

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

Organization Code: 1010 District Name: COLORADO SPRINGS 11 School Code: 1616 School Name: CIVA CHARTER ACADEMY Official 2014 SPF: 1 Year

**Section I: Summary Information about the School**

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

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, 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	-	-	73.33%	-	-	81.25%	Overall Rating for Academic Achievement: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	21.25%	
		W	-	-	50%	-	-	53.75%	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS 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.		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	-	-	12	-	-	62	
		M	-	-	97	-	-	48	
		W	-	-	50	-	-	62	
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><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>Graduation Rate</p> <p><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>90.3% using a 6 year grad rate</p>	Exceeds	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: <b>Meets</b></p>
	<p>Disaggregated Graduation Rate</p> <p><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.	Meets	
	<p>Dropout Rate</p> <p><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	3.6%	0.5%	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	20.0	20.0	Meets	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <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, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

**Section II: Improvement Plan Information**

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Best Grant – May 2013
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Andrea Brown
	Email	<a href="mailto:andrea.brown@d11.org">andrea.brown@d11.org</a>
	Phone	719-633-1306
	Mailing Address	4635 Northpark Dr. Colorado Springs. CO 80918
2	Name and Title	Randy Zimmerman
	Email	<a href="mailto:Randy.zimmerman@d11.org">Randy.zimmerman@d11.org</a>
	Phone	719-633-1306
	Mailing Address	4635 Northpark Dr. Colorado Springs. CO 80918

School Code: 1616

School Name: CIVA CHARTER ACADEMY

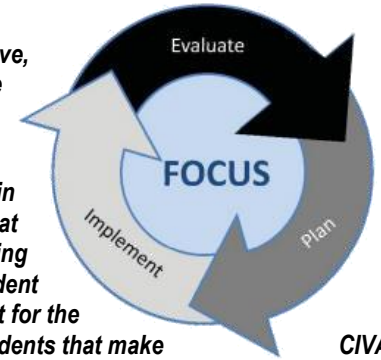
**Section III: Narrative on Data Analysis and Root Cause Identification**

**Narrative:**

*CIVA Charter High School is a tuition-free, public college preparation high school in Colorado Springs. CIVA's small class sizes and supportive, family-like atmosphere provide a one-of-a-kind experience where teachers know students by name, and where students respect and care for one another. The strong culture of character and respect at CIVA is one that is unmatched by most traditional public high schools.*

**CIVA Offers:** ■ A Variety of Arts Electives ■ Sports and Extra-curricular events ■ College Preparation ■ Character Development.

*CIVA's pedagogical approach is gleaned from Quantum Learning. Quantum Learning is a brain-based research model, which has resulted in amazing academic and social improvements for our students. Quantum Learning increases student academic achievement and inspires great personal and character growth. CIVA offers our students small, personal classrooms with professional teachers who specialize in creating engaging and challenging lessons. Student to teacher ratio is normally 15 to 1 for students in academic courses, which directly results in better student performance. Our dedication to small classrooms helps teachers to truly know the skills and abilities of each student, and provides an environment for the teachers to differentiate the curriculum for each student's learning needs. Perhaps the best aspect of CIVA is the dynamic peer culture. It is the students that make such a great place to learn and develop. We believe we have the healthiest and most dynamic peer culture in Colorado Springs. Our student's warmly welcome new students into our community; they encourage one another to live up to their best academic, artistic, and athletic ability.*



*The purpose of the Governing Board is to support CIVA as a charter public school dedicated to developing students' character first by:*

- Preparing administrators, teachers, parents, mentors, and students to develop character within the school curriculum and larger learning environment;
- Providing and maintaining a school facility and infrastructure in which to carry out the school's mission;
- Managing research to assess the effectiveness of the school's educational progress.

**Data Narrative for School**

CIVA has an enrollment of 195 students. 8.1% Special Ed; .5% ELL; 8.6% Gifted and Talented; 31.7% FRL 5.4% ILP; s. CIVA has maintained our rating of "Performance" in our SPF for the fourth year!

Some major differences from last year's SPF.

- 1) CIVA meets goal in 6 of 7 categories and exceeds in the Graduation Rate and Dropout areas. Approaching only in Math.
- 2) Academic Achievement MEETS with 66.7% and has remained stable for THREE years.
- 3) Academic Growth – MEETS from 58.3% to 83.3%. CIVA's biggest boost ever!
- 4) CIVA has exceeded our goal and has continued to make adequate growth in Reading and Writing. Math is APPROACHING goal. With our intensive writing focus last year our results have shown us the growth and improvement we were expecting. We will continue to build on our exceptional growth this year in both Reading and Writing. Our main goals for this year will be getting our math scores up to the MEETS level.
- 5) Growth Gaps: Reading - MEETS  
Math – APPROACHING  
Writing – MEETS

Graduation rate: MEETS and EXCEEDS state and federal expectations.

