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FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 1110 District Name: FALCON 49 School Code: 8791 School Name: VISTA RIDGE HIGH SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	72.21%	-	-	68.82%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	33.95%	
		W	-	-	49.57%	-	-	50.77%	
		S	-	-	50.00%	-	-	45.03%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro 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. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	18	-	-	47	
		M	-	-	84	-	-	38	
		W	-	-	45	-	-	42	
		ELP	-	-	-	-	-	56	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	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.	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.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 91.7% using a 4 year grad rate	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	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.	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.	Meets	
	Dropout Rate Expectation: At or below state average overall.	3.9%	.6%	Exceeds	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	20.1	19.2	Approaching	

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Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 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/uip/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, 2014 to be posted on SchoolView.org.
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 TIG 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.

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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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

☐X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Elaine Schoen, Assistant Principal
	Email	eschoen@d49.org
	Phone	719-494-8806
	Mailing Address	6888 Black Forest Rd. Colorado Springs CO 80923
2	Name and Title	Bruce Grose , Principal
	Email	bgrose@d49.org
	Phone	719-494-8805
	Mailing Address	6888 Black Forest Rd. Colorado Springs CO 80923

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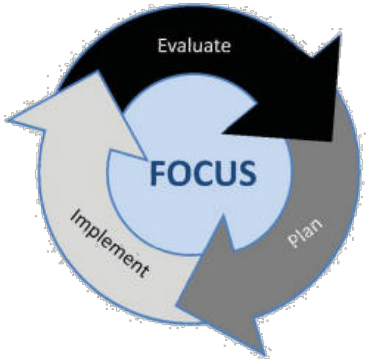
Section III: Narrative on Data Analysis and Root Cause Identification

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 the 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

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).	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.	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.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause 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.

Narrative:

Team Members: The Vista Ridge High School Improvement consists of the Campus Administrative Team (Principal and three Assistant Principal), Counselor, SAC, UIP Committee and Wolf Council (Deartment Leadership,).

Stakeholder Involvement: The completed UIP document and accompanying school data will be presented to and reviewed by Wolf Council (School Leadership including Administration)on November 4, 2014 and formally presented to the Vista Ridge High School Accountability Committee on November 22, 2014. Department Chairs and building representatives are expected to disseminate the information of the remainder of the staff.

Relevant Data Analysis:

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Data Used: One and three year School Performance Frameworks, ACT Profile report, CDE School Accountability Website, Alpine Achievement and Scantron.

Positive Trends: Using the School Performance Framework One Year Report for 2012-2013: In the category of Academic Achievement, Vista Ridge High School had a meets rating in Writing, indicating that students performed above the 50 Median Growth Percentile.

In the category of Academic Growth, Vista Ridge High School had a meets rating in Reading, indicating that the students performed above the 50 Median Growth Percentile.

In the category of Academic Growth Gaps:

- Vista Ridge High School improved overall from a 45 percentile in Reading to a 65 percentile to move from an Approaching rating to a Meets rating. In the category of Minority Students, Vista Ridge High School moved from an Approaching rating to a Meets and Students with Disabilities moved from a Does Not Meet rating to an Approaching rating. In the category of Students Needing to Catch Up Vista Ridge moved from a Does Not Meet rating to an approaching rating.
- In Writing, Vista Ridge High School obtained an Approaching rating in all categories: Free/Reduced Lunch eligible, Students with Disabilities, Minority Students, English Learners and Students Needing to Catch Up. The overall rating in writing was also raised 20 percentile points from a Does Not Meet to an Approaching rating.

In the Postsecondary and Workforce Readiness, Vista Ridge moved from a Meets rating to an Exceeds in all categories to include: Graduation Rates, Disaggregated Graduation Rates, Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities, English Learners and Drop Out Rate. In the Colorado ACT Composite score, Vista Ridge maintained an Approaching rating with an average score of 19.1.

Negative Trends: Using the School Performance Framework One Year Report for 2012-2013:

In the category of Academic Achievement, Vista Ridge High School maintained an Approaching rating in Math by falling .89 percent proficient and advanced from 32.19 the year before. Vista Ridge High School also maintained an Approaching rating in Science by falling .75 percent proficient and advances from 44.89 the previous year.

In the category of Academic Growth, Vista Ridge High School moved from a Do Not Meet rating from an approaching rating by falling 8 median percentile points from 32 median percentile points last year.

In the category of Mathematics in Academic Growth Gaps:

In all categories including: Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities, English Learners, and Students Needing to Catch Up, we maintained the same percentile numbers therefore we were rated Does Not Meet in all categories.

Colorado ACT:

In the 2012-2013 school year , the Vista Ridge Junior class was tested for the fourth year in a row. In this measure of post-secondary and Workforce Readiness the Juniors lowered their score from 19.2 the previous year to 19.1.

