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Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 3110   District Name: JOHNSTOWN-MILLIKEN RE-5J   School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL
Official 2014 SPF: 3 Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

A challenge for Letford is sustaining consistent achievement gains LES students in Reading, Writing and Math. (Achievement) Sustaining the Median Growth Percentile gains LES students accomplished the last 3 years in Reading, Writing and Math. (Growth) and Meeting MGP for our Special Education students and for our ELL students in the areas of Math and Writing. (Growth Gaps)
.

Why is the school continuing to have these problems?
Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*
The root causes for our experiencing the challenge of consistently sustaining our achievement levels include a continual need of curriculum review and focus on new standards, research based strategies being utilized and the teaching strategies being consistently utilized. The root causes for our goal to sustain MGP is through curriculum fidelity along with research based instructional strategies at LES. We struggle to meet growth gap targets for special education students and ELL students due to intervention effectiveness.
What action is the school taking to eliminate these challenges?
Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Curriculum adoption and alignment to standards. Monitoring universal classroom curriculum and Instructional Strategies effectiveness. (especially Math/Writing)

Go Math Unit Assessments collected every few weeks as the Progress monitor along with review of the assessments. Lucy Assessments collected every few weeks.

Curriculum review and alignment along with the monitoring of universal classroom assessments and their effectiveness.

Curriculum review and alignment along with the monitoring of universal curriculum.

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

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 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.

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

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 and Planning 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 supports 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.

School Code: 5078   School Name: LETFORD ELEMENTARY 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?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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

X☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant   ☐X READ Act Requirements   ☐ Other:

_____

|	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Kerry Boren Principal
	Email	kboren@weldre5j.k12.co.us
	Phone	970-587-6153
	Mailing Address	Letford Elementary School, 2 North Jay, Johnstown, Colorado 80534
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

School Code: 5078   School Name: LETFORD ELEMENTARY 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 Unified Improvement Planning Handbook.
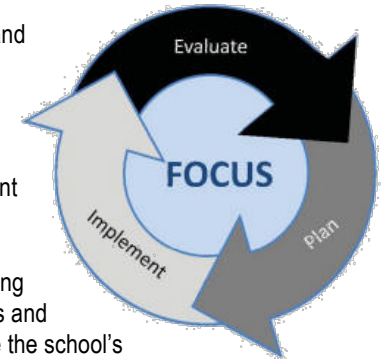
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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.

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., School Accountability Committee).	**Review Current Performance:** Review recent state 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.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. 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.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	**Root Cause 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 strategy(s) is encouraged.

Narrative:
Letford Elementary School is in a smaller rural area. We have a very diverse population. The Leadership team, Grade level teachers along with the school SAC look at current data

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

Analyze strengths and needs and develop our UIP based on outcomes. This year's challenge of course is that of data collection. We are starting a new Math program this year and a new Written Language program this year.   We continue to analyze the strength of our current Reading Program and are determining where gaps might be.

2014-2015 DIBELS DATA

Benchmark Data

	Letford	District
12-13	56%	63%
13-14	64%	66%
14-15	66%	67%

Benchmark Growth in Each Grade Level

Gr. K	+11	+2
Gr. 1	-18	-11
Gr. 2	-12	+2
Gr. 3	+3	+5
Gr. 4	+3	+1
Gr. 5	+11	+7

Letford	BOY	EOY At Benchmark
Gr. K	67%	78%
Gr. 1	60%	42%
Gr. 2	78%	66%
Gr. 3	56%	59%
Gr. 4	76%	79%
Gr. 5	66%	77%

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

COLORADO
Department of Education

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FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Star Math Growth

2014-2015
Letford Elementary School

	BOY	EOY	Growth	Ave. G.L. Growth
Cronin	.9	1.9	+1.0	
Marek	1.0	1.8	+ .8	+.9 for Gr. 1
Schifter	.8	1.7	+1.0	
Schmidt	.9	1.8	+1.0	
Cooley	2.0	3.1	+1.1	
Cowan	2.3	3.3	+1.0	+1.2 for Gr. 2
Woods	1.9	3.2	+1.6	
Ault	3.0	4.0	+1.0	
Gunny	3.4	3.9	+.5	
Kramer	2.8	3.8	+1.0	+.9 for Gr. 3
Stumpf	3.0	4.4	+1.4	
Everson	4.2	5.4	+1.2	
Newhard	4.1	5.1	+1.0	+1.2 for Gr. 4
Yost	4.2	5.7	+1.5	
Rossman	4.4	5.9	+1.5	
Trumble	5.0	6.3	+1.3	+1.2 for Gr. 5
Willard	5.5	6.3	+.8	

