

## Colorado's Unified Improvement Plan for Alternative Education Campuses for 2015-16

Organization Code: 0880

District Name: DENVER COUNTY 1

School Code: 8995

School Name: VISTA ACADEMY

SPF Year: 3-Year

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### 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.*

Our performance challenges are mostly at the systemic level. A challenge related to achievement status is that entering our third year of being an AVID school, a lack of consistency with staffing has not allowed us to go deeper with AVID skills or use strategies consistently school-wide. We need to recruit and support consistent, high-quality staff members committed to Vista's vision and mission. This challenge also connects to academic growth, where we have not seen high percentages of students consistently meeting their academic growth targets, as measured by MAP testing. The staffing challenge also blends into student engagement. We saw a downturn in parent and student satisfaction, particularly in the areas of maintaining high expectations for students and preparing them for post-secondary options. Another priority performance challenge is that we need to maintain attendance rates by helping students build resiliency in addressing the SWAGGER (building skills and showing them the relevancy of being a scholar, world class, actively engaged in their community, Go Getters, Global Thinkers, Enterprising and Relentless in their pursuit of an education). In terms of post-secondary and workforce readiness, we need to maintain and accelerate year-to-year growth on ACT scores. We also need to create access, funding, and support for increasing numbers of students to take and be successful in concurrent enrollment classes.

##### 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.*

There are several inter-related root causes for the performance challenges. First of all, students that come to Vista Academy have gaps in their learning or need to be accelerated. These student needs require targeted interventions and teaching of skills such as those provided by the AVID curriculum, as well as skillful differentiation. We have seen a lack of consistency with staffing that would allow us to go deeper with instructional strategies such as AVID. In addition, the a shift in staffing has impacted our ability to consistently help students with their SWAGGER Journey and build those strong relationships that we really focused on during our first two years being opened. As teachers try to diagnose and address student needs, attempts at data teams have been inconsistent. Teachers lack ownership over the data inquiry process. Lastly, we need to make adjustments as more of our students earn required credits toward graduation and explore post-secondary options. Prior to this year, we have not had a consistent ACT preparation system. This is our second year using The Princeton Review during cohort. Also, systems are not in place for supporting increasing numbers of concurrent enrollment students.

**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.*

We have three Major Improvement Strategies:

1. *Engage in continual progress monitoring of individual and subgroup student learning (opportunity quartile students).*
2. *Implement structures to support personalized learning for all students.*
3. *Implement AVID instructional strategies school-wide.*

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

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**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. For state accountability, historically AECs have had 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; because of the state assessment transition and passage of HB15-1323, 2015 AEC SPFs will not be created. 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 program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	AEC: Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
<b>ESEA and Grant Accountability</b>			
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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.

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<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>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.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

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## 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?	
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 type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Micheal Johnson, Executive Principal
	Email	Micheal_johnson@dpsk12.org
	Phone	720-423-7612
	Mailing Address	4800 Telluride St., Building #6, Denver, CO 80249
2	Name and Title	Anthony Smith, Principal Resident
	Email	Anthony_smith@dpsk12.org
	Phone	720-423-7679
	Mailing Address	4800 Telluride St., Building #6, Denver, CO 80249
3	Name and Title	Barbara Koenig, Assistant Principal

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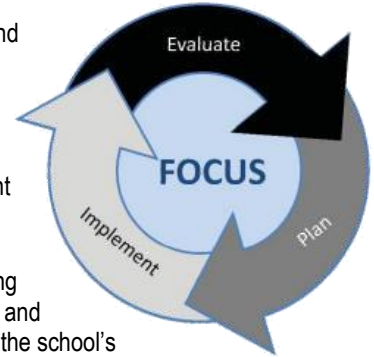
	Email	Barbara_koenig@dpsk12.org
	Phone	720-423-7664
	Mailing Address	4800 Telluride St., Building #6, Denver, CO 80249
4	Name and Title	Lisa Wolford, Assistant Principal
	Email	Lisa_wolford@dpsk12.org
	Phone	720-423-7650
	Mailing Address	4800 Telluride St., Building #6, Denver, CO 80249

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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.



**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. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 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.