Priority Needs:

The main priority need is the area of Mathematics in the Academic Growth Gaps. This will need to be an area of focus this year.

Root Cause Analysis:

The Root Cause Analysis focus on the priority needs and why situations exist at Vista Ridge High School. Information from the TCAP and Santron data were used to determine the schools initial priority needs. The priority needs identified several areas of concern that led to the Root Cause Analysis. Root Cause analysis has been done with the Administrative Team, Wolf Counsel, UIP Committee and the SAC Committee. Discussion has been focused on the priority needs and why there were drops in Math in both 9th and 10th grade. Information from TCAP, Scantron and Master schedule were used to determine the needs. After reviewing what appeared to be the root causes, the new curriculum that was adopted was reviewed for effectiveness and the ability to raise student achievement.

Verification of the Root Cause:

Through the process of analyzing data and identifying the root cause for the improvement plan, it is evident that the Math Department needs to continue to work with the new curriculum and to understand how it is rooted in the common core. The teachers in the Math Department need to use time during PLC to analyze student data and collaborate about the curriculum.

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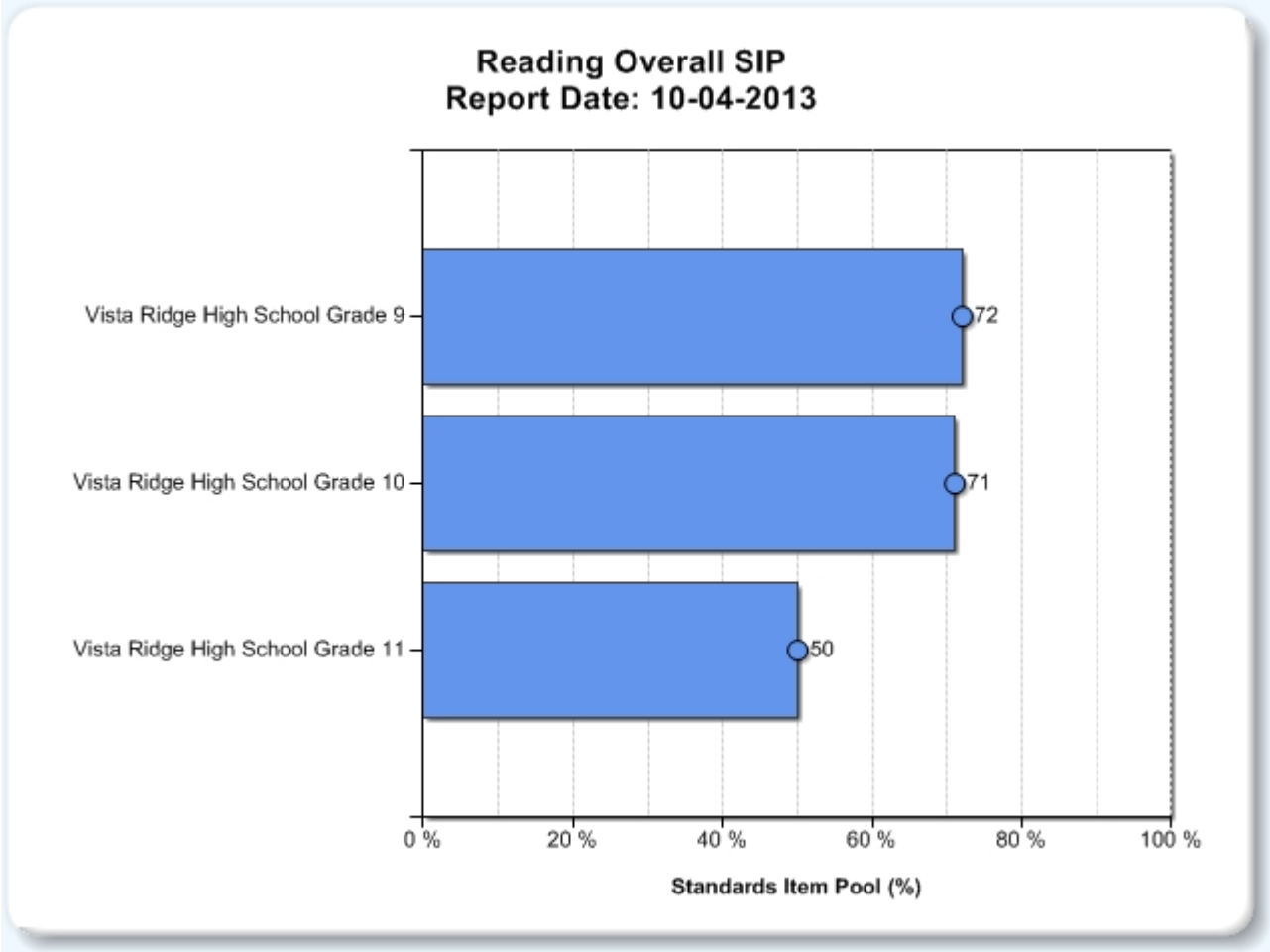

