**Banning Lewis Ranch Academy**

**Rationale and Replacement Plan for Waiver Request**

**State Statute 22-7-1014(2)(a) School Readiness Assessments**

**Basic Information:**

 **School Name:** Banning Lewis Ranch Academy

 **School Address:** 7094 Cottonwood Tree Drive

 **Prepared by:** Amy Brundage

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**Rationale**. Banning Lewis Ranch Academy (BLRA) should have the authority to implement relevant curriculum and assessment that ensure student success in higher learning. BLRA already has systems in place for how kindergarten students are assessed and monitored through intervention and individualized learning plans. Support is readily available through numerous avenues based throughout the program.

**Replacement Plan**.

1. Physical well-being and motor-development:
* Students participate weekly in structured P.E. classes that meet or exceed state standards. Students are assessed on motor development skills acquired through the year.
* Students participate weekly in art education that meets or exceeds state standards. Development of fine motor skills is achieved through drawing, painting, and creating. Students are assessed on motor development skills acquired through the year.
* Students participate weekly in music education that meets or exceeds state standards. Students participate in a variety of movement and rhythm exercises. Students are assessed throughout the year.
* Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State Standards in the area of physical well-being and motor development. Grade level teachers use consistent observation protocol and fine/gross motor checklists.
1. Social-emotional development: (Based on State Standards)
* Students are instructed in the positive behavior support system implemented by the school. This includes classroom, cafeteria, hallways and recess.
* The school counselor delivers regular classroom lessons that promote social-emotional and character development. Lessons address topics such as, but not limited to, managing emotions, making wise choices, making friends, and solving problems.
* Various classroom positive behavior techniques are implemented. This includes, but is not limited to, green/yellow/red charts, clip chart, whole class rewards and individual behavior charts. These are designed to strengthen self-regulation and executive function that support students in paying attention, following directions, and self managing behavior.
* Students will receive a Character Report Card, which is a tool designed to help students and adults talk about character skills. Character development and character building lessons are aligned to the
* Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State Standards.
1. Language and Comprehension Development: (Based on State Standards)
* Students receive 120 minutes of instruction in their reading and language arts block each day. During this time students are developing their reading, writing, listening and speaking skills. They work on mastering letter sounds that are essential for successful and fluent decoding and develop vocabulary and language that is critical for comprehension. Consistent progress monitoring is done to track growth.
* Students have consistent access to digital programming options that support the development of reading, language and comprehension skills. Programs include, but are not limited to, Reading Eggs, Mobymax, and Accelerated Reader.
* The DIBELS-Next assessment is administered 3 times per year. Any student who does not meet the grade level benchmark is progress monitored every 2 weeks. Students not meeting benchmark are further assessed to determine the literacy area of greatest need. Diagnostic assessment tools include, but are not limited to, BURST and DIBELS Deep.
* Students falling below benchmark on two consecutive administrations, with supporting progress monitoring data, are placed on a READ Plan and given an additional 30 minutes of small group instruction/intervention daily.
1. Cognition and General Knowledge: (Based on State Standards)
* Students receive 90 minutes of instruction in their math block each day. BLRA utilizes a curriculum that addresses the State and Common Core Standards. Differentiated small group instruction is a component of a daily workshop time where specific student needs are addressed.
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* Students receive 60 minutes of instruction in their science block each day. Students are instructed on a variety of topics with a focus on hand-on/exploratory activity.
* Students receive 60 minutes of instruction in their social studies block each day. Students are instructed on a variety of topics with a focus on hand-on/exploratory activity.
* Students are assessed twice per year using, but not limited to, the STAR Early Literacy test. This computer-based diagnostic assessment is used to determine early literacy and numeracy progress for emerging readers.
* Assessment information is gathered from formal and informal assessments and classroom teacher observations based on appropriate developmental guidelines and State Standards.

Methods and assessments used by BLRA are clear and relevant and have the goal of improving student academic growth, and meet the intent of the quality of the standards established in State Statute 22-7-1014(2)(a)

**Duration of the Waiver**. BLRA requests that the waiver be for the duration of its contract with Falcon 49 School District which is through June 30, 2036.

**Financial Impact**: BLRA anticipates that the requested waiver will have no financial impact on the Falcon 49 School District or the BLRA budget.

**How the Impact of the Waiver will be Evaluated**. The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in BLRA’s charter school contract.

**Expected Outcome**. With this waiver, Banning Lewis Ranch Academy will be able to continue providing quality programming and appropriate assessments and support that ensure high levels of student success.