

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 1560 District Name: THOMPSON R2-J School Code: 5235 School Name: LOVELAND CLASSICAL SCHOOL Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		R	M	W	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	73.33%	72%	81.65%	75.76%	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%	33.52%	71.1%	57.59%	39.39%	
		W	53.52%	57.77%	50%	50.88%	71.52%	56.25%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	29	20	10	28	41	50	
		M	57	66	97	61	45	69	
		W	44	39	49	43	53	55	
		ELP	-	-	-	-	-	-	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: 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.</p>	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.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 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 - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: Meets</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	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.	-	
	<p>Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	1.4%	Meets	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	20.0	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
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).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	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.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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, 2011/12 – 2013/14
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes. CSSI audit, 2013/14

Improvement Plan Information

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

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

School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Ian Stout, Principal
	Email	istout@lovelandclassical.org
	Phone	(970) 541-1507 ext. 101
	Mailing Address	3835 14 th St. SW. Loveland, Colorado 80537
2	Name and Title	Pete Boylan, Assistant Principal
	Email	pboylan@lovelandclassical.org
	Phone	(970) 541-1507 ext. 101

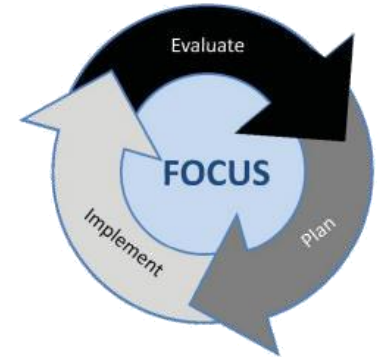
School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

Mailing Address	3835 14 th St. SW Loveland, CO. 80537
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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.



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

<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>→</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least 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>→</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 performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>→</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 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>→</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. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:

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

Loveland Classical Schools is a K-12 classical charter school entering its fourth year. Its focus on classical education is broken up into three main areas; classical culture, classical curriculum, and classical pedagogy. Classical culture is defined by the schools’ emphasis on virtue, and is implemented in the schools’ core virtues K-12 program, behavioral support processes, and school curriculum. Classical curriculum is defined and implemented by the use of

original sources from the Western canon which have lasted the course of time and were the backbone of education for two millennia. Classical pedagogy is defined and implemented by the use of the trivium, being instructional practices within the grammar, logic, and rhetoric levels of knowledge acquisition.

History: In the spring of 2010 two mothers of preschoolers met while volunteering in their sons' preschool. Both women had been researching schools to determine the right fit for their children. It became explicitly clear that a classical education best met their needs and goals. Thus began the chartering process that lead to LCS opening its doors to approximately 500 students as a K-9 school in the fall of 2011. In the first three years of existence, LCS has grown to a full K-12 school serving approximately 685 students. In this time LCS' classical culture, curriculum, and pedagogy had been solidified, while averaging 10.2% year-year growth on the CDE's school performance framework.

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

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

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

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

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

LCS' 2014/15 demographics are as follows:

Asian 1%

American Indian 0%

Black 0.3%

Hispanic 13%

White 84%

Native Hawaiian Pacific Islander 0.3%

Multiple Races 2%

ELL Students 4%

ESS (IEP) Students 6%

FRL Students: *TBA by business office by 10/3/2014*

The 2014/15 UIP was written by the Principal in coordination with returning teachers from the English and math departments, and with the SAC. LCS has three weeks of staff in-service before the beginning of school, and during this time the 2013/14 TCAP and internal benchmark performance data was reviewed to analyze performance relative to district and state, identify root causes of success and opportunities for growth, and discuss a plan of implementation to address gaps moving forward. This report was presented to the LCS Board of Directors on 8/28. The information from this process and the SPF data was used to fill the target reflections in worksheet 1 and the priority performance challenges and root cause analysis in worksheet 2. Further discussion within the departments and with administration formed the school target setting form and the action plan. The final step of the process is to take the completed UIP and disseminate amongst instructional staff to make it an actionable document.

II. Review Current Performance

In its 3rd year, LCS' status in regards to state/federal expectations per the 2013/14 TCAP state assessment data provides a global view of current performance. It is as follows:

Elementary

Reading: **Meets** 72% P/A. School's percentile: 50%
 Mathematics: **Meets** 71.1% P/A. School's percentile: 50%
 Writing: **Approaching** 50.88% P/A. School's percentile: 43%

Middle School

Reading: **Meets** 81.65% P/A. School's percentile: 74%
 Mathematics: **Meets** 57.59% P/A. School's percentile: 61%
 Writing: **Meets** 71.52% P/A. School's percentile: 77%

High School

Reading: **Meets** 75.76 P/A. School's percentile: 61%
 Mathematics: **Meets** 39.39 P/A. School's percentile: 66%
 Writing: **Meets** 32 56.25% P/A. Schools' percentile: 63%

Further review breaks LCS' performance per grade level compared to the performance of the state and district (Thompson School District, R2-J).

