

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1076 School Name: BROWN INTERNATIONAL ACADEMY SPF Year: 1 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 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	70.42%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	71.36%	-	-	
		W	53.52%	-	-	60.09%	-	-	
		S	47.53%	-	-	50%	-	-	
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: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	24	-	-	48	-	-	
		M	48	-	-	52	-	-	
		W	39	-	-	51	-	-	
ELP	-	-	-	57	-	-			

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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	<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: Meets</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: -</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.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Performance Plan		
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

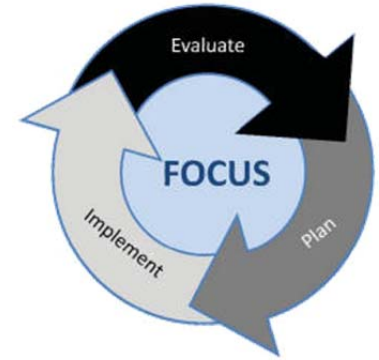
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	2005-06
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, 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):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <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	Lynn Heintzman, Principal
	Email	Lynn_heintzman@dpsk12.org
	Phone	720 424-9250
	Mailing Address	2550 Lowell Blvd., Denver CO 80211
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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

<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:
Narrative: Trend Analysis and Priority Needs

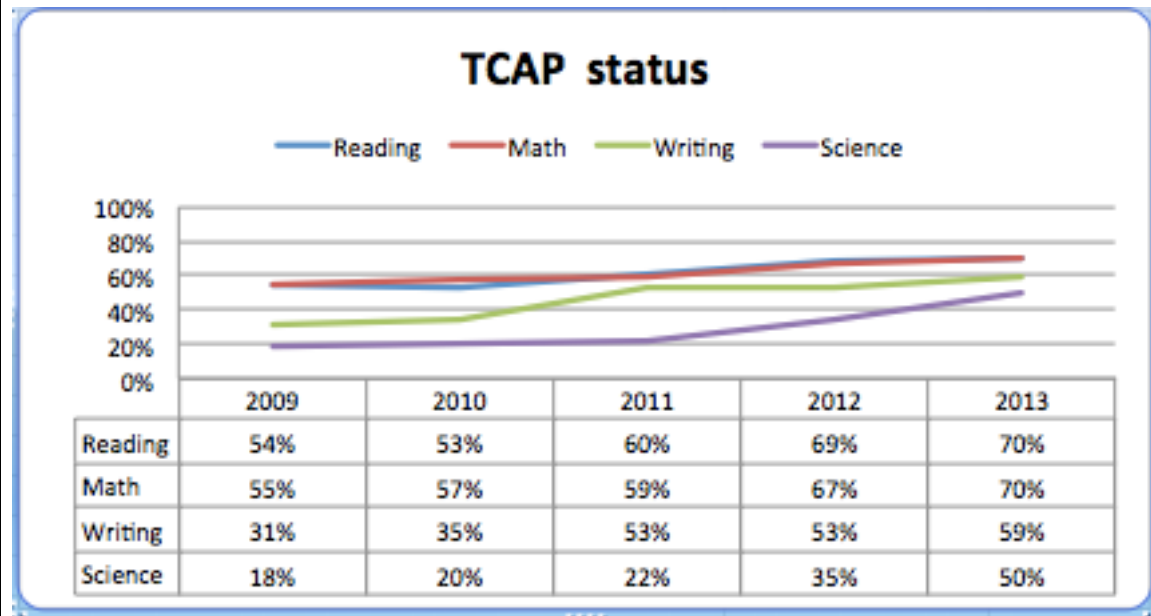
Brown International is an authorized International Baccalaureate Primary Years Program public school in an urban setting with approximately 550 students Early Childhood Education (ECE) through 5th grade. Our Free and Reduced Lunch (FRL) percentage is 45.6%, which does not qualify us for Title One funding in our school district. Our English Language Learner (ELL) population is at 11.8%. Our minority population is 46% and our Special Education population is 9.4%. Brown has two center programs for Special Education: an Affective Needs program for intermediate grades and a Multi-Intensive program for intermediate grades. The staff analyzed annual TCAP results and identified patterns and trends in student performance to inform our school improvement initiatives. The School Performance Framework (SPF) report was also analyzed to identify specific benchmarks of relative weakness for our students that necessitate curriculum and/or instructional emphasis for the ensuing year. This year the staff participated in a root cause analysis of our students' reading, writing and math performance and the school's Leadership Team (SLT) completed the root cause analysis of many data points focusing on Growth Gaps for our populations of Special Education, Minority, Free and Reduced Lunch and ELL Student Growth Data. The School

Leadership Team collaboratively generated strategies and actions to address identified student needs and will present the proposed Unified Improvement Plan to the staff and Collaborative School Committee (includes four parents, four teachers, one classified employee, one community member and the principal) for feedback. One goal at Brown is to recognize and celebrate our improved Meets Expectations rating overall and Meets in Growth. Status, Student Engagement and Parent Engagement and now focus on closing the growth gaps through improved instruction to meet the learning needs of all students. We implemented the PBIS program last year and will use our schoolwide behavior matrix to teach and reinforce appropriate school behaviors. Our PBIS model creates a safe environment where students can focus on academics in order to learn and be successful. We will provide students and their parents information and presentation around the Common Core State Standards (CCSS), bullying, conflict resolution, homework help, and after a survey, more topics to meet their needs.

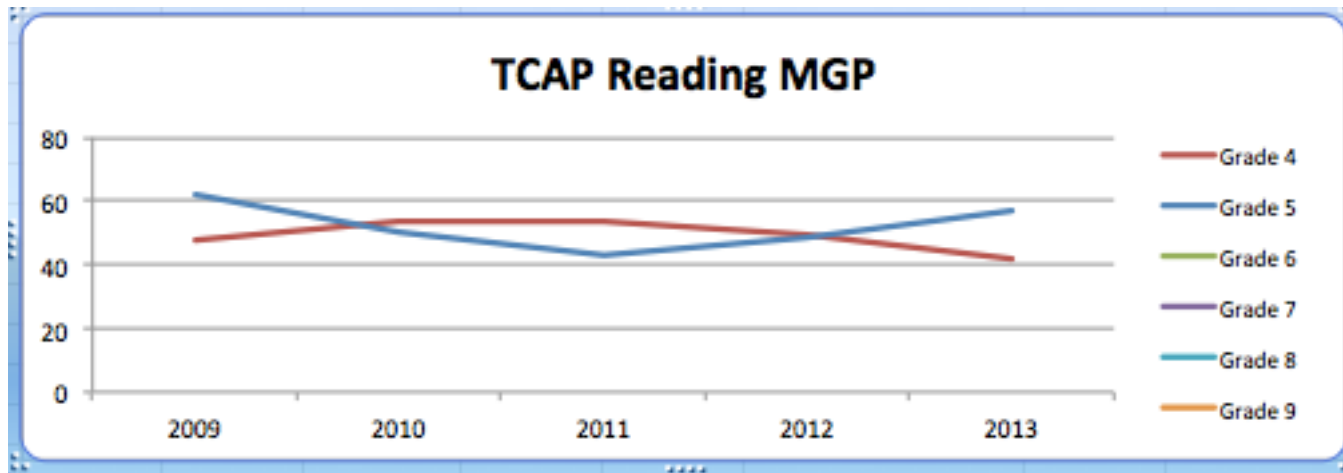
Academic Achievement:

Since the redesign of Brown Elementary in 2005, student academic achievement as measured by TCAP has demonstrated double digit gains in Reading, Math and Writing in grades 3-5 (see chart below). In order to establish improvement priorities for the 2013-2014 school year, we considered three years of TCAP and benchmark data related to academic performance trends. We will also annually analyze TCAP Assessment Framework data and identify the areas of relative weakness in Reading and Writing which were considered in the generation of specific strategies and actions delineated in our action plans.

