

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

Organization Code: 3110

District Name: JOHNSTOWN-MILLIKEN RE-5J

School Code: 5902

School Name: MILLIKEN MIDDLE 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.*

2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading, mathematics and writing.

2015 PARRC results students scored below state averages

Trend data show that although students are meeting Academic Achievement expectations, they are showing less than significant growth from year to year.

ELL students are not making adequate growth on the ACCESS assessment.

Lack of targeted interventions for students with disabilities and ELL students.

##### 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.*

Advanced students have not been challenged appropriately and held to high expectations of learning.

Improper interventions were put in place for the 2014 6<sup>th</sup> grade class.

Lack interventions in place for students that are not showing growth.

Proper sheltered instruction techniques are not consistently happening throughout the school.

Transitioning to a new textbook in mathematics that better meets the needs of the Colorado Academic Standards, left a gap in learning for some students.

Writing interventions and sheltered instruction has not been consistently applied to daily lessons.

Structured time for resource teachers to assist, plan and collaborate with teachers is needed.

##### 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.*

Gifted students will take a class in the fall to address their learning needs.  
Students will use assessment results to set goals for their learning.  
Teachers will analyze Mathematics PARCC data and adjust instruction accordingly.  
Students attend math intervention if scores are not improving form year to year.  
ELL Teacher will collaborate with staff members to imbed Sheltered instruction into lesson planning and implementation.  
Structured time for resource teachers to assist, plan and collaborate with teachers.

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

### 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

<b>Summary of School Plan Timeline</b>	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: <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>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
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).
<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.

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<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

## 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):

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review and Planning Grant  
 School Improvement Support Grant  
  READ Act Requirements  
  Other: \_\_\_\_\_

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

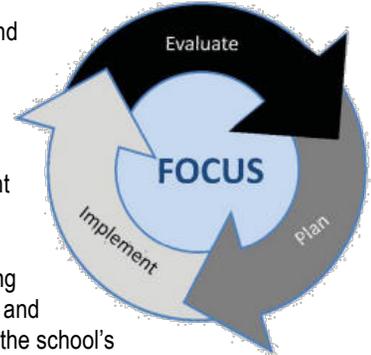
1	Name and Title	Ron Hruby, Principal
	Email	rhruby@weldre5j.k12.co.us
	Phone	9705876304
	Mailing Address	PO Box 339, Milliken, CO 80543
2	Name and Title	Dr. Foster, Superintendent
	Email	mfoster@weldre5j.k12.co.us
	Phone	9705876059
	Mailing Address	110 South Centennial Ste A, Milliken, CO 80543

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### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



**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 is 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.

<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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> 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.</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), 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.</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 strategy(s) is encouraged.</p>
<p><b>Narrative:</b> In order to compose Milliken Middle School's data narrative, we completed the following steps: participating in UIP help sessions, gathering and organizing relevant data, identifying significant trends, establishing priority needs, determining and verifying root causes, and developing an action plan to address root causes. A description of the process in which we engaged is provided below.</p>				

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- UIP Training – The principal and assistant principal attended the UIP help session (October) provided by the district facilitated by the district assessment coordinator. The contents of the training were shared with Milliken’s Building Accountability Team (November/January) which is comprised of instructional leaders from each grade level, an instructional leader representing electives, administrators, and parents. We required no further training.
- Gathering and Organizing Data – Milliken Middle School’s School Performance Framework, Colorado Growth Summary, and School View were sent to us by the district. In addition to the aforementioned data, the assistant principal and principal analyzed Milliken Middle School’s CMAS/PARCC data and prior TCAP data. The CMAS/PARCC data and prior TCAP data, growth data, and academic growth gap data were heavily scrutinized as we examined cohort data, subgroup data, and standard/sub-content area data. In addition, we analyzed Acuity data and determined that student performance on Acuity as a predictor to PARCC was 80% accurate. A data packet was developed and distributed to Building Accountability Team where it was analyzed at our November meeting.
- Identifying Significant Trends – Milliken’s administrative team took notes and received feedback from the Building Accountability Team at the December meeting. These notes were used to discuss and analyze the data and begin discussion in reference to significant trends. The data packet that had previously been distributed served as the basis for the trend discussion. The administration came to consensus pertaining to significant trends.
- Establishing Priority Needs – Milliken’s administrative team came to consensus agreeing that the priority needs for the UIP should be in the areas of Academic Growth (particularly in the area of mathematics) and Academic Growth Gaps (specifically for IEP and ELL students). These goals are continued from previous years.
- Determining and Verifying Root Causes – Milliken’s Team Leaders met in November to review the priority needs, and to identify the root causes and the improvement strategies that need to be employed to address the root causes and thus, improve student achievement and growth. Finally, data were collected to verify that each root cause was actually presented within the school.
- Developing an Action Plan – In addition to identifying root causes, Milliken’s Leadership Team also discussed and developed an action plan to address the root causes. This was completed in November/December.

