

Colorado's Unified Improvement Plan for Schools

Vision Charter Academy UIP 2022-23 | School: Vision Charter Academy | District: Delta County 50(J) | Org ID: 0870 | School ID: 2166 | Framework:
Insufficient State Data: Low Participation |

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Executive Summary



Priority Performance Challenges

- *Low test scores in ELA and Math*

- *High number of learners in Tier 2 Intervention*



Root Cause

- Lack of emphasis on confirmation of mastery of skills

- Incomplete implementation of the tiered supports



Major Improvement Strategies

- Develop and Implement Mastery/Competency Based System

- Refine Tiered Support MTSS for K-12 in Attendance, Behavior, and Competencies

• *Grade Level Standards Gaps*



• Ineffective Use of Local Assessment Data



• Use Data Effectively to Guide Instruction for Mastery

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

Improvement Plan Information

Additional Information about the School

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Vision Charter Academy (VCA) is an established charter school authorized by Delta County School District 50J since June 18, 2013. VCA has operated as a contract school within the district since August 2000. VCA is a K-12 school in rural western Colorado serving Delta, Montrose, Gunnison, and Mesa Counties. An average of about 49% of our learners are eligible for free/reduced lunch. Fewer than one-fourth of our learners are the minority, with the majority of them being Hispanic. Approximately 12% of our learners have IEPs, and about 4% are Gifted and Talented each year.

Vision Charter Academy began in 2000 with a model of learning at home and in the community. By 2013, when VCA became a charter school, the focused expanded to support in home learning and class-based learners who spent four days in class and did one day of in home learning each week. VCA operated three campuses with full-day classes and in home learning support at two of them and in home learning support only at the third.

In 2017 VCA began to make changes in the expanded focuses to address performance issues at all grade levels. At the high school level, we consolidated all of our classes on our Delta campus and offered four days a week in class with one day of in home learning for 2018-19. Data on credit attainment, parental

involvement, and behavior incidents indicated the 4-day class-based model was not proving effective, so in 2019-20 VCA developed a "Choose Your Own Adventure" model that allowed learners to select classes from a menu of VCA class-based, in home learning, crossover, and concurrent options. Data has shown that the model has effectively increased parental engagement, improved academic performance, and reduced behavior incidents.

At the K-8 level, we offered four-day class-based with one-day in home learning options on campuses in Cedaredge and Delta through 2019-20. We had multi-grade classes on both campuses, and data showed lower academic growth and achievement from learners in the class-based path compared to the in home learners. We also saw a declining enrollment on our campus in Cedaredge and a lack of parental involvement for the in home learning day. Therefore, in 2020 we consolidated our K-8 classes to our Delta campus. We also designed a model that was two days in the classroom and four days at home. This allowed us to move to single-grade classrooms and reestablish parent engagement as foundational in our model.

VCA was due for charter renewal in spring 2021. During the charter renewal application process, our authorizing district requested that we make a four-year commitment to a model and location for VCA. VCA reestablished focus on the original educational model, individualized learning, based on performance data for K-12. As a result, all learners at VCA are choosing courses, resources and instructional modalities to best suit their needs. This decision was made with full expectation of a decline in enrollment and overall school capacity for enrollment.

In August 2021, VCA was approached by the CDE Finance Division to discuss its educational model. Due to the pandemic, CDE has been more clearly defining categories within the educational funding structure. VCA has components of brick and mortar, blended and online requirements. VCA worked diligently to determine how best the school can meet its mission of "Individualized education through partnerships with parents and community" within the current guidelines. In spring 2022, VCA applied and was approved as a Multi-District Online School for its high school while continuing to operate within the brick and mortar category for its K8. Two school codes now apply with the goal of reuniting the school per one cohesive and state recognized model by 2023.

VCA serves both full-time and part-time learners. Full-time learners enroll in both core and elective courses at VCA. Part-time learners do their core instruction as private registered homeschoolers but register at VCA for electives. We serve around 100 part-time learners currently.