The percentage of students achieving "Advanced" status on the TCAP has increased in Reading from 2% in 2005 to 13% in 2013, increased in Writing from 1% in 2005 to 9% in 2013, and increased in Math from 7% in 2005 to 44% in 2013. The percentage of students scoring "Unsatisfactory" on the TCAP has declined in Reading from 25% in 2005 to 17% in 2013, declined in Math from 20% in 2005 to 9% in 2013, and declined in Writing from 18% in 2005 to 8% in 2013.

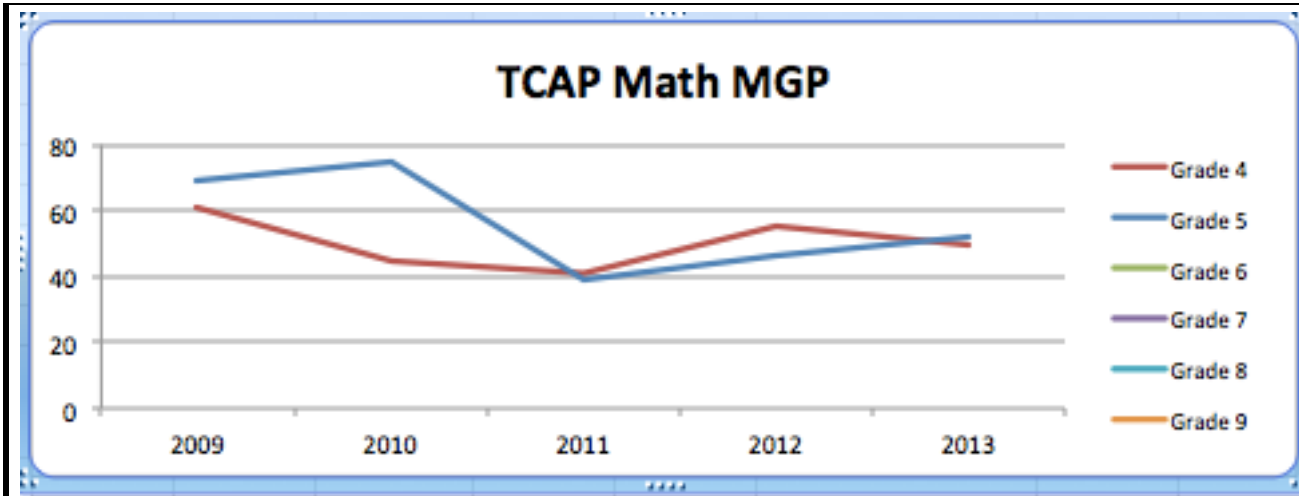


TCAP Growth 2009-13



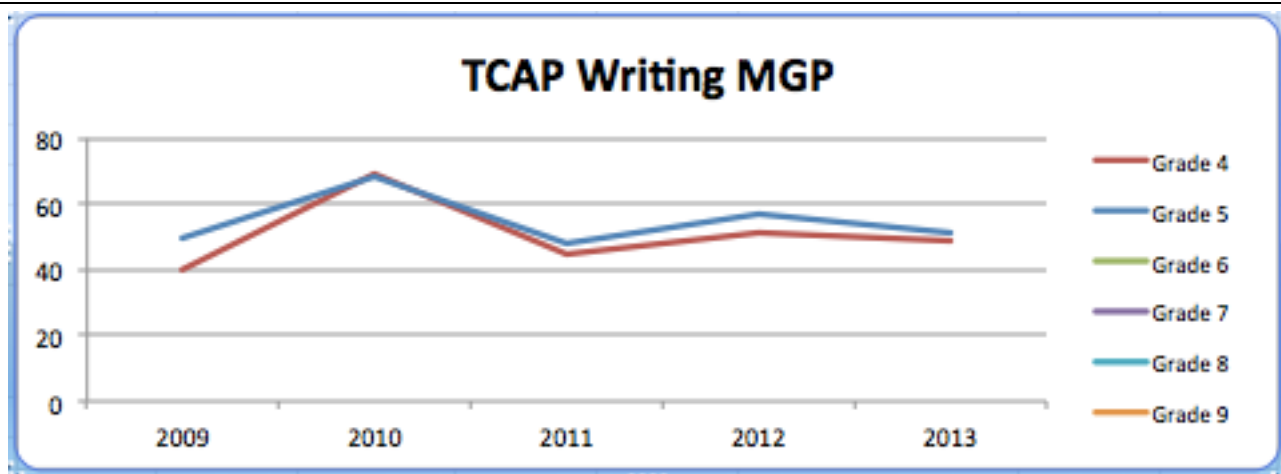
	Grade 4	Grade 5
2009	48	62
2010	53.5	50
2011	54	43
2012	49	48.5
2013	41.5	57

Reading Median Growth Percentile (MGP): 48



	Grade 4	Grade 5
2009	61	69.5
2010	44.5	75
2011	41	39
2012	55	46
2013	49.5	52

Math Median Growth Percentile (MGP): 52



	Grade 4	Grade 5
2009	40	49.5
2010	69	68.5
2011	45	48
2012	51	57
2013	48.5	51.5

Writing Median Growth Percentile (MGP): 51

Root Cause Analysis

As we examined the root causes in areas of relative weakness, we found them to be complex and interrelated rather than being able to identify a few isolated causes. In our UIP we are focusing on multiple root causes that in our current assessment and professional judgment, if successfully eliminated would result in more productive results.

Academic Achievement Priority Need: Although Brown students have demonstrated double-digit gains in achievement in Reading, Writing, Math and Science over the past seven years, our students still demonstrate achievement in Reading below the State average.

- Reading:** 70% at or above P (1% increase from 11-12) but still below State average (72%)
- Math:** 71% at or above P (1% increase from 11-12) and matching the State average (71%)
- Writing:** 60% at or above P (7% increase from 11-12) and above the State average (54%)
- Science:** 50% at or above P (15% increase from 11-12) and above the State average (48%)

Root Causes:

1. Insufficient opportunities for written response to reading and writing across the curriculum especially with extended writing pieces.
2. Insufficient opportunity for modeling and guided practice of explicit reading instruction using the five components of reading.
3. Minimal differentiation of instruction in Reading and Writing within the literacy block and during intervention
4. Teachers have a varied knowledge base and experience in best practices of guided reading instruction

Academic Growth

TCAP Median Growth Percentiles

2011

In Reading Brown's Catch Up growth was 22%, 7% less than the district and 14% less than the state; the Keep Up growth was 71%, 2% less than the district and 5% less than the state; Moving Up growth was 25%, 5% more than the district and 4% more than the state. In Math Brown's Catch Up growth was 20%, 3% less than the district and 5% less than the state; Keep Up growth was 51%, 16% less than the district and 16% less than the state; Moving Up growth was 18%, 14% less than the district and 10% less than the state. In Writing Brown's Catch Up growth was 34%, 2% less than the district and 8% less than the state; Keep Up growth was 76%, the same as the district and the state; Moving Up growth was 43%, 14% more than the district and 13% more than the state.

