

Colorado's Unified Improvement Plan for Schools for 2011-12

Organization Code: [xxxx] District Name: Thompson R2-J School Code: [xxxx] School Name: Loveland Classical Schools SPF Year: 2011 Accountable by: [1-year/3-year]

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. 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 – Adequate Yearly Progress (AYP) – and state accountability expectations – School Performance Framework (SPF) data. Columns highlighted in yellow indicate the SPF results (1-year or 3-year) that are applied to the school for accountability purposes. This summary should accompany your improvement plan.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations		'10-11 School Results		Meets Expectations?	
		1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	Reading	[%]	[%]	[%]	[%]	Overall Rating for Academic Achievement: [SPF Rating] * Consult your SPF for the ratings for each content area at each level.
		Math	[%]	[%]	[%]	[%]	
		Writing	[%]	[%]	[%]	[%]	
		Science	[%]	[%]	[%]	[%]	
	Adequate Yearly Progress (AYP)	Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: [#]		% of targets met by School: [%]**		Reading
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55	Reading	Median Adequate SGP [#]	Median SGP 45/55	Median SGP: [#]		Overall Rating for Academic Growth: [SPF Rating] * Consult your SPF for the ratings for each content area at each level.
		Math	[#]	45/55	Median SGP: [#]		
		Writing	[#]	45/55	Median SGP: [#]		

\* To see annual AYP targets, go to: [www.cde.state.co.us/FedPrograms/danda/aypprof.asp](http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp)

\*\* To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations	'10-11 School Results	Meets Expectations?		
Academic Growth Gaps	<p><b>Median Student Growth Percentile</b> Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks 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 and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: [Rating]		
Post Secondary Readiness	<p><b>Graduation Rate</b> Expectation: 80% on the most recent 4-year, 5-year, 6-year or 7-year graduation rate</p>	80%		Best of 4-year through 7-year Grad Rate		
		[ % ] using a [4-7 year] grad rate		[Rating]		
	<p><b>Dropout Rate</b> Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	[Rating]
		5.09%	5.74%	[ % ]	[ % ]	
	<p><b>Mean ACT Composite Score</b> Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	[Rating]
		19	20	[ # ]	[ # ]	

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Available Nov 2011	Once the plan type for the school has been finalized, this report will be re-populated in November 2011. Specific directions will be included at that time. For required elements in the improvement plans, go to: <a href="http://www.schoolview.org/UnifiedImprovementPlanning.asp">www.schoolview.org/UnifiedImprovementPlanning.asp</a>
<b>ESEA Accountability</b>			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Available Nov 2011	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: <a href="http://www.schoolview.org/UnifiedImprovementPlanning.asp">www.schoolview.org/UnifiedImprovementPlanning.asp</a>

**Section II: Improvement Plan Information**

Directions: This section should be completed by the school or district.

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program	<input type="checkbox"/> Targeted Assistance <input type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? 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**

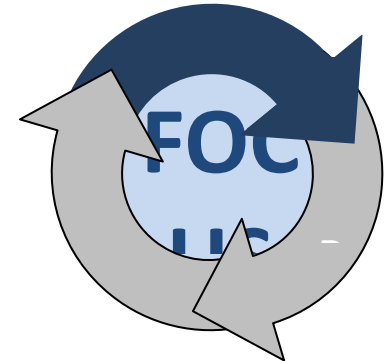
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability     Title IA     Tiered Intervention Grant     School Improvement Grant     Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	David Yu, Principal
	Email	<a href="mailto:dyu@lovelandclassical.org">dyu@lovelandclassical.org</a>
	Phone	(970) 670-0527
	Mailing Address	3835 SW 24 <sup>th</sup> St., Loveland, CO 80537
2	Name and Title	Rob Protzman, SAC Chairman
	Email	<a href="mailto:rprotzman@lovelandclassical.org">rprotzman@lovelandclassical.org</a>
	Phone	(970) 670-0527
	Mailing Address	3835 SW 24 <sup>th</sup> St., Loveland, CO 80537

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

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. 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 (with more than one data source) 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.



