

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 1560 District Name: THOMPSON R2-J School Code: 5235 School Name: LOVELAND CLASSICAL SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	71.43%	-	83.87%	74.45%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	71.97%	42.45%	-	
		W	53.52%	57.77%	-	58.06%	60.87%	-	
		S	47.53%	48%	-	60%	42.31%	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	17	27	-	41	33	-	
		M	36	68	-	18	25	-	
		W	32	47	-	32	44	-	
ELP	-	-	-	-	-	-			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>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 district'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.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement	Based on preliminary results, the school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

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		
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. Awarded November 2011
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? 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.	No

Improvement Plan Information

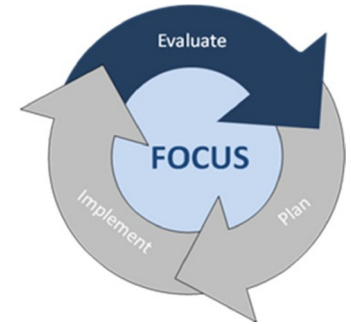
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	David Yu – Executive Director of Education
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	Mailing Address	3835 14 th Street SW, Loveland, Colorado 80537
2	Name and Title	Aaron Dukette – Curriculum Liaison
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	Phone	970-670-0527 ext. 102
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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. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?			Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Target was to find baseline data to begin trend analysis.		Elem	MS	In the areas of math and science there was insufficient remediation and differentiation. Contributing to this was a lack of a set of benchmark assessments which would have given teachers a stronger feel for the students. Additionally, there was insufficient teacher training on the Singapore curriculum and feedback on teacher effectiveness. Targets in the areas of reading and writing were met due to the use of Riggs phonetics, the high-quality Core Knowledge curriculum, and a heavy emphasis on grammar remediation for all middle school students which was given in literature classes. In elementary and middle school math, as well as in middle school writing, LCS did not meet the
		R	83.87%	74.45%	
		M	71.97%	42.45%	
		W	58.06%	60.87%	
		S	60%	42.31%	
Academic Growth	Target was to find baseline data to begin trend analysis.		Elem	MS	
		R	41	33	
		M	18	25	
		W	32	44	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?			Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	Target was to find baseline data to begin trend analysis.		FRL	Minority	median adequate SGP. Students did not have access to middle school grammar and composition classes last year which would have helped writing scores. Math scores came up short for reasons stated above.
		R	53	23	
		M	28	22	
		W	54	47	
Post Secondary Readiness	As LCS is only operating as a K-10 school for the academic year of 2011-2012, we are unable to accurately measure using the three benchmarks of graduation rates, drop-out rates, and ACT composite scores.	N/A			

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	LCS one year Academic Achievement data shows student have met the CDE benchmarks in % proficient and advanced in all areas in the elementary. (Reading 84%, Math 72%, Writing 58%, and Science 60%) LCS one year Academic Achievement data shows student have met the CDE benchmarks in % proficient and advanced in Reading and Writing in middle school. (Reading 74% and Writing 61%)	LCS student performance “meets” the Academic Achievement benchmark set by CDE.	LCS takes care and time to ensure the instructors are highly qualified. The teachers understand their topics at a deep level in all subject areas. LCS departmentalizes to ensure teachers are passionate about the subjects they teach, and students are taught by teachers who are experts in their field.
	One year Academic Achievement data shows students are approaching CDE benchmarks in % proficient in Mathematics and Science in the middle school. (Math 42% and Science 42%)	Overall Academic Achievement by LCS students is an area of strength	LCS teachers found it difficult to teach the entirety of the math and science topics due to the variability of the students and their learning curve with differentiated teaching methods.
Academic Growth	One year Academic Growth by LCS students in approaching the CDE benchmark in % proficient and advanced in Reading and Writing. (Elementary Reading 41%, Elementary Writing 32%, Middle School Reading 33%, and Middle School Writing 44%)	LCS student performance “approaches” the Academic Growth benchmark in Reading and Writing.	
	One year Academic Growth by LCS students has not met the CDE benchmark in % proficient and advanced in Mathematics. (Elementary Mathematics 18% and Middle School Mathematics 25%)	LCS student performance “does not meet” the Academic Growth benchmark in	LCS teachers found it difficult to teach the entirety of the math topics due to the variability of the students and their learning curve with differentiated teaching methods.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	<p>One year Academic Growth Gaps for the FRL subcategory is measured by median growth percentile. (Reading 51%, Math 28%, and Writing 54%)</p> <p>One year Academic Growth Gaps for the minority student subcategory is measured by median growth percentile. (Reading 22%, Math 23%, and Writing 47%)</p> <p>One year Academic Growth Gaps for the students needing to catch up subcategory is measured by median growth percentile. (Reading 32%, Math 26%, and Writing 52%)</p>	<p>Mathematics.</p> <p>FRL students "meet" Median Growth Percentile for Reading.</p> <p>FRL students "does not meet" Median Growth Percentile for Math</p> <p>FRL students are "approaching" Median Growth Percentile for Writing.</p> <p>Minority student s "does not meet" Median Growth Percentile for Reading and Math.</p> <p>Minority students are "approaching" Median Growth Percentile for Writing.</p> <p>Students needing to catch up "does not meet" Median Growth Percentile for Reading and Math.</p> <p>Students needing to catch up are "approaching" Median Growth Percentile for Writing.</p>	<p>In the areas of math and science there was insufficient remediation and differentiation. Contributing to this was a lack of a set of benchmark assessments which would have given teachers a stronger feel for the students. Additionally, there was insufficient teacher training on the Singapore curriculum and feedback on teacher effectiveness.</p> <p>Targets in the areas of reading and writing were met due to the use of Riggs phonetics, the high-quality Core Knowledge curriculum, and a heavy emphasis on grammar remediation for all middle school students which was given in literature classes.</p> <p>In elementary and middle school math, as well as in middle school writing, LCS did not meet the median adequate SGP. Students did not have access to middle school grammar and composition classes last year which would have helped writing scores. Math scores came up short for reasons stated above.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness	N/A		