VCA completed a Site Review in 2019 to receive outside perspective and help focus our improvement strategies. Since then, we have utilized a UIP project plan each year, seeking stakeholder input through formal and informal data collection. Our Board of Stewards, parent advisory committee, other standing committees, administrators, academic and non-academic staff, parents, and learners all have the opportunity to provide input to help identify performance challenges and root causes. Our instructional leadership team utilizes the data collected and input from stakeholders to build out a plan to address the root causes. We have

continued to build upon the strategies identified to strengthen our processes and address root causes.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

The increased focus on effective practices, interventions, and use of data was effective. Academic staff worked on individual plans using data from work samples, assessments and observation that targeted skills and deficiencies. Resources were provided including training, supplements, and additional direct instruction. Although VCA has insufficient number count to assess growth, its academic achievement grew significantly in most areas.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Adjustments to this year's plan include an extension to the foundational process of accountability for mastery of skills based on the chosen instructional modality. This includes defining a competency based school structure, developing a training plan for increase academic staff skills, implementing monthly interim grade level skill assessments, implementing a data system to promote analysis, and focus specifically on writing skills K-12.

Current Performance

- VCA received an insufficient data designation due to the low number count for growth in 5th and 7th grade which was used to determine growth on the 2022 Performance Frameworks. Therefore, VCA continues to be an Improvement school based on the state's accountability process in response to CO-VID challenges, including participation in state assessments. We continue to improve evident by the predicted performance leveled ratings (E,M, and HS) and the achievement scores recorded. While VCA received a low participation score, upon further investigation, no penalty was assessed due to an overall statewide issue. Participation in the state assessment continue to be a focus as many VCA parents do not value the state assessments and exercise their right to opt out of testing. Strategies for improving VCA's use of the assessment data are being developed to help promote participation. VCA achieved 100% participation rates on the Acadience assessment at the End of Year Assessment. VCA is also seeing higher achievement in PSAT and Workforce Readiness indicators despite the pandemic.

Trend Analysis



Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

Elementary learner English Language Arts and Math CMAS scores increased in 2022 for the second year after decreasing scores in 2018 and 2019. (2017 = ELA 730.7/Math 719.1, 2018 = ELA 730.6/Math 719.0, 2019 = ELA 721.0/Math 712.8, 2021 = ELA 723/Math 719, 2022 = ELA 728.1/Math 726.6). This is a notable trend because it scores continue to increase despite challenges per the pandemic but is still below the state expectation 739.5 in ELA and 734.3 in Math. (Source SPF/School Dashboard)



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Achievement (Status)

The percent of K - 3rd grade learners who met or exceeded benchmarks on Acadience testing stayed level for a second year in 2021-22 after three years of decreasing scores (2017-18 = 56%, 2018-19 = 47%, 2019-20 = 43%, 2020-21 = 59%, 2021-22 = 58%). This is a notable trend because it was a primary focus of our intervention efforts in 2020-21, and 2021-22. (Source: Amply/mCLASS Database)



Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

Middle school learner English Language Arts and Math CMAS scores increased in 2022 for a second year following a one year decrease after a three year increase in 2016, 2017 and 2018 (2016 = ELA 726.0/Math 714.9, 2017 = ELA 727.6/Math 720.4, 2018 = ELA 734.1/Math 726.3, 2019 = ELA 737.7/Math 721.7, 2021 = ELA 743.3/Math 735.7, ELA 748.8/Math 738.6). This is a notable trend because it is increasing and meets the state expectation for ELA 740.1 and Math 731.2. (Source SPF/School Dashboard)



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Achievement (Status)

High school PSAT Evidence-based Reading and Writing combined 9/10 scores increased for the second year after a decrease for three years in a row (2016 = 461.5, 2017 = 451.5, 2018 = 450.8, 2019 = 438.6, 2021 = 9th grade/502, 10th grade/462, 2022 combined 482.8). This is a notable trend because it is an increase and is above the state expectation 461.1 (Source SPF/School Dashboard)



Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Achievement (Status)

High school PSAT Math combined 9/10 scores increased the last three years after two years of decrease (2016 = 438.1 2017 = 426.5, 2018 = 408.7, 2019 = 415.5, 2021 = 10th grade 445 9th grade 439, 2022 combined 448.3). This is a notable trend because it is only .1 below the state expectation 448.4 (Source SPF/School Dashboard)



Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Achievement (Status)