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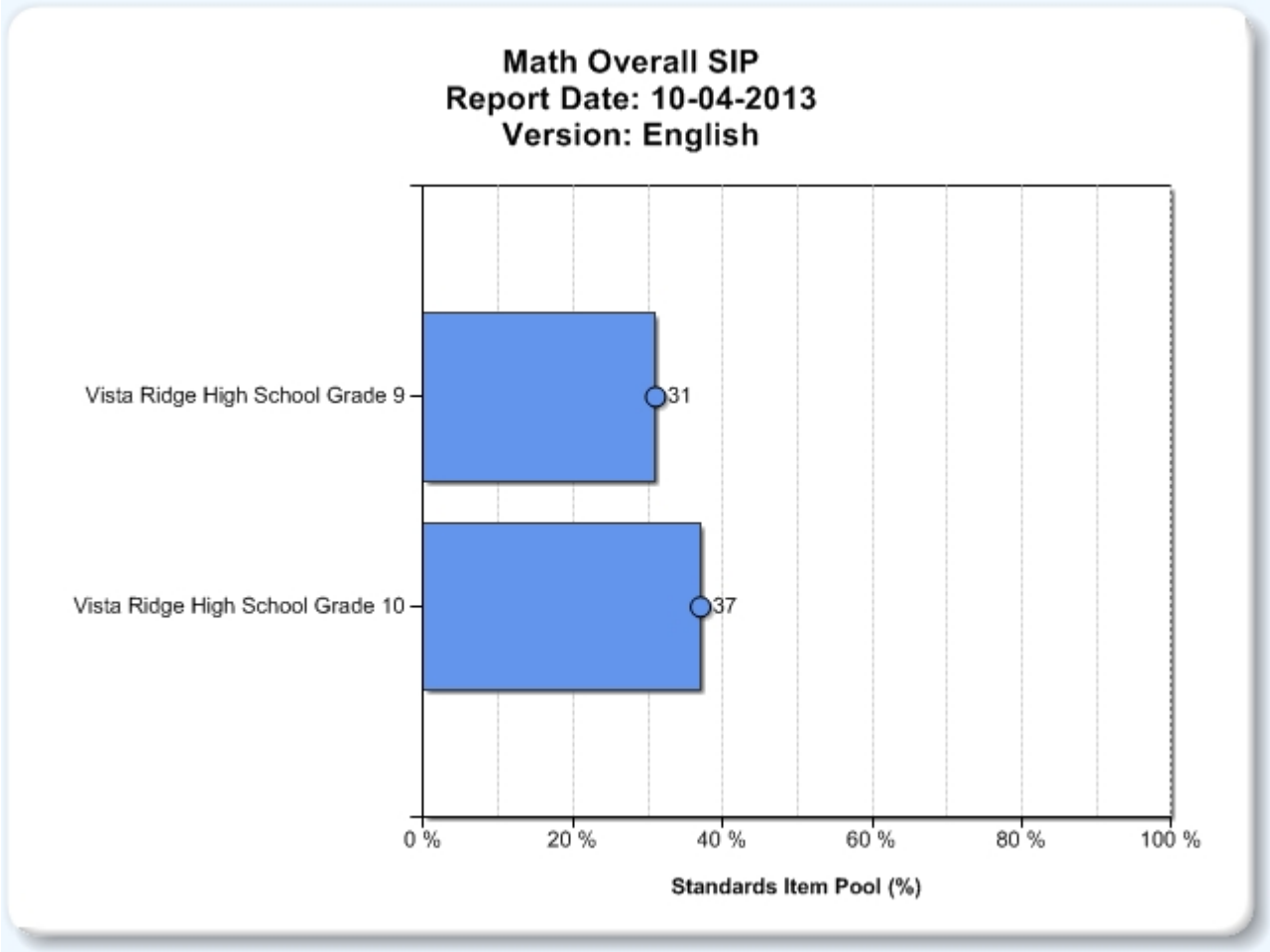