2013/14 TCAP Reading Proficient and Advanced by grade level

(Colors in score average columns denote performance compared to district and state for grade level; green represents "surpassed" and red represents "underperformed".)

Grade	CO. State Average 2013-2014	District Average 2013-2014	LCS 2012-2013	LCS 2013-2014	LCS year-year change	LCS difference from State	LCS difference from district	District difference from State
3	72%	74%	81%	76%	-5%	4%	2%	2%
4	67%	74%	66%	63%	-3%	-4%	-11%	7%
5	71%	75%	76%	73%	-2%	2%	-2%	4%
6	71%	72%	85%	82%	-3%	11%	10%	1%
7	69%	69%	67%	80%	+13%	11%	11%	--
8	66%	68%	79%	81%	+2%	15%	13%	2%
9	66%	67%	60%	75%	+14%	9%	8%	1%

LCS out-performed the district average in reading **5/7** grade levels reported by an average of **4%**.

LCS out-performed the state average in reading **6/7** grade levels reported by an average of **7%**.

Year-year increase in 7th, 8th, and 9th, grades (3/7 grade levels) averaging **2.13% improvement** total as a subject (76.19% 2013/14 LCS avg. compared to 74.09% 2012/13 LCS avg.).

2013/14 TCAP Writing Proficient and Advanced by grade level

(Colors in score average columns denote performance compared to district and state for grade level; green represents “surpassed” and red represents “underperformed”.)

Grade	CO. State Average 2013-2014	District Average 2013-2014	LCS 2012-2013	LCS 2013-2014	LCS year-year change	LCS difference from State	LCS difference from district	District difference from State
3	51%	54%	47%	43%	-4%	-8%	-12%	3%
4	52%	58%	51%	45%	-6%	-7%	-13%	6%
5	55%	58%	55%	59%	+3%	4%	1%	3%
6	57%	54%	66%	79%	+13%	22%	25%	-3%
7	61%	59%	67%	75%	+8%	14%	16%	-2%
8	56%	55%	70%	59%	-11%	3%	4%	-1%
9	54%	53%	47%	70%	+22%	16%	17%	-1%

LCS out-performed the district average in writing 5/7 grade levels reported by an average of 5%.

LCS out-performed the state average in writing 5/7 grade levels reported by an average of 6%.

Year-year increase in 5th, 6th, 7th, and 9th grades (4/7 grade levels) averaging 3.57% improvement total as a subject (61.72% 2013/14 avg. compared to 58.15% 2012/13 avg.).

2013/14 TCAP Math Proficient and Advanced by grade level

(Colors in score average columns denote performance compared to district and state for grade level; green represents “surpassed” and red represents “underperformed”.)

Grade	CO. State Average 2013-2014	District Average 2013-2014	LCS 2012-2013	LCS 2013-2014	LCS year-year change	LCS difference from State	LCS difference from district	District difference from State
3	72%	73%	59%	74%	+15%	2%	1%	1%
4	72%	74%	58%	66%	+8%	-6%	-8%	2%
5	65%	66%	66%	68%	+2%	3%	2%	1%
6	61%	64%	61%	70%	+8%	9%	6%	3%
7	55%	54%	36%	64%	+28%	9%	10%	-1%
8	52%	54%	41%	32%	-8%	-20%	-22%	2%
9	40%	36%	17%	55%	+37%	15%	19%	-4%

LCS out-performed the district in math 5/7 grades levels reported by an average of 1%.

LCS out-performed the state in math 5/7 grades levels reported by an average of 2%.

Year-year increase in 3rd, 4th, 5th, 6th, 7th, and 9th (6/7 grade levels) grades averaging 13.10% improvement total as a subject (61.83% 2013/14 avg. compared to 48.73% 2012/13 LCS avg.).

III. Trend Analysis

Upon further analysis, three main areas of opportunity present themselves. The first are the outliers in the decline of performance in the 2014 fourth and eighth grade classes. The second is the lower performance of elementary literacy relative to the district and state. The third is the “does not” meet status in growth

gaps for subgroups within the school over the three-year span.

Celebrations include the 10.2% average year-year growth LCS' has garnered on the CDE's school performance framework overall rating, overall average increases in reading, writing, and math performance, and the 3-year "performance" Unified improvement Plan status.

IV. Root Cause Analysis

1. Trend: The outliers in the decline of performance in the 2014 fourth and eighth grade classes, and
2. Trend: The lower performance of elementary literacy relative to the district and state.

Root cause analysis for both trends above are: 1. The lack of a full MTSS process to screen students who benefit from additional support, and implement and progress monitor research-based interventions to close the gap, and 2. LCS' Core Knowledge (K-8), Riggs literacy program, Singapore math program, and classical curriculum (9-12) do not completely align with state standards and priorities.