2012

Brown has been designated as "yellow" Accredited on Watch on the "Stoplight Summary Scorecard" of the School Performance Framework in 2012. This is a drop in status from the 2010-11 "green" rating of Performance. The areas of weakness in our growth data are reflected in the larger gaps of growth over time for the following subgroups: Student Progress Over Time-Growth Data--specifically Continuously Enrolled Growth Math, Minority Subgroup Growth, FRL Subgroup Growth Comparison, Minority Subgroup Growth Comparison and Students with Disabilities Subgroup Growth Comparison.

2013

Brown has been designated as "green" Meets Expectations on the "Stoplight Summary Scorecard" of the School Performance Framework in 2013. This is an increase in status from 2012-13. Median Growth Percentile (MGP) in Reading is Approaching and decreased from 50 to 48 this year; Math is Meets and decreased from 55 in 2012 to 52; and Writing is Meets decreasing from 54 to 51 MGP. Keep Up Growth in Reading is Meets, Math is approaching and Writing is Approaching. Our Access growth increased form 40 to 42 percentile.

	MGP	Catch up Growth %	Keep up Growth %	Access Growth
Reading	48 (approaching)	37.14 (approaching)	87.50 (meets)	42
Math	52 (meets)	38.46 (meets)	79.35 (approaching)	
Writing	51 (meets)	62.07 (meets)	76.71 (approaching)	

Academic Growth Priority Need: Increase Student Adequate Growth Percentile in Reading. Minority Subgroup Growth, FRL Subgroup Growth Comparison, Minority Subgroup Growth Comparison and Students with Disabilities Subgroup Growth Comparison.

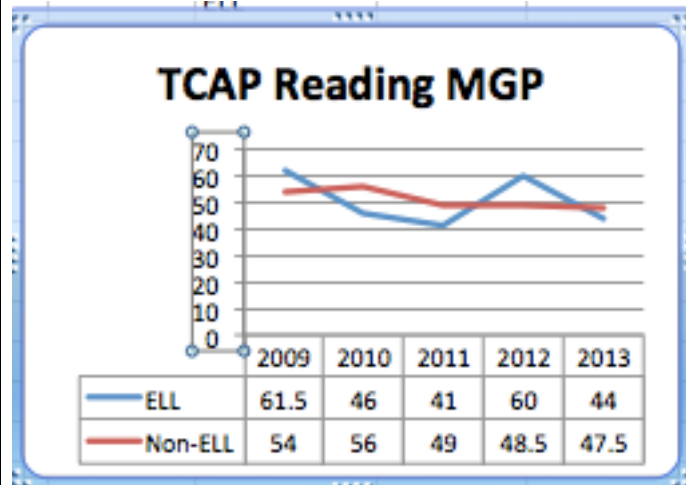
Root Causes:

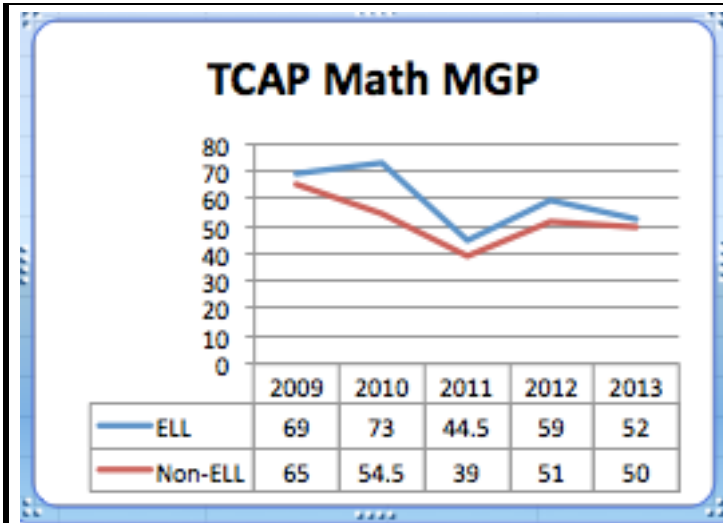
1. Math support programs are not consistently implemented with fidelity.
2. Need to adapt curriculum and instruction for advanced math students.
3. Insufficient specific immediate feedback from teachers.

4. Insufficient differentiation of instruction in Math and writing in Math.
5. Insufficient independent practice time with constructed response and math problem solving.
6. Need to regroup students for math instruction using formative data.

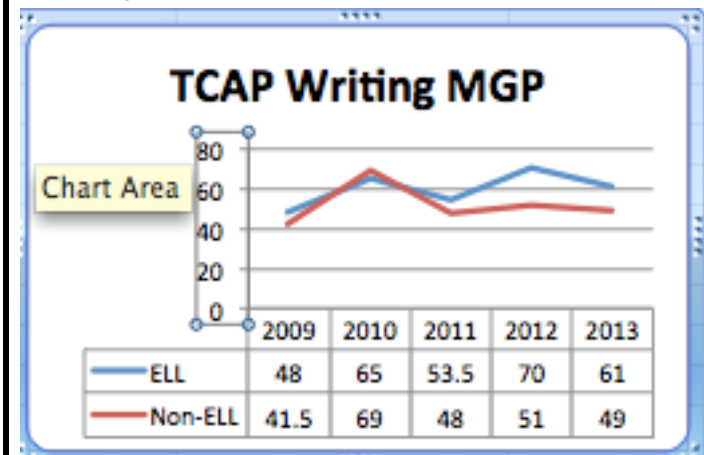
Academic Growth Gaps

ELL Reading Growth Gaps:



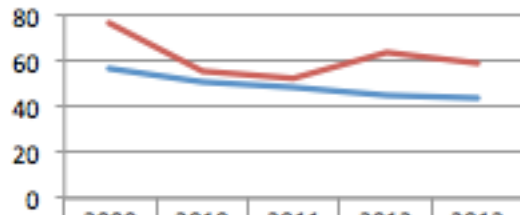


ELL Writing Growth Gaps:



FRL Reading Growth Gaps:

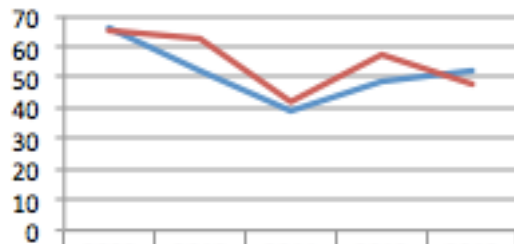
TCAP Reading MGP



	2009	2010	2011	2012	2013
FRL	56	50	48	44.5	43
Non-FRL	76	55	52	63	58

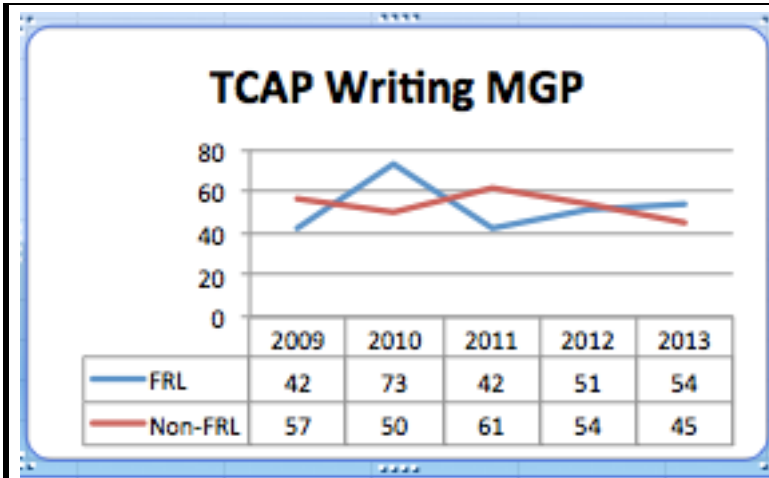
FRL Math Growth Gaps:

TCAP Math MGP

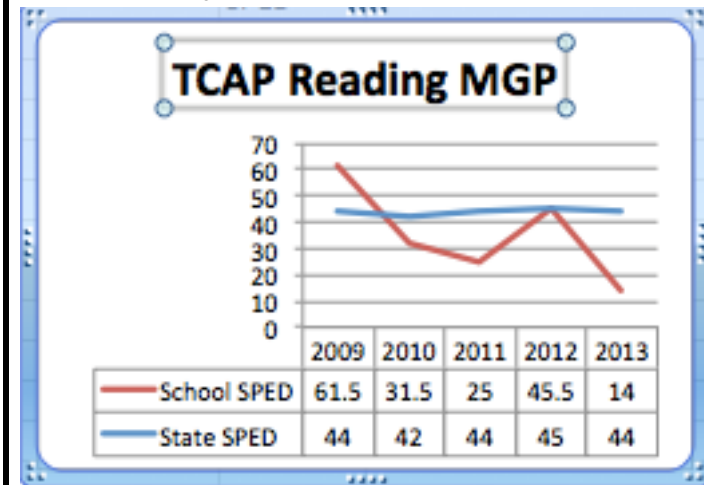


	2009	2010	2011	2012	2013
FRL	66	52	39	49	52.5
Non-FRL	65	62.5	42	57.5	47.5

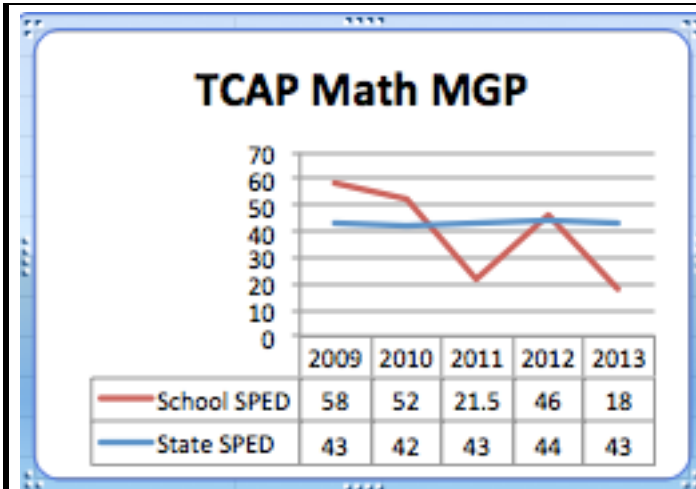
FRL Writing Growth Gaps:



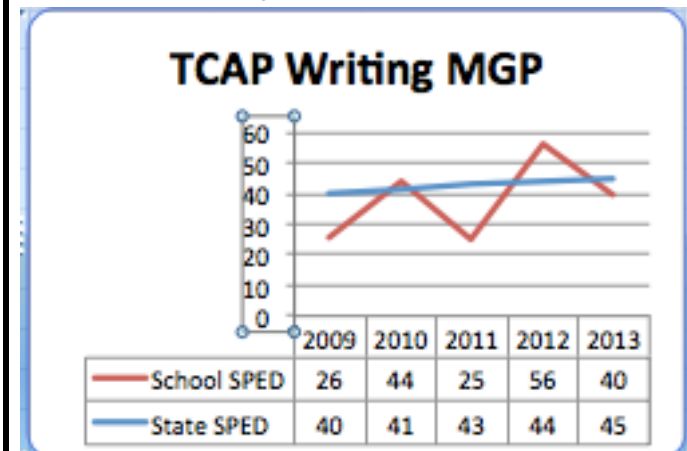
Special Ed Reading Growth:



Special Education Math Growth:



Special Education Writing Growth:



MGP in Reading, Math and Writing for students with IEPs versus non IEP students was not provided due to insufficient numbers (19). However Reading MGP for Sped students decreased from 45.5 in 2012 to 14 in 2013. This is 30 less than the state MGP. Math MGP for Sped students decreased from 46 in 2012 to 18 in 2013. This is 25 less than the state MGP. Writing MGP for Sped students decreased from 56 in 2012 to 40 in 2013. This is 5 less than the state MGP.

The greatest area of need identified in Brown's "Gap Data" exists with identified SPED students whose gap in achievement in Reading, Writing and Math from 2010 to present continues to grow. Our analysis of the gaps data resulted in the identification of SPED student growth in Reading, Math and Writing as a priority need area for the 2013-2015 school years.

Achievement Gap Priority Need: Increase SPED student growth in Reading, Writing and Math to sufficiently close the achievement gap.

Root Cause Analysis: Our analysis of the data and collaborative staff discussions led to the identification of the following root causes:

1. Intervention curriculum is not consistently implemented with fidelity according to recommended program design.
2. The intensity (time) of current interventions is insufficient to promote expected student growth.
3. Affective Needs Center Program academic instructional time is limited due to behavior issues being addressed.
4. Insufficient English Language Development instruction and materials.
5. Insufficient explicit writing instruction for ELLs.

Verification of Root Causes

Root causes were determined by the Leadership Team following an examination of a body of evidence in Reading, Writing and Math including: TCAP and TCAP Assessment Framework reports, Interim Assessments, STAR and STAR Early Literacy, STAR Math, DRA2, weekly Data Team analysis and professional dialogue, and SMART goal development and implementation during the 2012-13 school year.

Action Plan Development

Our previous school improvement plans reflect numerous ambitious improvement strategies accomplished by the Brown staff that have clearly contributed to our continuous growth and improvement. We have set high yet achievable goals to continue to propel us to our vision for Brown International. We also recognize that we can't hold constant our social or economic environments, therefore, over the ensuing two year timeline, priorities and strategies may be added or adjusted to strategically manage our resources to successfully achieve our goals and vision as a school.

