



TWIN PEAKS CHARTER ACADEMY 2008/2009 RESULTS AND 2009/2010 ACTION PLAN

PREPARED FOR

**TWIN PEAKS CHARTER ACADEMY
340 SOUTH SUNSET AVENUE
LONGMONT, COLORADO 80501**

**SCHOOL YEAR 2009 - 2010
DECEMBER 7, 2009**

TPCA's Accountability Committee Memberships

K – 2 Team	Staff Representative(s) Pears-Tobias-Bohannon-Casanueva-Barr-Smit-Kempkes-Maxwell
3 – 5 Team	Staff Representative(s) Norman-Tenkley-Howard-Hurd-Dolinar-Schultz-Fetters-Hannah-Terry
6 – 8 Teams	Staff Representative (s) Birch-Ho-Moe-Owen-OReilly-Criger-Nalow-Bloink-Ko-Johnson
Literacy Team	Staff Representative (s) Prettitore-Yegge-Gerke
Specials Team	Staff Representative (s) Heninger-Johnson-Bean-Pena-Finn-Hensel-Sandman-Espy
Katherine Boothby	Parent Representative
Wendy Allen	BOD Member Representative
Katie Gaddis	Parent Representative
Darlene Brown	BOD Member Representative
Suzanne Robison	Parent Representative
Chris Labbe	Board Member Representative
BJ Buchmann	Principal
Danielle Feeney	Assistant Principal
Mic Finn	Dean of Students

Goal Area: Reading

Goal 1: Percent Proficient and Advanced

82% of elementary (grades 3-5) and 85% of middle school students (grades 6-8) will perform at the proficient and advanced levels on the CSAP. (3rd = 85%....4th = 80%....5th = 88%.....6th = 94%.....7th = 96%....8th = 92%)

...3-5 AVG = 84%...6-8 AVG = 94%

Goal 2: Growth

More than 85% of students will show a gain in their CSAP Performance Index Score

Grade 3: No Data Available for Growth

Grade 4: eight of 75 students showed negative growth or 89% of students in 4th Grade showed gain on Index Score

Grade 5: three of 52 students showed negative growth or 94% of students in 5th Grade showed gain on Index Score

Grade 6: ten of 52 students showed negative growth or 80% of students in 6th Grade showed gain on Index Score

Grade 7: six of 50 students showed negative growth or 88% of students in 7th Grade showed gain on Index Score

Grade 8: ten of 52 students showed negative growth or 80% of students in 8th Grade showed gain on Index Score

Goal Area: Writing

Goal 1: Percent Proficient and Advanced

73% of elementary (grades 3-5) and 80% of middle school students (grades 6-8) will perform at the proficient and advanced levels on the CSAP in Writing.

(3rd = 63%....4th = 64%....5th = 81%.....6th = 88%.....7th = 92%....8th = 83%)

...3-5 AVG = 69%...6-8 AVG = 87%

Goal 2: Growth

More than 85% of students will show a gain in their CSAP Performance Index Score

Grade 3: No Data Available for Growth

Grade 4: 19 of 75 students showed negative growth or 74% of students in 4th Grade showed gain on Index Score

Grade 5: one of 52 students showed negative growth or 98% of students in 5th Grade showed gain on Index Score

Grade 6: 15 of 52 students showed negative growth or 71% of students in 6th Grade showed gain on Index Score

Grade 7: two of 50 students showed negative growth or 96% of students in 7th Grade showed gain on Index Score

Grade 8: 13 of 52 students showed negative growth or 75% of students in 8th Grade showed gain on Index Score

Goal Area: Math

Goal 1: Percent Proficient and Advanced

73% of elementary (grades 3-5) and 78% of middle school students (grades 6-8) will perform at the proficient and advanced levels on the CSAP.

(3rd = 83%....4th = 89%....5th = 77%.....6th = 79%.....7th = 86%....8th = 77%)

...3-5 AVG = 83%...6-8 AVG = 80%

Goal 2: Growth

More than 85% of students will show growth on the CSAP Performance Index Score.

