

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

Organization Code: 1040 District Name: ACADEMY 20 School Code: 1627 School Name: THE CLASSICAL ACADEMY CHARTER SPF Year: 3 Year

Section I: Summary Information about the School

**Directions:** This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	89.97%	-	-	Overall Rating for Academic Achievement: <b>Exceeds</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	89.25%	-	-	
		W	54.84%	-	-	74.42%	-	-	
		S	45.36%	-	-	66.53%	-	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. <b>Expectation:</b> 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: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	21	-	-	52	-	-	
		M	34	-	-	52	-	-	
		W	32	-	-	53	-	-	
ELP	-	-	-	81	-	-			

**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?	
<b>Academic Growth Gaps</b>	<p><b>Median Growth Percentile</b>  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> 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:  <b>Meets</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p><b>Graduation Rate</b>  <b>Expectation:</b> 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</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</p>
	<p><b>Disaggregated Graduation Rate</b>  <b>Expectation:</b> 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><b>Dropout Rate</b>  <b>Expectation:</b> At or below state average overall.</p>	-	-	-	
	<p><b>Mean Colorado ACT Composite Score</b>  <b>Expectation:</b> At or above state average.</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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.

**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?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	N/A
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.	N/A

**Improvement Plan Information**

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

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

Other: \_\_\_\_\_

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

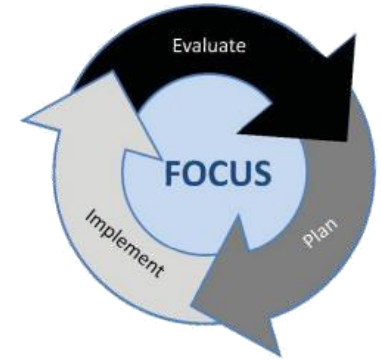
1	Name and Title	Ben Davis - Assistant Principal
	Email	<a href="mailto:bdavis@asd20.org">bdavis@asd20.org</a>
	Phone	719-265-9766
	Mailing Address	1655 Spring Crest Road 80920
2	Name and Title	Amy Nelson – Principal
	Email	<a href="mailto:anelson@asd20.org">anelson@asd20.org</a>
	Phone	719-282-1181
	Mailing Address	12201 Cross Peak View C/S 80921

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

**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><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	➔	<p><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	➔	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
---	---	--	---	---	---	---	---	---

**Narrative:**

**Description of School Setting and Process for Data Analysis:**

The Classical Academy (TCA) is the largest K—12th grade charter school in Colorado. Launched in 1997 with 400 students, TCA currently enrolls 3500 students on three campuses in seven programs. TCA alone is larger than 75% of the public school districts in Colorado. In 2012 the Colorado Department of Education awarded every TCA school (elementary, junior high, and high school) the John Irwin Award for Academic Excellence—an award given to schools that demonstrate excellent academic achievement. TCA’s demographics closely reflect those of District 20, our chartering district. The UIP was developed as a partnership between administration, special education director, special education teachers, and parents (SAC).

**Review Current Performance:**

Academic Achievement: TCA meets all state targets in all areas of performance with our reading and math rating as “Exceeds” with a school percentile of 92 for a 3 year average

in reading and a school percentile of 92 for a 3 year average in math. TCA received a rating of “Meets” for the school percentile 3 year average in writing (87<sup>th</sup> percentile) and in science (83<sup>rd</sup> percentile). According to the yearly School Performance Framework for 2013, TCA did not meet the desired median growth percentile for reading with subgroup students and received a rating of “approaching”. Comprehensive TCAP data, however, indicates a high achieving school with an overall rating in both the 1 year and 3 year averages designated as “Exceeds”.

Academic Growth: TCA meets all state targets in all areas of performance with a rating of “Exceeds” in English Language Proficiency. In reading and math, TCA received a 3 year average median growth percentile of 52, and in writing, TCA received a 3 year average median growth percentile of 53.

Academic Growth Gaps: According to the yearly School Performance Framework for 2013, TCA did not meet the desired median growth percentile for reading with subgroup students and received a rating of “approaching”. Comprehensive TCAP data, however, indicates a high achieving school with an overall rating in both the 1 year and 3 year averages designated as “Exceeds”.

