

**Colorado's Unified Improvement Plan for Schools for 2013-14**

Organization Code: 1560 District Name: THOMPSON R2-J School Code: 5235 School Name: LOVELAND CLASSICAL SCHOOL SPF Year: 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 2012-13. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	73.33%	75.58%	78.85%	67.57%	Overall Rating for Academic Achievement: <b>Meets</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	33.52%	62.21%	49.68%	24.32%	
		W	53.52%	57.77%	50.00%	52.6%	67.95%	56.76%	
		S	47.53%	48.00%	50.00%	50%	66.67%	47.06%	

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

<b>Academic Growth</b>	<p><b>Median Growth Percentile</b>  <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency.  <b>Expectation:</b> If school met adequate growth, MGP is at or above 45.                      If school did not meet adequate growth, MGP is at or above 55.                      For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.</p>		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			<p>Overall Rating for Academic Growth:  <span style="color: blue; font-weight: bold;">Approaching</span></p> <p><small>* Consult your School Performance Framework for the ratings for each content area at each level.</small></p>
			Elem	MS	HS	Elem	MS	HS	
		R	23	21	16	36	39	72	
		M	49	61	98	45	38	48	
		W	39	36	46	55	46	55	
ELP	-	-	-	-	-	-			

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	Median Growth Percentile <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> If disaggregated groups met adequate growth,MGP is at or above 45.  If disaggregated groups did not meet adequate growth,MGP is at or above 55.	See your School Performance Framework 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(ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: <p style="text-align: center; color: blue; font-weight: bold;">Approaching</p> * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Postsecondary &amp; Workforce Readiness</b>	Graduation Rate <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate  -using a-year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework 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 ELLs.	-	
	Dropout Rate <b>Expectation:</b> At or below state average overall.	3.6%	-	-	
	Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average.	20.0	-	-	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement	The school is approaching or has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
<b>ESEA and Grant Accountability</b>			
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 is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

<p>Colorado Graduation Pathways Program (CGP)</p>	<p>The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>
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School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

**Section II: Improvement Plan Information**

**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 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.	No
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	David Yu, Executive Director of Education
	Email	dyu@lovelandclassical.org
	Phone	(970) 541-1507 ext. 101
	Mailing Address	3835 14 <sup>th</sup> St. SW, Loveland, Colorado 80537

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

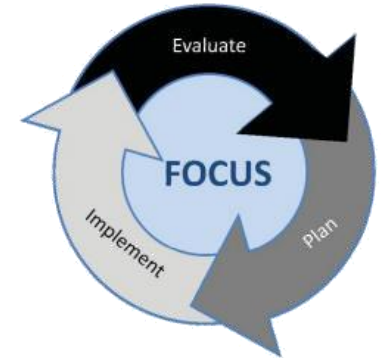
2	Name and Title	Aaron Dukette, Curriculum Liaison
	Email	adukette@lovelandclassical.org
	Phone	(970) 541-1507 ext. 102
	Mailing Address	3835 14 <sup>th</sup> St. SW, Loveland, Colorado 80537

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

### 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 the Unified Improvement Planning Handbook.



#### Data Narrative for School

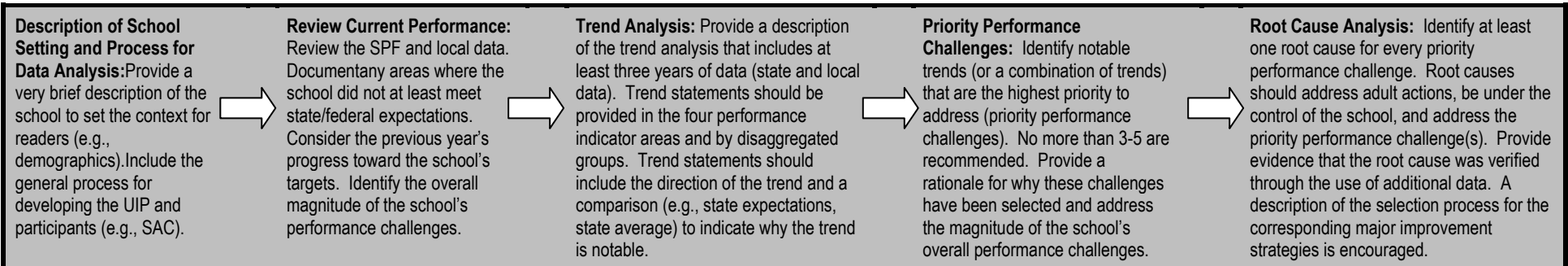
**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