CIVA students are on track for the Reading and do not need to catch-up.

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Students needing to CATCH up have moved to APPROACHING in Math.

Students needing to CATCH up have moved to MEETS in Writing.

- 6) Colorado ACT MEET expectations. The preliminary SPF shows CIVA as only having 19.5 which would put our rating at APPROACHING. See attached report from ACT dated August 20, 2013 you notice that CIVA's Composite score is listed at 20.0. We created an ACT preparation class meeting 2 days weekly starting 2<sup>nd</sup> semester which has helped boost our overall composite scores.
- 7) TCAP Analysis:
- 8) 9 Reading: Females are outperforming males by 4%.  
10 Reading: Disaggregated information show our non-Hispanic students are outperforming our Hispanic/African American students. No males scored Proficient or above. Girls really outperformed boys.  
9 Writing: Only one unsatisfactory and no advances, where last year CIVA showed no unsatisfactory and 6 advanced. Boys and girls are scoring the same % in P&A. Steady growth since 2011.  
10 Writing: No unsatisfactory and 3 advances show much better scores that last year, when we had 12 unsatisfactory and only 1 advanced. The Cross curricular writing rubric we implemented in our UIP for the past 2 years is showing the favorable results we expected. More frequent writing with emphasis on quality and quantity is one reason for not having any unsatisfactory scores. Females outperformed males.

#### CIVA Cross-Curricular Writing Schema (The "Writing Intensive" Approach")

In order to encourage/connect the writing process for our students across the curriculum, we implemented the ideology of "Writing Intensive" units/lessons. The extended writing concept gives the teacher a better formative/summative evaluation for the thought process of the students simply seeing the skills being applied. This will also be used as part of our USIP for the coming school year. Having a "Writing Intensive" unit at least once per semester creates data points across the curriculum.

Establish select lessons (or even entire courses) as "Writing Intensive"

Offering some elements of a course as Writing Intensive offers the opportunity for students to truly display their thought process and to support the arguments they make in ways that multiple-choice and true/false ignore. Additionally, this enables them to use/improve their writing skills and see how language arts skills are applicable across the board.

What makes a course/lesson Writing Intensive?

Writing Intensive courses vary according to the discipline in which they are taught, but they all share the following criteria:

#### Content

In a WI course, formal and informal writing are used to help students learn the content of the course.

#### Improvement

In a WI course, students and teachers work together to improve student writing. Teachers may review and provide advice on theses, writing plans and drafts as students write them. Teachers may assign several short papers and suggest methods for revision in between. Teachers may confer with students between papers. Teachers may model writing and monitor students' subsequent experiments with similar writing.

#### Significance

In a WI course, a student's writing contributes significantly to his or her course grade.

#### Amount

In a WI course, students are required to do a substantial amount of writing. This may include formal or informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, literature reviews, lab reports, research reports, reaction papers, or other similar assignments.

#### Grading

As the students are tiered in their writing to reach varying levels as they advance to each new grade, students should be assessed in this way. Freshmen should work on the basic 5 paragraph format. Sophomores should be held to the standards of 6 trait writing. Juniors should display advanced style and sophistication while branching out from basic structure. Seniors should be doing

more expository and creative writing. Length of papers can also vary (but does not have to) in the following levels: 9th grade 2-3 pages, 10th grade 3-5 pages, 11th grade 5-7 pages, and seniors 7-10 pages.

### Response to Writing Errors

As research has shown, students get overwhelmed by too much feedback. Mark a few things that stand out as errors in grammar or content in the first one or two paragraphs, and then give more extended feedback at the end of the paper.

### Commenting on Student Papers

The scholarly literature in this area distinguishes formative from summative comments.

Summative comments are the more traditional approach. They render judgment about an essay after it has been completed. They explain the instructor's judgment of a student's performance. If the instructor's comments contain several critical statements, the student often becomes protective of his or her ego by filtering them out; learning from mistakes becomes more difficult. If the assignment is over with, the student may see no reason to revisit it to learn from the comments.

