

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

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 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	Elem	MS	HS	Elem	MS		HS
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	76.33%	-	-	Overall Rating for Academic Achievement: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	71.94%	-	-	
		W	54.84%	-	-	65.16%	-	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	28	-	-	49	-	-	
		M	49	-	-	44	-	-	
		W	39	-	-	50	-	-	
ELP	16	-	-	50	-	-			

**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?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</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:  <span style="color: blue;">Approaching</span></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate  <b>Expectation:</b> 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 &amp; Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate  <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</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  <b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score  <b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a 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**

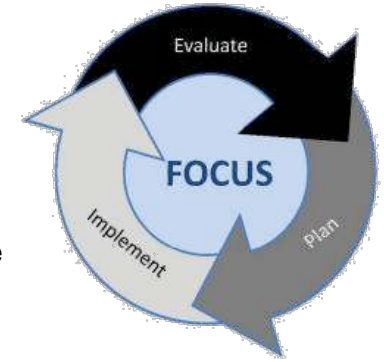
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	ELAT
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, 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.	NO
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kerry Boren, Principal
	Email	<a href="mailto:kboren@weldre5j.k12.co.us">kboren@weldre5j.k12.co.us</a>
	Phone	970-587-6153
	Mailing Address	Letford Elementary School, 2 North Jay, Johnstown, Colorado 80534
2	Name and Title	Dr. Martin Foster, Superintendent
	Email	<a href="mailto:mfooster@weldre5j.k12.co.us">mfooster@weldre5j.k12.co.us</a>
	Phone	970-587-6059
	Mailing Address	110 S. Centennial Dr., Suite A, Milliken Colorado 80543

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.



**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><b>Description of School Setting and Process for Data Analysis:</b> 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><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> 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:**

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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 4<sup>th</sup> 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 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 5<sup>th</sup> 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 5<sup>th</sup> 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 4<sup>th</sup> 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 3<sup>rd</sup> 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 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.

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



**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)	In Reading we will meet or exceed State Expectation. In Math we will meet or exceed State Expectation. In Writing we will meet or exceed State Expectation. In Science we will meet or exceed State Expectation.	We had a 76.33 PA in Reading and a 71.94 in Math. We met those goals. We had a 65.16 in Writing. We increased in all areas.	We met our Academic goals due to our commitment towards fidelity of curriculum, interventions and teaching strategies.  We met our Academic goals of Reading and Writing growth rates due to our commitment towards fidelity of curriculum, interventions and teaching strategies.  Subgroup goals will need to be continued as we did meet on targets in Writing but not in Reading and Math. We will need to continue to strive within our interventions.
Academic Growth	Letford Elementary School made adequate growth in Reading, Math and Writing.	We had a 49% MGP in Reading, above the MAGP of 28%. We had a 44% MGP in Math below the 49%MGP and We had a 50%MGP where the state wants us to have 39%MGAP.	
Academic Growth Gaps	Special Ed. Students to meet MGP in Reading and Math. Minority students meet MGP in Reading and Mat	We did not meet the MGP for Reading and Math for our Special Education Students. We only missed Reading by 4% points but we missed Math by quite a bit. Our Minority students met in Reading and did not meet in Math in 2014.	
Postsecondary & Workforce Readiness			



**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>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 4<sup>th</sup> 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.</p> <p>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 5<sup>th</sup> 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.</p> <p>Math for our school is moving in a positive direction, however, consistency continues to be key. Our 5<sup>th</sup></p>	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.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>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 4<sup>th</sup> 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 3<sup>rd</sup> Grade our Math increased from, 75% (PA) in 2012 to 78% (PA) in 2013 and then 83% PA in 2014.</p> <p>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.</p> <p>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%.</p> <p>While we are showing consistency in the area of Academic Achievement 75.0 % (Same as last year) ,</p>		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	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.
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	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

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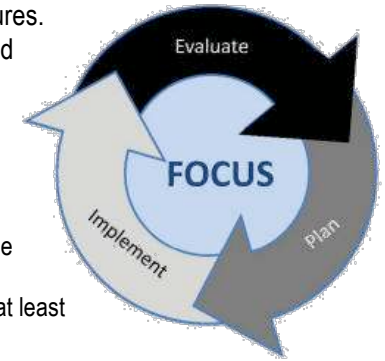
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	English learners that had an MGP of 56 and the state wanted 50MGAP. Our school is approaching in Math in the area of FRL We had 43MGP and the state wanted 54MGAP and Minority students had a 40MGP and the state wanted 54MGAP.		
Postsecondary & Workforce Readiness			