#### Data Narrative for School

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL





**Narrative:**

**I. Description of School Setting and Process for Data Analysis:** Loveland Classical Schools is a K-11 charter school (which will grow to K-12 in 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 classical/liberal arts sequence. Other components of its curriculum include Riggs phonics for literacy in grades K-5, 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" identity means the use of the "trivium," the "three-fold way" of learning which was developed from the pedagogic practices of the medieval universities and ancient Greek and Roman pedagogy. The three "stages" of the trivium are

- 1) Grammar: the acquisition and memorization of basic fundamental facts in whatever academic discipline
- 2) Logic: the rational discovery of new knowledge using syllogistic reasoning from pre-existing grammar-level knowledge
- 3) Rhetoric: the refinement, review, and orderly presentation of assembled 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 serves as a review team for the UIP from year to year.

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

This year, LCS has created two new significant academic programs. In the upper school, the teachers employ a study-hall replacement called “Afternoon Agora.” This is forty minutes at the end of each day in which students take part in intentional tutoring sections in literacy, math, science, Latin, and other academic areas. Every two weeks our teachers universally screen to place students in academic sections based upon students’ needs. In the elementary school, our teachers use the first twenty minutes of the day for “Morning Forum.” Morning Forum is a time for literacy across the elementary school. Students take part in reading groups reading aloud from a variety of texts from multiple academic disciplines. Our math team also pulls out students on occasion for the rehearsal of math facts.

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 22% of our students qualify for free and reduced lunch.
- 16.9% of LCS students are classified as special needs students.

Ethnic background:

*White ~85 %*

*Hispanic ~11 %*

*Asian ~0.8 %*

*Native American: 0.2 %*

*Black: 0.4%*

Other demographics:

*English Language Learners: 2.1 %*

*Individualized Education Plans: 6.2 %*

*Free and Reduced Lunch: 22 %*

LCS strives 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.
- 4) LCS is committed to ensure adequate student growth based on state testing.

II. **Review Current Performance:** In its second year, LCS met or exceed state/federal expectations in some areas, while fell short in others. The breakdown is as follows:

**Reading**

Elementary (K-5)	Exceeded
Middle School (6-8)	Exceeded
High School (9-12)	fell short

**Writing**

Elementary (K-5)	approaching
Middle School (6-8)	Exceeded
High School (9-12)	Exceeded

**Math**

Elementary (K-5)	Exceeded
Middle School (6-8)	fell short
High School (9-12)	fell short

**Science**

Elementary (K-5)	Exceeded
Middle School (6-8)	Exceeded
High School (9-12)	fell short

III. **Trend Analysis:** With just two years of data to analyze it is clear that LCS' main area of concern is in middle and high school math and science while LCS has successfully exceeded state and federal expectations in most areas of reading and writing. High school reading is a secondary area of concern.

IV. **Priority Performance Challenges:** Our priorities for improvement lie in the areas of middle and high school math and science.

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

## V. Root Cause Analysis:

### 1. Middle & High School Math

#### Root Causes:

1. Poor communication between pre-algebra teachers leading to uncoordinated instruction and curricular coverage
2. Teachers did not adequately review previously-taught concepts throughout the year
3. Some areas received negligible coverage:
  - Probability
  - Statistics
  - Word problems
4. Teachers failed to employ a large enough plurality of approaches to the representation of mathematical solutions

### 2. High School Science

#### Root Causes:

1. Students were ill-equipped by teachers with data analysis skills (graphing/organizing chart data)
2. The department failed to teach the scientific method in itself, but assumed it to be conveyed through the teaching of other content matter (ie: astronomy/life science/geology/etc...)