Formative comments, on the other hand, give the student feedback in an ongoing process of learning and skill building. Through formative comments, particularly in the draft stage of a writing assignment, instructors guide students on a strategic selection of the most important aspects of the essay. These include both what to keep because it is (at least relatively) well done and what requires revision. Formative comments let the student know clearly how to revise and why.

Commenting on student writing is only one part of grading the student's work. Here are ten tips to have more impactful comments and more effective paper corrections.

Use your comments on a student's paper to highlight things the paper accomplishes well and a few major things that would most improve the paper.

Always observe at least one or two strengths in the student's paper, even if they seem to you to be low-level accomplishments — but avoid condescension.

Don't make exhaustive comments.

Don't proofread. If the paper is painfully replete with errors and you want to emphasize writing mechanics, count the first ten errors on the page; draw a line at that point.

Notice patterns or repeated errors (in content or form). Choose the three or four most disabling ones, and direct your comments toward helping the students understand what they need to learn to do differently to correct this kind of error.

Use marginal notes to locate and comment on specific passages in the paper (for example "Interesting idea — develop it more" or "I lost the thread of the argument in this section" or "Very useful summary here before you transition to the next point"). Use final or end comments to discuss more global issues (e.g., "Work on paragraph structure" or "The argument from analogy is ineffective. A better way to make the point would be...")

Maintain a catalogue of positive end comments: "Very perceptive reading." "Good engagement with the material." "Gets at the most relevant material/issues/passages." Anything that connects specific aspects of the student's product with the grading rubric is useful.

Diplomatic but firm suggestions for improvement: Here you must be specific and concrete. Global negative statements tend to enter students' self-image ("I'm a bad writer"). This creates an attitudinal barrier to learning and makes your job harder and less satisfying. Instead, try "The most strategic improvement you could make is..." "The biggest opportunity for growth is..." Again, don't try to comment on everything. Select only the most essential areas for improvement, and watch the student's progress on the next draft or paper.

Typical in-text marks: Provide your students with a legend of your reading marks. Does a straight underline indicate "good stuff"? Does a wavy underline mean something different? Do you use abbreviations in the margins? Use the markings included in this book.

The tone of your comments on student writing is important to students. Avoid sarcasm and jokes — students who take offense are less disposed to learn. Address the student by name before your end-comments, and sign your name after your remarks. Be professional, and bear in mind the sorts of comments that help you with your work.

### Plagiarism and Grading

Students can be genuinely uninformed or misinformed about what constitutes plagiarism. Ensure that you touch on it when assigning writing projects and include reference to it on your syllabus.

Plagiarism can be largely prevented by stipulating that larger writing assignments be completed in steps that the students must turn in for instructor review, or that syllabus include the instructor's brief, but substantive, chats about how their projects are developing, or that students turn in their research log at intermediate points in the research process.

If a student does commit plagiarism, this should be reported to the office and to the English department so a meeting with that student can be arranged to explain the consequences of academic dishonesty. Please bring along a print out of the plagiarized material.

[1] For more information on writing essays, see Peter Charles Hoffer and William B. Stueck, *Reading and Writing American History: An Introduction to the Historian's Craft*; and William Strunk and E. B. White, *Elements of Style*. Other resources for writers include *The Chicago Manual of Style : The Essential Guide for Writers, Editors, and Publishers* (14th Edition); Marjorie E. Skillin and Robert Malcolm Gay, *Words Into Type*; and Kate L. Turabian,

**Quantum Learning FADE components:****Foundation:**

Foundation is the context of the classroom and aligns everyone toward a common vision. Alignment is achieved through procedures and rules that clearly define expectations, values, and goals for teachers and students. This creates a culture of learning where students understand classroom procedures and know how to interact with each other and with their teachers to experience successful learning.

**Atmosphere:**

Atmosphere plays a significant role in the affective domain of learning. It's the general feeling you create in your classroom – students feel safe and supported and have a strong sense of belonging. The development of character-building life skills promotes respect and rapport – between teacher and the students. The tone of the class is “down to business,” yet comfortable and motivating. Every effort is acknowledged – all learning and achievements are celebrated.

**Design and Delivery:**

In addition to the brain-considerate crafting of effective lessons, design intertwines the elements of student buy-in, connecting content to prior knowledge and the transfer of learning to real-life situations. Activities that allow students to demonstrate their learning and allow teachers to assess student progress are vital elements of design. Delivery relates to the facilitation of the designed lesson. Effective delivery maximizes the student's participation, comprehension and competency, and provides a multisensory, efficient and focused learning experience. Elements of delivery include questioning strategies and discussion skills that increase participation and accountability, giving effective directions, maximizing student attention, purposeful use of voice, and essential communication strategies.