3. Trend: The "does not" meet status in growth gaps for subgroups within the school over the three-year span.

Root cause analysis: In the first three years, institutional emphasis was centered on the establishment of strong, school-wide classical culture, curriculum, and pedagogy. Entering year 4, data supports intentionality in increasing training and staffing to address subgroup growth gaps.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	R e a d i n g 3rd: 84.5%	3rd: 76.6% Does not meet target 7.9% under target	LCS incorporates the Riggs phonologic literacy program, which establishes a strong foundation in the 71 phonographic basis of English, preparing students to decode the entire language by middle school. State testing assessments favors reading speed, which is not the emphasis in the lower elementary. Rather, accuracy in decoding is the focus in the lower elementary literacy which can be time intensive. Simply, LCS' lower elementary literacy program and stating testing do not completely align priorities. The meeting of targets in grades 5 and 6 is seen by the English team to be the fruition of the foundations developed in the earlier elementary levels; this is also supported by internal literacy benchmark data. Students in grades 7-9 did not receive a foundation in Riggs as they were in middle school when LCS opened.	
	4th: 84.5%	4th: 63.1% Does not meet target 21.4% under target		
	5th: 70.3%	5th: 73.4% Meets target		
	6th: 78.9%	6th: 82.7% Meets target		
	7th: 88.2%	7th: 80.7% Does not meet target 7.5% under target		
	8th: 70.3%	8th: 81.6% Meets target		
	9th: 81.7%	9th: 75.0% Does not meet target 6.7% under target		
	10th: 64.5%	10th: N.A.		
	M a t h 3rd: 62.6%	3rd: 74.1% Meets target		Math in grades 3-6 and 9 met targets. LCS incorporated additional math support to struggling students this last school year. Middle school math were slightly under target. Foundations are still being developed in some of last year's 8 th graders.
	4th: 62.6%	4th: 66.6% Meets target		
5th: 61.6%	5th: 68.7% Meets target			

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	6th: 70.3%	6th: 70.6% Meets target	
	7th: 65.5%	7th: 64.9% Does not meet target 0.6% under target	
	8th: 40.6%	8th: 32.6% Does not meet target 8.0% under target	
	9th: 44.7%	9th: 55.0% Meets target	
	10th: 19.9%	10th: N.A.	
Writing	3rd: 51.7%	3rd: 43.1% Does not meet target 8.6% under target	<p>LCS incorporates the Riggs phonologic literacy program, which establishes a strong foundation in the 71 phonographic basis of English, and procedurally establishes strong reading literacy as a precursor to writing. The elementary English team identified that the program may not emphasize writing in early elementary as do traditional schools.</p> <p>The English team believes that the meeting of targets in grades 5-7 is the fruit of those labors of strong phonologic awareness, and that composition courses are incorporated into the curriculum.</p> <p>Targets were not met in grades 8 and 9, students who entered LCS in middle school when the school opened in 2011, and did not receive the strong phonologic foundation that the elementary Riggs program provides.</p>
	4th: 51.7%	4th: 45.6% Does not meet target 6.1% under target	
	5th: 55.6%	5th: 59.3% Meets target	
	6th: 59.6%	6th: 79.3% Meets target	
	7th: 69.3%	7th: 75.4% Meets target	
	8th: 70.3%	8th: 59.1% Does not meet target 11.2% under target	
	9th: 74.2%	9th: 70.0% Does not meet target 4.2% under target	
	10th: 51.7%	10th: N.A.	

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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	Reading (Median Adequate Growth Percentile determined by CDE) Elementary: 29% Middle School: 20% High School: 10%	Elementary: 28% Does not meet target 1% under target Middle School: 41% Meets target High School: 50% Meets target	Elementary was slightly under growth target, possibly related to the different emphasis of LCS' Riggs and traditional school literacy programs. A part of LCS' classical curriculum is an emphasis on deep reading of original texts of a high caliber, allowing for high growth on standardized testing.
	Math (Median Adequate Growth Percentile determined by CDE) Elementary: 57% Middle School: 66% High School: 97%	Elementary: 61% Meets target Middle School: 45% Does not meet target 21% under target High School: 59% Does not meet target 38% under target	The 2013/14 TCAP math scores increased an average of 13.10% from the previous year's performance. Middle school and high school growth targets still did not meet the Median Adequate Growth targets set by the CDE by a wide margin. It is determined that because a full MTSS process for additional math help in the middle and high school levels was not fully established until January, growth targets were not met.
	Writing (Median Adequate Growth Percentile determined by CDE) Elementary: 44% Middle School: 39% High School: 49%	Elementary: 43% Does not meet target 1% under target Middle School: 53% Meets target High School: 55% Meets target	Elementary writing was 1.0% under reaching the CDE growth target; the elementary literacy team realizes that more intentionality in writing practice is needed, and are working on incorporating this into the Riggs program. Middle and high school writing did meet growth targets, and the composition course and heavy emphasis on academic writing in history are seen as positive processes that supports this growth.
	(Median Adequate Growth Percentile determined by CDE)		

