

Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1560
Official 2014 SPF: 1-Year

District Name: THOMPSON R2-J

School Code: 5235 School Name: LOVELAND CLASSICAL SCHOOL

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Comprehension:** On the school-wide spring benchmark testing, Reading Comprehension averaged 75.9% students average or above, the lowest benchmark assessment and just above benchmark. There was a 5.9% decrease in middle school comprehension and 2.7% decrease in high school comprehension.
- **Math Computation:** On the school-wide spring benchmark testing, Math Computation averaged a 6.3% decrease over the year. There was a 6.9% decrease in elementary computation and a 13.9% decrease in high school computation.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Need for Continued Addition of Breadth to LCS' Phonemic-Based Literacy Program:** LCS' RIGGS elementary literacy program focuses on a strong foundation of phonemic awareness. Additional breadth of comprehension and writing is needed for the program's curriculum and scope and sequence and intervention strategies.
- **Need for Continued Increase of Targeted Intervention Strategies and Program:** LCS began targeted elementary literacy and middle school math in 2014/15, and an improvement strategy will be to increase this support to the remainder of the K-12 program.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Expansion of Breadth to Phonemic-Based Literacy Program:** LCS' RIGGS elementary literacy program focuses on a strong foundation of phonemic awareness. Additional breadth of comprehension and writing to the program's curriculum and scope and sequence continues to be an improvement strategy of the English department and targeted intervention.
- **Expansion of Targeted Intervention Support:** In 2014/15, intervention support was implemented in elementary literacy and middle school math. Elementary literacy experienced a 4.0% annual increase and middle school math experienced a 5.1% annual increase. With additional FTE available, both literacy and math intervention strategies will be spread to the rest of the K-12 program based on the 2014/15 strategy implemented.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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Section II: Improvement Plan Information

Improvement Plan Information

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

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

School Contact Information

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Additional Information about the School

Comprehensive Review and Selected Grant History

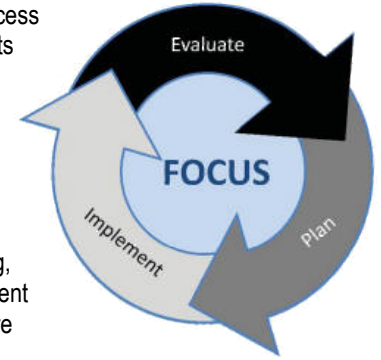
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Colorado Start-up Implementation Grant, 2011/12 - 2013/14
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
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.	Yes, CSSI visit associated with Start-up Implementation Grant, 2013/14

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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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

1. 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).

Description: Narrative:

I. School Setting and Process for Data Analysis HISTORY MISSION VISION and DEMOGRAPHICS

Loveland Classical Schools is a K-12 classical charter school entering its fifth year. Its focus on classical education is defined by three main areas; classical culture, classical curriculum, and classical pedagogy. Classical culture is defined by the schools’ emphasis on virtue, and is implemented in the schools’ core virtues K-12 program, behavioral support processes, and school curriculum. Classical curriculum is defined and implemented by the use of original sources from the Western canon which have lasted the course of time and were the backbone of education for two millennia. Classical pedagogy is defined and implemented by the use of the trivium, being instructional practices within the grammar, logic, and rhetoric levels of knowledge acquisition.

History: In the spring of 2010 two mothers of preschoolers 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. Thus began the chartering process that lead to LCS opening its doors to approximately 500 students as a K-9 school in the fall of 2011. In the first four years of existence, LCS has grown to a full K-12 school serving approximately 720 students. In this time LCS’ classical culture, curriculum, and pedagogy had been solidified. From 2011-2014, LCS averaged 10.2% year-year growth on the CDE’s school performance framework.

LCS’ mission is to assist parents in developing young minds with virtuous character, critical thinking skills, and a passion for learning to become exceptional community stewards.

LCS’ vision is to partner with parents to champion the following values:

The pursuit of excellence through vigorous diligence. The joy of success is found in hard work through academically challenging material.

The habituation of ethical virtues. Moral character is inculcated through our twelve core virtues.

The cultivation of social responsibility. Stewardship and service are encouraged as we work to better our community.

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LCS' 2015/16 demographics are as follows:

Asian 1%
American Indian 0%
Black 0.3%
Hispanic 13%
White 84%
Native Hawaiian Pacific Islander 0.3%
Multiple Races 2%
ELL Students 4%
ESS (IEP) Students 6%
FRL Students: *TBD*

The 2015/16 UIP was written by the Principal in coordination with returning teachers from the English and math departments, and with the SAC. LCS has three weeks of staff in-service before the beginning of school, and during this time the 2014/15 internal benchmark performance data was reviewed to analyze student performance and growth, and to identify root causes of success and opportunities, along with strategies for improvement. This initial report was presented to the LCS Board of Directors on 6/28. Further discussion within the departments and with administration formed the school target setting form and the action plan. The final step of the process is to take the completed UIP and disseminate amongst instructional staff to make it an actionable document.