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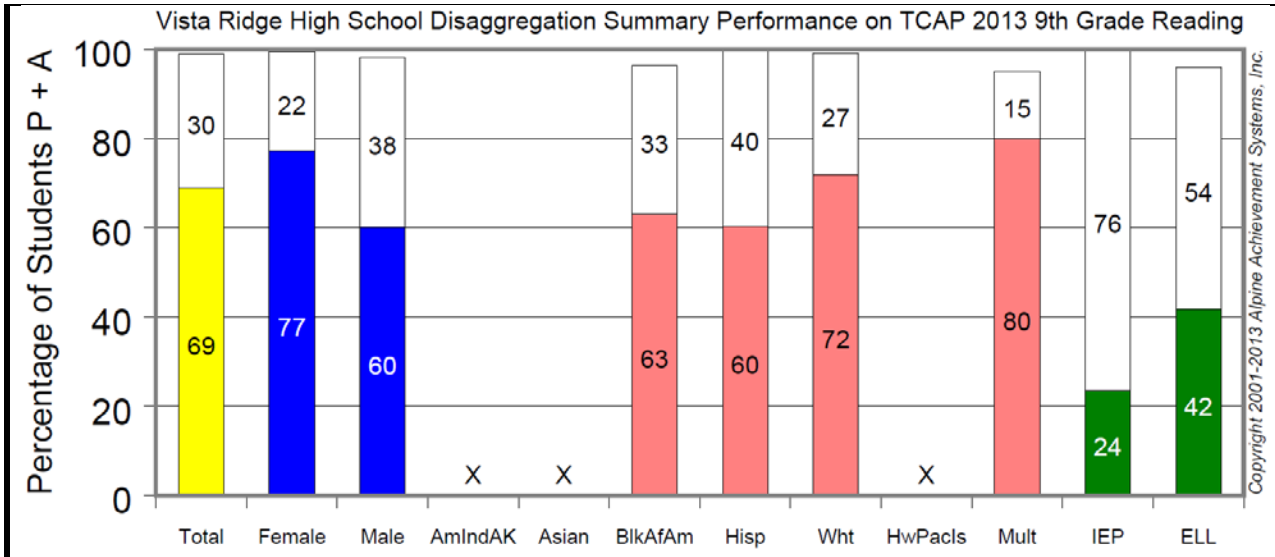

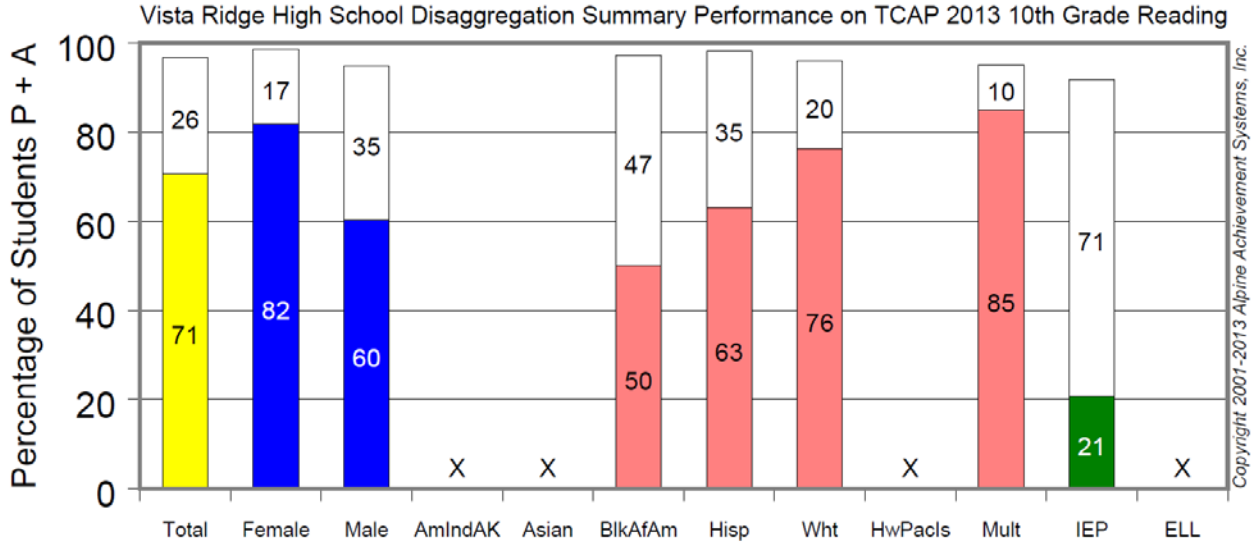

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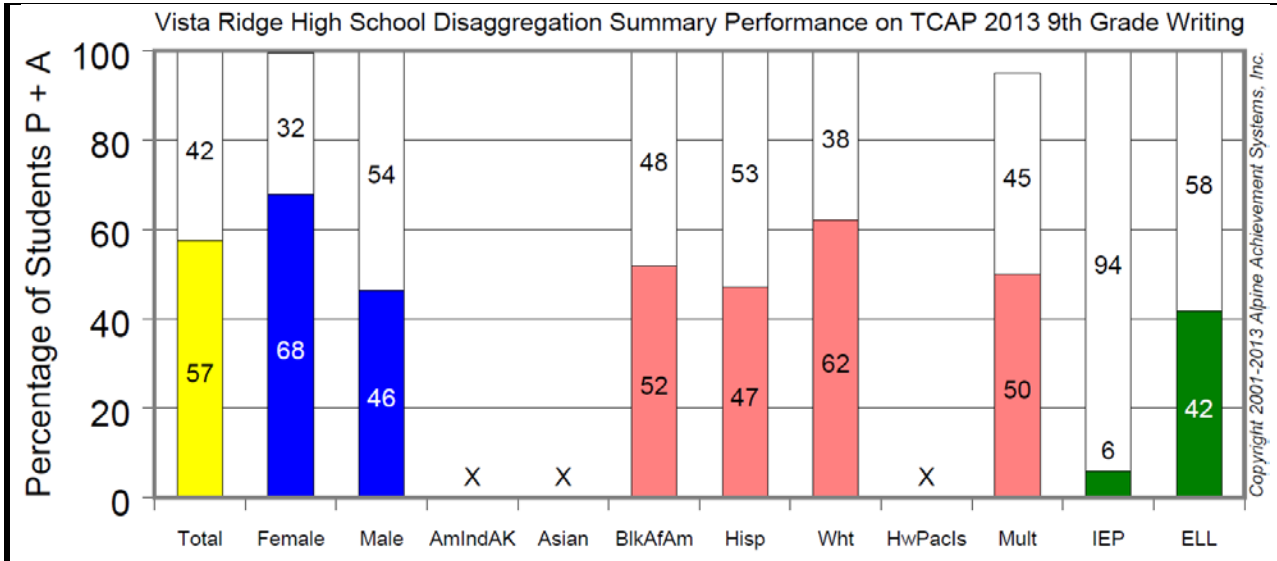