<p><b>Description of School Setting and Process for Data Analysis:</b> 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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state 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><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> 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 strategy(s) is encouraged.</p>
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**Narrative:**

Vista Academy is a multiple pathway center in Denver Public Schools and is entering into its 5th year of operations. Our mission is to foster a rigorous academic learning environment and school culture that embodies equity, diversity, and a sense of belonging for all students, parents/guardians, staff, and community. Our covenant is to identify, address, and move past performance barriers allowing students to regain their academic success SWAGGER (scholars, world class, actively engaged in our community, go getters,

global thinkers, enterprising, and relentless in our pursuit of an education) in ways that are holistic and intentional. Our vision is to ensure that all students demonstrate mastery of 21st century skills and have a competitive edge grounded in a philosophy of academic excellence, leadership, global thinking and exploration, service learning, advanced technological skills, as well as culture and language acquisition. Our Core Values are (1): Build unparalleled mentoring relationships focused on meeting the needs of all students. (2): Ensure that we nurture, cultivate, and assist students with maintaining their SWAGGER. (3): To create an academic learning environment where we teach from our hearts.

**“You’ve got to ....**

**Dance like there’s no one watching,  
Love like you can never get hurt,  
Sing like there’s no one listening,  
Live like it is heaven on earth,  
And teach from the heart to be heard”**

By: Bill Purkey

Vista Academy believes that all students can learn and move on to post-secondary options and careers of their choice. It is our position that we are relentless and passionate about teaching and helping students excel academically, socially, and physically. Our teaching and staff core are a part of a team that has mastered competency and standards based instruction, think out the box, and build unparalleled mentoring relationships with students. Our teaching and staff core are lifelong learners and exemplify high levels of professional growth.

Our Vista community believes in the vision that we must “teach from the heart to be heard.” This means that we have high expectations and give students the tools to meet those expectations as well as give them the time to learn and practice what we expect from them. The Vista Academy teaching and staff core are a critical part of our student’s academic puzzle. Many of our students are trying to put together their lives, and to get back on track after they have given up.

Our teachers and staff will meet them with an unwavering positive attitude; with passion that we bring to our craft on a daily basis and stop the vicious cycles that many of our students are experiencing because for some this may be their final opportunity. We have the arduous task of re-engaging students within the educational process for the purpose of producing scholars, world class citizens, global thinkers, who are relentless in their pursuit of an education. When students are accepted to Vista Academy they begin their SWAGGER Journey. What is Vista SWAGGER? Vista SWAGGER embodies the best of our students and expresses who our students are holistically. Our students have their own unique sense of style but are also academically astute, artistic, physically conditioned, diverse, caring individuals who together create a culture that is SWAGGER. Our students are:

**Scholars:** A person who attends a school or study under a teacher; a learned person; a person who has done advanced study in a special field.

**World-Class:** We rank among the foremost/highest caliber in the world; of an international standard.

**Actively Engaged In Our Community:** We are vigorously involved in service learning projects that uplift our community.

**Go-Getters:** We are ambitious enterprising people who take action and get things done; we are driven to accomplish goals and whose careers progress rapidly.

**Global Thinkers:** We think beyond our own existence and prosperity and examine how we are connected through technology with the world; we understand that what we do have global implications and we have the capacity to improve lives throughout the world.

**Enterprising:** We show initiative and willingness to undertake new projects.

**Relentless In Our Pursuit of An Education:** We are intense in our pace to obtain a quality education and career preparation and will achieve this end goal no matter what obstacles are put before us.



Our teachers and staff members believe that all students have SWAGGER because it is our responsibility to ensure that students have the tools necessary to epitomize Vista SWAGGER. Part of this responsibility is to make sure that all students understand and make a connection to what each word in SWAGGER means and associate why it is relevant for them. Our scholars will be provided engaging and relevant supports and opportunities to build their SWAGGER until they GRADUATE.

The purpose of SWAGGER being at the heart of what we do at Vista Academy is to address the disconnect that students experience in today's society with regards to having to choose between being cool and stylish or intelligent. At Vista Academy our scholars will be comfortable showing that they are intelligent, articulate, informed, and caring individuals without feeling that they can't have a sense of style or be cool because the cool thing at Vista Academy is to be RELENTLESS in our pursuit of an education. At Vista Academy our scholars, teachers and staff core embrace the SWAGGER philosophy and this is shown daily by our actions.