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, 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. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school’s over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

- I. **Description of School Setting and Process for Data Analysis:** Loveland Classical Schools is a K-10 charter school (which will grow to K-12 by 2014) serving students in Thompson School District. The school uses the Core Knowledge curriculum in grades K-8 and builds upon this in the high school grades with its “Great Books” classical sequence. Other components of its curriculum include Riggs phonetics training for literacy in grades K-6, the Singapore math curriculum, and a required study of classical languages (Latin in grades 4-8 plus one year of advanced Latin in high school). Pedagogically, LCS’ “classical” tag indicates the use of Dorothy Sayers’ concept of the “trivium,” the “three-fold way” of learning which she developed from the pedagogic practices of the medieval universities. The three “stages” of the trivium are
 - 1) Grammar: the acquisition and memorization of basic fundamental facts in whatever academic discipline
 - 2) Logic: the discovery of new knowledge using syllogistic reasoning from pre-existing grammar-level knowledge
 - 3) Rhetoric: the refinement, review, and wise presentation of knowledge

This UIP was developed by Mr. Yu (Executive Director of Education) and Mr. Dukette (Curriculum Liaison) with the assistance of the SAC. The SAC will serve as a review team for the UIP from year to year.

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 23% of our students qualify for free and reduced lunch.

23% of LCS students are classified as special needs students.

Ethnic background:

White ~83 %

Hispanic ~14 %

Asian ~1.7 %

Native American: 0.3 %

Black: 0.3%

Other demographics:

ELL: 2.7 %

IEP: 6.2 %

FRL: 23 %

As a new school, Loveland Classical Schools has only one year of data from CSAP/TCAP. Lacking this data restricts our ability to provide for more 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.

- II. **Review Current Performance:** In its first year, LCS came up short of meeting state/ federal expectations in middle school math and science while meeting or exceeding expectations in the areas of reading and writing.
- III. **Trend Analysis:** Being in only our second year, there is insufficient data with which to point to any significant trends.
- IV. **Priority Performance Challenges:** Our priorities for improvement lie in the areas of middle and high school math and science.
- V. **Root Cause Analysis:** Having received an initial student body of widely varied background in these disciplines, LCS teachers struggled to teach classes the entirety of the curriculum. There was insufficient remediation and differentiation because of their learning curve with differentiated teaching methods. Thirdly, the math team did not last year use a set of benchmark assessments which would have helped with differentiation. Additionally, LCS did not provide as much teacher training and feedback as it would have liked in its first year, and this would have helped the students' performance.