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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>R e a d i n g</p> <p><u>Elementary</u> FRL: N.A. Minority St.: N.A. St.w/Disabilities: N.A. ELL: N.A. Needs catching up: 65%</p> <p><u>Middle School</u> FRL: 27% Minority St.: 38% St.w/Disabilities: N.A. ELL: N.A. Needs catching up: 68%</p> <p><u>High School</u> N.A.</p>	<p><u>Elementary</u> FRL: N.A. Minority St.: N.A. St.w/Disabilities: N.A. ELL: N.A. Needs catching up:43% Does not meet target 22% under target</p> <p><u>Middle School</u> FRL: 31% Meets target Minority St.: 47% Meets target St.w/Disabilities: N.A. ELL: N.A. Needs catching up:43% Does not meet target 25% under target</p> <p><u>High School</u> N.A.</p>	<p>LCS has incorporated leveled reading groups in the elementary in addition to class time. Even more focus on the lower reading groups is seen as necessary to reach the CDE growth gaps for the needs catching up category.</p> <p>A full MTSS process was not established in 2013/14, and the needs catching up for middle school reading is seen as an area that needs to be focused on with the 2014/15 MTSS process.</p>
Math	<p>(Median Adequate Growth Percentile determined by CDE)</p> <p><u>Elementary</u> FRL: N.A. Minority St.: N.A. St.w/Disabilities: N.A. ELL: N.A. Needs catching up: 78%</p> <p><u>Middle School</u> FRL: 72%</p>	<p><u>Elementary</u> FRL: N.A. Minority St.: N.A. St.w/Disabilities: N.A. ELL: N.A. Needs catching up:70% Does not meet target 8% under target</p> <p><u>Middle School</u> FRL: 42% Does not meet target 30% under target</p>	<p>Additional math support for students who were under benchmark began in January in the 2013/14 school year; a formal process needs to start at the beginning of the school year.</p> <p>A full MTSS process was not established in 2013/14 to provide students, FRL and catching up included, additional differentiated math support.</p>

School Code: 5235

School Name: [LOVELAND CLASSICAL SCHOOL](#)

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Minority St.: 78% St.w./Disabilities: N.A. ELL: N.A. Needs catching up: 91% <u>High School</u> N.A.	Minority St.: 46% Does not meet target 32% under target St.w./Disabilities: N.A. ELL: N.A. Needs catching up: 54% Does not meet target 37% under target <u>High School</u> N.A.	
Writing	(Median Adequate Growth Percentile determined by CDE) <u>Elementary</u> FRL: N.A. Minority St.: N.A. St.w./Disabilities: N.A. ELL: N.A. Needs catching up: 58% <u>Middle School</u> FRL: 49% Minority St.: 57% St.w./Disabilities: N.A. ELL: N.A. Needs catching up: 61%	<u>Elementary</u> FRL: N.A. Minority St.: N.A. St.w./Disabilities: N.A. ELL: N.A. Needs catching up: 42% Does not meet target 16% under target <u>Middle School</u> FRL: 38% Does not meet target 11% under target Minority St.: 54% Does not meet target 3% under target St.w./Disabilities: N.A. ELL: N.A. Needs catching up: 67% Meets target	The Riggs literacy program establishes a strong foundation in phonologic decoding before entering writing skills. This needs to be reassessed to incorporate more intentional writing practice in the lower elementary. A complete MTSS process was not established in the 2013/14 school year for full differentiated support to students under benchmark level, including FRL and Minority St.

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<u>High School</u> N.A.	<u>High School</u> N.A.	
Postsecondary & Workforce Readiness	FRL: N.A. Minority St.: N.A. St. w/Disabilities: N.A. ELL: N.A.	FRL: N.A. Minority St.: N.A. St. w./Disabilities: N.A. ELL: N.A.	LCS has a relatively small student body in high school. LCS does not offer the traditional "big" high school experience, and most students who remain in high school at LCS are highly motivated and have strong parental support.
	Drop out rate: 3.6%	Drop out rate: 1.4% Meets target	