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)	The Reading achievement of 3 rd through	No. Reading achievement increased from	Although Brown students have demonstrated

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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.
	5 th grade students will increase from 69% to 72% proficient or advanced	69% to 71% proficient or advanced	double-digit gains in achievement in Reading, Writing and Math over the past several years, our students still demonstrate achievement in Reading below the state average.
	The Math achievement of 3 rd through 5 th grade students will increase from 67% to 71%	No. Math achievement increased from 67% to 70%	
	The writing achievement of 3 rd through 5 th grade students will increase from 53% to 60% proficient or advanced	Yes. Writing achievement increased from 53% to 60% proficient or advanced	Brown celebrates the overall rating of Meets Expectations on the SPF and celebrates Meets for Status and Growth. We are committed to implementation of sustainable and focused practices to meet or exceed targets for all subject areas and groups in 2013-14.
	The science achievement of 3 rd through 5 th grade students will increase from 35% to 40% proficient or advanced	Yes. Science achievement increased from 35% to 50% proficient or advanced	
Academic Growth	By the end of 2012-13 the Median Student Growth Percentile will meet or exceed adequate growth in Reading	No, Approaching. Median Student Growth Percentile decreased from 50 to 48.	
	By the end of 2012-13 the Median Student Growth Percentile will meet or exceed adequate growth in Math	Yes. Median Student Growth Percentile decreased from 55 to 52.	
	By the end of 2012-13 the Median Student Growth Percentile will meet or exceed adequate growth in Writing	Yes. Median Student Growth Percentile decreased from 54 to 50.5.	
Academic Growth Gaps	By the end of 2012-13 the Median Student Growth Percentile of SPED students will meet or exceed adequate growth in Reading	No. Reading gap increased with a drop from 45.5 in 2012 to 14 in 2013.	Academic Growth Gaps for SPED students did not increase because teaching time was not sufficient and students were not provided explicit practice in test taking and independent work time to demonstrate test taking endurance and confidence.
	By the end of 2012-13 the Median Student Growth Percentile of SPED students will meet or exceed adequate growth in Math	No. Math gap increased with a drop from 46 in 2012 to 18 in 2013.	

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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.
Postsecondary & Workforce Readiness	N/A	N/A	

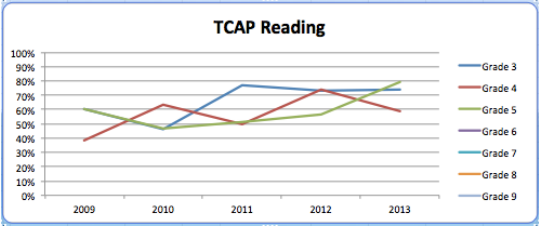
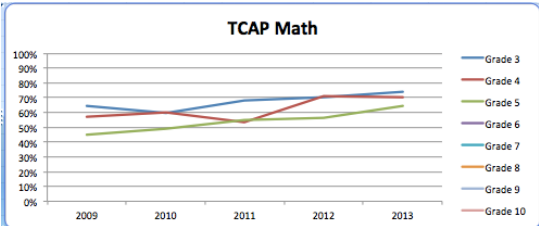
Worksheet #2: Data Analysis

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)	Although students from Brown have demonstrated double-digit gains in achievement in Reading, Math and Writing over the past five years, our students still demonstrate achievement in Reading below the state average.	<p>The percent of students scoring P/A in Reading is slightly lower (70%) than the State expectation of 71% as measured by TCAP.</p> <p>The percent of students scoring P/A in Math is slightly higher (71%) than the State expectation of 70%, as measured by TCAP.</p> <p>The percent of students scoring P/A in Writing is higher (60%) than the State</p>	<p>Insufficient opportunities for evaluating written responses to reading and writing across the curriculum.</p> <p>Insufficient opportunities for increased instructional time during guided reading and literacy block.</p> <p>Insufficient opportunities for tier two intervention because teachers do not have the professional training to use the resources.</p> <p>Teachers have a varied knowledge base and experience in effective and differentiated practices of guided reading instruction.</p> <p>Explicit teaching of the writing process is not consistent across all grade levels and classrooms.</p>

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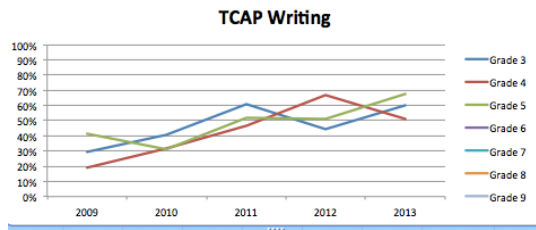
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>expectation of 53%, as measured by TCAP.</p>  <p>Reading: The percentage of proficient or advanced on TCAP Reading for students overall at Brown between 2009-13 (54%, 53%, 60%, 69%, 70%) has increased but is still below the state expectation of 71%</p>  <p>Math: The percentage of proficient or advanced on TCAP Math for students overall at Brown between 2009-13 (55%, 57%, 59%, 67%, 71%) has increased and is above the state expectation of 70%</p>	<p>expectation of 53%, as measured by TCAP.</p>	<p>Insufficient opportunities for evaluating written responses to reading and writing across the curriculum.</p> <p>Insufficient opportunities for increased instructional time during guided reading and literacy block.</p> <p>Insufficient opportunities for tier two intervention because teachers do not have the professional training to use the resources.</p> <p>Teachers have a varied knowledge base and experience in effective and differentiated practices of guided reading instruction.</p> <p>Explicit teaching of the writing process is not consistent across all grade levels and classrooms.</p>

Performance Indicators

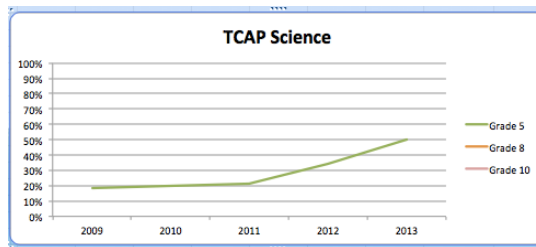
Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes



Writing: The percentage of proficient or advanced on TCAP Writing for students overall at Brown between 2009-13 (31%, 35%, 53%, 53%, 60%) has increased and is above the state expectation of 53%



Science: The percentage of proficient or advanced on TCAP Science for students overall at Brown between 2009-13 (18%, 20%, 22%, 35%, 50%) has increased and is above the state expectation of 47%