2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

Academic Achievement (Status)

Prior Year Target: NOTE: School performance targets for 2014/15 Reading, Math, and Writing Academic Achievement are derived by taking the average school growth of the 2013/14 TCAP performance data from the 2012/13 performance data (6.2%) and adding it to the 2013/14 score. That number is then transferred to "at/above grade level" target scores on the internal spring benchmark assessment for that grade-level cohort group.

Reading

3rd grade: 82.8% of students at grade level

4th grade: 82.8% of students at grade level

5th grade: 69.3% of students at grade level

6th grade: 79.6% of students at grade level

7th grade: 88.9% of students at grade level

8th grade: 86.9% of students at grade level
 9th grade: 87.8% of students at grade level
 10th grade: 81.2% of students at grade level
 School-Wide Average target: 82.3%

Math

3rd grade: 80.3% of students at grade level
 4th grade: 80.3% of students at grade level
 5th grade: 72.8% of students at grade level
 6th grade: 74.9% of students at grade level
 7th grade: 76.8% of students at grade level
 8th grade: 71.1% of students at grade level
 9th grade: 38.8% of students at grade level
 10th grade: 61.2% of students at grade level
 School-wide Target average: 67.9%

Writing

3rd grade: 67.8% of students at grade level
 4th grade: 49.3% of students at grade level
 5th grade: 51.8% of students at grade level
 6th grade: 65.5% of students at grade level
 7th grade: 85.5% of students at grade level
 8th grade: 81.6% of students at grade level
 9th grade: 65.3% of students at grade level
 10th grade: 76.2% of students at grade level
 School-wide Target average: 67.8%

Performance on Target: Kindergarten Literacy Fall Winter Spring

Phonemic Awareness 81.08% 76.71%

Nonsense Words 86.49% 79.73%

1st Grade Literacy	Fall	Winter	Spring
Fluency	73.33%	73.86%	69.32%
Comprehension	32.95%	58.14%	50.65%
Spelling	45.05%	65.91%	62.07%

2nd Grade Literacy	Fall	Winter	Spring
Fluency	64.29%	72.62%	81.61%
Comprehension	57.83%	79.49%	83.91%
Spelling	77.50%	76.25%	87.36%

3rd Grade Literacy	Fall	Winter	Spring
Fluency	90.24%	87.50%	87.06%
Comprehension	82.93%	79.49%	71.76%
Spelling	94.67%	94.81%	76.47%

4th Grade Literacy	Fall	Winter	Spring
Fluency	78.95%	87.27%	83.93%
Comprehension	85.71%	81.13%	76.79%
Spelling	92.59%	88.89%	89.09%

5th Grade Literacy	Fall	Winter	Spring
Fluency	88.46%	91.07%	88.89%
Comprehension	88.46%	73.21%	66.67%
Spelling	92.45%	96.36%	88.68%

6th Grade Literacy	Fall	Winter	Spring
Fluency	94.55%	92.73%	89.83%
Comprehension	82.46%	88.89%	80.00%
Spelling	81.03%	87.27%	93.10%

7th Grade Literacy	Fall	Winter	Spring
Fluency	86.79%	86.27%	88.00%
Comprehension		87.76%	77.55%
Spelling		97.92%	93.75%

8th Grade Literacy	Fall	Winter	Spring
Fluency	92.31%	88.46%	94.34%
Comprehension	86.67%	86.54%	77.36%
Spelling	82.98%	92.00%	83.02%

9th Grade Literacy	Fall	Winter	Spring
Fluency	88.89%	84.00%	95.65%
Comprehension	70.83%	58.33%	61.90%
Spelling	73.91%	91.67%	90.48%

10th Grade Literacy	Fall	Winter	Spring
Fluency	92.86%	84.62%	76.92%
Comprehension	86.67%	83.76%	76.92%
Spelling	93.33%	92.31%	76.92%

11th Grade Literacy	Fall	Winter	Spring
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Fluency	76.92%	90.91%	81.82%
Comprehension	76.92%	87.50%	90.91%
Spelling	100.00%	100.00%	88.89%

12th Grade Literacy	Fall	Winter	Spring
Fluency	100.00%	100.00%	100.00%
Comprehension	100.00%	100.00%	100.00%
Spelling	88.89%	100.00%	100.00%

Kindergarten Math	Fall	Winter	Spring
Quantity Discrimination	93.33%	90.54%	83.78%
Missing Number	86.49%	86.49%	85.14%

1st Grade Math	Fall	Winter	Spring
Missing Number	95.40%	82.76%	73.56%
Computation	75.61%	73.81%	83.33%

2nd Grade Math	Fall	Winter	Spring
Computation	80.25%	75.61%	81.61%
Application	55.56%	61.11%	79.31%