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>From the 3-year SPF, three year data depicts the following trends:</p> <p><u>Elementary</u> Reading: 76.8% P/A, meets status Math: 68.3% P/A, approaching status Writing: 53.7% P/A, meets status Further analysis of TCAP data shows that 3rd-5th grade reading and writing underperformed, with 4th grade reading 21.4% under last year’s target.</p>	<p>Elementary literacy (reading/writing). Increasing performance for the current 5th grade group of students.</p>	<p>LCS uses the Riggs phonologic literacy program, which does not align with the state testing focus. Riggs does not focus on reading speed in the lower elementary as does the whole-language approach and it focuses on writing later than traditional schools. Although LCS incorporated daily reading groups into its elementary schedule last year, a need for intentionality around more writing practice has been identified in the elementary literacy program.</p>
	<p><u>Middle School</u> Reading: 78.4% P/A, meets status Math: 50.2% P/A, approaching status Writing: 67.0% P/A, meets status Further analysis of TCAP data shows that 8th grade underperformed last year’s writing target by 11.2% and math target by 8.0%.</p>	<p>Increasing the math performance across the middle school.</p>	<p>Internal benchmark scores placed many middle school students below or slightly above grade level. There is a need for more opportunities for additional math support grades 7-8 via a MTSS process starting at the beginning of the school year.</p>
	<p><u>High School</u> Reading: 71.4% P/A, approaching status Math: 31.4% P/A, meets status Writing: 56.5% P/A, meets status</p>	<p>Intentionality with providing more math and writing support to the current group of 9th graders who had</p>	<p>There is a need for more opportunities for additional math support for the current group of 9th graders. This is also true for writing. LCS curriculum does not fully align with state standards.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes															
	Further analysis of available TCAP data (9 th grade) shows that group performing well relative to district and state data.	underperformed as 7 th and 8 th graders.																
Academic Growth	From the 3-year SPF, three year data depicts the following trends:																	
	<p><u>Elementary</u></p> <p>Reading: 36% growth percent, approaching status Math: 44% growth percent, approaching status Writing: 43% growth percent, approaching status ELP: N.A.</p> <p>Further analysis shows that growth in elementary math was 1.0% under target from last year's goals.</p> <p>K-3 READ Plan: (Using DIBELS composite score)</p> <table border="1"> <thead> <tr> <th></th> <th>%At/Above</th> <th>%Below</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>51%</td> <td>49%</td> </tr> <tr> <td>1st</td> <td>54%</td> <td>46%</td> </tr> <tr> <td>2nd</td> <td>81%</td> <td>19%</td> </tr> <tr> <td>3rd</td> <td>79%</td> <td>21%</td> </tr> </tbody> </table>		%At/Above	%Below	Kinder	51%	49%	1 st	54%	46%	2 nd	81%	19%	3 rd	79%	21%	<p>Elementary reading, math, and writing all fell into the "approaching" category for academic growth. The goal is to reach "meets" status this school year.</p>	<p>The lack of a full MTSS process from the beginning of the school year.</p> <p>LCS curriculum does not fully align with state standards.</p> <p>K-3 READ Plan: LCS uses the Riggs phonologic literacy program, which does not align with the state testing focus. Riggs does not focus on reading speed in the lower elementary as does the whole-language approach</p>
		%At/Above	%Below															
Kinder	51%	49%																
1 st	54%	46%																
2 nd	81%	19%																
3 rd	79%	21%																
<p><u>Middle School</u></p> <p>Reading: 38% growth percent, approaching status Math: 38% growth percent, does not meet status Writing: 48% growth percent, meets status ELP: N.A.</p> <p>Further analysis of TCAP data shows that growth in middle school math was 21% under target from last year's goals.</p>	<p>Middle school math was in the "does not meet" category for academic growth. This is a priority.</p>	<p>Internal benchmark scores placed many middle school students below or slightly above grade level. There is a need for more opportunities for additional math support grades 7-8 via a MTSS process from the beginning of the school year.</p> <p>LCS curriculum does not fully align with state standards.</p>																

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><u>High School</u> Reading: 61% growth percent, exceeds status Math: 62% growth percent, meets status Writing: 55% growth percent, meets status ELP: N.A.</p>	<p>Maintain “exceeds” and “meets” status for high school academic growth with current incoming group of students.</p>	<p>Small, focused class sizes in the high school.</p>
<p>Academic Growth Gaps</p>	<p>From the 3-year SPF, three year data depicts the following trends:</p> <p><u>Elementary</u> Meets status in: FRL Reading Minority St. Reading Approaching status in: Catching up Reading Catching up Math Catching up Writing Does not meet status in: FRL Math Minority St. Math FRL Writing Minority St. Writing</p>	<p>Closing the growth gaps of the subgroups that fell into the “does not meet” category to “approaching” category this year.</p> <p>Closing the growth gaps of the subgroups that fell into the “approaching” category to the “meets” category this year.</p>	<p>The lack of a full MTSS process to screen students who benefit from additional support and implement effective research-based interventions to close the gap.</p> <p>The lack of sufficient training and staffing to meet each student’s needs.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><u>Middle School</u> Meets status in: FRL Writing Catching up Writing Approaching status: FRL Reading Catching up Math Minority St. Writing ELL Writing Does not meet status: Minority St. Reading St.w/Disabilities Reading ELL Reading Catching up Reading FRL Math Minority St. Math St.w/Disabilities Math ELL Math St. w./Disabilities Writing</p>	<p>Academic growth gaps for students with disabilities did not meet state expectations in all three tested areas. Reading and Math growth gaps did not meet state expectations for almost all subgroups. The goal is “approaching” or “meets” status for all middle school subgroups in tested areas in 2015.</p>	<p>In the first three years, institutional emphasis was centered on the establishment of strong, school-wide classical culture, curriculum, and pedagogy. Entering year 4, the focus is now shifting towards meeting state expectations for subgroups, especially students with disabilities. The establishment of a complete MTSS process was not finalized previously to fully support students in the catching up category and any minority or FRL students who fall under benchmark and would benefit from additional support.</p> <p>The lack of sufficient training and staffing to meet each student’s needs.</p>
	<p><u>High School</u> Meets status in: Catching up Math Catching up Writing All other categories were too small of sample size to be reported.</p>	<p>Maintain “Meets” status or reach “Exceeds” status for the high school subgroup growth gaps.</p>	<p>Small, focused class sizes in the high school and high level curriculum and standards.</p>