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																																																																														
Academic Growth	<p>TCAP Reading MGP</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> <th>Grade 9</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>48</td> <td>62</td> <td>55</td> <td>50</td> <td>52</td> <td>45</td> </tr> <tr> <td>2010</td> <td>52</td> <td>55</td> <td>50</td> <td>48</td> <td>50</td> <td>45</td> </tr> <tr> <td>2011</td> <td>50</td> <td>52</td> <td>48</td> <td>45</td> <td>48</td> <td>42</td> </tr> <tr> <td>2012</td> <td>48</td> <td>50</td> <td>45</td> <td>42</td> <td>45</td> <td>40</td> </tr> <tr> <td>2013</td> <td>45</td> <td>48</td> <td>42</td> <td>40</td> <td>42</td> <td>38</td> </tr> </tbody> </table> <p>TCAP Math MGP</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> <th>Grade 9</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>60</td> <td>70</td> <td>65</td> <td>60</td> <td>55</td> <td>50</td> </tr> <tr> <td>2010</td> <td>55</td> <td>75</td> <td>70</td> <td>65</td> <td>60</td> <td>55</td> </tr> <tr> <td>2011</td> <td>45</td> <td>40</td> <td>45</td> <td>40</td> <td>45</td> <td>40</td> </tr> <tr> <td>2012</td> <td>55</td> <td>50</td> <td>55</td> <td>50</td> <td>55</td> <td>50</td> </tr> <tr> <td>2013</td> <td>50</td> <td>55</td> <td>50</td> <td>55</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>TCAP Writing MGP</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> <th>Grade 9</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>45</td> <td>55</td> <td>50</td> <td>45</td> <td>40</td> <td>35</td> </tr> <tr> <td>2010</td> <td>55</td> <td>65</td> <td>60</td> <td>55</td> <td>50</td> <td>45</td> </tr> <tr> <td>2011</td> <td>45</td> <td>40</td> <td>45</td> <td>40</td> <td>45</td> <td>40</td> </tr> <tr> <td>2012</td> <td>50</td> <td>55</td> <td>50</td> <td>45</td> <td>40</td> <td>35</td> </tr> <tr> <td>2013</td> <td>45</td> <td>50</td> <td>45</td> <td>40</td> <td>45</td> <td>40</td> </tr> </tbody> </table>	Year	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	2009	48	62	55	50	52	45	2010	52	55	50	48	50	45	2011	50	52	48	45	48	42	2012	48	50	45	42	45	40	2013	45	48	42	40	42	38	Year	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	2009	60	70	65	60	55	50	2010	55	75	70	65	60	55	2011	45	40	45	40	45	40	2012	55	50	55	50	55	50	2013	50	55	50	55	50	50	Year	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	2009	45	55	50	45	40	35	2010	55	65	60	55	50	45	2011	45	40	45	40	45	40	2012	50	55	50	45	40	35	2013	45	50	45	40	45	40	<p>The percentile of students in TCAP Reading has remained stable since 2010 2010: 52%ile 2011: 49%ile 2012: 49%ile 2013: 47%ile)</p> <p>The percentile of students in TCAP Math has been inconsistent since 2010 2010: 55%ile 2011: 40%ile 2012: 53%ile 2013: 51%ile)</p> <p>The percentile of students in TCAP Writing has been inconsistent since 2010 2010: 69%ile 2011: 48%ile 2012: 54%ile 2013: 50%ile)</p>	<p>Heterogeneously grouping occurred for the first time in six years and some teachers were challenged to meet the needs of all students.</p> <p>Student fluid regrouping for intervention did not take place consistently.</p> <p>Teachers did not meet with intervention teachers nor share student data consistently.</p> <p>No shared space to hold student achievement progress being monitored by teachers.</p>
Year	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9																																																																																																																											
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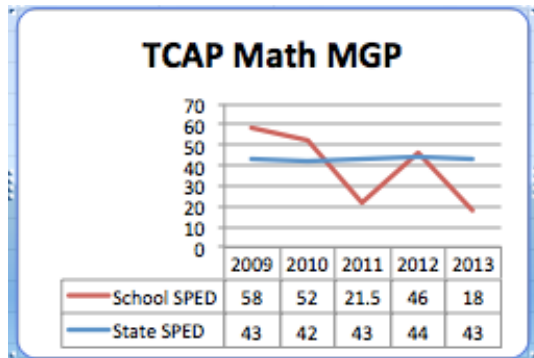
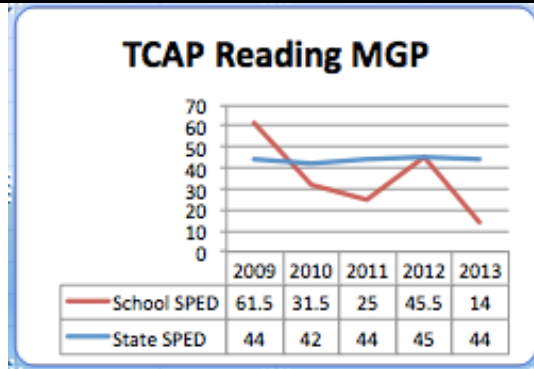
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

Academic Growth Gaps



In TCAP Reading the percentiles of SPED students at Brown between 2009-2013 are 61.5, 31.5, 25, 45.5, 14, while the percentiles of State SPED students between 2009-13 are 44, 42, 44, 45, 44. There is currently a gap of 30 percentile points between the two groups.

In TCAP Math the percentiles of SPED students at Brown between 2009-2013 are 58, 52, 21.5, 46, 18, while the percentiles of State SPED students between 2009-13 are 43, 42, 43, 44, 43. There is currently a gap of 25 percentile points between the two groups.

Reading:

1. Intervention curriculum was not consistently implemented with fidelity according to recommended program design.
2. The intensity (time) of current interventions was insufficient to promote expected student growth.
3. Explicit reading instruction and accountable student independent centers not planned or provided by classroom teachers consistently.
4. Instruction of SWD students was not consistently driven by current student data in AN Center Program.
5. Growth of SWD students in AN Center Programs is not consistently tracked.
6. Intensive academic interventions not consistently applied.

Math:

1. Tier two Math intervention not provided.
2. The practice of regrouping across the grade level for math is not applied.

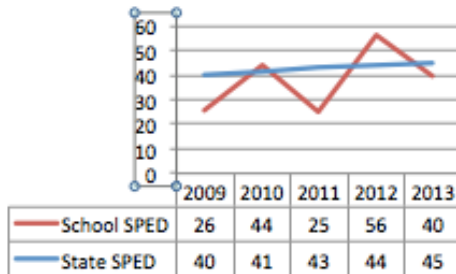
Performance Indicators

Description of Notable Trends
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Priority Performance
Challenges

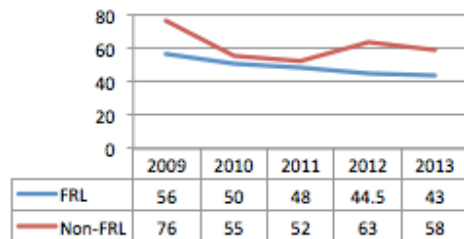
Root Causes

TCAP Writing MGP



In TCAP Writing the percentiles of SPED students at Brown between 2009-2013 are 26, 44, 25, 56, 40, while the percentiles of State SPED students between 2009-13 are 40, 41, 43, 44, 45. There is currently a gap of 5 percentile points between the two groups.

TCAP Reading MGP

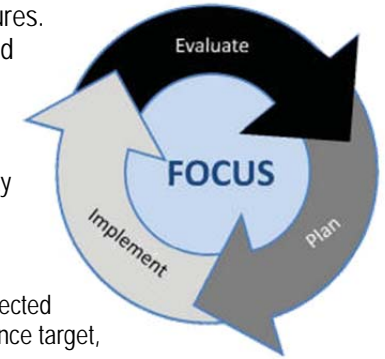


FRL Reading Growth Gaps: Non FRL outperform FRL each year since 009. FRL between 2009-2013 are 56, 50, 48, 44.5, 43, while the percentiles of Non FRL students between 2009-13 are 76, 55, 52, 63, 58. There is currently a gap of 15 percentile points between the two groups.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;">TCAP Math MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>FRL</td> <td>66</td> <td>52</td> <td>39</td> <td>49</td> <td>52.5</td> </tr> <tr> <td>Non-FRL</td> <td>65</td> <td>62.5</td> <td>42</td> <td>57.5</td> <td>47.5</td> </tr> </tbody> </table> <p style="text-align: center;">TCAP Reading MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>61.5</td> <td>46</td> <td>41</td> <td>60</td> <td>44</td> </tr> <tr> <td>Non-ELL</td> <td>54</td> <td>56</td> <td>49</td> <td>48.5</td> <td>47.5</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	FRL	66	52	39	49	52.5	Non-FRL	65	62.5	42	57.5	47.5		2009	2010	2011	2012	2013	ELL	61.5	46	41	60	44	Non-ELL	54	56	49	48.5	47.5	<p>FRL Math Growth Gaps: FRL outperform Non-FRL this year for the first time since 2009. FRL between 2009-2013 are 66, 52, 39, 49, 52.5, while the percentiles of Non FRL students between 2009-13 are 65, 62.5, 42, 57.5, 47.5. There is currently a gap of 5 percentile points between the two groups.</p> <p>ELL Reading Growth Gaps: Non ELLs outperform ELLs in 2013 by 3.5 percentile points. ELLs MGP is 44 for 2013. This is a decrease of MGP from 60 to 44 for ELLs from 2012-13.</p>	
	2009	2010	2011	2012	2013																																		
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Postsecondary & Workforce Readiness	N/A	N/A																																					

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.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Increase percentage of students performing at and above grade level in Reading to meet State and Federal expectations The percent of students scoring P/A in Reading is slightly lower (70%) than the State expectation of 71% as measured by the TCAP.	The Reading achievement of third through fifth grade students on TCAP will increase from 70% to 74% proficient and advanced by 2014.	The Reading achievement of third through fifth grade students on TCAP will increase from 74% to 78% proficient and advanced by 2015.	DPS Interim assessments (three times/year), STAR, STAR Early Literacy and Accelerated Reader Assessments (every 6 to 8 weeks), DRA2 (where applicable), DIBELS for partially proficient and unsatisfactory (bimonthly), Curriculum-based assessments	Develop a shared knowledge base of instructional and engagement strategies that target the skill deficit being addressed to decrease student learning gaps in reading and writing.
		M	Increase percentage of students performing at and above grade level	The Math achievement of third through fifth grade students on	The Math achievement of third through fifth grade students on	DPS Interim assessments (three times/year), STAR Math, Curriculum-based	Regrouping for math across intermediate grade levels and provide

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			in Math to meet State and Federal expectations The percent of students scoring P/A in Math is slightly higher (71%) than the State expectation of 70%, as measured by the TCAP.	TCAP will increase from 70% to 74% proficient and advanced by 2014.	TCAP will increase from 74% to 77% proficient and advanced by 2015.	assessments	additional tier two intervention for math daily for identified students to close the achievement gap.
		W	Increase percentage of students performing at and above grade level in Writing to remain above State and Federal expectations	The Writing achievement of third through fifth grade students will increase from 59% to 62% proficient and advanced by 2014.	The Writing achievement of third through fifth grade students will increase from 62% to 64% proficient and advanced by 2015.	DPS Interim assessments, building level writing prompts using TCAP rubric, Writing Alive unit assessments.	Utilize recently purchased, updated tools for teaching writing and model for colleagues using the strategies used to teach the process of writing and improve writing instruction
		S	Increase percentage of students performing at and above grade level in Science to remain above State and Federal expectations	The Science achievement of fifth grade students will increase from 50% to 54% proficient and advanced by 2014.	The Science achievement of fifth grade students will increase from 54% to 59% proficient and advanced by 2015.	Unit of Inquiry assessments, building level writing prompts using TCAP rubric, Writing Alive unit assessments.	IB <i>Units of Inquiry</i> taught using science and social studies content and integrating reading and writing into instruction.
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	MGP was 48 for student growth in Reading. Catch up growth for Reading was 37.14% Keep up growth for Reading was 87.50%.	By the end of 2013-14 the Median Student Growth Percentile will meet or exceed adequate growth	By the end of 2014-15 the Median Student Growth Percentile will meet or exceed adequate growth	DPS Interim assessments (three times/year), STAR, STAR Early Literacy and Accelerated Reader Assessments (every 6 to 8 weeks), DRA2 (where applicable), DIBELS for partially proficient and unsatisfactory (bimonthly), Curriculum-based assessments.	Increase number of "Demonstration Classrooms" within our school for teacher-observing-teacher opportunities followed by debrief sessions with school Facilitator
		M	MGP was 52 for student growth in Math.	By the end of 2013-14 the Median Student Growth Percentile will	By the end of 2014-15 the Median Student Growth Percentile will	Star Math Assessments, Everyday Math Unit tests, DPS Interim assessments	Utilize both Reading and Writing exemplars and interim assessments as

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			Catch up growth for Math was 38.46%.	meet or exceed adequate growth	meet or exceed adequate growth	(three times/year)	specific teaching tools
		W	MGP was 54 for student growth in Writing. Academic Growth Percentile was 42 in Writing.	By the end of 2013-14 the Median Student Growth Percentile will meet or exceed adequate growth	By the end of 2014-15 the Median Student Growth Percentile will meet or exceed adequate growth	DPS Interim assessments (three times/year), STAR, STAR Early Literacy and Accelerated Reader Assessments (every 6 to 8 weeks), DRA2 (where applicable), DIBELS for partially proficient and unsatisfactory (bimonthly), Curriculum-based assessments	Implement teacher PDU with content including comprehension, collaboration, inquiry, conceptual-based learning, assessment, and learning environment.
		ELP	MGP School ELP was 57.	By the end of 2013-14 the Median Student Growth Percentile will meet or exceed adequate growth.	By the end of 2014-15 the Median Student Growth Percentile will meet or exceed adequate growth.		Create, post and refer to content/language objectives to ensure student understanding of the learning, outcome and check for understanding of the lesson.
Academic Growth Gaps	Median Growth Percentile	R	Increase MGP of SPED students	By the end of 2013-14 the Median Student Growth Percentile will meet or exceed adequate growth	By the end of 2014-15 the Median Student Growth Percentile will meet or exceed adequate growth	DPS Interim assessments (three times/year), STAR, STAR Early Literacy and Accelerated Reader Assessments (every 6 to 8 weeks), DRA2 (where applicable), DIBELS for partially proficient and unsatisfactory (bimonthly), Curriculum-based assessments, researched-based assessments for reading.	Restructure academic schedule to maximize instructional time and to provide daily time for interventions Provide rigorous Reading and Writing instruction beyond grade level curriculum during enrichment time
		M					

		W	Increase MGP of SPED students	By the end of 2013-14 the Median Student Growth Percentile will meet or exceed adequate growth	By the end of 2014-15 the Median Student Growth Percentile will meet or exceed adequate growth	DPS Interim assessments (three times/year), Curriculum-based assessments, researched-based assessments for writing.	Focused Writing instruction for double dose of instruction meeting the IEP goals of each student with disabilities.
Postsecondary & Workforce Readiness	Graduation Rate			N/A			
	Disaggregated Grad Rate			N/A			
	Dropout Rate			N/A			
	Mean CO ACT			N/A			

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: Improve Data Team process

Root Cause(s) Addressed: Need systematic way to capture data team work, share instructional strategies with all teachers and improve instruction.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (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				
Continue to improve collaborative data team process for varied and rigorous assessment and instructional strategies, setting SMART goals, and analyzing student data.	2013	2014	Principal Assistant Principal Literacy Facilitator Grade level team members	<u>Leadership and Learning</u> collaborative data dialogue process.	Data Team schedule (weekly meetings) Teacher data team documentation (template)	In progress
Develop a shared knowledge base of instructional and engagement strategies that target the skill deficit being addressed to decrease gaps and sharing occurs through weekly collaborative data meetings and learning labs.	2013	2014	Principal Assistant Principal Literacy Facilitator All teachers	<u>Classroom Instruction that Works</u> <u>What Works in Schools</u> <u>Teach Like A Champion</u> Brown Data Teams Googledoc <u>Rigor is Not a Four Letter Word</u> <u>Implementing Rigor into Your Lessons</u>	Weekly data meetings Teacher data team documentation (template) Agendas from differentiated PD during staff meetings (topics chosen through teacher survey)	In progress
Include all SWD and ESL teachers in regularly scheduled and relevant data dialogue	2013	2014	Principal Assistant Principal	<u>Classroom Instruction that Works</u> <u>What Works in Schools</u>	Weekly data meetings Teacher data team	In progress

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			Literacy Facilitator Special Education teachers ESL teachers		documentation (template)	
Provide coaching and feedback to support teachers in the effective use of DPS Literacy Guides, STAR, DRA2, interim and SEL assessment reports to analyze student growth and inform instruction.	2013	2014	Literacy Facilitator K-5 teachers Intervention, ESL and Sped teachers	STAR, STAR Early Literacy, DRA2 reports	Complete and discuss data team template Ongoing	In progress
Utilize a body of evidence to progress monitor the growth of students with special needs and ELL students, adjusting instruction to meet identified needs.	2013	2014	SWD teachers Intervention teachers ESL teachers	STAR, STAR Early Literacy, DRA2 reports and other relevant assessments and progress monitoring tools	Weekly data meetings Ongoing	In progress
Continue to improve the Response to Intervention (RtI) process now divided into two teams in order to differentiated for primary and intermediate students to hold more RtI meetings. Follow the RtI process for providing interventions for every child brought to the Student Intervention Team (SIT) for this RtI dialogue and diagnosis.	2013	2014	SIT Team facilitators Teacher representatives Teacher bringing student to the team Parent of student being addressed	Data to facilitate dialogue, intervention discussion and next steps	Documentation of the meeting Weekly SIT meetings	In process

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Improve Reading and Writing instruction

Root Cause(s) Addressed: Teachers model for other teachers successful reading and writing strategies, differentiated reading groups, writing mini-lessons and increased time for instruction during guided reading.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (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				
Certified staff continue to share instructional and engagement strategies that target the skill deficit being addressed to decrease student learning gaps in reading and writing.	2013	2014	Facilitator Administration All teachers	<u>Classroom Instruction that Works</u> <u>Teach Like A Champion</u> DPS Literacy Guides <u>Rigor is Not a Four Letter Word</u> <u>Implementing Rigor in Your Lessons</u>	Weekly data meetings Teacher data team documentation (template) Agendas from differentiated PD during staff meetings (topics chosen through teacher survey)	In progress
Increase time and intensity of Tier two and Tier three literacy interventions for targeted instruction during daily Enrichment/Intervention time.	2013	2014	Interventionists Sped teachers Classroom teachers	LLI FAST Phonics KPALS PALS Avenues	Progress monitoring	In progress
Utilize recently purchased, updated tools for teaching writing and model for colleagues using the strategies used to teach the process of writing and improve writing instruction	2013	2014	Classroom teachers	Writing Alive materials DPS Literacy Guides	Writing Alive assessments District interim writing assessments	In progress
Increase number of IB <i>Units of Inquiry</i> taught using science content and integrating reading and writing into instruction.	2013	2014	Classroom teachers	IB Unit Plans	IB Unit assessments	In progress

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Increasing number of "Demonstration Classrooms" within our school for teacher-observing-teacher opportunities followed by debrief sessions with school Facilitator or School Administrator	2013	2014	Literacy Facilitator Administration All teachers	Modeled classroom instruction	Observation notes and next steps for implementation	In progress
Utilize both Reading and Writing exemplars and interim assessments as specific teaching tools	2013	2014	Literacy Facilitator Teachers	Interim assessments TCAP released items DPS Literacy Guides	Interim assessments Released TCAP items	In progress
Implement teacher PDU with focus on increased rigor through academic language, instructional strategies and assessments.	2013	2014	Literacy Facilitator IB Coordinator IB Team	<u>Comprehension & Collaboration: Inquiry Circles in Action</u> Supporting articles about inquiry.	PDU plan Attendance (sign in sheet) at PD PDU portfolio Learning lab participation	In progress
Continue to create, post and refer to content/language objectives to ensure student understanding of the learning, outcome and check for understanding of the lesson.	2013	2014	All teachers Administration TLA team	District materials to facilitate writing content/language objectives. Learning from each other	Walkthrough feedback. Focused PD to develop skill around writing content/language objectives that include all criteria. LEAP evaluation feedback.	In progress
Provide rigorous Reading and Writing instruction beyond grade level curriculum during enrichment time	2013	2014	Classroom teachers	Variety of resources to enhance critical thinking, comprehension and higher order questioning	Ongoing formative assessment and checks for understanding	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Improve Math instruction.

Root Cause(s) Addressed: Increase instructional practices, strategies and differentiation to improve math instruction and student learning.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (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				
Restructure intermediate grade Math block to provide daily additional math teaching and support through a math tutor.	2013	2014	Math Tutor Classroom teachers	Math Interims Teacher generated assessments Everyday Math Unit Assessments	Biweekly data meetings between Principal and Math Tutor Regular collaboration between classroom teacher and Math Tutor	In progress
Continue to create, post and refer to content/language objectives for math instruction to ensure student understanding of the learning and outcomes.	2013	2014	All teachers Administration TLA team	District materials to facilitate writing content/language objectives. Learning from each other	Walkthrough feedback. LEAP evaluation feedback. Sharing of exemplary Content/Language Objectives posted throughout the school	In progress
Provide ongoing targeted professional development for classroom teachers in implementation of Levels of Cognitive Demand, DPS itasks and Math Common Core Standards.	2013	2014	Teacher Leadership Academy Team (TLA)	DPS itasks TLA turnkey resources Common Core Math Standards	DPS PD Days Staff meetings Grade level team meetings	In progress
Provide rigorous Math instruction beyond grade level curriculum during enrichment time	2013	2014	Classroom teachers	Variety of resources to enhance mathematical thinking and problem solving	Ongoing formative assessment and checks for understanding	In progress
Provide targeted math instruction to meet IEP goals of students with special needs during intervention to close learning gaps and increase proficiency.	2013	2014	SWD teachers Classroom teachers	Researched based assessments	Ongoing progress monitoring to inform instruction Biweekly data meetings between Principal and SWDteacher.	In progress

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				Ongoing collaboration between SWD teachers and classroom teachers	
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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.

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)