### 3. High School Reading

#### Root Causes:

1. Students were insufficiently trained to have strong "fidelity to the text," in seminar discussions. Students were not sufficiently taught to closely read a text for the understanding of fundamental textual facts.
2. Students lacked insufficient formal training in an array of literary concepts and terminology which would have permitted them to possess greater tools of textual analysis.
3. Students were not sufficiently and explicitly taught a broad vocabulary, literary and general, which led to gaps in reading comprehension.



School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	3rd: 83.5%	Did not meet	Please see root cause analyses.
		82% (-1.5%)	
	4th: 83.5%	Did not meet	
		67% (-16.5%)	
	5th: 77.7%	Did not meet	
	76% (-1.7%)		
6th: 92.9%	Did not meet	86% (-6.9%)	
7th: 75.6%	Did not meet	67% (-8.6%)	

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	8th: 74.8%  9th: 76.4%  10th: 70.3%	<b>Meets</b> 79% (+ 4.2%)  <b>Did not meet</b> 61% (-9.4%)  <b>Did not meet</b> 65% (-4.7%)	
	<b>W</b> 3rd: 40.7%  4th: 40.7%  5th: 60.8%  6th: 78.6%  7th: 63.1%	<b>Meets</b> 58%  <b>Meets</b> 52%  <b>Meets</b> 56%  <b>Does not meet</b> 66% (-7.4%)  <b>Meets</b> 67% (+3.9%)	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL



Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	8th: 63.3%  9th: 54.0%  10th: 59.5%	Meets 71% (+7.7%) Does not meet 48% (-6%)  Does not meet 59% (- 0.5%)	
	M  3rd: 68.6%  4th: 68.6%  5th: 70.9%  6th: 80.3%  7th: 52.1%	Does not meet 59% (-9.6%)  Does not meet 58% (-9.4%) Does not meet 67% (-3.9%)  Does not meet 62% (-12.3%) Does not meet 37% (-15.1%)	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	8th: 52.8%  9th: 34.6%  10th: 25.6%	<b>Does not meet</b> 41% (- 11.8%) <b>Does not meet</b> 17% (17.4%)  <b>Meets</b> 29% (+3.4%)	
	S  5th: 65.2%  8th: 42.4%  10 <sup>th</sup> : N. A.	<b>Does not meet</b> 47%  <b>Meets</b> 65% <b>No target given</b> 47%	
Academic Growth	R  Elementary: 44.9%  Middle: 36.8%	<b>Does not meet</b> 36% (-8.9%)  <b>Meets</b> 39% (+2.2%)	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

