor lessons around identified gaps or areas in need of development based on data analysis.</p> <p>Winter 2016: Begin delivery of sample lessons.</p> <p>Ongoing: Evaluate effectiveness of lessons based on data monitoring.</p> <p>Resources: Staff time, counselor curriculum, SIS, Buzz LMS.</p> <p>Key Personnel: Principals, APs, counseling advisory committee and counselors</p> <p>Status: Not Started</p>
Aug. 2015 - May. 2016	Maintenance of effective home-school partnering practices

School Code: 1752

School Name: COLORADO VIRTUAL ACADEMY (COVA)

Description:

Staff expected to attend all IEP, 504, ALP and RTI meetings.

Implementation Benchmarks:

Fall 2015: establishment of instructional calendar that frees up teacher time to enable them to come to full partnering meetings for all IEP, 504, ALP and RTI identified students.

Fall 2015: weekly rotation developed to allow for full staff meeting time dedicated to each of our special programs and troubleshooting.

School year 15-16: meetings continue, staff attending and developing impactful plans for identified students in full partnership with families.

School year 15-16: RTI School-Home notes program continuing to work on partnering for student success.

Resources:

Staff time.

Key Personnel:

Staff, teachers, administration.

Status:

In Progress

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)