

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

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J School Code: 5896 School Name: MILLIKEN ELEMENTARY 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	71.65%	-	-	65.69%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	66.54%	-	-	
		W	53.52%	-	-	50.18%	-	-	
		S	47.53%	-	-	43.48%	-	-	
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	37	-	-	54	-	-	
		M	50	-	-	46	-	-	
		W	42	-	-	59	-	-	
ELP	-	-	-	39	-	-			

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: Meets</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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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

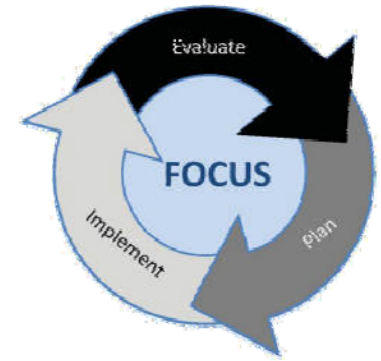
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)		
<input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Tucker Willard
	Email	Tucker.Willard@weldre5j.k12.co.us
	Phone	970-587-6200
	Mailing Address	100 Broad Street. Milliken, CO 80543
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

School Code: 5896

School Name: MILLIKEN ELEMENTARY SCHOOL

Section III: Narrative on Data Analysis and Root Cause Identification

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

Narrative:

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 520 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 had over 572 students last year and are at 520 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 2013 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 a root cause for Reading, Math, and Writing.

Review of Current Performance:

READING

Reading scores are substantially below the State in all three grade levels. Reading ranks in the 28th percentile for P/A students.

The growth gap rating for minority student in reading is Approaching. This impacts nearly half of our student population.

WRITING

Writing scores are flat and substantially below the state average. Writing ranks in the 36th percentile for P/A students.

MATH

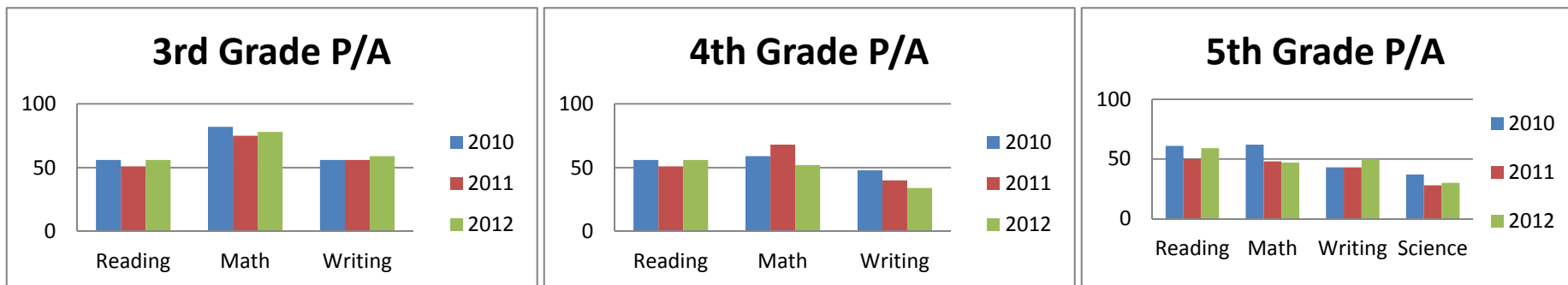
The academic growth rating for math is Does Not Meet. Our percentage of growth of 36 to reach the adequate growth of 54 is substantially higher in math than any other subject area.

The growth gap rating for ELL students in math is does not meet.

Overall our targets were not met 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.

TREND ANALYSIS

TCAP/CSAP was used in identifying performance trends. We looked and the three year SPF and previous TCAP data as well as local data to find trends, because the current data was not available.



