

**MILLIKEN ELEMENTARY SCHOOL UIP
2016-17**

District: **JOHNSTOWN-MILLIKEN RE-5J** | Org ID: **3110** | School ID: **5896** |
Framework: **Improvement Plan | Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

Name: Academic Achievement

Description: Academic Achievement (Status): ELL students are consistently performing below the 5th percentile in English Language Arts on TCAP/PARCC between 2013 and 2016 (2013 = 3 percentile, 2014 = 2 percentile, 2015 = n<16, 2016 = 4 percentile). This is a notable trend because it is well below the state expectation.

Name: Academic Achievement

Description: Academic Achievement (Status): F/R Lunch students are approaching in math on PARCC with a MGP of 42. Although they are showing growth F/R Lunch students are only scoring in the 14 percentile for achievement.

Name: Academic Growth

Description: Academic Growth: Minority Students are on a decrease in math on PARCC with a MGP of 33.5. This is a notable trend because it is approaching the academic achievement level, but is heading in the wrong direction.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)

Description: ELL Curriculum needs to be focused on English acquisition not only on reading

Name: Data Review

Description: Failure to consistently analyze and review data to guide instruction

Name: Rigorous instruction

Description: Lack of rigorous instruction in all subject areas. Curriculum needs to meet state standards.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Implement rigorous student centered instruction with high expectations in all c

Description: Curriculum taught in all grades that meets the standards

Name: Provide targeted interventions for students based on data indicators

Description: Interventions will be tied to curriculum, ELL interventions will focus on Language acquisition.

Name: Create a school focus to analyze data and review data to guide instruction

Description: Teachers and administrators will look at data and adjust teaching strategies to meet the needs of students

Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

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 school improvement efforts? When was the grant awarded?

The school has not received a grant that supports school improvement efforts.

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

The school has not participated in an SST or Expedited Review.

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.

The school has not partnered with an external evaluator to provide comprehensive evaluation.

Improvement Plan Information

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

- State Accreditation
- Title I Focus School
- Tiered Intervention Grant (TIG)

- Colorado Graduation Pathways Program (CGP)
- School Improvement Support Grant
- Other

School Contact Information

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

The School and Stakeholders:

Milliken Elementary school (MES) is one of three (non-charter) elementary schools in the Weld RE5J Johnstown-Milliken School District and we have an enrollment of 570 students. We are a diverse school, with over forty-seven percent of our population representing minority groups. Fifty-four percent of our students participate in the Free and Reduced lunch program, while the percentage of families eligible is even higher. In spite of the poverty impacting so many of our students, we have a great degree of diversity social-economically among our students. We also have a high degree of student mobility. We currently 542 this year, but the number is continuously changing, greatly impacting our cohort achievement data. With our diverse population at MES, the staff takes great pride in striving to help students succeed and grow both emotionally and academically. Due to our student population, we are also a Title School. We have 1.5 FTE Title staff that serves our students' needs specifically in literacy. The Title program has been beneficial to our students as it provides additional interventions and specific data that the whole staff can use to serve our students.

The school improvement planning committee has been created for the 2016 school year and was a collaborative effort amongst administration and K-5 teachers, parents and community. In order to get all pertinent parties on board we have had various meetings in the beginning of the year (September) to view last year's goals, results and to make suggestions or ideas for improvements for this year's plan. The MES UIP team used local and past years TCAP data to determine root causes for Reading, Math, and Writing.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Reading 68% P/A, Math 67% P/A, Writing 40% P/A

Performance: Reading- did not meet, Math - did not meet, Writing - did not meet

Academic Achievement (Status) Reflection

READING

Reading scores are substantially below the State in all three grade levels.

The gap is 7% in 3rd grade and grows to 20% in 5th grade when compared to the state in Met and Exceeds

MATH

3rd grade Math is 17% lower than the state average for Met/Exceeds

4th grade Math is 11% lower than the state average for Met/Exceeds

5th grade Math is 19% lower than the state average for Met/Exceeds

4th and 5th grade all saw increases in math proficiency levels. 3rd grade experienced a decrease

Overall our targets were not met due to lack of rigorous and research based instruction in all content areas. Our gaps are due to gaps in the curriculum and lack of implementing programs with fidelity and a lack of training and collaborative planning. We lacked supplemental materials to fill gaps in the curriculum and to address the needs of ELL students.