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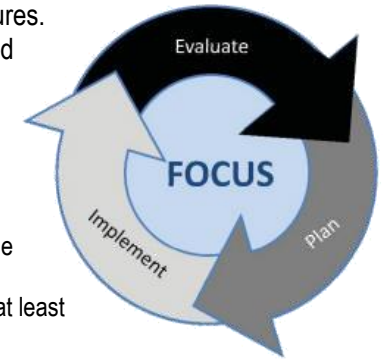
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	N.A.; We will have our first graduating class this current 2014-15 school year.	N.A.	N.A.

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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

NOTE: School performance targets for 2014/15 Reading, Math, and Writing Academic Achievement are derived by taking the average school growth of the 2013/14 TCAP performance data from the 2012/13 performance data (6.2%) and adding it to the 2013/14 score. That number is then transferred to “at/above grade level” target scores on the internal spring benchmark assessment for that grade-level cohort group. The performance targets for 2015/16 are derived by taking the 2013/14 TCAP average growth and applying it 2014/15 targets. In using this process there is not available data for entering 3rd grade students, and 3rd grade targets are derived from the average of the rest of the assessment subject grade level targets (reading, math, and writing) or the incoming 4th grade target, depending on which is higher. As this is the first year science will be scored in state testing, the performance targets for 2014/15 Science Academic Achievement are the median score of “meets” on the CDE performance indicator (75%) applied to the “at/above grade level” student performance on the internal “Acquisition of Knowledge” competency exam. The 2015/16 performance for Science Academic Achievement is derived by applying the 2013/14 average performance data growth rate and adding it to the 2014/15 target.

The rationale for this process is based on the CDE’s recommendation that schools use internal assessments to drive their performance targets because of the change in state assessment in 2014/15. However, LCS has changed its benchmark testing assessments for the 2014/15 school year from the previous process. The major changes in both state and school assessments result in the use of 2013/14 TCAP performance data towards creating performance targets in the new internal benchmark assessments as new baselines.

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	Increase in elementary reading. Intentionality in increasing performance of the current group of 5 th graders.	3 rd grade: 82.8% of students at grade level 4 th grade: 82.8% of students at grade level 5 th grade: 69.3% of students at grade level 6 th grade: 79.6% of students at grade level 7 th grade: 88.9% of students at grade level 8 th grade: 86.9% of students at grade level 9 th grade: 87.8% of students at grade level 10 th grade: 81.2% of students at grade level Average target: 82.3%	3 rd grade: 89% of students at grade level 4 th grade: 89% of students at grade level 5 th grade: 89% of students at grade level 6 th grade: 75.5% of students at grade level 7 th grade: 85.8% of students at grade level 8 th grade: 95.1% of students at grade level 9 th grade: 93.1% of students at grade level 10 th grade: 94% of students at grade level Average target: 88.5%	DRA three times a year.	1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students who benefit from additional support. 2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align.

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		M	<p>Increasing the math performance across the middle school.</p> <p>Intentionality with increasing math performance of the current group of 9th graders who had underperformed as 7th and 8th graders.</p>	<p>3rd grade: 80.3% of students at grade level</p> <p>4th grade: 80.3% of students at grade level</p> <p>5th grade: 72.8% of students at grade level</p> <p>6th grade: 74.9% of students at grade level</p> <p>7th grade: 76.8% of students at grade level</p> <p>8th grade: 71.1% of students at grade level</p> <p>9th grade: 38.8% of students at grade level</p> <p>10th grade: 61.2% of students at grade level</p> <p>Target average: 67.9%</p>	<p>3rd grade: 86.5% of students at grade level</p> <p>4th grade: 86.5% of students at grade level</p> <p>5th grade: 86.5% of students at grade level</p> <p>6th grade: 79% of students at grade level</p> <p>7th grade: 81.1% of students at grade level</p> <p>8th grade: 83% of students at grade level</p> <p>9th grade: 77.3% of students at grade level</p> <p>10th grade: 45% of students at grade level</p> <p>Target average: 78.1%</p>	<p>MCOMP/MCAP three times a year</p>	<ol style="list-style-type: none"> 1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students who benefit from additional support. 2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align.
		W	<p>Intentionality with increasing writing performance of the current group of 9th graders who had underperformed as 7th and 8th graders.</p>	<p>3rd grade: 67.8% of students at grade level</p> <p>4th grade: 49.3% of students at grade level</p> <p>5th grade: 51.8% of students at grade level</p> <p>6th grade: 65.5% of students at grade level</p> <p>7th grade: 85.5% of students at grade level</p> <p>8th grade: 81.6% of students at grade level</p> <p>9th grade: 65.3% of students at grade level</p> <p>10th grade: 76.2% of students at grade level</p>	<p>3rd grade: 74% of students at grade level</p> <p>4th grade: 74% of students at grade level</p> <p>5th grade: 55.5% of students at grade level</p> <p>6th grade: 58% of students at grade level</p> <p>7th grade: 71.7% of students at grade level</p> <p>8th grade: 91.7% of students at grade level</p> <p>9th grade: 87.8% of students at grade level</p> <p>10th grade: 71.5% of students at grade level</p>	<p>DRA writing three times a year.</p>	<ol style="list-style-type: none"> 1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students who benefit from additional support. 2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align.