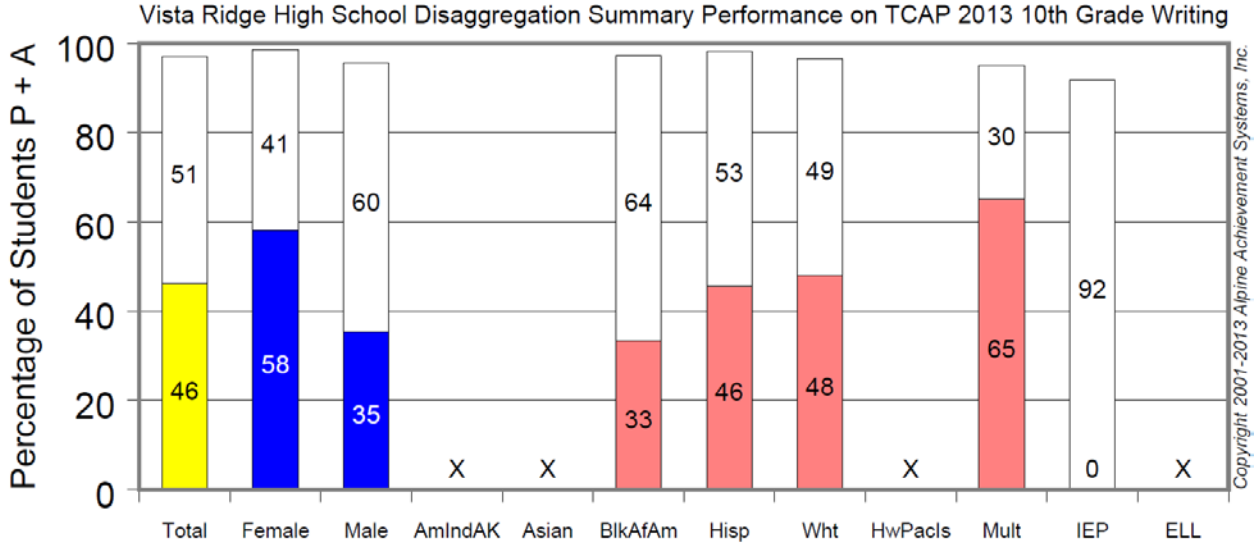

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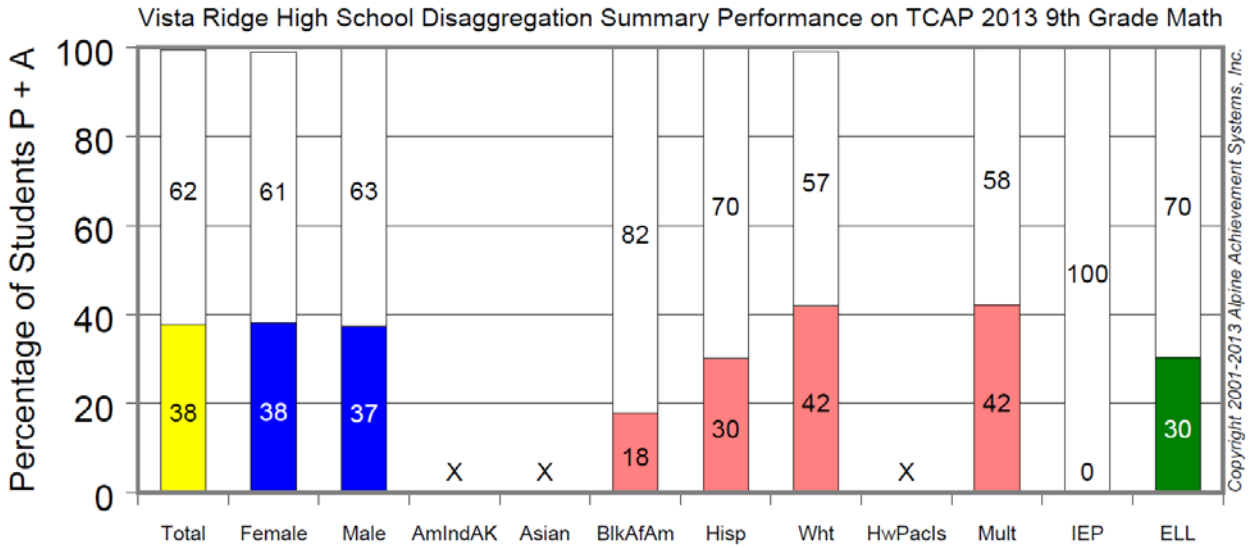

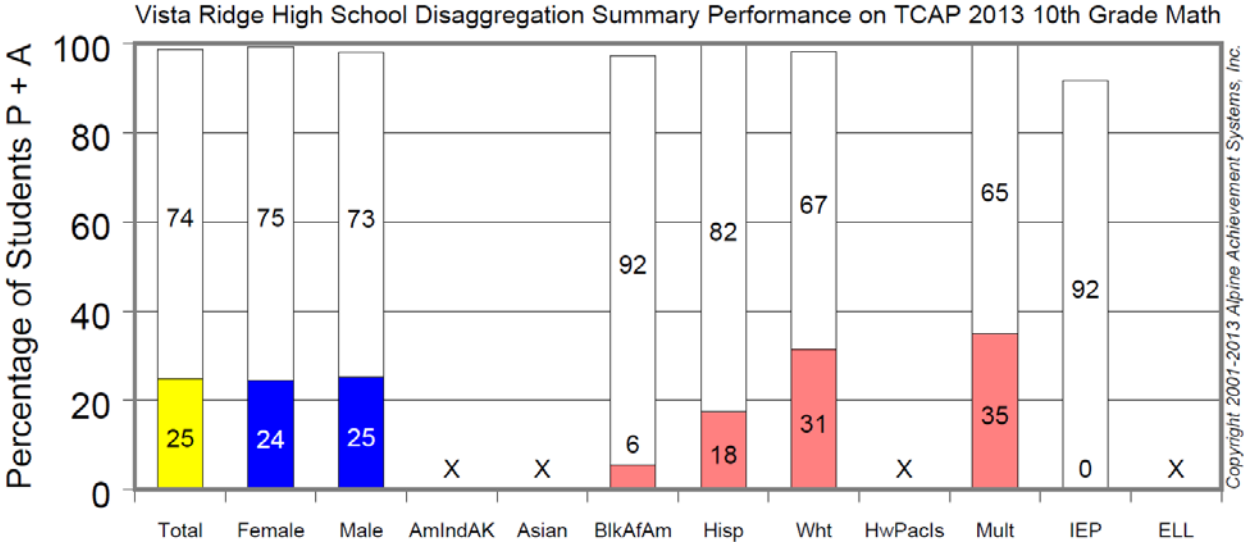

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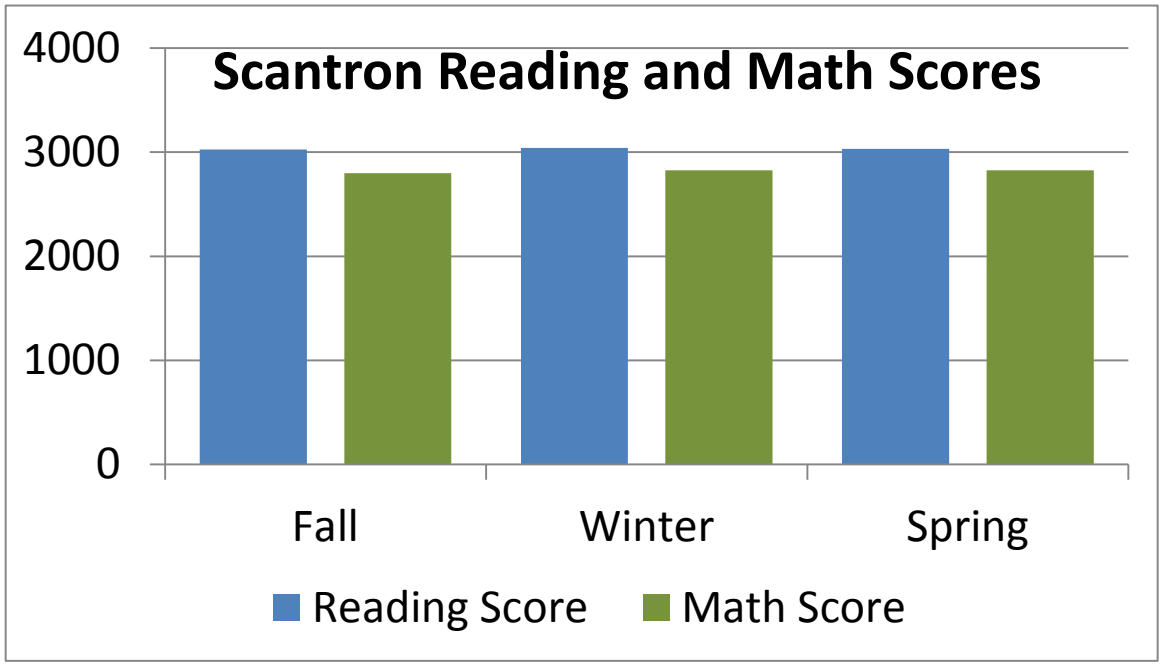