**Academic Achievement Data:**

Milliken Middle School ELA scores on the PARCC assessment for 2014-2015 were consistent with the state of Colorado scores. Math PARCC Scores were below state of Colorado scores in 2014-2015. Science CMAS scores were consistent with the state. Social Studies CMAS scores were slightly below state scores.

**Academic Growth:**

Consistently Milliken makes adequate growth in both reading and writing and has done so since 2008. Reading has been on a slow incline from 2010-2014, growing 2.14 points over the 3 years. In mathematics MMS has shown regressed growth from 2011 and 2014, dropping 8 percentile points.

**Academic Growth Gaps:**

TCAP Data

SUB-GROUP	READ			MATH			WRITING		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Free and Reduced	52	47	47	50	50	43	52	42	44
Minority	53	48	47	50	49	43	49	44	44
Students w/Disability	51	47	48	43	36	39	40	57	45
English Learners	54	51	53	55	53	43	55	46	46
Needing to Catch Up	58	48	52	55	47	45	52	47	47

The academic growth gaps remain the same with minor changes in each category. We are significantly below adequate growth percentiles in all areas except Reading for free and reduces & minority students.

**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.
Academic Achievement (Status)	Increase the number of students scoring Advanced or the Top Level by 5% from last year in Reading.	Did not Meet. We dropped significantly from Approximately 15-20% on TCAP to 6-16% on PARCC.	Many of our advanced students opted out of PARCC testing.  ELA results were consistent with state results for scoring in the exceeded category.
	Increase the number of students scoring Advanced or the Top Level by 5% from last year in Math.	Did not Meet. We dropped significantly from Approximately 15-20% on TCAP to 2% on PARCC.	
	Increase the number of students scoring Advanced or the Top Level by 5% from last year in Writing.	SEE ELA RESULTS UNDER READING	
	Meet or exceed state expectations for Writing.	We met state averages in ELA which combined reading/writing	
Academic Growth	Meet or exceed state expectations for growth in Mathematics.	No Growth Data Available	
	Meet or exceed state expectations for growth on the ACCESS test.	No Growth Data Available	
Academic Growth Gaps	Meet or exceed state expectations for growth in Reading.	No Growth Data Available	
	Meet or exceed state expectations for growth in Mathematics.	No Growth Data Available	
	Meet or exceed state expectations for growth in Writing	No Growth Data Available	