3rd Grade Math	Fall	Winter	Spring
Computation	93.75%	82.67%	75.00%
Application	81.25%	76.25%	84.71%

4th Grade Math	Fall	Winter	Spring
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Computation 92.16% 86.67% 91.07%

Application 66.00% 71.70% 82.14%

5th Grade Math Fall Winter Spring

Computation 98.00% 90.38% 90.20%

Application 72.92% 73.08% 86.27%

6th Grade Math Fall Winter Spring

Computation 82.14% 92.00% 90.00%

Application 82.14% 83.67% 96.67%

7th Grade Math Fall Winter Spring

Computation 94.23% 94.23% 95.65%

Application 84.91% 96.08% 91.49%

8th Grade Math Fall Winter Spring

Computation 83.33% 78.85% 78.85%

Application 77.55% 86.54% 82.35%

9th Grade Math Fall Winter Spring

Computation 80.95% 75.00% 78.95%

Application 80.95% 65.00% 68.42%

10th Grade Math Fall Winter Spring

Computation 100.00% 90.91% 76.92%

Application 93.33% 100.00% 69.23%

11th Grade Math Fall Winter Spring
 Computation 100.00% 81.82% 72.73%
 Application 90.91% 81.82% 72.73%

12th Grade Math Fall Winter Spring
 Computation 100.00% 100.00% 88.89%
 Application 100.00% 100.00% 88.89%

Academic Growth

Prior Year Target: Target scores for Academic Growth determined by cut point for successive CDE Adequate Growth Indicators of adequate growth percentile depending if adequate growth was met, from the 2014/15 1-year SPF

Reading

Elementary: 40%
 Middle School: 45%
 High School: 60%

Math

Elementary: 61%
 Middle School: 55%
 High School: 70%

Writing

Elementary: 55%
 Middle School: 45%
 High School: 60%

Performance on Target: Previous year's targets determined by cut point for successive CDE Adequate Growth Indicators of adequate growth percentile depending if adequate growth was met, from the 2014/15 1-year SPF:

2013/14 TCAP data:

Elementary

Reading: Meets 72% P/A. School's percentile: 50%

Mathematics: Meets 71.1% P/A. School's percentile: 50%

Writing: Approaching 50.88% P/A. School's percentile: 43%

Middle School

Reading: Meets 81.65% P/A. School's percentile: 74%

Mathematics: Meets 57.59% P/A. School's percentile: 61%

Writing: Meets 71.52% P/A. School's percentile: 77%

High School

Reading: Meets 75.76 P/A. School's percentile: 61%

Mathematics: Meets 39.39 P/A. School's percentile: 66%

Writing: Meets 32 56.25% P/A. Schools' percentile: 63%

2014/15 Benchmark data:

Reading

1st - 5th grade Literacy	Fall	Winter	Spring
Fluency	78.08%	79.89%	81.35%
Comprehension	65.30%	73.50%	70.19%
Spelling	80.45%	84.44%	80.73%
6th - 8th Grade Literacy	Fall	Winter	Spring
Fluency	91.25%	89.24%	90.74%
Comprehension	84.31%	87.74%	78.40%
Spelling	82.00%	92.39%	89.95%

9th - 12th Grade Literacy	Fall	Winter	Spring
Fluency	92.16%	87.93%	89.29%

Comprehension	80.70%	77.78%	79.25%
Spelling	89.03%	95.99%	89.07%

Math

2nd - 5th Math	Fall	Winter	Spring
Computation	90.08%	82.68%	83.09%
Application	69.20%	70.43%	77.26%
6th - 8th Math	Fall	Winter	Spring
Computation	86.54%	88.31%	87.97%
Application	81.65%	88.24%	90.51%

9th - 12th Math	Fall	Winter	Spring
Computation	92.45%	85.11%	78.85%
Application	89.09%	82.35%	73.08%

From indicators above, 2013/14 to 2014/15 growth:

- Elementary Reading, +3% difference;
- Middle School Reading, +3% difference;
- High School Reading, +9% difference.
- Elementary Math, +7% difference;
- Middle School Math, +32% difference;
- High School Math, +35% difference.
- Elementary Writing, +30% difference;
- Middle School Writing, +18% difference;
- High School Writing, +33% difference.

Academic Growth Gaps

Prior Year Target: 2014/15 Target for Reading:

Elementary

FRL: 60%

Minority St.: 60%

St. w./Disabilities: N.A

ELL: N.A.

Catching up: 55%

2014/15 Target for Math: Elementary

FRL: 40%

Minority St.: 40%

St. w./Disabilities: N.A.

ELL: N.A.

Catching up: 55%

Middle School

FRL: 40%

Minority St. 40%:

St. w./Disabilities: 40%.

ELL: 40%

Catching up: 55%

High School

FRL: N.A.

Minority St.: N.A.

St. w./Disabilities: N.A.

ELL: N.A.