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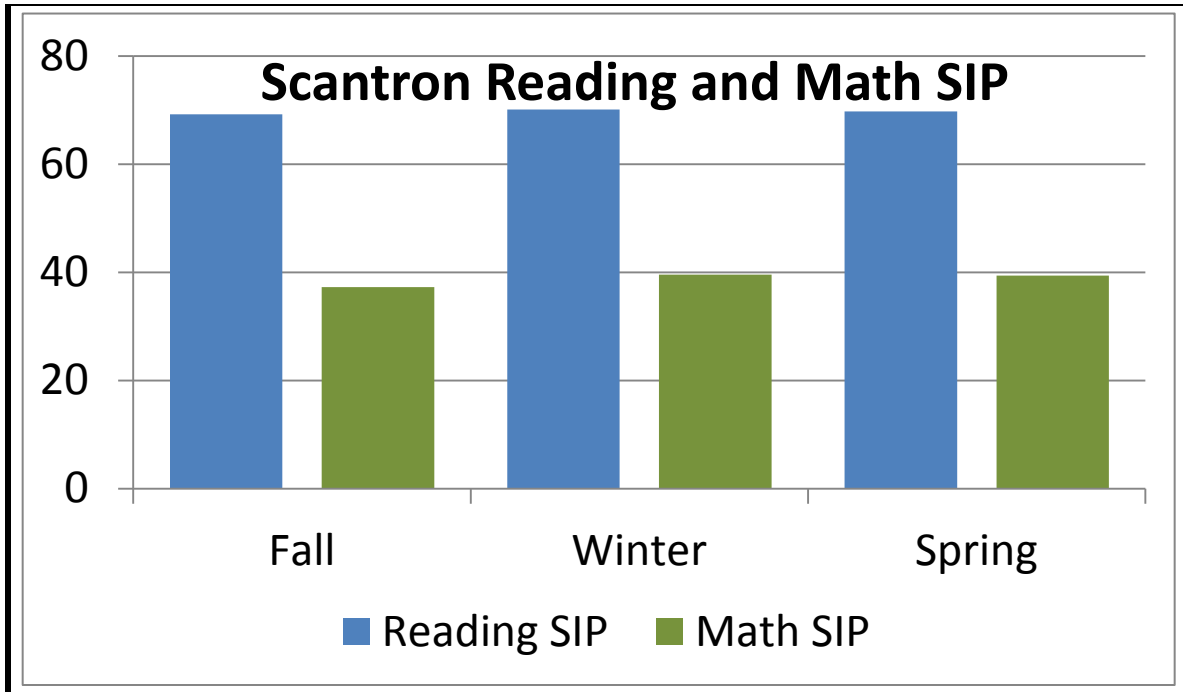

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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)	N/A	N/A	In Reading, the goal was met by the use of the new and progressive vocabulary instruction in all grade levels and more time collaborating in PLC creating common assessments. In Math, the implementation of the new curriculum (PMI) was less cohesive. Much time was spent during PLC collaborating, however the entire curriculum was not strictly followed and additional training was needed from Legacy. In Writing, the implementation of a new progressive vocabulary instruction and the implementation of the Michael Clay Thompson method of grammar instruction was used at all grade levels. In
	N/A	N/A	
Academic Growth	N/A		
	N/A	N/A	
Academic Growth Gaps	In Reading, all students groups will achieve at least a Median Growth Percentile of 50. In Math, all students will achieve at least a Median Growth Percentile of 50. In Writing, all student groups will achieve at least a Median Growth Percentile of 55.		
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	In 2010-11, Vista Ridge High School met the rating on the percent Proficient/Advanced with the following proficiencies: Reading 74.7%, Math 37.5%, Writing 56.9% and is Approaching in Science with a 49.9%. In 2011-12, Vista Ridge High School was an Approaching rating on the % Proficient/Advanced with the following proficiencies: Reading 65.48%, Math 33.08%, Writing 45.03% and Science 45.64%. In 2012-13, Vista Ridge	N/A	N/A