High school SAT Evidence-based Reading and Writing and Math scores decreased after two years of increase. (2017 = ELA 501.4/Math 444.5, 2018 = ELA 463.9/Math 437.8, 2019 = ELA 494.8/Math 441.9, 2021 = ELA 503/Math 473, 2022= ELA 465/Math 427.8). This is a notable trend because it is a significant decrease in ELA and an increase in math. (Source SPF/School Dashboard)



Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Growth

Due to lack of number count in 5th grade, VCA does not have reportable growth data. Previously, elementary learner growth on English Language Arts CMAS tests decreased following a two year increase (2017 = 49.0%ile, 2018 = 52.0%ile, 2019 = 45.0%ile). This is a notable trend because it is declining and is below the state expectation 50%ile. (Source SPF/School Dashboard)



Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Growth

Due to lack of number count in 5th grade, VCA does not have reportable growth data. Previously, elementary learner growth on Math CMAS tests has decreased for the past two years following a one-year increase in 2017 (2017 = 45.0%ile, 2018 = 43.0%ile, 2019 = 34.0%ile). This is a notable trend because it is declining and is well below the state expectation 50%ile. (Source SPF/School Dashboard)



Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Growth

Due to lack of number count in 7th grade, VCA does not have reportable growth data. Previously, middle school learner growth on English Language Arts CMAS tests increased following a two year decrease (2017 = 33.0%ile, 2018 = 32.0%ile, 2019 = 51.5%ile). This is a notable trend because it is slightly above the state required 50%ile. (Source SPF/School Dashboard)



Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Growth

Due to lack of number count in 7th grade, VCA does not have reportable growth data. Previously, middle school learner growth on Math CMAS tests has decreased for the past two years following a one-year increase in 2017 (2017 = 56.0%ile, 2018 = 48.0%ile, 2019 = 42.0%ile). This is a notable trend because it is declining and is below the state expectation 50%ile. (Source SPF/School Dashboard)



Trend Direction: Decreasing
Performance Indicator Target: Postsecondary & Workforce Readiness

Dropout rates have decreased to 1.2% in 2022 (2015-16 = 4.7%, 2016-17 = 2.2%, 2017-18 = 6.4%, 2018-19 = 4.6%) This is a notable trend because it is consistently below the 5.0% level to meet state expectations. (Source: SPF/Schoolview)



Trend Direction: Increasing then decreasing
Performance Indicator Target: Postsecondary & Workforce Readiness

Matriculation rates have fluctuated greatly based on low numbers and data tracking (2014-15 = 30%, 2015-16 = 22%, 2016-17 = 44%, 2017-18 = 17%, 2019-20 = 54.2%, 2020-21 = 34.8%) This is a notable trend because it is consistently well below the 61.1% level to meet state expectations. (Source: SPF/Schoolview)



Trend Direction: Increasing then decreasing
Performance Indicator Target: Other

Elementary learner participation in CMAS testing decreased in 2022 from the 2019 assessment a 20% increase in 2018 (2015 = 49.0%, 2016 = 64.3%, 2017 = 65.9%, 2018 = 86.0%, 2019 = 77.6%, 2022 = 70.4%). This is a notable trend because we are identified on the SPF as low participation. (Source: SPF/Schoolview)



Trend Direction: Increasing then decreasing

Performance Indicator Target: Other

Middle school learner participation in CMAS testing has decreased in 2022 from the 2019 assessment. (2015 = 48.0%, 2016 = 75.3%, 2017 = 67.8%, 2018 = 78.5%, 2019 = 81.2%, 2022 = 75.8%). This is a notable trend because we are still identified on the SPF as low participation. (Source: SPF/Schoolview)



Trend Direction: Decreasing then increasing

Performance Indicator Target: Other

High school SAT participation decreased in 2022 from 2019 (2017 = 93.8%, 2018 = 93.1%, 2019 = 96.0% 2022 = SAT 85.7%). This is a notable trend because we are identified on the SPF as low participation. (Source: SPF/Schoolview)



Trend Direction: Increasing then decreasing

Performance Indicator Target: Other

High school PSAT participation decreased in 2022 from 2019 (2016 = 93.9%, 2017 = 87.5%, 2018 = 77.8%, 2019 = 90.5%, 2022 = 82.1%). This is a notable trend because we are identified on the SPF as low participation. (Source: SPF/Schoolview)

Additional Trend Information:

One trend that creates a challenge for us is the fluidity of our enrollment. Although the exact numbers vary from year to year, we consistently see a significant movement, usually 1/3 of enrollment, in and out of our school. The reasons include families moving in and out of the area, homeschool families who want more support for learners in higher grades, homeschool families who can no longer homeschool due to family circumstances, families who want to try homeschooling, and others. This makes it challenging to evaluate the effectiveness of initiatives because we are not working with the same population of learners across multiple years.