Catching up: 70%

2014/15 Target for Writing:

Elementary

FRL: 40%

Minority St.: 40%

St. w./Disabilities: N.A.

ELL: N.A.

Catching up: 55%

Middle School

FRL: 60%

Minority St.: 55%

St. w./Disabilities: 40%

ELL: 55%

Catching up: 70%

High School

FRL: N.A.

Minority St.: N.A.

St. w./Disabilities: N.A.

ELL: N.A.

Catching up: 70%

Middle School

FRL: 45%

Minority St.: 40%

St. w./Disabilities: 40%

ELL: 40%

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Catching up: 40%

High School

FRL: N.A.

Minority St.: N.A.

St. w./Disabilities: N.A.

ELL: N.A.

Catching up: N.A.

Performance on Target: Data not available from internal benchmark testing. Need cut points for successive CDE Adequate Growth Indicators of adequate growth percentile for sub groups and special population.

Postsecondary & Workforce Readiness

Prior Year Target: From 2014/15 UIP: Graduation Rate N.A. First graduating class in 2014/15 98.6%

Disaggregated Grad Rate N.A. First graduating class in 2014/15 N.A.

Dropout Rate N.A. First graduating class in 2014/15 1.4%

Mean CO ACT N.A. First graduating class in 2014/15 N.A.

Other PWR Measures N.A. First graduating class in 2014/15 N.A.

Performance on Target: 2014/15 Data: Graduation Rate: 100%,

Dropout Rate: 0%,

Mean CO ACT: N.A.

Academic Achievement Reflection

The school-wide performance on literacy and math benchmark testing for the fall, winter, and spring testing is as below. The benchmark is 75% of students scoring average or above on national norms, highlighted green:

	CBM Fluency	MAZE Compreh.	MCAP Applicat.	MCOMP Computation	SPELLING
Fall	87.16%	76.77%	79.98%	89.69%	83.85%
Winter	85.68%	79.67%	80.34%	85.36%	90.28%
Spring	87.12%	75.94%	80.28%	83.30%	85.81%

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The 2014/15 school-wide target for reading of 82.3% of students at grade level **was not met** with **81.5% of students performing at average or above** on reading fluency and comprehension (averaged, 87.1% and 75.9%, respectively) on spring benchmark testing. The school-wide performance was 0.8% below target.

The 2014/15 school-wide target for math of 67.9% of students at grade level **was met** with **81.7% of students performing at average or above** on math computation and application (averaged, 83.3% and 80.3%, respectively) on spring benchmark testing. The school-wide performance was 13.8% above target.

The 2014/15 school wide-target for writing of 67.8% **was met** with **85.8% of students performing at average or above** on spelling, the closest benchmark assessment indicator available, on spring benchmark testing. The school-wide performance was 18% above target.

Academic Growth Reflection

School-wide Growth over the year, per internal benchmark data, is below:

- **Reading Fluency** mostly remained even for the fall, winter, and spring benchmark testing for a total of a **0.04% decrease**, with an average of **87.12% scoring average or above** on end of year spring testing.
- **Reading Comprehension** mostly remained even for the fall, winter, and spring benchmark testing for a total of a **0.83% decrease**, at an average of **75.94% scoring average or above** on end of year spring testing.
- **Math Application** mostly remained even for the fall, winter, and spring benchmark testing for a total of a **0.30% increase**, with an average of **80.28% scoring average or above** on end of year spring testing.
- **Math Computation** had a steady decrease through the fall, winter, and spring benchmark testing for a total of a **6.39% decrease**, with an average of **83.30% scoring average or above** on end of year spring testing.
- **Spelling** remained mostly even for the fall, winter, and spring benchmark testing for a total of a **1.96% increase** with an average of **88.68% scoring average or above** on end of year spring testing.

Growth in Literacy and Spelling over the year, per internal benchmark data, is below:

From the break out of literacy data by school (elementary, middle, and high):

- 1st-5th Fluency: **3.27% increase** over the year and **81.35% average or above** on end of year spring testing

Highest spring benchmark results: 5th grade, 88.89% average or above

Most growth through benchmark tests: 2nd grade, 17.32 % increase

- 1st-5th Comprehension: **4.89% increase** over the year and **70.19% average or above** on end of year spring testing

Highest spring benchmark results: 2nd grade, 83.91% average or above

Most growth through benchmark tests: 2nd grade, 26.08% increase

- 1st-5th Spelling: **0.28% increase** over the year and **80.73% average or above** on end of year spring testing

Highest spring benchmark results: 4th grade, 89.09% average or above

Most growth through benchmark tests: 1st grade, 17.02% increase

- 6th-8th Fluency: **0.51% decrease** over the year and **90.74% average or above** on end of year spring testing

Highest spring benchmark results: 8th grade, 94.34% average or above

Most growth through benchmark tests: 8th grade, 2.03% increase

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- 6th-8th Comprehension: **5.91% decrease** over the year and **78.40% average or above** on end of year spring testing

Highest spring benchmark results: 6th grade, 80.00% average or above

Most growth through benchmark tests: N/A

- 6th-8th Spelling: **7.95% increase** over the year and **89.95% average or above** on end of year spring testing

Highest spring benchmark results: 7th grade, 93.75% average or above

Most growth through benchmark tests: 6th grade, 12.07% increase

- 9th-12th Fluency: **2.79% decrease** over the year and **89.29% average or above** on end of year spring testing

Highest spring benchmark results: 12th grade, 100% average or above

Most growth through benchmark tests: 11th grade, 4.90% increase

- 9th-12th Comprehension: **1.45% decrease** over the year and **79.25% average or above** on end of year spring testing

Highest spring benchmark results: 12th grade, 100% average or above

Most growth through benchmark tests: 11th grade, 13.99% increase

- 9th-12th Spelling: **0.04% increase** over the year and **89.07% average or above** on end of year spring testing

Highest spring benchmark results: 12th grade, 100% average or above

Most growth through benchmark tests: 9th grade, 16.57% increase

Growth over the year in math, per internal benchmark data, is below:

From the break out of the math data by school (elementary, middle, and high):

- 2nd-5th Computation: **6.99% decline** over the year and **83.09% average or above** on end of year spring benchmark testing

Highest spring benchmark results: 4th grade, 91.07% average or above

Most growth through benchmark tests: 2nd grade, 1.36% increase

- 2nd-5th Application: **8.06% increase** over the year and **77.26% average or above** on end of year spring benchmark testing

Highest spring benchmark results: 5th grade, 86.27% average or above

Most growth through benchmark tests: 2nd grade, 11.87% increase

- 6th-8th Computation: **1.43% increase** over the year and **87.97% average or above** on end of year spring benchmark testing

Highest spring benchmark results: 7th grade, 95.65% average or above

Most growth through benchmark tests: 6th grade, 7.86% increase

- 6th-8th Application: **8.86% increase** over the year and **90.15% average or above** on end of year spring benchmark testing

Highest spring benchmark results: 6th grade, 96.67% average or above

Most growth through benchmark tests: 6th grade, 14.53% increase

- 9th-12th Computation: **13.6% decrease** and **78.86% average or above** on end of year spring benchmark testing

Highest spring benchmark results: 12th grade, 88.89% average or above

Most growth through benchmark tests: N/A

- 9th-12th Application: **16.01% decrease** and **73.05% average or above** on end of year spring benchmark testing

Highest spring benchmark results: 12th grade, 88.89% average or above

Most growth through benchmark tests: N/A

3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

Reflection

NOTE: School performance targets for 2014/15 Reading, Math, and Writing Academic Achievement are derived by taking the average school growth of the 2013/14 TCAP performance data from the 2012/13 performance data (6.2%) and adding it to the 2013/14 score. That number is then transferred to "at/above grade level" target scores on the internal spring benchmark assessment for that grade-level cohort group.

Reading:

LCS' literacy benchmark data consists of reading fluency and comprehension student performance for grades K-12. These metrics were averaged out for a Reading score to compare to the Reading targets created for 2014/15.

3rd grade target: 82.8% of students at grade level/ Fluency and Comprehension Spring Benchmarks: **79.4%** (87% & 71.7%)... **Does Not Meet** target (-3.4%)
 4th grade target: 82.8% of students at grade level/ Fluency and Comprehension Spring Benchmarks: **80.3%** (83.9% & 76.9%)... **Does Not Meet** target (-2.5%)
 5th grade: 69.3% of students at grade level/ Fluency and Comprehension Spring Benchmark: **77.7%** (88.8% & 66.6%)... **Meets** target (+8.4%)
 6th grade: 79.6% of students at grade level/ Fluency and Comprehension Spring Benchmark: **84.9%** (89.8% & 80.0%)... **Meets** target (+5.4%)
 7th grade: 88.9% of students at grade level/ Fluency and Comprehension Spring Benchmark: **82.7%** (88.0% & 77.5%)... **Does Not Meet** target (-6.2%)
 8th grade: 86.9% of students at grade level/ Fluency and Comprehension Spring Benchmark: **85.8%** (94.3% & 77.3%)... **Does Not Meet** target (-1.1%)
 9th grade: 87.8% of students at grade level/ Fluency and Comprehension Spring Benchmark: **78.8%** (95.6% & 61.9%)... **Does Not Meet** target (-9%)
 10th grade: 81.2% of students at grade level/ Spring Benchmark: **76.9%** (76.9% & 76.9%)... **Does Not Meet** target (-4.3%)

Math:

LCS' math benchmark data consists of reading computation and application student performance for grades K-12. These metrics were averaged out for a Math score to compare to the Math targets created for 2014/15.