TREND STATEMENTS

- Reading achievement is flat and below expectation
- Math has years with some success but cannot maintain growth for multiple years.
- When looking at trend data of cohorts from 3rd to 4th to 5th grades, those students seem to be losing ground.
- On average only 60% of students are meeting standards in all the grade levels
- ELL students have increased 17 percentage points from 2007 in reading and 18 percentage points in math
- Since 2010 writing has show a slight decrease overall.
- There is need for growth in writing in both paragraph writing and in mechanics.
- Science achievement is declining and well below the state expectation

PRIORITY PERFORMANCE CHALLENGES

- Academic Achievement
 - The number of students scoring P/A in reading on TCAP (3 year) is 62% which is in the 28th percentile when compared to the state.
- Academic Growth
 - The (3 year) Median Growth Percentile for the Math TCAP is 36 which is considerably lower than the state average.
- Academic Growth Gaps
 - The Median Growth Percentile of reading, writing and math for minority students is well below what is expected from the state.

The data challenges determined through a review of the SPF (3 year) were presented to teachers and staff. 5 why protocol was used along with other discussions to determine root causes. A group sharing of the root causes led to further discussion and deeper understandings of the underlying issues in our results. The results of these issues are summarized by our root causes, which are identified below:

Root Cause	Verification of Root Cause
Failure to consistently analyze and review data to guide instruction	Data discussions Department/grade level meetings
Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)	Data discussions Department/grade level meetings Informal and formal observations
Lack of rigorous instruction	Data discussions Department/grade level meetings Informal and formal observations Classroom walkthrough data
Limited collaboration and purposeful planning	Data discussions Department/grade level meetings

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)	R	2012-2013 GOAL: 64.3%	NA	
	W	2012-2013 GOAL: 49.1%	NA	
	M	2012-2013 GOAL: 63.3%	NA	
	S	2012-2013 GOAL: 39%	NA	
Academic Growth	R	Meets or exceeds AGP targets in reading	NA	
	W	Meets or exceeds AGP targets in writing	NA	
	M	Reduce the gap to 14 percentile points.	NA	
Academic Growth Gaps	R	Meets or exceeds AGP targets in reading	NA	
	W	Meets or exceeds AGP targets in writing	NA	
	M	Meets or exceeds AGP targets in math	NA	
Postsecondary & Workforce Readiness		NA	NA	
		NA	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.

School Code: 5896

School Name: MILLIKEN ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading achievement is flat and below expectation Math has years with some success but cannot maintain growth for multiple years. When looking at trend data of cohorts from 3 rd to 4 th to 5 th grades, those students seem to be losing ground. On average only 60% of students are meeting standards in all the grade levels	The number of students scoring P/A in reading on TCAP (3 year) is 62% which is in the 28 th percentile when compared to the state.	Failure to consistently analyze and review data to guide instruction Lack of rigorous instruction Limited collaboration and purposeful planning
Academic Growth	Since 2010 writing has show a slight decrease overall. There is need for growth in writing in both paragraph writing and in mechanics. Science achievement is declining and well below the state expectation	The (3 year) Median Growth Percentile for the Math TCAP is 36 which is considerably lower than the state average.	Failure to consistently analyze and review data to guide instruction Lack of rigorous instruction Limited collaboration and purposeful planning
Academic Growth Gaps	ELL students have increased 17 percentage points from 2007 in reading and 18 percentage points in math	The Median Growth Percentile of reading, writing and math for minority students is well below what is expected from the state.	Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)

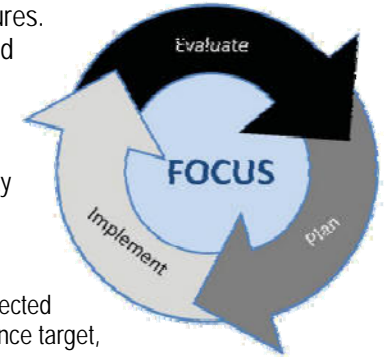
Section IV: Action Plan(s)