**Environment:**

Environment is the utilization of physical space to support a culture of learning. The ideal classroom environment is inviting, comfortable, and stimulating. Because everything in the classroom sends a message about what is important, the environment is purposeful constructed with the use of plants, lighting, décor, furniture arrangement, content-related and inspirational posters, and the student-generated work. Music, which has significant influence on the learning and state of the student, is a powerful element of the QL environment.

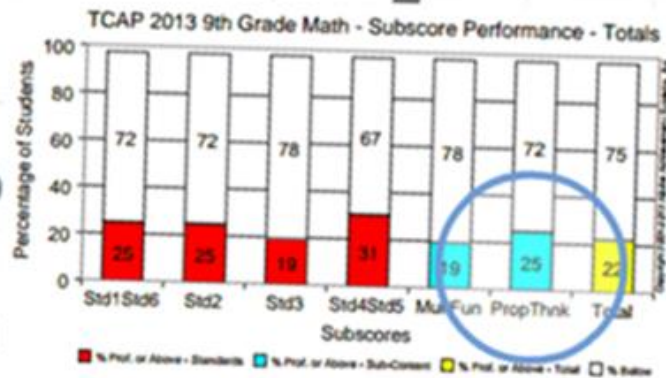
**MATH GROWTH AND WEAKNESSES:**

9 Math: Still showed growth over all even though number of unsatisfactory stayed the same, but the number of advanced scores went down by half. Males outperformed females by 6%.

10 Math: Lost some ground with only 16% P&A down from 27%. Number of unsatisfactory down from 18 to 12 with 1 scoring advanced. Root Cause is students that were behind in Algebra 2 or Geometry were placed in pre-algebra or Algebra 1 to boost skills. We realized too late those students were not getting the material they needed to cover for the TCAP math test.

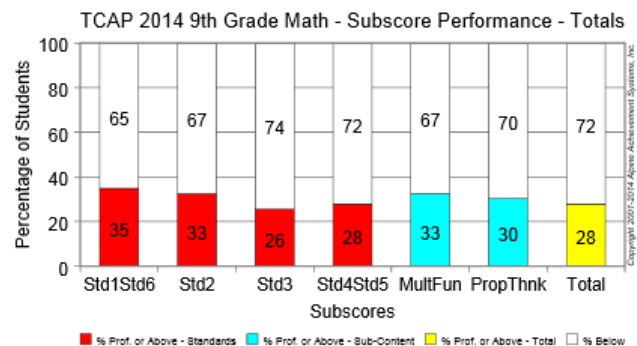


In TCAP from 2013 to 2014 all areas improved except for a 3 point decrease in Std4Std5. Las Function both of which increased by increasing the use of word problems, greater emphasis



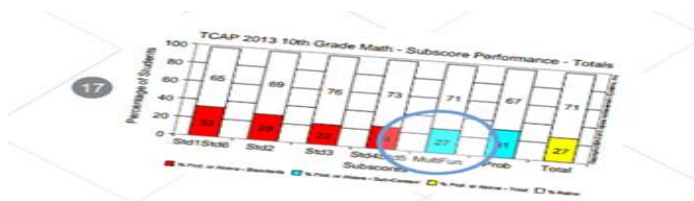
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applied math and student demonstration of real life situations



**Student Achievement Goals:**

Lowest is standard 3: (Geo Unit 6) S.ID.1-4, S.MD.6-7: Students will summarize, analyze, and interpret single count or two categorical quantitative variables and apply probability to determine outcomes. Students will be assessed each unit with a quiz at the end of each unit and perform with a class average of 70% or higher.



Lowest was standard 2, therefore our goal is: ) F.IF (geo/alg II unit 4) Students will create, analyze, and interpret graphs including real life situations and word problems. Students will be assessed each unit with one multistep graphing problem and complete it with a class average score of 70% or higher.

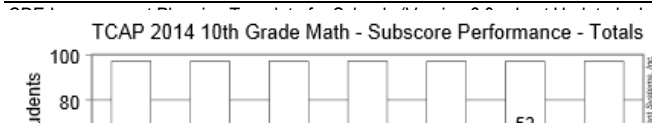
**Math Goals for 10<sup>th</sup> grade:**

**Student Achievement Goal:**

From 2013 to 2014 10<sup>th</sup> grade decreased in every category except Probability. The area of focus for the 2013-2014 school year was on Standard 3, which was maintained by increasing the use of word problems, greater emphasis on statistics and probability within the units presented, and focus on applied math and student demonstration of real life situations.