**Worksheet: Progress Monitoring of Prior Year’s Performance Targets**

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year (Targets set in last year’s plan)	Target met? How close was school in meeting the target?
Academic Achievement (Status)	Data not available as LCS is in first year of operation	
Academic Growth	Data not available as LCS is in first year of operation	
Academic Growth Gaps	Data not available as LCS is in first year of operation	
Post Secondary Readiness	Data not available as LCS is in first year of operation	

Worksheet: Data Analysis



Directions: This chart supports planning teams in recording and organizing observations about school-level data for 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. Prioritize the performance challenges that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. 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. Consider observations recorded in the "last year's targets" worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Data not available as LCS is in first year of operation		
Academic Growth	Data not available as LCS is in first year of operation		
Academic Growth Gaps	Data not available as LCS is in first year of operation		
Post Secondary Readiness	Data not available as LCS is in first year of operation		

Data Narrative for School

Directions: Describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.



Data Narrative for School

<p><b>Trend Analysis and Performance Challenges:</b> What data did we use to identify trends? What are the positive and negative trends in our school's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our school? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?</p>		<p><b>Root Cause Analysis:</b> Why do we think our school's performance is what it is? How did we determine that?</p>		<p><b>Verification of Root Cause:</b> What evidence do we have for our conclusions?</p>
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**Narrative:**

**History:**  
 Loveland Classical Schools began as a dream two mothers shared in the spring of 2010. They met while volunteering in their sons' preschool. Both women had been researching schools to determine the right fit for their children. It became explicitly clear that a classical education best met their needs and goals. Sadly, neither of their sons was able to win a seat in the lottery at the classical school of their choice. They soon learned that thousands of children were on charter school waiting lists in Northern Colorado. Their desire and passion for a classical school program for their children grew to include wanting to create more classical education options for all the children in their community. Thus began the journey to create Loveland Classical Schools. After more than a year of hard work, the charter application was approved by the Thompson School District. With the help of hundreds of volunteers, experienced charter school experts, and countless others LCS opened in September of 2011.

**Mission:**  
 Loveland Classical Schools assists parents in developing young minds with virtuous character, critical thinking skills, and a passion for learning to become exceptional community stewards.

Approximately 26.3% of our students qualify for free and reduced lunch.

8.6% of LCS students are classified as special needs students.

**Greatest ethnic background:**  
 White ~86.5%  
 Hispanic ~8.9%  
 Asian ~2.4%

As a new school, Loveland Classical Schools does not yet have any data regarding CSAP/TCAP. Lacking this data restricts our ability to provide for meaningful trend analysis. However, we strive for the following: 1) 100% of our students reach graduation. 2) 100% of our students are academically prepared for college. 3) Graduates from Loveland Classical Schools will not require remedial classes in a post-secondary education. Furthermore, LCS is committed to ensure adequate student growth based on state testing.

By August 2012 the initial baseline will be established for the percentage of students performing below grade level in the LCS student body. Areas of particular concern are Literacy and Math. CSAP scores will determine progress for the 2011-2012 school year. After establishing baselines, LCS will post a gap closure of 150% in 2012-2013 and 150% in 2013-2014. This places 2011-2012 9th grade students in reach of performance at grade level by their 11th grade year as measured by the Colorado ACT (COACT). After establishing disaggregated baselines, LCS will report an achievement gap closure of 25% each year between the population of at-risk students and their non-at-risk counterparts should a statistically measurable gap be measured. The administration will report to the School Accountability Committee ensuring accountability to the LCS BOD and TSD staff.

Baseline attendance patterns will be established to the point where LCS administration can assess natural attendance patterns. Areas of weakness will be evaluated in school security protocols, hall pass issuance, student check-in/check-out, classroom management, and staff communications. By May 2012, LCS will attain a 95% attendance rate as measured by Infinite Campus attendance records. Administration will report attendance rates to the SAC and BOD quarterly.

LCS will hold annual strategic planning sessions beginning in June 2011. These sessions may be aided by a coach from the Colorado League of Charter Schools. LCS BOD and SAC will hold the administration accountable to meeting goals set out in the strategic plan.

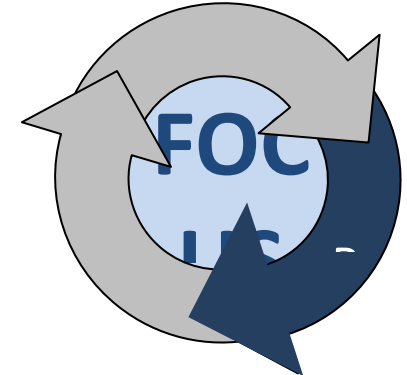
#### Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

##### School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: [www.cde.state.co.us/FedPrograms/danda/aypprof.asp](http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp). Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. 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. Finally, list the major improvement strategies that will enable the school to meet each target. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.



Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2011-12	Major Improvement Strategies	
			2011-12	2012-13			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	Data not available as LCS is in first year of operation	Data not available as LCS is in first year of operation	By August 2012 baseline depth of knowledge as expressed as a percentage of students assessed as proficient or advanced based on 2012 CSAP scores.	DRA & DIBELS	1,3
		M	Data not available as LCS is in first year of operation	Data not available as LCS is in first year of operation	By August 2012 baseline depth of knowledge as expressed as a percentage of students assessed as proficient or advanced based on 2012 CSAP scores.	CBM	1,3
		W	Data not available as LCS is in first year of operation	Data not available as LCS is in first year of operation	By August 2012 baseline depth of knowledge as expressed as a percentage of students assessed as proficient or advanced based on 2012 CSAP scores.	CMB	1,3
		S	Data not available as LCS is in first year of operation	Data not available as LCS is in first year of operation	By August 2012 baseline depth of knowledge as expressed as a percentage of students assessed as proficient or advanced based on 2012 CSAP scores.	Failure rates for grades 5, 8 & 9 for each semester	1,3
	AYP (Overall and for each)	R	Data not available as LCS is in first year of operation	By August 2012 baseline performance as expressed as a percentage of	By August 2012 the initial baseline will be established for the percentage of	DRA & DIBELS	1,2,3



	disaggregated groups)			students performing in typical or high growth will be established based on 2012 CSAP scores.	students performing below grade level in the LCS student body. Areas of particular concern are Literacy and Math. CSAP scores will determine progress for the 2011-2012 school year. After establishing disaggregated baselines, LCS will report an achievement gap closure of 25% each year between the population of at-risk students and their non-at-risk counterparts should a statistically measurable gap be measured.		
	M	Data not available as LCS is in first year of operation	By August 2012 baseline performance as expressed as a percentage of students performing in typical or high growth will be established based on 2012 CSAP scores.	By August 2012 the initial baseline will be established for the percentage of students performing below grade level in the LCS student body. Areas of particular concern are Literacy and Math. CSAP scores will determine progress for the 2011-2012 school year. After establishing disaggregated baselines, LCS will report an achievement gap closure of 25% each year	CBM	1,2,3	

					between the population of at-risk students and their non-at-risk counterparts should a statistically measurable gap be measured.		
Academic Growth	Median Student Growth Percentile	R	Data not available as LCS is in first year of operation	Observed growth will meet or exceed adequate growth	By August 2012 baseline performance as expressed as a percentage of students performing in typical or high growth will be established based on 2012 CSAP scores. The administration will report to the School Accountability Committee ensuring accountability to the LCS BOD and TSD staff.	CBM & DIBELS	1,3
		M	Data not available as LCS is in first year of operation	Observed growth will meet or exceed adequate growth	By August 2012 baseline performance as expressed as a percentage of students performing in typical or high growth will be established based on 2012 CSAP scores. The administration will report to the School Accountability Committee ensuring accountability to the LCS BOD and TSD staff.	CBM	1,3
		W	Data not available as LCS is in first year of operation	Observed growth will meet or exceed adequate	By August 2012 baseline performance as expressed as a percentage of students	CBM	1,3