Narrative:

Our school is trying to grow positively in achievement status scores in Academic Achievement in all areas. Reading: In Grade 5 in 2012 we had 83% (PA), and in 2013 we had 70 (PA) and in 2014 we had 76% PA. We increased in this area. In Grade 4 in 2012 68% (PA) and in 2013 we had 80% (PA) and then in 2014 we had 77 % PA. . We increased and then decreased in 4th Grade. In Grade 3, in 2012 we had 88% (PA) and in 2013 we had 75% (PA) and in 2014 we had 81%PA. Here we decreased then increased. . While I feel like we are making good strides. We need to continue to focus on sustaining or becoming more consistent with our Academic Achievement.

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

Writing for our school is also tending positively, but we will focus more on becoming consistent for all Grade Levels. Our Grade 5 Writing for 2012 was 70% (PA) and in 2013 was 62% (PA) and in 2014 we had 68%. Our 5th Grade has increased. Our Grade 4 Writing was 51% (PA) in 2012 and 63% (2013) and 70% PA in 2014. We increased. . Our Grade 3 Writing was 2012 was 67% (PA) and in 2013 was 75% (PA) and in 2014 68% (PA). . Our Grade 3 students increased in Writing. We are continuing with our focus on Writing at Letford.

Math for our school is moving in a positive direction, however, consistency continues to be key. Our 5th Grade Math was, (2012) 78% (PA) and in 2013 we moved to 54% (PA) and in 2014 we moved to 83%. We increased in this area. Our 4th Grade Math was 64% (PA) in 2012 and then in 2013 went to 76% PA and then we went to 72% PA. We decreased and then increased, In 3rd Grade our Math increased from, 75% (PA) in 2012 to 78% (PA) in 2013 and then 83% PA in 2014.

We are decreasing in the area of Special Education in the area of Writing. Last year our IEP had an MGP of 65% and for the 2014 school year we had 50% MGP. . In Math last year our IEP students had an MGP of 39% and this year our Special Education students have 36 % MGP therefore we did not meet. In Reading our IEP students had 51% MGP and in 2014 our IEP students had a 51 % MGP thus increasing in the area of Reading too.

Minority students are meeting or exceeding in the area of Reading at Letford. LES MGP for 2014 is 46% MGP and the state requires 37% MGP. Minority students did not meet in the area of Math as the state wants 58% MGP and we are at 40% MGP. . Minority students did meet or exceed in the area Writing. Our MGP was 49% and the state wants 46% MGP. Our ELL population did meet in the area of Reading with the school's MGP of 56% and the state wanting 50%. In Math our ELL learners decreased with a 45% MGP where the state wants 62% MGP. In Writing our ELL students exceeded the state 55% MGP and the state wants 54%.

While we are showing consistency in the area of Academic Achievement 75.0 % (Same as last year) , LES continues to show a need in the area of Academic Growth moving from 71.4% 2013 TO 67.9 IN 2014. . Our Academic Growth Gaps show An increase moving from 58.3% in 2013 to 60.0 in 2014. Our students needing to catch up is growing in the area of Reading moving from 46 to 48 MGP% and is decreasing in the area of Math moving from 43 %MGP TO 41% MGP and in Writing moving from 63% MGP to 57%MGP.

Other data includes:

Averages per Grade Level

Math Investigations	09-10	10-11	11-12	12-13
Grade 1	78%	82%	79%	78%
Grade 2	70%	86%	82%	76%
Grade 3	73%	81%	69%	68%
Grade 4	78%	83%	73%	82%
Grade 5	74%	80%	70%	78%

Math Drops in the Bucket	09-10	10-11	11-12	12-13
Grade 1	78%	88%	90%	77%
Grade 2	80%	82%	80%	76%
Grade 3	75%	79%	82%	80%

Grade 4	83%	83%	77%	67%
Grade 5	73%	81%	80%	76%

Foss Science	09-10	10-11	11-12	12-13
Grade 1	85%	88%	88%	85%
Grade 2	86%	86%	83%	74%
Grade 3	72%	81%	75%	75%
Grade 4	79%	83%	77%	85%
Grade 5	74%	70%	79%	68%

DIBELS Composite Scores Beginning and End of Year 2013-2014 at Letford Elementary School

Kindergarten   53% at or above Benchmark   Increasing to   55% at or above Benchmark

First Grade   32% at or above Benchmark increasing to 56% at or above Benchmark

Second Grade   46% at or above Benchmark increasing to 58% at or above Benchmark

Third Grade   58% at or above Benchmark increasing to 71% at or above Benchmark

Fourth Grade   59% at or above Benchmark increasing to 75% at or above Benchmark

Fifth Grade   57% at or above Benchmark increasing to 73% at or above Benchmark

Growth on DIBELS Spring 2014

Kindergarten	+2%
Grade 1	+24
Grade 2	+12
Grade 3	+13
Grade 4	+16
Grade 5	+16

Treasures Reading and Writing Unit Grade Level averages

	2011-2012	2012-2013
Grade 1	85%	77%
Grade 2	70%	62%

Grade 3   67%   66%
Grade 4   74%   79%
Grade 5   80%   75%

Star Math 2014 Growth Rates
Grade 1   +4 Months
Grade 2   +6 Months

Grade 3   +7 Months
Grade 4   +8 Months
Grade 5   +7 Months

COLORADO
Department of Education

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Maintain or exceed 76% PA on SPF (Reading) Meet or exceed 65%PA. (Writing)	Our 3 year SPF says that we are in the 76.3% PA in Reading. Our 3 year SPF says that we are in the 65% PA in Writing.	The district adopted a new Math series (Go Math) this year as a result of district need. Along with the new Math series, we have had 2 Go Math Professional Development along with many Grade level conversations about its effectiveness. The district also adopted the Lucy Caukins Writing program to assist with our need in Writing. While we feel solid with the adoption of Math and Writing, we are in the process of developing a committee to adopt a new Reading/Literacy Series. Through the commitment of the district in:
	Maintain or exceed 71 % PA. (Math)	Our 3 year SPF says that we are in the 71.9 % PA in Math.	
Academic Growth	Meet or exceed the state expected growth in Math.	Our 3 year SPF says that we did not make Adequate growth in Reading	1. Adopting a new Writing and Math program in the 15-16 school year.
	Meet or exceed the state expected growth in Writing.	Our 3 year SPF says we made Adequate Growth in Writing and Reading.	2. Developing effective Staff development that includes all components of a successful Professional Development program.
Academic Growth Gaps	Meet or exceed the state expected growth in Math.	Our 3 year SPF says we are approaching adequate growth in Math.	a. Staff run
	Meet or exceed the state expected growth in Writing.	Our 3 year SPF says we made adequate growth in Reading and Writing.	b. needs based
Postsecondary & Workforce Readiness			3. Support included in our district PD Plan

School Code: 5078   School Name: LETFORD ELEMENTARY 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, when available, 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 are 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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)	Our school is trying to grow positively in achievement status scores in Academic Achievement in all areas. Reading: In Grade 5 in 2012 we had 83% (PA), and in 2013 we had 70 (PA) and in 2014 we had 76% PA. We increased in this area. In Grade 4 in 2012 68% (PA) and in 2013 we had 80% (PA) and then in 2014 we had 77 % PA. . We increased and then decreased in 4th Grade. In Grade 3, in 2012 we had 88% (PA) and in 2013 we had 75% (PA) and in 2014 we had 81%PA. Here we decreased then increased. . While I feel like we are making good strides. We need to continue to focus on sustaining or becoming more consistent with our Academic Achievement. Writing for our school is also trending positively, but we will focus more on becoming consistent for all Grade Levels. Especially with our new Writing Program. Our Grade 5 Writing for 2012 was 70% (PA) and in 2013 was 62% (PA) and in 2014 we had 68%. Our 5th Grade has increased. Our Grade 4 Writing was 51% (PA) in 2012 and 63% (2013) and 70% PA in 2014. We increased. . Our Grade 3 Writing was 2012 was 67% (PA) and in 2013 was 75% (PA) and in 2014 68% (PA). . Our Grade 3 students increased in Writing. We are continuing with our focus on Writing at Letford.	Sustaining achievement gains LES students accomplished the last 3 years.	The root causes for our goal of consistently sustaining our achievement levels include a continual need of curriculum review and focus on new standards, research based strategies being utilized and the teaching strategies being consistently utilized.

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math for our school is moving in a positive direction, however, consistency continues to be key. Our 5th Grade Math was, (2012) 78% (PA) and in 2013 we moved to 54% (PA) and in 2014 we moved to 83%. We increased in this area. Our 4th Grade Math was 64% (PA) in 2012 and then in 2013 went to 76% PA and then we went to 72% PA.. We decreased and then increased, In 3rd Grade our Math increased from, 75% (PA) in 2012 to 78% (PA) in 2013 and then 83% PA in 2014. Our new program will be a new trend study. We are decreasing in the area of Special Education in the area of Writing. Last year our IEP had an MGP of 65% and for the 2014 school year we had 50% MGP. . In Math last year our IEP students had an MGP of 39% and this year our Special Education students have 36 % MGP therefore we did not meet. In Reading our IEP students had 51% MGP and in 2014 our IEP students had a 51 % MGP thus increasing in the area of Reading too. Minority students are meeting or exceeding in the area of Reading at Letford. LES MGP for 2014 is 46% MGP and the state requires 37% MGP. Minority students did not meet in the area of Math as the state wants 58% MGP and we are at 40% MGP. . Minority students did meet or exceed in the area Writing. Our MGP was 49% and the state wants 46% MGP. Our ELL population did meet in the area of Reading with the school's MGP of 56% and the state wanting 50%. In Math our ELL learners decreased with a 45% MGP where the state wants 62% MGP. In Writing our ELL students exceeded the state 55% MGP and the state wants 54%.		

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	While we are showing consistency in the area of Academic Achievement 75.0 % (Same as last year) , LES did decline in the area of Academic Growth moving from 71.4% 2013 TO 67.9 IN 2014. . Our Academic Growth Gaps show An increase moving from 58.3% in 2013 to 60.0 in 2014. Our students needing to catch up is growing in the area of Reading moving from 46 to 48 MGP% and is decreasing in the area of Math moving from 43 %MGP TO 41% MGP and in Writing moving from 63% MGP to 57%MGP.		
Academic Growth	Our 3 year trend shows that we are at or above the MAGP in all Academic Growth areas. In 2014 our MGP in Reading and Writing was above the state MGAP. We still have room to grow in Math. In 2013 our MGP was 48 and the state wants 27% In Reading LES MGP was 55% the state requires 27% during the 2011-2012 year. 2011-2012 LES MGP was 49% and the state requires 49%, in the 2010-2011 year LES MGP was 51% and the state was 42%MGP. In 2013 Writing LES MGP was 55 and the state wanted 37MGP, in 2012 our school was 53% and the state required 37%.	Sustaining the Median Growth Percentile gains LES students accomplished the last 3 years.	The root causes for our goal to sustain MGP is through curriculum fidelity along with research based instructional strategies at LES.

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	LES does not meet MGP in Mathematics in the area of students with disabilities and ELL learners. LES MGP is 36% and the State wants 72% during the 2014 school year. - Our school did meet in Reading with Minority students, we had 46MGP and the state wanted us to have 37MGAP, Students with Disabilities. Our school had 51MGP and the state wants us to have 54% MGP. and English learners that had an MGP of 56 and the state wanted 50MGAP. Our school is approaching in Math in the area of FRL We had 43MGP and the state wanted 54MGAP and Minority students had a 40MGP and the state wanted 54MGAP.	Meeting MGP for our Special Education students and for our ELL students	We struggle to meet growth gap targets for special education students and ELL students due to intervention effectiveness
Postsecondary & Workforce Readiness			

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

COLORADO
Department of Education

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 the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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 transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL
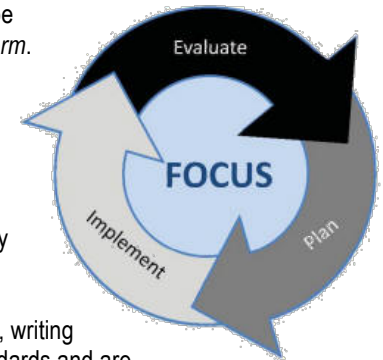
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Sustaining consistent achievement gains LES students	Maintain or exceed 77%%	Maintain or exceed 77%.	DIBELS benchmark collected 3 times a year, Progress Reporter use is the Progress monitor weekly.	Curriculum review and alignment to standards. Monitoring universal classroom curriculum and Instructional Strategies effectiveness.
		REA D					
		M	Curriculum review and alignment to standards. Monitoring universal classroom curriculum and Instructional Strategies effectiveness.	Maintain or exceed 72% PA.	Maintain or exceed 72%PA	Go Math collected every 5 weeks as the Progress Monitor. Unit Assessments along with PMI for Intervention.	Go Math collected every 5 weeks as the Progress monitor. Go Math with fidelity along with use of assessments and intervention.
		S	Sustaining achievement **gains LES students accomplished the last 3** years.	Meet or exceed 53%PA	Meet or exceed 53% PA.	Foss Unit (Quarterly Assessments0, Science journals along with the scientific methods format used in Grades 1-5. Science Fair projects are showing some progress in the Scientific Method.	Curriculum review and alignment along with the monitoring of universal curriculum monitoring. The district will be adopting a new Science curriculum this year.
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC	ELA	. Improve the MGP gains LES students accomplished the last 3 years.	Meet or exceed the state expected growth	Meet or exceed the state expected growth.	DIBELS Benchmark and progress monitor.	

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

	, ACCESS, local measures	M	Improve the MGP gains LES students accomplished the last 3 years.	Meet or exceed the state expected growth in Math.	Meet or exceed the state expected growth.	Go Math to progress monitor along with Investigation Unit assessments.	
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Spec. Ed. students to meet or exceed MGP in Reading. Ell students to meet or exceed MGP in Reading.	Goal to maintain or exceed our 52% MGP for ELL and Special Ed	Goal to maintain or exceed our 53% MGP for ELL and Special Ed.	Benchmark and Progress monitoring the Universal curriculum as noted above along with the monitoring of intervention programs.	Progress monitoring students in intervention programs. Implementing diagnostic tools (such as DIBELS Next, Burst). Developed and implemented targeted intervention and plans. Utilize Study Island to target Individual Reading needs.
		M	Special Ed. students meet the MGP in Math. ELL to meet the MGP in Math.	Goal to reach MGP of 50% in Special Ed. Goal to reach 40% MGP in ELL.	Goal to reach 60% MGP in Special Ed. Goal to reach 41%MGP in ELL.	Goal to reach 60% MGP in Special Ed. Goal to reach 41%MGP in ELL.	Progress monitoring students in intervention programs such Go Math.
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

COLORADO
Department of Education

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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: _____ Improve Academic Achievement in all content areas _____ **Root Cause(s) addressed:** _____
_____ Curriculum review in all content areas (Literacy, Math and Science) along with research based strategies are being consistently utilized.
_____
_____

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

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2015-16	Timeline 2016-17	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Conduct monthly grade level meetings, teachers share and discuss local data that shows mastery in Science, Math and Literacy.	Ongoing	Principal and teachers	Local Resources utilized. This occurs during school/planning time along with Alpine Data system	We will have 100% attendance at meetings where teachers discuss data	In Progress	In progress
Analyze TCAP/CMAS/Assessments to monitor standards alignment and gaps along with our school strengths and weaknesses.	Aug/Sept. and ongoing	Principal, teachers and Leadership.	Local and District Resources. Teachers use professional days and the	Local and District Resources. Teachers use professional days and the district hires substitute teachers using general funds. The cost is $80.00 per day for a sub and	In progress	In progress

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

			district hires substitute Monitor curriculum for fidelity through classroom observation. teachers using general funds. The cost is $80.00 per day for a sub and we meet 2 times a year for 2 teachers from LES.	we meet 2 times a year for 2 teachers from LES.	
Monitor curriculum for fidelity through classroom observation.	Ongoing	Principal and teachers.	Local and District Resources Teachers use professional days and the district hires substitute teachers at the cost of $80.00 per substitute which is usually 2 teachers from LES meeting 2 times during the school	By midyear the principal will observe instruction in 40% of the classrooms and have held post conferences	In Progress	

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

			year using our general funds.			
Review/denote benchmark assessments in Math, Science, Reading and Writing.	Ongoing	District Elementary staff and curriculum meetings.	Local and District funds to help supplement teachers and substitutes. This includes all teachers getting grade level substitutes at $80.00 per day per grade level 2 times a year. The total is $800.	By the end of the school year, curriculum committees will have met.		