The programming that we have at Vista Academy sets us apart from any other school in Denver Public Schools. Beginning from when students apply until they earn their high school diploma scholars will receive innovative programming that will firmly set them on their path to success. We offer three Career and Technology Education CTE programs as well as a middle school STEM (Science, Technology, Engineering and Math) program. Students further along in their SWAGGER Journey will participate in internships and job shadowing opportunities. From the beginning of their SWAGGER Journey scholars participate in various enrichment workshops/classes, retreats and cohorts.

Our scholars develop a portfolio and provide presentations of their learning. Vista Academy is committed to providing students with a blended learning approach to instruction and is implementing AVID to provide students with college readiness skills. Vista Academy offers APEX that allows scholars to recover credits that they need to obtain. Through partnerships with community colleges scholars will be able to obtain college credit via concurrent enrollment and certifications connected to our CTE programs in addition to their diplomas. We offer our scholars a state of the art Culinary Arts program, Certified Nursing Assistant (CNA), Sports Medicine, and Multi-Media options. Middle School scholars will participate in the Project Lead the Way, Gateway to Technology program that will engage them in project based CTE exploration in Design & Modeling, Automation & Robotics, Energy & the Environment as well as Flight & Space.

There is programming that is unique to Vista Academy which includes:

**SWAGGER Enrichment:** Students are provided with monthly enrichment activities to prepare them embrace their SWAGGER and prepare them to exceed the expectations Vista places upon them. SWAGGER Enrichment begins upon our student's admission into Vista Academy and continues until they earn a diploma. Vista SWAGGER is at the heart of who we are and what we do to prepare our students to compete in a global market.

**SWAGGER Retreats:** Students will be scheduled at the end of each summer to participate in a one day SWAGGER Retreat where they are placed in their cohorts and begin to build a sense of team with their peers. Students will continue to build a sense of team by participating in a team building activities at the beginning of each trimester. Vista Academy has incorporated two Parent Retreats, one in August and one in February to provide our parents with key information so that they are able to advocate and support their student(s) on their SWAGGER Journey.

**Cohorts Model:** all students are placed in cohorts that meet daily throughout the year. Once assigned to their cohorts, students participate in weekly grade and attendance checks. The focus of cohort is differentiated by grade level: middle school's focus is the AVID curriculum, 9<sup>th</sup> grade's focus is organizational skills and high school transition strategies; 10<sup>th</sup> grade's focus is learning about the communities of which they are a part and engaging in service learning; 11<sup>th</sup> grade's focus is ACT preparation; 12<sup>th</sup> grade's focus is post-secondary readiness. Cohort is a graded class as the rigor has increased and is a foundational part of our SWAGGER Journey.

**Service Learning:** the method of teaching, learning and reflecting that combines academic classroom curriculum through active participation in organized service experiences that

meet authentic community needs. Service learning values student's personal, social, career and ethical growth. Students will participate in service learning activities and projects as long as they attend Vista Academy. Our students as part of their SWAGGER are actively engaged in their community. When they apply for colleges and universities these institutions will see that civic responsibility is something that is at the heart of what our students believe and they show it through their years of service learning.

Overall trend analysis shows a 1-year gain in academic growth, as measured by number of students meeting expected growth on fall to spring MAP testing in 5 out of 6 tested content areas: HS language usage, 50%, up from 45%; HS math, 49%, up from 36%, HS reading, 46%, up from 39%; MS language usage, 77%, up from 52%; MS reading, 72%, up from 48%. Students are still not demonstrating expected growth in middle school math (42%, down from 52%), and the 1-year gains could be tenuous without consistent effort by teachers in engaging in the data inquiry cycle, diagnosing and addressing student needs in a differentiated manner that includes blended learning components, and reinforcing with students the importance of academic growth. Staff stability was a key factor in showing growth but not meeting targets. We were not fully staffed at the beginning of the 2014-15 school year. Our middle school language arts and social studies teachers started mid-year after the winter break. A certified high school language arts teacher and a certified high school math teacher started in November, and the gains reflect the consistent instruction these teachers were able to provide. In addition, teachers gained stronger knowledge and practice of AVID instructional practices as the year progressed by participating in the teacher-led Professional Development Unit throughout the year.