			operation	growth	performing in typical or high growth will be established based on 2012 CSAP scores. The administration will report to the School Accountability Committee ensuring accountability to the LCS BOD and TSD staff.		
Academic Growth Gaps	Median Student Growth Percentile	R	Data not available as LCS is in first year of operation	There will be 5 percentage points of less gap between each disaggregated sub-group with an N of 30 students or more.	There will be 5 percentage points of less gap between each disaggregated sub-group with an N of 30 students or more.	By September 30, 2011 LCS will report the initial baseline for CBLA tracking based on DIBELS, Easy CBM, and DRA2 scores gathered at the beginning of the semester. After establishing these baselines, LCS students not performing at grade level will demonstrate growth of 150% over the course of the school year or growth to or beyond grade level depending on the size of the gap measured. This growth will be measured by subsequent DIBELS, Easy CBM, and DRA2 scores collected	1,2,3

					December 16, 2011, March 16, 2012, and May 18, 2012.		
		M	Data not available as LCS is in first year of operation	There will be 5 percentage points of less gap between each disaggregated sub- group with an N of 30 students or more.	There will be 5 percentage points of less gap between each disaggregated sub- group with an N of 30 students or more.	CBM	1,2,3
		W	Data not available as LCS is in first year of operation	There will be 5 percentage points of less gap between each disaggregated sub- group with an N of 30 students or more.	There will be 5 percentage points of less gap between each disaggregated sub- group with an N of 30 students or more.	CBM	1,2,3
Post Secondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean ACT		N/A	N/A	N/A	N/A	N/A

Action Planning Form



Directions: Identify the major improvement strategy(s) 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Robust Learning

Increase access for all students to a robust curriculum that uses methods of instruction that integrate innovative, research-proven strategies, and real world resources and contexts to ensure all students are college and workforce ready through mastery of grade level learning expectations or evidence outcomes in reading, math, writing, and science

Root Cause(s) Addressed: \_\_\_\_\_

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

- School Plan under State Accountability     Title IA School Improvement/Corrective Action Plan     Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements     School Improvement Grant

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)
Align curriculum, instructional methods, assessments to state standards. <ul style="list-style-type: none"> <li>Increase conversation within the building to develop a shared understanding of key benchmarks to meet state standards, formative and summative assessments, depth of knowledge, and twenty-first century skills.</li> <li>Establish and implement strategies to engage all students at high levels.</li> </ul> Establish and implement strategies to build staff capacity to understand and interact with student backgrounds to impact teaching and learning.	August 2011 - June 2012	All Teaching Staff	None	<ul style="list-style-type: none"> <li>Evaluation of training by staff.</li> <li>Increase student scores on TCAP.</li> </ul>	In Progress
Elementary school will be taught not by general education teachers but by teachers with specific knowledge in content areas. Math will be taught by mathematicians; science will be taught by scientist, history will be taught by historians, etc.	Done before school begins through hiring process.	All elementary teaching faculty.	None	Teachers will be less frustrated with preparing a number of lessons in areas where they feel uncomfortable.  Time for preparing lessons and assessing student work will diminish as each teacher will be able to focus on similar	In Progress