**Trend Analysis:**

The performance indicator, Academic Achievement, shows that scores have increased in math by 0.23% since 2012, but have decreased in reading, writing and science by 0.53%, 0.17% and 0.86%, respectively. The performance indicator, Academic Growth, shows that median growth percentiles have been stable since 2012, although percentiles for English Language Proficiency have decreased by 3%. The performance indicator, Academic Growth Gaps, shows that Students with Disabilities did not meet the desired median growth percentile in math and has increased, then decreased over the past three years. Students with Disabilities are considered “approaching” the state standard in reading and writing, with a decreasing trend in reading and an increasing trend in writing.

**Priority Performance Challenges:**

Although Students with Disabilities have increased their scores each of the last three years in writing, TCA still needs to continue to close the gap to consistently achieve adequate growth in reading, math, and writing within this subgroup.

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	142	48	24	Yes
Minority Students	3	4		Meets	369	59	22	Yes
Students with Disabilities	2	4		Approaching	95	44	33	No
English Learners	4	4		Exceeds	48	61	24	Yes
Students needing to catch up	3	4		Meets	229	55	55	Yes
<b>Mathematics</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	140	49	41	Yes
Minority Students	3	4		Meets	368	50	35	Yes
Students with Disabilities	1	4		Does Not Meet	97	39	59	No
English Learners	3	4		Meets	48	55	33	Yes
Students needing to catch up	3	4		Meets	195	58	73	No
<b>Writing</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	142	48	36	Yes
Minority Students	3	4		Meets	369	54	33	Yes
Students with Disabilities	2	4		Approaching	95	54	70	No
English Learners	3	4		Meets	48	59	38	Yes
Students needing to catch up	4	4		Exceeds	576	60	54	Yes
<b>Total</b>	<b>43</b>	<b>60</b>	<b>71.7%</b>	<b>Meets</b>				

**Root Cause Analysis:**

In our discussions, we found that some of the root causes were the same in more than one performance indicator. In identifying root causes, we worked with principals, instructional philosophy directors, and the Director of Student Support services to determine:

- Students with Disabilities did not receive adequate instruction at instructional level in order to close the achievement gap.
- Individual caseloads for highly qualified Special Education Generalists were too cumbersome, reducing effectiveness in providing instruction, especially in reading and math, at instructional level.
- TCA did not adequately facilitate collaboration between general education teachers and Special Education Generalists in order to provide instruction at instructional level within the general education classroom.

**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)				
Academic Growth				
Academic Growth Gaps	Math	<p>Student subgroups with growth gaps in math over the three year period: Students with Disabilities are approaching state expectations.</p> <p>By the end of the 2012-2013 school year, the school will progress towards SPF growth expectations for students designated as students with disabilities (the median student growth percentile in math will be 43).</p>	<p>The Students with Disabilities subgroup did not meet the designated target in math for the 2012-2013 school year. The median growth percentile target in math was 43, and the actual median growth percentile for Students with Disabilities was 31.</p>	

Individual caseloads for highly

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.
			<p>qualified Special Education Generalists were unusually high, reducing effectiveness in providing instruction time at instructional level.</p> <p>TCA did not adequately facilitate collaboration between general education teachers and Special Education Generalists in order to provide instruction at instructional level within the general education classroom.</p>
	<p>Writing</p> <p>Student subgroups with growth gaps in writing over the three year period: Students with disabilities are approaching state expectations.</p> <p>By the end of the 2012-2013 school year, the school will progress towards SPF growth expectations for students designated as students with disabilities (the median student growth percentile in writing will be 45).</p>	<p>The Students with Disabilities subgroup met the designated target in writing for the 2012-2103 school year. The median growth percentile target in writing was 45, and the actual median growth percentile for Students with Disabilities was 54.</p>	<p>Improvement strategies were inaugurated in 2012 in order to close the achievement gap in writing for Students with Disabilities. Median growth percentiles in 2013 demonstrate a significant growth in achievement for Students with Disabilities, thereby substantiating the efficacy of those improvement strategies.</p>
<p>Postsecondary &amp; Workforce Readiness</p>			