VCA is five years into an initiative to increase testing participation and create a culture that understands and values benchmark assessments. Until the interruption in state testing due to the pandemic, and except for a few families who are opposed to testing for philosophical reasons, we saw a steady increase in our overall state test

participation. In addition, we have seen a very good response to our initiative in participation in our local assessment through Galileo. Through analysis of participation data, we have concluded that the array of spring testing for our learners produces either testing fatigue or promotes families to opt out of the only one they can choose - state testing. Therefore, as a school, we are choosing to complete monthly interim mastery skills assessments and providing an option for the End of Year assessments. We do Galileo benchmark testing two times a year: MOY, and EOY and have a participation rate of 95% or higher with no opt-outs for MOY. We also have high participation rates for our Acadience test at 98% - 100% at each testing period.

Although our growth rates are essential data points and have been consistently addressed in our UIP for several years, we cannot provide trend analysis for those points for the last couple of years. Due to the pandemic, there was no growth data available in 2020, and the previous information we had indicated there might not be anything this year. With the low participation rates for our CMAS testing and the changes in enrollment at VCA over the last couple of school years, we are uncertain whether or not the data will provide helpful information when/if it does become available.

We have several concerns about the quality of the state and local EOY assessment data for 2019-20, 2020-21, and 2021-22. First is the low participation rates on the CMAS tests in 2020-21. We had participation rates below 65% in all grades. Second, anecdotal reports indicate that our learners may not have done their best on tests due to the number of EOY assessments in a short period. K-2nd learners took both Acadience and Galileo assessments, 3rd-5th learners took Acadience, Galileo, and CMAS, 6th-8th took Galileo and CMAS, and 9th-11th took Galileo and PSAT or SAT during an eight-week window between March 22 and May 14. Comments and observations indicate high school learners focused on doing well on the PSAT and SAT but did not put effort into the Galileo test. Elementary and middle school learners exhibited signs of test fatigue, particularly during the Galileo and Acadience testing in May. We have addressed that by renegotiating assessment requirements with our district. This year we will require EOY Galileo only for 3rd - 11th grade learners who do not take the state assessments. We believe this will encourage learners to participate in state testing and allow them to give good effort to those tests.

Root Causes and Priority Performance Challenges



Priority Performance Challenge: Low test scores in ELA and Math

Achievement scores for Elementary CMAS ELA and Math were approaching with does not meet in the disaggregated category of Free/Reduced Lunch.

Middle school scores were approaching in the disaggregated category of Free/Reduced Lunch for both ELA and Math. High school scores were approaching for overall math and in the disaggregated category of Free/Reduced Lunch and does not meet growth expectations for math.



Root Cause: Lack of emphasis on confirmation of mastery of skills

Academic staff and parents must understand their responsibilities and tasks specific to the learner mastering skills to effectively support in all instructional modalities.



Priority Performance Challenge: High number of learners in Tier 2 Intervention

A high percentage of learners are in Tier 2 academic interventions.



Root Cause: Incomplete implementation of the tiered supports

VCA needs a systemic approach to analyze trending data to determine when levels of need in Tier 2 dictate the need for a universal action in Tier 1.



Priority Performance Challenge: Grade Level Standards Gaps

Grade-level standards gaps are experienced by all age groups as evidenced by low academic status and low growth in HS math.



Root Cause: Ineffective Use of Local Assessment Data

Data is not universally understood and aligned to targets and assigned as part of daily teach/reteach/enrich activities.