Grade 3: No Data Available for Growth

Grade 4: 15 of 75 students showed negative growth or 80% of students in 4th Grade showed gain on Index Score

Grade 5: five of 52 students showed negative growth or 90% of students in 5th Grade showed gain on Index Score

Grade 6: 17 of 52 students showed negative growth or 67% of students in 6th Grade showed gain on Index Score

Grade 7: three of 50 students showed negative growth or 94% of students in 7th Grade showed gain on Index Score

Grade 8: two of 52 students showed negative growth or 96% of students in 8th Grade showed gain on Index Score

Rationale for Goals:

Goal percentages were set based on consideration of attainment of previous year's goals and an analysis of CSAP and Benchmark Testing data. Current achievement levels indicate that in general our curriculum is sound and the majority of our students achieve at relatively high levels. However, an analysis of special populations within the school indicate that the area of need centers around ensuring growth among special populations within the school. Having established what we believe are reasonable goal percentages, we will now focus our efforts on obtaining and using better tools for examining the achievement and progress of special populations within the school and increasing our repertoire of research based instructional strategies.

Rationale for Goals for 2009 - 2010:

Goals to reflect Growth Model that is in place at CDE and that can be quantified/reflected through Alpine Achievement Data?

- **Grades 3-8 (low-typical-high growth data goals?)**

Benchmark Assessment Data goals that reflect what is in place at Twin Peaks Charter Academy.

- K-2 (number of students on RtI caseload & referrals to Special Education?)
- 3-5 (number of students on RtI caseload & referrals to Special Education?)

➤ 6-8 (Placements for Math for Fifth to 6th Grade and existing MS students?)

School Wide Interventions	Person(s) responsible	Resources Needed	Timeline	Measures of Success
Develop common TPCA Instructional Framework of the following; 1) post & teach toward objectives for every lesson 2) Groups/Grouping of student needs 3) Approach to the lesson 4) Resources to teach 5) Feedback (Formative & Summative) to plan for next steps of instruction	All Teachers Principal Assistant Principal Dean of Students	-Review CSAP & Benchmark data -Application of Instructional Analysis tool & High Yield Strategies -Development of Unit Planning Guides	October 1 st understanding of student instructional classroom needs. Ongoing: (daily, weekly, monthly) per student need	-Classroom Walkthroughs shows all teachers regularly posting objectives (formal & informal evaluations) -Student interviews demonstrate knowledge of objectives with instruction matching posted objective. -Unit Planning Guides demonstrate individual classroom needs/environments
Administration of School Wide Benchmark Assessments (see standardized assessments) for identified students.	-Teachers (Grades K-8) -Administration -Literacy Teachers	-Application of Aims Web data management and reporting system -MS team to attend Aims Web training in Sept/October	-August/Sept. 09 -October PT Conferences (elem) -January -April/May	-Implementation of Curriculum Based Measures for Literacy and Math -Providing parents with student graphs at conferences(Elem) -Progress monitoring students using Aims Web
Implement the Rtl process	Literacy Team Rtl Management Team K-8 Teaching Staff Principal/Assistant Principal	-Training for building leadership capacity in applying Rtl -Develop instructional intervention menu for K-8 (academic/behavior)	Aug - Oct.-Staff review of Rtl Procedures and data analysis Jan.-May	-Use of the Rtl Process for identified students - Application of specific targeted instructional interventions Progress monitoring students using Aims Web
Professional Development: Identify "Best Practices" in Writing that supports all students through developing school-wide consistent writing processes	K-5 Teachers MS (LA & SS teachers) Assistant Principal Principal	-K-5 team to attend CDE Writing Training -Develop professional study team for sharing writing best practices	August - May Teacher led bi-monthly staff development	-Develop a comprehensive K – 8 writing plan that's reflected in consensus maps -Unit planning guides completed by 2012
Teams (K-2, 3-5, 6-8) & Special Teachers will develop Consensus Maps	K-8 Teachers Assistant Principal Principal	Collaborative Team Meetings Knowledge of the Mapping Process	-Weekly team meetings -Bimonthly Staff development meetings -Scheduled Work days (August 09)	By April of 2010, Consensus Maps will be posted on the TPCA website
Team K-5	Person(s) responsible	Resources Needed	Timeline	Measure of Progress
K – 5 teachers will focus on developing a repertoire of intervention strategies for use in the general classroom to better understand the progression of reading (Tier 1-2 intervention strategies)	K-5 Teachers Rtl Management team Literacy Teachers	-Training for year two implementation of Imagine it! (K-2) -Training for year two of Rigby? -Explore and better understand the implementation process of Rigby Reads Diagnostic & support. -Modeling of interventions & focus group interventions	-Weekly team meetings -Bimonthly Staff development meetings -Scheduled Work days	Develop instructional intervention menu for K-5 (academic/behavior)
Team MS Math	Person(s) responsible	Resources Needed	Timeline	Measure of Progress

The MS Math team will synthesize current mathematical scope and sequences into comprehensive, standards based maps for grades 6, 7 & 8.	MS Math Principal Assistant Principal	-Current CK Scope & Sequence/Syllabi -Standards	End of School Year/April 2010	Recommendation to Curriculum/BOD by April 2010
Team MS Math	Person(s) responsible	Resources Needed	Timeline	Measure of Progress
The Math team will apply identified Benchmark Assessments for the purpose of formative assessment and progress monitoring	MS Math teachers Principal Assistant Principal	-Comprehensive curriculum maps/consensus maps -Benchmark Assessments	End of School Year/April 2010	-Data Review Year 1 of determining validity of math benchmarks (predictive quality) -Recommendation to Curriculum/BOD by April 2010
Team MS Science	Person (s) responsible	Resources Needed	Timeline	Measure of Progress
MS Science team will review and make recommendations to align CK content (6-7-8) to state standards for the purpose of preparing 8 th Grade students for CSAP performance.	MS Science Teachers Principal Assistant Principal Curriculum Committee Elementary Rep for Science	Current CK Scope & Sequence/Syllabi -Standards	End of School Year/April 2010	-Data Review of longitudinal Science 5 & 8 th Grade CSAP scores (sub-content areas) -Recommendation to Curriculum/BOD by April 2010
Team MS Language Arts	Person(s) responsible	Resources Needed	Timeline	Measure of Progress
The MS Language Arts will purposely integrate writing across the content areas combined with state standards (particularly Social Studies)	MS L/A Teachers Principal Assistant Principal	Planning time Review Common Rubric(s) Consensus Map	Integrated into daily instruction throughout the year	-February Integrated release & planning time -Improved writing on classroom projects/assignments -Draft of MS Writing rubric -Writing integrated through Consensus Maps
Team MS Social Studies	Person(s) responsible	Resources Needed	Timeline	Measure of Progress
The MS Social Studies team will purposely integrate writing across the content areas combined with state standards.	MS Social Studies Teachers Principal Assistant Principal	Planning time Review Common Rubric(s) Consensus Map	Integrated into daily instruction throughout the year	-February Integrated release & planning time -Improved writing on classroom projects/assignments -Draft of MS Writing rubric -Writing integrated through Consensus Maps

Team Specials	Person(s) responsible	Resources Needed	Timeline	Measure of Progress
The Specials team will develop unit planning guides for their highest grade level academic prep.	Specials Team Teachers	Scope and Sequences Opportunities for collaboration	Weekly team meetings	Completion of maps by years end Increased coordination and integration of activities
Middle School Team	Person(s) responsible	Resources Needed	Timeline	Measure of Progress
MS teachers will have 20 – 30 minutes per month at regularly scheduled staff meetings to identify cross-curricular opportunities and overlap for student learning. These opportunities will provide meaningful connections for students & teachers.	Special Teachers Middle School Teachers	Consensus Maps CK Scope & Sequence Unit Planning Guide	October - May	Make at least two meaningful connections with at least two other content areas at the middle school level. These connections should include a “BIG PICTURE” perspective either SKILL or CONTENTie.....having an “Authentic Audience” for writing assignments....
MS teachers will have one meeting per month at regularly scheduled intervals to identify individual instructional student needs.	Middle School Teachers Literacy Specialists	Rtl Protocol Benchmark Data Classroom Data Intervention Strategies	October -May	Intervention Strategy Menu for Tier 1 & 2 Decreased referrals to special education Documentation of student progress/interventions for data files.