Attendance has remained steadily strong over the past three years, and our attendance team will meet weekly to maintain the 93% rate at both high school and middle school.

We showed growth in all areas of ACT, while still not meeting targets set last year. The ACT prep program taught through cohort classes by Vista teachers has been a contributing factor to this growth, and it will continue with refinements so that we are better able to hit targets.

Student and Parent Satisfaction rates were generally down over the past two years, though the middle school parent satisfaction rate did rebound 10 percentage points from a low of 68% in 2013-2014. All satisfaction rates were under 90%. The student and parent satisfaction rates are also tied to staff stability. While we hired some teachers mid-year, we also ended the year with subs in the middle school math position, one of two high school math positions, and one of two high school language arts positions. Parents and students responded to the lack of consistency in instruction and expectations.

Our performance challenges are mostly at the systemic level. A challenge related to achievement status is that entering our third year of being an AVID school, a lack of consistency with staffing has not allowed us to go deeper with AVID skills or use strategies consistently school-wide. We need to recruit and support consistent, high-quality staff members committed to Vista's vision and mission. This challenge also connects to academic growth, where we have not seen high percentages of students consistently meeting their academic growth targets, as measured by MAP testing. The staffing challenge also blends into student engagement. We saw a downturn in parent and student satisfaction, particularly in the areas of maintaining high expectations for students and preparing them for post-secondary options. Another priority performance challenge is that we need to maintain attendance rates by helping students build resiliency in addressing the SWAGGER (building skills and showing them the relevancy of being a scholar, world class, actively engaged in their community, Go Getters, Global Thinkers, Enterprising and Relentless in their pursuit of an education). In terms of post-secondary and workforce readiness, we need to maintain and accelerate year-to-year growth on ACT scores. We also need to create access, funding, and support for increasing numbers of students to take and be successful in concurrent enrollment classes.

There are several inter-related root causes for the performance challenges. First of all, students that come to Vista Academy have gaps in their learning or need to be accelerated.

These student needs require targeted interventions and teaching of skills such as those provided by the AVID curriculum, as well as skillful differentiation. We have seen a lack of consistency with staffing that would allow us to go deeper with instructional strategies such as AVID. In addition, the a shift in staffing has impacted our ability to consistently help students with their SWAGGER Journey and build those strong relationships that we really focused on during our first two years being opened. As teachers try to diagnose and address student needs, attempts at data teams have been inconsistent. Teachers lack ownership over the data inquiry process. Lastly, we need to make adjustments as more of our students earn required credits toward graduation and explore post-secondary options. Prior to this year, we have not had a consistent ACT preparation system. This is our second year using The Princeton Review during cohort. Also, systems are not in place for supporting increasing numbers of concurrent enrollment students.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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)	TCAP: Vista Academy would like to be 5% above our current percentage, which is currently higher than the Federal and State expectations in this area.	PARCC scores for math and literacy are currently not available.	MAP growth targets were not met, but we showed growth improvement in all high school tested areas and in all middle school tested areas except math. Staff stability was a key factor in showing growth but not meeting targets. We were not fully staffed at the beginning of the school year. Our middle school language arts and social studies teachers started mid-year after the winter break. A certified high school language arts teacher and a certified high school math teacher started in November, and the gains reflect the consistent instruction these teachers were able to provide.
Academic Growth	TCAP: Vista Academy would like to be 5% above our current percentage, which is currently higher than the Federal and State expectations in this area.  MAP: Vista Academy would like to see a minimum of 75% of our students meet the individual growth targets that are identified by the CDE.	PARCC scores for math and literacy are currently not available.  MS MAP growth: Language Usage: 77% Math: 42% Reading: 72%  HS MAP growth: Language Usage: 50% Math: 49% Reading: 46%  Targets not met, except for MS language usage. Targets missed by 3%-23%.	