Magnitude of Performance Challenges and Rationale for Selection:



Low test scores indicate a lack of attainment of grade level skills. Education builds upon skills at each level. It is critical for a school to provide and ensure mastery of grade level skills. Elementary achievement in both ELA and math must be prioritized through monthly interim assessments to confirm mastery of content. Growth in high school math must also be addressed as increased academic achievement cannot be attained without more than adequate growth.

After establishing a more solid MTSS process within VCA, this year's focus must be to systemically, and through regular data analysis, ensure that identified needs in a majority of the learner population must be universally addressed within Tier 1.

Confirming current grade level concept mastery through monthly interim assessments helps support grade level skills. In addition, VCA must identify and address learning gaps. Foundational learning gaps promote frustration by the learner and can impeded progress toward achievement.

Magnitude of Root Causes and Rationale for Selection:

VCA identified these root causes through an ongoing UIP Project Plan process. The Project Plan allows VCA to assess our actions to address these root causes and adjust based on data explicitly gathered to our improvement strategies. This process included an regular review of documentation, assessment



data, and review throughout the previous year. The cumulative data gathered was processed with leadership to identify key levers for improvement for FY23.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Develop and Implement Mastery/Competency Based System

Describe what will success look like: Through use of rubrics and mastery/competency based frameworks, progress toward and mastery of standards will be identified within chosen instructional modalities through role specific tasks and oversight by parents and academic staff.

Describe the research/evidence base supporting the strategy: Each person within a learner's educational circle has either a direct or supporting role to complete in regard to educational success. Based on the ability to choose multiple types of instructional modalities (in person, online, blended and in home), confirming mastery of skills is the most effective manner in which to guide learner progress and choice of the best instructional modality for each learner for each course.


Associated Root Causes:



Lack of emphasis on confirmation of mastery of skills:

Academic staff and parents must understand their responsibilities and tasks specific to the learner mastering skills to effectively support in all instructional modalities.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Competency Based Structure	Develop a mastery /competency based structure for all core subjects K-12. 2.a.1-2.a.3	08/01/2022 05/27/2023 Weekly	Academic Staff and Leadership	



Mastery of Gradual Release of Responsibility

Provide role specific support, training and guidance to academic staff and parents to promote learner mastery from modeling and structured practice (direct instruction) to guided and independent practice in all instructional modalities. (CDE Standards for Continual Improvement 2.c.1)

08/02/2022
05/27/2023
Weekly

Academic Staff, parents



Using Skillful Questioning to Enhance Learning

HQCs provide support, training, and guidance to family partners to promote skillful questioning to help learners deepen and revise their thinking. (CDE Standards for Continual Improvement 2.c.5)

04/25/2023
05/27/2023

Academic Staff, parents





Mastery of Reflection - Formative Assessment

Train parents, learners and academic staff on implementation of the mastery/competency based structure

05/02/2023
05/27/2023
Weekly

Academic Staff, parents

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Academic Coaching	All HQCs/POC are coached by their supervisor at a minimum each month to confirm understanding and support skill development specific to mastery/competency based structures and overall role support.	09/01/2022 05/26/2023	Coaching Tracker and Meeting template	Academic Staff, K8 and HS Administrators	
 Create Plan for Mastery/Competency Based System	Staff a committee to research, design and implement a mastery/competency based school structure	09/01/2022 05/26/2023	Committee	Mastery Committee, Instructional Leadership Team, Technology Staff	



Training in Reflection
- Formative
Assessment

Academic Staff plan the training and practice with each family partner within the Equity Agenda. Training and support is individualized based on the skills of the parent and specific to the instructional modality chosen for each course.

10/03/2022
05/26/2023

Skill rubric

Academic Staff,
Parents



Develop Yearly
Academic Training
Plan

Complete training plan for FY23 school year specific to mastery/competency based structure with focus on writing K12.

10/03/2022
10/31/2022

Monthly Look For
Plan Training
Lesson Plans
Coaching Tracker

Instructional
Leadership Team



Develop Rubrics for
Instructional
Modalities

Instructional Leadership Team develops rubrics specific to each instructional modality option a learner may choose.

10/17/2022
10/31/2022

Skill Rubric

Instructional
Leadership Team



Staff Training in
Mastery/Competency
Based structure

Staff PLCs will train on the effective practices for direct instruction, guided practice, and independent practice as applied to a mastery/competency based structure.