**Worksheet #2: Data Analysis**

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

schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	The key performance indicator, Academic Achievement, shows that TCA’s students “Exceed” state standards in reading (89.97% Proficient and Advanced) and math (89.25% Proficient and Advanced) for a three year average. The key performance indicator, Academic Achievement, shows that TCA’s students “Meet” state standards in writing (74.42% proficient and advanced) and science (66.53% proficient and advanced).	None	None
Academic Growth	The key performance indicator, Academic Growth, shows that TCA’s students “Meet” state standards in all tested subjects; reading, math and writing. Science does not have an Academic Growth rating at this time.	None	None
Academic Growth Gaps	The key performance indicator, Academic Growth Gaps, shows that four of TCA’s disaggregated groups (Free and Reduced Lunch, Minority Students, English Learners and Students Needing to Catch Up) “Meet” or “Exceed” state standards in reading, math and writing.	None	None
	The key performance indicator, Academic Growth Gaps, shows that TCA’s ELL students “Exceed” state standards in Reading and TCA’s subgroup, Students Needing to Catch Up, “Exceeds” state standards in writing.	None	None
	The subgroup, Students with Disabilities, are considered “Approaching” state standards in both	Student subgroups with growth gaps in	In our discussions, we found that some of the root causes were the same in more than one performance indicator. In

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

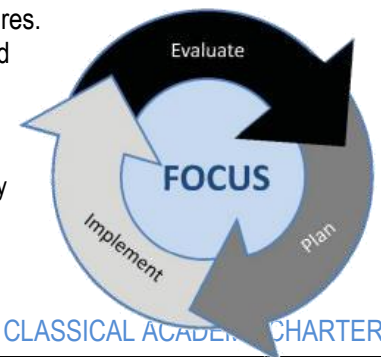
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	reading and writing, but did not meet state standards in math.	math, reading, and writing over the three year period: Students with Disabilities are approaching state standards in reading and writing, but did not meet state standards in math.	identifying root causes, we worked with principals, instructional philosophy directors, and the Director of Student Support services to determine: Students with disabilities did not receive adequate instruction time at instructional level in order to close the achievement gap. Individual caseloads for highly qualified Special Education Generalists were unusually high, reducing effectiveness in providing instruction time, especially in reading and math, at instructional level. TCA did not adequately facilitate collaboration between general education teachers and Special Education General Specialists in order to provide instruction at instructional level within the general education classroom.
Postsecondary & Workforce Readiness		None	None
		None	None

**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).



School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

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	N/A	N/A	N/A	N/A	
		M	N/A	N/A	N/A	N/A	
		W	N/A	N/A	N/A	N/A	
		S	N/A	N/A	N/A	N/A	
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A	N/A	N/A	N/A	
		M	N/A	N/A	N/A	N/A	
		W	N/A	N/A	N/A	N/A	
		ELP	N/A	N/A	N/A	N/A	
Academic Growth Gaps	Median Growth Percentile	R	Student subgroups with growth gaps in reading over the three year period: Students with Disabilities are approaching state standards.	By the end of the 2013-2014 school year, the school will progress towards SPF growth standards for students designated as Students with Disabilities (the median student growth percentile in reading will be at or above 37).	By the end of the 2014-2015 school year, the school will progress towards SPF growth standards for students designated as Students with Disabilities (the median student growth percentile in reading will be at or above 36).	Multiple progress monitoring and assessment tools will be administered in the interim for Students with Disabilities in reading to ensure that those students are receiving instruction at their instructional level.	(1) Increase the number of highly qualified Special Education Generalists employed at TCA elementary. (2) TCA will facilitate additional collaboration between special education staff and general education teachers in order to provide instruction at instructional level within the general education classroom for students with disabilities.