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	<p>Although reading achievement increased by 3% P/A from 2011 to 2012 on TCAP, 39% of our students are not proficient or advanced in reading.</p> <p>The state expectation is 72% P/A, so we are 11 percentage points below state expectations.</p>	<p>Meet (or exceed) state target for reading within five years.</p> <p>2013-2014 GOAL: 68%</p>	<p>Meet (or exceed) state target for reading within five years.</p> <p>2014-2015 GOAL: 68%</p>	<p>Star Reading (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May)</p> <p>Percent proficient or advanced</p> <p>Dibels K-5 (three benchmarks in August, December, and May)</p> <p>Percent of students at benchmark</p>	<p>Implement the school's comprehensive achievement plan for student success in elementary reading.</p> <p>Provide ongoing high quality professional development in the area of reading.</p>
		M	<p>Math achievement decreased from 64% to 59% from 2011 to 2012 on TCAP and 41% of our students are not proficient or advanced in math.</p> <p>The state expectation is 70.1% P/A, so we are 11.1 percentage points below state expectations.</p>	<p>Meet (or exceed) state target for math within five years.</p> <p>2013-2014 GOAL: 67.1%</p>	<p>Meet (or exceed) state target for math within five years.</p> <p>2014-2015 GOAL: 67.1%</p>	<p>Star Math (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May)</p> <p>Percent proficient or advanced</p> <p>Assessing Drops in a Bucket every 4th week.</p>	<p>Implement the school's comprehensive professional development plan that is data-driven for student success in elementary math.</p>
		W	<p>Writing achievement increased by 2% P/A from 2011 to 2012 on TCAP and 52% of our</p>	<p>Meet (or exceed) state target for writing within five years.</p>	<p>Meet (or exceed) state target for writing within five years.</p>	<p>Common writing assessments for K-5 (Quarterly)</p>	<p>Implement the school's comprehensive achievement plan for student success in</p>

School Code: 5896

School Name: MILLIKEN ELEMENTARY SCHOOL

			students are not proficient or advanced in writing. The state expectation is 54.8% P/A, so we are 6.8 percentage points below state expectations.	2013-2014 GOAL: 51.3%	2014-2015 GOAL: 51.3%	Jim Wrights CBM Rubrics (Quarterly)	elementary writing as outlined below in the actions steps providing ongoing high quality professional development in the area of writing for teachers.
		S	Science achievement increased by 7% P/A from 2011 to 2012 on TCAP and 65% of our students are not proficient or advanced in science. The state expectation is 47.53% P/A, so we are 12.53 percentage points below state expectations.	Meet (or exceed) state target for science within five years. 2013-2014 GOAL: 43.3%	Meet (or exceed) state target for science within five years. 2014-2015 GOAL: 43.3%	Foss unit tests and quizzes-twice quarterly	Implement the school's comprehensive achievement plan for student success in elementary science as outlined below in the actions steps using the assessment data to improve instruction and providing content and experiential science to all students on a daily basis.
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Meets MAGP	Meets or exceeds AGP targets in reading	Meets or exceeds AGP targets in reading	Star Reading (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May) Percent proficient or advanced Dibels K-5 (three benchmarks in August, December, and May) Percent of students at	Implement the school's comprehensive achievement plan for student success in elementary reading. Provide ongoing high quality professional development in the area of reading.

						benchmark	
		M	Math growth declined by 28 percentile points on Math TCAP from 2011 to 2012. Lack of growth for CU students in math.	2013-2014 GOAL: Reduce the gap to 0.	2014-2015 GOAL: Reduce the gap to 0.	Star Math (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May) Percent proficient or advanced Assessing Drops in a Bucket every 4 th week.	Implement the school's comprehensive professional development plan that is data-driven for student success in elementary math.
		W	We did not meet adequate growth in writing by 9 th ile points, but we are approaching the target. Lack of growth for CU students in writing.	Meets or exceeds AGP targets in reading	Meets or exceeds AGP targets in reading	Common writing assessments for K-5 (Quarterly) Jim Wrights CBM Rubrics (Quarterly)	Implement the school's comprehensive achievement plan for student success in elementary writing as outlined below in the actions steps providing ongoing high quality professional development in the area of writing for teachers.
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	Our data indicates that reading is still a need to where our "Catch up" students have a wide gap and are losing some growth.	Meets or exceeds AGP targets in reading	Meets or exceeds AGP targets in reading	Star Reading (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May) Percent proficient or advanced	Implement the school's comprehensive achievement plan for student success in elementary reading. Provide ongoing high quality professional development in the area of reading.