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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.
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, 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 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. 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)	<p><b>Reading</b> Historical Achievement:</p> <table border="1" data-bbox="520 305 1056 574"> <thead> <tr> <th>Grade Level</th> <th>2013 TCAP PA</th> <th>2014 TCAP PA</th> <th>2015 PARCC ELA</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>75</td> <td>65</td> <td>38</td> </tr> <tr> <td>7</td> <td>69</td> <td>73</td> <td>24</td> </tr> <tr> <td>8</td> <td>70</td> <td>65</td> <td>37</td> </tr> </tbody> </table> <p>-The percentage of 6<sup>th</sup> graders scoring proficient or advanced on the reading TCAP increased from 73% to 75% in 2013 and decreased in 2014 from 75% to 65% in 2014.</p> <p>-The percentage of 7<sup>th</sup> graders scoring proficient or advanced on the reading TCAP decrease from 71% to 69% in 2013 and increased from 69% to 73% in 2014.</p> <p>-The percentage of 8<sup>th</sup> graders scoring proficient or advanced on the reading TCAP increased from 67% to 70% in 2013 and decreased 70% to 65% in 2014.</p> <p>-2015 PARCC scores are consistent with state results</p>	Grade Level	2013 TCAP PA	2014 TCAP PA	2015 PARCC ELA	6	75	65	38	7	69	73	24	8	70	65	37	<p>2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading.</p> <p>2014 6<sup>th</sup> grade class came in having a wide gap to catch up.</p>	<p>Advanced students have not been challenged appropriately and held to high expectations of learning.</p> <p>Improper interventions were put in place for the 2014 6<sup>th</sup> grade class.</p>
	Grade Level	2013 TCAP PA	2014 TCAP PA	2015 PARCC ELA															
6	75	65	38																
7	69	73	24																
8	70	65	37																
<p><b>Mathematics</b> -The percentage of 6<sup>th</sup> graders scoring Met or Exceeded on PARCC was 20% vs the State results of 32%</p>	<p>Further data analysis is required to adjust curriculum and classroom instruction</p>	<p>Unknown-further analysis is required</p>																	

	<p>-The percentage of 7<sup>th</sup> graders scoring Met or Exceeded on PARCC was 12% vs the State results of 28%</p> <p>-The percentage of 8<sup>th</sup> graders scoring Met or Exceeded on PARCC was 19% vs the State results of 19%</p>																				
Academic Growth	<p><b>Mathematics</b></p> <table border="1" data-bbox="520 526 1062 688"> <thead> <tr> <th colspan="2">2012</th> <th colspan="2">2013</th> <th colspan="2">2014</th> </tr> <tr> <th>Observed Growth</th> <th>Adequate Growth</th> <th>Observed Growth</th> <th>Adequate Growth</th> <th>Observed Growth</th> <th>Adequate Growth</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>69</td> <td>47</td> <td>66</td> <td>44</td> <td>68</td> </tr> </tbody> </table> <p>From 2012 to 2014 students regressed from 54 to 44 percentile and did not achieve the adequate growth.</p>	2012		2013		2014		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	52	69	47	66	44	68	<p>Trend data show that although students are meeting Academic Achievement expectations, they are showing less than significant growth from year to year.</p>	<p>Lack interventions in place for students that are not showing growth.</p>
	2012		2013		2014																
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth																
52	69	47	66	44	68																
<p><b>English Language Proficiency</b></p> <table border="1" data-bbox="520 880 1039 1089"> <thead> <tr> <th colspan="2">2012</th> <th colspan="2">2013</th> <th colspan="2">2014</th> </tr> <tr> <th>Observed Growth</th> <th>Adequate Growth</th> <th>Observed Growth</th> <th>Adequate Growth</th> <th>Observed Growth</th> <th>Adequate Growth</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>56</td> <td>35</td> <td>-</td> <td>45</td> <td>59</td> </tr> </tbody> </table> <p>Students did not meet adequate growth in 2012. Students did not meet adequate growth in 2014.</p>	2012		2013		2014		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	42	56	35	-	45	59	<p>ELL students are not making adequate growth on the ACCESS assessment.</p>	<p>Proper sheltered instruction techniques are not consistently happening throughout the school.</p>	
2012		2013		2014																	
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth																
42	56	35	-	45	59																
Academic Growth Gaps	<p><b>FREE/REDUCED LUNCH ELIGIBLE</b></p> <p><b>Mathematics</b></p> <table border="1" data-bbox="520 1263 1062 1442"> <thead> <tr> <th colspan="2">2012</th> <th colspan="2">2013</th> <th colspan="2">2014</th> </tr> <tr> <th>Observed Growth</th> <th>Adequate Growth</th> <th>Observed Growth</th> <th>Adequate Growth</th> <th>Observed Growth</th> <th>Adequate Growth</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>77</td> <td>50</td> <td>77</td> <td>43</td> <td>78</td> </tr> </tbody> </table>	2012		2013		2014		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	50	77	50	77	43	78	<p>We saw a significant group of students drop a proficiency level</p>	<p>Transitioning to a new textbook that better meets the needs of the Colorado Academic Standards, left a gap in learning for some students.</p>
2012		2013		2014																	
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth																
50	77	50	77	43	78																

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From 2012 to 2013 we remain the same but decrease 7 percentile points from 2013-14

**Writing**

2012		2013		2014	
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth
52	59	42	56	44	57

From 2012 to 2013 we have decreased 10 percentile points in writing but gained 2 points in 2014.

**MINORITY STUDENTS**

**Mathematics**

2012		2013		2014	
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth
50	80	49	74	43	78

From 2012-2014 minority students have decreased in their growth percentiles & overall percentile points.

**Writing**

2012		2013		2014	
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth

Writing interventions and sheltered instruction has not been consistently applied to daily lessons.

49	62	44	54	44	57
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From 2012-2014 we have decreased 5 percentile points.

**STUDENTS WITH DISABILITIES**

**Reading**

2012		2013		2014	
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth
51	81	47	83	48	81

From 2012 - 2014 students with disabilities Have remained fairly consistent in their growth percentile. We are not growing at a rate to meet adequate growth goals.

**Mathematics**

2012		2013		2014	
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth
43	97	36	98	39	98

From 2012 - 2014 students with disabilities Have remained fairly consistent in their growth percentile. We are not growing at a rate to meet adequate growth goals.

**ELL**

**Reading**

Lack of targeted interventions for students with disabilities and ELL students.

**Training**

Structured time for resource teachers to assist, plan and collaborate with teachers.

	2012		2013		2014	
	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth
	54	57	51	66	53	65
	ELL Reading Scores have remained consistent between 2012 and 2014.					
	<b>Math</b>					
	2012		2013		2014	
	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth
	50		53	50	43	92
	<b>Writing</b>					
	2012		2013		2014	
	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth
	54		46	54	46	78
Postsecondary & Workforce Readiness						

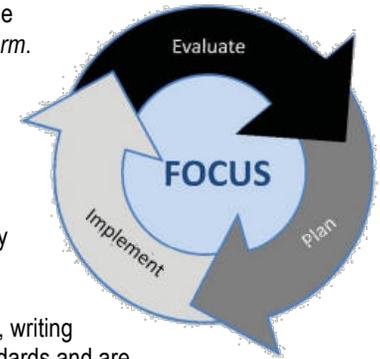
## Section IV: Action Plan(s)

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 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 Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-2016	Major Improvement Strategy	
			2015-2016	2016-2017			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading.	Increase the number of students scoring Advanced or the Top Level by 5% from last year.	Increase the number of students scoring Advanced or the Top Level by 5% from last year.	5% increase in advanced scores on Acuity in January testing from Fall testing.	Gifted students will take a class in the fall to address their learning needs. Students will use assessment results to set goals for their learning.
		M	2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in mathematics.	Increase the number of students scoring Advanced or the Top Level by 5% from last year.	Increase the number of students scoring Advanced or the Top Level by 5% from last year.	5% increase in advanced scores on Acuity in January testing from Fall testing.	Gifted students will take a class in the fall to address their learning needs.
			2015 PARRC results students scored below state averages	Students will score at or above the state averages in mathematics	Students will score at or above the state averages in mathematics	Students will score at or above the state averages in mathematics on Acuity January Assessment	Teachers will analyze PARCC data and adjust instruction accordingly.
		W	2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading.	Increase the number of students scoring Advanced or the Top Level by 5% from last year.	Increase the number of students scoring Advanced or the Top Level by 5% from last year.	5% increase in advanced scores on Acuity in January testing from Fall testing.	Gifted students will take a class in the fall to address their learning needs.
		S					
		R					

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Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	M	Trend data show that although students are meeting Academic Achievement expectations, they are showing less than significant growth from year to year.	Meet or exceed state expectations for growth in Mathematics.	Meet or exceed state expectations for growth in Mathematics.	See a 20-percentile growth on Acuity form Fall to January testing.	Interventionist hired and students attend math intervention if scores are not improving form year to year.
		W					
		ELP	ELL students are not making adequate growth on the ACCESS assessment.	Meet or exceed state expectations for growth on the ACCESS test.	Meet or exceed state expectations for growth on the ACCESS test.	See a 20-percentile growth on Acuity form Fall to January testing.	ELL Teacher will collaborate with staff members to imbed Sheltered instruction into lesson planning and implementation.
Academic Growth Gaps	Median Growth Percentile, local measures	R	Lack of targeted interventions for students with disabilities and ELL students.	Meet or exceed state expectations for growth in Reading.	Meet or exceed state expectations for growth in Reading.	See a 20-percentile growth on Acuity form Fall to January testing.	Structured time for resource teachers to assist, plan and collaborate with teachers.
		M	We saw a significant group of students drop a proficiency level  Lack of targeted interventions for students with	Meet or exceed state expectations for growth in Mathematics.	Meet or exceed state expectations for growth in Mathematics.	See a 20-percentile growth on Acuity form Fall to January testing.	Transitioning to a new textbook that better meets the needs of the Colorado Academic Standards left a gap in learning for some students.  Structured time for resource teachers to assist, plan and collaborate with teachers.

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			disabilities and ELL students.				
		W	<p>We saw a significant group of students drop a proficiency level</p> <p>Lack of targeted interventions for students with disabilities and ELL students.</p>	Meet or exceed state expectations for growth in Writing.	Meet or exceed state expectations for growth in Writing.	See a 20-percentile growth on Acuity form Fall to January testing.	<p>Writing interventions and sheltered instruction has not been consistently applied to daily lessons.</p> <p>Structured time for resource teachers to assist, plan and collaborate with teachers.</p>
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						



**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:** Gifted students will take a class in the fall to address their learning needs.

**Root Cause(s) Addressed:** 2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading and Mathematics.

**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)
	2015-16	2016-17				
Class was created, teacher was trained in gifted instruction and students participated in course work to increase their skills.	Evaluate students progress, adapt class to meet needs	Increase number of students that have access to the class	Teacher Principal GT Coordinator	Allocation .5 teacher	Fall and Winter Acuity results should show students at Advanced level or progressing toward that level	IP

\* 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:** Teachers collaboratively plan and use data targets, success criteria and formative measures daily to assess and drive learning.

**Root Cause(s) Addressed:** MMS trend data shows a decrease in writing performance across grade levels.

**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)
	2015-16	2016-17				
Staff development training on the steps of Formative Assessment, which includes data targets, success criteria and formative measures	Full Implementation	Evaluate student progress and revise instruction/interventions more immediate	Principal Teachers	Books for book study Release Time for Training		IP

\* 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:** Structured time for resource teachers to assist, plan and collaborate with teachers.

**Root Cause(s) Addressed:** Lack of targeted interventions for students with disabilities and ELL students.

**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)
	2015-16	2016-17				
Release time to plan instruction with structured interventions built into original lessons	Implementation Feedback Revisions	Monitor progress of students and create intervention plans as needed	Resource teachers ELL teachers Teachers Principal	Release time	See a 20-percentile growth on Acuity form Fall to January testing.	IP

\* 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 #4:** analyze PARCC test results and determine what areas of curriculum/instruction need improvement

**Root Cause(s) Addressed:** Align classroom performance to assessment performance

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

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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				
Release time to plan instruction based on areas of need for PARCC test results	Implementation Feedback Revisions	Monitor progress of students and create intervention plans as needed	Resource teachers ELL teachers Math Teachers Principal	Release time	See a 20-percentile growth on Acuity form Fall to January testing.	IP

\* 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 Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide 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 schoolwide requirements and the possible pathways to meet those requirements.*