				<p>topics in one field versus shifting mindsets from one topic to the next.</p> <p>Quality of lessons will improve as each teacher will be able to focus on similar topics in one field versus shifting mindsets from one topic to the next.</p>	
Classroom coordinators will act similarly to teacher aides and will be the consistent face for students and parents to contact.	Done before school begins through hiring process	All elementary classrooms.	None	<p>Classroom coordinators will aid teachers by assisting in classroom management.</p> <p>Classroom coordinators will assist teachers by grading papers.</p> <p>Classroom coordinators will assist teachers by maintaining a filing system for subject area teachers to organize papers.</p> <p>Classroom coordinators will act as an additional contact for parents and students to work with.</p>	In Progress
Teachers will meet by subject area weekly to discuss subject areas to ensure a strong curriculum from K - 12.	Weekly	All teaching staff.	None	Teachers will become stronger experts in their field of study.	In Progress
Teachers will meet by grade levels to discuss struggling students.	Weekly	All teaching staff.	None	Teachers will become better acquainted with students and their learning styles to better assist them in achieving proficiency in each subject.	In Progress

\* Note: These two columns are not required to meet state or federal accountability requirements, although are completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Equity in Access

Respond to all students' needs through personalized options that combine high academic grade level expectations, high quality core instruction, strong supports, inclusive practices and accelerated content.

Root Cause(s) Addressed: \_\_\_\_\_



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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  School Improvement Grant

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)
Expand the availability of all day kindergarten programs to build strong foundational skills for continued school success.	2012 onward	Principal Kindergarten Teacher	N/A		In Progress
Teachers engage in three weeks of in-service before school begins to prepare for upcoming year establishing growth targets. <ul style="list-style-type: none"> <li>Set rigorous grade level targets for mastery in all grades.</li> <li>Provide follow-up and technical assistance to teachers.</li> <li>Monitor the effectiveness of interventions.</li> </ul> Identify struggling teachers and provide assistance.	August each year	All Teaching Staff Principal	Printing Costs	<ul style="list-style-type: none"> <li>Increase significantly each assessment period the number of all students meeting grade level benchmarks as measured by DRA/DIBELS/Acuity</li> <li>All teachers complete a self-assessment to determine areas of strength and opportunity for growth.</li> </ul>	In Progress
Build the capacity of schools to develop an intervention system for addressing gaps in reading, writing, and math by identifying districtwide research-based interventions and monitoring the effectiveness of the intervention system.	August 2012 – June 2013	Principal Lead teachers in Literacy and Mathematics	Printing Costs	<ul style="list-style-type: none"> <li>Measure the effectiveness using DRA/DIBELS/EasyC BM</li> </ul> All IEP's, ILP's, and 504's will be monitored for effectiveness.	Ongoing

**Major Improvement Strategy #3 : Educator Effectiveness (Responsible Stewardship):**

Implement a robust educator performance evaluation system aligned with S.B. 191 that reliably identifies educator effectiveness based on multiple measures of performance, including at least 50% upon the academic growth of students; provide proven supports to educators directly aligned to individual performance evaluations and that reflect promising and proven strategies for improving effectiveness; and develop a system for using performance evaluations to inform human resource decisions.

Root Cause(s) Addressed: \_\_\_\_\_

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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  School Improvement Grant

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)
Job descriptions require teachers to agree to one hour of professional development after school each day.	Prior to school opening.	Principal, hiring team, teacher candidates.	None	A culture of discussions around academic performance of both students and teachers will be the norm throughout the year.	In Progress
Certain days of the professional development will be focused on the topic of building a cross content curriculum.	August 2011 - June 2012	All Teaching Staff	None	Lesson plans will support subject areas outside of the teacher's subject area.	In Progress
Certain days of the professional development will be focused on pedagogy to assist struggling students.	August 2011 - June 2012	All Teaching Staff	Support from the Student Services Coordinator who works closely with the district SPED team.	The achievement gap will be closed measured by TCAP.	In Progress
Certain days of the professional development will be focused on building a strong cohesive program from K-12.	August 2011 - June 2012	All Teaching Staff	None	Research on each subject will receive focused attention such that the teachers better understand the material in such a manner that they are able to meet all students where they are and advance them one-and-a-half years in their subject.	In Progress



Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)