						Dibels K-5 (three benchmarks in August, December, and May) Percent of students at benchmark	
		M	Our data indicates that Math needs to be Milliken's major focus and priority for ELL students, as this is the only area where our "Catch up" students have the widest gap and are losing growth.	Meets or exceeds AGP targets in math	Meets or exceeds AGP targets in math	Star Math (every six week assessments throughout the year – August, October, December, February, April, End of year May) Percent proficient or advanced Assessing Drops in a Bucket every 4 th week.	Implement the school's comprehensive professional development plan that is data-driven for student success in elementary math.
		W	Our data indicates that writing needs to be Milliken's second major focus and priority for ELL students, as this is the only area where our "Catch up" students have the widest gap and are losing growth.	Meets or exceeds AGP targets in writing	Meets or exceeds AGP targets in writing	Common writing assessments for K-5 (Quarterly) Jim Wrights CBM Rubrics (Quarterly)	Implement the school's comprehensive achievement plan for student success in elementary writing as outlined below in the actions steps providing ongoing high quality professional development in the area of writing for teachers.
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						

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: Implement rigorous student centered instruction with high expectations in all content areas

Root Cause(s) Addressed:

Lack of rigorous instruction

Failure to consistently analyze and review data to guide instruction

Limited collaboration and purposeful planning

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2013-14 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Ensure that all classroom teachers be fully trained and on mClass and Alpine to review their classroom data.	2013-2014- Fully Implemented 2014-2015 Provide additional support	Principal/Teachers	General Funds	Principal walkthroughs and evaluations in the beginning/middle/end of the year.	In Progress
The school will host a literacy night during the year to involve parents in appropriate strategies to help their children become better readers. Provide examples of books and give out books.	January/February 2014 January/February 2015	Teachers, interventionists, principal	\$500 General Fund	100% teachers will participate in the event. Reading strategies will be posted on the Schools website for extra	Not begun

School Code: 5896

School Name: MILLIKEN ELEMENTARY SCHOOL

				parent viewing.	
3. Created a focused environment for students to learn, align curriculum and focus on the Math standards in 4 th grade to 5 th grade classrooms by departmentalizing the four TCAP tested subjects.	2013-2015	Teachers and Principals		100% of 4th and 5th grade teachers are departmentalized. Each quarter the principal completes walkthroughs and checks schedule.	In progress
Implement our STAR Reading assessment that helps correlate our state reading standards for our 3 rd , 4 th and 5 th grade students. Students will be benchmarked in the beginning with two additional testing times. (This assessment allows teachers to understand which standards our targeted students are struggling or excelling in.)	Every 6 weeks.- 2013-2014 Every 6 weeks.- 2014-2015	Media Center Teacher/ Classroom teachers.	\$4,174.70 General Funds	100% of teachers will be trained and implemented based on principal walkthroughs and evaluations. Principal will evaluate data every six weeks.	In progress
Research and possibly implement the high quality strategies in the researched based SIOP model for instruction.	Start- 2013-2014 school year	Teachers, and Principal		Teachers and Principal will research the SIOP model	In progress
Rigorous courses are developed in the master schedule and are implemented using data	2013-2015	Staff Administration GT coordinator	General Fund	Summer 2014 teachers will meet with district curriculum committees to discuss instructional changes	Not Begun
Implementation of research based instructional strategies in all content areas (including ELL, SPED and Title)	2013-2015	Teachers Administrators Interventionists Title I ELL SPED teachers	General Fund PD opportunities Training	By the end of 2014, all students will have received professional development to support research based instructional strategies in the classroom.	

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Provide targeted interventions for students based on data indicators.

Root Cause(s) Addressed:

Provide targeted interventions for students based on data indicators.