10/31/2022
05/26/2023

Skill Rubric
Definitions of
terms

Academic Staff,
Instructional
Leadership Team



Staff Training in
Reflection - Formative
Assessment

Staff PLCs will train on the effective practices for reflection and formative assessment as applied to chosen instructional modalities for each course in preparation for training and coaching parents in their role to promote educational success for their learner.

10/31/2022
05/26/2023

Exit Ticket

Academic Staff,
Instructional
Leadership Team



Ongoing Support in Reflection - Formative Assessment

Academic Staff will use the skills rubric specific to the instructional modality chosen for each course to determine the level of ongoing support needed to achieve mastery of the skill.

01/04/2023
05/26/2023

Skill rubric

Academic Staff,
Parents



Staff Training in Skillful Questioning

Staff PLCs will train on the use of skillful questioning as an integral part of learning. Training will focus on how family partners can use skillful questioning to help learners deepen and review their thinking and how to use questioning not cuing during guided practice.

04/02/2023
04/28/2023

Exit Ticket
Questioning
examples

Academic Staff,
Instructional
Leadership Team



Training in Skillful Questioning

HQCs plan the training of terminology and practice with each parent within the Equity Agenda. Training and support is individualized based on the skills of the parent.

04/10/2023
05/26/2023

Skill rubric
Question
examples

Academic Staff,
Parents



Ongoing Support in Skillful Questioning

Academic Staff will use the skills rubric with all parents to determine the level of ongoing support needed to achieve mastery of the skill.

05/02/2023
05/27/2023

Skill rubric
Question
examples

Academic Staff,
Parents



Use Data Effectively to Guide Instruction for Mastery

Describe what will success look like: Improved status in growth and achievement in ELA and math as demonstrated in state assessments, monthly interim and summative assessments and work samples will show decreased gaps in grade-level standard attainment.

Describe the research/evidence base supporting the strategy: Through a mastery/competency based system, skill gaps will be identified and remediation will be implemented in a timely manner. Academic staff have access to a variety of resources and can adapt resources and instruction based on individual learner needs.




Associated Root Causes:




Ineffective Use of Local Assessment Data:

Data is not universally understood and aligned to targets and assigned as part of daily teach/reteach/enrich activities.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Review and Use Galileo MOY Assessment Data	Academic Staff and parents will analyze MOY benchmark data to identify specific student needs, evaluate instructional practices, and adjust instruction as appropriate. 3.b.4	01/03/2022 04/29/2022	Academic Staff, Data Coordinator, ILT, Parents, Academic Specialists	
 Review and Use EOY Assessment Data	Review cumulative data from the school year to plan resources and instructional modalities for the next school year. 3.b.4	05/09/2022 08/05/2022	Academic Staff, Data Coordinator, ILT, Parents, Academic Specialists	
 Review and Use Monthly Assessment Data	Use monthly interim and summative assessments to provide information on student mastery and help evaluate the effectiveness of instructional practices and programs across content areas and grade levels. 3.c.1	09/01/2022 05/27/2023	Academic Staff, Data Coordinator, ILT, Parents, Academic Specialists	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Establish monthly benchmark	Choose monthly benchmark assessments for writing, reading and math	11/01/2022 11/18/2022	Assessment tools	Academic Staff, Instructional Leadership Team	

assessments



Train staff on monthly assessments

Train academic staff to utilize monthly interim assessments and monthly writing prompts to identify skills mastery and provide reteach opportunities.

11/01/2022
12/20/2022

Assessment Tools
Training Lesson
Plans

Academic Staff,
Instructional
Leadership Team



Staff Training in Interpretation and Use of Galileo MOY Data

HQCs/POCs will be trained to navigate the Galileo MOY report with families, interpret the data, use a guided script to address skills taught and mastered, and utilize Galileo quizzes to confirm mastery of retaught skills and test-taking skills.