Performance Indicator: Academic Growth

Prior Year Target: Meet or exceed AGP targets in reading, Meet or exceed AGP targets in writing, Meet or exceed AGP targets in math

Performance: Reading - Approaching Met all sub categories, but did not meet overall goal Writing - Approaching Met all sub categories, but did not meet overall goal Math - Approaching Did not meet for ELL and Minority students

Academic Growth Reflection

We are seeing good growth in Language Arts. We meet the growth rate for ELL, F/R Lunch and Minority students. In Math we are Approaching the growth level we would like to be at. We do not meet the state standard for ELL students and Minority students.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

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Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

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Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection



Performance Indicator: Student Behavior

Student Behavior Reflection

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Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

For English Language Arts we Did Not Meet the required rating for ELL students. In Math we Did Not Meet for our ELL students and our F/R lunch students. Our previous ELL instruction focused mainly on reading skills, but did not focus on language acquisition which will help in all subject areas. The challenge we are having with F/R lunch students, is to make sure they have access to all of our educational materials. We use 1 to 1 iPads, but with these great tool, comes challenges for some of our families that do not have internet or wifi access.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



ELL students are consistently performing below the 5th percentile in English Language Arts on TCAP/PARCC between 2013 and 2016 (2013 = 3 percentile, 2014 = 2 percentile, 2015 = n

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



ELL Students are on a decrease in math on PARCC with a MGP of 34.0. This is a notable trend because it is well below the state average for growth, and only scores in the 2nd percentile for achievement

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



ELL Students are on an decrease in math on PARCC with a MGP of 34.0. This is a notable trend because it is well below the state average for growth, and only scores in the 2nd percentile for achievement

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



F/R Lunch students are approaching in math on PARCC with a MGP of 42. Although they are showing growth F/R Lunch students are only scoring in the 14 percentile for achievement.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Minority Students are on a decrease in math on PARCC with a MGP of 33.5. This is a notable trend because it is approaching the academic achievement level, but is heading in the wrong direction.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



ELL Students are on an increase in reading on PARCC with a MGP of 58.0. This is a notable trend because it exceeds the state average for growth, but only scores in the 4th percentile for achievement

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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: Identify at least one root cause for every priority

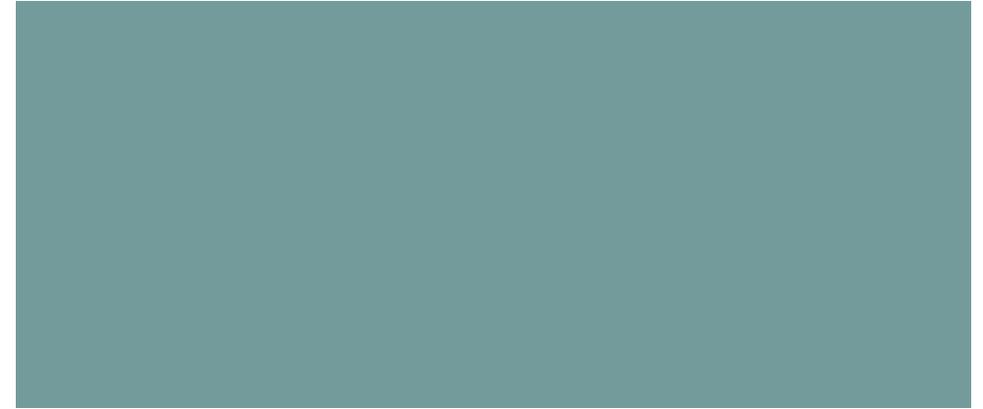
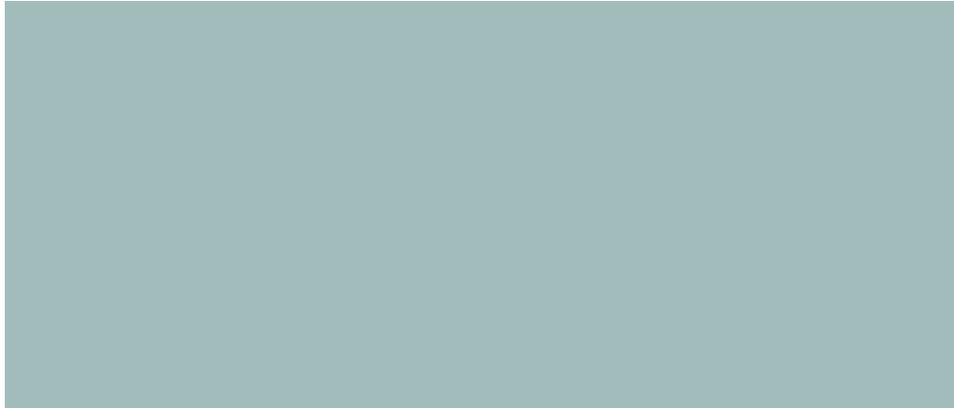
performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