Performance Indicators		Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		High: N. A.	No target Given 72%	
	W	Elementary: 35.82%	Meets 55% (+19.18%)	
		Middle: 47%	Does not meet 46% (-1%)	
		High: N. A.	No target Given 55%	
	M	Elementary: 36%	Meets 45% (+9%)	
		Middle: 68%	Does not meet 38% (-30%)	
		High: N. A.	No target given 48%	
	E L P	N. A.	N. A.	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	<p><b>R E A D I N G</b></p> <p><i>Targets taken from "Subgroup Median Adequate Growth Percentile" on LCS' one-year School Performance Framework. "N. A." is written where there are fewer than 20 students in a category, making the number statistically insignificant.</i></p> <p style="text-align: center;"><u>Elementary</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: 69%</b></p> <p style="text-align: center;"><u>Middle</u></p> <p><b>Free and Reduced Lunch: 27%</b> <b>Minorities: 28%</b> Students Needing to Catch Up: N. A.</p> <p style="text-align: center;"><u>High</u></p> <p>N. A.</p>	<p style="text-align: center;"><u>Elementary</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch up: 52% (of 20 students)</b></p> <p style="text-align: center;"><u>Middle</u></p> <p><b>Free and Reduced Lunch: 35% (of 29 students)</b> <b>Minorities: 39% (of 28 students)</b> Students Needing to Catch Up: N. A.</p> <p style="text-align: center;"><u>High</u></p> <p>N. A.</p>	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
WRITING	<p style="text-align: center;"><u>Elementary</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: 61%</b></p> <p style="text-align: center;"><u>Middle</u></p> <p><b>Free and Reduced Lunch: 41%</b> <b>Minorities: 47%</b> <b>Students Needing to Catch Up: 65%</b></p> <p style="text-align: center;"><u>High</u></p> <p>N.A.</p>	<p style="text-align: center;"><u>Elementary</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: 56% (of 46 students)</b></p> <p style="text-align: center;"><u>Middle</u></p> <p><b>Free and Reduced Lunch: 52% (of 29 students)</b> <b>Minorities: 49% (of 28 students)</b> <b>Students Needing to Catch Up: 53%</b></p> <p style="text-align: center;"><u>High</u></p> <p>N. A.</p>	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
M A T H	<p style="text-align: center;"><u>Elementary</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: 73%</b></p>	<p style="text-align: center;"><u>Elementary</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: 41% of 35 students</b></p>	
	<p style="text-align: center;"><u>Middle</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: 89%</b></p>	<p style="text-align: center;"><u>Middle</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: (49% of 50 students)</b></p>	
	<p style="text-align: center;"><u>High</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: 99%</b></p>	<p style="text-align: center;"><u>High</u></p> <p>Free and Reduced Lunch: N. A. Minorities: N. A. <b>Students Needing to Catch Up: 38% (of 23 students)</b></p>	
S	N. A.	N. A.	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness	N. A.		

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

**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)	<p>LCS two-year Academic Achievement data shows student have met or exceeded CDE benchmarks in</p> <ul style="list-style-type: none"> <li>• Elementary Reading</li> <li>• Middle School Reading</li> <li>• Middle School Writing</li> <li>• High School Writing</li> <li>• Elementary Math</li> <li>• Elementary Science</li> <li>• Middle School Science</li> </ul> <p>LCS two-year Academic Achievement data shows students are approaching CDE benchmarks in</p> <ul style="list-style-type: none"> <li>• Elementary Writing</li> </ul>	<p>LCS student performance “meets” the Academic Achievement benchmark set by CDE.</p> <p>Priority Areas for Improvement:</p> <ul style="list-style-type: none"> <li>• High School Reading</li> <li>• Middle School Math</li> <li>• High School Math</li> <li>• High School Science</li> </ul>	

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>LCS two-year Academic Achievement data shows students have fallen short of CDE benchmarks in</p> <ul style="list-style-type: none"> <li>• High School Reading</li> <li>• Middle School Math</li> <li>• High School Math</li> <li>• High School Science</li> </ul>		
Academic Growth	<p>Two-year Academic Growth by LCS students <b>exceeds</b> the CDE benchmark in</p> <ul style="list-style-type: none"> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• High school</li> </ul>	
	<p>Two-year Academic Growth by LCS students <b>meets</b> the CDE benchmark in</p> <ul style="list-style-type: none"> <li>• Writing</li> </ul>		
	<p>Two-year Academic Growth by LCS students is <b>approaching</b> the CDE benchmark in</p> <ul style="list-style-type: none"> <li>• Math</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School</li> <li>• High School</li> </ul>	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	<p>Two-year Academic Growth Gaps by LCS students <b>meets</b> the CDE benchmark in</p> <ul style="list-style-type: none"> <li>• Middle School Reading (<i>Free and Reduced Lunch</i>)</li> <li>• Middle School Writing (<i>Minorities, Free and Reduced Lunch</i>)</li> </ul> <p>Two-year Academic Growth Gaps by LCS students is <b>approaching</b> the CDE benchmark in</p> <ul style="list-style-type: none"> <li>• Elementary School Reading (<i>Needing to Catch Up</i>)</li> <li>• Elementary School Writing (<i>Needing to Catch Up</i>)</li> <li>• Middle School Writing (<i>Needing to Catch Up</i>)</li> </ul> <p>Two-year Academic Growth Gaps by LCS students <b>does not meet</b> the CDE benchmark in</p> <ul style="list-style-type: none"> <li>• Elementary School Reading (<i>Needing to Catch Up</i>)</li> <li>• Elementary School Math (<i>Needing to Catch Up</i>)</li> <li>• Middle School Math (<i>Needing to Catch Up</i>)</li> <li>• High School Math (<i>Needing to Catch Up</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary School Reading (<i>Needing to Catch Up</i>)</li> <li>• Elementary School Math (<i>Needing to Catch Up</i>)</li> <li>• Middle School Math (<i>Needing to Catch Up</i>)</li> <li>• High School Math (<i>Needing to Catch Up</i>)</li> </ul>	