		M	<p>Student subgroups with growth gaps in math over the three year period: Students with Disabilities did not meet state standards.</p>	<p>By the end of the 2013-2014 school year, the school will progress towards SPF growth standards for students designated as Students with Disabilities (the median student growth percentile in math will be at or above 38).</p>	<p>By the end of the 2014-2015 school year, the school will progress towards SPF growth standards for students designated as Students with Disabilities (the median student growth percentile in math will be at or above 37).</p>	<p>In addition to the major improvement strategies (which will also begin implementation in the interim), monitoring assessments will be administered monthly during the school year for those that score unsatisfactory on assessments.</p> <p>AIMSweb benchmarking and progress monitoring is available through student support services if more data needs to be collected.</p> <p>Saxon/ Prentice Hall curriculum assessments will be administered as part of end of unit assessments.</p>	<p>(1) Increase the number of highly qualified Special Education Generalists employed at TCA elementary.</p> <p>(2) TCA will facilitate additional collaboration between special education staff and general education teachers in order to provide instruction at instructional level within the general education classroom for students with disabilities.</p>
		W	<p>Student subgroups with growth gaps in writing over the three year period: Students with Disabilities are approaching state standards.</p>	<p>By the end of the 2013-2014 school year, the school will progress towards SPF growth standards for students designated as Students with Disabilities (the median student growth percentile in writing will be at or above 55).</p>	<p>By the end of the 2014-2015 school year, the school will progress towards SPF growth standards for students designated as Students with Disabilities (the median student growth percentile in writing will be at or above 55).</p>	<p>3<sup>rd</sup>-6<sup>th</sup> grade students will complete a common writing task appropriate to grade level bi-annually that teachers will evaluate based upon a common standard-based rubric.</p>	<p>(1) Increase the number of highly qualified Special Education Generalists employed at TCA elementary.</p> <p>(2) TCA will facilitate additional collaboration between special education staff and general education teachers in order to provide instruction at instructional level within the general education classroom for students with disabilities.</p> <p>(3) Special education staff as well as general</p>

							education teachers will receive additional professional development in Excellence in Writing (selected curriculum). Additionally, k-6 <sup>th</sup> math curriculum review will be in process for the 2014-2015 school year and may necessitate additional professional development based on the selected math curriculum.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A	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:** Increase the number of highly qualified Special Education Generalists employed at TCA elementary.

**Root Cause(s) Addressed:** (1) Students with disabilities did not receive adequate instruction time at instructional level in order to close the achievement gap. (2) Individual caseloads for highly qualified Special Education Generalists were unusually high, reducing effectiveness in providing instruction, especially in reading and math, at instructional level.

**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: \_\_\_\_\_

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

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				
Student Support Services Director has partnered with principals at appropriate campuses in order to hire the most qualified and most effective Generalists	August	N/A	Student Support Services Director, Principals	Varied; local funds	N/A	Completed

\* 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:** Special education staff as well as general education teachers will receive additional professional development in Excellence in Writing (selected curriculum). Additionally, k-6<sup>th</sup> math curriculum review will be in process for the 2014-2015 school year and may necessitate additional professional development based on the selected math curriculum.

**Root Cause(s) Addressed:** Students with disabilities did not receive adequate instruction time at instructional level in order to close the achievement gap in writing and math.

**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				
Professional development for writing (Excellence in Writing) will be offered during available opportunities, including October in-service days, Idea Institute, and more.	Ongoing		IPDs Mentors Administration Teachers Special Education staff / Director	Unknown; dependent on decisions for professional development training	Professional development in selected writing curriculum will be ongoing for both Special education staff and general education teachers.	In progress
Selected math curriculum will		August –	IPDs	Unknown; dependent on	A math curriculum will be	Not begun

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

necessitate professional development for all general education and student support services staff.		January, 2014/2015	Mentors Administration Teachers Special Education staff / Director Parents	selected curriculum and available funds	selected in 2014 and a plan for implementation will be put in place.	

\* 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:** TCA will facilitate additional collaboration between special education staff and general education teachers in order to provide instruction at instructional level within the general education classroom for students with disabilities.

**Root Cause(s) Addressed:** TCA did not adequately facilitate collaboration between general education teachers and Special Education Generalists in order to provide instruction at instructional level within the general education classroom for students with disabilities.

**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				
School administrators will require additional collaboration between special education staff and general education teachers and will follow up to ensure accountability.	October (immediate); Ongoing	Ongoing	Administrators Special education staff Teachers	None	Informal follow-ups with both special education staff and general education teachers	Not begun
Special education staff will work more closely with general education staff to ensure that students with disabilities are receiving instruction at instructional level within the general education	October (immediate); Ongoing	Ongoing	Administrators Special education staff Teachers	None	Informal follow-ups with both special education staff and general education teachers	Not begun

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

classroom. This will include formal and informal observation, more frequent discussions between special education staff and general education teachers, and other appropriate measures. Student support services director will follow up to ensure accountability.							

\* 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)