There needs to be a focus on our ELL instruction. ELL students were in the Does Not Meet category for both reading and math. We have experienced to growth in English Language Arts, but we are not experiencing the expected growth with these students in Math.

Minorities students create a priority challenge, because the represent nearly half our total population. They are not meeting the expected growth rate in Math and are approaching the achievement rate, but are still only at the 17th percentile rank.

Provide a rationale for how these Root Causes were selected and verified:

These Root Causes were selected after looking at our areas of highest need. We looked at areas that could make the most impact to our school as a whole. As a team we verified that these would help improve the areas that we scored Does Not Meet on the SPF rating.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Academic Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Meet (or exceed) state target for ELA with in five years. 2016-2017 GOAL: 40 Percentile Rank
	2017-2018:	Meet (or exceed) state target for ELA with in five years. 2016-2017 GOAL: 43 Percentile Rank
Interim Measures for 2016-2017:		Star Reading 3 times a year Percent proficient or advanced Dibels K-5 (three benchmarks in August, December, and May) Percent of students at benchmark

Priority Performance Challenge : Academic Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Meet (or exceed) state target for Math within five years. 2016-2017 GOAL: 30 Percentile Rank
	2017-2018:	Meet (or exceed) state target for Math within five years. 2017-2018 GOAL: 35 Percentile Rank
Interim Measures for 2016-2017:		GO Math assessments BOY, MOY, and EOY Also chapter tests

Priority Performance Challenge : Academic Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Meets or exceeds AGP targets in math 2016 - 2017 GOAL AGP 44%
	2017-2018:	Meets or exceeds AGP targets in math 2017 - 2018 GOAL AGP 46%
Interim Measures for 2016-2017:		GO Math assessments BOY, MOY, and EOY Also chapter tests

Planning Form

Major Improvement Strategy Name:

Implement rigorous student centered instruction with high expectations in all c

Major Improvement Strategy Description:

Curriculum taught in all grades that meets the standards

Associated Root Causes:

Rigorous instruction: Lack of rigorous instruction in all subject areas. Curriculum needs to meet state standards.

Data Review: Failure to consistently analyze and review data to guide instruction

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Math	Purchase and implement new math curriculum	08/01/2016	District Funds	Teacher/Students/Principal	Complete	This School Year
Data	Ensure that all classroom teachers be fully trained on mClass and Alpine to review their classroom data.	08/15/2016 08/14/2017	General Fund	Principal/Teachers	In Progress	This School Year
Rigorous Instruction	Rigorous courses are developed in	08/22/2016	General Funds	Teachers/Principal	In Progress	This School Year

the master schedule and are implemented using data

Research based interventions	Implement research based instructional strategies in all content areas (including ELL, SPED, and Title)	08/22/2016	General Funds	Teacher/Principal/Interventionists	In Progress	This School Year
STAR Reading	Implement our STAR reading assessment that helps correlate our state reading standards for our 3,4,and 5th grade students.	08/29/2016	General Fund	Teacher	In Progress	This School Year
Literacy night	The School will host a literacy night during the year to involve parents in appropriate strategies to help their children become better readers.	02/09/2017	General Fund	Parents/students/teachers/Principal	Not Started	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Data, Rigorous	Walk Throughs	Principal	08/22/2016	Principal	Partially Met	This School Year