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	N. A. (We will have our first seniors in 2014-2015)		

School Code:5235

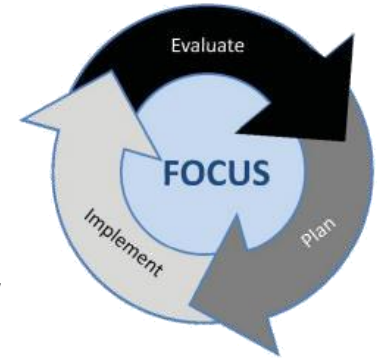
School Name:LOVELAND CLASSICAL SCHOOL

## 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*.

### 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; 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 Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

SchoolTarget SettingForm

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
			2013-14	2014-15		
Academic Achievement (Status)	TCAP/CS AP, CoAlt/CSA PA, Lectura, Escritura	R	<ul style="list-style-type: none"> <li>3<sup>rd</sup></li> <li>7<sup>th</sup></li> <li>9<sup>th</sup></li> <li>10<sup>th</sup></li> </ul> <p>All target performance goals are set using an improvement of two standard deviations using a population of 600 students.</p> <p>3rd: 84.5% 4th: 84.5% 5th: 70.3% 6th: 78.9% 7th: 88.2% 8th: 70.3% 9th: 81.7% 10th: 64.5%</p>	<p>All target performance goals are set using an improvement of two standard deviations using a population of 600 students.</p> <p>3<sup>rd</sup>: 86.9% 4<sup>th</sup>: 86.9% 5<sup>th</sup>: 86.9% 6<sup>th</sup>: 73.5% 7<sup>th</sup>: 81.7% 8<sup>th</sup>: 90.2% 9<sup>th</sup>: 73.5% 10<sup>th</sup>: 84.3%</p>	<p>1. Teachers will employ a variety of new methods to improve “fidelity to the text” in literature classes. These include, but are not limited to, the <i>progymnasmata</i> method based upon Aristotle’s <i>Rhetoric</i>, literary précis, book “re-tellings” which compel the student to have a sophisticated understanding of a text through close textual analysis, the use of rhetorical declamations to develop memorization of important writings</p> <p>2. Students will be more formally taught literary concepts and made to employ them repeatedly in multiple assignments and exercises.</p> <p>3. Students will be given far more formal didactic instruction in vocabulary</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>

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

						<p>and etymology. Teachers will also collaborate with other teachers to have a weekly list of vocabulary words which all students will learn and employ in all classes.</p> <p>4. Upper school students in need of extra tutoring in reading will be placed in an "Afternoon Agora" section to remediate.</p> <p>5. Elementary students will receive daily reinforcement in literacy during "Morning Forum" reading groups.</p>	
		M	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup></li> <li>• 4<sup>th</sup></li> <li>• 6<sup>th</sup></li> <li>• 7<sup>th</sup></li> <li>• 8<sup>th</sup></li> <li>• 9<sup>th</sup></li> <li>• 10<sup>th</sup></li> </ul>	<p>All target performance goals are set using an improvement of two standard deviations using a population of 600 students.</p> <p>3rd: 62.6%            4th: 62.6%            5th: 61.6%            6th: 70.3%            7th: 65.5%            8th: 40.6%            9th: 44.7%            10th: 19.9%</p>	<p>All target performance goals are set using an improvement of two standard deviations using a population of 600 students.</p> <p>3<sup>rd</sup>: 66.0%            4<sup>th</sup>: 66.0%            5<sup>th</sup>: 66.0%            6<sup>th</sup>: 65.0%            7<sup>th</sup>: 73.5%            8<sup>th</sup>: 68.8%            9<sup>th</sup>: 44.3%            10<sup>th</sup>: 48.3%</p>	<p>1. Pre-algebra teachers will meet weekly to coordinate content and approach to ensure consistent, high quality instruction across pre-algebra classes.</p> <p>2. All upper school math will use more review assignments so that students requiring remediation can be identified and helped.</p> <p>3. Significant time for topics formerly insufficiently covered has been planned into</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>