## 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**

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	Sustaining consistent achievement gains LES students	Maintain or exceed 76% PA on SPF	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.
		M	Sustaining consistent achievement gains LES students	Maintain or exceed 71 % PA.	Maintain or exceed 72% PA.	Star Math collected every 5 weeks as the Progress then Accelerated Math and continue to monitor. Math Investigation Unit test every 6 weeks. Stand Out Math Assessments and curriculum utilized. Intervention groups using Navigator and IXL to assist	Star Math collected every 5 weeks as the Progress monitor. Math Investigation Unit test every 6 weeks. Stand Out Math Assessments and curriculum utilized. Intervention groups using Navigator and IXL to assist
		W	Sustaining achievement gains LES students accomplished the last 3 years.	Meet or exceed 65%PA.	Maintain or exceed 66% PA.	Using our DLI Weekly as the progress monitor along with CBM. Unit assessments in Treasures along with the Shurley English.	Curriculum review and alignment along with the monitoring of universal classroom assessments.
		S	Sustaining achievement gains LES students accomplished the last 3 years.	Meet or exceed 53%PA.	Meet or exceed 54% 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.
Academic Growth	Median Growth	R	Improve the MGP gains LES students	Meet or exceed the state expected growth.	Meet or exceed the state expected growth.	DIBELS Benchmark and progress monitor.	

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	Percentile (TCAP & ACCESS), local measures		accomplished the last 3 years.				
		M	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.	Drops in the Bucket to progress monitor along with Investigation Unit assessments.	
		W	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.	Drops in the Bucket to progress monitor along with Investigation Unit assessments.	
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R	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.	Progress monitoring students in intervention programs.	Progress monitoring students in intervention programs such as Math Navigators and IXL along with the Universal Curriculum.
		W	Special Ed. Students to sustain MGP in Writing. ELL to meet the MGP in Writing.	Goal to reach MGP of 60% in Special Ed. Goal to reach 60% MGP for our ELL students.	Goal to reach 61% MGP in Special Ed. Goal to reach 61% MGP for ELL.	Progress monitoring along with Benchmark of students in intervention Programs.	Monitoring fidelity of implementation of Universal curriculum (such as Shurley English, Writer's Workshop, Treasures and CBM

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							Writing).
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

**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:** \_\_\_\_\_ 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. \_\_\_\_\_

**Root Cause(s) Addressed:** \_\_\_\_\_

**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				
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	
Analyze TCAP/CMAS/Assesments to monitor standards alignment and gaps along with our school strengths and weaknesses.	Aug/Sept . and ongoing	Principal, teachers and Leadersh ip.	Local and District Resources. Teachers use professional days and the district hires	By end of August our content strengths and needs are denoted. We revisit our Curriculum maps continually through the year.	In Progress	

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			substitute 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.			
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 year using our general funds.	By midyear the principal will observe instruction in 40% of the classrooms and have held post conferences.	In Progress	
Review/denote benchmark assessments in Math, Science, Reading and Writing.	Ongoing	District Elementary staff and curriculum	Local and District funds to help supplement teachers and	By the end of the school year, curriculum committees will have met.	In Progress	

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	m meetings .	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.			

\* 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:** \_\_\_\_\_ Sustain our MGP in all Content Areas \_\_\_\_\_

**Root Cause(s) Addressed:**

\_\_\_\_\_ Curriculum 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  
 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				
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 Development	Following the district evaluation system and leadership team conversations.	In Progress	

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			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.

**Major Improvement Strategy #3:** \_\_\_\_\_ Meet Growth Gap targets for Special Education and ELL students in Math and Reading.

**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  
 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				
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	
Flexible grouping and teaming within ELL/Special Ed and Grade levels to	On going	Spec Ed. Teacher, ELL	Staff and Grade level	Using the growth rate data the teams will continue to reevaluate effectiveness in	In Progress	

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avoid repetition		teacher, Title, Principal and classroom teachers	meetings.	grouping		
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.	In Progress	

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

## Section V: Appendices

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

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

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