3rd grade target: 80.3% of students at grade level/ Computation and Application Spring Benchmark: **79.8%** (75.0% & 84.7%)... **Does Not Meet** target (-0.5%)
 4th grade target: 80.3% of students at grade level/ Computation and Application Spring Benchmark: **86.5%** (91.0% & 82.1%)... **Meets** target (+6.2%)
 5th grade target: 72.8% of students at grade level/ Computation and Application Spring Benchmark: **88.1%** (90.2% & 86.2%)... **Meets** target (+15.3%)
 6th grade target: 74.9% of students at grade level/ Computation and Application Spring Benchmark: **93.3%** (90.0% & 96.6%)... **Meets** target (+18.4%)
 7th grade target: 76.8% of students at grade level/ Computation and Application Spring Benchmark: **93.5%** (95.6% & 91.4%)... **Meets** target (+16.7%)
 8th grade target: 71.1% of students at grade level/ Computation and Application Spring Benchmark: **80.5%** (78.8% & 82.3%)... **Meets** target (+9.4%)
 9th grade target: **38.8%** of students at grade level/ Computation and Application Spring Benchmark: **73.6%** (78.9% & 68.4%)... **Meets** target (+34%)
 10th grade target: 61.2% of students at grade level/ Computation and Application Spring Benchmark: **73.5%** (76.9% & 69.2%)... **Meets** target (+12.3%)

Writing:

LCS' writing benchmark data consists of spelling student performance for grades K-12. This metric does not completely overlap with the Writing targets created for 2014/15.

3rd grade target: 67.8% of students at grade level/ Spelling Spring Benchmark: **76.4%**... **Meets** target (+8.6%)
 4th grade target: 49.3% of students at grade level/ Spelling Spring Benchmark: **89.0%**... **Meets** target (+39.7%)
 5th grade target: 51.8% of students at grade level/ Spelling Spring Benchmark: **88.6%**... **Meets** target (+36.8%)
 6th grade target: 65.5% of students at grade level/ Spelling Spring Benchmark: **93.1%**... **Meets** target (+27.6%)
 7th grade target: 85.5% of students at grade level/ Spelling Spring Benchmark: **93.7%**... **Meets** target (+8.2%)
 8th grade target: 81.6% of students at grade level/ Spelling Spring Benchmark: **83.0%**... **Meets** target (+1.4%)
 9th grade target: 65.3% of students at grade level/ Spelling Spring Benchmark: **90.4%**... **Meets** target (+25.1%)
 10th grade target: 76.2% of students at grade level/ Spelling Spring Benchmark: **76.9%**... **Meets** target (+0.7%)

READ Plan:

In the Spring of 2014, LCS had 53 students that qualified as SRD (Severe Reading Deficient) for the READ Plan.
 In the Spring of 2015, LCS had 27 students that qualified as SRD (Severe Reading Deficient) for the READ Plan.
 Over the course of the 2014/15 school year, 26 students were removed from SRD status under the READ Plan.

4. 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.

Academic Growth

- Elementary Reading
- From 2014/15 Benchmark Data (Fluency & Comprehension): 4.0% increase over the year
- Middle School Reading
- From the 2014/15 Benchmark Data (Fluency & Comprehension): 3.2% decrease over the year
- Middle School Math
- From the 2014/15 Benchmark Data (Computation & Application): 3.4% increase over the year
- Middle School Writing
- From the 2014/15 Spring Benchmark Data (Spelling): 7.9% increase over the year
- School-Wide Math
- From the 2014/15 Benchmark Data (Computation & Application): 3.0% decrease over the course of the year
- High School Math
- From the 2014/15 Benchmark Data (Computation & Application): 14.8% decrease over the year

Priority Performance Challenges and Root Cause Analysis

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.

Root Cause: 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.

Priority Performance Challenge



Root Cause

Reading Comprehension: On the school-wide spring benchmark testing, Reading Comprehension averaged 75.9% students average or above, the lowest benchmark assessment and just above benchmark. There was a 5.9% decrease in middle school comprehension and 2.7% decrease in high school comprehension.



Need for Continued Addition of Breadth to LCS' Phonemic-Based Literacy Program: LCS' RIGGS elementary literacy program focuses on a strong foundation of phonemic awareness. Additional breadth of comprehension and writing is needed for the program's curriculum and scope and sequence and intervention strategies.

Math Computation: On the school-wide spring benchmark testing, Math Computation averaged a 6.3% decrease over the year. There was a 6.9% decrease in elementary computation and a 13.9% decrease in high school computation.



Need for Continued Increase of Targeted Intervention Strategies and Program: LCS began targeted elementary literacy and middle school math in 2014/15, and an improvement strategy will be to increase this support to the remainder of the K-12 program.

Reflection on Priority Performance Challenges

Reading Comprehension was chosen because it remains a focus to add breadth to LCS' literacy program which is based in a strong foundation of phonemic awareness. Reading Comprehension was the lowest school-wide spring benchmark score.