Instruction,		Walkthroughs and evaluation in the beginning/ middle/end of the year	Monthly			
STAR Reading,	STAR Reading	Test will be implemented 3 times a year	08/22/2016	Teacher	Partially Met	This School Year
Math, Rigorous Instruction, Research based interventions,	Rigorous Courses	District Curriculum will meet to discuss new curriculum	12/05/2016	Teachers/Administration	Partially Met	Next School Year
Literacy night,	Literacy Night	100% teacher participation in the event.	02/09/2017	Teacher	Not Met	This School Year

Major Improvement Strategy Name:

Provide targeted interventions for students based on data indicators

Major Improvement Strategy Description:

Interventions will be tied to curriculum, ELL interventions will focus on Language acquisition.

Associated Root Causes:

Lack of dedicated curriculum for interventions (ELL, Minorities, SPED): ELL Curriculum needs to be focused on English acquisition not only on reading

Data Review: Failure to consistently analyze and review data to guide instruction

Rigorous instruction: Lack of rigorous instruction in all subject areas. Curriculum needs to meet state standards.

Action Steps Associated with MIS Name	Associated with MIS Description	Start/End Date	Resource	Key Personnel	Status	School Year
ESL Curriculum	Find a research based language acquisition curriculum		District Fund	ESL Teacher	In Progress	This School Year
Utilize benchmark data	classroom teachers will utilize benchmark data to provide targeted differentiated interventions for all students	08/29/2016	General Fund	Teachers/Interventionists	In Progress	This School Year
Math intervention	Create a Math intervention to target gaps and get students to grade level	09/02/2016	General Fund	Math Interventionist	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Math intervention,	Math Interventionist	Math intervention will meet with students and collect weekly data	09/02/2016 Weekly	Math interventionist	Met	This School Year
ESL Curriculum,	Language Acquisition	By October 2016 ESL classes will teach a curriculum that utilizes language acquisition	10/03/2016	ESL Teacher	Met	This School Year

Utilize benchmark data,	Data Share	Monthly data will be share with the building administration	01/02/2017	Teacher/Principal	Not Met	This School Year
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Major Improvement Strategy Name:

Create a school focus to analyze data and review data to guide instruction

Major Improvement Strategy Description:

Teachers and administrators will look at data and adjust teaching strategies to meet the needs of students

Associated Root Causes:

Rigorous instruction: Lack of rigorous instruction in all subject areas. Curriculum needs to meet state standards.

Data Review: Failure to consistently analyze and review data to guide instruction

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Teacher Training	Ensure all teachers are trained to utilize Alpine data	08/15/2016	General Funds	Principal/Teachers	Complete	This School Year
Benchmark Data	Classroom teachers will utilize benchmarking data to provide targeted differentiated	08/22/2016	General Funds	Teachers/Interventionists	In Progress	This School Year

interventions for all students and progress monitor students to show growth.

Data Discussions	Teachers will meet with the Principal to do "Data Discussions	01/16/2017	General Funds	Principal/Teachers	In Progress	This School Year
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Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Teacher Training, Benchmark Data,	Walk throughs	Principal walkthroughs in the beginning/middle/end of the year	08/22/2016 Quarterly	Principal/Teachers	Partially Met	This School Year
Benchmark Data, Data Discussions,	Data Sharing	Data will be shared with building administrator that is collected monthly	10/17/2016	Principal/Teachers/Interventionists	Partially Met	This School Year
Benchmark Data, Data Discussions,	Principal Meetings	Principal will meet with each teacher multiple times a semester to discuss data	01/16/2017 Monthly	Principal/Teachers	Partially Met	This School Year

Addenda

Attachments List