* 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: 5078   School Name: LETFORD ELEMENTARY SCHOOL

Major Improvement Strategy #2: _____ Sustain our MGP in all Content Areas _____

Major Improvement Strategy #2: _____ **Root Cause(s) Addressed:** _____ review along with the inclusion of research based strategies will be utilized to help LES sustain our Median Growth Percentile in all Content Areas _____

_____

_____

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

☐ READ Act Requirements   ☐ 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)
	2015-16	2016-17				
Use of district evaluation system and teacher observation will be utilized. Principal taking classes on new evaluation system/and Post conferencing.	Ongoing	Principal	Local resources such as the current system.	Completion of coursework along with following district timeline for observation and evaluation of staff. Staff training on teaching standards/elements.	In progress	
A Systematic process of sharing and classroom data as it relates to all content areas taught.	Ongoing	Principal and Grade level team.	Local resources and Leadership team meet during contract hours.	Grade level team meetings and leadership.	In Progress	
Classroom instructional strategies (Research based) will be shared with Leadership team and during district PD Days.	Ongoing	Principal and teachers	Local resources and District resources such as our Professional	Following the district evaluation system and leadership team conversations.	In Progress	

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

			Development days denoted on our calendar.			
Universal curriculum progress monitoring data will be collected and analyzed by school wide curriculum teams.	Ongoing	Principal and teacher	Local resources and District resources such as substitute teachers needed while committees meet. The cost is $80.00 per substitute and we have 2 teachers on each committee. Total being $640.00	District committee attendance and sharing of information along with the analysis of 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.

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

Meet Growth Gap targets for Special Education and ELL students in Math and Reading

_____

Major Improvement Strategy #3: _____   **Root Cause(s) Addressed:** __ We are still figuring our intervention
implementation and effectiveness

_____
_____
_____

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

☐ READ Act Requirements   ☐ 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)
	2015-16	2016-17				
Progress monitor in Reading and Math IEP and ELL students.	Weekly	Special Ed teacher, classroom teachers, ELL teacher, Title and Principal	Local Resources such as time within our contract schedule	PM data will be discussed and reviewed at team level meetings.		
Gather progress monitoring data, along with TCAP and other assessments denoting growth rates along with needs/strengths.	Sept/Oct	Special Ed Teacher, ELL Teacher, Title ,Principal and classroom teaches	Staff meetings during contract hours.	Individual Growth rate CSAP data was discussed along with strengths and needs in Math/Writing for our subgroups.	Sept/Oct	

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

Flexible grouping and teaming within ELL/Special Ed and Grade levels to avoid repetition	On going	Spec Ed. Teacher, ELL teacher, Title, Principal and classroom teachers	Staff and Grade level meetings.	Using the growth rate data the teams will continue to reevaluate effectiveness in grouping	In Progress	
IEP/ELL Plan review of goals/objectives along with accommodations will be implemented at the annual ELL/IEP meetings.	On going	IEP team, ELL team including parents, teachers, Principal and students	Local resources such as time and substitute teachers to cover during IEP/ELL/RTI meetings. Substitutes totaling $80.00 per day and we have meetings every week. Total being $1500.00	Annual meetings	In Progress	
Learning or Achievement contracts for students in need		Ongoing	Parents, staff and students	Local Resources such as time.	Meetings as needed	

* 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:

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I School wide Program. *Important Notice: The school wide addendum is one of several ways to document how a school is meeting the Title I school wide requirements. While schools operating a Title I school wide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on school wide requirements and the possible pathways to meet those requirements.*

School Code: 5078   School Name: LETFORD ELEMENTARY SCHOOL