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Environment is the utilization of physical space to support a culture of learning. The ideal classroom environment is inviting, comfortable, and stimulating. Because everything in the classroom sends a message about what is important, the environment is purposeful constructed with the use of plants, lighting, décor, furniture arrangement, content-related and inspirational posters, and the student-generated work. Music, which has significant influence on the learning and state of the student, is a powerful element of the QL environment.

**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>
<p><b>Narrative:</b></p>				

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

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

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	9th Reading P&A% 69%. Target to increase to 74% 9th Writing P&A% 50%. Target to increase to 53% 9th Math P&A% 22%. Target to increase to 28%	Target <b>met</b> , scores <b>increased ↑</b> to 76% P&A. Target <b>met</b> , scores <b>increased ↑</b> to 52% P&A Target <b>not met</b> , scores <b>increased ↑</b> to 26% P&A.	Teachers plan collaboratively which has shown the results we were expecting.  Vertical alignment with in Departments has helped create the gains we have seen for this year.
	10th Reading P&A% 74%. Target to increase to 78% 10th Writing P&A% 35%. Target to increase to 49% 10th Math P&A% 19%. Target to increase to 22% 10th Science P&A% 35%. Target to increase to 45%	Target <b>met</b> , scores <b>increased ↑</b> to 86% P&A. Target <b>met</b> , scores <b>increased ↑</b> to 54% P&A. Target <b>not met</b> scores <b>decreased ↓</b> to 16% P&A Not tested in 2014 TCAP test. Will test in November 2014 on CMAS.	
Academic Growth	Reading Adequate Growth needed: 12% Observed 62% Writing Adequate Growth needed: 50% Observed 62% Math Adequate Growth needed: 97% Observed 48%	Target <b>met, increased ↑</b> from 54% to 62%. Target <b>met, increased ↑</b> from 50% to 62% Target <b>not met, increased ↑</b> from 45% to 48%	
	Increase # of disaggregated groups reaching 100% proficient.	Target <b>met</b> , Minority students <b>EXCEED</b> in writing. FRL/minority students <b>MEET</b> in reading. FRL/minority students <b>APPROACHING</b> the same as all other students.	
Academic Growth Gaps	Growth Gaps: Reading – MEET	GR: 85/88.6/90.3/83.9% stable. Target <b>met ↑</b> for all years. CIVA has one of the highest Graduation rates in District 11.	CIVA's graduation rates exceed the state and federal requirements.

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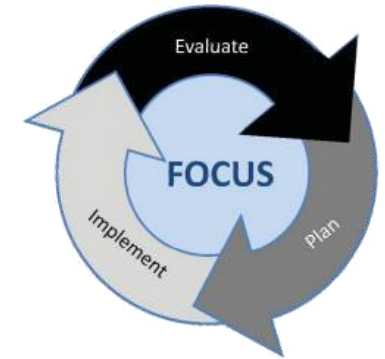
Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Math – Does not MEET Writing – APPROACHING S	DR: .05% Target <b>met</b> – Lowest in District 11.	97% of our 2014 senior class was accepted into 2 or 4 year colleges. College preparation (senior seminar class) has truly shown great results.
Postsecondary & Workforce Readiness	ACT Composite scores: 17.8. Target to increase to 20	ACT Composite scores: 20. Target <b>met ↑</b> Increased from 19.3 to 20.0.	SPF shows 19.5% Composite scores, ACT Five Year Trends Report (attached) shows CIVA MEETs Goal with 20.0 Composite.