Math Computation was chosen because it remains a focus of the school's improvement strategy to target computational skills in intervention support. School-wide,

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Math Computation had a 6.3% decrease over the year and 13.9% decrease in high school computation.

Reflection on Root Cause

The need for the continued addition of the breadth to LCS' phonemic-based literacy program was chosen as a root cause because it continues a pre-existing strategy to address relatively lower comprehension performance data, analyzed in the context of LCS' curriculum and scope and sequence.

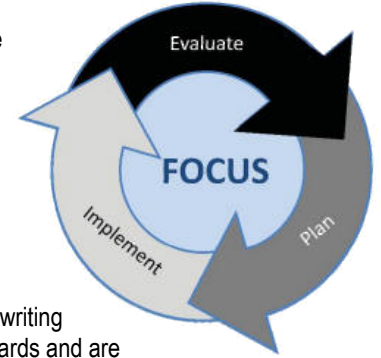
The need of increasing targeted intervention strategies and program was chosen as a root cause because it was implemented in middle school math which showed growth, while elementary and high school computation showed decreases. The need for the expansion of targeted intervention support for elementary and high school is seen as a root cause of low or decreasing math computation scores.

1. Summary/Conclusion

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*.

Schools are expected to set their own annual targets for the performance indicators (i.e. 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 where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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 transitioned 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 on TCAP is not 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 this school 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.

School Target Setting Form

Academic Achievement (Status)

Subject	R	
Priority Performance Challenge	Reading Comprehension	
Annual Performance Targets	2015-2016	Reading Target 1.5% year-year increase between 2014/15 and 2015/16 on School-Wide Spring Reading (Fluency & Comprehension) Benchmark testing. 2014/15, 81.5% of students scored average and above on School-Wide Spring Reading Benchmark testing. 2015/16 Spring Benchmark Target: 83% of students scoring average or above on School-Wide Spring Reading Benchmark testing.
	2016-2017	Reading Target 1.5% year-year increase between 2015/16 and 2016/17 on School-Wide Spring Reading (Fluency & Comprehension) Benchmark testing. 2014/15, 81.5% of students scored average and above on School-Wide Spring Reading Benchmark testing. 2015/16 Spring Benchmark Target: 83% of students scoring average or above on School-Wide Spring Reading Benchmark

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		testing. 2016/17 Spring Benchmark Target: 84.5% of students scoring average or above on School-Wide Spring Reading Benchmark testing.
Interim Measures		Spring DIBELS and MAZE Benchmark testing (Fluency and Comprehension) for grades K-12.

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Math Target 1.5% year-year increase between 2014/15 and 2015/16 on School-Wide Spring Math (Computation & Application) Benchmark testing. 2014/15, 81.7% of students scored average and above on School-Wide Spring Math Benchmark testing. 2015/16 Spring Benchmark Target: 83.2% of students scoring average and above on School-Wide Spring Math Benchmark testing.
	2016-2017	Math Target 1.5% year-year increase between 2015/16 and 2016/17 on School-Wide Spring Math (Computation & Application) Benchmark testing. 2014/15, 81.7% of students scored average and above on School-Wide Spring Math Benchmark testing. 2015/16 Spring Benchmark Target: 83.2% of students scoring average and above on School-Wide Spring Math Benchmark testing. 2016/17 Spring Benchmark Target: 84.7% of students scoring average and above on School-Wide Spring Math Benchmark testing.
Interim Measures		Spring DIBELS Benchmark testing (for Computation and Application) for grades K-12.

Subject		W
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Writing Target 1.5% year-year increase between 2014/15 and 2015/16 on School-Wide Spring Writing (Spelling) Benchmark testing: 2014/15, 85.8% of students scored average and above on School-Wide Spring Writing Benchmark testing. 2015/16 Spring Benchmark Target: 87.3% of students scoring average and above on School-Wide Spring Writing Benchmark testing.
	2016-2017	Writing Target 1.5% year-year increase between 2015/16 and 2016/17 on School-Wide Spring Writing (Spelling) Benchmark testing: 2014/15, 85.8% of students scored average and above on School-Wide Spring Writing Benchmark testing. 2015/16 Spring Benchmark Target: 87.3% of students scoring average and above on School-Wide Spring Writing Benchmark testing. 2016/17 Spring Benchmark Target: 88.8% of students scoring average and above on School-Wide Spring Writing Benchmark testing.

		testing.
Interim Measures		Spring DIBELS Benchmark testing (Spelling) for grades K-12.

Academic Growth

Subject		R
Priority Performance Challenge		Reading Comprehension
Annual Performance Targets	2015-2016	Reading Target 1.5% year-year increase between 2014/15 and 2015/16 on Reading (Fluency & Comprehension) Spring Benchmark testing.
	2016-2017	Reading Target 1.5% year-year increase between 2015/16 and 2016/17 on Reading (Fluency & Comprehension) Spring Benchmark testing.
Interim Measures		Spring DIBELS Benchmark testing (Fluency and Comprehension) for grades K-12.