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

					<p>curriculum maps of Pre-algebra, Algebra 1 and Algebra 2. Math faculty will work together to fill in current gaps, and align the content for future years.</p> <p>4. Teachers will train students to employ multiple representations in problem solving. These representations include diagrams, verbal explanations, and traditional algorithms. Students will solve word problems using appropriate representations and write word problems based on diagrams, expressions, and equations.</p> <p>5. Upper school students who struggle mathematically receive extra tutoring to fill in gaps in understanding during the "Afternoon Agora" program. Additionally, after-school math club is offered once a week, for students who would benefit from extra help outside of school hours.</p>	
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School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

		W	<ul style="list-style-type: none"> <li>7<sup>th</sup></li> <li>9<sup>th</sup></li> </ul>	<p>All target performance goals are set using an improvement of two standard deviations using a population of 600 students.</p> <p>3<sup>rd</sup>: 51.7%                      4<sup>th</sup>: 51.7%                      5<sup>th</sup>: 55.6%                      6<sup>th</sup>: 59.6%                      7<sup>th</sup>: 69.3%                      8<sup>th</sup>: 70.3%                      9<sup>th</sup>: 74.2%                      10<sup>th</sup>: 51.7%</p>	<p>All target performance goals are set using an improvement of two standard deviations using a population of 600 students.</p> <p>3<sup>rd</sup>: 55.3%                      4<sup>th</sup>: 55.3%                      5<sup>th</sup>: 55.3%                      6<sup>th</sup>: 59.2%                      7<sup>th</sup>: 63.1%                      8<sup>th</sup>: 72.6%                      9<sup>th</sup>: 73.5%                      10<sup>th</sup>: 77.2%</p>	<p>6. Elementary students will receive daily reinforcement in literacy during “Morning Forum” reading groups.</p>	
					<p>Students will be regularly tested and assessed for writing in 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>	
		S	<ul style="list-style-type: none"> <li>5<sup>th</sup></li> </ul>	<p>All target performance goals are set using an improvement of two standard deviations using a population of 600 students.</p> <p>5<sup>th</sup>: 50.7%                      8<sup>th</sup>: 68.4%                      10<sup>th</sup>: 50.7%</p>	<p>All target performance goals are set using an improvement of two standard deviations using a population of 600 students.</p> <p>5<sup>th</sup>: 54.3%                      8<sup>th</sup>: 71.6%                      10<sup>th</sup>: 54.3%</p>	<p>1. “Afternoon Agora” program will help identified students in need of additional science instruction</p> <p>2. Pursuit of new funding sources/grants for additional lab supplies which can allow us to reinforce the implementation of the scientific method in the</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>

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL



						<p>context of our content areas</p> <p>3. The content of weekly department meetings will be more specifically planned to help with the assessment and growth of science teachers' pedagogic development.</p> <p>4. An expansion of our curriculum to provide specific instruction to all students about the structure and practice of the scientific method.</p> <p>5. Uniform terminology will be established and employed within the department to eliminate confusion about general scientific principles</p> <p>6. The use of daily cross-field warm-ups to ingrain foundational scientific terminology/concepts</p> <p>7. Elementary students will receive reinforcement of scientific concepts through the reading of scientific literature in "Morning Forum" reading groups.</p>	
Academic	Median Growth	R	<ul style="list-style-type: none"> <li>High School</li> </ul>	Benchmarks set forth by CDE	Benchmarks set forth by CDE	Students will be regularly tested and assessed in	Major Improvement Strategy #1: Robust