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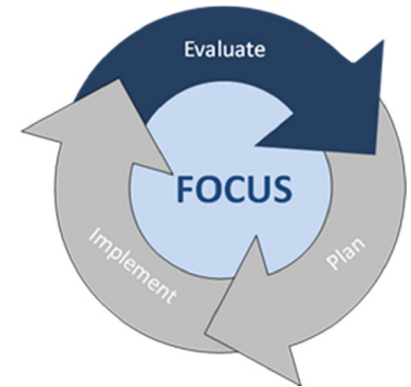
Section IV: Action Plan(s)

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 Target Setting 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).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	LCS student performance "meets" the Academic Achievement benchmark set by CDE in Reading.	3 rd : 83.5% 4 th : 83.5% 5 th : 77.7% 6 th : 92.9% 7 th : 75.6% 8 th : 74.8% 9 th : 76.4% 10 th : 70.3%	3 rd : 86.1% 4 th : 86.1% 5 th : 86.1% 6 th : 80.7% 7 th : 94.4% 8 th : 78.8% 9 th : 78.0% 10 th : 79.5% 11 th : 73.7%	Start-of-year (fall) and end-of-year (spring) benchmark assessments using DIBELS (grades 1-3) and DRA (grades 4-10) assessments will be given to each student. Additionally, students who score below grade level in the fall will take a mid-year assessment in January. Additional in-class measures will be used in between.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
		M	LCS student performance "meets" the Academic Achievement benchmark set by CDE in Math.	3 rd : 68.6% 4 th : 68.6% 5 th : 70.9% 6 th : 80.3% 7 th : 52.1% 8 th : 52.8% 9 th : 34.6% 10 th : 25.6%	3 rd : 72.1% 4 th : 72.1% 5 th : 72.1% 6 th : 74.3% 7 th : 83.2% 8 th : 56.1% 9 th : 56.7% 10 th : 38.5% 11 th : 29.2%	Start-of-year (fall), mid-year (winter), and end-of-year (spring) benchmark assessments reflective of the Singapore curriculum will be given to each student. Additional in-class measures will be used in between.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
		W	LCS student performance "meets" the Academic Achievement benchmark set by CDE in Writing.	3 rd : 40.7% 4 th : 40.7% 5 th : 60.8% 6 th : 78.6% 7 th : 63.1% 8 th : 63.3%	3 rd : 44.7% 4 th : 44.7% 5 th : 44.7% 6 th : 64.6% 7 th : 81.6% 8 th : 66.8%	Students will be regularly tested and assessed in literature and composition classes.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement

				9 th : 54.0% 10 th : 59.5%	9 th : 67.0% 10 th : 57.9% 11 th : 63.3%		Strategy #3: Culture of Excellence
		S	LCS student performance "meets" the Academic Achievement benchmark set by CDE in Science.	5 th : 65.2% 8 th : 42.4%	5 th : 68.9% 8 th : 46.4%	Students will be regularly tested and assessed in science classes.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	LCS student performance "approaches" the Academic Growth benchmark in Reading.	Elementary: 44.9% Middle: 36.8%	Benchmarks set forth by CDE.	Start-of-year (fall) and end-of-year (spring) benchmark assessments using DIBELS (grades 1-3) and DRA (grades 4-10) assessments will be given to each student. Additionally, students who score below grade level in the fall will take a mid-year assessment in January. Additional in-class measures will be used in between.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
		M	LCS student performance "does not meet" the Academic Growth benchmark in Mathematics.	Elementary: 36% Middle: 68%	Benchmarks set forth by CDE.	Start-of-year (fall), mid-year (winter), and end-of-year (spring) benchmark assessments reflective of the Singapore curriculum will be given to each student. Additional in-class measures will be used in between.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence

		W	LCS student performance "approaches" the Academic Growth benchmark in Writing.	Elementary: 35.82% Middle: 47%	Benchmarks set forth by CDE.	Students will be regularly tested and assessed in literature and composition classes.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
		ELP	N/A	N/A			
Academic Growth Gaps	Median Student Growth Percentile	R	FRL students "meet" Median Growth Percentile for Reading. Minority students "does not meet" Median Growth Percentile for Reading. Students needing to catch up "does not meet" Median Growth Percentile for Reading.	Elementary School Sub-group categories do not meet criterion to be statistically significant. Middle School FRL: 55% Minorities: 41% Students Needing to Catch Up: 75%	Elementary School Sub-group categories do not meet criterion to be statistically significant. Middle School Benchmarks set forth by CDE.	Start-of-year (fall) and end-of-year (spring) benchmark assessments using DIBELS (grades 1-3) and DRA (grades 4-10) assessments will be given to each student. Additionally, students who score below grade level in the fall will take a mid-year assessment in January. Additional in-class measures will be used in between.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
		M	FRL students "does not meet" Median Growth Percentile for Math. Minority students "does not meet" Median Growth Percentile for Math. Students needing to catch up "does not meet" Median Growth Percentile for Math.	Elementary School Sub-group categories do not meet criterion to be statistically significant. Middle School FRL: 73% Minorities: 81% Students Needing to Catch Up: 94%	Elementary School Sub-group categories do not meet criterion to be statistically significant. Middle School Benchmarks set forth by CDE.	Start-of-year (fall), mid-year (winter), and end-of-year (spring) benchmark assessments reflective of the Singapore curriculum will be given to each student. Additional in-class measures will be used in between.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence

			<p>FRL students are “approaching” Median Growth Percentile for Writing.</p> <p>Minority students are “approaching” Median Growth Percentile for Writing.</p> <p>Students needing to catch up are “approaching” Median Growth Percentile for Writing.</p>	<p>Elementary School Sub-group categories do not meet criterion to be statistically significant.</p> <p>Middle School FRL: 66 Minorities: 67 Students Needing to Catch Up: 81</p>	<p>Elementary School Sub-group categories do not meet criterion to be statistically significant.</p> <p>Middle School Benchmarks set forth by CDE.</p>	<p>Students will be regularly tested and assessed in literature and composition classes.</p>	<p>Major Improvement Strategy #1: Robust Learning</p> <p>Major Improvement Strategy #2: Equity and Access</p> <p>Major Improvement Strategy #3: Culture of Excellence</p>
Post Secondary & Workforce Readiness	Graduation Rate	N/A					
	Disaggregated Grad Rate	N/A					
	Dropout Rate	N/A					
	Mean ACT	N/A					

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 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

Root Cause(s) Addressed: 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

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

- School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	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"> 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. Establish and implement strategies to engage all students at high levels. Establish and implement strategies to build staff capacity to understand and interact with student backgrounds to impact teaching and learning.	August 2012 - June 2013	All Teaching Staff	None	<ul style="list-style-type: none"> Evaluation of training by staff. Increase student scores on TCAP. 	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 topics in one field versus	Completed

				<p>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>	Completed
Teachers will meet by subject area weekly to discuss subject areas to ensure a strong curriculum from K - 12.	Weekly	All teaching staff and classroom coordinators.	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 and classroom coordinators.	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 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

Root Cause(s) Addressed: 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.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
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"> Set rigorous grade level targets for mastery in all grades. Provide follow-up and technical assistance to teachers. Monitor the effectiveness of interventions. Identify struggling teachers and provide assistance.	August each year	All Teaching Staff All Classroom Coordinators Principal	Printing Costs	<ul style="list-style-type: none"> Increase significantly each assessment period the number of all students meeting grade level benchmarks as measured by DRA/DIBELS All teachers complete a self-assessment to determine areas of strength and opportunity for growth. 	Completed
Build the capacity of schools to develop an intervention system for addressing gaps in reading, writing, and math by identifying 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"> Measure the effectiveness using DRA/DIBELS/EasyC BM All IEP's, ILP's, and 504's will be monitored for effectiveness.	Ongoing
Implement the use of tri-annual benchmark math assessments which correlate with the Singapore curriculum sequence and which accurately measure student progress over the course of the year.	Fall 2012-indefinitely	Math faculty, Curriculum Liaison	Printing Costs	<ul style="list-style-type: none"> Tri-annual benchmarks in third grade math, sixth grade math, and Algebra I. More benchmark assessments will be developed and 	In progress

				implemented over the following two years.	
Provide teacher feedback and discussion of pedagogic methods, including differentiation and remediation, through repeated filmed class observations.	Fall 2012- indefinitely	Instructional Guide and Executive Director of Education		<ul style="list-style-type: none"> Ongoing review of teacher performance 	In progress

Major Improvement Strategy #3: Educator Effectiveness (Responsible Stewardship): **Root Cause(s) Addressed:** 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.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	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.	During interview process	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 2012 - June 2013	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 2012 - June 2013	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 2012 - June 2013	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
Teachers will be videotaped for twenty minutes and evaluated for growth and effectiveness of teaching material to students.	August 2012 - June 2013	All Teaching Staff	None	Teachers will be measured with respect to the positive culture in the classroom, the pedagogical methods engaging students, and the quality of content.	In Progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)