				Target average: 67.8%	Target average:73%		
		S		3 rd grade: 75% of students at grade level 4 th grade: 75% of students at grade level 5 th grade: 75% of students at grade level 6 th grade: 75% of students at grade level 7 th grade: 75% of students at grade level 8 th grade: 75% of students at grade level 9 th grade: 75% of students at grade level 10 th grade: 75% of students at grade level Target average: 75%	3 rd grade: 81.2% of students at grade level 4 th grade: 81.2% of students at grade level 5 th grade: 81.2% of students at grade level 6 th grade: 81.2% of students at grade level 7 th grade: 81.2% of students at grade level 8 th grade: 81.2% of students at grade level 9 th grade: 81.2% of students at grade level 10 th grade: 81.2% of students at grade level Test average: 81.2%	Internal "Acquisition of Knowledge" competency exams for science.	1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students who benefit from additional support. 2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R		Target scores for Academic Growth determined by cut point for successive CDE Adequate Growth Indicators of adequate growth percentile depending if adequate growth was met, from the 2014/15 1-year SPF			
			Elementary reading fell into the "approaching" category for academic growth. The goal is to reach "meets" status this school year.	Elementary: 40% Middle School: 45% High School: 60%	TBD by 2015/16 performance data and benchmarks set forth by CDE.	DRA three times a year. Progress monitoring.	1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students

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							<p>who benefit from additional support.</p> <p>2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align.</p>
		M	<p>Elementary math fell into the “approaching” category for academic growth. The goal is to reach “meets” status this school year.</p> <p>Middle school math was in the “does not meet” category for academic growth. This is a priority.</p>	<p>Elementary: 61%</p> <p>Middle School: 55%</p> <p>High School: 70%</p>	<p>TBD by 2015/16 performance data and benchmarks set forth by CDE.</p>	<p>MCOMP/MCAP three times a year.</p> <p>Progress Monitoring.</p>	<p>1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students who benefit from additional support.</p> <p>2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align.</p>
		W	<p>Elementary writing fell into the “approaching” category for academic growth. The goal is to reach “meets” status this school year.</p>	<p>Elementary: 55%</p> <p>Middle School: 45%</p> <p>High School: 60%</p>	<p>TBD by 2015/16 performance data and benchmarks set forth by CDE.</p>	<p>DRA three times a year.</p> <p>Progress Monitoring.</p>	<p>1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students who benefit from additional support.</p> <p>2. Map LCS curriculum in relation to state standards school wide and supplement LCS</p>

							curriculum with content when standards do not align.
		ELP		Elementary: N.A. Middle School: N.A. High School: N.A.	TBD by 2015/16 performance data and benchmarks set forth by CDE.		
Academic Growth Gaps	Median Growth Percentile, local measures	R		Target scores for Academic Growth Gaps determined by cut point for successive CDE Adequate Growth Indicators of adequate growth percentile depending if adequate growth was met, from the 2014/15 3-year SPF			
			Academic growth gaps for students with disabilities did not meet state expectations in all three tested areas in middle school. Reading growth gaps did not meet state expectations for almost all subgroups. The goal is "approaching" or "meets" status for all elementary, middle, and high school subgroups in tested areas in 2015.	<u>Elementary</u> FRL: 60% Minority St.: 60% St. w./Disabilities: N.A ELL: N.A. Catching up: 55% <u>Middle School</u> FRL: 45% Minority St.: 40% St. w./Disabilities: 40% ELL: 40% Catching up: 40% <u>High School</u>	TBD by 2015/16 performance data and benchmarks set forth by CDE.	DRA three times a year.	1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students who benefit from additional support. 2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align. 3. Intentionality in developing staffing and resources to meet each

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			FRL: N.A. Minority St.: N.A. St. w./Disabilities: N.A. ELL: N.A. Catching up: N.A.			student's needs.
	M	Academic growth gaps for students with disabilities did not meet state expectations in all three tested areas in middle school. Math growth gaps did not meet state expectations for almost all subgroups. The goal is "approaching" or "meets" status for all elementary, middle, and high school subgroups in tested areas in 2015.	<u>Elementary</u> FRL: 40% Minority St.: 40% St. w./Disabilities: N.A. ELL: N.A. Catching up: 55% <u>Middle School</u> FRL: 40% Minority St. 40%: St. w./Disabilities: 40%. ELL: 40% Catching up: 55% <u>High School</u> FRL: N.A. Minority St.: N.A. St. w./Disabilities: N.A. ELL: N.A. Catching up: 70%	TBD by 2015/16 performance data and benchmarks set forth by CDE.	MCOMP/MCAP three times a year.	1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based interventions for students who benefit from additional support. 2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align. 3. Intentionality in developing staffing and resources to meet each student's needs.
	W	Academic growth gaps for students with disabilities did not meet state expectations in all	<u>Elementary</u> FRL: 40% Minority St.: 40% St. w./Disabilities: N.A.	TBD by 2015/16 performance data and benchmarks set forth by CDE.	DRA three times a year.	1. Implementation of a full MTSS process to screen, and implement and progress monitor research-based