01/03/2023
01/21/2023

MOY Galileo reports
Galileo training
videos, guides
Standard
Identification Tools
Academic standards

Academic Staff,
Instructional
Leadership Team



Galileo MOY Review and Planning for Semester 2

Academic Staff will share Galileo MOY reports with each family and use a guided script to celebrate skills mastered, talk about skills partially mastered, and prepare parents to be cognizant of skills being taught in relation to the MOY results. Academic staff and parents will make a plan for teach/reteach/enrich and use of quizzes to monitor progress in skills mastery.

01/17/2023
04/29/2023

MOY Galileo reports
Galileo training
videos/guides
Standard
Identification Tools
Academic standards
Galileo quizzes

Academic Staff,
parents



Staff Training in Interpretation and Use of cumulative EOY Data

HQCs/POCs will be trained to navigate cumulative EOY data with families, interpret the data, use a guided script to address skills taught and mastered, develop specific plans for summer work, and pre-plan for fall interventions.

04/25/2023
08/18/2023

MOY Galileo reports
Galileo training
videos/guides
Standard
Identification Tools
Academic standards
Menu of summer
interventions/classes

Academic Staff,
Instructional
Leadership Team

MOY Galileo reports



EOY Data Interpretation and Use

Academic Staff will share EOY reports with each family and use a guided script to celebrate skills mastered, talk about skills partially mastered, and develop specific plans for interventionists for summer work and pre-plan for fall interventions.

05/15/2023
08/25/2023

Galileo training videos/guides Standard Identification Tools Academic standards Menu of summer intervention/classes

Academic Staff, parents Academic Specialists



Refine Tiered Support MTSS for K-12 in Attendance, Behavior, and Competencies

Describe what will success look like: All learners universally identified for Tier 2 support will choose an intervention from the menu of options, participate in the intervention with fidelity, and be monitored to determine the effectiveness of the intervention so the intervention can be continued or modified based on results. If data shows a high percent of need for a skill, that need will become a universally provided opportunity within Tier 1.

Describe the research/evidence base supporting the strategy: MTSS processes must be developed specific to the school's population. While the standard format of three tiers within MTSS is followed, determination of levels and interventions should be reflective of the needs of the learners.


Associated Root Causes:




Incomplete implementation of the tiered supports:


VCA needs a systemic approach to analyze trending data to determine when levels of need in Tier 2 dictate the need for a universal action in Tier 1.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Implement	Academic specialists, HQCs, and POCs support families in selecting, implementing, and monitoring effectiveness of	09/15/2021 05/27/2022	Academic specialists, HQCs, MTSS team, family partners	

Interventions for All Tier 2 and Tier 3 Learners	remedial and advanced interventions for all Tier 2 and Tier 3 learners. (CDE Standards for Continuous Improvement 4.a.4, 4.b.2-7)			
	Clear Criteria and Standard Practices for Universal Placement	Establish clear criteria and standard practices for ongoing support for all learners in MTSS cycle 4.a.8	08/01/2022 12/20/2022	Academic Specialists, Counselor, ILT, Academic Staff
	Refine Universal Identification and MTSS Placement	Refine universal identification and placement for learners within MTSS support tiers based on data. 4.a.8	09/01/2022 12/20/2022	Instructional Leadership Team, Counselor, Academic Specialists
	As-Needed Referrals for Evaluation/Assessment for Tier 3	Referrals to the school psychologist for evaluation for Tier 3 special education based on data from progress monitoring and problem solving meetings.	09/01/2022 05/26/2023	MTSS team, school psychologist

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Staff Trained in Intervention Choices	Academic specialists provide initial and ongoing training in the intervention options available for learners and the details that need to be shared with families when presenting the menu of interventions to families.	11/01/2021 05/27/2022	Intervention platform details Materials Videos	Academic specialists, HQCs	

