

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

Organization Code: 1040 District Name: ACADEMY 20 School Code: 1627 School Name: THE CLASSICAL ACADEMY CHARTER Official 2014 SPF: 3 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		
Academic Achievement (Status)	TCAP, CoAlt, 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	72.05%	-	-	89.13%	-	-	Overall Rating for Academic Achievement: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	89.2%	-	-	
		W	54.84%	-	-	73.18%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS 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.		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	21	-	-	53	-	-	
		M	33	-	-	53	-	-	
		W	33	-	-	53	-	-	
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?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>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</p> <p>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</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate</p> <p>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</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	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: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 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).
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 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?	N/A
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?	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)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

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

1	Name and Title	Ben Davis - Principal TCA Central Elementary
	Email	bdavis@asd20.org
	Phone	719-265-9766
	Mailing Address	1655 Spring Crest Road, Colorado Springs, CO 80920
2	Name and Title	Amy Nelson – Principal TCA East Elementary
	Email	anelson@asd20.org

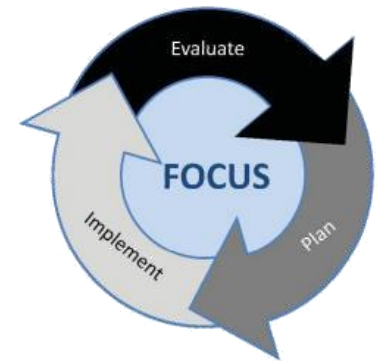
School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

	Phone	719-282-1181
	Mailing Address	12201 Cross Peak View, Colorado Springs, CO 80921
3	Name and Title	Don Stump – Principal TCA North Elementary
	Email	stumpd@asd20.org
	Phone	719-484-0081
	Mailing Address	975 Stout Road, Colorado Springs, CO 80921

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 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>
---	---	---	---	---

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

Description of School: The Classical Academy (TCA) is the largest K—12th grade charter school in Colorado. Launched in 1997 with 400 students, TCA currently enrolls 3700 students on three campuses in seven programs. TCA alone is larger than 75% of the public school districts in Colorado. In both 2012 and 2013, the Colorado Department of Education awarded TCA Elementary 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.

Description of UIP/SIP Development Process:

The UIP/SIP was developed as a partnership between administration, Director of Student Support Services, special education teachers, and parents (SAC).

Academic Achievement

Based on the 2014 Three-Year SPF, TCA Elementary exceeds state expectations in reading and mathematics and meets expectations in writing.

Academic Achievement Trends Analysis (Based on One-Year SPFs from 2012, 2013, and 2014)

- Academic Achievement in reading shows an overall decline over a three-year period – decreased from 2012 (90.28%) to 2013 (89.27%) and decreased in 2014 (87.81%)
- Academic Achievement in mathematics shows a slight decline over a three-year period – decreased slightly from 2012 (89.59%) to 2013 (89.56%) and decreased in 2014 (88.42%).
- Academic Achievement in writing shows an overall gain over a three-year period – increased from 2012 (71.83%) to 2013 (74.57%) and decreased in 2014 (73.16%)

READ Act (reflects PALS data)

- In the fall of 2013, 1.2% of TCA elementary students were identified as Significantly Reading Deficient (SRD), which increased to 4.5% in the spring of 2014. This shows an increase of 3.3% from the start to the end of the 2013-2014 school year.
- In the spring of 2013, 4.3% of TCA elementary students were identified as SRD. In the spring of 2014, 4.5% of students were identified as SRD. This shows an increase of 0.2% from the end of the 2012-2013 school year to the end of the 2013-2014 school year.

Academic Growth Summary

The three-year SPF indicates that TCA Elementary meets overall academic growth expectations. State expectations for academic growth, are met in reading, mathematics and writing. For English Language Proficiency, students number less than 20 (N<20).

Academic Growth Trends Analysis (Based on One-Year School Performance Frameworks from 2012, 2013, and 2014)

- Academic growth in reading shows an overall decline over a three-year period - increased from 2012 (53 MGP) to 2013 (55 MGP) and decreased in 2014 (52 MGP).
- Academic growth in math shows an overall decline over a three-year period - decreased from 2012 (56 MGP) to 2013 (53 MGP) and decreased in 2014 (50 MGP).
- Academic growth in writing shows an overall gain over a three-year period - increased from 2012 (51 MGP) to 2013 (54 MGP) and increased in 2014 (57 MGP).

Academic Growth Gaps Summary

The three-year SPF shows that students at TCA Elementary meet the state expectations for academic growth gaps.

- Expectations for academic growth gaps are met for minority students in reading, math and writing.
- Expectations for academic growth gaps are met for free and reduced lunch eligible in reading, math, and writing.
- Expectations for academic growth gaps of English Language Learners are exceeded in reading, met in math, and exceeded in writing.
- Expectations for academic growth gaps are not met for students with disabilities for reading and math; but are approaching in writing.
- Expectations for academic growth gaps of students needing to catch up are met in reading and math and exceeded in writing.

Academic Growth Gaps Trends Analysis

Overall performance in academic growth gaps, as indicated by analysis of the one-year SPF report from 2012, 2013, and 2014 indicate:

- Academic growth gaps in reading show an overall decline over a three-year period - decreased from 2012 (81.3%) to 2013 (56.3%) and increased in 2014 (70%)
- Academic growth gaps in math show an overall decline over a three-year period - decreased from 2012 (68.8%) to 2013 (62.5%) and decreased in 2014 (60%)
- Academic growth gaps in writing show an overall gain over a three-year period – stable from 2012 (68.8%) to 2013 (68.8%) and increased in 2014 (90%)

Priority Performance Challenges:

TCA Elementary still needs to continue to close the gap to consistently achieve adequate growth in reading, math, and writing within the subgroup, Students with Disabilities.

Total		9	12	75%	Meets			
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	149	49	23	Yes
Minority Students	3	4		Meets	394	53	23	Yes
Students with Disabilities	1	4		Does Not Meet	112	38	59	No
English Learners	4	4		Exceeds	55	61	28	Yes
Students needing to catch up	3	4		Meets	248	58	59	No
Mathematics	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	148	47	40	Yes
Minority Students	3	4		Meets	393	49	36	Yes
Students with Disabilities	1	4		Does Not Meet	114	37	66	No
English Learners	3	4		Meets	55	56	40	Yes
Students needing to catch up	3	4		Meets	209	58	74	No
Writing	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	149	52	39	Yes
Minority Students	3	4		Meets	394	57	35	Yes
Students with Disabilities	2	4		Approaching	112	52	72	No
English Learners	4	4		Exceeds	55	64	41	Yes
Students needing to catch up	4	4		Exceeds	588	60	57	Yes
Total	43	60	71.7%	Meets				

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, educational 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.
- 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 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)	N/A		N/A		Several root causes were identified in understanding why Students with Disabilities did not meet the 2013-2014 priority performance target; Students with Disabilities did not receive adequate instruction at instructional level in order to close the achievement gap. 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.
	N/A		N/A		
Academic Growth	N/A		N/A		
	N/A		N/A		
Academic Growth Gaps	R	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 33).	R	The Students with Disabilities subgroup did not meet the designated target in reading for the 2013-2014 school year. The median growth percentile target in reading was 33, and the actual median growth percentile for Students with Disabilities was 32.	
	M	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	M	The Students with Disabilities subgroup did not meet the designated target in math for the 2013-2014 school year. The median growth percentile target in math was 34,	

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

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.
		growth percentile in math will be 34).		and the actual median growth percentile for Students with Disabilities was 33.	
	W	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 55).	W	The Students with Disabilities subgroup did not meet the designated target in reading for the 2013-2014 school year. The median growth percentile target in math was 55, and the actual median growth percentile for Students with Disabilities was 44.	
Postsecondary & Workforce Readiness	N/A		N/A		
	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)	In 2012 and 2013 TCA Elementary was awarded the John Irwin Award for Academic Excellence by the Colorado Department of Education.	None	None

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The key performance indicator, Academic Achievement, shows that TCA's students "Exceed" state standards in reading (89.13% Proficient and Advanced) and math (89.2% Proficient and Advanced) for a three year average. The key performance indicator, Academic Achievement, shows that TCA's students "Meet" state standards in writing (73.18% 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.	None	None
Academic Growth Gaps	<p>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.</p> <p>The subgroup, Students with Disabilities, are considered "Approaching" state standards in both writing, but did not meet state standards in math and reading.</p>	<p>Student subgroups with growth gaps in math, reading, and writing over the three year period: Students with Disabilities are approaching state standards in writing, but did not meet state standards in math and reading.</p>	<p>Several root causes were identified in understanding why Students with Disabilities did not meet the priority performance targets, as demonstrated through the key performance indicator, Academic Growth Gaps, over the three year period;</p> <p>Students with Disabilities did not receive adequate instruction at instructional level in order to close the achievement gap.</p> <p>TCA did not adequately facilitate collaboration between general education teachers and Special Education</p>

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

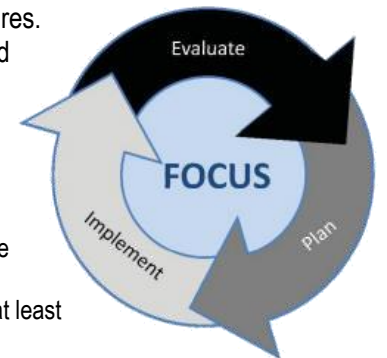
Performance Indicators	Description of Notable Trends (3 years of past state and local data)		Priority Performance Challenges	Root Causes
				Generalists in order to provide instruction at instructional level within the general education classroom.
Postsecondary & Workforce Readiness	N/A	N/A	N/A	N/A
	N/A	N/A	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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and

median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

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	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 & ACCESS), local measures	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, local measures	R	Student subgroups with growth gaps in reading over the three year period: Students with Disabilities did not meet state standards. MGP is 38	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 41).	By the end of the 2015-2016 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 44).	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) 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. (2) Students with disabilities will continue receiving core curriculum teaching for foundational and basic skills, as well as supplemental instruction as appropriate.

		M	Student subgroups with growth gaps in math over the three year period: Students with Disabilities did not meet state standards. MGP is 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 math will be at or above 40).	By the end of the 2015-2016 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 43).	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. AIMSweb benchmarking and progress monitoring is available through student support services if more data needs to be collected. Saxon/ Prentice Hall curriculum assessments will be administered as part of end of unit assessments.	(1) 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. 2) Students with disabilities will continue receiving core curriculum teaching for foundational and basic skills, as well as supplemental instruction as appropriate.
		W	Student subgroups with growth gaps in writing over the three year period: Students with Disabilities are approaching state standards. MGP is 52	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 50).	By the end of the 2015-2016 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 50).	3 rd -6 th grade students will complete a common writing task appropriate to grade level in spring 2015 that teachers will evaluate based upon a common standard-based rubric.	(1) 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. 2) Students with disabilities will continue receiving core curriculum teaching for foundational and basic skills, as well

						as supplemental instruction as appropriate.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A
	Other PWR Measures	N/A	N/A	N/A	N/A	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: 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.

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				
School administrators will require additional collaboration between special education staff and general education teachers and will follow up to ensure accountability.	Start in October 2014; Ongoing	Ongoing	Administrators Special education staff Teachers	Local	Informal follow-ups with both special education staff and general education teachers	In progress

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

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 classroom. This will include formal and informal observation, more frequent discussions between special education staff and general education teachers, and other appropriate measures. Director of Student Support Services will follow up to ensure accountability.	Start in October 2014;Ongoing	Ongoing	Administrators Special education staff Teachers	Local	Informal follow-ups with both special education staff and general education teachers	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 #2: Students with disabilities will continue receiving core curriculum teaching for foundational and basic skills, as well as supplemental instruction as appropriate.

Root Cause(s) Addressed: Students with Disabilities did not receive adequate instruction at instructional level in order to close the achievement gap.

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				
Administrators will collaborate with general education teachers to ensure that students at TCA elementary are receiving adequate core curriculum instruction in order to develop and instill foundational skills	Ongoing	Ongoing	Administrators; teachers	Local	Both informal and formal classroom observations to ensure high quality, core curriculum instruction	In progress
Special education staff will work directly with Students with Disabilities in order to provide supplemental instruction as appropriate	Ongoing	Ongoing	Special education staff; administrators	Local	The Director of Student Support Services will ensure that Students with Disabilities are receiving individualized, supplemental	In progress

School Code: 1627

School Name: THE CLASSICAL ACADEMY CHARTER

					instruction as needed, according to needs which are defined through Special Education plans	
--	--	--	--	--	--	--

* 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.