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>Writing</p> <table border="1"> <tr> <td>9th</td> <td>2011 - 38%</td> <td>10<sup>th</sup></td> <td>37%</td> </tr> <tr> <td></td> <td>2012 - 50%</td> <td></td> <td>25%</td> </tr> <tr> <td></td> <td>2013 - 50%</td> <td></td> <td>49%</td> </tr> <tr> <td></td> <td>2014 - 52%</td> <td></td> <td>54%</td> </tr> </table>	9th	2011 - 38%	10 <sup>th</sup>	37%		2012 - 50%		25%		2013 - 50%		49%		2014 - 52%		54%	<p>algebra, therefore our scores dropped.</p> <p>Teachers need to assign more extended writing for all grades, but Curriculum.</p>	<p>Teachers need time to plan collaboratively.</p> <p>We saw the results this had with our writing/reading scores.</p>
9th	2011 - 38%	10 <sup>th</sup>	37%																
	2012 - 50%		25%																
	2013 - 50%		49%																
	2014 - 52%		54%																
	Science:	No Science tested for 13/14 School year																	
Academic Growth	<p>Reading: MGP above 50th percentile for 4 years: 62%</p> <p>Writing: MGP above the 50<sup>th</sup> percentile for last 3 years. : 62%</p> <p>Math: MGP 48<sup>TH</sup> : stayed steady at 48%</p> <p>The school's overall Median Growth Percentile in Math has not exceeded 50th for the last four years.</p>	<p>PARCC testing by class type will help ensure our students are in the correct math class which will have increase the P&amp;A%</p>																	
Academic Growth Gaps	Growth gaps are not a concern at this time.	<b>MEETS</b>																	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	Graduation Rate: 90.2% Dropout Rate: Meets with .5% Target 3.6% ACT Composite Scores: 20 ACT Composite score reported incorrectly at 19.5 see the ACT Trends report dated 8/20/14	MEETS MEETS MEETS	Created ACT prep class meeting for 15 weeks 2 x per week. This seems to have helped increase our composite by the few points we needed to meet goal.

**Section IV: Action Plan(s)**



Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	All 9 <sup>th</sup> graders	9 <sup>th</sup> Reading P&A% 69%. Target to increase to 74%	9 <sup>th</sup> Reading P&A% 74%. Target to increase to 78%	MAP scores/summative assessments	Students will score within their grade level expectations on MAP assessments in the spring.
		M	All 9 <sup>th</sup> graders	9 <sup>th</sup> Math P&A% 22%. Target to increase to 28%	9 <sup>th</sup> Math P&A% 28%. Target to increase to 32%	MAP scores /summative assessments	Pre and post summative assessments allow students multiple opportunities to increase master of content and demonstrate at different levels
		W	All 9 <sup>th</sup> graders	9 <sup>th</sup> Writing P&A% 50%. Target to increase to 53%	9 <sup>th</sup> Writing P&A% 53%. Target to increase to 57%	MAP scores /summative assessments	Teachers all agree to use Writing Rubric in cross content writing assignments.
		S	All 9 <sup>th</sup> graders	10 <sup>th</sup> Science P&A% 35%.	10 <sup>th</sup> Science P&A% 45%.	MAP scores /summative	

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				Target to increase to 45%	Target to increase to 50%	assessments	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	All 10 <sup>th</sup> graders	10th Reading P&A% 74%. Target to increase to 78% MET	10th Reading P&A% 86%. Target to increase to 88%	MAP scores /summative assessments	
		M	All 10 <sup>th</sup> graders	10th Math P&A% 19%. Target to increase to 22% NOT MET DECREASE TO 16%	10 <sup>th</sup> Math P&A% 16% Target to increase to 22%	MAP scores /summative assessments	Pre and post summative assessments allow students multiple opportunities to increase master of content and demonstrate at different levels
		W	All 10 <sup>th</sup> graders	10th Writing P&A% 35%. Target to increase to 49% MET INCREASED TO 54%	10th Writing P&A% 54%. Target to increase to 58%	MAP scores/summative assessments	Teachers all agree to use Writing Rubric in cross content writing assignments.
		ELP	N/A				
Academic Growth Gaps	Median Growth Percentile, local measures	R	FRL	50% MET	60%	MAP scores/summative assessments	
		M	FRL	30% APPROACHING	55%	MAP scores/summative assessments	
		W	FRL	APPROACHING	55%	MAP scores/summative assessments	
Postsecondary & Workforce Readiness	Graduation Rate		Seniors	85/88.6/90.3/83.9 Target to increase to 95% for 5 year rate. NOT MET BUT HIGHEST GR RATE IN DISTRICT.	Continue	By end of 1 <sup>st</sup> qtr. Senior Parent meeting with students.	
	Disaggregated Grad Rate		Seniors	CIVA meets expectations in our	Continue	Qtrly senior meetings for check In on academics and	

			disaggregated GR		service hours	
	Dropout Rate	Seniors	Drop- out rate: at or below 3.6%. State Target	Continue	Qtrly senior meetings for check In on academics and service hours	
	Mean CO ACT	Juniors	ACT Composite scores: 20 Target to increase to 22	Continue	Qtrly senior meetings for check In on academics and service hours	
	Other PWR Measures	N/A				

**Action Planning Form for 2014-15 and 2015-16**

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

**Major Improvement Strategy #1:** Increase math mastery P&A% **Root Cause(s) Addressed:** Lack of adequate, consistent math instruction and remediation not consistently completed.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Students will summarize, analyze, and interpret single count or two categorical quantitative variables and apply probability to determine outcomes.	Sept. through May	Sept. through May	Mr. Benson	--	Students will be assessed each unit with a multi-problem quiz based on the standard at the end of each unit, and the class average will be 70% or higher. Standard 3 (old) S.ID.1-4, S.MD.6-7:	In progress
Students will be able to create, analyze, and interpret graphs including real life situations and word problems	Aug. through May	Aug. through May	Mr. Benson	--	Students will be assessed each unit with one multi-step graphing problem and the class average will be 70% or higher. Standard 2 (old) F.IF-4:	In progress
Teacher will incorporate at least one PARCC question into each quiz and unit test. Teacher will incorporate at least two modalities (VAK) into each lesson at least once per unit. By varying the	Aug. through May	Aug. through May	Mr. Benson Ms. Burwell Ms. Heidel	--	Students will be assessed each unit with one multi-step graphing problem and the class average will be 70% or higher. Standard 2 (old) F.IF-4:	In progress

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modalities, This will address different learning styles.					

\* 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.

Math growth:

Quantitative Variables & Probability

- Students summarized single count or two categorical quantitative variables and apply probability to determine outcomes.
- Students analyzed single count or two categorical quantitative variables and apply probability to determine outcomes.
- Students interpreted single count or two categorical quantitative variables and apply probability to determine outcomes.

Graphing Problems

- Students created graphs including real life situations and word problems
- Students analyzed graphs including real life situations and word problems
- Students interpreted graphs including real life situations and word problems

Multiple modes of learning

- Visual – students and teacher work through problems on the white board and on practice sheets
- Audio – Students verbally describe steps to solve problems
- Kinesthetic – Students graph via walking the slopes of a line. Students use hand-held white boards and use fingers to show their answers

PARCC

- Teacher will incorporate at least one PARCC question into each quiz and unit test.

**Major Improvement Strategy #2:** Increase math P/A% and decrease number of unsatisfactory **Root Cause(s) Addressed:** Lack of adequate, consistent math instruction and remediation not consistently completed

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Areas of focus for 9 <sup>th</sup> and 10 graders are analysis, Statistics and Probability. Word problems for 9 <sup>th</sup> graders will be identified for students to look at real world application of word problems and help student extrapolate its uses.	Aug-Dec	Aug-Dec	All teachers	--	Analytical questions will be incorporated by all teachers by end of 2 <sup>st</sup> qtr.	Completed
During instruction 1. See evidence of learning. Teachers provide opportunities for multiple modes of response or performance, so students can demonstrate their understanding and progress toward mastery. 2. Pre and post summative assessments allow students multiple opportunities to increase master of content and demonstrate at different levels			All teachers	--	Teachers will examine the causes and reasons for students being on our D&F list. Teachers will identify the reasons given by our students why homework is not getting done and turned in.  Teachers will implement at least 1 new intervention to help students succeed in this area.	Continuing
Academic Coaching classes will have two teachers to maximize intervention and re-teaching opportunities.	1 <sup>st</sup> Qtr	1 <sup>st</sup> Qtr	All AC teachers	--	Academic Coaching classes will have two teachers assigned by end of 1 <sup>st</sup> qtr	Completed

Staff created and are tracking class assessments with pre and post test scores and documenting results in our Quarterly UIP	Aug- May	Aug- May	All teachers and admin	--	By end of each qtr staff teams will create and submit their strategically embedded assessment to Admin for review.	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.

Math growth:

Analysis, Statistics & Probability

- Statistic & Probability Unit in Algebra I
- Probability Unit in Geometry
- Probability Unit in Pre-Calculus

Word Problems

- Word problems relate to real world situations
- Assigned one problem per day in pre-algebra through pre-calculus
- Include word problems in daily home work

Multiple modes of learning

- Visual – students and teacher work through problems on the white board and on practice sheets
- Audio – Students verbally describe steps to solve problems
- Kinesthetic – Students graph via walking the slopes of a line. Students use hand-held white boards and use fingers to show their answers

Pre & Post Summative Evaluations

- Pre and post summative assessments allow students multiple opportunities to increase master of content and demonstrate at different levels