Failure to consistently analyze and review data to guide instruction

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

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2013-14 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Classroom teachers will utilize benchmarking data to provide targeted differentiated interventions for all students and progress monitor students to show growth.	September 2013 to May 2014.	Teachers and interventionists	General Fund	95% of teachers will participate. Data will be shared with building administrator that is collected monthly.	In progress
To ensure that all classroom teachers to be fully trained and implemented on STAR Math and Math Facts in a Flash for data for our targeted kids.	August /September 2013 August /September 2014	Principal and teachers	General Funds \$4,174.70 (Included with program)	95% of teachers will be trained and implemented based on principal walkthroughs and evaluations. Principal will evaluate data Monthly.	In progress
Create a whole staff after school tutoring program twice a week for 30 min.(MAST) that is Standards TCAP based for targeted 4 th and 5 th grade math students who are unsatisfactory/partially proficient.	2013 -2014 November to April	Teachers/Principal/Specialist	General Funds \$500	100% of the staff will participate in tutoring. Principal will use Star Math benchmark scores to assess targeted students for growth every six	In progress

School Code: 5896

School Name: MILLIKEN ELEMENTARY SCHOOL

				weeks.	
Create a new MATH/Reading intervention that every student will have access to for one hour a week.	2014-1015	Math interventionist Reading interventionist	General fund	By September 2014, 100% of students will receive interventions based on their needs	
Find a research based curriculum for ESL	2014-2015	ESL teacher	General fund	By August 2014 all students in ESL will have a reading class that focuses on their needs.	

Major Improvement Strategy #3: Create a school focus to analyze data and review data to guide instruction

Root Cause(s) Addressed:

- Failure to consistently analyze and review data to guide instruction
- Lack of rigorous instruction
- Limited collaboration and purposeful planning

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
- Title I Schoolwide or Targeted Assistance plan requirements
- Title I Focus School Plan requirements
- Application for a Tiered Intervention Grant (TIG)
- Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2013-14 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Ensure that all classroom teachers be fully trained and on mClass and Alpine to review their classroom data.	2013-2014- Fully Implemented 2014-2015 Provide additional support	Principal/Teachers	General Funds	Principal walkthroughs and evaluations in the beginning/middle/end of the year.	In Progress
Professional development for all staff members	District Professional	Principal and classroom	Local Funds	100% of 4th and 5th	Completed

School Code: 5896

School Name: MILLIKEN ELEMENTARY SCHOOL

to be trained in Jim Wrights CBM (curriculum based model) Rubrics.	Development Days 2013 October 2014 October	teachers		grade teachers are departmentalized. Each quarter the principal completes walkthroughs and checks schedule.	
Provide a school wide display of grade level rubrics and the students work throughout school.	October 2013 to May 2014	Principal and classroom teachers.		100% of 4th and 5th grade teachers are departmentalized. Each quarter the principal completes walkthroughs. Principal will meet with grade levels to discuss what types of writing and to have a variety quarterly.	In Progress
Create a vertical alignment with districts 4 th and 5 th grade curriculum writing teachers to meet and plan together lessons for targeted students.	2013-2014 2014-2015	Principal, Departmentalization teacher for 4 th and 5 th grade		Principal will meet monthly to oversee curriculum is being aligned by state standards and district curriculum map. Departmentalization teachers must meet at least once a month to plan.	In progress
Purchased the books for entire staff "Better Answers" and "Four Square Planning". Implement Better Answers and Four Square Planning for instructional strategies to increase student achievement in short constructed responses on writing tasks and help students plan their writing.	2013-2014 2014-2015	Principal/ Teachers	\$500 local funds	95% of teachers will be trained and implemented on Better Answers book and Four Square Planning that will be based on principal walkthroughs and	In Progress

				evaluations. Principal will evaluate quarterly.	
Teachers will meet with the principal to do "data discussions" for their classroom	2013-2015	Principal/Teachers	General Fund	Principal will meet with each teacher multiple times a semester to discuss data.	In progress
Classroom teachers will utilize benchmarking writing and use common grade level rubrics to assess data and then to provide targeted differentiated interventions for all students. They will then progress monitor students to show growth.	September 2013 to May 2014.	Teachers and interventionists	General Fund	Data will be shared with building administrator that is collected monthly.	In progress
Classroom teachers will utilize benchmarking data to provide targeted differentiated interventions for all students and progress monitor students to show growth.	September 2013 to May 2015.	Teachers and interventionists	General Fund	95% of teachers will participate. Data will be shared with building administrator that is collected monthly.	In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)

Additional Requirements for Turnaround Status Under State Accountability (Required)