		three tested areas in middle school. The goal is “approaching” or “meets” status for all middle school subgroups in tested areas in 2015.	ELL: N.A. Catching up: 55% <u>Middle School</u> FRL: 60% Minority St.: 55% St. w./Disabilities: 40% ELL: 55% Catching up: 70% <u>High School</u> FRL: N.A. Minority St.: N.A. St. w./Disabilities: N.A. ELL: N.A. Catching up: 70%			interventions for students who benefit from additional support. 2. Map LCS curriculum in relation to state standards school wide and supplement LCS curriculum with content when standards do not align. 3. Intentionality in developing staffing and resources to meet each student’s needs.
Postsecondary & Workforce Readiness	Graduation Rate	N.A. First graduating class in 2014/15	98.6%			
	Disaggregated Grad Rate	N.A. First graduating class in 2014/15	N.A.			
	Dropout Rate	N.A. First graduating class in 2014/15	1.4%			
	Mean CO ACT	N.A. First graduating class in 2014/15	N.A.			
	Other PWR Measures	N.A. First graduating class in 2014/15	N.A.			

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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: Implementation of a full MTSS process (starting with academic and behavioral supports) to screen, and implement and progress monitor research-based interventions for students who benefit from additional support.

Root Cause(s) Addressed: The lack of a full MTSS process to screen students who benefit from additional support, and implement and progress monitor research-based interventions to close the gap.

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) Diagnostic Review Grant School Improvement Support Grant
- Colorado Graduation Pathways Program (CGP) Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Creation of review of updated MTSS process	8/2014	8/2015	Principal, MTSS coordinator	None	Complete and presented to staff in 8/2014 staff in-service	Completed
Benchmark testing	9/2014	9/2015	MTSS coordinator, subject teachers	Assessment costs	Scores entered into district data repository by fall, winter, and spring deadlines	Completed
Tiered student support implemented and progress monitored by teachers	10/2014	10/2015	MTSS coordinator, subject teachers	Training costs	Documentation of tiered student supports implemented with fidelity	In progress
Student response to intervention progress monitored	Throughout the year	Throughout the year	MTSS coordinator, subject teachers	Printing costs	Progress monitoring data	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.

Major Improvement Strategy #2: Map LCS curriculum in comparison to state standards school wide, and supplement (not replace) LCS curriculum with content when standards do not fully align.

Root Cause(s) Addressed: LCS' Core Knowledge (K-8), Riggs literacy program, Singapore math program, and classical curriculum (9-12) do not completely align with state standards and priorities.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
"LCS Standards"; Departments lay out subject curriculum maps grades 1-12. Review and implement content where misalignment is identified.	12/2014	8/2015	Department leads and subject teachers.	None	"LCS Standards" 2014 project completed Dec. 5, 2014	In progress
Teachers cover "LCS Standards" material within curriculum	On going	On going	Subject teachers	None	Content covered in class, internal assessments	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.

Major Improvement Strategy #3: Intentionality in developing staffing and resources to meet each student’s needs.

Root Cause(s) Addressed: In the first three years, institutional emphasis was centered on the establishment of strong, school-wide classical culture, curriculum, and pedagogy. Entering year 4, data supports intentionality in increasing training and staffing to address subgroup growth gaps.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Increase staffing, awareness, and resources towards subgroup student support	8/2014, ongoing	8/2015, ongoing	Principal, SPED department, 504 coordinator	Additional staffing support for 2014/15 school year: 1.0 FTE MTSS/504 coordinator, 0.5 FTE 504 para, 0.4 FTE MTSS interventionist, 0.5 FTE literacy coach, additional 0.3 FTE to district provided resource teacher, 1.0 FTE school counselor. Training, curriculum, and assessment costs	Full staffing and training towards meeting the needs of students in subgroups	Hiring completed, Training In progress
Teacher implementation of accommodations and modifications	Ongoing	Ongoing	SPED department, 504 coordinator, instructional staff.	None	Review by SPED case managers, 504 coordinator, and Principal	Ongoing, In progress
Teacher progress monitoring	Ongoing	Ongoing	Instructional staff	Printing costs	Progress monitoring data	In progress
Student Success Team meetings	Ongoing	Ongoing	MTSS coordinator, instructional staff.	None	Meeting documentation	In progress

School Code: 5235

School Name: LOVELAND CLASSICAL SCHOOL

* 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)
- Title I Schools Operating a Schoolwide Program (Optional)