**Major Improvement Strategy #3:** \_\_ Teachers will use FADE to improve teacher implementation consistency **Root Cause(s) Addressed:** Lack of consistent implementation among all teachers.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Teachers develop & ensure an environment of positive trusting relationships, promoting respect. Cultural responsiveness and caring so students are willing to ask questions and seek support and take academic risks	Aug-May	Aug-May	All teachers and admin		By end of 1 <sup>st</sup> qtr, teachers will have introduced and practiced 2 EELDRC lesson plans	Completed
Quantum Learning Professional Development twice per year	Aug and Jan	Aug and Jan	All teachers and staff.	Cost of instructor and travel		August training completed
Teachers will create standards based lesson plans in the Quantum Learning Design Frame EELDRC: QL Design Frame - EELDRC Enroll: "I'm interested." Experience: "I wonder what's coming next?" Learn & Label: "Oh, I understand." Demonstrate: "Watch this."	Aug-May	Aug-May	All teachers	Teachers develop unit lesson plans based on strategically embedded formative and summative assessments.	By end of 1 <sup>st</sup> Semester teachers will have lesson plans completed for 4 difference units.	In progress

Review: "I know, I know." "10-24-7" Celebrate: "I did it!"						

\* 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.

**FADE:**

**Foundation:**

Foundation is the context of the classroom and aligns everyone toward a common vision. Alignment is achieved through procedures and rules the clearly define expectation, values, and goal for teachers and students. This creates a culture of learning where students understand classroom procedures and know how to interact with each other and with their teachers to experience successful understanding.

- Classrooms are founded in respect for everyone and everything in it.
- Students are expected to enter the room with an "above the line" attitude.
- Students enter classrooms with the understanding that they are expected to be present, to participate, and to work in accordance to clear, high expectations.
- Expectations are given verbally, visually through rubrics, and kinesthetically through critiques, in order to achieve success.
- A character building program called the 9 Keys of Excellence are followed which students are reminded of constantly.

**Atmosphere**

Atmosphere plays a significant role in the affective domain of learning. It's the general feeling the teacher creates in the classroom. Students feel safe and supported and have a strong sense of belonging. The development of character-building life skills promotes respect and rapport between teachers and the students. The tone of the classroom is "down to business"; yet, comfortable and motivation. Every effort by the student is acknowledged and learning is celebrated.

- The atmospheres of classrooms are set up so that students feel safe to risk.
- Critiques are set up to only include purposeful language with everyone expected to participate.
- Lessons are taught with enthusiasm and positivity.
- Great effort by the students is acknowledged by hanging work on the walls.
- Study periods are kept as silent and calm as possible (with instrumental music as support) to increase focus and reduce anxiety.

## Design & Delivery

In addition to the brain-considerate crafting of effective lessons design intertwines the elements of student buy-in, connecting content to prior knowledge and the transfer of learning to real life situation. Activities that allow students to demonstrate their learning and allow teachers to assess student progress are vital elements of design. Delivery relates to the facilitation of the designed lessons. Effective delivery maximizes the student's participation, comprehension and competency, and provides a multisensory, efficient, and focused learning experience. Elements of delivery include questioning strategies and discussion skills that increase participation and accountability, giving effective directions, maximizing student attention, purposeful use of voice, and essential communication strategies.

- Every lesson is designed with visual (PowerPoint presentations, TED talks and documentaries, demonstrations, mapping out information on the board, etc.), auditory (lecture), and kinesthetic (art projects, providing kinesthetic representations of information) components in order to engage students in the learning experience and activate all levels of processing.
- VAK is used so students are more likely to remember and recall valuable information.
- The content is always presented in a way so that students can make connections to existing schemas.
- Questions are asked which allow students to present their known schemas, expecting individual and unique interpretations of the material in the students' work, and presenting information using modern sources and technology with which students can make a connection.

## Environment

Environment is the utilization of the physical space to support a culture of learning. The ideal classroom environment is inviting, comfortable, and stimulating. Because everything in the classroom sends a message as to what is important, the environment is purposely constructed with the use of lighting, décor, furniture arrangement, content-related and inspirational posters, and the student generated work. Music, which has significant influence on the learning and state of the student, is a powerful element of the QL environment.

- Everything is on purpose. Nothing is hung on classroom walls that doesn't directly relate and contribute to the content or atmosphere.
- The classroom is constantly being cleaned and organized to support and enhance learning. Routines are established to maintain this environment.
- Conscious effort is made to implement flexible seating arrangements so that students are physically placed where they are most likely to focus and be on task.