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	achieved a Meets rating in Math and Writing and an Approaching rating in both Reading and Science with the following proficiencies: Reading 65.48%, Math 33.95%, Writing 50.77% and Writing 45.03%.		
Academic Growth	Reading: 2010: 49 percentile 2011: 45 percentile 2012: 47 percentile	Need to complete	Need to complete
	Math: 2010: 49 percentile 2011: 45 percentile 2012: 38 percentile	Need to complete	Need to complete
Academic Growth Gaps	Reading: Students with Disabilities 2010: 52 percentile 2011: 48 percentile 2012: 39 percentile	Need to complete	Need to complete
Postsecondary & Workforce Readiness		N/A	N/A
		N/A	N/A

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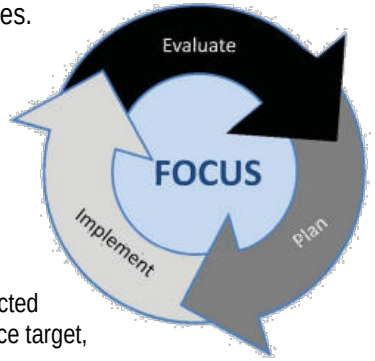
Section IV: Action Plan(s)

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. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Need to complete	N/A	N/A	N/A	N/A
		M		N/A	N/A	N/A	N/A
		W		N/A	N/A	N/A	N/A
		ELP		N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile	R	All groups are experiencing growth in Reading.	In Reading, all students groups will achieve at least a Median Growth Percentile of 50.	All student groups will achieve at least a Median Growth Percentile of 50.	Scantron Performance Series Assessment, TCAP, and ACT.	Implement a progressive vocabulary instruction in English classes at all grade levels.
		M	All students are experiencing growth gaps in Math.	In Math, all students will achieve at least a Median Growth Percentile of 50.	All student groups will achieve at least a Median Growth Percentile of 50.	Scantron Performance Series Assessment, PMI, TCAP, and ACT.	Implement a progressive vocabulary instruction in Math classes at all grade levels.
		W	All groups are experiencing growth in Writing.	In Writing, all student groups will achieve at least a Median Growth Percentile of 55.	All student groups will achieve at least a Median Growth Percentile of 55.	Scantron Performance Series Assessment, TCAP, and ACT.	Implement a progressive vocabulary instruction and Michael Clay Thompson in English classes at all grade levels.
Postsecondary & 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

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	Dropout Rate	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A

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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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: Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards while addressing the needs of all learners._____ Root Cause(s) Addressed: _Vista Ridge High School needs to tighten up all content curriculum as we work towards Common Core and PARCC._____

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

X☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Building Wide Vocabulary	second semester 2014	Aug 2014-May 2015	Wolf Counsel, English, all staff	English Department Local Funds	Agendas Sign in sheets	In Progress
Vertical Alignment	Second semester 2014	Aug 2014-May 2015	All individual Departments	Local Funds	Agendas Sign in sheets	In Progress
Common Assessments	May 2014	Aug 2014-May 2015	All individual Departments	PLC Time	Agendas	In Progress
Common Rubrics	Second Semester 2014	Aug 2014-May 2015	English Department; all individual Departments	PLC and PD days	Sign in sheets, artifacts	In Progress

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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.

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Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.

Root Cause(s) Addressed: Vista Ridge High School improving the quality of instruction at all levels.

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

X☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Frameworks iAcademy	September 2014-November 2014		All Certified	IAcademy access	Post quiz Data sign in	In Progress
PD day on Marzano tool	Sept 2013		All Certified	iObservation	Agenda Sign in sheets	Complete
Reflection logs	October 2013-May 2014	August 2014-May 2015	All Certified	iObservation	Monthly completion	In Progress
Marzano Tool Measuring Teacher growth	October 2013-May 2014	August 2014-May 2015	All Certified	iObservation	Marzano Tool Activity	In Progress
Elements iAcademy (optional)	October 2013-May 2014		All Certified	iObservation	Post quiz Data sign in	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.

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Major Improvement Strategy #3: In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon Capturing Kids Hearts Relational Framework. _____ Root Cause(s) Addressed: _____

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

X☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Initial Training	July 2013		All staff	Local Funds	Sign in sheets, books	complete
Social Contracts	August 2013-May 2014		All teaching Staff	NA	Contracts hanging in classroom	complete
Greeting students at the door	August 2013-May 2014		All staff	NA	Walk through	On going
Relationship Thursdays	August 2013-May 2014		All advisory teachers	NA	Advisory schedule	On going

* 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:

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- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)