Subject		M
Priority Performance Challenge		Math Computation
Annual Performance Targets	2015-2016	Math Target 1.5% year-year increase between 2014/15 and 2015/16 on Math (Computation & Application) Spring Benchmark testing.
	2016-2017	Math Target 1.5% year-year increase between 2015/16 and 2016/17 on Math (Computation & Application) Spring Benchmark testing.
Interim Measures		Spring DIBELS Benchmark testing (for Computation and Application) for grades K-12.

Subject		W
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Writing Target 1.5% year-year increase between 2014/15 and 2015/16 on Writing (Spelling) Spring Benchmark testing.
	2016-2017	Writing Target 1.5% year-year increase between 2015/16 and 2016/17 on Writing (Spelling) Spring Benchmark testing.
Interim Measures		Spring DIBELS Benchmark testing (Spelling) for grades K-12.

Academic Growth Gaps

Subject		
Priority Performance Challenge		
Annual Performance Targets	2015-2016	<p>Student with Disabilities: Student Performance data per student plan acc./mod. and school-wide avg. performance percentiles on student IEP plan goals, 2015/16 target: 85% of stud. with IEPs/504s passing all classes and 100% of achievement on student plan goals</p> <p>ELD: 10% annual increase in Reading benchmark FRL: N.A.</p>
	2016-2017	<p>Student with Disabilities: Student Performance data per student plan acc./mod. and school-wide avg. performance percentiles on student IEP plan goals. 2016/17 target: 90% of stud. w/ IEPs/504s passing all classes and 100% of achievement on student plan goals</p> <p>ELD: 10% annual increase in Reading benchmark FRL: N.A.</p>
Interim Measures		ESS student performance per course grades, IEP plan goals, and DIBELS Reading (Fluency and Comprehension).

Postsecondary & Workforce Readiness

Subject		Graduation Rate
Priority Performance Challenge		
Annual Performance Targets	2015-2016	100% graduation rate
	2016-2017	100% graduation rate
Interim Measures		LCS Graduation requirements.

Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

Major Improvement Strategy: Expansion of Breadth to Phonemic-Based Literacy Program

LCS' RIGGS elementary literacy program focuses on a strong foundation of phonemic awareness. Additional breadth of comprehension and writing to the program's curriculum and scope and sequence continues to be an improvement strategy of the English department and targeted intervention.

Root Cause(s) Addressed:

Need for Continued Addition of Breadth to LCS' Phonemic-Based Literacy Program

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)
 Colorado Graduation Pathways Program
 Other: LCS Board of Directors

Action Steps	
Jul. 2015 - Nov. 2015	<p>Expansion of Breadth of LCS' Phonemic-Based Literacy Program</p> <p>Description: Expansion of the breadth of LCS' Phonemic-Based Literacy program is a strategic planning goal with implementation of revisions to the Scope and Sequence and curriculum the year to be in place November 1st, 2015. This continues the Priority Improvement strategy from 2014/15.</p> <p>Implementation Benchmarks: Implementation of the expansion of elementary literacy and for middle school math intervention support for the K-12 program by November 1st, 2015.</p>

Resources:

English department literacy Title II training program and increased literacy intervention FTE.

Key Personnel:

Ian Stout, Principal
English department teachers
Literacy Interventionists

Status:

In Progress

Major Improvement Strategy: Expansion of Targeted Intervention Support

In 2014/15, intervention support was implemented in elementary literacy and middle school math. Elementary literacy experienced a 4.0% annual increase and middle school math experienced a 5.1% annual increase. With additional FTE available, both literacy and math intervention strategies will be spread to the rest of the K-12 program based on the 2014/15 strategy implemented.

Root Cause(s) Addressed:

Need for Continued Increase of Targeted Intervention Strategies and Program

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)
 Colorado Graduation Pathways Program
 Other: LCS Board of Directors

Action Steps	
Jul. 2015 - Nov. 2015	<p>MTSS Intervention Support Program</p> <p>Description: The expansion of MTSS Intervention support is a strategic planning goal and Board-driven objective, implementation of the expansion to be in place November 1st, 2015. This continues the Priority Improvement Strategy from 2014/15.</p> <p>Implementation Benchmarks: Implementation of the expansion of elementary literacy and for middle school math intervention support for the K-12 program by November 1st, 2015.</p> <p>Resources: Additional funding was made available for 2.0 FTE Literacy Interventionist and 1.9 FTE Math Interventionist for 2015/16.</p> <p>Key Personnel: Ian Stout, Principal Pete Boylan, K-8 Assistant Principal (K-8 MTSS)</p>

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	<p>John Kaufman, HS Assistant Principal (HS MTSS) Amanda Worrell, Literacy Coach Jason Cell, Interventionist</p> <p>Status: In Progress</p>
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Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)