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Student Engagement	Attendance rate, truancy rate, student satisfaction, parent satisfaction: Vista Academy would like to be 5% above the Federal and State expectations in this area.	Student satisfaction rate MS: 80% Student satisfaction rate HS: 87% Parent satisfaction rate MS: 78% Parent satisfaction rate HS: 73% Truancy rate: not yet available  Satisfaction targets not met by 8%-22%.	In addition, teachers gained stronger knowledge and practice of AVID instructional practices as the year progressed by participating in the teacher-led Professional Development Unit throughout the year.
Postsecondary & Workforce Readiness	Completion rate, Completion rate change, dropout rate, dropout rate change, adequate yearly credits, ACT scores: Vista Academy would like to be 5% above the Federal and State expectations in this area.	Dropout rate, dropout rate change, completion rate, completion rate change: not yet available ACT English: 13.95 ACT Reading: 15.75 ACT Math: 16.16 ACT Science: 16.07  ACT targets not met by 0.435 (English), 0.945 (Reading), 0.32 (Math), and 0.415 (Science)	The student and parent satisfaction rates are also tied to staff stability. While we hired some teachers mid-year, we also ended the year with subs in the middle school math position, one of two high school math positions, and one of two high school language arts positions. Parents and students responded to the lack of consistency in instruction and expectations.  ACT targets were not met, but we saw strong growth in scores from the previous year. The ACT prep program taught through cohort classes by Vista teachers has been a contributing factor to this growth.

**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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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)	2014-2015 data not available.	The challenge that we experienced during the first two years was around being more intentional about the strategies that we use so that there was a common language and strategies that the entire school was utilizing. Entering our third year of being an AVID school the priority challenge has been consistency with staffing so that we can go deeper or use strategies.	<ul style="list-style-type: none"> <li>∠ Vista serves a wide range of diverse learners with an array of academic skills, so we need to be skillful in diagnosing and differentiating for varied student needs.</li> <li>∠ Lack of consistency with staffing that would allow us to go deeper with instructional strategies such as AVID.</li> </ul>
Academic Growth	High school students are on an upward trend in growth in all three tested areas, seeing the largest gain in language usage.	We are still not consistently seeing high percentages of	Attempts at data teams have been inconsistent. Teachers lack ownership over the data inquiry process.

School Code: 8995

School Name: VISTA ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		students meeting expected growth targets on MAP.	
	Middle school students demonstrate and upward trend in MAP growth in language usage and reading, but a downward trend in math.	We have not been able to recruit and support consistent, high quality staff members committed to the Vista Academy vision and mission.	Vista Academy has experienced a shift in staffing that has impacted our ability to consistently help students with their SWAGGER Journey and build those strong relationships that we really focused on during our first two years being opened.
Student Engagement	Both parent and student satisfaction surveys reflect a generally downward trend over the past two years, although the middle school parent satisfaction rate was up 10% over the previous year's low of 68% positive.	We have not been able to recruit and support consistent, high quality staff members committed to the Vista Academy vision and mission.	Vista Academy has experienced a shift in staffing that has impacted our ability to consistently help students with their SWAGGER Journey and build those strong relationships that we really focused on during our first two years being opened.
	Attendance has remained consistent at 93% over the past three years, well over the state expectation.	We need to maintain attendance rates by helping students build resiliency in addressing the SWAGGER (building skills and showing them the relevancy of being a scholar, world class, actively engaged in their community, Go Getters, Global	Students have not been in an environment where they had strong relationships with teachers and staff. Teachers have not been responsible for building the type of relationships expected of them at Vista Academy. Students have not been held accountable for their academic performance and behavior and so teaching them what this is and the implications it has for them has been something students are grappling with. Vista Academy has experienced a shift in staffing that has impacted our ability to consistently help students with their SWAGGER Journey and build those strong relationships that we really focused on during our first two years being opened.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		Thinkers, Enterprising and Relentless in their pursuit of an education).	
Postsecondary & Workforce Readiness	Science ACT scores have consistently gained over the past three years. The other three content areas have been inconsistent, with a dip in 2013-2014 and then a rebound in 2014-2015 at or near 2012-2013 levels.	We need to maintain and accelerate year-to-year growth on the ACT.	Prior to this year, we have not had a consistent ACT preparation system. This is our second year using The Princeton Review during cohort.
	Completion rates have demonstrated a consistently upward trend.	We need to create access, funding, and support for increasing numbers of students to take and be successful in concurrent enrollment classes.	Systems are not in place for supporting increasing numbers of concurrent enrollment students.



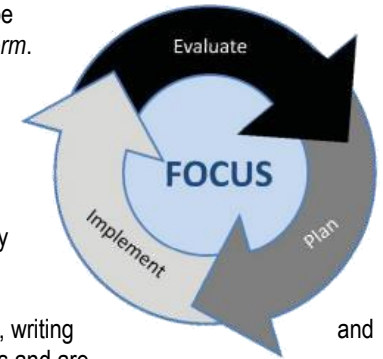
## Section IV: Action Plan(s)

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 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). 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 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. Refer to the UIP state assessment transition guidance document 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 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), Supplemental Measures	ELA				<i>Implement AVID instructional strategies school-wide</i>	
		READ					
		M					
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, Supplemental Measures	ELA	We are still not consistently seeing high percentages of students meeting expected growth targets on MAP.	MS MAP growth language usage: 80% HS MAP growth language usage: 60% MS MAP growth reading: 75% HS MAP growth reading: 60%	MS MAP growth language usage: 80% HS MAP growth language usage: 65% MS MAP growth reading: 80% HS MAP growth reading: 65%	Winter MAP testing; MS ANet interims	<i>Implement structures to support personalized learning for all students.</i>  <i>Engage in continual progress monitoring of individual and subgroup student learning</i>
		M	We are still not consistently seeing high percentages of students meeting expected growth targets on MAP.	MS MAP growth math: 60% HS MAP growth MAP: 60%	MS MAP growth math: 65% HS MAP growth MAP: 65%	Winter MAP testing; MS ANet interims	<i>Implement structures to support personalized learning for all students.</i>  <i>Engage in continual progress monitoring of individual and subgroup student learning</i>
		ELP					
Student Engagement	Attendance Rate	We need to maintain attendance rates by helping students	93% (MS, HS)	93% (MS, HS)	Weekly attendance team monitoring	<i>Engage in continual progress monitoring of individual and subgroup</i>	

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		build resiliency in addressing the SWAGGER. (building skills and showing them the relevancy of being a scholar, world class, actively engaged in their community, Go Getters, Global Thinkers, Enterprising and Relentless in their pursuit of an education).				student learning
	Truancy Rate				Weekly attendance team monitoring	Engage in continual progress monitoring of individual and subgroup student learning
	Supplemental Measures: parent and student satisfaction surveys	We have not been able to recruit and support consistent, high quality staff members committed to the Vista Academy vision and mission.	>90%	>90%	Mid-year school-issued satisfaction survey; SPS	Engage in continual progress monitoring of individual and subgroup student learning
Postsecondary & Workforce Readiness	Completion Rate		>80%	>85%	AYC checks each trimester	Implement AVID instructional strategies school-wide;  Engage in continual progress monitoring of individual and subgroup

						<i>student learning</i>
	Dropout Rate		<4.6%	<4.6%	Weekly attendance team monitoring	<i>Engage in continual progress monitoring of individual and subgroup student learning</i>
	Mean CO ACT	We need to maintain and accelerate year-to-year growth on the ACT.	English- 14.5 Reading- 16.0 Math- 16.9 Science- 16.5	English- 15.0 Reading- 16.5 Math- 17.4 Science- 17.0	ACT practice tests	<i>Implement structures to support personalized learning for all students.</i>
	Supplemental Measures- CE course grades	We need to create access, funding, and support for increasing numbers of students to take and be successful in concurrent enrollment classes.	90% of all concurrently enrolled students will receive a C or higher in all CE classes.	90% of all concurrently enrolled students will receive a C or higher in all CE classes.	Mid-semester grade checks	<i>Implement structures to support personalized learning for all students.</i>

### Action Planning Form for 2015-16 and 2016-17

**Directions:** 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. 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:** *Engage in continual progress monitoring of individual and subgroup student learning*

**Root Cause(s) Addressed:** Attempts at data teams have been inconsistent. Teachers lack ownership over the data inquiry process.

**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  
 READ Act Requirements   
  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)
	2015-16	2016-17				
Cohort teachers will have students check, record, and communicate to parents their grades and attendance on a weekly basis, using student portal.	Beginning Tri 1	Beginning Tri 1	All teaching staff; Anthony Smith (MS); Lisa Wolford (9-10); Barbara Koenig (11-12);	Student portal training  Planner app (\$1500, local funds)	Monthly planning meetings with each cohort team	In progress
Teachers will set and monitor course-long Student Learning Objectives each trimester.	Teachers with trimester courses: practice Tri 1;	Teachers with trimester courses: practice Tri 1;	All teaching staff and administrators	Network partners	Admin check with direct reports on each phase of the SLO process	In progress

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	impleme nt Tri 2; Teachers with year-long courses: Phase 1 by Sept. 30	impleme nt Tri 2; Teachers with year-long courses: Phase 1 by Sept. 30				
Vertical content teams will meet on Thursdays to engage in data inquiry cycles, connected to course-long Student Learning Objectives.	Weekly	Weekly	All teaching staff and administrators ; Network data partner	Data protocols;  Google Classroom and Google Drive training	Weekly data team goals recorded in Google Drive	In progress

\* 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:** *Implement structures to support personalized learning for all students.*

**Root Cause(s) Addressed:** Students that come to Vista Academy have gaps in their learning or need to be accelerated; Systems are not in place for supporting increasing numbers of concurrent enrollment students.

**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  
 READ Act Requirements   
  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)
	2015-16	2016-17				
Teachers will use blended learning platforms, including Google Classroom, Apex, and specialized online curricula, to differentiate instruction and provide specific feedback to students	All teachers using Google Classroom by end of Tri 1		Pam Bates, STR; Barbara Koenig, AP	Team of teachers sent to summer conference: \$3500 (local funds) Apex licenses and stipends: \$11,000 (grant funded)	Teacher-generated formative assessments; Fall and winter MAP data	In progress
A variety of structures, including counseling, senior cohort, and admin support, will ensure that qualified students can access and be successful in concurrent enrollment courses.	Structures in place before S2		Barbara Koenig, AP; Dave Hernandez, counselor; Katherine Taylor, (post-secondary coach)	Funds to set up lending library for books, college visits, fees: \$6000 (grant funded)	S1 passing rates	In progress
Differentiated cohorts of 12-18 students focus on targeting individual student needs at each grade level.	Beginning Tri 1		All teaching staff; Anthony Smith (MS); Lisa Wolford	Books/curriculum for teachers and students: \$500 (local); The Princeton Review materials and training: \$3300	Monthly cohort team meetings; Monthly level meetings with students	In progress

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			(9-10); Barbara Koenig (11- 12); Dave Hernandez (12)	(local)		
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\* 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:** *Implement AVID instructional strategies school-wide*

**Root Cause(s) Addressed:** Students that come to Vista Academy have gaps in their learning or need to be accelerated; Lack of consistency with staffing that would allow us to go deeper with instructional strategies such as AVID.

**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  
 READ Act Requirements   
  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)
	2015-16	2016-17				
All teachers engage students in using the Cornell notes process to accelerate learning.	Tiered timelines depending on level of AVID training		Erin Wachter and Nicole Howard, PDU leaders; Jathan Paris, AVID teacher;	District PDU resources; AVID Weekly and AVID website; District AVID support	Monthly AVID walk-throughs	In progress
Students are correctly placed in appropriate AVID courses after education and recruitment process.	Adjust T2 and T3 schedules		AVID team			In progress
Teachers engage in content-specific training and implement strategies aligned to content areas.	Summer 2015: MS AVID teacher training; PDU submitted by 10/30/15		Erin Wachter and Nicole Howard, PDU leaders; Jathan Paris, AVID teacher;	\$5000 for sending teachers to summer institute and school-year AVID trainings	Monthly AVID walk-throughs	In progress

\* 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 Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*