	Implement interventions for all Tier 2 and Tier 3 learners (remediation, ELL and GT) 4.a.4, 4.b.2-	08/17/2022 05/26/2023	Academic Specialist, Academic Staff, Counselor, parents
	The MTSS team meets weekly to review data from Tier 2 learners to evaluate effectiveness of interventions. Data reviewed will include progress monitoring reports, fidelity of use, and any other pertinent information. Problem solving meetings will be scheduled for learners not making expected progress.	08/30/2022 05/26/2023	Assessment reports Progress monitoring reports MTSS Team
	Referral to the school psychologist for evaluation/assessment for special education will be made when data and problem-solving meetings indicate Tier 2 interventions are proving insufficient for supporting learner growth.	08/30/2022 05/26/2023	ILP Assessment reports School data system MTSS team, school psychologist, Academic Staff
	Meet to discern Tier placements at the beginning of the year based on identified criteria	09/01/2022 10/28/2022	EOY data Academic Specialists, Instructional Leadership Team
	Adjust Universal Placement criteria per need Review universal placement indicators quarterly to adjust Tiers	10/03/2022 05/26/2023	Summarized data Academic Specialist, Instructional Leadership Team
	Train Academic Academic specialists will train Academic Staff to use the MTSS Playbook to understand and apply cut points for universal placement, intervention options, and progress monitoring	10/31/2022	MTSS Playbook Academic specialists,

Staff on ABCs of MTSS	requirements.	11/26/2022	Exit Ticket	Academic Staff
 MTSS Elements in data system	Utilize a comprehensive data system that allows essential academic staff to access needed information	11/01/2022 05/26/2023	Data System	Academic Staff, Academic Specialists, Instructional Leadership Team
 Regular Review of MTSS Placement	HQCs will adapt the Equity Agenda for meetings with families who have one or more learners identified for universal placement in Tier 2 or Tier 3. Intervention options will be discussed. The selected intervention will be recorded and reported to the academic specialists.	11/01/2022 05/26/2023	ILP MTSS Playbook Equity agenda Intervention options	Academic Staff, parents, Academic Specialists

Progress Monitoring: Student Target Setting



Priority Performance Challenge : Low test scores in ELA and Math



Priority Performance Challenge : High number of learners in Tier 2 Intervention



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2022-2023: 40% of 3rd-5th grade learners who did not meet or exceed benchmarks will move up one achievement level on CMAS and VCA's local assessment. 40% of 6th-9th grade learners who did not meet or exceed benchmarks will move up one achievement level on CMAS and VCA's local assessment. 40% of high school learners who did not meet or exceed benchmarks will move up one achievement level on PSAT/SAT. 40% of K-2 learners who tested below green on Acadience tests will move up one color band by EOY.

2023-2024:

INTERIM MEASURES FOR 2022-2023:



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2022-2023: 40% of 3rd-5th grade learners who did not meet or exceed benchmarks will move up one achievement level on CMAS and VCA's local assessment. 40% of 6th-9th grade learners who did not meet or exceed benchmarks will move up one achievement level on CMAS and VCA's local assessment. 40% of high school learners who did not meet or exceed benchmarks will move up one achievement level on PSAT/SAT. 40% of K-2 learners who tested below green on Acadience tests will move up one color band by EOY.

2023-2024:

INTERIM MEASURES FOR 2022-2023:



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: The Postsecondary Workforce Readiness percentage earned on the School Performance Framework for combined drop out, graduation rate, and workforce readiness scores will increase one level.

2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Grade Level Standards Gaps



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2022-2023: 40% of 3rd-5th grade learners who did not meet or exceed benchmarks will move up one achievement level on CMAS and VCA's local assessment. 40% of 6th-9th grade learners who did not meet or exceed benchmarks will move up one achievement level on CMAS and VCA's local assessment. 40% of high school learners who did not meet or exceed benchmarks will move up one achievement level on PSAT/SAT. 40% of K-2 learners who tested below green on Acadience tests will move up one color band by EOY.

2023-2024:

INTERIM MEASURES FOR 2022-2023:



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2022-2023: 40% of 3rd-5th grade learners who did not meet or exceed benchmarks will move up one achievement level on CMAS and VCA's local assessment. 40% of 6th-9th grade learners who did not meet or exceed benchmarks will move up one achievement level on CMAS and VCA's local assessment. 40% of high school learners who did not meet or exceed benchmarks will move up one achievement level on PSAT/SAT. 40% of K-2 learners who tested below green on Acadience tests will move up one color band by EOY.

2023-2024:

INTERIM MEASURES FOR 2022-2023:



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS:

2022-2023: The Postsecondary Workforce Readiness percentage earned on the School Performance Framework for combined drop out, graduation rate, and workforce readiness scores will increase one level.

INTERIM MEASURES FOR 2022-2023:
