

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J School Code: 5902 School Name: MILLIKEN MIDDLE SCHOOL SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.43%	-	-	71.74%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	-	-	53.62%	-	
		W	-	57.77%	-	-	56.93%	-	
		S	-	48.00%	-	-	51.24%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	26	-	-	50	-	
		M	-	66	-	-	47	-	
		W	-	42	-	-	47	-	
ELP	-	-	-	-	35	-			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG 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?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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)
 Colorado Graduation Pathways Program (CGP)

Other: _____

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

1	Dr. Foster-Superintendent	
	mfoster@weldre5j.k12.co.us	
	970-587-6050	
	110 S Centennial Dr Suite A Milliken, CO 80543	
2	Ronald Hruby - Principal	
	rhruby@weldre5j.k12.co.us	
	970-587-6300	
	266 S. Irene	

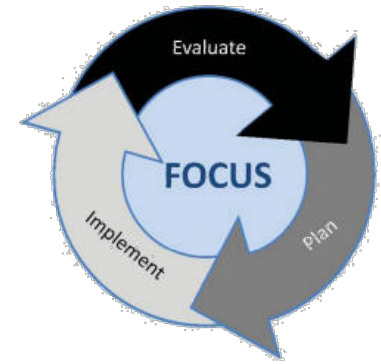
School Code: 5902

School Name: MILLIKEN MIDDLE SCHOOL

	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 the Unified Improvement Planning Handbook.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:
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.

- UIP Training – The principal and assistant principal attended the UIP help session (October, 2011) provided by the district facilitated by the district assessment coordinator. The contents of the training were shared with Milliken’s Building Accountability Team (November 2012/January 2013) which is comprised of instructional leaders from each grade level, an instructional leader representing electives, administrators, and parents. We required no further training in 2013.

- **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 TCAP data. The CSAP/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 CSAP 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 November 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).
- **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 2012.

Academic Achievement Data:

Consistently Milliken makes adequate growth in both reading and writing and has done so since 2008. Reading has been on a slow incline from 2010-2013, growing 2.14 points over the 3 years. In mathematics MMS has shown no growth or loss between 2010 and 2013, we have stayed at a consistent 53.6. In writing we have made a slow decline from 2010-2013, losing 3.67 percent.

Academic Growth:

MMS growth is on a decline from 2010-2013. Our greatest declines are in math and writing, both seeing a 7 percentile loss in mathematics and a 9 percentile loss in writing.

Academic Growth Gaps:

SUB-GROUP	READ			MATH			WRITING		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Free and Reduced	54	52	47	53	50	50	54	52	42
Minority	53	53	48	54	50	49	53	49	44
Students w/Disability	53	51	47	44	43	36	40	40	57
English Learners	52	54	51	54	55	53	54	55	46
Needing to Catch Up	58	58	48	55	55	47	51	52	47

As with academic growth, we are seeing a decline in our gaps. Our greatest need areas are writing and mathematics.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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)	Reading 71.43%	Met	In writing we were less than 1% point from meeting our goal.
	Math 52.48%	Met	
Academic Growth	Writing 57.77%	Not Met	Inconsistency with curriculum and state standards.
	Science 48.00%	Met	
Academic Growth Gaps	Math- Meet or exceed adequate growth percentiles	Not Met	Provide grade level instruction while providing other interventions to catch students up.
	Reading/Students with Disabilities-Students will make adequate growth to be on grade level within 3 years.	Not Met	
Academic Growth Gaps	Math/Students with Disabilities-Students will make adequate growth to be on grade level within 3 years.		
	Writing/Students with Disabilities-Students will make adequate growth to be on grade level within 3 years.		

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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	NA		

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>Writing Historical Achievement:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>2011 TCAP PA</th> <th>2012 TCAP PA</th> <th>2013 TCAP PA</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>60</td> <td>59</td> <td>56</td> </tr> <tr> <td>7</td> <td>60</td> <td>62</td> <td>61</td> </tr> <tr> <td>8</td> <td>64</td> <td>54</td> <td>52</td> </tr> </tbody> </table> <p>-The percentage of 6th graders scoring proficient or advanced on the writing TCAP decreased from 60% to 59% in 2012 and from 59% to 56% in 2013. -The percentage of 7th graders scoring proficient or advanced on the writing TCAP increase from 60% to 62% in 2012 and decreased from 62% to 61% in 2013. -The percentage of 8th graders scoring proficient or advanced on the writing TCAP decreased fro 64% to 54% in 2012 and decreased 54% to 52% in 2013.</p>	Grade Level	2011 TCAP PA	2012 TCAP PA	2013 TCAP PA	6	60	59	56	7	60	62	61	8	64	54	52	<p>MMS trend data shows a decrease in writing performance across grade levels.</p>	<p>Expectations of student performance have not been consistent across the department.</p> <p>We have no common measureable assessment tools to benchmark student progress.</p> <p>With lack of data sources there was limited ability for teachers to determine growth areas.</p>
Grade Level	2011 TCAP PA	2012 TCAP PA	2013 TCAP PA																
6	60	59	56																
7	60	62	61																
8	64	54	52																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
Academic Growth	<p>Mathematics</p> <table border="1"> <thead> <tr> <th colspan="2">2011</th> <th colspan="2">2012</th> <th colspan="2">2013</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>54</td> <td>68</td> <td>52</td> <td>69</td> <td>47</td> <td>66</td> </tr> </tbody> </table> <p>From 2011 to 2013 students regressed from 54 to 47 percentile and did not achieve the adequate growth. From 2011 to 2012 students decreases 2 percentiles from 54 to 52 and still did not meet adequate growth</p>	2011		2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	54	68	52	69	47	66	<p>From 2011 to 2013 students decreased 7 percentiles from 54 to 47 and still did not meet adequate growth.</p>	<p>Curriculum not in alignment with state standards – inconsistent instruction</p> <p>Lack of collaboration to determine interventions for students that are not showing growth.</p>
	2011		2012		2013																
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth																
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<p>English Language Proficiency</p> <table border="1"> <thead> <tr> <th colspan="2">2012</th> <th colspan="2">2013</th> </tr> <tr> <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> </tr> </tbody> </table> <p>Students did not meet adequate growth in 2012.</p>	2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	42	56	35										
2012		2013																			
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth																		
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Academic Growth Gaps	<p>FREE/REDUCED LUNCH ELIGIBLE</p> <p>Mathematics</p> <table border="1"> <thead> <tr> <th colspan="2">2011</th> <th colspan="2">2012</th> <th colspan="2">2013</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>51</td> <td>74</td> <td>50</td> <td>77</td> <td>50</td> <td>77</td> </tr> </tbody> </table> <p>From 2011 to 2012 we decreased 1 percentile and from 2012 to 2013 we remain the same.</p>	2011		2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	51	74	50	77	50	77	<p>Across the subgroups, students are not making adequate growth in mathematics and writing. In “approaching” areas students growth percentiles are</p>	<p>Further interventions must be explored for students that are not growing from year to year on TCAP in order for them to catch up to their peers.</p>
2011		2012		2013																	
Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth																
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																						
	<p>Writing</p> <table border="1"> <thead> <tr> <th colspan="2">2011</th> <th colspan="2">2012</th> <th colspan="2">2013</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>55</td> <td>57</td> <td>52</td> <td>59</td> <td>42</td> <td>56</td> </tr> </tbody> </table> <p>From 2011 to 2013 we have decreased 13 percentile points in writing (55-52-42).</p> <p>MINORITY STUDENTS</p> <p>Mathematics</p> <table border="1"> <thead> <tr> <th colspan="2">2011</th> <th colspan="2">2012</th> <th colspan="2">2013</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>46</td> <td>74</td> <td>50</td> <td>80</td> <td>49</td> <td>74</td> </tr> </tbody> </table> <p>From 2011-2013 minority students have remained consistent in their growth percentiles (46-50-49) but have not met adequate growth requirements.</p> <p>Writing</p> <table border="1"> <thead> <tr> <th colspan="2">2011</th> <th colspan="2">2012</th> <th colspan="2">2013</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>46</td> <td>54</td> <td>49</td> <td>62</td> <td>44</td> <td>54</td> </tr> </tbody> </table> <p>From 2011-2012 we grew from 46 to 49 percentile but regressed in 2013 to 44.</p>	2011		2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	55	57	52	59	42	56	2011		2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	46	74	50	80	49	74	2011		2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	46	54	49	62	44	54	<p>either declining or constant.</p>	
2011		2012		2013																																																					
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	<p>STUDENTS WITH DISABILITIES</p> <p>Reading</p> <table border="1" data-bbox="485 410 1092 565"> <thead> <tr> <th colspan="2">2011</th> <th colspan="2">2012</th> <th colspan="2">2013</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>45</td> <td>81</td> <td>51</td> <td>81</td> <td>47</td> <td>83</td> </tr> </tbody> </table> <p>From 2011 - 2012, students with disabilities grew 6 percentile points but decreased 4 percentile points in 2013.</p> <p>Mathematics</p> <table border="1" data-bbox="485 719 1092 873"> <thead> <tr> <th colspan="2">2011</th> <th colspan="2">2012</th> <th colspan="2">2013</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>47</td> <td>93</td> <td>43</td> <td>97</td> <td>36</td> <td>98</td> </tr> </tbody> </table> <p>From 2011 to 2012, students with disabilities showed a 4point percentile decrease in mathematics (47-43), and dropped 7 percentile points in 2013(43-36).</p> <p>ELL</p> <p>Reading</p> <table border="1" data-bbox="485 1097 1092 1252"> <thead> <tr> <th colspan="2">2011</th> <th colspan="2">2012</th> <th colspan="2">2013</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>55</td> <td>62</td> <td>54</td> <td>57</td> <td>51</td> <td>66</td> </tr> </tbody> </table> <p>ELL students have had a decrease in scores between 2011-2013 (55-54-51) in reading.</p>	2011		2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	45	81	51	81	47	83	2011		2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	47	93	43	97	36	98	2011		2012		2013		Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	Observed Growth	Adequate Growth	55	62	54	57	51	66		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Readiness			

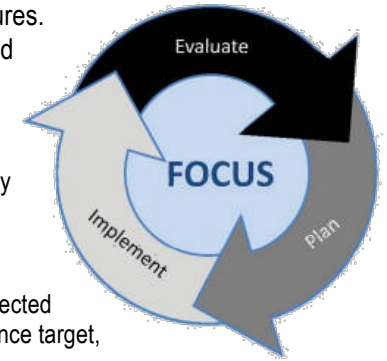
Section IV: Action Plan(s)

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. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

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 where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R		71.43%	74%	Acuity Predictive January 2014 72.5%	
		M		52.48%	55%	Acuity Predictive January 2014 53%	
		W	MMS trend data shows a decrease in writing performance across grade levels.	57.77%	61%	59% of students will score proficient or advance on the second quarter common assessment using the TCAP rubric for writing	Created and Implemented common course assessments. Use of curriculum aligned with Colorado Academic Standards – Use of the Writers Workshop as an instructional model Incorporating technology and 21 st Century Skills into instruction.
		S		48.00%	51%	Acuity Predictive January 2014 49%	
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R					
		M	From 2011 to 2013 students decreased 7 percentiles from 54 to 47 and still did not meet adequate growth.	Meet or exceed Adequate Growth Percentiles in Mathematics	Meet or exceed Adequate Growth Percentiles in Mathematics	Acuity growth from Fall to Winter test.	Created and Implemented common course assessments. Use of curriculum aligned

School Code: 5902

School Name: MILLIKEN MIDDLE SCHOOL

							with Colorado Academic Standards Incorporating technology and 21 st Century Skills into instruction.
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R					
		M	Across the subgroups, students are not making adequate growth in mathematics. In “approaching” areas students growth percentiles are either declining or constant.	The Free and Reduced Lunch, Minority, ELL, and Students with Disabilities, & Students needing to Catch Up subgroups will all achieve adequate growth to be on grade level within 3 years.	The Free and Reduced Lunch, Minority, ELL, and Students with Disabilities, & Students needing to Catch Up subgroups will all achieve adequate growth to be on grade level within 2 years.	Acuity growth from Fall to Winter test.	Restructure special education program to meet individual learning goals. Increased relearning opportunities for students.
		W	Across the subgroups, students are not making adequate growth in writing. In “approaching” areas students growth percentiles are either declining or constant.	The Free and Reduced Lunch, Minority, ELL, & Students needing to Catch Up subgroups will all achieve adequate growth to be on grade level within 3 years.	The Free and Reduced Lunch, Minority, ELL, and Students with Disabilities, & Students needing to Catch Up subgroups will all achieve adequate growth to be on grade level within 2 years.	Comparison of students scoring proficient on common assessments.	Restructure special education and ELL program to meet individual learning goals. Increased relearning opportunities for students.
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						

Mean CO ACT					
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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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: Writing/Reading teachers will continue to align curriculum to state standards, collaborate to plan consistent instruction, and create and administer common assessments to compare data and determine if instructional strategies are working.

Root Cause(s) Addressed: MMS has seen a continuous decrease cohort TCAP writing scores over the past 3 years

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)
 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)
	2013-14	2014-15				
Align the curriculum to the standards and to provide consistent instruction 6-8 grades.	May 2013		Language Arts/Reading Teachers Sped Teachers ELL Teachers Building Principal	Release Time-District	None	In Progress
Minimum of 5 days to align curriculum and create common summative unit tests.	May 2014	May 2015	Language Arts Teachers Reading Teachers Building Administrators	Release Time-District	None	In Progress
Analysis of common summative assessment data to determine instructional effectiveness	Ongoing	May 2015	Language Arts Teachers Reading	Release Time-District	Revised Assessments Meeting Notes/Action Steps	In Progress

School Code: 5902

School Name: MILLIKEN MIDDLE SCHOOL

			Teachers Building Administrators			
Professional Development – Formative Assessments		May 2015	Language Arts Teachers Reading Teachers Building Administrators	Release Time-District	Common Understanding of Formative Assessment	Not Begun
Create common formative assessments that lead to the summative assessment.		May 2015	Language Arts Teachers Reading Teachers Building Administrators	Release Time-District	Common Formative Assessments	Not Begun
Analysis of common formative assessment data to determine instructional effectiveness		May 2015	Language Arts Teachers Reading Teachers Building Administrators	Release Time-District	Revised Assessments Meeting Notes/Action Steps	Not Begun
Professional Development – Reading and Writing Workshop	Ongoing	May 2015	Language Arts Teachers Reading Teachers	Release Time-District Budget-School	Train Department Members who did not attend the PD	Not Begun

* 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: Mathematics teachers will continue to align curriculum to state standards, collaborate to plan consistent instruction, and create and administer common assessments to compare data and determine if instructional strategies are working.

Root Cause(s) Addressed: Inadequate curriculum alignment with state standards.

- Teachers struggle to find adequate curriculum to provide interventions for lower performing students.
- There is a misalignment with standards tested and when they are being taught in the classroom.
- Using the current curriculum, some of the standards tested on the TCAP are not taught until after the test takes place.

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)
 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)
	2013-14	2014-15				
Using Connected Mathematics to align the curriculum to the standards and to provide consistent instruction 6-8 grades.	May 2013		Math Teachers Sped Teachers ELL Teachers Building Principal	Release Time-District	None	In Progress
Analysis of common summative assessment data to determine instructional effectiveness	Ongoing	May 2015	Math Teachers Sped Teachers ELL Teachers Building Principal	Release Time-District	Revised Assessments Meeting Notes/Action Steps	In Progress
Professional Development – Formative Assessments		May 2015	Math Teachers Sped Teachers ELL Teachers Building Principal	Release Time-District	Common Understanding of Formative Assessment	Not Begun
Create common formative assessments		May	Math Teachers	Release Time-District	Common Formative	Not Begun

School Code: 5902

School Name: MILLIKEN MIDDLE SCHOOL

that lead to the summative assessment.		2015	Sped Teachers ELL Teachers Building Principal		Assessments	
Analysis of common formative assessment data to determine instructional effectiveness		May 2015	Math Teachers Sped Teachers ELL Teachers Building Principal	Release Time-District	Revised Assessments Meeting Notes/Action Steps	Not Begun
Professional Development in Connected Mathematics	Ongoing	May 2015	Math Teachers Sped Teachers ELL Teachers	Release Time-District Budget-School	Train Department Members who did not attend the PD	Not Begun

* 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:
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)
 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)
	2013-14	2014-15				

* 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)