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

Growth	Percentile (TCAP/CS AP & ACCESS)					classes.	Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
		M	<ul style="list-style-type: none"> <li>Middle School</li> <li>High School</li> </ul>	Benchmarks set forth by CDE	Benchmarks set forth by CDE	Students will be regularly tested and assessed in classes.	Major Improvement Strategy #1: Robust Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
		W		Benchmarks set forth by CDE	Benchmarks set forth by CDE	Students will be regularly tested and assessed in 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.	N. A.		
Academic Growth Gaps	Median Growth Percentile	R	<ul style="list-style-type: none"> <li>Elementary School Reading</li> </ul>	Benchmarks set forth by CDE	Benchmarks set forth by CDE	Students will be regularly tested and assessed in	Major Improvement Strategy #1: Robust

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

			( <i>Needing to Catch Up</i> )			classes.  Start-of-year (fall) and end-of-year (spring) benchmark assessments using DIBELS will be given to each student in K-3. Additionally, students who are placed on a READ plan in the fall will take a mid-year assessment in January. Additional in-class measures will be used in between.	Learning Major Improvement Strategy #2: Equity and Access Major Improvement Strategy #3: Culture of Excellence
		M	<ul style="list-style-type: none"> <li>Elementary School Math (<i>Needing to Catch Up</i>)</li> <li>Middle School Math (<i>Needing to Catch Up</i>)</li> <li>High School Math (<i>Needing to Catch Up</i>)</li> </ul>	Benchmarks set forth by CDE	Benchmarks set forth by CDE	<p>Students will be regularly tested and assessed in classes.</p> <p>Math benchmark exams will be developed and given in the fall, winter, and spring.</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>
		W		Benchmarks set forth by CDE	Benchmarks set forth by CDE	Students will be regularly tested and assessed in classes.	<p>Major Improvement Strategy #1: Robust Learning</p> <p>Major Improvement Strategy #2: Equity and Access</p> <p>Major Improvement</p>

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

							Strategy #3: Culture of Excellence
Postsecondary & Workforce Readiness	Graduation Rate	N. A.	N. A.				
	Disaggregated Grad Rate	N. A.	N. A.				
	Dropout Rate	N. A.	N. A.				
	Mean CO ACT	N. A.	N. A.				

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

**Action Planning Form for 2013-14 and 2014-15**

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**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):

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

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"> <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	August 2013 - June 2014	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

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

teaching and learning.					
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 shifting mindsets from one topic to the next.  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.	Completed
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	Classroom coordinators will aid teachers by assisting in classroom management.  Classroom coordinators will assist teachers by grading papers.  Classroom coordinators will assist teachers by maintaining a filing system for subject area teachers to organize papers.  Classroom coordinators will act as an additional contact for parents and students to work with.	Completed
Teachers will meet by subject area weekly to discuss subject	Weekly	All teaching staff and	None	Teachers will become stronger	In Progress

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

areas to ensure a strong curriculum from K - 12.		classroom coordinators.		experts in their field of study.	
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, though completion is encouraged. "Status of Action Step" may be required for certain grants.

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

**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):

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

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"> <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 All Classroom Coordinators 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</li> <li>• All teachers complete a self-assessment to determine areas of strength and opportunity for growth.</li> </ul>	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 2013 – June 2014	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

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL



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"> <li>• Tri-annual benchmarks in math classes.</li> </ul>	In progress
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"> <li>• Ongoing review of teacher performance</li> </ul>	In progress

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

School Code:5235

School Name:LOVELAND CLASSICAL SCHOOL

**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):

- State Accreditation 
  Title I Focus School 
  Tiered Intervention Grant (TIG) 
  Colorado Graduation Pathways Program (CGP)
- Other: \_\_\_\_\_

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 2013 - June 2014	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 2013 - June 2014	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 2013 - June 2014	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	In Progress

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

				subject.	
Teachers will be videotaped for twenty minutes and evaluated for growth and effectiveness of teaching material to students.	August 2013 - June 2014	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

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

## 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)

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL