

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

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 9125 School Name: VISTA PEAK 9-12 PREPARATORY Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	73.33%	-	-	56.03%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	29.4%	
		W	-	-	50%	-	-	40.53%	
Academic Growth	Median Growth Percentile Description: Growth in CMAS/PARCC for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	35	-	-	50	
		M	-	-	98	-	-	55	
		W	-	-	72	-	-	45	
		ELP	-	-	38	-	-	58	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: Meets</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	0.4%	Exceeds	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	20.0	17.9	Approaching	

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

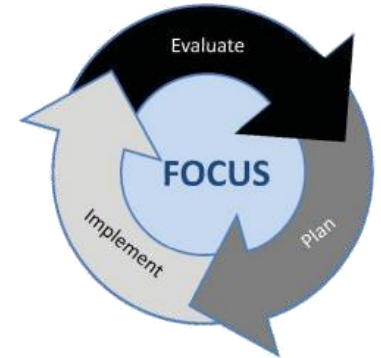
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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 Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Garrett Rosa, Principal
	Email	gjrosa@aps.k12.co.us
	Phone	303-364-3757 X 26222
	Mailing Address	24551 E. 1 st Ave, Aurora CO 80018
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

School Code: 9125

School Name: VISTA PEAK 9-12 PREPARATORY

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative: Vista PEAK Preparatory is a new high school in APS that was intentionally developed to reflect, as a coalition of, the educational philosophy of the district’s strategic plan, the Colorado Achievement Plan for Kids (CAP4K), and the Colorado Department of Education’s strategic plan, Forward Thinking. Vista PEAK was given the charge to develop the campus around small learning communities, educational alignment from preschool through post-secondary education, multiple academic and career pathways, collaborative partnerships, and leadership development.

Our students come from communities across the city of Aurora including Buckley Air Force base, the Colfax corridor, and local communities east of E-470. This convergence generated a wonderful convergence of different cultures and socioeconomic backgrounds, but required the staff and leadership to foster a newly developing culture within this new environment.

What data did we use to identify trends?
 Vista PEAK utilizes the 1 year and 3 year School Performance Framework including academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness data. In addition, we evaluated district interim assessments, classroom formative assessments, classroom summative assessments, World Class Instructional Design (WIDA), and CMAS/PARCC Alternate.

How/Why did we determine these to be our priorities and how did we engage stakeholders in this analysis?

We began our work with our instructional leadership team through gathering and analyzing all relevant data and looking for significant trends in the data. We continued this work through the charting of broad statements regarding our data in the categories of proficiency, growth and growth gaps. The instructional leadership team shared the school performance framework with the entire staff and shared the process Vista PEAK would be using to develop the Unified Improvement Plan. Members from the instructional leadership team presented the achievement, growth and proficiency statements and asked the staff to do gallery walk highlighting the factual statements related to our data. The entire staff was asked to prioritize the statements by placing colored dots on each poster to indicate their first, second and third choices in terms of priority and would lead the systemic change that would impact performance. It was determined by all stake holders that writing was the highest priority for our school. From the achievement, growth and growth gap analysis it was clear that writing proved to be our greatest priority.

Our administrative leadership team took all the factual statements and merged them into four performance challenges addressing reading, writing, math and science in order to share with our instructional leadership team. The administrative leadership team provided guided practice using the performance challenge in science to conduct a root cause analysis. The instructional leadership team broke into three groups to identify the symptoms that lead to the root cause of the problem with the performance challenges pertaining to reading, writing and math. After the instructional leadership team determined the root causes, they developed the theories of action as a guide when developing the action steps and implementation benchmarks. The instructional leadership team continued this work by identifying the action steps associated with each major performance strategy and the implementation benchmarks associated with each.

Standards Referenced Grading Handbook. Vista PEAK staff has an understanding of standards referenced grading in theory and in practice using the standards based teaching and learning cycle as a core construct. Staff understand the potential impact “compelling why” that justifies why this effort is so essential. We have definitions and readings that guide our work. Grades and marks are on a common grading scale, are less subjective and more consistent, accurate, meaningful and supportive of learning. A set scale and method is used school wide and is accessible to everyone.

SALT teams have defined measurement topics by course, have learning progressions articulated, and track those measurement topics across departments and vertically in order to inform instruction therefore allowing for better coaching support. Teachers are sharing information with students and parents to create a collaborative environment where students feel a strong ownership and understanding of their strengths and weaknesses according to standards being taught and all are accessible 24/7/365.

Students understand the growth mind set meaning that they are in control of their destiny and while they may have to work harder in some content areas they control how much they grow based on how hard they work. In time, students have descriptions of proficiency in their hands and exemplars that allow them to compare their own work to what is expected at VP.

Teachers, students, and parents know exactly what proficiency means from unsatisfactory performance all the way to an honors level performance. As a staff we use the descriptions of proficiency to formulate common assessments including: performance based assessments, conversations, projects, student work, and in some cases paper and pencil assessments. Grades are criterion referenced not norm referenced. Work habits are defined, consistent and part of the student’s final grade. We continually work to improve our understanding of the differentiation to best support language learners and accommodations for diverse learners especially in regards to grading and assessment.

Review of Current Performance

Grade	9 th					10 th				
	2011	2012	2013	2014	District 14	2011	2012	2013	2014	District 14
Reading	43	60	51%	58%	48%	N/A	54	56%	52%	50%
Writing	25	39	35%	44%	35%	N/A	22	24%	35%	29%
Math	23	32	26%	32%	22%	N/A	32	24%	25%	17%

While we exceed the District average in most content areas our goal is to meet and exceed the state average for proficiency.

- In terms of overall achievement in Math, the percent of students who are Proficient or Advanced has increased by 6% for 9th graders.
- In terms of overall achievement in Reading, the percent of students who are Proficient or Advanced has increased by 7% 9th graders.
- In terms of overall achievement in Writing, the percent of students who are Proficient or Advanced has increased by 9% 9th graders.
- In terms of overall achievement in Math, the percent of students who are Proficient or Advanced has increased by 1% for 10th graders.
- In terms of overall achievement in Reading, the percent of students who are Proficient or Advanced has decreased by 4% 9th graders.
- In terms of overall achievement in Writing, the percent of students who are Proficient or Advanced has increased by 11% 10th graders.

Gender / Ethnicity								
Testing Year	2013	2014	2013	2014	2013	2014	2013	2014
Content Area	Reading		Writing		Math		Science	
Males	46	48	22	32	24	28	1	n/a
Females	63	66	38	51	25	30	15	n/a
Am Indian/ Alaska Nat	75	50	25	50	0	50	50	n/a
Asian	56	74	50	68	50	58	13	n/a
Black	51	48	25	32	17	20	1	n/a
Hispanic	46	48	21	34	18	23	5	n/a
White	62	62	37	46	33	36	3	n/a
Native Hawaiiin	100	75	50	75	100	75	100	n/a
Two or More	53	77	33	46	20	27	25	n/a

Language Proficiency								
Testing Year	2013	2014	2013	2014	2013	2014	2013	2014
	Reading		Writing		Math		Science	
NA	59	60	33	42	28	31	42	n/a
NEP	0	0	0	0	0	0	0	n/a
LEP	11	10	0	5	2	3	0	n/a
ELL	9	9	0	4	1	3	0	n/a
FEP	74	75	41	59	35	39	42	n/a

AGATE								
Testing Year	2013	2014	2013	2014	2013	2014	2013	2014
	Reading		Writing		Math		Science	
Not G	50	51	25	35	20	23	5	n/a
LA G	83	100	67	100	50	100	-25	n/a

Males/Females

- Females are outperforming males in every content area

Ethnicity

- Our black and Hispanic student consistently perform lower than our non-minority students across all content areas

Language Proficiency

- NEP, LEP, & ELL students consistently perform much lower than non-English learners while FEP students outperform non-English learners across the board

AGATE

- AGATE students outperform non-AGATE students across the board

M G	100	95	83	85	100	95	25	n/a	
LA + M G	100	100	100	82	100	82	0	n/a	
Other G	83	100	67	100	83	78	67	n/a	
Total G	94	98	81	88	87	88	10	n/a	
Disability									Disability
Testing Year	2013	2014	2013	2014	2013	2014	2013	2014	<ul style="list-style-type: none"> Students with significant learning disabilities perform much lower than students without significant disabilities
	Reading		Writing		Math		Science		
None	58	59	32	43	27	30	7	n/a	
Emotional	N/A	n/a	N/A	n/a	N/A	n/a	N/A	n/a	
SLD	6	9	0	0	3	3	0	n/a	
Speech	N/A	N/A	N/A	N/A	N/A	N/A	N/A	n/a	
FRL									Free & Reduced Lunch (FRL)
Testing Year	2013	2014	2013	2014	2013	2014	2013	2014	<ul style="list-style-type: none"> Students who are available for FRL perform lower than students not on FRL across the board
	Reading		Writing		Math		Science		
Not Eligible	64	69	37	52	32	39	16	n/a	
Free	43	39	22	24	17	16	-5	n/a	
Reduced	55	56	27	46	24	29	11	n/a	
FRL	45	42	23	28	18	19	-2	n/a	

Factual CMAS/PARCC Growth Data Statements from 2014 / Vista PEAK Preparatory (9-12)

	Reading	Math	Writing
Overall	50	55	45
Grade 9	50	55	43
Grade 10	51	56	50
Minority	49	54	45
Non-Minority	52	56	50
FRL	51	55	45
NON-FRL	48	55	48
IEP	60	52	35
NON-IEP	49	56	48
ELL	55	52	46
NON-ELL	48	56	45
Girls	50	55	53
Boys	51	55	42

Our median growth percentile for 9th grade reading is 55. The percent of students catching up is 27.4% which means that 72.6% of our 9th grade students are not on track to catch up in reading.
 Our median growth percentile for 10th grade reading is 51. The percent of students catching up is 17% which means that 83% of our 10th grade students are not on track to catch up in reading.
 Our median growth percentile for 9th grade math is 55. The percent of students catching up is 5.2% which means that 84.8% of our 9th grade students are not on track to catch up in math.
 Our median growth percentile for 10th grade math is 56. The percent of students catching up is 5.1% which means that 94.9% of our 10th grade students are not on track to catch up in math.
 Our median growth percentile for 9th grade writing is 43. The percent of students catching up is 13.1% which means that 86.9% of our 9th grade students are not on track to catch up in writing
 Our median growth percentile for 10th grade writing is 50. The percent of students catching up is 7.4% which means that 92.6% of our 10th grade students are not on track to catch up in writing

What are the **positive and negative trends** in our school's performance for each indicator area?

<p>9th grade Reading positive trends</p> <ul style="list-style-type: none"> For three consecutive years all students in 9th grade have made at least one year's growth collectively English Language learners continue to outperform non ELL students as they performed in the 52nd %tile 	<p>9th grade Reading negative trends</p> <ul style="list-style-type: none"> 72.6% of our 9th grade students are not on track to catch up in reading Only 4% of proficient students are moving to advanced levels
<p>10th grade Reading positive trends</p> <ul style="list-style-type: none"> For three consecutive years all students in 10th grade have made at least one year's growth collectively 87% of 10th grade students in reading are keeping up and 4% moved up 	<p>10th grade Reading negative trends</p> <ul style="list-style-type: none"> We were 2 points below the district growth %tile average this year Only 13.7% of ELL were on track to catch up
<p>9th grade Math positive trends</p> <ul style="list-style-type: none"> For three consecutive years all students in 9th grade have made approximately one year's growth collectively 10 %tile point increase from last year's data set 	<p>9th grade Math negative trends</p> <ul style="list-style-type: none"> Only 5.2 students catching up is 5.2% which means that 84.8% of our 9th grade students are not on track to catch up in math. Only 60% of 9th grade math students are keeping up; below other cohort groups
<p>10th grade Math positive trends</p> <ul style="list-style-type: none"> For three consecutive years all students in 10th grade have made at least one year's growth collectively In 10th grade math 75 % of students are keeping up 	<p>10th grade Math negative trends</p> <ul style="list-style-type: none"> The percent of students catching up is 5.1% which means that 94.9% of our 10th grade students are not on track to catch up in math
<p>9th grade Writing positive trends</p> <ul style="list-style-type: none"> For three consecutive years all students in 9th grade have made at least one year's growth collectively English Language Learners have sustained one year's growth and outperformed non-ELL's for 2 consecutive years 	<p>9th grade Writing negative trends</p> <ul style="list-style-type: none"> The percent of students catching up is 13.1% which means that 86.9% of our 9th grade students are not on track to catch up in writing
<p>10th grade Writing positive trends</p> <ul style="list-style-type: none"> A very positive increase (20 %tile points) was achieved last year 	<p>10th grade Writing negative trends</p> <ul style="list-style-type: none"> The 9th grade growth %tile is still below 50 as it came in at 45th %tile
<p>10th grade Science positive trends</p> <ul style="list-style-type: none"> Vista PEAK 10th grade students in science outperformed the district average by 5% Vista PEAK 10th grade students increased proficiency by 6% from 2012 to 2013 	<p>10th grade Science negative trends</p> <ul style="list-style-type: none"> We still are behind the state average by 16.3% percent with the state average at 51.3% and our students at 35%

In which areas did we not at least meet minimum state and federal expectations?

- Academic Achievement: Writing only
- Academic Growth: Writing only
- Academic Growth Gaps: FRL
- Academic Growth Gaps: Writing-Students with disabilities

What performance challenges are the highest priorities for our school? (In order of priority)

Writing

Across the 9th & 10th grade levels there is a range of 65%-76% of students are not proficient. Pertaining to the overall growth percentile, students across 9th & 10th grade were at the 38th median growth percentile. In addition, FRL, Minority students, and students with disabilities are not on track to catch up in writing.

Math

Across all grade levels there is a range of 74-76% of students not proficient. Pertaining to the overall growth percentile, students across all grades were at 52th percentile.

Reading

Across the 9th & 10th grade levels there is a range of 44%-49% of students are not proficient. Pertaining to the overall growth percentile, students across 9th & 10th grade were at the 49th median growth percentile

Science

In 10th grade science 65% of students are not proficient. 10th grade students gained 6% points toward proficiency and this trend needs to continue over time

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading 9 th from 51% to 58% 10 th from 56% to 60%	Reading 9 th grade-Yes % P increased to 58% 10 th grade-No % decreased from 56% to 52%	While our students grew at accelerated rates we still fall below the state average. As a campus we are growing the capacity around content and best practice in instruction. If we can gain critical mass in capacity we should begin to see more targets met under academic achievement.
	Writing 9 th from 35% to 45% 10 th from 24% to 34%%	Writing 9 th grade-Yes % increased by 11% 10 th grade-Yes % P increased from 24% to 35%	
	Math 9 th from 26% to 31% 10 th from 24% to 30%	Math 9 th grade-Yes % P was increased from 26% to 32% 10 th grade-No % P was increased from 24% to 25%	
Academic Growth	Reading 9 th / 10 th Grade: From 54 percentile to 65 percentile	Reading No 9 th / 10 th : From 54 th %tile to 50 th %tile lower than our goal of 65	Growth remained stable but after a year of significant growth in all content areas in 2011-12 we flattened out to the 50 th %tile across all content areas We demonstrate excellence in both our dropout rate and our projected graduation rate which were the highest in the district and in the state in some areas.
	Writing 9 th / 10 th Grade: From 49 percentile to 65 percentile	Writing No 9 th / 10 th : No-Preparatory MGP 45 th %tile lower than goal of 65	
	Math 9 th / 10 th Grade: From 49 percentile to 65 percentile	Math No 9 th / 10 th : No-Preparatory MGP 55 lower than goal of 65	

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.																																																																																																																																																																																														
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Postsecondary & Workforce Readiness	<p>Our goal for ACT was the state average: 20.1</p> <p>Our Dropout Rate goal was to have a 0.0% rate</p>	<p>We did not meet our goal as we averaged 17.8 composite</p> <p>We came very close to this goal with a .04% rating which is one of our biggest celebrations as we exceeded the state average by a considerable amount</p>																																																																																																																																																																																															

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	<p>Writing Overall growth ranged from 45-54.5 MGP.</p> <p>Math Overall growth ranged from 50-63 MGP.</p> <p>Reading Overall growth ranged from 50-60 MGP.</p>	<p>Pertaining to the overall growth percentile, students in 9th-10th grade reading and writing has slightly less or close to one year's growth (50th %tile)</p>	<p>We lack a deep understanding of reading and writing across content areas</p> <p>We don't have vertical articulation to define proficiency of mastered standards at each grade level; and we don't have a solid understanding and effective use of resources (pacing, manipulatives, guides, curriculum ,etc.)</p> <p>We don't provide precise first instruction using effective formative assessment data in order to plan appropriate scaffolds for intervention</p>
	<p>Writing Overall growth ranged from 45-54.5 MGP.</p> <p>Math Overall growth ranged from 50-63 MGP.</p> <p>Reading Overall growth ranged from 50-60 MGP.</p>	<p>Pertaining to the overall growth percentile, students in 9th-10th grade reading and writing has slightly less or close to one year's growth (50th %tile)</p>	<p>We lack a deep understanding of reading and writing across content areas</p> <p>We don't have vertical articulation to define proficiency of mastered standards at each grade level; and we don't have a solid understanding and effective use of resources (pacing, manipulatives, guides, curriculum ,etc.)</p> <p>We don't provide precise first instruction using effective formative assessment data in order to plan appropriate scaffolds for intervention</p>
Academic Growth Gaps	<p>Writing Pertaining to the MGP for Academic Growth Gaps, student MGPs range between 54-67. In addition, an overwhelming majority of unsatisfactory and partially proficient students are not on track to catch up in writing.</p> <p>Math Pertaining to the MGP for Academic Growth Gaps, student MGPs range between 59-66. In addition, an overwhelming majority of</p>	<p>In overwhelming majority of unsatisfactory and partially proficient students are not on track to catch up in writing.</p>	<p>We do not understand the stages of a writer and do not have a common understanding of writing process</p> <p>We do not provide precise instruction using formative assessment data to provide appropriate initial first instruction and plan accordingly</p> <p>We don't have vertical articulation/alignment and clarity of grade level proficiency in writing</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>unsatisfactory and partially proficient students are not on track to catch up in math.</p> <p>Reading Pertaining to the MGP for Academic Growth Gaps, student MGPs range between 56-60. In addition, an overwhelming majority of unsatisfactory and partially proficient students are not on track to catch up in reading.</p>		<p>Students are writing below grade level expectations</p>
	<p>Writing Pertaining to the MGP for Academic Growth Gaps, student MGPs range between 54-67. In addition, an overwhelming majority of unsatisfactory and partially proficient students are not on track to catch up in writing.</p> <p>Math Pertaining to the MGP for Academic Growth Gaps, student MGPs range between 59-66. In addition, an overwhelming majority of unsatisfactory and partially proficient students are not on track to catch up in math.</p> <p>Reading Pertaining to the MGP for Academic Growth Gaps, student MGPs range between 56-60. In addition, an overwhelming majority of unsatisfactory and partially proficient students are not on track to catch up in reading.</p>	<p>In overwhelming majority of unsatisfactory and partially proficient students are not on track to catch up in writing.</p>	<p>We do not understand the stages of a writer and do not have a common understanding of writing process</p> <p>We do not provide precise instruction using formative assessment data to provide appropriate initial first instruction and plan accordingly</p> <p>We don't have vertical articulation/alignment and clarity of grade level proficiency in writing</p> <p>Students are writing below grade level expectations</p>

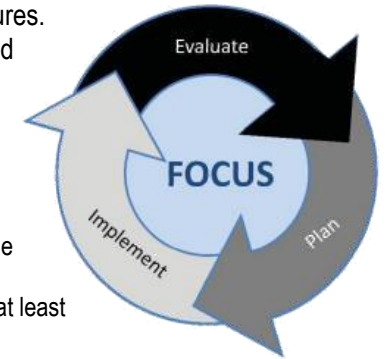
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	<p>ACT</p> <p>We see a significant positive trend in our second year data as we increased the overall .87points from 17.1 to 17.8</p>	<p>Our priority performance challenge is to meet and exceed the state average within the next 2 years.</p>	<p>One of the root causes of our students falling below the state average is that our black/African American students had a composite average of 15.9 indicating that the school is not doing what needs to be done to meet their needs and provide them access to post-secondary institutions. Also the entire cohort scored 14.9 in the area of English which indicates we need to provide more intentional support around the command of the English language including grammar rules and students ability to sense errors in stand English.</p>
	<p>Graduation Rate:</p> <p>The 2013-14 school year will be Vista PEAK Prep's first year registering a graduation rate.</p> <p>Projection put us between 75-84%</p>	<p>Being our first year our challenges have yet to present themselves. We have a red list for seniors that are not on track to graduate and a plan in place for each to be ready to walk the graduation stage.</p>	<p>Equity & Relationships</p> <p>ICAP management and monitoring</p> <p>Progress monitoring via Google docs</p> <p>Senior meetings 3 times a year with their counselor to ensure they understand the requirements</p> <p>PoWeR sessions are now credit bearing increasing the ways in which students can gain original credit or recover lost credit.</p>
	<p>Dropout Rate Excellence (0.4%)</p> <p>Top 5% in the State of Colorado</p>	<p>At this point our efforts around relationship and intervening on all students who stop attending have yielded the results that we so desire. Our dropout rate was 0.6% exceeds the state and we find ourselves in the top tier category for this metric.</p>	<p>Truancy program</p> <p>Equity & Relationships</p> <p>Ensuring that all students will be invisible at the Vista PEAK Campus and none will be allowed to slip through the cracks</p>

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	CMAS/PARCC/CMAS/PARCCoAlt/CMAS/PARCCA, Lectura, Escritura	R	Pertaining to reading achievement, 56% of students are proficient or advanced well below the state average at 69%	56% to 61%	61 to 66%	<p>CMAS/PARCC, Aquty Assessments, Common Assessments, Grade Distribution Data, Monitoring Notes, Curriculum Assessments, End of Unit Assessments, ACCESS, CMAS/PARCC-A</p> <p>MIS#1: We will deepen our content understandings to develop our own understanding of grade level proficiency through effective Student Achievement Learning Meetings (SALT and Professional Learning (PL))</p> <p>MIS#2: We will develop expertise in precise and rigorous instruction through the use of formative assessment and effectively monitoring engagement with the learning</p> <p>MIS#3 We will implement our three year strategic plan as a school of innovation</p>
		M	Pertaining to math achievement, 29% of students are proficient or advanced well below the state average at 37%	29% to 35%	35% to 40%	
		W	Pertaining to writing achievement, 40% of students are proficient or advanced well below the state average at 52%	40% to 45%	45 to 50%	
		S	Pertaining to science achievement, 35% of students are proficient or advanced well below the state average at 51%	35% to 45%	45% to 50%	
Academic Growth	Median Student Growth Percentile (CMAS/PARCC/CMAS/PARCC & CELApro)	R	Pertaining to reading growth, our MGP for reading is 50 and the median adequate SGP is 37	Increase from 50 MGP to 65MGP	Students will reach 65 th or above MGP	<p>CMAS/PARCC, Aquty Assessments, Common Assessments, Grade Distribution Data, Monitoring Notes, Curriculum Assessments, End of Unit Assessments, ACCESS, CMAS/PARCC-A</p> <p>MIS#1: We will deepen our content understandings to develop our own understanding of grade level proficiency through effective Student Achievement Learning Meetings (SALT and Professional Learning (PL))</p> <p>MIS#2: We will develop expertise in precise and rigorous instruction through the use of formative assessment</p>
		M	Pertaining to math growth, our MGP for math is 52 and the median adequate SGP is 97	Increase from 52 to 65 or above MGP	Students will reach 65 th or above MGP	

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						Assessments, ACCESS, CMAS/PARCC-A	and effectively monitoring engagement with the learning		
		W	Pertaining to writing growth, our MGP for writing is 45 and the median adequate SGP is 79	Increase from 45 to 65 or above MGP	Students will reach 65 th or above MGP	CMAS/PARCC, Aquity Assessments, Common Assessments, Grade Distribution Data, Monitoring Notes, Curriculum Assessments, End of Unit Assessments, ACCESS, CMAS/PARCC-A	MIS#3 We will implement our three year strategic plan as a school of innovation		
		ELP	Pertaining to ELP students, our MGP for ACCESS is 57	Increase from 57 to 65 MGP or above	Students will reach 65 th or above MGP				
Academic Growth Gaps	Median Student Growth Percentile	R	Areas in BOLD represent our priority improvement challenges: SWD, EL, Catch up	Meet or exceed the State Median Adequate Growth Percentile (SMAGP) and/or 65 MGP or above.	Meet or exceed the State Median Adequate Growth Percentile (SMAGP) and/or 65 MGP or above.	CMAS/PARCC, Aquity Assessments, Common Assessments, Grade Distribution Data, Monitoring Notes, Curriculum Assessments, End of Unit Assessments, ACCESS, CMAS/PARCC-A	MIS#1: We will deepen our content understandings to develop our own understanding of grade level proficiency through effective Student Achievement Learning Meetings (SALT and Professional Learning (PL)) MIS#2: We will develop expertise in precise and rigorous instruction through the use of formative assessment and effectively monitoring engagement with the learning MIS#3 We will implement our three year strategic plan as a school of innovation		
			SubCategories					MGP	SMAGP
			FRL					51	50
			Minority					53	51
			SWD					49	97
			EL					56	71
		Catch UP	54	86					
		M	Areas in BOLD represent our priority improvement challenges: FRL, Minority, SWD, EL, Catch up	Meet or exceed the State Median Adequate Growth Percentile (SMAGP) and/or 65 MGP or above.	Meet or exceed the State Median Adequate Growth Percentile (SMAGP) and/or 65 MGP or above.	CMAS/PARCC, Aquity Assessments, Common Assessments, Grade Distribution Data, Monitoring Notes, Curriculum Assessments, End of Unit Assessments, ACCESS, CMAS/PARCC-A			
			SubCategories				MGP	SMAGP	
			FRL				53	99	
			Minority				53	99	
			SWD				52	99	
EL	53		99						
Catch UP	57	99							

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		W	Areas in BOLD represent our priority improvement challenges: FRL, Minority, SWD, EL, Catch up	Meet or exceed the State Median Adequate Growth Percentile (SMAGP) and/or 65 MGP or above.	Meet or exceed the State Median Adequate Growth Percentile (SMAGP) and/or 65 MGP or above.	CMAS/PARCC, Aquity Assessments, Common Assessments, Grade Distribution Data, Monitoring Notes, Curriculum Assessments, End of Unit Assessments, ACCESS, CMAS/PARCC-A			
			SubCategories					MGP	SMAGP
			FRL					47	90
			Minority					44	88
			SWD					48	99
			EL					52	94
Catch UP	50	95							
Post Secondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A		
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A		
	Dropout Rate		.04%	0.2%	0.0%	Credit recovery data, ongoing ICAP management, truancy data, graduation agreements	MIS#3: Calendar, PWR Sessions		
	Mean ACT		17.9	19.1	20.1	Practice ACT assessment data, plan/explore data	MIS#3: Calendar, PWR Sessions		

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1 & #2: Inquiry, Engagement & Establishing a Sense of Community

Root Cause(s) Addressed: Student sense of safety and belief in their own potential as a learner and staff's capacity to engage all students every day around key objectives

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step*
MIS#1: Instruction is rigorous, collaborative, inquiry based and promotes engagement via critical thinking & reasoning	August - December, 2014	Teachers, Teacher Coaches, Instructional Leadership Team, and Administrators	General Fund Ongoing	<p>Directors and Teacher Coaches will monitor and provide feedback at least 1X per month and teachers will self-assess progress towards implementation</p> <p>By the end of October 75% of teachers will implement 2-3 strategies that promote active cognitive, affective, and behavioral student engagement</p> <p>By the end of December 90% of teachers will implement 2-3 strategies that promote active cognitive, affective, and behavioral student engagement</p>	In progress
MIS#2: Teachers establish processes that results in a strong sense of community among students and positive social relationships and values diverse perspectives.	August 2014 through June 2015	Teachers, Teacher Coaches, Instructional Leadership Team, and Administrators	General Fund Ongoing	<p>Directors and Teacher Coaches will monitor and provide feedback at least 1X per month and teachers will self-assess progress towards implementation</p> <p>By the end of December, 2012 90% of teachers will have a specific strategy they utilize that promotes a sense of community amongst students</p> <p>By the end of June, 2012 90% of teachers will have a specific strategy they utilize that promotes a sense of community amongst students</p>	In progress...

<p>MIS#3: Formative & summative assessment self-evaluation, monitoring progress, & goal setting</p>	<p>January 2014- June 2015</p>	<p>Teachers, Teacher Coaches, Instructional Leadership Team, and Administrators</p>	<p>General Fund Ongoing</p>	<p>Directors and Teacher Coaches will monitor and provide feedback at least 1X per month and teachers will self-assess progress towards implementation</p> <p>By the end of January 2014 90% of teachers will have a method that allows them to track students data results from their classrooms on a weekly level</p> <p>By the end of June 2014 90% of teachers will have a method that allows them to track students data results from their classrooms on a weekly level</p>	<p>In progress...</p>
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MIS #3: Vista PEAK will implement their 3 Year Strategic Plan as a school of Innovation.

Root Cause Addressed: Multiple: See Below

Specific challenges that will be addressed include:

<p>Time</p> <ul style="list-style-type: none"> Time for collaborative planning Additional time for content instruction Extended year calendar Whole day professional development sessions for staff Horizontal and vertical planning 	<p>Systemic challenges</p> <ul style="list-style-type: none"> Integrating student and staff experiences in a P-20 system Competing and contradicting board policies and master agreement policies Lack of specific governance for a P-20 system 	<p>Personnel</p> <ul style="list-style-type: none"> Hire Industry professionals to teach specialized coursework i.e. Maya, STEM External Education Providers & Career counselors
<p>Delivery of educational services /schedules/calendars</p> <ul style="list-style-type: none"> Flexible scheduling (More time for those that need it: Acceleration/Intervention) Calendar year that reflects the vision, philosophy, and structures attempting to be implemented) Parent Partnerships (Commitment & Volunteer Opportunities) 	<p>Curriculum/programs</p> <ul style="list-style-type: none"> Flexibility to determine the school curriculum and assessment practices Flexibility in creating our own master courses, hybrid courses, online courses, after school classes, Saturday classes Integrate content (PEAK Based Learning) 	<p>Academic standards/assessment/accountability measures</p> <ul style="list-style-type: none"> More timely assessment measures More fluid movement of kids Use of Portfolios, Performance based assessments, Technology assessments
<p>Evaluation and data management to monitor and report student achievement results for major improvement strategies</p> <ul style="list-style-type: none"> Staff evaluated annually to ensure regular and ongoing feedback & development 	<p>Budgeting/financial plan/use of resources</p> <ul style="list-style-type: none"> Ability to begin generating revenue from nonprofits, sponsorships, student led initiatives, and business partnerships 	

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)
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PLEASE SEE STRATEGIC PLAN FOR ALL TIMELINES, KEY PERSONNEL, RESOURCES, IMPLEMENTATION BENCHMARKS, & ACTION STEPS

- [Strategic Plan 2014-15](#)

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)